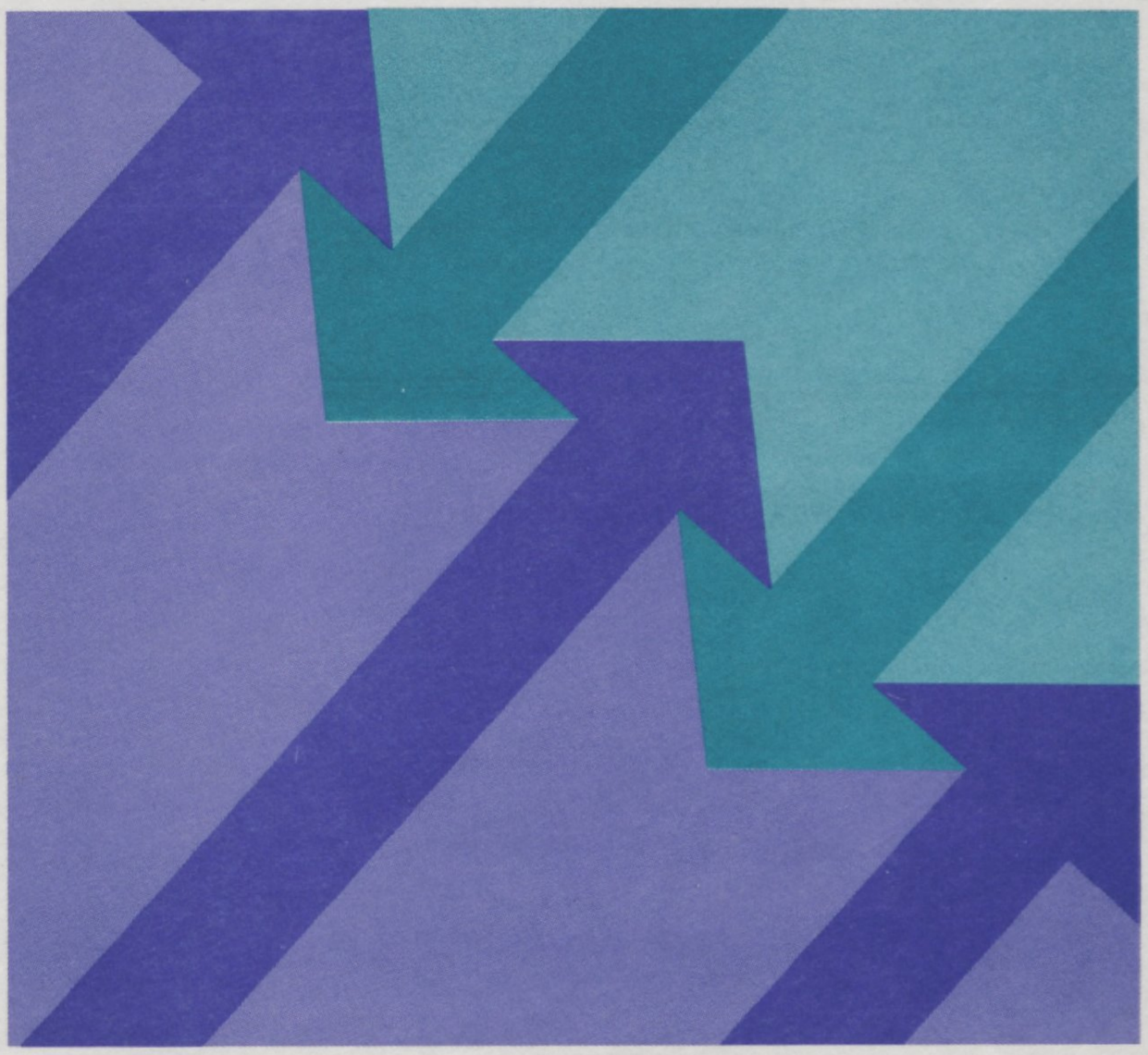
SETTING DIRECTIONS



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STRATEGIC PLANNING

FOR EAST CAROLINA UNIVERSITY

SETTING DIRECTIONS

STRATEGIC PLANNING FOR EAST CAROLINA UNIVERSITY

Dr. William A. Bloodworth, Chair
Mr. John S. Bell
Mr. Donald B. Boldt
Dr. Rosina C. Chia
Mr.Virgil S. Clark
Dr. Roger G. Eldridge
Dr. DoriAnn Finley
Mr. Kenneth R. Hammond
Mr. David R. Hart
Ms. Kelly Jones
Dr. James M. Joyce
Mr. Max R. Joyner
Dr. Sam N. Pennington
Dr. James L. Smith
Ms. Sue A. Hodges, Ex-officio

STRATEGIES FOR DISTINCTION

FINAL REPORT OF THE STRATEGIC PLANNING ADVISORY GROUP

NOVEMBER 1989

November 17, 1989

Dr. Richard Eakin, Chancellor
East Carolina University
Greenville, North Carolina 27858

Dear Dr. Eakin:

It is my pleasure to provide you with the final report of the Strategic Planning Advisory Group for your consideration and action.

On behalf of the Group, I would like to thank faculty members and staff for their many helpful comments on the draft version of this report. The Advisory Group has taken those comments into consideration, has spent many hours since October 31 reviewing and revising the draft version, and has produced the attached final report.

The final report distinguishes between basic and supporting goals, offers clearer wording in many places, deletes some items that were in the draft, and adds a few that weren't. I believe that the final report represents a substantial improvement over the draft version.

Members of the Advisory Group have worked long and hard on this report. Moreover, they have been willing to state their options forthrightly yet listen carefully to the options of others. They have been able to debate issues vigorously with one another and still reach agreement. For me, working with this group of persons has been an experience of collegiality and mutual repect. May these human virtues always be the most important part of East Carolina University.

Sincerely yours,

William A. Bloodworth, Jr.

William A. Bloodworth, Jr.

PREFACE

East Carolina University can achieve distinction among American public universities as a doctorate-granting institution which is committed to faculty research, pluralistic in culture, and dedicated to providing a rich and distinctive undergraduate education for its students.

This vision of our future as a university demands that we move aggressively towards five basic, interrelated goals. The respective topics of the goals are undergraduate education, cultural pluralism, new doctoral programs, research, and teacher education.

The Strategic Planning Advisory Group recommends these goals and also four supporting goals, which deal with enrollment and retention of students, promotion of the University, improvement of information services, and effective stewardship.

The Advisory Group recommends more than these goals for the future. It also recommends that we enhance and build upon our established strengths, which this report identifies as our elements of distinction.

The report begins with those elements of distinction and then presents the basic goals and the supporting goals in two individual sections. A fourth section of the report discusses student enrollment trends and describes University clientele. The final section presents a revised version of the mission statement drafted by the Educational Policies and Planning Committee last year. An appendix contains summaries of the three earlier planning reports.

The members of the Advisory Group believe that there is considerable support within the University for the recommendations in this report. As we stated before, we hope that our advisory efforts will help East Carolina University to move forward with confidence, its efforts founded on the accomplishments of its past and a clear, distinctive vision of its future.

John S. Bell
William A. Bloodworth, Jr.
Donald B. Boldt
Rosina C. Chia
Virgil S. Clark
Roger G. Eldridge
DoriAnn Finley
Kenneth R. Hammond
David R. Hart
Sue A. Hodges
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Max R. Joyner, Sr.
Sam N. Pennington
James L. Smith

ELEMENTS OF DISTINCTION

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

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

BASIC GOALS

This report recommends that the University chart its future in the direction of five basic and interrelated goals. These goals are to:

- ***Achieve distinction in undergraduate education***
- ***Develop a pluralistic academic culture based on respect for individual rights and human diversity***
- ***Expand doctoral programs***
- ***Strengthen the commitment to productive research, scholarship, and creative activity***
- ***Improve teacher education and public schools***

The interrelationships among these goals are especially important. For instance, our program of undergraduate education must be exemplary in its respect and support for human diversity; in its development of undergraduate research activities; in its use of faculty who also provide graduate education and who are recognized for their research, scholarship, and creative activity; and in its strong curricular foundations for teacher education. Also, undergraduate education for the citizens of eastern North Carolina is the highest form of service provided by the University to the region.

A pluralistic academic culture must be supported by the undergraduate curriculum; by student development and support services; by research which is sensitive to matters of ethnicity, race, nationality, and gender; and by efforts to solve such national problems as the few number of women and blacks in science and mathematics.

A careful expansion of doctoral programs beyond those now offered in the basic medical sciences will enrich the academic climate in general, in part by attracting highly motivated graduate students. It will also help to shape and expand research activities, to develop faculty resources, and to provide mentors for undergraduate research. There is also an important link between graduate education and the goal of a pluralistic culture, because doctoral programs will help to attract minorities and women into higher education and other influential careers.

A commitment to research benefits graduate and undergraduate education, offers opportunities for students to participate directly in research projects, and enriches the knowledge bases for teacher education. Research also provides foundations of knowledge and expertise for community service and economic development.

Improving the education of teachers is a goal for the entire University. Not only must we ensure an exemplary undergraduate education for prospective teachers and instill in them a respect for diversity, but we must come to a better understanding, through research, of learning and schooling. The development of doctoral programs in areas such as educational leadership will give us an opportunity to shape the character of American education.

Objectives for each of the basic goals are listed on the following pages. The objectives are steps which should and in most cases must be taken. This listing of objectives is not meant, however, to preclude the implementation of others which work to the same ends.

Goal 1: Achieve distinction in undergraduate education

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

Objectives:

a. Commitment to the overall development of students, with particular emphasis on self-confidence, academic achievement, and integrity

b. Commitment to principles of faculty development and evaluation which are appropriate to a doctorate-granting university in that they encourage each faculty member to strive for teaching excellence, to be productive in research, and to accept service responsibilities

c. Appropriately small classes at the freshman and sophomore levels

d. Accessibility of senior faculty by freshmen and sophomores

e. Undergraduate research and independent learning programs

f. Orientation programs and other student support activities, including academic advising, dedicated to the concept of overall student development and aimed at improving retention and graduation rates

g. Undergraduate instruction which includes the following emphases throughout the curricula:

. Awareness of international contexts, influences, and applications

. The ethical dimensions of decision making

. The development of communication skills, analytical ability, and critical reflection

h. A general studies program which provides (1) a substantial and coherent core of studies in the liberal arts, mathematics, and sciences and (2) strict limits on the use of general studies courses as part of requirements for academic majors

i. Development of distinctive, campus-wide undergraduate initiatives in writing, mathematics, and science intended both to improve the learning of our students and to establish models of institutional success in these areas of national concern

j. A social and physical environment conducive to learning and overall student development

Goal 2: Develop a pluralistic academic culture based on respect for individual rights and human diversity

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

Objectives:

a. Creation of an atmosphere of cooperation and respect that is sensitive to matters of ethnicity, race, nationality, gender, and culture and in which all individuals can develop to their fullest potential

b. Active programs, with specific goals, aimed at (1) the recruitment and graduation of minority students and (2) the recruitment, hiring, and support of minority and women faculty and staff

c. Integration of new scholarship on minorities and women into existing curricula as well as into special programs and courses

d. Specific programs and services throughout the University to meet the special needs of minority, handicapped, and non-traditional students, including older students and students who are single parents

e. A commitment to promote the acceptance, understanding, and appreciation of human diversity not only at the University but also in the society at large

Goal 3: Expand doctoral programs

East Carolina University must enlarge current doctoral programs and add new ones for several reasons. The high quality of faculty and the continuing need for researchers in basic medical sciences mandate an increase of candidates in existing Ph.D. programs. External factors and current faculty strength in other areas, as well as a long and successful history of graduate education at the master's level, justify the development of innovative new programs to meet national and regional needs for knowledge and personnel.

Objectives:

a. Increased numbers of candidates and graduates in existing doctoral programs

b. Aggressive and continued efforts to develop doctoral programs in coastal resources management, rhetoric and composition, biophysics, maritime history, and educational leadership

c. Continued, targeted development of future doctoral programs that capitalize on institutional strengths, respond to environmental opportunities, and address national shortages of faculty in particular areas of study

d. Systematic procedures for evaluating doctoral programs once they are established

e. Strategies to recruit students nationally for both master's and doctoral programs

Goal 4: Strengthen the commitment to productive research, scholarship, and creative activity

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

Objectives:

a. Policies and procedures, both University-wide and in the various academic units, designed to support faculty research, scholarship, and creative activity and to encourage activities within the unit which are especially well suited to advance the mission of the university

b. Increased faculty research, scholarship, and creative activity and grant productivity

c. Fostering of collaborative investigations by faculty from different disciplines and institutions

d. Involvement of undergraduate students in research activities

e. Programs with an international focus

f. Research that contributes to the solution of societal problems, with an emphasis on rural and coastal issues

Goal 5: Improve teacher education and public schools

At East Carolina University, teacher education is a fundamental University activity which is central to the institution's mission and heritage. By providing well-prepared teachers and school administrators, the University assists in the development of North Carolina, improves its ability to attract better students, and transmits basic academic values to the public schools.

Objectives:

a. A University-wide commitment to the preparation of professional educators who are academically and technically proficient, who are reflective in practice, who are themselves committed to the intellectual empowerment of others, and who understand the role of public education in a democratic society

b. A commitment to public school reform

c. Increased emphasis on the arts and sciences in curricula for the preparation of teachers

d. Ongoing evaluation of teacher education curricula throughout the University to assure high standards and coherence

e. A review of the structure and governance of teacher education, with appropriate changes to be made where advisable

f. Increased research in the areas of learning, schooling, and educational leadership

g. Establishment of a doctoral program in educational leadership

h. Expansion and strengthening of the Teaching Fellows program and other intensified efforts to encourage highly qualified students to enter the profession of teaching

SUPPORTING GOALS

Because the basic goals cannot be achieved apart from other efforts by the University, the Advisory Group also recommends four supporting goals:

- ***Recruit and support academically proficient and talented students***
- ***Promote the University effectively to external publics***
- ***Develop and use expanded information resources and library services***
- ***Provide effective stewardship of the University***

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

Goal 1: Recruit and support academically proficient and talented students

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

Objectives:

a. Student recruitment efforts, including increased scholarships such as the University Scholars awards, and procedures designed to attract and retain an increasing proportion of superior students

b. Standards for admission intended (1) to increase the likelihood of academic success and (2) to encourage better academic preparation in grades K-12

c. Increased emphasis on the recruiting and retention of minority and non-traditional students

d. Commitment to a strong honors program

e. Increasing use of out-of-state admissions for students with special academic talents

Goal 2: Promote the University effectively to external publics

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

Objectives:

a. Emphasis on intellectual excitement and academic quality in all forms of promotion

b. Frequent articulation of the University's strategic plan

c. An attractive and coherent system of visual identity

d. Effective advocacy for state resources by trustees and other supporters

e. Greater involvement in fundraising by the University community

f. Increased public awareness of the benefits of higher education

g. Constant attention to the positive impact of the University on eastern North Carolina

Goal 3: Develop and use expanded information resources and library services

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

Objectives:

a. Expansion and renovation of Joyner Library

b. Enhanced information technology capabilities, including better accessibility and coordination of all resources and services

c. Information resources suitable for productive research

d. Faculty development of instructional software and other resources to support teaching and learning

e. Enhanced computing skills among students, faculty, and staff

Goal 4: Provide effective stewardship of the University

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

Objectives:

a. Ongoing review of academic programs to determine those to be enhanced, maintained, reduced, combined, or discontinued

b. Ongoing review of the University's organizational structure and communications processes

c. Greater flexibility to facilitate interdisciplinary efforts

d. Replacement of the current system of periodic unit evaluation with one that staggers the schedule of evaluation, relies more upon goals and objectives, and incorporates the use of reviewers and consultants from outside the unit being evaluated

e. Systematic processes to monitor institutional effectiveness and to evaluate overall student development

f. A system of financial control that provides for flexibility in budgeting and effectively links the allocation of resources to University goals

g. An effective Management Information System

h. Greater faculty involvement in the academic aspects of the athletic program

i. A master plan for a campus which is welcoming, safe, comfortable, aesthetically pleasing, and conducive to learning

STUDENTS AND OTHER CLIENTELE

Through teaching, research, and service, East Carolina University meets the needs not only of enrolled students but also those of other individuals and groups as well as the general public. For the sake of reference, all of those whom we serve may be considered our clientele.

Students

In Fall 1989 the total number of students at East Carolina University surpassed 16,000, increasing over the previous year by approximately three percent. Even with steady efforts to improve the overall quality of our students, we anticipate future enrollment growth between two and three percent per year. At an average growth rate of 2.5 percent per year, our total enrollment in Fall 1995 would be over 18,000 students, and the total would reach 20,000 by Fall 1999.

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

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

In Fall 1989 approximately eighty-three percent of our students were undergraduates. The remaining seventeen percent were graduate or medical students. With the expansion of research efforts and doctoral programs, we anticipate growth in the proportion of graduate students. The emphasis on recruiting medical students interested in primary care medicine should continue.

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

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

In Fall 1989 only nine percent of our students were black. This percentage represents a decline in black students over the past few years. Efforts to increase this percentage must continue and should be aided by our commitment to cultural pluralism. We anticipate concerted work aimed at the recruitment of outstanding black and other minority students.

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

Other Clientele

Our research programs serve government, business, industry, and health organizations in addition to the international community of scholars in each field of study. We give special emphasis to research and scholarly activity which benefit eastern North Carolina. Over the past five years, faculty research awards in both numbers and dollars have increased more than fifty percent. We anticipate a continued increased in research awards.

Our public service grows out of teaching and research efforts. The University serves cultural, health-related, educational, and economic needs of the region by providing assistance to businesses, government, public schools, community groups, and individuals. We expect to continue our leadership in university-business cooperation.

We anticipate that the health care needs of eastern North Carolina citizens will increasingly be addressed by the various programs and agencies of the Division of Health Sciences.

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

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

STATEMENT OF UNIVERSITY MISSION

The Advisory Group recommends that the University Mission Statement drafted by the Educational Policies and Planning Committee be revised to incorporate the emphases of this report. This may be done by revising the section of the Statement entitled ''General Mission.'' The Advisory Group also recommends some stylistic changes elsewhere in the Statement. The following Mission Statement includes a revised ''General Mission'' section and the stylistic changes.

Preface

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

General Mission

East Carolina University is a public, doctorate-granting institution committed to research, cultural pluralism, rich and distinctive undergraduate and graduate education, and public service. The University is one of the sixteen constituent institutions of the University of North Carolina. It offers degrees at the baccalaureate, master's, specialist, and doctorate levels. Programs of study include the Arts and Sciences and a wide range of professional fields. The University values the contributions of each member of the academic community, encourages the full development of human potential, and is dedicated to responsible stewardship of the public trust.

Educational Mission

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

Research Mission

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

Service Mission

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

Nature of the University Community

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

APPENDIX A

EXTERNAL ENVIRONMENTAL ANALYSIS
Executive Summary

One segment of the strategic planning process for East Carolina University is the extensive analysis of the local, regional, and national environment in which the University carries out its mission. The environmental forces, both positive and negative, have been identified categorically as competitive, demographic, economic, legal, political, social and technological.

Among ***competitive forces*** challenging the University is the perpetual competition for the best and the brightest students. The pool from which East Carolina University draws the highest number is also the source for both public and private universities with more attractive incentives. An equally negative force is the diminishing number of qualified faculty available for employment. That shortage is expected to become more acute nationwide during the next decade.

Closely related to these issues are several ***demographic trends*** with impact upon the University. One is the national decline in the traditional college population into the mid-1990's. Fewer students, especially black males, are seeking higher education. Conversely, a trend toward the pursuit of life-long learning and the increasing demand for educational opportunity among older, non-traditional students may offset the loss of students who elect not to seek postsecondary education.

Among the ***economic forces*** at work upon the University are the stability of the State's economy and the steady growth among businesses and industries offering jobs requiring additional education. Assuming that industrial growth in eastern North Carolina will continue, opportunity for employment will increase the amount of disposable income for families to spend on higher education, as it will help to alleviate the poverty among displaced farm workers who have been victims of the disintegration of an agricultural economy. The more diverse the economy becomes, the more opportunity for the University in both the expansion of offerings that are non-traditional and in the total number of offerings.

Most of the ***legal forces*** to which the University responds are universal in nature. In addition to legally mandated occupational and safety concerns, there is the obligation of the University to guarantee protection of the rights of students and faculty and to provide the legal resources necessary to resolve questions of intellectual property rights, especially among faculty engaged in research related to public/private partnership agreements. It is also the obligation of the University to conform to policies emanating from the University of North Carolina General Administration (UNC-GA) and to abide by state and federal guidelines issued with grants, contracts, student loans, and other resources for which the University assumes proprietary responsibility.

Because the University is a member of the UNC system, it consigns management of its political agenda to the leadership in General Administration. However, a number of ***political forces*** regularly change the relationship of the University to its political allies. The census of 1990 is likely to erode the political balance of power that is currently held by a coalition of leadership in the predominantly rural eastern and western counties. If the population shifts in census projections do occur, the balance of power in the legislature will shift to the urban Piedmont crescent. That shift could well result in a need to build new political alliances with both rural and urban leaders. Such alliances enhance the opportunity of the University to become a premier statewide university with a broad base of political support.

One of the dominant ***social forces*** at work in higher education has been an affirmative action agenda. East Carolina University is located in a region of North Carolina where the largest population of blacks is concentrated. That proximity offers an opportunity to respond to the educational and cultural needs of regional racial minorities and to improve the University's performance in recruiting and retaining minority students. The positive image of the University as a cultural and educational mecca for citizens in the area is offset by a wider negative perception that neither the student body nor the quality of education is as good as it is at some other member universities in the UNC system. Externally, the region is often characterized as having alarmingly high rates of poverty, illiteracy, and marginally adequate schools. The response of the University to the needs of the region may well impact upon both its curriculum and its student body.

The rapidly increasing demand for technological skills, for the application of new technologies to education, and for the transfer of technology to health care, environmental management services, businesses and industry, and agriculture have dramatically increased the impact of ***technological forces*** on the mission of the University. The pressure on East Carolina University to respond to the demands of technology is both an opportunity and a threat. Response to the aforementioned demands offers opportunities for expansion of the education, service, and research goals of the University. The cost of that response can be astronomical. Added to the costs of the new technologies themselves are the additional costs of recruitment and retention of qualified faculty, the internal development and management of technology-based resources, and the potential loss of support for other academic disciplines. The management of technology is a balancing act between the need to access and use it and the problem of paying for it.

STRENGTHS AND WEAKNESSES IDENTIFICATION
Executive Summary

STRENGTHS

STRONG HISTORICAL COMMITMENT OF SERVICE TO THE REGION OF EASTERN NORTH CAROLINA

HIGH LEVEL OF INTEREST IN, SUPPORT FOR, AND PRIDE TOWARD THE UNIVERSITY BY GENERAL PUBLIC, COMMUNITY LEADERS, AREA LEGISLATORS, AND ALUMNI

SCOPE AND DIVERSITY OF UNDERGRADUATE AND GRADUATE PROGRAMS

UNIVERSITY'S SIZE AND FACTOR OF STEADY GROWTH

HISTORY, REPUTATION, AND NATURE OF THE SCHOOL OF MEDICINE

QUALITY AND CHARACTER OF EAST CAROLINA UNIVERSITY FACULTY AND STAFF

EAST CAROLINA UNIVERSITY'S INSTITUTIONAL CULTURE

FAVORABLE GEOGRAPHIC LOCATION

WEAKNESSES

A UNIVERSITY IMAGE WITH SERIOUS SHORTCOMINGS, AS PERCEIVED BOTH INTERNALLY AND EXTERNALLY

ABSENCE OF A CLEAR-CUT COMMITMENT AND SUPPORT SYSTEM FOR TEACHING, RESEARCH, AND FACULTY AND STAFF DEVELOPMENT

NO STRATEGY OR SYSTEMATIC EFFORT TO MANAGE ENROLLMENTS, TO ENHANCE STUDENT QUALITY, AND TO PROMOTE GEOGRAPHIC AND CULTURAL DIVERSITY

INSUFFICIENT NUMBERS OF MINORITIES AND WOMEN IN FACULTY AND STAFF POSITIONS, AND THE ABSENCE OF A SIGNIFICANT NUMBER OF PERSONS WITHIN THE CAMPUS COMMUNITY FROM DIFFERENT CULTURAL AND ETHNIC BACKGROUNDS

ABSENCE OF A UNIVERSITY-WIDE PLAN FOR NEW CONSTRUCTION, BUILDING RENOVATIONS, AND IMPROVEMENTS; PREVENTIVE AND DEFERRED MAINTENANCE; CAMPUS BEAUTIFICATION; AND SAFETY

ABSENCE OF A UNIVERSITY-WIDE STRATEGY FOR FUNDING AND DECISION-MAKING RELATED TO THE INFORMATION TECHNOLOGIES

UNIVERSITY'S ORGANIZATIONAL CHARACTER AND STRUCTURE INCLUDING PATTERNS OF COMMUNICATION AND LINE RESPONSIBILITIES NEEDING FURTHER DELINEATION, CLARIFICATION, AND REFINEMENT

ABSENCE OF CLEARLY DEFINED PROCESSES FOR BUDGET PLANNING AND PROGRAM EVALUATION

ABSENCE OF A CLEARLY DEFINED STUDENT LIFE MISSION WHICH ADDRESSES QUALITY OF STUDENT LIFE AND STUDENT LEARNING EXPERIENCES

INSTITUTIONAL VALUES ASSESSMENT
A STATEMENT OF VALUES FOR EAST CAROLINA UNIVERSITY

Heritage. East Carolina University values its heritage, its meaning to the region, its tradition of friendliness, and its emphases on education, scholarship, service, and leadership and wishes to remember with pride the unique qualities of each period of its history and to honor all those who have enriched its legacy.

Development of Human Ability. East Carolina University values the development of human ability as its primary goal and wishes to recognize, support, and encourage activities that will effectively promote such development.

Academic Programs. East Carolina University values the offering of a wide range of academic programs at the baccalaureate, master's, doctoral, and post-graduate levels to address student, regional, state, and national needs.

Ethnic, Gender, and Cultural Diversity. East Carolina University values ethnic, gender, and cultural diversity among its administrators, faculty, staff, and students and encourages global awareness and cosmopolitanism in its curricula and environment.

Admissions Standards. East Carolina University values access to its programs by students with a wide range of academic capabilities and from diverse origins.

Student Standards. East Carolina University values academic standards that are fair, reasonable, and rigorous, and that foster communication and analytical skills throughout the curricula.

Student Support. East Carolina University values well-coordinated and effective student support services that respond to student needs and advising efforts that promote academic excellence.

Faculty Standards. East Carolina Universtiy values excellence in all areas of faculty performance, including teaching and advising; research, publications, and creative activity; and university, professional society, and public service.

Administrative Standards. East Carolina University values administrative leadership characterized by academic achievement, creativity, flexibility in recognizing that both individual contributions and unit missions may vary, efficiency in managing resources, and commitment to shared governance.

University Community. East Carolina University values its role as a center not only for scholarship but also for outreach and public services, the visual and performing arts, information services, educational radio, and athletics.

Campus Climate. East Carolina University values a campus climate characterized by intellectual excitement, cultural enrichment, and cosmopolitanism; governance shared by the faculty and administration; and high ethical standards for its administrators, faculty, staff, and students.

Institutional Assessment. East Carolina University values the continuing internal monitoring and assessment of progress towards its goal of excellence in teaching, learning, research and publications, creative activity, service, support services, and effective resource management.