

**Lee, Lori**

**From:** East Carolina University Faculty Senate [FACULTY-L@LISTSERV.ECU.EDU] on behalf of Lee, Lori [LEEL@ecu.edu]  
**Sent:** Thursday, May 01, 2008 4:20 PM  
**To:** FACULTY-L@LISTSERV.ECU.EDU  
**Subject:** ECU's Response to UNC Tomorrow Phase I Report  
**Attachments:** ECU UNC Tomorrow Response Final 050108.pdf

To All Faculty,

In response to Faculty Senate resolution 08-17 (see below), all interested faculty are invited to meet with Mark Taggart, Chair of the Faculty and others on **Thursday, May 8, 2008**, from 3:00 – 5:00 in 142 Rawl Annex to discuss the attached ECU's response to the UNC Tomorrow Phase I Report, which was sent to UNC General Administration this afternoon. Please direct any questions to Professor Mark Taggart at [taggartm@ecu.edu](mailto:taggartm@ecu.edu). Thank you.

08-17 Whereas, faculty input has been widely recognized as necessary for the success of UNC Tomorrow.

Therefore Be It Resolved, that ECU's Response to the UNC Tomorrow Report be provided to the Faculty Senate prior to May 1, 2008.

Be It Further Resolved, that the Chair of the Faculty solicit a reaction to the campus' response to the UNC Tomorrow Final Report from the faculty of the institution and submit it to Faculty Assembly by May 30, 2008.

Be It Further Resolved, that ECU's Response and Faculty Senate's response be posted on ECU's Faculty Senate website and the Faculty Assembly website.

Be It Further Resolved, that the UNC General Administration actively involve the UNC Faculty Assembly Executive Committee as it reviews and acts on these reports.

**Lori Lee**

East Carolina University, Faculty Senate  
140 Rawl Annex, Greenville, NC 27858  
[www.ecu.edu/fsonline](http://www.ecu.edu/fsonline)  
252.328-6537 Office  
252-328-6122 Fax

5/8/2008



**East Carolina University**  
**UNC Tomorrow Response Phase I Report**

**May 1, 2008**

**PREFACE**

East Carolina is committed to leadership and service to North Carolina. Our motto, *SERVIRE*, means "to serve," and we will be known as the best public university in the nation for meeting the needs of those we serve. Our teaching, research, and economic development are targeted to fuel the competitiveness of our region and state.

This is not a new commitment. It is our history for 101 years. ECU's strategic plan, *ECU Tomorrow: A Vision for Leadership and Service*, is perfectly aligned with the UNC Tomorrow Commission's findings. We don't need billions of new state dollars to be successful in our response. We will re-allocate existing resources, be more efficient, carefully use and leverage new university system funding, and find and grow substantially more external dollars to meet the commitments contained in our response.

Our response contains bold and aggressive commitments. But they are feasible, built on our strengths, and responsive to state needs. New, or substantially expanded commitments, include:

- **Student Access and Success:**  
ECU will be known nationally for our partnerships with community colleges. These partnerships will build on the successful Wachovia Partnership East and be supported by private funding for our UGRAD and Access Scholarship initiatives. A new Center, the **Community College Transfer Center**, will ensure seamless access for transfer students, and the **Pirate Tutoring Center** will target our retention and graduation goals.
- **Operation Re-Entry**  
ECU is committed to a major program known as **Rehabilitation Research and Services for Soldiers and their Families**. Health, rehabilitation and educational needs for the military are daunting. ECU's commitments to those who have served, to distance education, and to the allied health professions will converge to make a big difference for this population. This interdisciplinary and inter-institutional enterprise will be developed in partnership with community colleges and sister UNC universities.



- **Teachers for Tomorrow**

ECU will lead the state and be among the nation's best universities in addressing the crisis in teacher recruitment, preparation, and retention. Building on the nationally recognized Wachovia Partnership East, ECU will empower the community colleges to be full partners in teacher readiness. The **Outreach Service for Excellence in Rural Education**, a new initiative, will prepare teachers and administrators, targeting underrepresented groups (including Latinos and African American males) and high-need areas in mathematics, science, middle grades, and special education for rural and underserved communities.

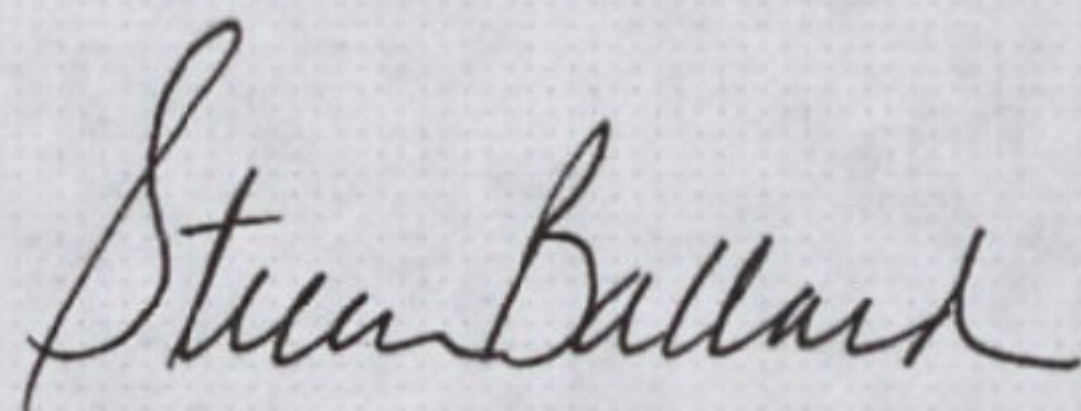
- **Rural Prosperity**

ECU has a special responsibility for community and economic development in the east. We are the catalyst, providing 21<sup>st</sup> century skills, technological innovation, and business assistance. We have just begun to make a difference. Several new commitments are in development. These include the **Science, Technology, Engineering, and Mathematics (STEM) Excellence Initiative for Rural Prosperity** to ensure that P-12 students have the necessary skills in the STEM disciplines to attract higher-skilled, higher-paying jobs to the region. The **Regional Talent Retention Initiative** and the **Center for Science and Math Education Research** will also be important elements of our commitment to workforce development.

- **The Underserved**

East Carolina takes great pride in providing services to populations that have difficulty with access, affordability, illness, or other major constraints that impede their ability to be successful. For example, our **AmeriCorps Project HEART** successfully mentors over 6,000 at-risk high school students in math and science. We will dramatically expand this and other essential services. We have reallocated internal funding to ensure the success of the **Health Disparities Research Institute**, which is devoted to applied research to reduce health disparities in Eastern North Carolina. Our new **School of Dentistry** and our expanding **Brody School of Medicine** both will address critical shortages of health care professionals in rural counties of North Carolina as will our proposed **School of Public Health**. No university does a better job of keeping health care professionals in North Carolina than ECU, a legacy we will proudly continue.

These highlights illustrate East Carolina University's commitments to meeting the needs of those we serve. I invite you to learn more about the breadth and depth of our plans.



Steve Ballard  
Chancellor



## INTRODUCTION

ECU is committed to the findings of the UNC Tomorrow Commission and to further devoting the university to the public good. As our motto *Servire* instructs -- We Serve.

The implications of the UNC Tomorrow report align perfectly with the mission and goals of East Carolina University and its aspirations. As part of ECU's centennial celebration and self-assessment in 2007, ECU developed its new strategic plan. This plan, *ECU Tomorrow: A Vision for Leadership and Service*, identified ***the institution's core values: respect, authenticity, accountability, diversity, teamwork, and commitment to serve***. It further identified ECU's "***new century opportunities***": ***ensuring access, supporting student success, creating new opportunity for eastern North Carolina, forging effective partnerships, and responding to the greatest needs of communities and individuals***.

### ECU Tomorrow - UNC Tomorrow: A Natural Alignment

The values and opportunities identified in *ECU Tomorrow* are consistent with the findings of the UNC Tomorrow Commission. Our response is given in the context of the *ECU Tomorrow* plan and its close alignment with the Commission's own findings. In both our *ECU Tomorrow* and UNC Tomorrow strategies, we strive to deploy our core competencies to new areas. For example, Operation Re-Entry leverages ECU's diverse capacities to provide mental and physical health care to address the particular needs of military personnel, their families, and communities.

We have grouped this ECU response to UNC Tomorrow around the five strategic directions defined in the *ECU Tomorrow* document. These are:

- Education for a New Century
- The Leadership University
- Economic Prosperity in the East
- Health Care and Medical Innovation
- The Arts, Culture, and the Quality of Life

Each section references the "Major Findings" items in the UNC Tomorrow report (4.1 to 4.7). Further, we reference ECU's responses to the UNC Tomorrow report items listed for changes to the UNC system (5.1 to 5.8) because they apply equally well to the operation of our individual campus.

In this report we propose visionary ideas that expand existing competencies/initiatives and develop new areas of strength and excellence that are integrally infused with our core values, the needs of our many constituencies, and the premises of the UNC Tomorrow report. The commitments in this report encompass ECU's expanding and emerging priorities. These are inextricably linked to changes in student enrollment, social needs, and the fiscal and infrastructural context of the UNC system and ECU campus.

### Institution of the Future

ECU is determined to become an "institution of the future" in which its many missions are interrelated and for which we seek partnerships with other UNC system campuses, the



North Carolina Community College system, other institutions of higher learning and public education (P-12). ECU will be a model for student access and success, and for building the capacity of NC's P-12 system to develop future students, workers and leaders. ECU will develop outreach and engagement initiatives coupled to each area of teaching and research; foster significant community and economic development through engagement of university resources with industry, government and communities; and will aggressively advance the health and wellness and environmental needs of the State. ECU will be a globally engaged institution. We are *The Leadership University* – where all of our people have the opportunity to learn to lead and contribute to the success of human endeavors.

#### **Steward of the Public Trust**

ECU will be a responsible and efficient steward of the public trust. We will assist our communities as they inevitably transform and compete. We will provide the most vibrant scholarly environment for our students, faculty and staff. In this context the scholarly arena of ECU is defined to encompass all the foundations of dynamic and prosperous communities, including education, health care, diversity and tolerance, environment, heritage, employment and investment.

#### **Our Commitment**

East Carolina University will:

- Produce more and better teachers and develop best practices to improve public education and equip North Carolinians to be locally and globally competitive.
- Foster student access and success along the entire P-20 (prekindergarten to 20) educational continuum.
- Expand and apply its expertise, research and outreach functions to address regional and wider-scale challenges and to support public and private sector decision-makers in such areas as the economy, environment, and energy and water, among others.
- Increase faculty and student knowledge, motivation and capacity for scholarly instruction and learning, research and development, and engagement and outreach to meet the needs of those we serve as we increase the University's positive impact on society.
- Produce more and better physicians, dentists, nurses and allied health professionals to meet the expanding needs of North Carolina and beyond, lead in the research and development of health care technologies and evidence-based therapies, and improve health care access and outcomes.
- Create vibrant and livable communities through the arts, athletics and other cultural enrichment.
- Produce undergraduate and graduate students with the skills, knowledge, expertise and entrepreneurial drive that will help transform eastern North Carolina from a traditional agricultural and manufacturing economy to a knowledge-based, innovation-driven economy.



### **A National Model for Serving a Region**

ECU will be recognized as among the nation's best doctoral, research and engaged universities. We will foster and contribute to a globally competitive regional culture and position ECU as a laboratory to address regional and national issues. Ultimately, ECU will be the engine to make eastern North Carolina an even better place for learning and scholarship, a birthplace and destination for innovation-driven industry-academic-government collaborations, and a region recognized for its creativity, diversity, and artistic, cultural and natural richness.

This report reflects input from across the ECU community. Implementation of the ECU response to the UNC Tomorrow Commission will be distributed among the three major academic divisions and their respective operational units, faculties, and staff. Our divisions and their units currently provide a broad and dynamic range of programs and each is committed to the continuing success of ECU and the UNC system.



## **Outline of Our Response**

Page No.

### **Education for a New Century**

- |                                                                        |    |
|------------------------------------------------------------------------|----|
| 1) ECU Commitment to Student Access and Success                        | 7  |
| 2) 21 <sup>st</sup> Century Literacy Skills Initiatives                | 8  |
| 3) ECU Global Academic Initiative                                      | 8  |
| 4) Globalizing (Internationalizing) ECU                                | 9  |
| 5) Science, Technology, Engineering, and Mathematics (STEM) Excellence | 9  |
| 6) Outreach Service for Excellence in Rural Education                  | 10 |
| 7) AmeriCorps Project HEART                                            | 10 |
| 8) NC Consortium for Education Policy Research and Evaluation          | 11 |

### **The Leadership University**

- |                                                                       |    |
|-----------------------------------------------------------------------|----|
| 1) ECU Leadership and Service Collaborative                           | 12 |
| 2) ECU P-12 Leadership Initiative                                     | 13 |
| 3) ECU Outreach Scholars Academy                                      | 13 |
| 4) Office of Sustainability                                           | 13 |
| 5) Target Leadership/Service Opportunities for Middle-School Students | 14 |
| 6) The East Carolina Center for Nursing Leadership                    | 14 |
| 7) Graduate Education, Leadership and the Workforce for a New Economy | 15 |

### **Vitality and Economic Prosperity in the East**

- |                                                                      |    |
|----------------------------------------------------------------------|----|
| 1) ECU Millennial Campus                                             | 16 |
| 2) ECU Outreach Service                                              | 16 |
| 3) Community Enhancement and Economic Transformation Initiative      | 17 |
| 4) Precision Marketing Initiative Growing Targeted Industry Clusters | 17 |
| 5) ECU Center for Municipal Management and Innovation                | 18 |
| 6) Outreach and Engagement Directory/Repository                      | 18 |
| 7) Coastal Hazards and Economic Development                          | 18 |
| 8) Chancellor's Industry Roundtables                                 | 19 |

### **Health Care and Medical Innovation**

- |                                                                                                       |    |
|-------------------------------------------------------------------------------------------------------|----|
| 1) Health Disparities Research Institute                                                              | 20 |
| 2) Quantity and Quality of Health Care Professionals                                                  | 20 |
| 3) Access to Primary and Preventive Health Care Services and Education in Rural and Underserved Areas | 21 |
| 4) Operation Re-Entry: Rehabilitation Research and Services for Soldiers and Their Families           | 22 |
| 5) Partnership for Health Care Workforce Development                                                  | 22 |
| 6) Center for Excellence in Cardiovascular Research and Care                                          | 22 |
| 7) School of Public Health                                                                            | 22 |

### **The Arts, Culture, and the Quality of Life**

- |                                                 |    |
|-------------------------------------------------|----|
| 1) Center for Diversity and Inequality Research | 24 |
| 2) Intergenerational Center                     | 24 |
| 3) Renaissance of Downtown Greenville           | 25 |
| 4) Center for Sustainable Design                | 25 |
| 5) Center for Visual and Performing Arts        | 25 |
| 6) Economic Contribution of ECU Athletics       | 25 |



## EDUCATION FOR A NEW CENTURY - *Visionary Ideas for ECU*

ECU is committed to providing its students with an education that is the foundation of a strong, promising future and life-long learning. Based on core values of ensuring access and providing a diverse environment in learning and cultural experiences, we take a holistic approach to our students – preparing them to compete in a global economy and enhancing their preparation for success, not only in the classroom, but also in their personal and professional lives.

### 1) **ECU Commitment to Student Access and Success** (UNCT Nos. 4.1, 4.2, 4.7, 5.7) -

The University will foster the enrollment of promising students (from all sectors of society) and work to ensure that when they depart the University, they are poised to succeed both as individuals and as members of society. It is ECU's goal for its graduates to have great capacity in their chosen discipline and the intellectual skills for life-long learning.

a. Ensure that all North Carolinians have access to ECU's extensive array of academic programs and co-curricular activities. Among the initiatives essential to goal attainment are:

- Expand bilingual and multi-media presentation of enrollment materials.
- Create **Office of Pre-College Programs** targeting first-generation and under-represented student populations. Seeking federal TRIO and GEAR UP grants to secure needed \$190,000 budget.
- Expand student involvement in the **First Year Experience** program.
- Develop the newly established **Pirate Tutoring Center** into a resource for student success and retention, targeting those students in early academic difficulty. Estimated budget 2008-09 \$171,000.
- Expand **Access Scholarships** through a \$5M endowment.
- Increase the **EC Scholars Program** from 18 to 40 entering freshmen over a five-year period and fully fund the EC Scholars ECU experience.
- Award **Undergraduate Graduation and Retention Advantage** (UGRAD) grants funded through the Campus Based Tuition Initiative (\$631,000).
- Open the **Early College High School** on ECU's campus in fall 2009.
- Create a **Community College Transfer Office** to strengthen ECU's partnership with community colleges and ensure a seamless transition for community college students entering ECU by dually enrolling the students in ECU and the respective community college. Estimated annual budget: \$180,000.
- Participate in the **Upper Coastal Plains Partnership** at the Gateway Technology Center in Rocky Mount.

b. Establish an initiative for **Minority Access, Retention, and Academic Excellence**, including pursuit of a federal TRIO grant for the transition of low-income and underserved students from high school to college.

c. Building upon ECU's strength in online educational programming, commit to being the leader in online education within **UNC Online**, offering a majority of UNC Online programs. For example, ECU will implement an online accounting degree.



- d. Enhance the efficiency of instructional delivery through the development of a **Center for Instructional Design for Distance Education** as a collaborative project between ECU's Colleges of Education and Business.
- e. Develop means to encourage the enrollment and success of first-generation students, working adults, and people with special needs. Additionally, ECU will expand educational offerings to military personnel and their families through online and blended delivery strategies with an emphasis on portability and flexible timelines.

**2) 21<sup>st</sup> Century Literacy Skills Initiatives (UNCT No. 4.1) -**

- **Writing Skills:** ECU will conduct learning outcomes assessment to determine enhancement targets and will work with the appropriate bodies to enhance the quality and scope of the following: the Writing Across the Curriculum program; the University Writing Center; the First-Year Writing program.
- **Financial Literacy Skills:** ECU will conduct learning outcomes assessment to determine enhancement targets and will work with the appropriate bodies to enhance the quality and scope of the following: The Financial Wellness Institute, Student Affairs programs, and workshops addressing financial literacy.
- **Critical Thinking Skills:** ECU will create eight (freshman through senior level) web-based, self-paced, stand-alone critical thinking training modules that will be linked to general education courses and courses in each student's major. Students will master one module during each of their eight semesters as undergraduates.

**3) ECU Global Academic Initiative (UNCT Nos. 4.1, 4.2, 5.7) -** ECU is an international leader in technology-based global activities including cultural classes, virtual lectures, and collaborative research. This initiative will work with UNC system institutions and North Carolina's community colleges in the establishment and management of these virtual academic enterprises. In summer 2008, ECU's global partners will arrive in Greenville to celebrate the signing of a formal agreement – "Global Partners in Education (GPE)." ECU was recently recognized for the GPE by a United Nations award for innovation in international education, and more than twenty representatives from five continents are working to build upon this foundation and form an international GPE organization. On campus, the GPE program is already a component of the general education curriculum via integration with introductory courses such as anthropology, psychology, and sociology and will be expanded into other disciplines.



**4) Globalizing (Internationalizing) ECU (UNCT Nos. 4.1, 5.2) -**

- a. ECU has endorsed a **Plan for Internationalization** (adopted 2005 and updated 2008), with five major goals: 1) incorporate international education into the University's mission statement; 2) expand and diversify overseas opportunities for ECU students; 3) increase and diversify ECU's international student population; 4) internationalize ECU's faculty and staff; and 5) promote more global awareness through the ECU curriculum.
- b. **Campus Collaborative for an International Presence:** ECU will increase the international presence on campus via
  - Foreign lecturers and foreign film series
  - New diversity initiatives and workshops
  - Global understanding and problems workshops
  - Positive interaction between local and foreign students and faculty
  - Collaborative, multinational programming and interactive activities sponsored by Campus Living, Student Experiences and the Cultural Center (Global Learning Community, World Community Day, Diversity Week)
- c. **Curriculum Enhancements:**
  - ECU will encourage foreign language education in BS degree programs where it will enhance global competitiveness (example: communications).
  - The general education curriculum will be reviewed and enhancements made to existing courses. New courses will be developed as needed to make ECU students more globally aware and competitive. A minimum of nine semester hours of globally-oriented courses will be required for all students.
  - Global Courses in the Major: Departments and schools will define and implement curriculum enhancements to existing courses or will create new courses in each student's major as necessary to provide all ECU graduates with the discipline-specific education essential to global readiness in the major.

**5) Science, Technology, Engineering, and Mathematics (STEM) Excellence**

**Initiative for Rural Prosperity (UNCT Nos. 4.1, 4.2, 4.3, 4.4, 4.7, 5.7) -** Develop teacher preparation, student engagement, and economic development partnerships targeted to increase P-12 students' knowledge and competence in the STEM disciplines, which will directly impact their ability to enter into professional training programs and/or the workforce at competitive levels. This enhanced workforce will serve to attract higher-skilled, higher-paying jobs to the region.

- a. **Center for Science and Mathematics Education Research** - Revitalize math and science teaching approaches through innovation and scaled best practices. Draw upon relevant resources across ECU colleges and disciplines.
- b. **Regional Talent Retention Initiative** - In collaboration with regional economic development organizations, recruit and guide rural students (while creating awareness among parents) to regional math/science-based careers.
- c. **Experiential Learning with Technology and Innovation** - Partner with regional resources (for example, the Advanced Vehicle Research Center) to stimulate student interest in math/science disciplines. Leverage this interest and the



planned **Innovation Design Lab** (see section below: ECU's Vitality and Economic Prosperity in the East) to engage teachers and students in experiential teaching and learning opportunities through workshops in entrepreneurship and new product design and development.

- d. The **Biomechanics and Robotics Explorations for IT Literacy and Skills in Rural Schools** program is an existing ECU effort that supports the above goals for STEM excellence in rural areas.

**6) Outreach Service for Excellence in Rural Education** (UNCT Nos. 4.1, 4.2, 4.3, 4.7, 5.7) - ECU will leverage its position as the leading provider of education professionals in the state and partner with teachers, school administrators, elected officials and state agencies to elevate the quality of education in rural and underserved areas of North Carolina to compete with that found in the highest achieving regions. ECU will concentrate these efforts on the recruitment, preparation, and retention of high quality educators, targeting underrepresented groups (including Latinos and African American males) and high need areas in mathematics, science, middle grades and special education for rural and underserved communities. To these ends, ECU will:

- a. Continue the efforts of the **Rural Education Institute** within the College of Education to provide ongoing professional development to rural educators.
- b. Collaborate with UNC General Administration (UNC-GA), the North Carolina New Schools Project, and the Gates Foundation on "Learning Laboratories" in math and science wherein education professionals become familiar with innovations and new best practices.
- c. Deliver a **Middle Grades Mathematics Initiative** for in-service teachers in high-need, low-performing rural areas. This model program will be deployed in summer 2008 with an anticipated annual budget of \$70,000.
- d. Promote a **Master of Arts in Teaching** degree to recruit university students in the STEM disciplines into a program that will prepare them for teaching science and mathematics in P-12 systems. Funds for this will be sought from the Noyce Foundation (grant application submitted April 2008) and federal TEACH grants. (see **Science, Technology, Engineering, and Mathematics (STEM) Excellence Initiative for Rural Prosperity**).
- e. **Latino Initiative** - ECU is launching an initiative to recruit faculty, staff, students and members of the community to work on outreach activities with Latino families in North Carolina and to review and improve support programs for Latino students once they are on campus.

**7) AmeriCorps Project HEART** (UNCT Nos. 4.1, 4.2, 4.3, 5.7)

This project serves community college and university students who provide tutoring in mathematics and science to students in P-12 classrooms. In addition to their weekly stipend, they receive an education voucher at the end of each year (maximum of two years) that amounts to \$2,500-\$4,000 depending upon the hours served.



This process can be used as an approach to encourage students into teacher preparation programs by having the UNC system provide a match for those who will pursue science and/or math education. This approach could also be used to promote other fields of study as well, including graduate study for minority students who represent a high percentage of AmeriCorps members.

**8) NC Consortium for Education Policy Research and Evaluation** (UNCT Nos. 4.1, 4.3, 5.7) - ECU will become a leader in education policy research through the development of a consortium to improve all levels of the education system in North Carolina.

- ECU, UNC-CH, and others in the UNC system will engage their researchers and education policy experts in partnership with the Frank Porter Graham Child Development Institute, L.L. Thurstone Psychometric Laboratory, NC Community Colleges, NC More-At-Four and Smart Start programs, Hunt Institute, SERVE, Duke's Sanford Institute, Public School Forum, and the Center for Teaching Quality, to develop new best practices and policy innovations for P-12 education
- Complete planning process Fall 2008, full implementation by Fall 2009.
- Anticipated annual cost \$425,000.



## THE LEADERSHIP UNIVERSITY – *Visionary Ideas for ECU*

ECU will distinguish itself by the ability to train and prepare leaders for our state and nation. Through a culture of leadership, we instill in our students the values of service learning, public service, and strategies for life-long personal and professional development. Our students will leave the university with practical, applicable leadership experience that will allow them to envision—and act upon—the ways they can change the world.

1. **ECU Leadership and Service Collaborative** (UNCT Nos. 4.1, 5.3, 5.4, 5.5) - A collaborative approach to the coordination of leadership and service activities across the University will support “the Leadership University,” one of East Carolina’s strategic directions. The ECU Leadership and Service Collaborative will serve as an interdivisional, centralized clearinghouse for all the University’s leadership and service activities. In addition to promoting and facilitating leadership and service, the office is documenting students’ leadership and service experiences with a co-curricular profile that may accompany a student’s academic transcript in verifying their experiential learning. This profile will document these activities and their outcomes for accreditation and other purposes. Over time, the purpose of the collaborative will shift from information-sharing and coordinating to developing joint programs.

To enhance leadership efforts across units, divisions, and disciplines, the collaborative will provide an infrastructure that allows for innovators to be sufficiently supported, for implementers to have the tools to carry out change, and for participants to have communication channels that allow for discussion with one another and for providing feedback to the implementers. Resource coordination and sharing and elimination of service duplication will be hallmarks of this collaboration.

- a. **The ECU Chancellor’s Leadership Academy** - The Academy will be a model for the professional development of faculty and staff leaders, especially among women and minorities. Programs under this effort will provide opportunities for active learning and mentoring within the University, for interactions with community, government, and business leaders in the region, and for seminars and workshops on leadership topics.
  - A \$2M endowment will be sought to build this program.
  - Women and Minorities in Leadership series will be developed.
- b. **The ECU BB&T Center for Leadership** - The Center will create programming to help faculty embed leadership education and service learning into their programs.
  - Build a \$10M endowment to establish chairs in leadership in all 10 colleges and schools and a \$1M endowment for an annual leadership conference.
  - Incorporate leadership training programs across ECU including a leadership minor in the Harriot College of Arts and Sciences and leadership courses in the College of Business, as well as a distinguished speaker series on leadership.



- 2) **ECU/P-12 Leadership Initiative** (UNCT Nos. 4.3, 4.7, 5.6) - ECU will meet the significant need for programs to build leaders for our public schools that focus on improving effectiveness and efficiency for student success. This will be accomplished through partnerships with the ECU BB&T Center for Leadership, the UNC Principals Executive Program, and others. This initiative will provide decision support assistance and professional development to local school boards, superintendents and principals through collaborative services of existing programs and activities:
- Partnering with UNC Principals Executive Program and the Wachovia Leadership Program providing professional development and professional networking for leadership development.
  - Working with the NC Principal Fellows Program to support the identification, preparation, and support of school principals and assistant principals.
  - ECU's Department of Educational Leadership will continue its collaboration with the Department of Public Instruction (DPI) and others in re-visioning master's-level programs for preparing and evaluating school leaders.
  - The Department of Educational Leadership will continue to build its cohorts of community college leaders and P-12 leaders in its doctoral program.
  - An innovative Principal Mentoring Project with specific local education agencies will serve as a model for induction of new school leaders in rural areas.
- 3) **ECU Outreach Scholars Academy** (UNCT Nos. 4.1, 4.4, 4.7, 5.3) – A significant opportunity exists for ECU to leverage its proud history of applied research and grow its scholarly outreach enterprise to improve the quality of life and foster economic prosperity for North Carolinians. New models of professional development at other universities have been shown to increase the successful participation of faculty and students in scholarly engagement with community partners to meet societal needs. ECU's Division of Research and Graduate Studies and its constituent Office of Economic Development propose to adapt these models and pilot a competitive professional development program (the **Outreach Scholars Academy**) and related institutional resources that will support faculty in the simultaneous pursuit of sponsored research and scholarly outreach.
- a. ECU has committed a faculty line and operating budget (\$100,000) to implement this program. Anticipated start date Fall 2008.
  - b. Internal funding will be utilized to provide seed funding to Academy "graduates" for their outreach projects.
  - c. An annual system of **Awards and Recognition for Engagement and Outreach** will be established using internal funds.
- 4) **Office of Sustainability** (UNCT Nos. 4.1, 4.4, 4.6, 4.7, 5.6): ECU will lead in the area of environmental sustainability and demonstrate a clear sensitivity to the sustainability of its own operations and to the advocacy of sustainability in its instructional, research, and outreach programs. ECU will adopt environmental sustainability as a core institutional value to be evidenced in its own stewardship and



leadership in addressing issues of sustainability in North Carolina. ECU will draw upon its faculty expertise and call upon the management of its infrastructure to lead this effort. To accomplish this goal, the following major initiatives will be implemented:

- a. ECU will establish an **Office of Sustainability** at the senior management level. This office will coordinate with the ECU Committee on the Environment, maintain essential environmental inventories, and make policy recommendations. It will be led by a senior person with the title "**Chief Sustainability Officer.**"
- b. During 2008, senior management at ECU will evaluate how to best create and staff this office to maximum effect. Budgetary needs and funding sources will flow from these decisions.
- c. **ECU Sustainability Internship Program** - This program will provide a means for cooperating faculty and students to participate in a wide range of community and regional efforts to improve the sustainability of resource use in eastern North Carolina. The effort will coordinate with the Office of Economic Development in linking to external engagement opportunities and the Office of the Chief Sustainability Officer to provide service-learning opportunities on campus. This effort will provide real-life "laboratory" opportunities for students to gain hands-on experience and leadership in environmental issues.

- 5) **Target Leadership/Service Opportunities for Middle-School Students** (UNCT Nos. 4.1, 4.2, 4.3, 4.7, 5.6, 5.7) - ECU will continue the development of targeted opportunities for leadership development and experiential learning for students during the middle grades through summer camps, institutes, academies, and innovative service-learning opportunities. This will help establish a stronger culture of leadership and service as students enter their high school years and in preparation for their collegiate experience. This initiative will utilize existing programs and the creation of new activities through the colleges and schools, the Office of Continuing Studies, and other units within the University and community. An example includes enhancing existing programs such as the Health Sciences Academy and other professionally-related academies in conjunction with the public schools, community colleges and other community agencies and organizations. This program will work closely with the planned **Office of Pre-College Programs** (see above Education for A new Century).
- 6) **The East Carolina Center for Nursing Leadership (ECCNL)** (UNCT Nos. 4.1, 4.5) - The Center is one of only a few nursing leadership centers in the country. Through this center, ECU will be the hub for research, practice, and scholarship about nursing leadership and nursing workforce issues, particularly in rural areas of North Carolina. The ECCNL boasts funding through BB&T, Robert Wood Johnson, Duke Endowment, and Pitt Memorial Hospital Foundation. Partners include the BB&T Center for Leadership, the NC Nurses Association, and the NC Center for Nursing.



- 7) **Graduate Education, Leadership and the Workforce for a New Economy** (UNCT Nos. 4.1, 4.4, 4.5, 5.7) - ECU recognizes the strong link between graduate education, the production of knowledge, and economic and social prosperity. The University is committed to producing highly skilled leaders in a variety of fields to address the needs and challenges of the region.

ECU is committed to producing professionals in the fields of education and health care and to developing leaders for the business, nonprofit, and government sectors. Additionally, ECU will produce more graduates in the STEM fields to provide the workforce for a new regional economy based on industry/university/government clusters, for example, in biosciences, biotechnology, and advanced manufacturing.



## **ECU's VITALITY AND ECONOMIC PROSPERITY IN THE EAST – *Visionary Ideas for ECU***

ECU will help lead significant new investment in innovation and research to enhance the quality of our teaching, to attract additional resources to support efficient and productive institutional growth, and to drive the diversification, transformation, and growth of the region's economy.

- 1) **ECU Millennial Campus** (UNCT Nos. 4.1, 4.4, 4.7, 5.4, 5.5) - ECU will plan for and seek approval for establishment of a Millennial Campus where industry, government, and the University will combine in new models of collaboration that simultaneously: 1) enhance the University's research, education and outreach enterprises; 2) contribute to the dynamic interaction of the University and its host community; and 3) serve as a destination and incubator for the region. ECU has begun the development of a new master plan including design and planning for the Millennial Campus and necessary collaborative research facilities. These, like other Millennial Campuses and resident research and partnership infrastructure, will require a varied and blended funding model.
- 2) **ECU Outreach Service** (UNCT Nos. 4.3, 4.4, 4.7, 5.7) - To benefit specific communities of interest, ECU is creating outreach institutions with liaison staff to connect the diverse strengths and expertise of the University with industry, government, and communities (in ways that complement and synergize those provided by other public agencies) to foster entrepreneurship, innovation, and economic growth throughout the region.
  - a. Establish an **Innovation Outreach Service** leveraging the regional innovation capacities of ECU's colleges, Entrepreneurial Initiative, and Office of Technology Transfer via:
    - **Innovation Design Lab** – Begin May 2008, internal sources partially secured at present, seeking new private sector sources of funds.
    - **Innovation Outreach Associates** – Pilot positions in place May 2008, permanent funding sought from reallocation of internal funds.
    - **Outreach Network** of university, community college, P-12, and industrial partners to strengthen entrepreneurship, innovation, and new product development on campus and throughout the region.
  - b. **Sustainable Industry Outreach Service** - ECU's Office of Economic Development and Center for Sustainable Tourism are focusing campus-wide research and analysis activities to provide technical assistance outreach in support of sustainable practices by businesses, government agencies, destinations, and communities throughout North Carolina.
    - **Sustainable Industry Outreach Associate** - Pilot position in place May 2008, permanent funding sought from reallocation of internal funds.



- 3) **Community Enhancement and Economic Transformation Initiative** (UNCT Nos. 4.1, 4.4, 4.7, 5.7) - The North Carolina Department of Commerce (NCDOC) is seeking \$5M in new legislative funding during the 2008 Short Session for an **Economic Transformation Pilot Program** with ECU as part of a larger package of community development resources.
- Funds (\$4.5M) will be used to engage ECU faculty, staff, and students, in partnership with NCDOC staff, to provide sustainable community and economic development technical expertise, project implementation assistance, student service learning, and scholarly engagement. Where appropriate, ECU also will engage the resources of UNC institutions and other partners.
  - Funds (\$500,000) will support additional community development professionals within the Regional Development Institute (part of the Office of Economic Development at ECU) to facilitate implementation of item "a" above.
  - The Office of Economic Development is providing seed funding and developing a comprehensive business plan for this community development partnership.
  - This initiative is commensurate with the recent MOU between the North Carolina Department of Commerce (NCDOC) and the UNC General Administration.
  - Both NCDOC and ECU are committed to a successful pilot program in the East that can be replicated by NCDOC with other universities across the state.
- 4) **Precision Marketing Initiative Growing Targeted Industry Clusters** (UNCT Nos. 4.4, 4.7, 5.7) This effort expands a proven model for integrating North Carolina's universities with regional efforts at job creation, industry expansion, technology development, and partnership innovation.
- Initial focus on the Advanced Learning Technologies cluster (the merger of virtual environments, education content and outcome assessments meeting the training and education needs of highly regulated industries, P-12, and other applications), the Advanced Medical Technologies cluster, and the Marine Sciences cluster.
  - Existing partners include ECU, NC State, Pitt County Development Commission, Wake County Economic Development, and Wake Tech and Pitt Community Colleges. These partners are leveraging and strengthening university/industry connections and regional assets that serve to attract and retain innovation-driven firms.
  - Current funding includes \$100,000 per year from the Wake County Commissioners and \$500,000 one-time legislative funding deployed through NC State's Economic Development Partnership.
  - ECU has invested in the Precision Marketing Initiative via a new Director of Industry and Economic Development (April 2008, part of the Regional Development Institute within the Office of Economic Development) and the participation of numerous deans and their interested faculty. Additional internal and external funding is being sought to support the following:
    - Development of marketing materials targeting specific firms in identified clusters.



- Support the industrial recruiting and retention efforts of faculty and regional economic developers.
- 5) **ECU Center for Municipal Management and Innovation** (UNCT Nos. 4.4, 4.7, 5.1, 5.6) - The Office of Economic Development (OED) will lead development of this Center designed to provide technical assistance and municipal planning and management capacity through ECU's faculty and outreach staff expertise to enhance the efficiency and competitiveness of communities in the East. It is envisioned that the Center will be a primary mechanisms for the implementation of the Community Enhancement and Economic Transformation Initiative (above) and that it will primarily operate as a fee-for-service organization.
    - a. OED has raised and committed \$30,000 in private funds to seed the formation and initial activities of the Center.
    - b. The Center will provide direct administrative, management, and planning-related technical assistance to low-wealth, limited-resource, and limited-capacity municipalities.
    - c. Staff is identifying external funding sources to provide expanded outreach opportunities and long-term financial support.
  - 6) **Outreach and Engagement Directory/Repository** (UNCT Nos. 4.4, 4.7, 5.6) - ECU will leverage its combined data collection and dissemination capabilities to create awareness and publicize ECU's outreach and engagement products, services and outcomes. This effort should include a searchable repository of resources available to ECU's many constituencies that improves access to the health, education, and economic development resources of the University.
  - 7) **Coastal Hazards and Economic Development** (UNCT Nos. 4.4, 4.6, 5.1, 5.6) - In order to preserve and grow our coastal economy, which is of great significance to the economy and heritage of the state, we must examine the vulnerability of the natural resources and human infrastructure of coastal North Carolina to climate change and sea-level rise and determine the economic implications.
    - a. **Center for Water Resources on the Coastal Plain:** ECU will develop an interdisciplinary Center to address the threat to economic development posed by issues of fresh water availability arising from natural trends (e.g., drought, salt-water intrusion, depletion of aquifers) and from inappropriate resource management (e.g., inefficient uses, pollution, pricing, lack of basin management schemes).
    - b. **Center for Coastal Biological Resources and Climate Change:** ECU will develop a Center that will address the effects of climate change on economically important biological resources such as recreational and commercial fisheries (e.g., blue crab, shrimp, red drum) and coastal ecosystems (e.g., wetlands, subaquatic vegetation, swamp forest).



- c. **North Carolina Coastal Hazards Decision System:** ECU will develop a continuously evolving web site containing interactive products that will provide coastal residents, planners, and managers with the information and tools required to make sound, informed decisions in the face of increasing coastal storminess and sea-level rise.
    - Seed funding provided by UNC system research competitiveness funds.
    - ECU will coordinate with the **Community Enhancement and Economic Transformation Initiative**, the **Sustainable Industry Outreach Service**, and the **Center for Municipal Management and Innovation** above.
  - d. **Coastal Studies Institute (CSI)** - ECU co-administers this institute with UNC General Administration. To date, ECU has invested heavily in joint faculty appointments with CSI and will continue to work with the institute to build its programs and to provide appropriate administrative infrastructure. ECU will also leverage its distance education capacity to help deliver courses in collaboration with other UNC campuses and the College of the Albemarle.
- 8) **Chancellor's Industry Roundtables** (UNCT Nos. 4.4, 4.7) - Coordinated by the Office of Economic Development and regional economic development organizations, the Chancellor will host quarterly meetings with industry leaders from targeted industry clusters to enhance ECU's awareness of and response to the innovation, workforce, and partnership needs of regional firms.
- Four roundtables per year, beginning Summer 2008.
  - Funding from internal and external sources.



## HEALTH CARE AND MEDICAL INNOVATION – *Visionary Ideas for ECU*

East Carolina's commitment to the health and well-being of North Carolina's citizens is reflected in the array of academic, research, and community service programs across its varied academic disciplines whose focus is on improving the lives of the people we serve. We commit to increased interdisciplinary and inter-institutional centers of excellence to support our research, educational, and clinical missions.

- 1) **The Health Disparities Research Institute** (UNCT Nos. 4.1, 4.5, 5.6) - This institute will conduct, promote, and coordinate interdisciplinary research on the dimensions, causes of, and most effective means to eliminate or reduce health disparities among the region's population, targeting health conditions with a high incidence and prevalence in rural/underserved populations.
  - Expand the **Pediatric Healthy Weight Research and Treatment Center**, a research collaborative between the disciplines of medicine, dentistry, nursing, allied health, and health and human performance.
  - Expanded funding will facilitate a regional, interdisciplinary, inter-institutional focus.
  - Coordinate efforts of other ECU research centers and institutes to provide the critical mass of research necessary for a sustained impact on the health of the region.
  
- 2) **Increase the Quantity and Quality of Health Care Professionals** (UNCT Nos. 4.1, 4.2, 4.4, 4.5, 4.7, 5.6, 5.7) - Meet the state's current health care workforce demands and reduce maldistribution of health care research for, and medical services within, rural and underserved communities. All appropriate colleges will work to recruit and educate additional undergraduate and graduate students who are preferentially from North Carolina, particularly from rural and underserved areas, and who represent the diversity of the communities they will serve.
  - a. The **Brody School of Medicine** will expand its entry of first-year students from the current 72 to 120, will work to establish satellite training centers in the East, and renovate and expand related teaching and research facilities.
  - b. ECU will significantly expand its biomedical and health care related external research funding. Among the key research interests are metabolic problems of diabetes and obesity.
  - c. ECU's health sciences programs will add up to five new medical specialties to the faculty and service mix and construct a new **Family Medicine Center**.
  - d. ECU will further develop its cancer services in collaboration with UNC-CH's Lineberger Cancer Center to allow comprehensive, multidisciplinary care to all patients of Eastern North Carolina including access to state-of-the-art technologies in cancer treatment such as the Cyberknife and Gamma Knife.
  - e. ECU will continue with the establishment of its new **Dental School** (admitting the first class of 50 students in 2011) and ten **Regional Dental Health Clinics**.



- f. The Dental Clinics will be utilized as local points of access to the services of ECU's comprehensive medical, dental, and allied health care professionals and facilities.

3) **Improve Access to Primary and Preventive Health Care Services and Provide Health Education Empowering Individuals and Communities in Rural/Underserved Areas to be Responsible for Their Own Health** (UNCT Nos. 4.1, 4.4, 4.5, 4.7, 5.6, 5.7).

- a. ECU will place students/residents/faculty in community-based educational settings to deliver much needed care in an educationally rich environment. Initiatives at ECU that bring health care and services to communities include:
- The **Bernstein Community Health Center**, providing needed preventive and primary care resources to the underserved, in particular the state's growing Hispanic/Latino population.
  - The **Agromedicine Institute**, a collaborative institute between ECU, NC State, and NCA&T State, providing occupational safety and health programs to migrant and seasonal farm workers.
- b. ECU uses community-based participatory research (CBPR) to identify community health issues and to serve as catalysts for the development of collaborative community-based rural health services. The **Hispanic Community Development Center Research Collaborative** and the **Tillery Wellness Project**, examples of CPBR partners, are models of ECU partnerships with communities in which implementation and evaluation of these health services result in the identification of best practices for community-driven health services.
- c. Sustained resources for the **advancement of telehealth** will be critical to the delivery of health care services. For example, ECU uses telehealth to transmit "Grand Rounds" to remote sites to educate community residents about health impairments, interventions, and current research to prevent illness.
- d. The **Center for Global Hearing** is designed to provide multidisciplinary hearing health care for underserved areas in eastern North Carolina, statewide, and internationally while broadening the scope of educational opportunities for students.
- Approved March 2008.
  - Initial funding provided by a \$98,000 donation from the cochlear implant assistance program for children in Eastern North Carolina.
  - Fund raising under way with assistance of foundations and private donors.



- 4) **Operation Re-Entry: Rehabilitation Research and Services for Soldiers and their Families** (UNCT Nos. 4.5, 5.1, 5.6) - Military personnel and their families, particularly those returning from deployment, are confronted with numerous challenges during the course of active duty and upon re-entering society. The diverse health and rehabilitation needs of this population exceed the current capabilities of the military and veterans health systems. The development of a broad-based, collaborative Rehabilitation Research and Service Center in Eastern North Carolina - home to several key military bases and numerous soldiers and veterans - will provide a means to address this urgent and ongoing need. With its role as the geographical hub for health care in the region, ECU is uniquely positioned to offer innovative services, resources and training to those individuals who have served our country and to those agencies that serve them.

Additionally, ECU will commence discussions with Fayetteville State University and Fayetteville Tech Community College regarding opportunities to meet the service and education needs currently being expressed by the leadership of Fort Bragg and the surrounding community. ECU will also continue to coordinate with NC State and Elizabeth City State Universities regarding the provision of technologies, applied research, and training programs to regional military installations.

- 5) **Partnerships for Health Care Workforce Development** (UNCT Nos. 4.5, 5.1, 5.6) - Through a collaborative with UNC-CH, ECU is growing its medical, nursing, and dental education programs to meet the needs of North Carolinians. At the request of UNC General Administration and Elizabeth City State University (ECSU), we have established a partnership to address nursing workforce needs in Northeastern North Carolina by supporting the educational mobility for registered nurses through the online RN/BSN and RN/MSN program. In addition, development of a pre-nursing curriculum at ECSU is under way and will allow acceptance of a cohort of ECSU pre-licensure nursing students in the ECU on-campus program to complete the nursing curriculum. Inter-institutional partnerships of these types are under discussion for other health care disciplines. The continued partnership with NC AHEC is essential to the success of these initiatives.
- RN to BSN Program Proposed 3-Year Combined Budget: \$508,000.
  - 2+2 BSN Cohort Proposed 3-Year Combined Budget: \$207,000.
- 6) **Center of Excellence in Cardiovascular Research and Care** (UNCT Nos. 4.1, 4.5, 4.7, 5.6, 5.7) - Coordinate and collocate the existing clinical and research expertise of ECU in cardiology, bioenergetics, and metabolic disease in the Cardiovascular Institute, thus creating a center of excellence in integrated care and research.
- 7) **School of Public Health** (UNCT Nos. 4.1, 4.4, 4.5, 4.7, 5.6, 5.7) - Development of a School of Public Health at East Carolina University is important to meeting the future public health needs of North Carolina. Community-based prevention is the best



approach to improving health status. With the aging of the public health workforce and the predominance of chronic disease related to unsatisfactory health behaviors, skilled individuals in population-based prevention are needed.

The nationally accredited ECU Master of Public Health graduate program has rapidly grown to more than 80 students. Graduates of this practice-based program are addressing health problems at local health departments, hospitals and community health centers. The local public health practice emphasis of the ECU public health program differs from the UNC-Chapel Hill School of Public Health, soon to be named the "Gillings School of Global Public Health."

The new Health Disparities Research Center will partner with this proposed School of Public Health to improve health and increase workforce capacity for the 21<sup>st</sup> century. For a nationally accredited School of Public Health, an eight to ten year timetable is planned. Three new doctoral programs (epidemiology, behavioral health sciences, and public health administration) will be added.



## THE ARTS, CULTURE AND THE QUALITY OF LIFE – *Visionary Ideas for ECU*

ECU will provide world-class programs, concerts, athletics, and exhibits that provide powerful inspiration as we work together to sustain and improve the quality of life in our community and the region. Our visual and performing arts programs are among the largest and most prestigious on the East Coast. We reach and enrich the lives of more than 100,000 citizens throughout the region and state through more than 300 public performances each year. And our musicians, dancers, and artists are invited to share their expertise at prestigious venues all over the world. Our sports teams attract a regional and increasingly national audience.

- 1) **Center for Diversity and Inequality Research (CDIR)** (UNCT Nos. 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.6, 5.7) - The CDIR is a collaborative, interdisciplinary effort housed in the Department of Sociology. The primary goal of CDIR is the scholarly study of social diversity and inequality in Eastern North Carolina with research focusing upon the underserved populations identified in UNC Tomorrow. The second goal of CDIR is to formulate relevant public policy based upon this research and to educate the public and decision-makers.
  - Over \$665,000 in private money has been pledged to support the operation of this Center and the Harriot College of Arts and Sciences has committed \$75,000 in start-up funds. Additional matching funds for the private gifts are expected from UNC-GA.
  - An Interim Director for the Center was hired in January 2008 and a second faculty member whose teaching and research supports the mission of the Center has been hired beginning fall 2008.
- 2) **Intergenerational Center** (UNCT Nos. 4.4, 4.7, 5.6) - The mission of the Center is to lead in neighborhood revitalization in the West Greenville community through assistance to families and individuals to reach their full potential through adult education, job training, counseling, home ownership readiness and social work services. The resources of many campus programs (for example, social work, criminal justice, nutrition, and green design) form the foundation for these efforts. This model is a collaboration of the City of Greenville, ECU and Pitt Community College. The center also serves as a field site for students in a variety of disciplines and is a major site for faculty research projects. This model of assistance has implications for assisting underserved and minority populations in the area, state, and nation.



- 3) **Renaissance of Downtown Greenville** (UNCT Nos. 4.4, 4.7, 5.6) - In collaboration with its community, ECU will bring to bear its needs, population, and expertise to help catalyze a true renaissance of downtown Greenville.
  - a. The University will support positive development downtown.
  - b. Utilize, where appropriate, new and renovated buildings within downtown.
  - c. Operational and partnership planning between ECU and the community is facilitated through programs that include the regular meetings of the Chancellor's Community Advisory Council, Town/Gown Coalition, and the Community Managers Meeting.
- 4) **Center for Sustainable Design** (UNCT Nos. 4.1, 4.4, 4.7, 5.4, 5.6) - This Center will bring together faculty and students (undergraduate and graduate) to conduct basic and translational research and development in conjunction with the outreach efforts of the University on issues of the natural and built environments at a variety of scales and in a variety of landscape positions. The unique purpose of this center will be to coordinate the integration and provision of sustainable design expertise via the format of an engaged learning laboratory. This effort will draw on ECU's traditional strengths in coastal science and policy, rural communities, sustainable tourism, agromedicine, natural hazards research, STEM-related environmental education, geospatial information sciences, P-12 education and outreach, and the development of satellite communities. The Center will utilize existing design infrastructure across campus and utilize the planned **Innovation Design Lab** (See above ECU's Vitality and Economic Prosperity in the East). ECU will recruit inter-disciplinary faculty and support aggressive recruitment of graduate students, specifically those with an interest in engaged scholarship.
- 5) **Build a World-class Center for Visual and Performing Arts** (UNCT Nos. 4.1, 4.4, 4.7, 5.6) - ECU will develop the Center to attract and provide exhibits and performances that enrich the cultural vitality of the campus, the community, and the region. Through the current master planning process, we will select a location for the facility to maximize campus and community use and thus the center's cultural and economic impacts.
- 6) **Growing the Economic Contribution of ECU Athletics** (UNCT Nos. 4.4, 5.6) - ECU's athletics program contributes significantly to the local and regional economy and enhances the quality of life throughout the region. The proposed stadium and facilities expansions (\$50M proposed football stadium expansion) will allow more people in the community to enjoy ECU athletics and foster further economic activity.