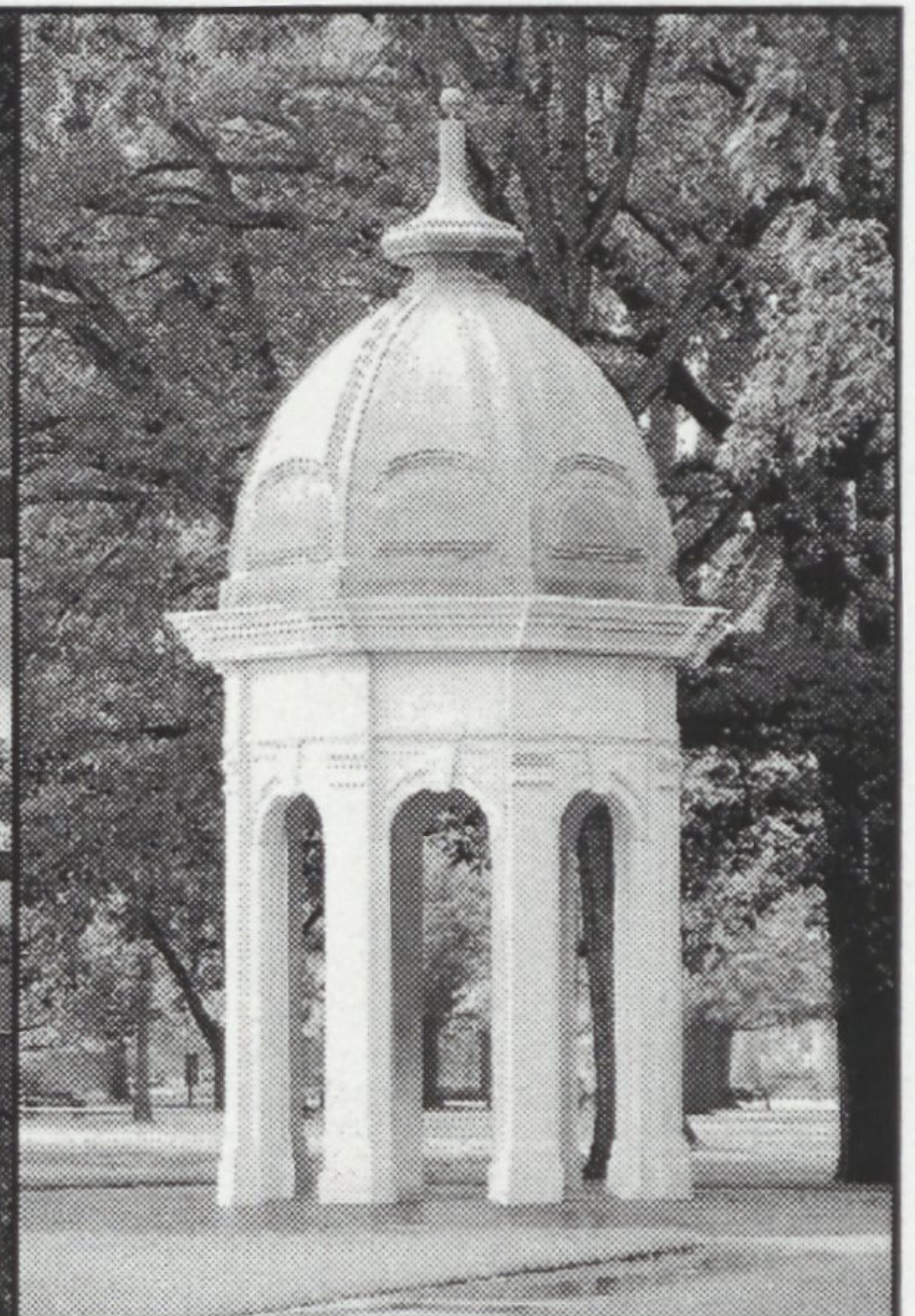*discussed @ 12-4-01 mtg.*

GROWTH and QUALITY:

Excelling

as an Emerging

Doctoral University

DRAFT

JANUARY 2002

SELF-STUDY FOR REAFFIRMATION
BY THE SOUTHERN ASSOCIATION
OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

EAST
CAROLINA
UNIVERSITY

VOLUME 1.
EXECUTIVE SUMMARY

Executive Summary

East Carolina University Self-Study 2000-2001
Growth and Quality: Excelling as an Emerging Doctoral University

Presented to the Southern Association of Colleges and Schools
Commission on Colleges
January 2002

Volume I

Table of Contents

Section I
Overview

Introduction

1. Background of the Alternate Self-Study

The focus of East Carolina University's alternate self-study has multiple antecedents, some distinctive to ECU and others that are broader in nature.

First, public higher education in the United States is facing an unprecedented period of radical change. The driving forces include increased competition for state appropriations; the impact of rapidly changing information technology; and the threat of new types of competitor institutions. The potential impact of these forces for change is enormous.

As these changes are occurring, ECU and the UNC system are facing considerable pressure to enroll an increasing number of new students over the next ten years. ECU's on-campus enrollment could easily increase by 40-50 percent over the next ten years. Partly in response to this anticipated growth, and partly in response to the state's needs, ECU and the UNC system are placing greater emphasis on utilizing new technologies to expand access for on and off campus students.

In addition to these pressures, East Carolina University is facing its own distinctive set of forces for change. For example, the recent designation of ECU with Doctoral/Research Intensive status is an acknowledgement of the changing nature of the programmatic offerings at ECU, and it carries with it a change in funding. As more doctoral programs are added, and as greater emphasis is placed on increasing campus scholarly activity, tensions will arise between these priorities and the institution's traditional commitment to undergraduate education. In ECU's case, this pressure is even greater because of its historic mission of service to eastern North Carolina.

East Carolina University sought approval for this alternate self-study to address the basic question of how it can grow as expected while increasing the quality of the educational experiences offered to its students. This self-study was developed to prepare the university to confront these challenges and to maximize the benefits of their associated opportunities. The study was designed to focus primarily on the topics of growth and quality in light of the university's new doctoral status. The title of the study reflects these topics: *Growth and Quality: Excelling as an Emerging Doctoral University*.

The growth and quality aspects of East Carolina University 's future are intricately intertwined. As an institution, ECU believes it must simultaneously grow in enrollment and program complexity while improving the quality of its educational programs and services. Focusing on either topic could warrant a major study, but in ECU's case the two changes cannot be dealt with independently. Both changes will generate major resource, programmatic, and priority-setting issues. A creative balance must be maintained that will permit the institution to cope effectively with the resulting tensions.

The State of North Carolina expects the number of traditional on-campus students enrolled in its public higher education institutions to grow approximately 40-50 percent by 2008. Moreover, this projected growth does not include the likely enrollment growth due to distance education. The growth will generate a broad range of tensions that the campus must face. The addition of approximately 7,000 new students, along with accompanying increases in faculty and staff, will create substantial tensions, even if the necessary facilities are in place, which may not be the case. There will also be tension over the placement of resources, positions, faculty workloads, the appropriate balance between undergraduate and graduate education, and an increased emphasis on scholarly activity.

Quality improvement of ECU's educational programs and services is vital to support this growth effectively. The university believes that improvements in quality are necessary to serve appropriately the kinds of students it wishes to enroll, many of them from outside the university's traditional geographic areas of service. The development of the institution's graduate programs and scholarly activities also requires a focus on quality that is essential for the recruitment and eventual placement of graduate students, as well as for the recruitment and

retention of new faculty and staff. Enrollment and programmatic growth will not occur as projected without simultaneous improvement in the quality of programs and services. Moreover, both will require careful thought and priority setting.

The strategic topic focusing on growth and quality has emerged from a variety of discussions held on campus over the past decade. Its origins can be found in many of the issues addressed by the university's first two strategic plans and by the 1992 SACS self-study. This topic, however, has been much more prominent in campus discussions over the past two years.

Beginning in 1997, the University of North Carolina began determining the next decade's likely enrollment increases. Each constituent campus was asked to estimate its enrollment capacity and growth intentions through the year 2008. At the same time, the University system began its first comprehensive examination of campus facilities in light of that expected enrollment increase. The resulting analysis then became the basis for the establishment of system space standards, spurring a major request to the North Carolina General Assembly for facilities funding. As these efforts were underway, the UNC General Administration was able to convince the General Assembly to change the way in which distance education and degree credit extension courses were funded.

These system-wide events helped crystallize ECU's own internal discussions by making the issues associated with growth and the improvement of quality much more immediate. The prospect of dramatic enrollment growth, along with the considerable increase in facilities and personnel needed to accommodate this student growth, helped spur the development of the 2000-2005 strategic planning process. While the university community is still in the early stages of understanding the broad ramifications of the coming changes, concern about how ECU can best meet the challenges ahead has been present in every strategic planning discussion.

The issues of growth and quality were key aspects in the strategic planning external focus groups involving members of the Board of Trustees, alumni, public leaders, community college presidents, public school superintendents, economic leaders, members of various university boards, media leaders, and others. These issues have been central in the development of the university's new strategic planning goals and in the deliberations of the eleven strategic planning implementation committees. In addition, these issues arose in campus focus groups conducted in the topics development phase of this alternate self-study and in the work of multiple Faculty Senate and Staff Forum committees. Over 500 individuals have participated in meetings and discussions leading to the development of this alternate self-study. Individuals approached the issues of growth and quality from different perspectives and with differing preferences, but all shared concern about how to achieve growth and improve quality concurrently.

The alternate self-study was designed by a team representing numerous university constituencies. Working over a period of several months, the team achieved consensus that growth and quality indeed were the key issues that needed to be addressed. In reviewing the drafts of the proposed alternate self-study with faculty, administrators, alumni, and others, the self-study team became convinced there was consensus throughout the university community that the alternate self-study was appropriate, necessary, and timely.

2. Purpose and Goals of the Self-Study

2.1 Purpose

East Carolina University (ECU) is committed to effective assessment of and planning for our educational programs and our administrative and support processes.

The purpose of this self-study is twofold – to ensure compliance with the SACS criteria for accreditation and to address the basic question of how ECU can grow as expected and increase the quality of the educational experience.

One purpose of the Southern Association of Colleges and Schools (SACS) Self-Study is to document and evaluate an institution's compliance with the SACS criteria for accreditation. This requires a thorough and careful evaluation of the educational quality of the institution – its strengths and its weaknesses.

The alternative portion of the self-study provides the university with the opportunity to address the basic question of how it can grow as expected and concurrently increase the quality of the educational experience offered to its students. ECU's on-campus enrollment is expected to increase by close to 50 percent over the next ten years. In response to this anticipated growth, increased attention is being focused on plans for serving these additional students. Also, the institution is placing greater emphasis on increasing involvement in distance education activities and obtaining additional facilities to support the increase of in on-campus students. Further, the recent recognition of ECU as a doctoral institution acknowledges the changing nature of the programmatic offerings at ECU. As more doctoral programs are added and as greater emphasis is placed on increasing campus scholarly activity, tensions will arise between these priorities and the institution's traditional commitment to undergraduate education. In ECU's case, this pressure is even greater because of its historic mission of service to eastern North Carolina. As changes are occurring within its home region, the university is faced with increasing pressure to serve as an economic engine.

To these ends, East Carolina University is conducting a broad-based, comprehensive, and analytical self-study that is directed toward identifying and addressing the challenges and opportunities the university faces while striving to comply with the SACS criteria, reach our goals, and fulfill our stated mission.

2.2 Goals of the Alternative Self-Study

ECU is using the self-study process to identify more fully the challenges and opportunities the forces for change will generate, as well as the interrelationships of the forces. The primary goal of this self-study is to develop a consensus on the university's future direction, the challenges to be faced in reaching its goals, and the priorities that need to be established.

As stated in the *Growth and Quality: Excelling as an Emerging Doctoral University – An Alternative Proposal,* the self-study has the following specific goals:

1. **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.

2. **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 whose faculty are involved in doctoral programs and those who are not. Consideration must be given to developing reward structures that recognize the value of various contributions.

3. **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 inside 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. This goal will require strategies for significant additional investments in the development of campus information technology capabilities and skills.

4. **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.

5. **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.

3. Conduct of the Alternative Self-Study

The alternative self-study proposal was prepared by a cross-section of the university community. The proposal was developed based on input from faculty, staff, administrators, alumni, and others. The proposal's focus on the issues of growth and quality was viewed widely as appropriate and necessary. The proposal was submitted to the Southern Association of Colleges and Schools on October 5, 1999, and was approved later that year.
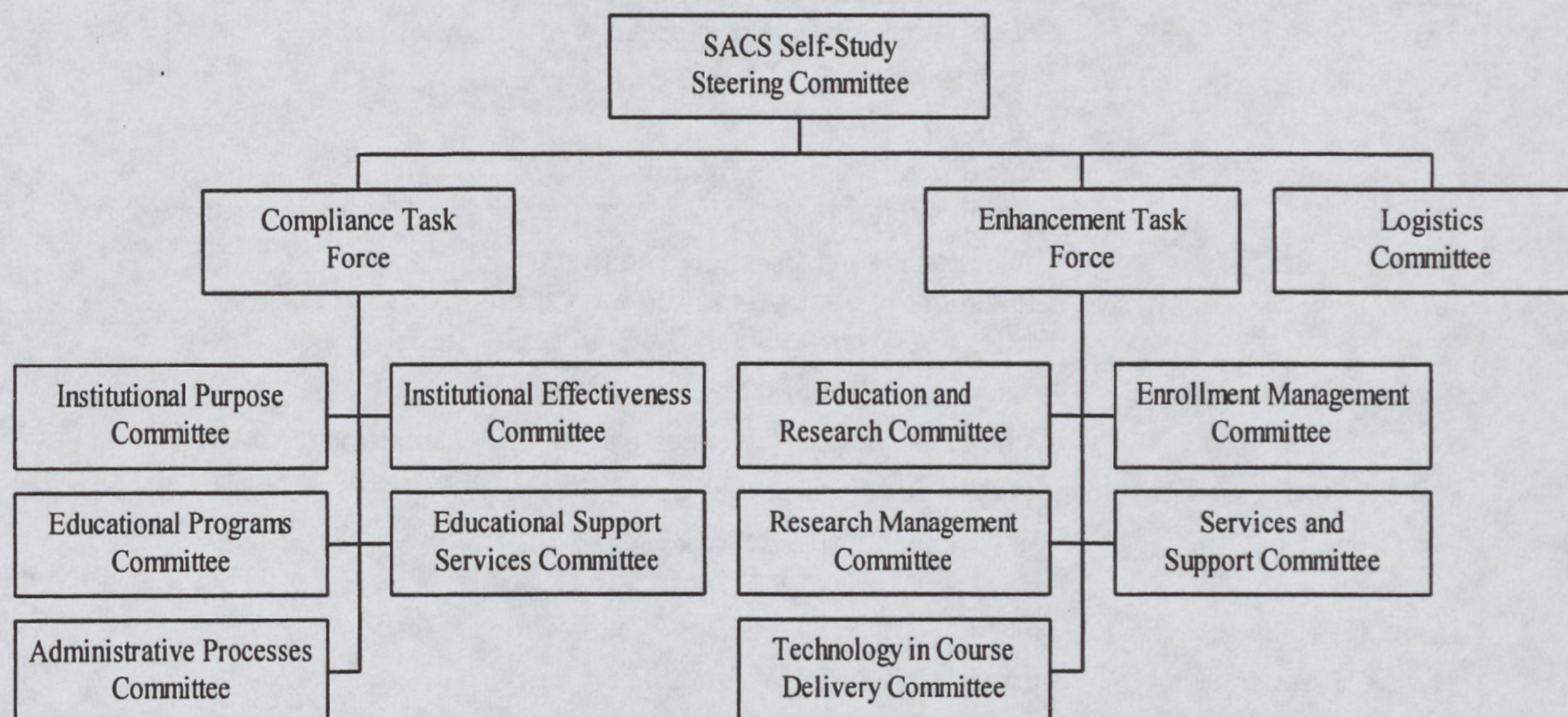
Following approval, a SACS Steering Committee was formed which consisted of many of the self-study proposal developers as well as a variety of people representing various university constituencies. The Steering Committee was established and charged with developing the self-study plan, supervising and coordinating its implementation, and compiling the work done during the self study into a well-organized report for submission to SACS.

Five SACS committees were assigned by the Steering Committee to audit every core process of the university for compliance with SACS criteria, to analyze strengths and areas for improvement, to recommend action, and to write the component sections of the SACS Self-Study Report. In addition, five Enhancement Committees addressed the strategic issues focusing on the themes of growth and quality while excelling as an emerging doctoral institution. To assist in coordinating any overlapping roles of the committees, the chairs of the Compliance Committees served on a Compliance Task Force while the chairs of the Enhancement Committees served on an Enhancement Task Force. Later a Logistics Committee was formed to facilitate the March 2002 site visit.

During the self-study, over 150 individuals served on the enhancement and compliance committees. In addition, over 700 university constituents participated by providing input through focus groups, forums, committee meetings, and one-on-one interaction, including 300 students and 400 faculty, staff, and administration.

Figure 3-1 presents the organizational chart that illustrates the committee structure for the self-study.

Figure 3-1. SACS self-study organizational chart

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                        │  SACS Self-Study   │
                        │ Steering Committee  │
                        └────────────────────┘
        ┌───────────────────────┼──────────────────────────┐
┌──────────────────┐    ┌──────────────────┐    ┌──────────────────┐
│ Compliance Task  │    │ Enhancement Task │    │    Logistics     │
│      Force        │    │      Force        │    │    Committee     │
└──────────────────┘    └──────────────────┘    └──────────────────┘

┌──────────────────┐ ┌──────────────────────┐  ┌──────────────────┐ ┌──────────────────────┐
│ Institutional    │ │ Institutional        │  │ Education and    │ │ Enrollment           │
│ Purpose Committee │ │ Effectiveness        │  │ Research Committee│ │ Management Committee  │
└──────────────────┘ │ Committee            │  └──────────────────┘ └──────────────────────┘
                     └──────────────────────┘

┌──────────────────┐ ┌──────────────────────┐  ┌──────────────────┐ ┌──────────────────────┐
│ Educational      │ │ Educational Support  │  │ Research         │ │ Services and         │
│ Programs         │ │ Services Committee   │  │ Management        │ │ Support Committee     │
│ Committee         │ └──────────────────────┘  │ Committee         │ └──────────────────────┘
└──────────────────┘                           └──────────────────┘

┌──────────────────┐                            ┌──────────────────┐
│ Administrative   │                            │ Technology in    │
│ Processes         │                            │ Course Delivery  │
│ Committee         │                            │ Committee         │
└──────────────────┘                            └──────────────────┘
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The membership of each committee included faculty, staff, and administration. In addition, representatives from appropriate Faculty Senate, Administrative Committees, and administrative and academic units were appointed. These representatives were charged with ensuring adequate communication between the SACS committee and their respective committees and/or units. Table 3-1 presents the Steering Committee membership.

Table 3-1. SACS Steering Committee membership

Member	Role
Brenda Killingsworth	SACS Self-Study Director; School of Business, Decision Sciences Department
Worth Worthington	SACS Self-Study Assistant Director School of Medicine
Patricia Anderson	Educational Programs Committee Chair School of Education, Elementary and Middle Grades Department
George Bailey	Educational and Research Committee Chair, Educational Policies and Program Committee representative College of Arts and Sciences, Philosophy Department
Richard Brown	Vice Chancellor, Financial Services
Rosina Chia	College of Arts and Sciences, Psychology Department
Sadie J. Cox (2001-2002)	Student Government President
Tom Feldbush	Vice Chancellor, Research Research Management Committee Chair
Diana Henshaw	Special Assistant to the Vice Chancellor of Academic Affairs
Phyllis Horns	Institutional Purpose Committee Chair Dean, School of Nursing; Interim Vice Chancellor of Health Sciences
Jeff Huskamp	Technology in Course Delivery Committee Chair Chief Information Officer
Linda Ingalls	School of Medicine
Willie Lee	Staff Forum Immediate Past-Chair; Central Printing and Duplicating
Gary Lowe	Administrative Processes Committee Chair Associate Vice Chancellor of Academic Affairs
Ernie Marshburn	Information Technology and Computing Services
Claudia McCann	Associate Director, Planning and Institutional Research
Brent Queen (2000-2001)	Student Government President
Rita Reaves	Educational Support Services Committee Chair Associate Vice Chancellor of Academic Affairs
James Leroy Smith	Executive Assistant to the Chancellor
Kris Smith	Services and Support Committee Chair Associate Vice Chancellor of Student Development; Interim Director of Planning and Institutional Research
Scott Snyder	Institutional Effectiveness Committee Chair Associate Dean, College of Arts and Sciences
Betty Speir	Board of Trustees Member
Shelby Strother	Alumni Association President, Alumni Representative
Bob Thompson	Interim Vice Chancellor of Academic Affairs
Scott Wells	College of Arts and Sciences/Institutional Advancement

Section II
Compliance

Compliance Report Summary

Five committees were established to conduct a comprehensive analysis of the institution's compliance with the *Criteria for Accreditation*. The Steering Committee provided guidance for and review of each committee's work. The following sections provide a summary of the recommendations and suggestions generated from this comprehensive analysis. Three recommendations and thirteen suggestions were identified to strengthen procedures and processes addressed in the *Criteria*.

Section I. Principles and Philosophy of Accreditation

1.1 Institutional Commitment and Responsibilities in the Accreditation Process

Summary: Section 1.1 specifies the criteria related to an institution's involvement in and commitment to the accreditation process. The criteria address: the self-study requirement; the commitment of the institution to the self-study process and peer assessment; and, institutional integrity. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

1.2 Application of the *Criteria*

Summary: Section 1.2 specifies the criteria related to the role of the institution in applying the criteria to all institutional programs and services wherever located or however delivered. The criteria address: substantive changes; institutional compliance with criteria; and, effectiveness of the institution as a whole. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

1.3 Separately Accredited Units

Summary: Section 1.3 specifies the criteria related to institutions with a unit that has a significant portion of responsibility and decision-making authority for its educational activities. *This section does not apply to East Carolina University.*

Recommendations and/or Suggestions: None.

1.4 Conditions of Eligibility

Summary: Section 1.4 specifies the criteria related to the thirteen Conditions of Eligibility. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

1.5 Initial Membership

Summary: Section 1.5 specifies the criteria related to institutions seeking initial membership (accreditation). *This section does not apply to East Carolina University.*

Recommendations and/or Suggestions: None.

1.6 Representation of Status

Summary: Section 1.6 specifies the criteria related to an institution's representation of accreditation status. *The university meets all of the criteria specified in this section. A review of all documents that describe the university's relationship with the Commission found that one publication, 2000-2001: University at a Glance, did not carry the complete address and phone number of the Commission. The complete address and phone will be added in the 2001-2002 edition.*

Recommendations and/or Suggestions: None.

Section II. Institutional Purpose

Summary: Section 2 specifies the criteria related to an institution's purpose or mission. The criteria address: the mission statement; the official posture and practice of the institution relative to its stated purpose; publication of the mission statement; the development of the mission statement; the periodic review of the mission statement; and, the mission statement serving as the foundation for all institutional operations, programs, and activities. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

Section III. Institutional Effectiveness

3.1 Planning and Evaluation: Educational Programs

Summary: Section 3.1 specifies the criteria related to planning and evaluation of educational programs. The criteria address: educational goals; evaluation of goals, including demonstration of student achievement; and, use of results to improve the educational programs, services, and operations. *The university needs to strengthen its student learning outcome assessment by centralizing the coordination of these assessment activities. A more coordinated effort to demonstrate equivalency of learning between distance education courses and campus-based courses also needs to be established.*

Recommendations and/or Suggestions: Recommendation – The university will centralize the direction and coordination of assessment of student learning.

The university will create the position of University Assessment Officer (UAO) and provide appropriate support for the UAO to coordinate assessment activities effectively. The University Institutional Effectiveness Committee, the Planning and Institutional Research office, and appropriate ad hoc and Faculty Senate committees will work with the UAO.
This centralized coordination of the assessment initiative encompasses the following areas of academic endeavor:

General Education (See Section 4.2.2 also)	**Academic Units** Undergraduate degree programs Graduate degree programs (Includes traditional and distance education delivery)	**Administrative Services** (See Section 3.2 also)

3.2 Planning and Evaluation: Administrative and Educational Support Services

Summary: Section 3.2 specifies the criteria related to planning and evaluation of administrative and educational support services. The criteria address: administrative and educational support services goals;

evaluation of goals; and, use of results to improve the administrative and educational support services. *The university meets all of the criteria specified in this section. However, the university should improve the coordination of the administrative and educational support services assessment activities. A standard format for reporting goals, criteria for success, results, and use of results should be implemented as well.*

Recommendations and/or Suggestions: <u>Suggestion</u> – The university will centralize the direction and coordination of administration and educational support services assessment under the University Assessment Officer (See Section 3.1 recommendation).

3.3 Institutional Research

Summary: Section 3.3 specifies the criteria related to institutional research. The criteria address: collecting and analyzing data and disseminating results; and, regular evaluation of the effectiveness of its institutional research process and the use of its findings for improvement. *The university meets all of the criteria specified in this section.* ·

Recommendations and/or Suggestions: None.

Section IV. Educational Program

4.1 General Requirements of the Educational Program

Summary: Section 4.1 describes broad compliance requirements regarding: the relationship of the educational program to the purpose of the institution; sufficient student enrollment and financial resources to support an effective educational program; the provision of competent faculty, adequate library/learning resources, and appropriate computer resources, instructional materials/equipment, and physical facilities; and, appropriate student achievement and quality of programs, regardless of instructional method or program location. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.2 Undergraduate Program

4.2.1 Undergraduate Admission

Summary: Section 4.2.1 describes compliance requirements regarding the development and implementation of general admission policies. The criteria require these policies: be consistent with the educational purposes of the institution; be clearly defined and published; be regularly followed and evaluated; address the admission of transfer students as well as credit by transfer, advanced placement and experiential learning; and, clearly define academic dismissal, suspension and readmission of students. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.2.2 Undergraduate Completion Requirements

Summary: Section 4.2.2 describes compliance requirements regarding: appropriateness of degree requirements, including minimum requirements for general education; competency of graduates in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers; and, the percent of semester credit hours that must be earned through instruction by the institution awarding the degree. *The university meets all of the criteria for undergraduate completion requirements as outlined in this section. However, the university should strengthen the*

learning outcomes assessment of reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

Recommendations and/or Suggestions: <u>Suggestion</u> – The university should strengthen the learning outcomes assessment of reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

4.2.3 Undergraduate Curriculum

Summary: Section 4.2.3 specifies criteria for undergraduate curriculum regarding: the appropriateness of curriculum to the purpose and goals of the institution, to the preparation of the students admitted, and to the financial and instructional resources of the institution; the process by which curriculum is established, reviewed, and evaluated; degree program coordination; the responsibility of the governing board in approving degrees and administrative structure through which the curriculum is administered and the extent to which the institution should offer distance learning programs; articulation agreements; and, programmatic partnerships with secondary schools. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.2.4 Undergraduate Instruction

Summary: Section 4.2.4 specifies criteria for undergraduate instruction regarding: the relationship of the instructional techniques and policies to the purpose of the institution and the specific goals of an individual course; regular evaluation of instruction; evaluation of student performance; grading policies; courses offered in non-traditional formats; the learning environment; and, the appropriateness of program length. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.2.5 Academic Advising of Undergraduate Students

Summary: Section 4.2.5 specifies academic advising and undergraduate student orientation criteria regarding: a systematic, effective program of undergraduate academic advising; a reasonable number of advisees assigned to faculty or professional staff; and, an effective undergraduate student orientation program. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.3 Graduate Program

4.3.1 Initiation, Operation and Expansion of Graduate Programs

Summary: Section 4.3.1 specifies graduate program criteria regarding: the initiation, operation, and expansion of graduate programs; the inclusion of research, scholarly activity and/or advanced professional training in graduate studies; competency and productivity of faculty, adequate library and learning resources as well as computer and laboratory facilities. *The university meets all of the criteria specified in this section. However, the Graduate School should expand on its current graduate program review by conducting an assessment of the graduate program's plan for assessing learning outcomes. During the graduate program review, the graduate program review site visit team will be asked to evaluate the assessment plan.*

Recommendations and/or Suggestions: <u>Suggestion</u> – The graduate program review should include assessment of the graduate program's plan for assessing learning outcomes. The site visit team will be asked to evaluate the assessment plan.

4.3.2 Graduate Admission

Summary: Section 4.3.2 specifies the graduate admissions criteria regarding: admission criteria and procedures; coursework transferred or accepted for credit; credit for experiential learning; probation or conditional admission criteria; and, review of admission policies. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.3.3 Graduate Completion Requirements

Summary: Section 4.3.3 specifies the graduate completion requirements criteria regarding: procedures and policies governing general completion requirements for graduate programs; and, courses offered and their applicability to at least one degree or certificate program. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.3.4 Graduate Curriculum

Summary: Section 4.3.4 specifies the graduate curriculum criteria regarding: substantial difference between undergraduate and graduate instruction; clear and accurate descriptions of curricular offerings in published materials; the appropriateness of curriculum to the purpose and goals of the institution, and to the financial and instructional resources of the institution; the process by which curriculum is established, reviewed, and evaluated; degree program coordination; the responsibility of the governing board in approving degrees and administrative structure through which the curriculum is administered and the extent to which the institution should offer distance learning programs; distinctions between a course of study leading to the master's or specialist degree and a course of study leading to the doctorate; and, the appropriateness of program length. *The university meets all of the criteria specified in this section. However, to ensure clear communication of a doctoral candidate's progress toward completion of the doctoral program, all doctoral programs should develop a plan to communicate this progress in written form on a regular basis. All doctoral programs will prepare a written evaluation of each student's progress toward completion of the doctoral program. A copy of the evaluation will be provided to the student and copies will be placed in the student's department folder and the student's permanent Graduate School folder. Further, to strengthen assessment of the graduate curriculum effectiveness, every graduate program will conduct a survey of alumni.*

Recommendations and/or Suggestions: <u>Suggestion</u> – The Graduate School should require all doctoral programs to develop a plan for providing a written annual evaluation of each student's progress toward completion of the doctoral degree. A copy should go to the student, the student's departmental folder, and the student's permanent Graduate School folder. <u>Recommendation</u> – The Graduate School will require that alumni surveys be conducted by every graduate program once every five years.

4.3.5 Graduate Instruction

Summary: Section 4.3.5 specifies graduate instruction criteria regarding: an environment that supports and encourages scholarly interaction and accessibility among the faculty and students; the relationship of the instructional methods and delivery systems and the stated objectives of a course or program; evaluation of student performance; grading policies; courses offered in non-traditional formats; advisors or directors and the monitoring of student academic progress; and, evaluation of graduate instruction. *The university needs to strengthen its student learning outcome assessment by centralizing the coordination of these assessment activities. To strengthen assessment of the*

graduate curriculum effectiveness, every graduate program will conduct a survey of alumni. To ensure clear communication of a doctoral candidate's progress toward completion of the doctoral program, all doctoral programs should develop a plan to communicate this progress in written form on a regular basis.

Recommendations and/or Suggestions: As recommended in Section 3.4.3, the Graduate School will require that alumni surveys be conducted by every graduate program once every five years. As recommended in Section 3.1, the university will centralize the coordination of student learning outcomes assessment (including graduate programs) under the University Assessment Officer. As suggested in Section 4.3.4, the Graduate School should require all doctoral programs to provide a written annual evaluation of each student's progress toward completion of the doctoral degree.

4.3.6   Academic Advising of Graduate Students

Summary: Section 4.3.6 specifies academic advising and graduate student orientation criteria regarding: a systematic, effective program of graduate academic advising; a reasonable number of advisees assigned to faculty or professional staff; and, an effective graduate student orientation program. *The university meets all of the criteria specified in this section. There are two orientation-related activities that should be strengthened.*

Recommendations and/or Suggestions: Suggestion – In addition to the handbooks developed by individual programs, the Graduate School will develop a Graduate School Handbook that provides a single source for academic regulations and policies. This handbook will be distributed to faculty and students. Suggestion – In addition to the university-wide graduate student orientation (i.e., Startup Program), the Graduate School will require that all academic programs provide an orientation session for new students that addresses academic issues unique to their program. The unit orientations will be coordinated with the Graduate School's Startup Program.

4.4 Publications

Summary: Section 4.4 specifies publications criteria regarding: accuracy and consistency of publications produced and distributed as well as the availability of specific information relative to attending or withdrawing from the institution, including entrance requirements and procedures; admissions criteria and policies; rules of conduct; academic calendar; degree completion requirements; full-time faculty and degrees held; costs and financial obligations; refund policies; and, other items relative to attending the institution or withdrawing from it. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.5 Distance Learning Programs

Summary: Section 4.5 specifies distance learning program criteria regarding: the goals of the institution's distance learning programs and their consistency with the institution's stated purpose; demonstration of achievement of the distance learning programs goals; the effectiveness of the distance learning programs; and, compliance of distance learning programs with all applicable criteria as stated throughout the *Criteria for Accreditation. The assessment of academic programs, whether on-campus or through distance education, is the responsibility of the academic unit. A more coordinated effort to demonstrate equivalency of learning between distance education courses and campus-based courses also needs to be established.*

Recommendations and/or Suggestions: As recommended in Section 3.1, the university will centralize the coordination of student learning outcomes assessment (including distance learning programs) under the University Assessment Officer. .

4.6 Continuing Education, Outreach and Service Programs

Summary: Section 4.6 specifies continuing education, outreach and service programs criteria regarding: the relationship of continuing education and outreach and service programs to the purpose of the institution; the regular evaluation of credit and non-credit continuing education programs; compliance of all continuing education programs offered for credit with all applicable criteria as stated throughout the *Criteria for Accreditation*; non-credit continuing education programs following national guidelines for the recording of Continuing Education Units; necessary resources and services to support outreach and service programs; and, the awarding of academic credit for work taken on a non-credit basis. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.7 Student Records

Summary: Section 4.7 specifies student records criteria regarding: the maintenance and security of adequate student records for both credit and non-credit courses; policies concerning what constitutes the permanent record of each student as well as retention and disposal of records; and, information-release policies. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.8 Faculty

Summary: Section 4.8 specifies broad compliance requirements regarding: the selection, development and retention of a competent faculty. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.8.1 Selection of Faculty

Summary: Section 4.8.1 specifies faculty selection criteria regarding: the process for recruiting and appointing faculty; faculty credentials is from a regionally accredited institution; and, faculty proficiency in oral and written communication. *The university meets all of the criteria specified in this section. A Certification of Credentials and Qualifications for a Faculty Appointment form has been recently developed. Beginning in Fall 2001, the forms are completed for new faculty hires and filed through the appropriate vice-chancellor's office.*

Recommendations and/or Suggestions: None.

4.8.2 Academic and Professional Preparation

4.8.2.1 Associate

Summary: Section 4.8.2.1 specifies criteria for faculty teaching in associate degree programs. *The institution does not offer an associate degree.*

Recommendations and/or Suggestions: None.

4.8.2.2 Baccalaureate

Summary: Section 4.8.2.2 specifies criteria for faculty teaching in baccalaureate programs. Criteria address: faculty credentialing and justifying exceptions; faculty teaching in interdisciplinary courses; 25 percent of discipline course hours in each

undergraduate majors that must be taught by faculty members holding the terminal degree in that discipline, including those majors offered through distance learning; and, credentials of faculty teaching in remedial programs. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.8.2.3 Graduate

Summary: Section 4.8.2.3 specifies criteria for faculty teaching in graduate programs. Criteria address: faculty credentialing and justifying exceptions; adequate resources to attract and retain a qualified faculty; faculty teaching in interdisciplinary courses; for each graduate degree program, the minimum number (4) of qualified full-time faculty members whose responsibilities include teaching in the program. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.8.2.4 Distance Learning Programs/Activities

Summary: Section 4.8.2.4 specifies criteria for faculty teaching in distance learning programs. The criteria state that all distance learning activities and programs must meet all criteria related to faculty. The criteria also address the provision of structured access and interaction of distance learning students with full-time faculty members. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.8.3   Part-Time Faculty

Summary: Section 4.8.3 specifies criteria for part-time faculty. The criteria address: adequacy of the number of full-time faculty members; policies and procedures on employing part-time faculty members; part-time faculty credentials; and, appropriate orientation, supervision, and evaluation of part-time faculty members; and, student access to part-time faculty members. *While the university meets the criteria for part-time faculty members as specified in this section, the university should expand its orientation program for new part-time faculty members from an annual orientation program to a semester-by-semester orientation program.*

Recommendations and/or Suggestions: Suggestion – The university should enhance its orientation procedures for new part-time faculty members by providing a semester-by-semester orientation program for new part-time faculty members

4.8.4   Graduate Teaching Assistants

Summary: Section 4.8.4 specifies criteria related to graduate teaching assistants. The criteria address: dependence on graduate teaching assistance; guidelines for institution-wide graduate assistantship administration; graduate teaching assistants credentialing for those who have primary responsibility for teaching a course for credit and/or for assigning final grades; graduate teaching assistants for whom English is a second language; and, administrative oversight. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.8.5   Faculty Compensation

Summary: Section 4.8.5 specifies criteria related to faculty compensation. The criteria address: the adequacy of salaries and benefits; retirement plans and the university's contribution; a plan for adequate insurance coverage; and, the requirement for clearly stated criteria on which salary increases are based. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.8.6   Academic Freedom and Professional Security

Summary: Section 4.8.6 specifies criteria related to academic freedom and professional security. The criteria address: principles of academic freedom; policies on faculty carrying out their duties in a professional, ethical and collegial manner; contracts, letters of appointment, or similar documents describing terms and conditions of faculty employment; policies and procedures for promotion, tenure, non-renewal of a probationary appointment and for termination of appointments; and, adequate safeguards for protection of academic freedom. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.8.7   Professional Growth

Summary: Section 4.8.7 specifies criteria related to professional growth of faculty members. The criteria address: professional development opportunities for faculty and that development occurs; and, that the tone of institutional policies clearly indicates that individual faculty members are to take the initiative in promoting their own growth. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.8.8   The Role of the Faculty and Its Committees

Summary: Section 4.8.8 specifies criteria related to the role of the faculty and its committees. The criteria address: the requirement that primary responsibility of the quality of the educational program resides with the faculty; and, the clear description and publication of the extent of faculty participation and jurisdiction in academic affairs. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.8.9   Faculty Loads

Summary: Section 4.8.9 specifies the criteria related to faculty size and loads. The criteria address: the adequate size of faculty to support the university's purpose; and, the procedures for equitable and reasonable assignment of faculty responsibilities. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.8.10   Criteria and Procedures for Evaluation

Summary: Section 4.8.10 specifies the criteria related to procedures for evaluation of individual faculty members. The criteria address: the periodic evaluations of faculty performance; the criteria

for evaluation; and, the use of the results of evaluation for improvement of the faculty and the institution's educational program. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.9 Consortial Relationships and Contractual Agreements

Summary: Section 4.9 describes broad compliance requirements regarding consortial relationships and contractual agreements. The criteria address: the requirement of an institution to ensure sufficient control of relationships/agreements so as to maintain compliance with the *Criteria* when offering educational programs through such arrangements; the regular evaluation of all consortia and contracts; and, reporting policies and procedures related to substantive change regarding contractual agreements for educational programs. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.9.1 Consortial Relationships

Summary: Section 4.9.1 specifies the criteria related to consortial relationships. The criteria address: the requirements that must be met to enter into a consortial relationship with a regionally accredited institution; exceptions to these requirements; the quality of all courses/programs offered through the consortium; and, the relationship of the educational courses/programs to the teaching purpose of the institution. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

4.9.2 Contractual Agreements

Summary: Section 4.9.2 specifies the criteria related to contractual agreements. The criteria address: the relationship between the educational services and programs and the purpose of the institution; the quality of programs/courses offered through the contract; compliance with the *Criteria*; and, the approval process for teach-out agreements. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

Section V. Educational Support Services

5.1 Library and Other Learning Resources

5.1.1 Purpose and Scope

Summary: Section 5.1.1 specifies the criteria related to the purpose and scope of library and other learning resources. The criteria address: the availability of adequate library and other learning resources and services which meet the needs of faculty and students, regardless of location or course delivery; the purpose of the library and other learning resource services; the regular and systematic evaluation of library and other learning resource support; and, how priorities for acquiring materials and establishing services are established. *The university meets all of the criteria specified in this section. However, the libraries should continue to improve efforts to publicize available services. Further, while a number of assessments are conducted, the libraries should improve the coordination of those assessment efforts.*

Recommendations and/or Suggestions: <u>Suggestion</u> – The Health Sciences Library and Joyner Library should continue to improve efforts to publicize library and learning resources to ensure widespread understanding of available services. <u>Suggestion</u> – The Health Sciences Library and Joyner Library should develop a more comprehensive assessment plan including a mechanism for incorporating results of various methods of assessment into the work plan of the library.

5.1.2   Services

Summary: Section 5.1.2 specifies the criteria related to library and other learning resource services. The criteria address: student and faculty access to a broad range of learning resources; orientation programs; opportunities for students to learn how to access information in different formats; librarian relationships with faculty and other information providers; library collections; electronic bibliographic databases; and, physical facilities. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: <u>Suggestion</u> – The university should continue to look for ways to ensure it will be able to respond to anticipated growth and user needs for additional space in the School of Music Library.

5.1.3   Library Collections

Summary: Section 5.1.3 specifies the criteria related to library collections. The criteria address: access to essential references and specialized program resources for each instructional location; organization of print and non-print materials; role of librarians, teaching faculty and researches in the development of collections; and, policies governing resource material selection and elimination. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

5.1.4   Information Technology

Summary: Section 5.1.4 specifies the criteria related to information technology and learning resources. The criteria address incorporation of technological advances into the institution's library and other learning resource operations. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

5.1.5   Cooperative Agreements

Summary: Section 5.1.5 specifies the criteria related to cooperative agreements with other libraries. The criteria address: use of cooperative agreements to enhance the resources and services available; not avoiding responsibility for adequate library resources and services; and, regular evaluation of cooperative agreements. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

5.1.6   Staff

Summary: Section 5.1.6 specifies the criteria related to staff or libraries and other learning resources. The criteria address: staff credentials; justifying exceptions to credentials; adequate number of library support staff; and, institutional policies concerning faculty status, salary, and contractual security for library personnel. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: <u>Suggestion</u> – The Health Sciences Library and Joyner Library should ensure that expertise in emerging fields such as digital and preservation imaging, GIS, and intellectual property issues is enhanced.

5.1.7   Library/Learning Resources for Distance Learning Activities

Summary: Section 5.1.7 specifies the criteria related to library and learning resources for distance learning activities. The criteria address: provision of and access to adequate library and learning resources; and, formal agreements for the provision of library resources and services. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

5.2 Instructional Support

Summary: Section 5.2 specifies the criteria related to instructional support. The criteria address: the provision of a variety of facilities and instructional support services; easy access; and, adequacy of support to fulfill institutional purpose and contribute to effectiveness of learning, regardless of location or delivery of programs. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

5.3 Information Technology Resources and Systems

Summary: Section 5.3 specifies the criteria related to information technology resources and systems. The criteria address: the incorporation of information technological advances into the institution's operations; support for the planning and educational program components; reasonable infusion of technology into the curriculum; the means by which students may acquire basic competencies in the use of computers and related information technology resources; provisions for ongoing training of faculty and staff; policies for allocation and use of information technology policies; evaluation; and, security. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

5.4 Student Development Services

5.4.1   Scope and Accountability

Summary: Section 5.4.1 specifies the criteria related to the scope and accountability of student development services. The criteria address: the role of student development services; student services program goals; distance learning programs; administrative responsibility; policies and procedures; and, evaluation of student development services and programs. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

5.4.2   Resources

Summary: Section 5.4.2 specifies the criteria related to human, physical, financial, and equipment resources for student development services, including staff development. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

5.4.3 Programs and Services

Summary: Section 5.4.3 specifies the criteria related to student development programs and services. The criteria address: counseling and career development; student government, student activities and publications; student behavior; residence halls; student financial aid; health services; and, intramural athletics. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

5.5 Intercollegiate Athletics

5.5.1 Purpose

Summary: Section 5.5.1 specifies the criteria related to the purpose of intercollegiate athletics. The criteria address: intercollegiate athletics operation; development and adherence to goals and objectives; and, evaluation of the athletic program. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

5.5.2 Administrative Oversight

Summary: Section 5.5.2 specifies the criteria related to administrative oversight of the athletics program. The criteria address: appropriate participation of faculty and students; the role of the governing board; and, the ultimate responsibility that rests with the chief executive officer. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

5.5.3 Financial Control

Summary: Section 5.5.3 specifies the criteria related to financial control of the athletics program. The criteria address: all financial activities related to athletics; required independent audits; and, the administration of scholarships, grants-in-aid, loans, and student employment. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

5.5.4 Academic Program

Summary: Section 5.5.4 specifies the criteria related to academic programs and athletics. The criteria address: policies pertaining to recruitment, admission, financial aid, and continuing eligibility of athletes; special admissions for athletes; and, maintenance of good academic standing and fulfillment of curricular requirements. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

Section VI. Administrative Processes

6.1 Organization and Administration

6.1.1 Descriptive Titles and Terms

Summary: Section 6.1.1 specifies the criteria related to accuracy, appropriateness, and descriptive titles and terms used to describe administrative positions, units, academic programs, and degrees. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.1.2 Governing Board

Summary: Section 6.1.2 specifies the criteria related to the governing board's responsibilities. The criteria address: the governing board's duties and responsibilities; decision making processes; board continuity; and, the distinction between the policy-making functions of the governing board and the responsibilities of the administration and faculty to administer and implement policy. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.1.3 Advisory Committees

Summary: Section 6.1.3 specifies the criteria related to advisory committees, their roles and function. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: Suggestion – The university will develop, and update annually, a centralized listing of all advisory committees (including those for fund raising).

6.1.4 Official Policies

Summary: Section 6.1.4 specifies the criteria related to the publication of official policies, including duties and responsibilities of administrative officers, patterns of institutional organization, role of the faculty in institutional government, statements governing tenure or employment security and due process. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.1.5 Administrative Organization

Summary: Section 6.1.5 specifies the criteria related to administrative organization. The criteria address: administrative authority and responsibility for all educational offerings and functions of the institution; administrative officer credentials; and, evaluation of administrative effectiveness. *To strengthen administrative review, the university should expand the existing administrative evaluation process.*

Recommendations and/or Suggestions: Recommendation – The Chancellor, in cooperation with the Vice Chancellors and the Faculty Senate, will develop an administrative evaluation process parallel to the current policies and procedures contained in Appendix L of the ECU Faculty Manual. The goal of the proposed parallel process will be to assure timely, thorough, and useful evaluations of all Vice Chancellors, Deans, Directors, and Department Chairs.

6.2 Institutional Advancement

6.2.1 Alumni Affairs

Summary: Section 6.2.1 specifies the criteria related to the relationship between the institution and its alumni. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.2.2 Fund Raising

Summary: Section 6.2.2 specifies the criteria related to fund raising, including policies and procedures as well as regular evaluation. *The university meets all of the criteria specified in this section. The university should improve the coordination and cooperation of the three major foundations.*

Recommendations and/or Suggestions: Suggestion – The university should seek to implement the University Development Council (UDC) that will be composed of, but not limited to, the following individuals: Vice Chancellor for Institutional Advancement, Associate Vice Chancellor for Institutional Advancement, Executive Director of the Pirate Club, President of The Medical Foundation of ECU, Inc., and all university-based major gift officers.

6.3 Financial Resources

6.3.1 Financial Resources

Summary: Section 6.3.1 specifies the criteria related to sufficiency and stability of financial resources. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.3.2 Organization for the Administration of Financial Resources

Summary: Section 6.3.2 specifies the criteria related to organization for the administration of financial resources and its consistency with the institution's purpose. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.3.3 Budget Planning

Summary: Section 6.3.3 specifies the criteria related to budget planning procedures and evaluation. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.3.4 Budget Control

Summary: Section 6.3.4 specifies the criteria related to budget control. The criteria address: a system of control; interim budget statements; and, budget revisions. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.3.5   The Relation of an Institution to External Budgetary Control

Summary: Section 6.3.5 specifies the criteria related to the requirement that budgetary control is the responsibility of the institution, and not by financial officials outside the institution. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.3.6   Accounting, Reporting and Auditing

Summary: Section 6.3.6 specifies the criteria related to the accounting system adopted by the institution. The criteria address: the accounting system and generally accepted principles of institutional accounting; the chief business officer's responsibility for preparing financial reports; periodic written reports to the chief executive officer; annual fiscal year audits; Statement of Financial Position; Standard Review Reports; the relationship of the auditors to the institution; and, an internal auditing and financial control program. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.3.7   Purchasing and Inventory Control

Summary: Section 6.3.7 specifies the criteria related to control over purchasing and inventory, including protection of purchasing officials from external political or business interests. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.3.8   Refund Policy

Summary: Section 6.3.8 specifies the criteria related to the refund policy and procedure for refunding fees and charges to students who withdraw from enrollment. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.3.9   Cashiering

Summary: Section 6.3.9 specifies the criteria related to the management of all funds belonging to the institution, including a carefully developed system for the receipt, deposit, and safeguarding of institutional funds. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.3.10 Investment Management

Summary: Section 6.3.10 specifies the criteria related to investment policies and guidelines, the fiduciary responsibility of the governing board, and the regular evaluation of the investment policies and guidelines. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.3.11 Risk Management and Insurance

Summary: Section 6.3.11 specifies the criteria related to a comprehensive risk management program and adequate replacement protection for all physical facilities through appropriate levels of insurance or provisions for obtaining funds. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.3.12 Auxiliary Enterprise

Summary: Section 6.3.12 specifies the criteria related to auxiliary enterprise, including bookstores, residence halls, food service operations, printing/duplicating services, child care and transportation services. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.4 Physical Resources

Summary: Section 6.4 specifies the criteria related to physical resources being adequate to serve the needs of the institution. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.4.1 Space Management

Summary: Section 6.4.1 specifies the criteria related to space management, or the adequate allocation of space to institutional functions. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.4.2 Buildings, Grounds and Equipment Maintenance

Summary: Section 6.4.2 specifies the criteria related to a plan for upkeep of an institution's property, including routine, preventive, and deferred maintenance of buildings. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.4.3 Safety and Security

Summary: Section 6.4.3 specifies the criteria related to providing a healthful, safe, and secure environment for all members of the campus community. The criteria address: environmental health and safety programs; and, a comprehensive safety plan. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.4.4 Facilities Master Plan

Summary: Section 6.4.4 specifies the criteria related to a facilities master plan. The criteria address: the maintenance of a written physical facilities master plan that provides for orderly

development of the institution and relates it to other institutional planning efforts. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.5 Externally Funded Grants and Contracts

Summary: Section 6.5 specifies the criteria related to externally funded grants and contracts. The criteria address: the relationship of grants and contracts to the stated purpose of the institution; an adequate balance between grant and contract activity and instruction; institutional control over the administration of research projects; the preservation of the researcher's freedom to investigate and report results; a policy concerning a faculty member's division of obligations between research and other academic activities; policies regarding summer salaries paid from grant and contract funds; and, the continuity of support for general institutional activities. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

6.6 Related Corporate Entities

Summary: Section 6.6 specifies the criteria regarding an institution's association with related separately-incorporated units, such as radio or television stations, athletic foundations, research foundations, scholarship foundations, hospitals, for-profit enterprises, press operations and publications, and insurance trusts. *The university meets all of the criteria specified in this section.*

Recommendations and/or Suggestions: None.

Section III
Enhancement

Enhancement Report Summary

Five Enhancement Committees were established to address the five strategic issues focusing on the themes of growth and quality while excelling as an emerging doctoral institution. The Steering Committee provided guidance for and review of each committee's work. A summary of the strategies developed from this broad-based, participatory process is presented below.

The campus discussion on: (1) education and research generated four strategies for enhancing quality undergraduate education given the expected growth in enrollment and in research and doctoral programs; (2) enrollment management generated nine strategies for managing the increased enrollment projected over the next decade; (3) research management generated one strategy to address changes in how scholarly activity is undertaken given the escalating costs of research and library support; (4) services and support generated five strategies for the development of information technology and processes to facilitate the provision of educational programs, student services, and administrative functions in a period of rapid enrollment growth; and, (5) technology in course delivery generated fourteen strategies to ensure effective incorporation of technology in the classroom given expected growth in enrollment and the confines of limited office and classroom space.

Section I. Education and Research

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.

Strategy 1. All academic programs will investigate measures to enhance the quality and quantity of student creative activity and scholarship at all levels both in and outside of the classroom.

Rationale: Students should be introduced, from the very beginning of their university experience, to the various forms of creative activity and scholarship and should be provided with additional opportunities to develop appreciation of creative activity and scholarship and to engage daily in creative activity and scholarship. The undergraduate Honors Program should play a significant role, but promotion of creative activity and scholarship should not be limited to Honors Program participants. In addition to the Honors Program and the promotion of advanced creative and scholarly projects appropriate to a student's discipline or area, competitive student grants for creative and scholarly projects should be open to all students, the topic to be appropriate to the student's discipline or area. ECU shall increase the publicity for student creative activity and scholarship and for cooperative education and other internship/practical experiences, which will allow the student to employ creative activity and scholarship in settings outside the university.

Actions to Date: A subcommittee consulted external resources, ECU academic units, individual ECU faculty members and ECU administrators about the creative and scholarly components and activities required of undergraduates and graduate students in general, and especially those activities involving each unit's majors, the unit's Honors program, and the University Honors Program. The subcommittee consulted East Carolina University units about current practices and collected data from three sets of peer institutions (The University of North Carolina institutions, ECU's peer institutions as identified by the Office of the President, and Conference USA peer institutions). The full committee developed draft

strategies and conducted open forums in November 2001, as well as soliciting email responses from the university community. Based upon input from participants in four open forums and responses received via e-mail, the committee revised its draft report twice.

Future Actions: Between January 2002 and May 2002, the SACS Education and Research Committee will set up online threaded discussion lists to obtain additional input from students, faculty and administrators on how best to enhance student creative activity and scholarship. No later than May 2002, an appropriate committee reporting to the Faculty Senate will be charged with investigating methods for enhancing the quality and quantity of student creative activity and scholarship.

Strategy 2. The faculty, administration, and students will engage in a dialogue that defines East Carolina University's vision of itself as a *Community of Scholars*.

Rationale: This dialogue will to be guided by two primary concerns. First, the dialogue will aim to identify current creative and scholarly activities that are essential to ECU's mission and that are not being recognized and rewarded. Second, the dialogue will aim to identify creative and scholarly activities that ECU will need to engage in over the coming years in response to internal and external change. Having identified activities of both sorts, the dialogue will focus on how to recognize and reward these activities.

Actions to Date: The committee reviewed current practices at the university and discussed the potential challenges that will exist in the future. Subcommittee members reviewed and reported on external activities in higher education relevant to faculty workloads, roles, and rewards. This review 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). Committee members gained additional insights from a visit to the ECU campus by Dr. Charles Glassick. The subcommittee consulted the work of other ECU committees and Task-Forces and reported its finding to the full committee in Fall 2002.

The committee developed strategies to address its charge and then conduced open forums in November 2001 and solicited responses from the university community. Based upon input from participants in four open forums and responses received via e-mail, the committee revised its draft report twice.

Future Actions: Between December 2001 and May 2002, the committee will meet with individual units and will set up online threaded discussion lists to involve the students, faculty and administration in the task of identifying ECU's vision of itself as a Community of Scholars. No later than May 2002, a subcommittee of the Faculty Governance Committee consisting of faculty members and administrators will be appointed to carry out this task.

Strategy 3. The SACS Education and Research Committee will hold forums for faculty and staff to discuss potential revisions of the university's administrative structure and, as appropriate, recommend changes to the Chancellor.

Rationale: A number of factors have prompted this strategy. First, the university has been evolving from a comprehensive institution to that of a research institution and the changing nature of its programmatic offerings. Second, the university will need to be able to readily adapt to change and the rapid growth expected in enrollment. Third, the need to ensure adequate balancing of tight resources facing the institution has generated interest in ensuring the appropriateness of the administrative structure.

Actions to Date: The Chancellor has solicited input from the campus. The Education and Research committee held forums during November 2001. The committee has begun to compile the suggestions and concerns shared at these forums.

Future Actions: In early December the Education and Research committee will report its findings from its forums and other resources to the Chancellor. The chancellor is expected to make public his decisions by

January 2002. At the time of the writing of this draft, the chancellor is soliciting input from faculty, administrators, and committees.

Strategy 4. The University will review and revise, as appropriate, administrative committee, and Faculty Senate external committee structure and relationships, committee charges, membership, and operational and communication structures.

Rationale: Faculty concern about the proliferation of committees, the appropriateness of the committee structure in light of university changes, and the role of faculty serving on the committees provided impetus for this strategy. 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.

Actions to Date: During the 2000-2001 academic year the Faculty Senate's Committee on Committees reviewed the Faculty Senate committee structure and made its recommendation to the Faculty Senate. These recommendations were accepted, and Faculty Senate committees were restructured. In Spring 2001, a complete inventory of all administrative committees was compiled. In November of 2001, the Information Resources Coordinating Council appointed a subcommittee to review its charge and committee membership. The subcommittee will report its recommendation in February 2002.

Future Actions: Ongoing assessment of the Faculty Senate Committee Structure will conducted by the Committee on Committees as described in its charge. A review of the administrative committee structure will be completed by Spring 2003. Recommendations for restructuring and ongoing review of administrative committee structure will be included in the review. Appropriate administrative committee restructuring will be implemented by Summer 2004, with ongoing assessment conducted annually.

Section II. Enrollment Management

Committee Charge: The Enrollment Management 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.

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

Rationale: At the present time, the function(s) of enrollment management are being carried out by the previously noted Enrollment Management Council (EMC/Committee of Ten Plus-Plus). 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

Actions to Date: The current Interim Enrollment Management and the EMC have assumed the coordination, policy formulation, and action responsibilities for enrollment management. The EMC has been meeting bi-weekly during the Fall semester and will continue to do so through the remainder of the year. Key individuals continue to be identified and brought onto the EMC to ensure both full communication and cooperation. In addition, the EMC is working closely with Council on Undergraduate Academic Advising (CUAA) and the Ad Hoc University Start-Up Committee.

ECU has established an Office of Marketing and this office has begun to develop an integrated marketing strategy and plan

Future Actions: The EMC will continue to develop marketing, recruitment, and admissions strategies for all student groups to address the combined enrollment growth demands while maintaining and enhancing the quality of the entering undergraduate classes as well as in existing and newly developed graduate programs and the many distance education programs. This will be accomplished by directly involving the ECU Offices of Marketing, Admissions, the Graduate School, and Distance Education/Summer School. ECU will join with several initiatives sponsored by the UNC Office of the President (UNCOP), specifically the "Prospective Student Portal," "Pathways of North Carolina," "Gear Up –North Carolina," and related Distance Education initiatives. Finally, 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.

Strategy 2. Utilize and strengthen ECU's technology infrastructure supporting academic and related services in order to enhance and improve academic planning for course offerings, academic space utilization, and to increase student retention and success.

Rationale: East Carolina University has made a major commitment to develop and install a sophisticated information technology infrastructure to serve the entire university. A critical function of this capability is to support and enhance the overall planning and management of the enrollment management functions critical to promoting successful academic programs and student success.

Actions to Date: The university is completing the process of bring on-line 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 Capital Bond, require that ECU adopt a more comprehensive and centralized management of its academic space. The EMC, with support from the Office of Undergraduate Studies, Planning & Institutional Research, and the Office of the Registrar initiated, in the Fall of 2001, a process of gathering, on an ongoing basis, both historical and current enrollment data, and providing it to Schools/Colleges and Department Scheduling Officers in a timely way to assist in future course planning and offering as a means of providing sufficient seats for students.

Future Actions: In cooperation with ITCS, strengthen the overall supportive infrastructure to assure the dependable and continuous use of such vital tools as phone (AVRS) and web-based registration. Fully develop and implement the ECU computer based degree audit system. Explore the creation and funding of an advising center with increased staff and coverage for first and second year (undeclared majors) students. Develop and seek implementation of the concept of "Prime Time-60/Non-Prime Time-40" as the guiding principal/policy for the scheduling of academic courses. This method would 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. Every academic unit would be required to schedule at least 40% of their course offerings in "Non Prime-time" in order to have the remaining 60% in "Prime-time."

Strategy 3. Fully coordinate and integrate orientation and registration for all incoming students regardless of classification and location.

Rationale: A smooth transition into the university for all students is an important goal. By working to coordinate and integrate critical first experiences of students, then the foundation will begin to be established for a further positive academic experience.

Actions to Date: Pre-registration was implemented during the Summer of 2001 for the 2001/02 entering first year class. The EMC has begun to work very closely with both the CUAA and the Start-Up Committee to link the two important functions of academic advising and orientation/registration as they occur at the beginning of each academic term as well as throughout the academic year. In the past six months Continuing Studies has launched a system for billing distance education students for their charges which in turn allowed registration to be decentralized from Continuing Studies to the schools and departments. This has eliminated one of the biggest distinctions between how Continuing Studies and campus students were treated.

Future Actions: Procedures are currently being developed to further coordinate the various deadlines for transfer and distance education students. These new procedures will be fully implemented during the Summer of 2002. The Block Registration approach will continue to be refined for further implementation during the Summer 2002 orientation cycle for the incoming class of first-year students.

Strategy 4. Enhance existing first year programs and develop additional experiences and supports to improve and increase retention rates between the first and second year.

Rationale: While East Carolina University's undergraduate retention rate is above its peer institutions, the rate can still be improved.

Actions to Date: At present, the university offers several opportunities, such as COAD 1000 (Freshman Seminar), for first year undergraduate students to more readily settle in and adjust to college life, both personally and academically. In addition, the Office of Undergraduate Studies monitors the academic progress of first year students and has implemented an Academic Difficulty Reporting process in order to flag students experiencing problems and to then reach out and provide support.

Future Actions: In cooperation with the Office of Undergraduate Studies and the appropriate offices within Student Life (e. g. Orientation and Housing), expand current initiatives and seek to implement new ones.

Strategy 5. Plan and develop a comprehensive advising center to support all intended major and General Education students.

Rationale: At present, East Carolina University relies upon broad faculty support in academic advising both intended majors and declared majors. This faculty involvement supplements the advising activities of the Office of Undergraduate Studies. While a model of faculty-based academic advising is an important resource for the academic environment, the projected enrollment growth will place significant additional burden on this activity while also increasing its strategic importance. Therefore, in recognition of this future growth challenge, the university will seek to develop an advising center model particularly for those students enrolled in the General College and who are pre-majors.

Actions to Date: The Office of Undergraduate Studies has recently supplemented its staff by hiring a Pre-Health and Pre-Law advisor. By the beginning of the Spring semester of the 2001/02 academic year, the Office of Undergraduate Studies will have two new senior staff positions filled with candidates hired as a result of a national search. Several schools (ex. School of Education and the School of Human and Environmental Sciences) have established full-time staff positions dedicated to providing general academic advising to their intended majors and majors.

Future Actions: Seek to obtain support and funding for the creation of an advising center with an expanded staff of full-time advisors with primary responsibility to support students as they enter the university and seek admissions and or entry into their intended majors.

Strategy 6. Enhance and increase the overall need-based financial aid resources.

Rationale: At present, statistics from the UNC Office of the President indicate that ECU's student body currently has the highest percentage of unmet financial aid need. In addition, given some of the

demographics of ECU's primary region, it is believed that a somewhat higher percentage of potential students have greater financial aid need than other system schools.

Future Actions: Seek increased funding in order to reduce the amount of unmet need for undergraduate students.

Strategy 7. Strengthen and enhance the fund-raising and programmatic efforts of the emerging East Carolina University Scholars Program.

Rationale: During the past four years, ECU has specifically sought resources to fund merit-based scholarships. The vision emerging out of these efforts has been the creation of a defined East Carolina University Scholars Program somewhat similar to the Morehead and Park Scholars at UNCCH and NCSU respectively, and more recently, the Robertson Scholars at UNCCH/Duke. The existence of such a program will enhance the overall quality of the ECU student body as well as the external academic image of the university.

Actions to Date: The EC Scholars program is currently housed in the Office of University Honors and has a full-time faculty director. The director has been in place for almost two years and has overseen two groups of scholars currently in their first and second years of study. Fund raising continues as well as efforts to further consolidate already existing sources of merit funds in an effort to increase the numbers of full scholarships. A formal program has been put in place consisting of dedicated campus housing, academic enrichment activities, leadership development training, and service, social, and cultural opportunities. Beginning with the 2000 EC Scholars, the Brody School of Medicine has offered four Early Assurance (EA) Awards that guarantee admission to the medical school and four Alternate Early Assurance Awards; EA Scholars must successfully complete specific requirements prior to admission to the School of Medicine. The remaining merit scholarship awards provide varying levels of financial assistance.

Future Actions: Continue to seek increased funding via the Centennial Campaign in order to establish a significant number (@15 per year) of full merit scholarships. 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.

Strategy 8. Further develop the current Office of University Honors into a formal Honors College consistent with the guidelines established by the National Collegiate Honors Council.

Rationale: While seeking to increase enrollments in response to the demand, East Carolina University will also seek to sustain and enhance the quality of the overall undergraduate student body. An important dimension of the quality challenge is the existence of a fully mature Honors College and program that exists both to recognize and promote academic excellence among undergraduate students.

Actions to Date: East Carolina currently has an Office of University Honors with a small staff consisting of a full time director, a half-time associate director who also serves as the Director of EC Scholars Program, and one administrative secretary. The honors office is now in a dedicated suite in a major academic building on campus. The range of Honors courses developed and offered has increased in the past three years and the overall visibility of the honors program has increased significantly. Also, in cooperation with university housing in student life, an honors residence hall will be available on a limited basis beginning in the Fall of 2001, and will become fully functional for the Fall of 2003.

Future Actions: The Director and Associate Director of Honors will develop a proposal and plan for establishment and formalizing of an Honors College. Seek support and funding for the number of honors sections needed each semester to accommodate honors students pursuing general education honors credit. In collaboration with Deans and Department Chairs, develop coherent guidelines and honors course sequences that will enable eligible students to fulfill requirements for both departmental and institutional honors recognition. Expand and strengthen the current level of undergraduate honors research awards from the current level of 60 @$300.00.

Strategy 9. Promote increased diversity among the student body by continuing to support recruitment of international students, the promotion of study abroad, and enhancing campus community openness by continuing to support and strengthen university resources such as the Ledonia Wright Multicultural Center and the Office of International Affairs.

> Rationale: In order to provide a fully mature university education, it is imperative that ECU students are introduced to the larger global context we all now face. The need to be open and accepting to diverse groups is a critical tool for all to have in order to coexist and work cooperatively.

> Actions to Date: In terms of international, ECU has a rich resource in the Rivers Endowment that promotes study abroad as well as international scholarship. The establishment of both a Masters in International Studies and an undergraduate minor are important steps toward building a foundation for increased international awareness and opportunity. The Office of International Affairs has become established with a full complement of staff positions and is poised to make an even greater contribution to the ECU community. The Ledonia Wright Multi-Cultural Center has become a very important focal point for programming and promotion of diversity awareness on campus.

Future Actions: Support the continuing efforts by the Center for International Affairs to recruit and enroll more international students both undergraduate and graduate. Seek increased support for students to study abroad through ECU sponsored programs as well as partner programs. Continue to support the programmatic efforts already initiated by the Ledonia Wright Center.

Section III. Research Management

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.

Strategy: Establish the Institute for Advanced Studies at East Carolina University.

> Rationale: The history and tradition of ECU has been to provide strong undergraduate education with a regional focus. As a consequence, very few academic units posses 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. Following this logic, we therefore conclude that the most efficient use of limited resources (faculty, funds and space) would be to: 1) Identify important research problems or scholarly activities that utilize interdisciplinary or transdisciplinary approaches; 2) Identify faculty in residence at the university with common interests, complementary skills, training, and motivation to form collaborative groups to study such problems; and, 3) Invest sufficient resources in these faculty clusters to ensure the development of a critical mass of talent on which to build the excellence in research and scholarly activity necessary for national recognition, national competitiveness for grants and contracts, and for the recruitment and retention of the best scholars.

Actions to Date: Consultants were brought in from the University of Arizona and the University of Wisconsin. John Hildebrand is the Director of the Arizona Research Laboratory, Division of Neurobiology and Tom Yuall is the Director of the Institute for Environmental Studies at Wisconsin. Both institutions are known for their world-class transdisciplinary programs. Next, our own experience with interdisciplinary programs was examined. Bill Queen, Director of the Institute for Coastal and Marine Resources, and Lauriston King, Director of the Doctoral Program in Coastal Resources Management, were interviewed. Input has been received from central administration, deans and chairs and appropriate modification incorporated into the Report. Three open faculty forums were held to solicit faculty input and further modifications were made. While we cannot claim unanimous support for the proposal, no major opposition had been uncovered. The Chancellor has approved the concept of the proposal and its timeline.

Future Actions: After 1 January 2002, the Committee Chair will visit Auburn University to learn about their "Peaks of Excellence Program" which is similar in context to the ECU Institute for Advanced Studies. During the current year (2001-2002), we will refine the proposal based upon visits to other programs such as the one at Auburn and continued input from faculty, chairs, deans and vice chancellors. Late summer or early fall of 2002, we will appoint a Board of Directors, and during the 2002-2003 academic year we will search for a director of the Institute. By the spring of 2003, assuming that funds for the Institute have been identified, we will put out a call for proposals for centers of excellence to be established within the Institute. By fall semester 2003-2004, we would like to fund our first center.

Section IV. Services and Support

Committee Charge: The Services and Support Committee's 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 inside 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. This goal will require strategies for significant additional investments in the development of campus information technology capabilities and skills.

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.

Rationale: As the university responds to the demands to enroll more students, maintain quality, and operate within an environment of constricting resources, it becomes critical for the university to be increasingly diligent in the provision of services and support functions. A cultural change is necessary to create a university-wide culture of excellence. Such a culture will provide services and support at the highest levels of excellence thereby increasing the satisfaction and success of students, staff, and faculty. 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.

To accomplish this cultural change, the university will need to make a sustained commitment to education and practice that includes training in continuous improvement principles and customer service, identification of benchmarks and the development of best practice statements/best process definitions, and a recognition and reward system for quality processes and practices achievements. It is hoped that training

program development will be completed by the end of 2002, and that staff training of current personnel can be completed by 2005.

Actions to Date: The university has pockets of activity centered on customer service and continuous improvement particularly in areas within the divisions of Administration and Finance and Student Life. Various administrative process improvement initiatives are moving forward such as the expanded use of the procurement card; the expansion of self-service human resource functions for timekeeping, performance evaluation, and training certification; and the implementation of an integrated patient registration process, sharing of patient insurance data, and using hand held technology to access patient information within University Health Systems.

Future Actions: The institution will develop and train all university staff in the principles that will lead to a culture of excellence. Units will identify best practice outcomes for programs, services and administrative functions; and develop best process definitions for the development and delivery of service and support functions. A program designed to recognize and reward continuous improvement accomplishments will be developed and implemented.

Strategy 2. Improve planning, communication, coordination, and collaboration regarding technology initiatives and support across departments and divisions to enhance the institution's use of limited resources.

Rationale: First, the institution should establish a process for funneling technology-based initiatives through a central clearinghouse to enhance planning, encourage partnerships, eliminate duplication or competing initiatives, and to facilitate communication. Second, the institution should develop a service/technology application development process that outlines clearly the critical points in the planning and development process when constituent groups should be consulted. An effective approach to implementing technology initiatives is through a process of collaboration and constant communication among 1) the unit/units that have ownership and administrative responsibility for the technology application, 2) Information Technology and Computing Services and/or the Information Technology Consultants whose responsibility it is to assist in the development or adaptation of such initiatives, and 3) the various users of the technology application. This process should ensure that user needs and feedback are considered early in the development process and that multiple contacts are made throughout the planning and development phases. These steps should be completed in 2002.

Actions to Date: The Information Resources Computing Council (IRCC) and the Brody School of Medicine's Information Systems Steering Committee (ISSC) are entities that discuss, review and propose technology-based initiatives and policies with each entity consisting of a broad cross-section of representatives. Major initiatives are presently communicated to email distribution lists (IT-SIG and ANNOUNCE) to reach university-wide groups. The structure of the IRCC is currently under review. The Administrative Computing Council (ACC) has been restructured recently to include the key decision-makers in each of the major administrative and academic areas. The ACC issued a policy that all university administrative initiatives must be processed through the ACC for review, approval and prioritization based upon existing resources.

Future Actions: Establish the process by which all university-wide technology initiatives, including grant applications, are submitted, reviewed, approved, and prioritized with resource allocation. This process will ensure that varied constituencies provide input and should reduce the likelihood that other units will develop similar applications. In addition, initiatives that would be initially grant funded but require an institutional commitment to continue support will be evaluated prior to grant submission. This will lead to enhanced planning that will enable more effective resource allocation.

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

Rationale: As the university's traditional and distance education enrollments grow and resources become more limited, accurate prediction of course demand and tracking of student academic program selection will become even more critical. Therefore, the institution should facilitate course demand planning activities to enhance the institution's ability to respond to growth and to increase retention and graduation

rates by effectively using data related to course taking patterns and student course needs. To do this, the university must: 1) ensure that all academic programs address course demands, sequencing, and resources; 2) ensure that academic programs/services needed by all students are available and easily accessible; 3) integrate on-campus and distance education administrative processes and support (registration, fee collection, etc.) to provide seamless services to all students; and 4) enhance OneStop Centers, both physical and virtual, that provide all students with expanded access to personal and institutional information necessary to conduct business and manage their educational programs.

Actions to Date: Planning and Institutional Research has begun to make available to academic programs, course demand information based on the previous year's enrollments. The Resource 25/Schedule 25 facilities scheduling software is being piloted and is expected to move to full operation during the 2002-2003 academic year. Data entry into the degree audit system is almost complete. Block scheduling was piloted with a sample of entering first-year students in fall 2000 in an effort to improved course scheduling for these students thereby increasing student satisfaction. Block scheduling was expanded for first-year students in the fall of 2001. Distance education students are now able to be invoiced for classes rather than having to pay tuition at the time of registration. Financial aid processes have been integrated for on-campus and distance education students. The Student Desktop has evolved to the virtual OneStop, a portal for the entire university community.

Future Actions: Distance education students will be able to register for classes on-line by fall 2002. Full integration of the Schedule 25/Resource 25 software should occur during the 2002-2003 academic year enabling more effective use of facilities to accommodate enrollment growth. This same year, the degree audit system should be fully functional. The virtual OneStop continues to be enhanced and will soon include the degree audit, on-line advising, and academic planning information. A new Java approach to providing web-based registration should enhance services for all students. The process for estimating course demand will be examined to determine if more effective methods of gathering this information can be developed. Block scheduling will continue to be expanded in fall 2002. As on-line advising services are developed and enhancements to the OneStop become available, training packages need to be developed so that all students are able to take full advantage of services offered. ITCS will expand its student advisory board to include east campus students, distance education students, medical students, and west campus students to advise the university about student computing service needs. A study to determine the feasibility of physical OneStop centers where students can access information and a variety of services in a single location will be conducted by 2003.

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

Rationale: A sound infrastructure is necessary for the university to take full advantage of technology-supported services and support functions. The quality and efficacy of this infrastructure is dependent on adequate resources. The current budget planning process is very short-term. ECU must be ready with a five-year plan that includes short and long- term priorities as part of the budget process. A formalized five-year budget planning process that enables the shifting of financial and human resources to respond to emerging opportunities and/or environmental change is critical. The establishment of a five year budget plan in conjunction with the Facilities Plan, enrollment projections, and a process for prioritizing ECU critical initiatives will allow us to be able to adapt to resource needs and availability outside of the state budget process.

Actions to Date: The basic budget-planning model is in process now and is planned for completion by fall 2003 but this does not preclude unit heads from setting their priorities on an on-going basis. The university has completed a ten-year facilities master plan and the 2000-2005 strategic plan for the University. These plans take into consideration the new construction and increased enrollments, and while always subject to modification, can be used to support the integration of the various planning processes. ITCS has completed a two-tier employee training that leads to -official technology-based certifications.

Future Actions: The institution needs to improve the existing budget process by implementing a five-year budget projection model by 2003. With the development of a budget forecasting model as well as a long-term budget process the university will be better positioned to respond to resource needs such as multi-year

project funding. The institution will establish a committee to research the training needs of faculty and the various staff positions in order to prepare university personnel to take full advantage of the technology-based tools and services. Once these training needs have been identified, then training programs must be developed. As part of the technology initiative submission process described in Strategy 2 above, the committee feels that provisions need to be put in place to ensure that grants requiring technology support (such as software support, programming) do not overtax existing technology resources. Therefore, as part of the process, the university should implement a mechanism to generate resources for technology support within the grant approval process. This mechanism would ensure that a percentage of overhead costs for grants with a technology component (such as software support) be designated for use by the university to provide the necessary support (both during the grant period and after if necessary). The committee suggests this process be implemented first as a pilot program; refined, then implemented as a standard university practice by Fall 2004.

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

Rationale: Network infrastructure is defined as the hardware, software, networks, and services enabling the effective utilization of technology. The security and stability of the network infrastructure is critical to the university, and therefore, must be maintained and upgraded on a continuous basis to maximize opportunities. To this end, the institution will 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; and 4) provide a network infrastructure to support E-Business.

Actions to Date: ITCS is finalizing the process of identifying mission-critical administrative systems within the university. As servers and systems are identified, they are categorized as to the level of importance each has to the mission of the institution and appropriate steps are taken to provide the necessary central support if it is not already in place. The majority these servers are now housed centrally and each has a clear crisis management plan. An IT audit was conducted during the 2000-2001 academic year and recommended upgrades to security and maintenance have been implemented. Several servers once housed within the unit of responsibility have been moved to a central server site. Student Health Services is joining with the Brody School of Medicine in the use of the IDX patient scheduling and billing system to take advantage of centralized resources. This project is presently in the implementation-planning phase with a target date for full implementation of no later than December 2002.

Financial Services along with database support and programming assistance from ITCS has created a fully functional financial data model populated with relational tables that comprise the financial data warehouse. Access to the data is accomplished with a GUI tool. The anticipated production rollout of this data warehouse will be during 2001-2002 academic year. The Brody School of Medicine (BSOM) has created a committee charged with developing a data warehouse populated with appropriate clinical, financial and research data.

Wireless network areas have been installed throughout campus so students and faculty can use their laptops or personal data assistants (PDAs) without the constraints of access to power and data ports. Faculty can update online course materials and lesson plans from a variety of locations throughout campus with wireless devices.

Through continuation of grants from the National Library of Medicine ($4.6M) for Next Generation Internet research, from the U.S. Department of Education ($4.6M) for innovative distance education course delivery, from the National Science Foundation ($1.13M) for professional development of high school teachers nationwide in computational science and mathematics and from the National Science Foundation ($341k) for increasing ECU's bandwidth to Internet2 by a factor of fifteen, ECU is developing a national presence in the delivery of quality online distance education. The adaptation of many support and services functions necessary to be seamless and user-friendly must naturally follow. Student application work group in ITCS ensures that as applications are developed, they are accessible to all students, regardless of their location, mode of instruction, or physical capabilities.

ITCS has begun to put the necessary infrastructure in place by implementing appropriate firewalls and developing a security object to provide user authorization for the implementation of e-business. Five high-powered servers have been purchased for connecting together into a clustered environment to support e-business.

Future Actions: ITCS must continue to inventory servers to identify mission-critical data that should be maintained centrally. To move to the next level with data warehousing, the university will hire a database analyst to maintain the Financial Services warehouse and to develop and support future data warehouses such as Human Resources, Facilities, Enrollment Management, and academic program data such as that currently included in the Academic Management Information Report (AMIR) or the Induced Workload Matrix Report (IWLM). Once the School of Medicine committee develops the data model for the clinical information management system, ITCS will create the necessary data extracts from the mission-critical files (IDX, Logician, etc.) and load to a relational database for subsequent point-and-click access by end users.

The university will undertake a feasibility analysis of multimedia that will define its role in an infrastructure to support teaching and learning initiatives on and off campus. This study will determine how multimedia can be created, stored, and viewed most effectively in e-learning applications. Based on the analysis, the institution will develop a comprehensive multimedia plan that will include "smart classrooms" with appropriate infrastructure and support resources. As part of the shift to e-learning, the institution will devise support strategies for faculty and students engaged in authoring multimedia and distance learning materials. Finally, the university will assess the various campus virtual reality initiatives and projects, incorporating them into the overall network infrastructure plan with a view toward future activities and the leveraging of resources in the creation of flexible, interactive VR teaching tools.

ITCS must acquire additional servers in order to enhance the processing support and system availability necessary to access all applications within the portal (OneStop) including the processing of on-line business transactions such as tuition and fee payments and textbook purchases. State and federal regulations must be met before e-business services can be made available.

Section V. Technology in Course Delivery

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 nine overarching areas, or elements of course delivery, that needed to be considered. The elements of course delivery are: (1) professional development and training; (2) course development; (3) repository of best practices; (4) research; (5) technology infrastructure; (6) assessment; (7) course delivery; (8) administrative services; and (9)

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 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.

5.1 Professional Development and Training

Strategy 1. Instructional Technology Consultants (ITCs) will work with the academic units within the university to provide targeted professional development that meets the goals of the unit, course, and instructor.

Rationale: While some faculty members are early adopters of technology the majority of faculty need professional development services to assist them in implementing new technologies into the classroom. Three key areas of need arise from an in-depth review of this professional development issue. First, faculty needed quick access to specialists who could assist them with implementing technologies specifically tailored to their disciplines. Because of the complexity of technologies and the diversity of course needs across disciplines, in 1998 the university established Instructional Technology Consultant (ITC) positions housed in individual academic units to assist individual faculty members. While the placement of ITCs in the units greatly improved access for faculty, it soon became evident that benefit could be derived from increasing the coordination of and interaction between the individual ITCs. Second, with the increased number of faculty requests for support to develop online course materials, there was a need for online course development tools and support services. Third, a method needed to be developed to guide ITCs and faculty in effectively developing online materials to meet the goals of the unit within the confines of available resources.

Actions to Date: To improve efficient use of ITCs, to promote campus-wide collaboration, and to ensure access to special skills across campus, several structural changes have occurred. In Fall 2000, a Lead ITC was hired to promote professional development of ITCs and to oversee faculty development workshops. In Spring 2000, the organization of ITCs was modified from a decentralized structure to a distributed structure. While ITCs would continue to be housed in individual units, a portion of their time would be spent in collaborative initiatives across campus. To address the growing demand by faculty for online course development support, the university hired a Blackboard Administrator and a Graphics Specialist. To guide ITCs and faculty in the development of online materials, a plan of action was prepared that provided guidance on the process of preparing course material for online presentation, on strategic planning, on acquisition of technology, and on copyright issues.

Future Actions: In Fall 2001, an Educational Tools Specialist will be hired with the responsibility of keeping ITCs up to date with the latest information about equipment and software to assist in teaching with technology.

Strategy 2. Increase the number of professional development opportunities across campus that can be accessed by individual faculty as needed.

Rationale: While a schedule of professional development workshops is made available at the beginning of each academic year, most workshops are quickly filled to capacity by faculty and staff. Concerns have been expressed that an increase in the number of professional development opportunities is needed in the form of additional scheduled workshops, mentoring initiatives, and online training for faculty unable to attend the scheduled workshops. The number of workshops currently available is constrained by the lack of available facilities for training faculty. Additional facilities for supporting professional development workshops on information technology are needed.

Actions to Date: To provide additional opportunities for professional development, the university has developed 22 online tutorials, provided online access to Blackboard manuals specifically tailored to faculty and to students, and developed online instructional strategies for course organization; course presentation, interaction, and communication; assessments; and, working with graphics. A joint effort between the ITCs

and the Center for Faculty Development initiated Conversations About Teaching with Technology [CATT] to provide networking opportunities for faculty interested in incorporating technology into the classroom.

Future Actions: In Fall 2001, a survey of professional development needs will be conducted to identify areas for potential workshops supporting the development of online course materials. In Fall 2001, a Faculty Development Lab to be housed in Joyner Library will be constructed to provide a facility for faculty workshops. In Spring 2002, the lab will be fully operational with a full schedule of workshops offered tailored to the needs of faculty as identified in the professional development needs survey of faculty. By Summer 2002, the university will develop a central clearinghouse identifying professional development opportunities available across campus and on various unit and administrative websites to provide faculty and students with a central place to search for professional development opportunities.

Strategy 3. 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.

Rationale: Staff recruitment, development, and retention will always be an issue in high-demand fields, such as information technology. To attract the best candidates for open positions, ECU must offer programs that distinguish it from the competition coming from local industry, the high-technology companies in Research Triangle Park, and national technology companies. Instituting a training and certification program will not only increase the average level of information technology expertise on staff, but will provide more highly qualified staff members who will be able to more easily integrate new technology into the university.

Actions to Date: In Summer 2001, an in-house training program that utilizes training resources available from the university, commercial online training providers, and face-to-face instruction was developed. A pilot test was conducted in Fall 2001 to determine the feasibility of the training and certification program.

Future Actions: Training course will begin in December 2001. Based on the results of the pilot test, a full program will be made available campus-wide for information technology professional development in Fall 2002.

Strategy 4. 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.

Rationale: At East Carolina University there is not a large pool of students on campus who are familiar with virtual reality, course delivery systems, network routing, workstation repair or operating systems administration – expertise that is valuable for students seeking full-time employment upon graduation and can be readily leveraged for productive student work programs on campus. Identifying potential students early and providing them with increasingly responsible duties will provide them an exceptional opportunity to gain valuable work experience in their chosen field while still in school. This would also provide valuable support for campus technology initiatives.

Actions to Date: A student work program in ITCS has existed for many years. Within the last two years, students have been assisting with support for some of the leading edge information technology resources on campus including the virtual reality facility (CIITR) and network support. A new network certification started in Fall, 2001 in the School of Industry and Technology is also now available for students that will provide academic credit for learning network skills.

Future Actions: A student employment program that defines levels of responsibility and expertise will be developed to help guide the participation of students in the revised work program. Unit participation will be solicited for work in each level in cooperation with Undergraduate Studies. A program coordinator will be named to ensure effective coordination of the entire program. We expect the program to be offered on or before January, 2003.

Strategy 5. Prepare students to take a technologically enhanced course.

Rationale: While many students come to campus with strong information technology skills, there are still some who do not have adequate preparation in basic information technology literacy. As the faculty moves toward a model that incorporates more and more technology into the classroom as part of course delivery, we need to ensure that all students are prepared to receive this type of instruction. Although this problem should decrease over time as more and more high schools require technology skills as a requirement for graduation, the "digital divide" will not be eliminated in the near term.

Actions to Date: Starting in fall, 2000, entering students were provided a short introduction to email, usage of the student computer laboratories and computer ethics as part of their campus orientation. In fall, 2001, a student help desk that is staffed by students exclusively for the use of students will be created to provide peer problem resolution. ECU already requires faculty to specify minimum hardware/software requirements as well as to minimum level of technical competencies of students taking the course - See Quality Assurance Standards for Graduate Courses Offered via Distance Education at ECU, 1998 – these same standards were also adopted by the Faculty Senate. Several university committees have also discussed the implementation of a student computer ownership requirement, including the Faculty Information Technology Committee (Spring 2001) and the Information Resources Coordinating Committee (Spring 2001). The School of Medicine already has a student computer ownership requirement for medical students.

Future Actions: The University is considering a student computer ownership requirement that would require students to own a desktop or portable computer. The requirement will be discussed by the Information Resources Coordinating Committee and a recommendation made to the Chancellor in Fall, 2001. As part of the planning process for this change, student computer competencies will be addressed using a variety of delivery methods to bring incoming students up to a minimum level of computer competency. For in-state students, this would leverage the eight grade computer skills exam that every high school graduate is required to pass.

5.2 Course Development

Strategy 6. Provide faculty with the resources/environment necessary to succeed in developing technology-enhanced courses.

Rationale: For faculty members to succeed in developing technology-enhanced courses, adequate software, hardware and consulting must be provided during the development process. This means that new software versions must be available to faculty for their use and the hardware platform used to generate courses needs to be replaced on a periodic basis. But perhaps the most important element of support is the provision of focused technical support during the development process. Standardization and support for central course management systems must also exist so that economies of scale can be realized. If this support environment is not provided, faculty members will be strongly discouraged from developing new technology-enhanced courses.

Actions to Date: In 1998, the faculty workstation program was initiated that has replaced the desktop computing platform provided to faculty every three-years. This program ensures that adequate hardware exists at the desktop for course development. In 1999, a Core Facility for course development and delivery was established that provided for central support for a Blackboard course management system. Shortly thereafter, a Blackboard specialist was hired to interface with the faculty and resolve problems on this platform.

Future Actions: The desktop replacement program as well as regular core facility upgrades are scheduled to continue. Site licenses for standard course development software packages will be investigated and evaluated on an ongoing basis for purchase. Increased support for faculty will be a priority to make them as efficient as possible when developing technology-enhanced courses. The support level will be determined by the budget available.

5.3 Repository

Strategy 7. Establish a repository of best practice modules that exhibit effective methods to incorporate technology into the curriculum.

Rationale: East Carolina has begun the process of building a campus standard for courseware by implementing the Blackboard CourseInfo system. Many faculty have fully embraced the use of Blackboard, but there remains a significant number who use alternative methods of delivering online course materials to students. To assist the faculty in course development and to leverage these efforts, a repository of best practices needs to be developed.

Actions to Date: In preparation for the creation of a repository of best practices, three key tasks have been accomplished since Fall 1999. First, in 1999 the Core Facility was created to provide identical hardware and software facilities for developing online courses (test facility) and for production (production facility). Faculty can now teach a standard online course while experimenting with a more innovative version on the test facility. The Core Facility also provides a central place for faculty to identify other online delivery methods used at East Carolina. Second, EastNet, the home of a rich source of content on educational issues, has returned to its original mission of connecting the "K-through-lifetime" learning community in eastern North Carolina. EastNet provides a rich source of online communication features such as chat rooms and discussion forums as well as substantive educational content online. In Fall 2000 the School of Art in conjunction with the College of Art and Sciences and Academic Library Services began testing and implementing the Digital Resource Collection. This collection current archives several hundred digital images that are available for faculty to incorporate into classroom instruction via the web interface.

Future Actions: A repository of best practices needs to be created and maintained for faculty to access during development of online materials. Additional methods for encouraging and coordinating resource sharing of best practices on campus need to be identified.

5.4 Research

Strategy 8. 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.

Rationale: Prior to Fall 1999, research in distance education teaching and learning issues was conducted by a small nucleus of faculty, working independently. There has not been a coordinated attempt to strengthen formal assessment efforts by early technology adopters in such a way as to provide useful information for use by others in improvement of classroom instruction and to guide the evolution of the campus information technology infrastructure, including computer procurement, network bandwidth and the design of new classroom constructions. This effort will also research,s foster and support emerging technologies to increase the depth of understanding of complex and often visual concepts as part of its mission.

Actions to Date: In Fall 1999, the Center for Interdisciplinary Instructional Technology Research (CIITR) was established with funding from the UNC-wide Teaching and Learning with Technology Collaborative. A number of innovative projects have been initiated since that time, including the Reconfigurable Advanced Visualization Environment (RAVE) project, the On-line Wireless Learning Solutions (OWLS) project, the Handsprings to Learning initiative, and other funded technology research projects. In addition, a 12-week faculty development workshop on the RAVE technology was offered during Spring 2001 with follow-on workshops scheduled for Fall, 2001..

Future Actions: The CIITR is in the process of developing an assessment methodology for conducting research that investigates the impact of technology on teaching and learning. By Fall 2002, a formal mentoring program that brings together faculty to assist in developing appropriate research protocols for assessing learning outcomes in technology-based courses will be established.

5.5 Technology Infrastructure

Strategy 9. 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. Innovative technology that can expand the boundaries of the classroom (e.g. wireless) must be explored and incorporated as appropriate. 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.

Rationale: A significant issue for advancing the use of technology in course delivery for on-campus students is the specification, installation, maintenance and refreshing of the technology available in the classrooms. Many classrooms on campus have Internet connectivity but only a few have additional technology (such as projectors and screens) built into the classroom. As more and more classes are developed using on-line technologies, faculty expect such technology to be routinely available as a baseline for instruction. In addition, some course will need special technology appropriate to the discipline and learning goals. The university must develop a comprehensive plan for incorporating technology into the classroom so that the faculty can maximize their use of online tools in course development.

Actions to Date: The moveable instructional technology equipment program was instituted in 1999 to make basic equipment, such as projectors, available in classrooms. Several problems were encountered with this program including a funding source to upgrade equipment and assignment of responsibility for equipment maintenance. The Instructional Technology Consultants have picked up day-to-day maintenance responsibility on an as possible basis but equipment refresh and the number of classrooms having equipment remain as issues. In Spring, 2000, the Handsprings to Learning initiative was begun to demonstrate the application of handheld devices to course delivery. This initiative will build on the On-line Wireless Learning System (OWLS) in the School of Industry and Technology that has pioneered the application of technology to learning anywhere/anytime.

Future Actions: In Fall 2002 a campus-wide committee consisting of faculty, staff, and administrators will be convened to define the vision for classroom technology over the next 3 years. The committee will be jointly established by the Vice Chancellor of Academic Affairs, the Chair of the Faculty, the Vice Chancellor for Health Affairs, and the CIO. The report will be reviewed and approved by the Information Resources Coordination Council (IRCC), the Faculty Senate (presented through the Faculty information Technology Committee), and the Information Systems Steering Committee. This committee will update its report yearly to cover a rolling three-year window. An *Information Technology Master Plan for Classroom Technology* will be developed as part of the master information technology master plan discussed elsewhere.

5.6 Assessment

Strategy 10. Implement a process for continuously assessing the current status of technology within the university environment with an emphasis on course delivery.

Rationale/Actions to Date/Future Actions: This strategy is covered as part of another enhancement report.

5.7 Course Delivery

Strategy 11. Improve delivery, increase security, and promote awareness of online resources and support services.

Rationale: Technology is advancing rapidly and a number of initiatives are underway to utilize new technology to deliver courses and promote the awareness of on-line resources for providing academic and administrative services. Coinciding with the implementation of these new technologies is an increased need for improved network throughput and enhanced security measures. Also, as new technologies and online support are made available for use in course development, faculty awareness is critical for the success of these technologies and services.

Actions to Date: Several initiatives have been undertaken to increase network capacity, including the acquisition of the core server facility; an upgraded network infrastructure with improved reliability and speed as a result of the NSF Connections Grant/Internet 2 project; and, the Gigabit fiber link between the east and west campuses in May 2001.

In Summer, 2000, the University hired its first information technology security officer and formed a security group to create and implement a campus-wide information technology security plan. The information technology security group has been instrumental in preparing for the EDP Audit scheduled by the Office of the State Auditor for Fall, 2001. The security staff have been focused on day-to-day security operations and also on raising the awareness of information technology security on campus. The group has already implemented firewalls to protect critical resources on campus. A master security plan is also under development and is scheduled to be completed by Summer, 2002 with implementation to begin in Fall, 2002.

Awareness of information technology initiatives and capabilities to date has been accomplished through press conferences (grant awards), advertisements in the student newspaper (e.g. announcing the student help desk), articles in Pieces of Eight (installation of the RAVE immersive visualization environment in Joyner Library), through email, and through the web. However these efforts have not reached all faculty, staff and students. A comprehensive approach is needed that includes, as a minimum, more proactive efforts by IRCC members for information dissemination, presentations to the Academic Affairs Deans and Directors, visits to department chairs and faculty, and participation in Student Government Association forums.

Future Actions: Ongoing projects will be initiated to monitor and forecast future network, server and resource needs for critical resources across campus. This will enable the University to make investments in delivery resources before the need becomes critical. A campus-wide information technology security plan will be created as part of the Master Information Technology Plan and will be updated on an annual basis. A comprehensive awareness project will also be initiated to ensure that faculty, staff and students are aware of on-line resources and support services. This project will utilize several different media (including, but not limited to, newsletters, student newspaper, web) to ensure as many faculty, staff and students are made aware of these resources as possible.

5.8 Administrative Services

Strategy 12. Expand the number and quality of online administrative services available to on-campus and off-campus students.

Rationale/Actions to Date/Future Actions: This strategy is discussed in the Student and Support Services Enhancement Report.

5.9 Grants and Funding

Strategy 13. Develop a comprehensive funding model for new and existing information technology initiatives and information technology support services. The model should include funding from proposals/grants, the Academic Affairs budget appropriated by the NC General Assembly and the Health Sciences budget appropriated by the NC General Assembly.

Rationale: Given the condition of the State budget projections, it is not anticipated that the funding level for new information technology initiatives will improve. Thus, the university will need to develop a plan for aggressively pursuing external sources of funding as well as to continue to investigate creative ways of funding for information technology. The budget model for funding information technology on campus also needs to be examined. Information technology is funded from Academic Affairs state funds, Health Sciences state funds, campus reallocation funding (reallocation of unspent funds university-wide) and medical practice plan receipts. Each of these campus funding sources has a different process for requesting funding and a different mechanism for reporting on funds spent. Campus-wide projects require more than one funding source (usually Academic Affairs funds and Health Sciences funds), which must currently be independently requested and justified. A comprehensive funding approach needs to be created and implemented.

Actions to Date: Since 1999, a number of potential funding sources have been identified and utilized. The University has made a concerted effort to leverage existing technology infrastructure to obtain additional financial support for improvements. Grants have been received based on leveraging our campus network bandwidth and our network monitoring capabilities (National Science Foundation Connections Program Grant); our telemedicine programs (NLM Biomedical Applications of the Next Generation Internet Grant); Student computer labs and wireless infrastructure (Handheld and Wireless Technologies); our high performance computing initiative (NSF Teacher Enhancement Grant); and, our partnership with CISCO (CISCO Learning Engine Project). A Academic Affairs committee was formed in 2000 to make recommendations on how to increase external grant funding but recommendations were not forwarded to the University administration.

Discussions about changing the funding model for information technology were held between the CIO and the Dean's office at the Brody School of Medicine in Fall, 2000. A plan to form an advisory committee to the CIO that would include representatives from all information technology funding sources on campus has not yet been implemented.

Future Actions: A grants team will be formed by Spring 2002 to pursue Federal, State, Corporation, and Foundation funding opportunities. By Fall 2003, funding opportunities will be established to permit reassigned time, provide seed money and equipment support for faculty interested in conducting research on technology in the classroom.

A group will be convened in Spring, 2002 to look at the information technology funding model on campus and to make recommendations for improvements.

Strategy 14. Create an "Information Technology Challenge Fund" that would identify and fund innovative technologies for providing course delivery through technology.

Rationale: Research and implementation of innovative technologies into the classroom requires extensive time and resource support. A "Challenge Fund" would provide the resources necessary to acquire new technologies and to support faculty in piloting these new technologies. Faculty will need reassigned time in order to devote the needed amount of time to new technology development. Support staff time will be needed to help in technology development and troubleshooting. A formal peer review proposal process needs to be instituted to review new ideas and to fund those most worthy of support.

Actions to Date: The Center for Interdisciplinary Instructional Technology Research (CIITR) implemented a proposal process in Fall, 2000, for faculty who were interested in developing applications for the RAVE immersive visualization system. This has resulted in more than 10 high quality projects being developed for the RAVE system. Some of these will be field tested in the classroom during the 2001-2002 school year. In the mid-1990s, a proposal process was also used to help establish student computer laboratories using Student Computing Technology Fee funds across campus and resulted in the creation of over 60 such labs. This process was discontinued in 2000 since there was no need for additional computer labs.

Future Actions: By Fall 2003, a plan will be developed by Academic Affairs, Health Sciences, Graduate Studies, and the CIO, in cooperation with Institutional Advancement/Development, to establish a fund

designated to support quality in information technology in the classroom. A process will be developed to identify and award grants by Fall 2004. Priorities for funding innovative technologies from the Information Technology Challenge Fund will be developed and submitted for inclusion in the *Information Technology Master Plan*.

A new proposal process for investigating innovative technologies in the classroom using Student Computing Technology Fee funds (which requires that funded programs be exclusively used for hands-on student computing) will be initiated in Fall, 2001. These proposals will peer reviewed and serve as seed money for integrating emerging technologies into the classroom.