<table>
<thead>
<tr>
<th>I.</th>
<th>INTRODUCTION</th>
<th>Page 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.</td>
<td>CHANCELLOR BALLARD'S 2008-2009 ANNUAL OBJECTIVES</td>
<td>Page 5</td>
</tr>
<tr>
<td>III.</td>
<td>IMPLEMENTATION OF ECU UNC TOMORROW PHASE I INITIATIVES</td>
<td>Page</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>IV.</td>
<td>FACULTY AND STAFF RECRUITMENT AND RETENTION</td>
<td>Page 100</td>
</tr>
<tr>
<td>V.</td>
<td>REVIEW OF TENURE AND REWARD SYSTEM</td>
<td>Page 110</td>
</tr>
<tr>
<td></td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>VI.</td>
<td>MISSION REVIEW AND REVISION</td>
<td>Page 111</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td></td>
</tr>
<tr>
<td>VII.</td>
<td>CHALLENGES AND BARRIERS</td>
<td>Page 113</td>
</tr>
</tbody>
</table>
I. INTRODUCTION

In East Carolina University’s (ECU) UNC Tomorrow Response Phase I Report, I referenced ECU’s motto, SERVIRE, meaning “to serve” and our vision to be known as the best public university in the nation for meeting the needs of those we serve. Indeed, our Phase I report included 36 aggressive initiatives targeting the needs of eastern North Carolina, many of which impact other regions of the nation and world. When combined with our proud tradition of service, these commitments have driven us to propose refinements to our mission statement as we enter our 102nd year as follows:

**East Carolina University Mission Statement:**
To serve as a national model for public service and regional transformation by
- preparing our students to compete and succeed in the global economy and multicultural society,
- distinguishing ourselves by the ability to train and prepare leaders for our state and nation,
- creating a strong, sustainable future for the East through education, research, innovation, investment, and outreach,
- saving lives, curing diseases, and transforming positively the quality of health care for the region and state, and
- providing world-class cultural enrichment and powerful inspiration as we work together to sustain and improve the community’s quality of life.

Additionally, I discussed how our strategic plan, *ECU Tomorrow: A Vision for Leadership and Service*, is perfectly aligned with the UNC Tomorrow Commission’s findings and, therefore, allows us to make bold commitments that embody ECU’s expanding and emerging priorities. Since the submission of our Phase I Response in May, we have focused aggressively on implementing the initiatives in the report. We continue to re-allocate existing resources to these priorities, to be more efficient with and further leverage our university system funding, and to seek more external dollars to meet the commitments contained in our response. These efforts have become even more important in light of recent drastic changes in our economy and the ongoing uncertainty surrounding state budget issues. As we continue to focus our resources upon our priorities, and ensure institutional focus and accountability, I have included numerous of our Phase I initiatives in my 2008-2009 Annual Objectives for President Bowles. Before considering ECU’s UNC Tomorrow Response Phase II Report, I invite you to review a brief report card of progress towards fulfilling these objectives (see below).

Regarding updates to our Phase I initiatives, you will see some of these have been achieved, others are in various stages of implementation, discussion, or development, while a few must necessarily be postponed as we make strategic decisions driven by our priorities and budgetary realities. Furthermore, you will see some mergers of initiatives and one addition to our Response Phase I Report in the Education for a New Century section under “ECU Commitment to Student Access and Success.” Here you will find a collaboration with Appalachian State University (ASU) to study the establishment of two regional high schools for mathematics and science, one to serve eastern North Carolina (at ECU) and one western North Carolina (at ASU).
ECU has been committed to a mission of service since its founding in 1907. This document verifies that this commitment not only continues but also is enhanced through the UNC Tomorrow mandate.

Steve Ballard
Chancellor
II. CHANCELLOR BALLARD’S 2008-2009 ANNUAL OBJECTIVES

Objective 1: Create a Knowledgeable, Skilled, and Adaptable Work Force
ECU will become the state leader in producing the number and enhancing the quality of
a. Teachers for math, science, middle grades, and special education by innovative recruiting
and expanding distance education partnerships such as Wachovia Partnership East (WPE).

ECU currently has 20 cohorts with 357 candidates seeking four-year degrees in
elementary education, special education-general curriculum, and middle grades
education from East Carolina University and partnering community colleges
through the WPE. WPE sites are located at Craven Community College in New Bern,
Wayne Community College in Goldsboro, Nash Community College in Rocky Mount,
and Beaufort Community College in Washington. In addition, we have a virtual site
at Pitt Community College in Winterville.

b. Nurses to address North Carolina’s growing elderly population, expanding Latino
population, and returning veterans, as well as the increasing health disparities found in
eastern North Carolina.

Recently, ECU added a PhD in Nursing program with the first graduates in May 2008.
Twenty-nine (29) doctoral students are currently enrolled. During the period May 1,
2008 to December 31, 2008, the College of Nursing expects to graduate 264 students
from the BSN program and 70 from the MSN program. The current enrollment
figures are BSN (622), MSN (465), and PhD (29).

c. Graduates in the science, technology, engineering and mathematics disciplines to drive
innovation and job creation throughout the region.

Currently, ECU has nearly 400 masters and doctoral students enrolled in science,
technology, engineering and mathematics disciplines (as defined by General
Administration), many of these relevant to those industry clusters targeted by our
economic development partners for job and investment creation throughout the
region.

Objective 2: Increase Service to Underserved Populations by:

a. Expanding the Brody School of Medicine medical student class size to 120 students with
the aim of enrolling more disadvantaged and minority students who will practice medicine
in North Carolina communities with limited access to health care.

The planned progressive expansion of the Brody School of Medicine’s student class
size began fall semester 2008 with an increase from 72 to 78 students. The class size
next year is expected to grow to 80 or more students.

b. Identifying communities in North Carolina with significant underserved populations to
position satellite training centers for the medical school expansion and service learning
sites for the School of Dentistry.
The School of Dentistry has a consulting firm and an Associate Dean working to identify sites in under-served parts of North Carolina that would be suitable to establishing Service Learning Centers. These Centers will be clinical education sites where dental faculty, residents and fourth year students provide much needed oral health services to the areas citizens. Site selection is being carefully done with data about the area's unmet dental care needs input from public health officials, local dentists, community leaders and others critical to the success of these facilities and program.

c. Securing extramural grant funding for the Center for Health Disparities to support interdisciplinary studies on the dimensions, causes, and effective means to eliminate health disparities among the population of eastern North Carolina.

A combined total of $1,529,885 in extramural grant support has been secured over the current and subsequent three years.

d. Establishing the administrative leadership of the School of Dentistry, beginning with Dean James Hupp, who can recruit faculty to implement a dental curriculum designed to help meet the oral health care needs of people across North Carolina.

Over the coming two years the School of Dentistry will focus on recruiting faculty who have experience with and a commitment to preparing dental students to be community minded and possess the knowledge and skills to establish or join practices in under-served areas.

Objective 3: Promote and Foster Economic Prosperity in the East
ECU will be a national model for serving a region. We will:

a. Build a campus-wide and regional culture of innovation and entrepreneurship
   • Plan for and seek approval for establishment of ECU's Millennial Campus.

Work has begun on a geographic information system cataloguing all of ECU's properties, as well as those academic programs currently engaged, or likely to engage, with industry and government partners. This system enables consideration of these physical and programmatic assets simultaneously with the City of Greenville’s downtown redevelopment, transportation, streetscape revitalization, and other plans. Additionally, appropriate measures are being taken to incorporate the Millennial Campus planning initiative with the University’s overall master planning efforts.
• Launch the Innovation Outreach and Sustainable Tourism Outreach Services to enhance industrial innovation, competitiveness, and sustainability.

  o The Sustainable Tourism Outreach Service was launched in May 2008 with the hiring of ECU’s Coordinator for Sustainable Tourism Initiatives who works in partnership with the Office of Tourism, Film, and Sports Development within the North Carolina Department of Commerce.
  o Construction and equipment purchasing has begun for ECU’s Innovation Design Lab within the Office of Engagement, Innovation and Economic Development and the companion facility within NC State’s College of Design. These unique facilities and associated partnerships are core elements of the Innovation Outreach Service.

b. Foster a community of engaged students and scholars
  • Pilot the Engagement and Outreach Scholars Academy, a professional development program-training faculty in engaged scholarship.

  Dr. Beth Velde, Professor of Occupational Therapy and Assistant Dean in the College of Allied Health Sciences, has assumed the role of Director of the Engagement and Outreach Scholars Academy (formerly Outreach Scholars academy) and nominations have been completed for selection of the first academy cohort (eight members) that will enter the program during the spring 2009 semester.

  • Pilot the Community Enhancement and Economic Transformation Initiative (CEETI) partnership with the North Carolina Department of Commerce in three communities.

  The CEETI pilot has been established to proactively target distressed, low wealth and limited capacity communities with economic development products, technical assistance and financial resources that will help increase competitiveness and build stronger, more vibrant and more capable communities. This pilot initiative is a direct result of the MOU between the UNC System and the Department of Commerce (known as UNICOM) and will make grants of up to $75,000 available to as many as five Tier 1 or 21st Century Communities beginning January 2009. Communities that are selected by Commerce will be partnered with ECU and receive direct technical assistance on a specific set of locally identified economic development issues.

c. Foster growth in targeted industry clusters
  • Establish the Precision Marketing Initiative to foster growth in two industry clusters targeted by the economic development community for knowledge and job creation across the region: advanced learning technologies and marine sciences.

  ECU and its partners have completed design and construction and a new web-based portal for providing access to and promoting partnerships with North Carolina’s marine sciences cluster (www.ncmarinescience.com). The second phase of this project is the production of a marine sciences industry roadmap for
North Carolina to increase awareness and utilization of eastern North Carolina as a laboratory for scientific discovery, new product development, and public policy formation. While not specifically named in ECU’s Phase I Response, a similar effort is underway to add ECU’s advanced medical technology related resources to a similar web portal developed at NC State.

ECU is connecting faculty and students from its health care, scientific, and fine arts disciplines with North Carolina’s advanced learning technology companies through research, product development and marketing partnerships. Additionally, ECU and other partners are conducting targeted recruitment of advanced learning technology companies to North Carolina’s cluster.

- Host Chancellor’s Industry Roundtables with industry leaders from targeted clusters to enhance ECU’s awareness of and response to the innovation, workforce, and partnership needs of regional firms.

The first roundtable will be held spring 2009 with industry leaders from a cross-section of economic clusters in eastern North Carolina to discuss their needs relating to ECU’s education, research, and outreach programs, such as the University’s engineering program. Quarterly roundtables will follow.

Objective 4: Continuously Improve, Strengthen the Administrative Operations at ECU by:
- Assessing the capacity of administrative operations and, where warranted, providing additional support including necessary opportunities for staff training and development.

  - ECU has successfully completed phase 1 of the state comptroller’s EAGLE program.
  - Significant funding was distributed to assist administrative operations.
  - ECU is participating in the General Administration’s Financial Transformation Initiative.
    - ECU has representatives on 3 of the 5 task forces.
    - The ECU liaison has been appointed, and administration is prepared to respond to recommendations due out of that initiative over the next 6 months or so.
  - Environmental Health & Safety completed the Campus Safety Health and Environmental Management (CSHEMA) benchmarking study to help assess resources.
  - Special Career Banding adjustments were made to IT and Administrative Support positions in A&F to move them to a market-competitive position.
  - Training has expanded to include a Financial Wellness Institute in collaboration with the College of Business.

- Identifying and implementing leading practices for administrative operations.
The Advisory Board was commissioned to develop a report regarding best practices in higher education enterprise risk management.

Debt Management Guidelines have been developed and are being reviewed by the ECU BOT.

A new state-of-the-art paperless Performance Management system is being implemented across campus for all non-faculty employees.

Expansion/integration of the Leadership Training options across the University is being developed in conjunction with the national standards of the Corporate Leadership Council.

Peer comparison/review of training best practices in universities of similar size and scope as ECU.

- Designing, implementing and monitoring adequate internal controls for administrative operations with special attention to appropriate policies and procedures for each administrative operation.

- ECU has started its Enterprise Risk Management (ERM) program.
  - The ERM Committee has been established and meeting every two weeks.
  - An interim ERM director has been named.
  - The ERM Director position has been established and a search started.
  - ERM position papers are being developed as a debriefing tool for the committee.
  - The Executive Council has received a status report on the ERM program.
  - The Internal Auditor has presented a lessons learned session for the ERM Committee based on previous audits.

- I-9 Training and processing has been adjusted to conform to audit recommendations. Training is now mandatory for all individuals responsible for I-9 completion at the unit level.

- Identify, evaluate and implement technology tools to make administrative operations more efficient and effective.

- Version 8 of Banner is being installed.
- The enrollment management module of Banner is being purchased and installed.
- ECU is implementing an array of technical services including the Web 2.0, mobile device services, collaborative tools, etc. to meet the demands of new student and faculty populations.
- Parking & Transportation is upgrading its parking management software program and training staff to further automate P&T process and increase efficiency.
- Implementation of Position Description and Performance Management modules of PeopleAdmin is underway for improved/enhanced human capital management at the unit level.
- Criminal Background Checks have been converted to an integrated, paperless process that works seamlessly with the online recruitment system to produce faster results with reduced time/effort.
• Improve communication and cooperation among organizations that must work together for administrative operations.

  o The ERM Director and Internal Auditor are meeting regularly to discuss internal control matters.
  o The ERM Director and Internal Auditor have made a presentation to the Chancellor’s Executive Council.
  o The ECU Safety Task Force and other administrative advisory committees continue to meet to coordinate overlapping and synergistic operations.
  o Collaboration with the College of Business for Financial Wellness training, understanding retirement savings options, and managing retirement portfolios.
  o Creating a Banner HR user group to facilitate communication and cooperation on processing issues at the unit/department level.
# IMPLEMENTATION of ECU’S UNC TOMORROW PHASE I INITIATIVES

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education for a New Century</strong></td>
<td></td>
</tr>
<tr>
<td>1) ECU Commitment to Student Access and Success</td>
<td>12</td>
</tr>
<tr>
<td>2) 21st Century Literacy Skills Initiatives</td>
<td>15</td>
</tr>
<tr>
<td>3) ECU Global Academic Initiative</td>
<td>19</td>
</tr>
<tr>
<td>4) Globalizing (Internationalizing) ECU</td>
<td>22</td>
</tr>
<tr>
<td>5) Science, Technology, Engineering, and Mathematics (STEM) Excellence Initiative for Rural Prosperity &amp; Outreach Service for Excellence in Rural Education</td>
<td>30</td>
</tr>
<tr>
<td>6) AmeriCorps Project HEART</td>
<td>35</td>
</tr>
<tr>
<td>7) NC Consortium for Education Policy Research and Evaluation</td>
<td>37</td>
</tr>
<tr>
<td><strong>The Leadership University</strong></td>
<td></td>
</tr>
<tr>
<td>1) ECU Leadership Collaborative &amp; Chancellor’s Leadership Academy &amp; BB&amp;T Leadership Center</td>
<td>38</td>
</tr>
<tr>
<td>2) ECU P-12 Leadership Initiative</td>
<td>44</td>
</tr>
<tr>
<td>3) ECU Engagement and Outreach Scholars Academy</td>
<td>47</td>
</tr>
<tr>
<td>4) Office of Sustainability</td>
<td>50</td>
</tr>
<tr>
<td>5) Targeted Leadership/Service Opportunities for Middle-School Students</td>
<td>52</td>
</tr>
<tr>
<td>6) The East Carolina Center for Nursing Leadership</td>
<td>54</td>
</tr>
<tr>
<td>7) Graduate Education, Leadership and the Workforce for a New Economy</td>
<td>56</td>
</tr>
<tr>
<td><strong>Vitality and Economic Prosperity in the East</strong></td>
<td></td>
</tr>
<tr>
<td>1) ECU Millennial Campus</td>
<td>58</td>
</tr>
<tr>
<td>2) ECU Outreach Service</td>
<td>60</td>
</tr>
<tr>
<td>3) Community Enhancement and Economic Transformation Initiative</td>
<td>66</td>
</tr>
<tr>
<td>4) Precision Marketing Initiative Growing Targeted Industry Clusters</td>
<td>67</td>
</tr>
<tr>
<td>5) ECU Center for Municipal Management and Innovation</td>
<td>69</td>
</tr>
<tr>
<td>6) Outreach and Engagement Directory/Repository</td>
<td>70</td>
</tr>
<tr>
<td>7) Coastal Hazards and Economic Development</td>
<td>71</td>
</tr>
<tr>
<td>8) Chancellor’s Industry Roundtables</td>
<td>78</td>
</tr>
<tr>
<td><strong>Health Care and Medical Innovation</strong></td>
<td></td>
</tr>
<tr>
<td>1) Health Disparities Research Center</td>
<td>79</td>
</tr>
<tr>
<td>2) Quantity and Quality of Health Care Professionals</td>
<td>81</td>
</tr>
<tr>
<td>3) Access to Primary and Preventive Health Care Services and Provide Education in Rural and Underserved Areas</td>
<td>82</td>
</tr>
<tr>
<td>4) Operation Re-Entry: Rehabilitation Research and Services for Soldiers and Their Families</td>
<td>83</td>
</tr>
<tr>
<td>5) Partnership for Health Care Workforce Development</td>
<td>85</td>
</tr>
<tr>
<td>6) Center for Excellence in Cardiovascular Research and Care</td>
<td>86</td>
</tr>
<tr>
<td>7) School of Public Health</td>
<td>87</td>
</tr>
</tbody>
</table>
**The Arts, Culture, and the Quality of Life**

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

88  
92  
95  
96  
98  
100
Education for a New Century

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

Description:
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. ECU’s Strategic Enrollment Plan, November 2008, will serve as the template for discussion and decision on specific program components. Program initiatives in ECU’s UNC Tomorrow Response are cross-walked with the Strategic Enrollment Management Task Force.

Milestones, Timelines and Partnerships for Specific Initiatives:
a. Create **Office of Pre-College Programs**: submitting grants to generate funding
   Estimated cost funded by grant: $250,000

   • Expand **First Year Experience Program**: Engaged additional faculty and graduate teaching assistants to expand COAD 1000 (First Year Seminar course) for Fall 2008 and have planning initiative with Counseling and Adult Education Department to jointly hire part-time staff to assist with overall management of program; offering selected sections online to targeted students in Fall 2009. Cost: $65,000 (adjunct faculty: funded .50 by COAD and .25 by EM)

   • **Pirate Tutoring Center** began operations in Fall 2008 and has served over 500 students. Funded Director and support positions through staff reassignment. Tutors are volunteers. Graduate assistants serve as learning specialists. Permanent budget needs: $170,000

   • Access Scholarships increased in Fall 2008 and continue to be major focus of **Centennial Campaign**. Target goal is $5m. Currently have $500,000 in endowed funds. Awarded 62 scholarships ($5,000 ea) in 08-09 and anticipate awarding 75-80 in 09-10.

   • **ECU Scholars Program** offered 16 scholarships in Fall 2008. Program component redesign is in process and targeted for Fall 2009 class. Scholarships are valued at $45,000 for 4 years and includes study abroad fellowship. Total of 72 EC Scholars in 08-09 with 65 anticipated for 09-10.

   • **Undergraduate Graduation and Retention Advantage Scholarships (UGRAD)** were awarded for Fall 2008 and will continue to be a means of assisting students with financial need. Funded at $631,000.

   • **Early College High School** will open January 2010 using the Second Life technology platform. Pilot programs will be offered in the summer and fall 2009 in preparation for the opening of the school.
• Additionally, based upon a grant from the Golden LEAF Foundation, a feasibility study is underway exploring the establishment of **two regional high schools for mathematics and science**, one at ECU to serve eastern North Carolina and one at Appalachian State University to serve the western part of the state.

• **Community College Transfer Office** will be funded and open in January 2009 as part of a restructuring within Enrollment Management.

• **Upper Coastal Plains Partnership** – ECU continues to work closely with General Administration, NC State and local community colleges to address the needs of the community as defined by its leadership group.

b. **Minority Access, Retention, and Academic Excellence** initiative is partially being led by a newly appointed Senior Associate Admissions Director for Special Populations and the assignment of a Special Assistant for Hispanic/Latino Initiatives. Funded by internal re-assignment of personnel.

ECU addresses its commitment to expand access for first generation students, working adults, military personnel and people with special needs through a variety of continuing programs.

6190 students were enrolled in fall 2008 in courses that meet in off campus locations. These courses include those that are either face-to-face contact, on-line only, or a hybrid model of on-line and face-to-face.

c. **ECU Distance and Online Support Center** (formerly the Center for Instructional Design for Distance Education)

Based on feedback from faculty and students and considering the ECU mission in distance education a start up center should include the following:

• **Realtime Online Student and Faculty Assistance with Current Tools.** The questions we get day and night concern the use of existing tools and range from “I cannot log in” to “My microphone does not work. Costs: $70,000 personnel, $10,000 operating

• **Ongoing Blackboard and Centra Course Assistance.** Faculty need dedicated assistance in the use of tools and their application in the teaching and administration of a course. Our response to the “Out and About” has been overwhelming. Costs: $85,000 personnel, $8,000 operating

• **New Tools Initiatives.** Identifying new tools and coalescing faculty groups around them, providing technical and pedagogical support. Our community of Second Life users is a great example of what can happen here if we have a concerted effort. We have several other communities that are beginning to gel and need technical and practical guidance and assistance to prevent splintered and duplicative efforts. Costs: $142,000 personnel, $16,000 operating.
- **Outreach.** Our activities can provide benefits to the service areas through community college partnerships, high school ventures, and business assistance activities. Costs: $80,000 personnel, $17,000 operating

- **Basic Teaching Assistance.** Faculty need assistance in the basics of teaching and learning. Many of our faculty members have advanced degrees with little to no educational background. Costs: $110,000 personnel, $8,000 operating

  Total Costs:
  Personnel $487,000
  Operating $ 59,000
  Total $546,000 per year, permanent funds.

These costs are ongoing and would not increase over time. A center might be phased in over a two-year period.
2. 21st Century Literacy Skills Initiatives (UNCT Nos. 4.1)

a. Improving Students Writing Skills:

Description:
Implement evidence-based learning outcomes assessment to determine enhancement targets and implement measures to enhance the quality and scope of the following: the Writing Across the Curriculum program, the two writing courses (ENGL 1100 and 1200) required of all ECU Freshmen and the First Year Writing Studio.

Implementation Timeline, Milestones, and Partnerships:
- Timeline - Assessment by faculty responsible for Writing Across the Curriculum program, for ENGL 1100 and 1200 and for the First Year Writing Studio. November 1, 2009: create evidence-based learning outcome assessment plans for ECU’s Writing Across the Curriculum program, for ENGL 1100 and 1200 and for the First Year Writing Studio. Fall 2009: conduct assessments. Spring 2010: evaluate assessment data, create improvement plans and assessment plans for improvement plans. Fall 2010: implement improvement plans. Fall 2010: assess improvement actions. Spring 2011: evaluate outcomes and continue the quality enhancement cycle.
- Milestones - Review by the Southern Association of Colleges and Schools in 2012 and 2013.

Funding:
- Current funding - ENGL 1100 and 1200 and Writing Studio: $2,709,000.00 per academic year. Writing Intensive program: $60,000.00. This does not include the instructional costs for Writing Intensive courses. This cost is a percentage of the cost of each course since each course primarily meets other needs.
- Future costs: Future costs determination is a function of the results of evidence-based learning outcomes assessment.

Responsibility:
The responsibility for student writing is shared by the Department of English, the Faculty Senate (through the Writing Intensive committee) by all academic majors and all faculty teaching writing intensive courses.

Impact and Accountability Metrics:
The results of evidence-based learning outcomes assessment will be used to establish writing competency baselines for a representative sample of ECU freshmen, sophomores, juniors and seniors in English 1100 and 1200 and in writing intensive courses at the junior and senior level. Results of assessment of quality enhancement actions will be used to determine which actions produce a statistically significant improvement on measures of writing competence. Curriculum and pedagogical changes will be made on an ongoing basis as required to achieve continuous improvement of targeted writing competence goals.

Reassessment Process:
The Office of the Associate provost for Institutional Planning, Assessment and Research
will oversee the ongoing process of assessment and quality enhancement.
b. Financial Literacy Skills:

Description:
ECU will conduct evidence-based 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.

Implementation Timeline Milestones, and Partnerships:
- **Timeline** - Currently, as part of the Financial Wellness Institute, Finance 1904, a for-credit course, is being taught to an average of 500 students. This is expected to continue. Currently, the Financial Wellness Institute has two outreach components. One involves holding 10-week financial literacy sessions for faculty and staff. The other is offering financial literacy workshops for the customers of local businesses (State Farm, for example). This last activity generated revenue for the university. In the future all three elements of the Financial Wellness Institute will continue indefinitely.
- **Milestones** - Enrolling 500 students in financial literacy sections.

Funding:
- **Current funding**:
  - Internal = $30,000.00.
  - External = Revenue generation = $10,000.00.
  - Costs = $6000.00.
  - Profit = $4000.00.
- **Future costs**: Future costs are stable for the internal component as are a function of market forces for the external component. The external component must break even to continue.

Responsibility:
The College of Business and the Division of Student Affairs.

Impact and Accountability Metrics:
- **Fall 2008**: The present external focus is on assessment of the impact of financial literacy workshops for community members. The continuation of this aspect of the Financial Wellness Institute will be market driven.
- **Spring 2009**: Assess and report on whether market forces allow expanding or require contracting the financial literacy community workshops.

Reassessment Process:
The Office of the Associate provost for Institutional Planning, Assessment and Research will oversee the ongoing process of assessment and quality enhancement.

c. Critical Thinking Skills:

Description:
ECU will create eight (freshman through senior level) web-based, self-paced, stand-alone critical thinking training modules. Students will master one module per semester during each of their eight semesters as undergraduates. At the lower-division level, the critical thinking modules will be linked with Foundations courses. At the upper-
division level, critical thinking modules will be linked to courses in the student’s major and will include discipline-specific training in critical thinking.

Implementation Timeline, Milestones, Partnerships:
- Milestones - Review by the Southern Association of Colleges and Schools in 2012 and 2013.

Funding:
- Future costs: $9000 per term from Summer 2009 term through Summer 2011 term.

Responsibility:
Office of the Provost, The Harriot College of Arts and Sciences and the Department of Philosophy. When critical thinking modules are linked to courses in the Foundations curriculum, the primary responsibility for maintaining and updating the modules will remain with the Department of Philosophy. Responsibility for integrating student performance on critical thinking tasks into the students overall grade for the term will reside with the instructor. All schools and departments that are responsible for Foundations courses will share in the responsibility of implementing the critical thinking modules. In time, all campus undergraduate majors will link major-specific critical thinking modules to junior and senior courses in the major. Upon completion and debugging of the critical thinking modules, their use can be expanded to other UNC campuses at minimal costs (since implementation involves minimal faculty time in addition to that of a faculty member administering the use of the modules in different degree programs on his or her campus.)

Impact and Accountability Metrics:
Evidence-based learning outcomes assessment will be used to establish critical thinking competency baselines for a representative sample of ECU freshmen, sophomores, juniors and seniors. Results of assessment of quality enhancement
actions will be used to determine the effectiveness of the critical thinking modules and of revisions to the modules. Curriculum and pedagogical changes will be made on an ongoing basis as required to achieve continuous improvement of targeted critical thinking goals. Initial assessment activities will be conducted by faculty members in the Department of Philosophy. When student performance on discipline-specific critical thinking modules is being assessed, the committee shall contain faculty members from the relevant disciplines.
Fall 2009: create an evidence-based learning outcomes assessment plan for establishing baselines for ECU freshman and sophomore level critical thinking competence. Spring 2010: develop and implement a evidence-based learning outcomes assessment plan for module one, evaluate assessment results and create an improvement plan and assessment plan for the improvement plan. Fall 2010: the evaluate improvement outcomes and continue the quality enhancement cycle. Spring 2011 and thereafter: continue the quality enhancement cycle.

Reassessment Process:
The Office of the Associate provost for Institutional Planning, Assessment and Research will oversee the ongoing process of goals assessment and quality enhancement.
3. ECU Global Academic Initiative (UNCT Nos. 4.1, 4.2, 5.7)

Description:
This initiative will work with UNC system institutions and North Carolina's community colleges in the establishment and management of technology-based global activities including live, real-time in-class interactions between students in universities in different countries (communicating with live video via the internet), virtual lectures, and collaborative research. The Global Academic Initiative involves offering an introductory Global Understanding course as part of ECU's Foundations curriculum. This course currently is being taught in anthropology. It is being expanded to include courses in psychology and sociology. Global Understanding courses will be offered in other disciplines once these courses are in place.

The Global Understanding course uses live video-conference technology to link ECU students with students from other countries. For 5 weeks the course brings the students and their faculty in universities in other countries together with our students and faculty to learn about each other's culture. All reading materials are put on the website so students from some underdeveloped countries who could not afford books can have access to course materials. Each faculty member involved lectures to the combined group via live video conferencing. Part of the course is spent having students interact via video-conferencing and part of the course involves individual students interacting with each other via email in order jointly to address assigned topics.

Implementation Timeline, Milestones, and Partnerships:
- Timeline - This project was started this in the summer of 2003 and has grown to 24 partners in 18 countries across 5 continents including China, Russia, Pakistan, Morocco, Algeria, Turkey, the Gambia and the Czech Republic, for example. Currently, seven sections of this course are being taught at ECU.

As part of this initiative, ECU has expanded its use of virtual technology to three other projects: The ILEP (lecture exchanges – for example, the ECU Medical School Lecture Series with Moldova), the ICEP (jointly taught courses), for example the Arabic Communication course taught by a native Arabic faculty member from the campus of our Moroccan partner and the IREP (joint research), the invitation by our Malaysia partner for ECU faculty to visit them to hold a conference, work on joint research projects and submit multi-national grant, for example.


- Milestones - Continual growth of foreign partners and the number of sections of the course offered per term. Student evaluation of the course is positive (approximately 10% of students taking the course went abroad afterwards, as compared to the <1% of ECU students who go abroad on average). Fall 2006: Added ILEP (global lectures). Fall 2007: added ICEP (jointly taught course) and IREP (collaborative research). May 2008: conducted the first Global Partnership in Education conference at ECU with
representatives from 23 institutions in 5 countries attending. UNC President Erskine Bowles gave the welcome.
Partnerships - Partner countries grew from 3 in 2004 to 18 in 2008. Partner institutions grew from 3 in 2004 to 23 in 2008. In fewer than 5 years, over 400 ECU students and over 1,000 foreign students have benefited from ECU’s Global Academic Initiative. ECU has introduced the Initiative to several UNC institutions and NC Community Colleges as well as to institutions like the University of Michigan, University of Central Florida and El Camino College in California.

Funding:
- Current Funding: $250,000.00.
- Future costs for a proposed GA Global Academic Initiatives Coordinating Office at ECU: $100,000.00.
- Approximate cost to develop one partner (one time cost, partner will stay with us at no additional cost)= $10,000. For ECU: plan to add 4 new partners/year=$40,000. To help with initial visit for 3 other UNC institutions=$30,000. Domestic travel, technical support, faculty buy-out, supplies =$30,000

Responsibility:
Current: Provost’s Office. Global Academic Initiatives Coordinating Office at ECU: Director: Dr. Elmer Poe 1/3 time Academic Outreach. Co-Director: Dr. Rosina C. Chia 100% time Academic Outreach/Psychology. Dr. Jami Leibowitz (Department of Anthropology), Coordinator for Teaching Global Understanding courses. Harriot College of Arts and Sciences, Anthropology department. Immediate future: Department of Psychology; Department of Sociology. Indefinite future: other departments in the Harriot College. Academic Outreach offers technology support

Impact and Accountability Metrics:
Evidence-based learning outcomes assessment will be used to establish global understanding competency baselines for a representative sample of ECU entering freshmen and seniors. Results of assessment of quality enhancement actions will be used to determine the effectiveness of the global understanding courses. Curriculum and pedagogical changes will be made on an ongoing basis as required to achieve continuous improvement of targeted global understanding goals. The Office of the Associate Provost for Institutional Planning, Assessment and Research shall oversee the assessment and quality enhancement activities, and will report to the Provost on progress made by ECU’s Global Academic Initiative, including a yearly increase of four global partners and assisting three other UNC campuses to join ECU’s Global Academic Initiative. Assessment activities shall be conducted by a committee consisting of Dr. Elmer Poe, in collaboration with the Office of the Associate Provost for Institutional Planning, Assessment and Research, Dr. Rosina Chia and Dr. Jamie Leibowitz, and other Global Understanding course instructors.

Reassessment Process:
The Office of the Associate provost for Institutional Planning, Assessment and Research will oversee the ongoing process of assessment and quality enhancement and will monitor and provide the Provost with reports on the progress towards continuing and new Global Academic initiative goals.
4. Globalizing (Internationalizing) ECU (UNCT Nos. 4.1, 5.2)

a. Plan for Internationalization

Description:
ECU’s plan for internationalization has 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 increased global awareness by ECU’s students through the ECU curriculum. In 2008 an updated version ECU’s 2004 Internationalization Goals for 2009 And A Plan for Achieving Them was adopted, moving the dates for reaching the above goals later by four years.

Implementation Timeline, Milestones, and Partnerships:
- Timeline: Fall 2009 and thereafter: expand and diversify overseas opportunities for ECU students. Fall 2009 and thereafter: increase and diversify ECU's international student population. Fall 2009 and thereafter: internationalize ECU's faculty and staff. Fall 2009 and thereafter: promote increased global awareness by ECU’s students through the ECU curriculum. Fall term 2013: incorporate international education into the University's mission statement.
- Partnerships - At ECU: All academic units; all deans; all department chairs; all faculty; all Student Affairs units and staff; Undergraduate Admissions; the Graduate School (including Graduate Admissions); the Division of Continuing Studies; the Office of Financial Aid; the Office of Institutional Diversity; the Development Office; the Faculty Senate; and the Student Government Association. Beyond ECU: The UNC System and partner institutions; the state governor and legislature; the City of Greenville.

Funding:
- Future costs:
  - One time costs $90,000
  - New recurring costs $900,000
    Sub-total $990,000
- Future funding needs:
  - New state appropriations $450,000
  - Campus reallocations $60,000
  - Grants and contracts $400,000
  - Receipts $80,000
    Sub-total $990,000

Responsibility:
Responsibility rests with the Office of the Provost. In the Office of the Provost, responsibility rests with the Associate Vice Chancellor for International Affairs.

Impact and Accountability Metrics:
In December of 2013, the Associate Vice Chancellor for International Affairs shall report to the Provost on whether ECU incorporated international education into the
University's mission statement. In Spring 2013 the Office of International Affairs shall report to the Provost the number of overseas opportunities for ECU students. In December 2013, 2014, 2015, and 2016 the Office of International Affairs shall report to the provost the percentage of increase or decrease in the number of overseas opportunities for ECU students. The target percentage of increase per year is 10%. In Spring 2013 the Office of International Affairs shall report to the Provost the number and diversity of ECU’s international student population. In December 2013, 2014, 2015, and 2016, the Office of International Affairs shall report to the provost the percentage of increase or decrease in the number and diversity of ECU’s international student population. The target percentage of increase per year is 10%. In Spring 2013 the Office of International Affairs shall report to the Provost the number of international faculty and staff. In December 2013, 2014, 2015, and 2016 the Office of International Affairs shall report to the provost the percentage of increase or decrease in the. The target percentage of increase per year is 4%. In Spring 2013 the Office of International Affairs shall review the ECU curriculum and shall report to the Provost the percentage of courses, programs and other activities that promote global awareness. In December 2014 the Office of International Affairs shall report to the provost the percentage of increase or decrease in the number of courses that promote global awareness. The target percentage increase is 15%.

Reassessment Process:
The Office of the Associate Provost for Institutional Planning, Assessment and Research will oversee the ongoing process of assessment and quality enhancement.

b. Campus Collaborative for an International Presence:

Description:
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 and collaborative, multinational programming and interactive activities sponsored by Campus Living, Student Experiences and the Cultural Center (Global Evidence-based learning Community, World Community Day and Diversity Week).

Implementation Timeline, Milestones, and Partnerships:
• Timeline - Beginning in 2009 and continuing.
• Partnerships - At ECU: All academic units; all deans; all department chairs; all faculty; all Student Affairs units and staff; the Office of Institutional Diversity; the Development Office; the Faculty Senate; and the Student Government Association. Beyond ECU: The World Affairs Council of East North Carolina; Kiwanis and Rotary organizations in Greenville; and the City of Greenville.
Funding:

- Current funding: $90,000
- Future costs:
  - One time costs: $100,000
  - New recurring costs: $300,000
  - Sub-total: $400,000

- Future funding needs:
  - New state appropriations: $90,000
  - Campus reallocations: $10,000
  - Grants and contracts: $250,000
  - Receipts: $50,000
  - Sub-total: $400,000

Responsibility:
Responsibility rests with the Office of the Provost. In the Office of the Provost, responsibility rests with the Associate Vice Provost for International Affairs.

Impact and Accountability Metrics:
No later than November 1st, 2009, the Office of the Associate Vice Chancellor for International Affairs, in collaboration with the Office of the Associate Provost for Institutional Planning, Assessment and Research and the Vice Provost for Student Affairs, shall provide the Office of the Associate Provost for Institutional Planning with a outcomes assessment plan for evaluating the impact of its activities conducted under the "Campus Collaborative for an International Presence."

In December 2013, the Associate Vice Chancellor for International Affairs shall report to the Provost on the increase in foreign lecturers and foreign film series on campus, on all new diversity initiatives and workshops, on the number of Global understanding and problems workshops, on the interaction between local and foreign students and faculty and on the extent of collaborative, multinational programming and interactive activities sponsored by Campus Living, Student Experiences and the Cultural Center (including activities such as Global Evidence-based learning Community, World Community Day and Diversity Week). At the end of the fall term, 2013, the Office of the Associate Vice Chancellor for International Affairs, in collaboration with the Office of the Associate Provost for Institutional Planning, Assessment and Research and the Vice Provost for Student Affairs, shall engage in outcomes assessment. During the Spring 2014, the Office of the Associate Vice Chancellor for International Affairs, in collaboration with the Office of the Associate Provost for Institutional Planning, Assessment and Research and the Vice Provost for Student Affairs, shall evaluate the results of its outcomes assessments, shall identify strengths and weaknesses and shall create plans for improvement. During Fall 2014, the Office of the Associate Vice Chancellor for International Affairs, in collaboration with the Office of the Associate Provost for Institutional Planning, Assessment and Research and the Vice Provost for Student Affairs, shall implement improvement plans. By the end of the Fall term, 2014, the Office of the Associate Vice Chancellor for International Affairs, in collaboration with the Office of the Associate Provost for Institutional Planning, Assessment and Research and the Vice Provost for Student Affairs, shall conduct outcomes assessment.
that determine the results of implementing improvement plans. During Spring term, 2015, the Office of the Associate Vice Chancellor for International Affairs, in collaboration with the Office of the Associate Provost for Institutional Planning, Assessment and Research and the Vice Provost for Student Affairs, shall repeat the process for continuous quality enhancement.

Reassessment Process:
The Office of the Associate Provost for Institutional Planning, Assessment and Research will oversee the ongoing process of assessment and quality enhancement.
c. Curriculum Enhancements

   ci) Foreign Language Enhancement

   Description:
   ECU will encourage foreign language education in BS degree programs where this will enhance global competitiveness (example: communications).

   Implementation Timeline, Milestones, and Partnerships:
   By November 1st, 2009 the Provost and the Faculty Chair shall request of the Academic Standards committee that the committee create a sub-committee chaired by a member of the Academic Standards committee and with membership recommended by the members of Academic Standards and the Provost or her representatives. The sub-committee’s charge will be to review B.S. degree programs and to identify programs that the Provost shall encourage to add foreign language study degree requirements. By the first meeting of the Faculty Senate in March 2010, the Academic Standards committee shall report its recommendations to the Faculty Senate. Beginning in Fall 2010 and thereafter, the Provost will encourage a foreign language education requirement in those B.S. programs for which the Chancellor has approved the Faculty Senate’s recommendation to require foreign language education to enhance the global competitiveness of majors.

   Funding:
   New Funding: New funding amounts will be a function of the need for additional faculty to teach foreign languages. This will be determined by the chancellor’s approval of recommendations for specific B.S. programs and the implementation of the recommendations by department’s responsible for the programs.

   Responsibility:
   Academic Standards committee, Faculty Senate, Provost, Chancellor, department’s offering B.S. programs identified by the Faculty Senate and approved by the Chancellor.

   Impact and Accountability Metrics:
   The Office of the Associate Provost for Institutional Planning, Assessment and Research shall monitor and report on progress to the Provost and the Faculty Senate. If any programs add foreign language education requirements, evidence-based learning outcomes assessment will be conducted on graduating seniors to determine the results of the foreign language education requirements on meeting the department’s goal to enhance the global competitiveness of its majors.

   Reassessment Process:
   Keep in mind the importance of ongoing reassessment and review to create an environment for continuous quality improvement, both in terms of efficient resource utilization and of maximizing the breadth and depth of beneficial outcomes.
cii) Global Foundations Courses:

Description:
The ECU Foundations program will require a minimum of nine semester hours (at least three courses) of globally oriented courses. The definition of “Global” that shall be that supplied by the Office of the Associate Provost for Institutional Planning, Assessment and Research in consultation with the Office of International Affairs, the Academic Standards committee, the Faculty Senate and the Chancellor.

Implementation Timeline, Milestones, and Partnerships:
Timeline:
- By the last meeting of the Faculty Senate in Fall 2009, the Academic Standards committee shall present a recommendation to the Faculty Senate regarding the UNC Tomorrow recommendation that the ECU Foundations program require all undergraduates to take a minimum of nine semester hours of Global Foundations courses. The committee will consider recommending that existing Foundations courses be used where possible, that modifications to the curriculum of existing courses be made where possible, and the new courses be created as necessary.
- If the UNC Tomorrow recommendation is approved by the Faculty Senate and the Chancellor, by January 30th, 2010 all schools and departments currently offering Foundations courses that they want designated as Global Foundations Courses will report said courses to the Academic Standards committee and provide the materials required by the committee to conduct a review to determine if courses merit recommendation to the Faculty Senate as Global Foundations courses.
- By the March 2010 meeting of the Faculty Senate, the Academic Standards committee shall make its recommendation on the requests for Foundations Global course credit to the Faculty Senate. By the March 2010 meeting of the Faculty Senate, the Academic Standards committee shall submit its recommended guidelines to be followed by schools and departments in conducting evidence-based learning outcomes assessment of courses approved for Global Foundations credit.
- During registration for courses for Fall 2010, all courses approved by the Chancellor for Global Foundations credit shall be so designated on Banner and in other university course resources. By March 30th, 2010 all schools and departments wishing to create new Foundations courses that to be designated as Global Foundations Courses will provide a description of said courses to the Academic Standards committee. Beginning with the Fall term 2010, all Foundations courses approved as Global Foundations courses will be so designated on the academic records of each student taking said courses.
- The number of hours of Global Foundations courses completed shall be tracked in each student’s academic records, as is done with other Foundations course requirements. By November 1st, 2010, all schools and departments offering courses for Global Foundations credit will forward an evidence-based learning outcomes assessment plan to the Office of the Associate Provost for Institutional Planning, Assessment and Research following the guidelines provided by the
By the end of the Fall 2010 term, schools and departments shall conduct evidence-based learning outcomes assessment on Global Foundations courses per the guidelines approved by the Faculty Senate.

- Spring term 2011 and thereafter: Schools and departments offering courses for Global Foundations credit shall continue to assess and improve their Global Foundations courses following the outcomes assessment and quality enhancement process overseen by the Office of the Associate Provost for Institutional Research, Assessment and Research. By January 30th, 2011, all schools and departments that have modified existing courses or created new courses for Global Foundations credit will report said courses to the Academic Standards committee and provide the materials required by the committee to conduct a review to determine if courses merit recommendation to the Faculty Senate as Global Foundations courses. By the March 2011 meeting of the Faculty Senate, the Academic Standards committee shall make its recommendation on the requests for Foundations global course credit to the Faculty Senate. Courses approved by the Chancellor will be so designated in appropriate registration venues and thereafter on students’ academic records.

**Funding:**
Current funding: In schools and departments, and in the Faculty Senate, this initiative will be implemented by current faculty and administrators primarily using existing or modified Foundations courses. It is not anticipated that any additional faculty positions or other resources will be required.

**Responsibility:**
The Office of the Provost, the Faculty Senate, the Academic Standards committee and all schools and departments offering courses for Foundations credit.

**Impact and Accountability Metrics:**
The Office of the Associate provost for Institutional Planning, Assessment and Research, using the committee structure currently in place to prepare for the next accreditation review by the Southern Association of Colleges and Schools, shall monitor progress on the stated time-line and shall report on same to the Faculty Chair and the Provost. The Faculty Chair and the Provost shall be responsible for ensuring that the implementation process is on schedule.

The Office of the Associate provost for Institutional Planning, Assessment and Research shall receive evidence-based learning outcomes assessment plans for assessing Global Foundations courses, assessment reports on results, enhancement reports on quality enhancement actions taken and assessment reports on the results of implementation of quality enhancement actions.

**Global Courses in the Major:**

**Description:**
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*. The definition of “Global” that shall be that supplied by the Office of the Associate Provost for Institutional Planning, Assessment and Research in consultation with the Office of International Affairs and with the approval of the Academic Standards committee, the Faculty Senate and the Chancellor.
Implementation Timeline, Milestones, and Partnerships:
Fall term, 2009: Units will identify global courses in their major programs, using the definition of “Global” supplied by the Office of the Associate Provost for Institutional Planning, Assessment and Research in consultation with the Office of International Affairs and with the approval of the Academic Standards committee and the Faculty Senate. Degree programs that require fewer than one global course as a graduation requirement and that offer fewer than two global courses per term will initiate changes to graduation requirements and will initiate the modification of existing courses or the creation of new courses to ensure that each term there are at least two global courses offered in the degree program. Fall term 2012: Each degree program will be in compliance with the requirement that majors take a global course as a graduation requirement and that two global courses be offered per term.

Funding:
Current funding: In schools and departments, and in the Faculty Senate, this initiative will be implemented by current faculty and administrators primarily using existing or to-be modified Foundations courses. It is not anticipated that any additional faculty positions or other resources will be required.

Responsibility:
Responsibility rests with the Office of the Provost, The Faculty Senate, the Faculty Senate Academic Standards Committee and all schools and departments offering undergraduate degrees. In the Office of the Provost, the responsibility rests with the Associate Provost for Institutional Planning, Assessment and Research and the Associate Vice Chancellor for International Affairs.

Impact and Accountability Metrics:
The Office of the Associate Provost for Institutional Planning, Assessment and Research, using the committee structure currently in place to prepare for the next accreditation review by the Southern Association of Colleges and Schools, shall monitor progress on the stated time-line and shall report on same to the Faculty Chair and the Provost. The Faculty Chair and the Provost shall be responsible for ensuring that the implementation process is on schedule.

The Office of the Associate Provost for Institutional Planning, Assessment and Research shall receive evidence-based learning outcomes assessment plans for assessing discipline-specific Global courses required as part of each undergraduate degree program, assessment reports on evidence-based learning outcomes assessment results, enhancement reports on quality enhancement actions taken and assessment reports on the results of implementation of quality enhancement actions.

Reassessment Process:
The Office of the Associate Provost for Institutional Planning, Assessment and Research will oversee the ongoing process of assessment and quality enhancement of discipline-specific global courses in each undergraduate 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)**
& Outreach Service for Excellence in Rural Education (UNCT Nos. 4.1, 4.2, 4.3, 4.4, 4.7, 5.7)
(These two initiatives from the Response Phase I Report have been combined)

**Description:**
The College of Education at ECU is under a mandate from the General Administration of the state of North Carolina to increase the number and quality of teacher education program completers and this mandate includes explicit productivity targets. 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 achieve these goals, the College of Education will collaborate with the Colleges of Arts and Science and Technology and Computer Science and commit to recruiting, preparing and retaining K-12 teachers for North Carolina schools - especially teachers from underrepresented groups and those in designated high need areas (science, mathematics, middle school and special education). In addition to these teacher preparation goals, these three colleges, as well as other ECU and external partners, are committed to student engagement and economic development partnerships designed 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. Particular attention will again be paid to underrepresented groups including Latinos and African American males. This enhanced workforce will serve to attract higher-skilled, higher-paying jobs to the region. ECU will:

a. **Continue the efforts of the Rural Education Institute within the College of Education to provide ongoing professional development to rural educators.** (Timelines for accomplishment in parentheses)
   - To identify and describe, in more precise terms, the administrative, instructional and professional development needs of rural school districts in Eastern North Carolina. (2008-10)
   - To assess the impact of ECU’s recruitment, instructional and service outreach work in Eastern North Carolina. (2008-continuous)
   - To coordinate the planning, implementation and evaluation of professional development and outreach activities in the region. (2009-continuous)
   - To conduct planned studies in critical areas (such as drop-out prevention, teacher retention, administrator preparation, student achievement, etc.) that will inform ECU’s future collaboration with the region (in university-school partnerships) and that will provide data to inform future educational policy. (2009-continuous)
b. Establish and implement the **STEM Excellence Initiative for Rural Prosperity** to link to ECU's existing Rural Education Initiative and Center for Science, Mathematics, & Technology Education as well as 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

- Establish permanent funding for the **Mathematics Pre-College** program to better prepare students from high need areas for success in college and in STEM careers. (2008-2009)
- 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. (2009-2010)
- Deliver a **Middle Grades Mathematics Initiative** for in-service teachers in high need, low-performing rural areas. (2008-2009)
- Leverage existing expertise and networks established by grant funded and campus-based projects such as the NSF funded ITEST projects 'TechMath'; Real-World Math, Technology Business Connections”, “Biomechanics and Robotics Explorations for IT Literacy Skills in Rural Schools” and the RENCI @ East Carolina University center – mobile laboratory. Collectively, these efforts will connect ECU faculty and scientists from three colleges with teachers and students in the classroom in early grades, support an existing mobile laboratory with wet bench and computer facilities, assist science and math teachers in curriculum development, and provide on-site summer camp experiences for students in later grades as a laboratory for curriculum development. These initiatives can serve as a springboard for:
  - Developing teacher preparation, student engagement, and economic development partnerships targeted toward increasing P-12 student knowledge and competence in STEM disciplines. (2009-2010)
  - Conduct studies to determine effectiveness in increasing student's knowledge and competence in the STEM disciplines, as well as their awareness of STEM related career options, as measured by outcomes such as student participation in honors and advanced placement science and math courses in high school.
  - Identifying and nurturing STEM education initiatives that have a high probability of success,
  - Bridging the diverse range of STEM initiatives, both those internal and those external to campus, to create strategic synergy, and
    - Building stronger support mechanisms for increased external funding in the STEM areas.
  - Partner with regional resources (for example, NCCAR) to stimulate student interest in engineering/math/science disciplines. (2009-2011) Leverage this interest and ECU’s **Innovation Design Lab** to engage teachers and students in experiential teaching and learning opportunities through workshops in entrepreneurship and new product design and development. (2009-2011)
c. Commit to a campus-wide effort aimed at recruiting, preparing and retaining K-12 teachers for North Carolina schools - especially teachers from under-represented groups and those in designated high need areas (science, mathematics, middle school and special education).

- Recruit and retain quality teacher candidates, in particular seeking increases in enrollment of students into STEM disciplines and those willing to prepare to be middle school and/or special education teachers. (2008-continuous)
- Increase teacher education and school administrator enrollment of students from under-represented racial, cultural and demographic groups. (2008-continuous)
- In collaboration with regional economic development organizations, recruit and guide rural students (while creating awareness among parents) to regional math/science-based careers. (2009-continuous)
- Revise programs and assess outcomes of financial recruitment packages for teachers. (2008-2010)
- Documentation of Meeting Mutually Negotiated Production Targets. (annually)
- Curriculum Revision Documents Completed and Submitted to the Department of Public Instruction and the State Board of Education. (2009-10)
- Outcomes Assessments Developed and Phase I Implementation in preparation for the upcoming SACS visit and in anticipation of the subsequent NCATE visit (2013)
- Increase number of financial recruitment packages available to promising prospective ECU teacher candidates (2008-continuous)
- Follow-Up Studies of Program Graduates planned and first implementation. (2010-2011)
- Revitalize math and science teaching approaches through innovation and scaled best practices. Draw upon relevant resources across ECU colleges and disciplines. (2009-2012)

d. Latino Initiative - ECU seeks to establish a targeted 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 arrive on campus. The ECU faculty and staff have provided leadership in mobilizing efforts to organize the institutional response to the expected increasing presence of Latino students on our campus.

- Conduct planning activities to involve students and the Latino community (2008-2010)
- Develop study abroad and student and faculty exchange opportunities. (2009-2012)
- Develop and implement forums, presentations, and meetings on Latino issues, including population and economic impact in North Carolina, social issues, and heritage activities. (2009-2012)
- Recruit more Latino students into teaching careers. (2008-continuous)
- Leverage pre-college and first year college support program for the children of Migrant families in Eastern North Carolina. (2009-2012)

Implementation Timeline, Milestones, and Partnerships:
• Milestones -
  a. Rural Education Institute initiative
     o Retaining REI director with significant background and experience in the area of rural education and with rural economic development connections.
     o Linking of ECU faculty members with REI research agenda to produce systematic studies in support of the REI goals.
     o Linking of significant resources to support outreach and professional development projects, including securing external funding.
  b. STEM Initiative
     o Establishing permanent funding base for Mathematics Pre-College Program from General Assembly or through NC-MSEN.
     o Establishing funding support for Middle Math Teacher Initiative.
     o Personnel funded and retained to coordinate STEM Initiatives.
     o Increase in the numbers of students entering ECU seeking careers in STEM disciplines or teaching.
  c. Recruitment measured against teacher education productivity targets negotiated with UNC-GA annually.

• The Latino Initiative is planning a fall conference on Latino issues scheduled for Friday October 24, 2008. A group will begin meeting this week to plan the content and format of the event. The group has also extended an invitation to Jorge Ramos, author and evening news anchor for the Univision Spanish Television Network to give a university lecture on “Histories of Latin Americans Transforming the United States.” The tentative date if he is available is set for Wednesday September 24th.

• Partnerships - Latham Clinical Schools Network, NC-DPI, NC-MSEN, LEA’s and Superintendents in eastern NC schools, UNC-GA, ECU Colleges of Arts and Sciences, Technology and Computer Science, Health and Human Performance, Fine Arts and Communications, and Human Ecology, grants, contracts and endowments, local and regional business partners.

Funding:
• Current funding:
  Evidence of Shared/Redirected Resources under this heading are as follows: Rural Education Institute $47,925. Curriculum re-visioning and assessment outcomes will be under the direction of and employ resources provided by the College of Education and ECU. The COE Assessment Coordinator ($83,280 plus benefits) and data manager ($35,000 plus benefits), plus operating funds ($10,000) provided by the College of Education and the Office of Teacher Education and ITCS (time of two programmers who have been working on the data system its implementation since January 2007) to support the continued development, management, and use of the Teacher Education Information Management System. Data generated may also be employed as part of the continuing SACS and NCATE accreditation process. The UNC-GA Teacher Recruitment Initiative funding ($97,475 over three years) and ECU matching contribution from the Enrollment Manager ($37,500 per year) support the targeted recruitment and marketing activities in the project, consistent with the negotiated recruitment plan (with UNC-GA). A teacher-recruiter, hired in 2006, will devote 1/2 time to recruiting in
identified target program areas 0.5 x $59,575 plus benefits). Financial recruitment packages will be developed through campus collaboration among Institutional Advancement, the College of Education, and ECU. As support, the existing Latham Clinical Schools Network will provide placements and clinical internships plus assist with licensure documentation for candidates recruited and enrolled; Wachovia Partnership East (WPE) will provide a 2+2 degree completion portal for coursework needed by qualifying students.

- Future costs:
  - One time costs $ 70,000
  - New recurring costs $1,361,000
  - Sub-total $1,431,000

- Future funding needs:
  - New state appropriations $1,000,000
  - Campus reallocations $ 181,000
  - Grants and contracts $ 250,000
  - Receipts
  - Other
  - Sub-total $1,431,000
Responsibility:
- Rural Education Institute can be addressed by ECU because of its location and mission.
- STEM Initiative addresses regional economic development issues.
- Rural Education Institute may be in collaboration with another rural-located campus such as Western Carolina University.
- Latino Initiatives can be addressed by all UNC Institutions.

Impact and Accountability Metrics:

Reassessment Process:
6. **Americorps Project HEART (UNCT Nos. 4.1, 4.2, 4.3, 5.7)**

**Description:**
This project serves community college and university students who provide tutoring in mathematics and science to students in P-12 classrooms. This year the project also provides tutoring in mathematics and science to ECU freshmen and sophomores. To reach more public school and university students in need of tutoring services, the project implemented an E-Tutoring Homework Hotline in October 2008. The project was able to implement these new initiatives without the need for additional funding. In addition to their monthly stipend, students participating in the project 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.

**Implementation Timeline, Milestones, and Partnerships:**
- Project begins August 1 each year and ends July 31. The project is funded in 3-year cycles. The project is in its 2nd year of this funding cycle. The project began in the fall of 2000.
- Each year the project is required to report on its success in accomplishing its Performance Measurements.
- In 2007-08, 93% of the elementary and middle students and 92% of the high school students served by the project made academic progress and were promoted to the next grade.
- Project HEART is funded by the Corporation for National & Community Service. The NC Commission on Volunteerism and Community Service provides oversight. The project in partnership with schools, faith-based organizations, and community groups annually provides services to more than 1000 at risk P-12 students in eight counties in eastern NC. These counties include Columbus, Craven, Edgecombe, Jones, Lenoir, Martin, Nash, Pitt and Wilson counties. The project will add Washington and Wayne to our partnership beginning in 2009-10. One of our major goals is to assist schools reduce the number of students who drop out of school. Therefore, we will continue to identify school systems in eastern NC with high dropout rates. We will offer these systems the opportunity to work with us to address this issue.
- The strength of the partnership is that it is an active partnership sharing knowledge and resources to respond to critical issues in our region. Our focus on community engagement supports the university’s commitment to develop, exchange, and apply knowledge, information, expertise, and resources for everyone’s benefit.

**Funding:**
- Current funding: Our current funding includes $622,514 from the Corporation for National & Community Service and $686,339 matching funds from ECU and our partners. Academic Affairs provide $50,000 to support the personnel needs to support
tutors. In addition to the funding the support the implementation of the program, the Corporation for National & Community Service also provides $259,862 in scholarship money for students who participate in the program.

- **Future costs:** Our funding for 2009-2010 will continue at the same level. Our funding for 2011-2014 will require additional resources from the university. As we continue to expand our service area, we will need another program coordinator and additional operating costs. The projection of these costs will be $48,000 (salary and benefits) for the program coordinator and $12,000 for operating costs such as staff travel, supplies, and tutor training costs.

- **Future funding needs:** These additional resources are critical if the project is to continue to expand it service area and maintain the quality of services. These additional resources may come from new state appropriations and/or campus reallocations.

**Responsibility:**
The College of Education is responsible for the successful implementation of Project HEART. East Carolina University’s College of Education has always been a leader in finding solutions to the educational problems of our state and our region. One of our problems is that many school children in eastern NC are dropping out of school. Working with school and community partners to pool expertise, knowledge, and resources, Project HEART has developed a tutoring model to provide additional support services for students who are at risk of dropping out of school.

**Impact and Accountability Metrics:**
- Since its beginning in the fall of 2000, Project HEART has collected data on student achievement, EOG and EOC scores, promotion rates, mid year and end of year tutor evaluations, and tutor perceptions of their increased skills in tutoring students. In addition, the project has collected informal data via site visits from tutors, site coordinators, administrators, and the students served.
- In 2007-08 the project collected pre and post survey data from university and public school students on their attitude toward civic engagement.
- In 2008-09, Project HEART will collect data for a 5-year longitudinal study to examine the impact of the program on student dropout rates.
- In the next funding cycle, Project HEART will develop a research design to identify those components of the project that have the greatest impact. This information will be shared with Superintendents and Boards of Education to help them make informed decisions about resource allocation.

(All evaluation results are available if the results need to be included in this report.)

**Reassessment Process:**
Project HEART has used the evaluation data not only to determine if the project is achieving its performance measurements, but also to determine those components of the program that are operating well and those components that need modifications. For the past five years, Project HEART has been ranked low risk by our state office. In 2007-08, Project HEART was the only AmeriCorps program in the state rated as low risk. This ranking is based on the effectiveness of the project and the quality of the program and fiscal management.
7. NC Consortium for Education Policy Research and Evaluation (UNCT Nos. 4.1, 4.3, 5.7)

This is an example of a collaborative endeavor that allows the university to be involved with various offices and agencies at sister UNC System institutions or that are a part of a UNC General Administration program. Dr. Charles Thompson of the college of education has been instrumental in this collaboration from ECU.
The Leadership University

1. ECU Leadership Collaborative, Chancellor’s Leadership Academy and the BB&T Leadership Center (formerly the ECU Leadership and Service Collaborative (UNCT Nos. 4.1, 5.3, 5.4, 5.5)

Two existing components of the leadership initiatives are the Chancellor’s Leadership Academy and the BB&T leadership center.

a. ECU Leadership Collaborative

Description:
The ECU Leadership Collaborative (formerly the ECU Leadership and Service Collaborative) is in its initial stages of development. The “leadership” mandate of our strategic plan is generating new discussions, synergies, and specific activities and actions.

The collaborative approach to the coordination of leadership activities across the University will support “the Leadership University,” one of East Carolina’s strategic directions. The ECU Leadership Collaborative will serve as an interdivisional, centralized clearinghouse for all the University’s leadership activities. In addition to promoting and facilitating leadership, 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.

Implementation, Timeline, Milestones, and Partnerships:
The ECU Leadership Collaborative s – To date the “leadership” mandate has resulted in the formation of a national advisory council which met on campus September 5, an internal advisory council which met October 13 and held a retreat November 16-17, the employment of a Leader-in-Residence to begin in January 2009 for a one year appointment, the establishment of an office for the leadership program which includes a staff member for project development. Metrics for measurement of the success of the collaborative are in the formative stage. At the recent retreat, which included members of the administration, faculty, and students, participants began the identification of key areas that will require assessment.
The ECU Leadership Collaborative will require the collective ownership by faculty, administration, students, staff and supporters of the “leadership” mandate at ECU. To date our national advisory council includes nationally recognized leaders in corporate America, education and the philanthropic world. Our internal advisory council includes members of the administration, faculty as identified by the Chair of the ECU Faculty, students, and will have additional appointments of staff representatives. The leadership mandate includes the support of our administrative divisions, academic and student affairs offices and programs, including the colleges and schools, the ECU Alumni Association as well as national and local leadership organizations and groups. The group includes participation by the Office of the Mayor and the local Chamber of Commerce.

Funding:
- Current funding: $200,000 during this first year from internal allocations
  - $15,000 during this first year from the ECU Foundation
- Future costs: An additional approximately $200,000 for salary and benefits of additional staff will be added during the second year of operation. While additional operating dollars will be added to the budget, until the collaborative is fully operational, these costs are unknown.

Funding for the ECU Leadership Collaborative and the “leadership” mandate will be sought from private donors as a part of the Second Century capital campaign.

Responsibility:
The ECU Leadership Collaborative is administratively housed in the Office of the Provost, but has far-reaching implications for each division of the University.

This function is an appropriate one for East Carolina University because of our long-standing commitment and success in meeting the needs for leadership development among our students and faculty. The results of this commitment are evidenced by the successes of our alumni and the discoveries and creative achievements of our faculty.

While most all major public and private colleges and universities have programs related to leadership, this will be one of the few attempts to inventory the variety of leadership programs across the campus for the purpose of developing synergies for greater productivity and to maximize our commitment to increase the leadership development of all of our students, faculty, and staff. ECU is certainly open to sharing its model for a leadership collaborative with our sister institutions in the UNC system.

Impact and Accountability Metrics: The measures of accountability for the ECU Leadership Collaborative are in the beginning stages of development. The primary method of assessment will be built around the development of a co-curricular “transcript” or passport which will be used to verify the leadership (and service) development of our students to use with potential employers, graduate school admissions processes, and other uses in which the recognition of the development of leadership of our students is important, desirable, or critical for student success. Because this is a collective approach to leadership development, individual parts of the collaborative will be involved in the development and measurement of student
learning outcomes.

Reassessment Process:
Once the ECU Leadership Collaborative is fully operational, processes will be developed for continuous reassessment of the success of the initiative.
b. ECU Chancellor’s Leadership Academy

Description:
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. A specific focus will be the development of a leadership series that focuses on women and minorities.

The academy is an intensive professional development program geared towards staff and faculty who are ready, willing and excited about enhancing their academic leadership capabilities to impact their own lives and development, their communities and ECU. It is designed to provide quality leadership information, materials and experiences to highly capable ECU employees who may apply for future positions or other opportunities at East Carolina University. The Chancellor’s Leadership Academy offers faculty and staff the opportunity to become more effective in the workplace. It serves to develop the professional and personal skills required to lead and manage in today’s academic environment.

Implementation, Timeline, Milestones, and Partnerships:
The current Chancellor’s Leadership Academy begin in the spring semester 2007. This academy is a revision of a prior Chancellor’s Leadership Academy that ran for several years, but was phased out due to decreasing participation by the campus community. The revised academy provides a clearer focus of objectives and leadership development activities.

The upcoming (spring 2009) Chancellor’s Leadership Academy will use an updated and revised format based on the feedback from the participants in the spring 2007 academy. Major events in implementation with consideration of metrics of success and measures of accountability.

The success of the Chancellor’s Leadership Academy depends on the successful communication of its purpose and requires the support of key administrative and academic administrators. The faculty and staff who participated in spring 2007 have been the greatest marketers for the program due to their satisfaction with the program.

Funding:
• Current funding: $ 5,000 per semester of university allocations
  $ 5,000 per semester of discretionary funds
  $ 33,000 for 50% percent time of one staff member
• Future costs: There are no anticipated changes in funding for the future at this time
• Future funding needs: $ 5,000 for the purchase of academy equipment
  (technology)
Responsibility:
ECU administrative staff, as well as, numerous faculty from divisions and departments across the university comprise the majority of the instructors for this academy for aspiring leaders. They share leadership experiences from their present and prior roles. It also offers participant’s exposure to leaders of organizations that support leadership training across the state and from the university’s general administration. The academy’s stated purpose and outcomes specifically address the university’s desire to invest in its people and programs by giving individuals the skills and tools needed to be competitive in the 21st century workplace; and by providing education and ongoing training to support their continued development. The academy concept is especially important because it can easily serve as a model for other institutions in eastern North Carolina and across the state.

Impact and Accountability Metrics:
Academy sessions are evaluated by each participant with specific emphasis on content (ideas, skills, relevance and value); presentation (knowledge, style, clarity); and what is most/least helpful. Evaluations are analyzed and used as a part of the overall evaluation at the end of the program.

Reassessment Process:
At the end of each academy program a final evaluation is conducted. The evaluation consists of an on-line survey, face-to-face interviews and an analysis of the individual session evaluations. Participants’ comments regarding components of the academy are recorded and used as a tool in the evaluation process. Evaluation results are then used to structure the content for upcoming academy sessions, the composition of the participant groups and the academy timeline. The evaluation is also instructive in determining opportunities that participants might be interested in to continue to enhance their leadership skills.

c. The ECU BB&T Center for Leadership

Description:
The Center will create programming to help faculty embed leadership education and service learning into their programs. Two primary goals are to:
- 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.

The BB&T Center for Leadership Development was created and continues to be
supported through a unique agreement between East Carolina University and Branch Banking and Trust Company. When created in 1982, the Center was one of a small number of university academic units in the nation whose purpose was to focus attention and inquiry on leadership and leadership development. Today, it is the norm to find throughout higher education institutes, centers, and programs bearing the leadership label. At East Carolina University the leadership development emphasis has matured to the point of being included in the Strategic Plan as one of the five strategic directions: becoming "The Leadership University." The Center occupies a central role in promoting, catalyzing, and supporting that strategic direction.

Implementation Timeline, Milestones, and Partnerships:
Programs and initiatives to support a leadership development emphasis at East Carolina University have been ongoing through the Center since 1982. Leadership development took on added significance in 2004 with the Chancellor's aspirations for ECU becoming "The Leadership University." That goal would become one of the five directions in the University's Strategic Plan. A major goal of the Center during the last three years has been to provide opportunities for each college in the academic division to receive grants of $20,000, with additional matches from their own funding, to create leadership development initiatives within their unit in furtherance of preparing students as leaders. Proposals from the deans of the colleges within the academic division have produced successful leadership development outcomes reflected in new curricular, course offerings, discipline-based leadership centers, as well alumni and community engagements. In the future grant opportunities may enable focus on individual faculty initiatives related to leadership development of their students. Such partnering directly with the faculty offers much potential to reach the ultimate goal of preparing every student as a leader.

Funding:
- Current funding - The Center's current annual funding from University allocations is for two salaried positions: Director (EPA 30008 - $95,133) and Administrative Support Associate (SPA 30106 - $23,256). The Center's funding for leadership programs and initiatives derives from continuing grants from the BB&T Charitable Foundation. The initial grant in 1982 was $50,000 and increased in 2005 to annual grants of $200,000.
- Future costs
  - One-time costs: $118,389 (salaries)
  - New recurring costs: State/University allocated increases
    - Sub-total: $118,389
- Future funding needs:
  - Grants and contracts: $200,000 anticipated, but not required
    - Sub-total: $200,000

Responsibility:
East Carolina University's goal is to prepare every student as a leader. As a prominent and central unit promoting, catalyzing, and supporting that strategic goal, the Center is a major partner in advocating and implementing this dramatic and potentially transforming leadership development paradigm within higher education. While such a paradigm may be regarded by some as new, for this University it represents a
revisitation of its original mission "to serve". It also revisits the purpose of our nation's first colleges, which were founded to graduate leaders. A continuing responsibility and goal of the Center is to continue to assist and encourage every professor, administrator, and staff member to examine and pursue their role in becoming "The Leadership University." Recognizing that East Carolina University's leadership development goals may extend beyond much of higher education's aspirations for preparing leaders, it is hoped that ECU's enlarged vision will engender collaborations and partnerships with other higher education institutions, particularly those in the UNC system.
Impact and Accountability Metrics:
The impact of a goal of preparing every student as a leader is reflected in the centrality and prominence of leadership development within the University's recently adopted Strategic Plan. Leadership Enhancement Grants made available by the Center to the respective colleges have produced important and permanent leadership initiatives and programs. Examples of such initiatives include: creation of a Center for Nursing Leadership (Nursing), development of a leadership minor (Arts and Sciences), BB&T Teacher Leadership Academy (Education), servant leadership model (Human Ecology), series of leadership courses (Business). In the future, grant opportunities may focus more on individual faculty initiatives to further strengthen leadership development activities among the colleges. The Center’s goal is to assist, encourage, and support the establishment of professorships of leadership in each of the ten colleges. Endowed professorships of leadership have been established in the College of Business, College of Nursing, and the College of Education. The College of Arts and Sciences has received $150,000 toward its goal of million dollars for their leadership professorship. The Center will continue to promote and assist in gaining external support to achieve the goal of one million dollar leadership professorships in every college.

Reassessment Process:
The objective of developing leadership capacity in every student at ECU is important and worthwhile for the individual who enrolls. Equally important is the linkage such an objective has to society. It is anticipated and expected that our leadership development emphasis is not just about transforming the individual but in transforming the world in which the new leader works and lives. We regard the investment we make in preparing leaders as creating an important economic engine that will benefit humankind and likewise be a positive force in our social and moral welfare. North Carolina and especially eastern North Carolina will benefit greatly if we are successful in our leadership development mission.
2. ECU/P-12 Leadership Initiative (UNCT Nos. 4.3, 4.7, 5.6)

Description:
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, including Partnering with UNC Principals Executive Program and the Wachovia Leadership Program for the purpose of providing professional development and professional networking for leadership development.

Implementation Timeline, Milestone, and Partnerships:
- Proposal submitted in November 2008 to the Northeast Regional Educational Superintendents Association (NE RESA) with planning and small-scale implementation for 2009-2010 academic year, with review and expansion if warranted in subsequent years.
- In the next three years increase the enrolled NCPF by 25% and by year five to 50% of the current number, with attention to underrepresented groups and with service to the Latham Clinical Schools Network and the Wachovia Partnership region.
- All MSA programs must be re-visioned by fall 2010. Implement innovative route to principal licensure by fall, 2012.
- Serve currently enrolled cohort of CC partners until completion, and create a plan for future cohort initiation.
- In the next 2-3 years, work to create capacity in the districts to sustain district oriented induction and mentoring programs for Assistant school principals and school principals.
- ECU is working with the NC Principal Fellows Program to support the identification, preparation, and support of school principals and assistant principals.
- The Department of Educational Leadership continues recruitment efforts each fall in identifying potential Principal Fellows’ candidates. Work is being done with 36 superintendents and their respective associate / assistant superintendents for human resources in this process. Our current Principal Fellows class (fall 08) has 33% minority representation. We are proposing to expand the PF program by 25% in year three to 50% in year five.
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.
- We have identified a cross-functional team, as specified in the General Statutes, to work collaboratively with the LEED Department in identifying skills and attributes for LEED graduates. Also, we have employed a retired superintendent, Mr. Tom Williams, to collaborate with the Chair of LEED on the project. Mr. Williams and Dr. Joy Phillips, LEED faculty member, are visiting all 36 superintendents in our region to gauge regional needs. They are asking questions specific to our programs; what are we doing well, what are we not doing well, and what skills / attributes do our graduates need to
lead schools in today’s climate.

- The Department of Educational Leadership will continue to build its cohorts of community college leaders and P-12 leaders in its doctoral program.
- We admitted 21 K-12 senior administrators in a joint partnership with the Triangle Leadership Academy. These students were recommended by their superintendents. The effort consists of individuals from the following counties; Orange, Durham, Wake, and Johnston.
- An innovative Principal Mentoring Project with specific local education agencies will serve as a model for induction of new school leaders in rural areas.
- We conduct new school leaders seminars monthly throughout the eastern region of the state. New school administrators are invited to participate with input from the respective districts’ superintendents. We consider induction and mentoring separate entities. We do both induction and mentoring in these seminars as it relates to specific needs.
- Proposal submitted in November 2008 to the Northeast Regional Educational Superintendents Association (NE RESA) with planning and small scale implementation for 2009-2010 academic year, with review and expansion if warranted in subsequent years.
- In the next three years increase the enrolled NCPF by 25% and by year five to 50% of the current number, with attention to underrepresented groups and with service to the Latham Clinical Schools Network and the Wachovia Partnership region.
- All MSA programs must be re-visioned by fall 2010. Implement innovative route to principal licensure by fall, 2012.
- Serve currently enrolled cohort of CC partners until completion, and create a plan for future cohort initiation.
- In the next 2-3 years, work to create capacity in the districts to sustain district oriented induction and mentoring programs for APs and Ps.

Funding:
A proposal for leadership development (utilizing Wachovia Leadership Programs) is going to the NE RESA Superintendents for discussion at their December 2009 meeting. First, the program will need to develop, validate and conduct a needs assessment plus tabulate ($7,500 Graduate Assistant plus $2,500 materials etc.); then, custom designed training should be created based on needs assessment—trying to meet individual LEA needs (e.g. curriculum/developing teacher leadership/dropout strategies/community needs) assistance, updates/seminars in law & finance, HR development. The belief is that this can be/must be done in close collaboration with the RESA. The plan is for this initiative to be coordinated by Wachovia Distinguished Chair and funded with income from the Wachovia Leadership endowment ($25,000 recurring from the endowment). If the model is expanded to include SERESA and if building sustainability—an additional 25K in recurring costs will be needed with no additional personnel needed.

- Current funding: the source is university allocations
  - Department of Educational Leadership Operating Budget $81,135
  - Principal Intern Budget $3,648
  - EdD Program Operating Budget $5,778
- MSA Program Operating Budget $8,703
- Lapsed salary funds to pay for faculty reassignment replacements and personnel costs of DPI-mandated program re-visioning $25,000.

• Future costs:
  - One time costs:
    - Needs assessment $2,500.
    - DPI re-visioning personnel $10,000 for summer 2009.
New recurring costs:

- Graduate assistantship to work with leadership development initiative.
- Expansion of NC Principal Fellows Program $13,073 figured as $8,073 personnel and fringe benefits ($7,500 course cost plus $573 FICA) plus $3,000 permanent increase in MSA program budget and $2,000 increase in Principal Intern Travel budget.
- Increase EdD permanent operating budgets by $5,000 annually.
- Principal Mentoring Project: $125,720 figured as personnel costs $86,120 ($80,000 salaries plus $6,120 FICA; no other benefits needed as part-time model); $39,600 operating and contracted costs ($9,000 travel plus instructional/mentoring materials plus $30,600 contracted services)

Sub-total: $163,793

Future funding needs:

- New state appropriations--$141,293
- Campus reallocations—$10,000 from permanent increases in EdD, MSA, and Principal Intern budgets.
- Grants and contracts—grant funding for the staff development and training outlined in the Principal Mentoring Project will be sought. Might support a portion of cost.
- Other - continued availability of $25,000 from the Wachovia Leadership Endowment income and time of the Wachovia Endowed Chair in Educational leadership.

Sub-total $176,293

Responsibility:

ECU can best address items 2, 3, and 4 while items 1 and 5 could be done in collaboration with other institutions and or UNC-GA. Items 2, 3, and 4 have distinctive elements that serve the region in which ECU is located and for which it is known for excellence in principal preparation. Items 1 and 5, can be done by ECU alone, but could impact more partners if done in collaboration with DPI, school districts, other universities and UNC-GA.

Impact and Accountability Metrics:

- Proposal accepted and work begins fall 2009.
- Number of enrolled Principal fellows increased by 25% in year three and 50% in year five.
- Programs accepted, in fall 2010, by NC SBE/DPI as re-visioned and reaccredited for 2010 forward. Alternative route designed, and plan is in place to begin admitting candidates.
- Currently enrolled cohort completes program and a plan for future cohort initiation is in place.
- An implementation plan exists that will guide the work of building capacity for induction and mentoring within the service region.

Reassessment Process:

These initiatives will be reviewed yearly as we review the mission and goals strategic to ECU and specifically to moving the College of Education forward with outreach, excellence, and research in rural regions. P-12 leadership is a central focus of the LEED area and a
source of rich collaboration and research to improve the way we prepare, induct, and mentor school leaders at all levels. We will need to evaluate the model of mentoring developed; track retention of school leaders three and five years out; conduct 360 degree evaluations of graduates three and five years out; and analyze student achievement trajectories including NCLB/NC-ABC data three years and five years out.
3. ECU Engagement and Outreach Scholars Academy (UNCT Nos. 4.1, 4.4, 4.7, 5.3)

Description:
The Engagement and Outreach Scholars Academy (EOSA) provides a competitive professional development opportunity for ECU faculty members from a range of academic disciplines. Programs of EOSA are designed to increase faculty knowledge, motivation, and capacity to secure research funding and conduct scholarly engagement within service learning, partnerships and outreach. The academy helps faculty move from a public service perspective to an engaged scholar’s perspective, knowledgeable about how to develop and sustain mutually-beneficial partnerships with external collaborators. EOSA will allow key external stakeholders to partner with faculty in order to conduct research that will benefit the public, promote a culture of engagement across campus, strengthen ECU’s reputation for community and economic development, and help faculty to approach their outreach in a scholarly way that supports their pursuit of promotion and tenure. From faculty scholarship associated with curricular engagement to faculty scholarship associated with outreach and partnerships, EOSA’s development opportunities will:

- Enhance faculty’s ability to progress from traditional outreach and service to peer reviewed outreach scholarship;
- Expand faculty capacity to form mutually beneficial partnerships that enhance their scholarship and to conduct research that fosters economic growth and improves the quality of life for eastern North Carolinians;
- Further discussions at ECU about engagement, outreach scholarship, and economic development and the implications for faculty;
- Recognize and reward faculty entrepreneurship and engagement scholarship;
- Implement and advance the outreach and engagement goals in ECU Tomorrow and ECU’s Response to UNC Tomorrow.

Implementation Timeline, Milestones and Partners:

- **Fall 2008** - Development of EOSA office, recruitment of nominations and selection of participants for Spring 09, recruitment and selection of coaches, development and scheduling of workshops. ECU Engagement Planning Team meetings to discuss definitions related to community engagement and ECU organizational models to support community engagement with presentation of report to Faculty and Staff Senate and Vice Chancellors on December 1.
- **Spring 2009** - January-April—For Academy participants: 6 2-3 hour workshops, coaches meetings, and graduation mid April. For ECU and community partners: two-day educational event on community engagement. Participation in the annual Service Learning Conference. Development of a Community Partners Network.
- **Summer 2009** - Evaluation of outcomes, recruitment of nominations & selection of second class, refinement of support materials for workshops, scheduling of workshops.
- **Fall 2009** - second class in EOSA, awarding of seed grants to graduates of first class, ongoing support of participants in first class, prior graduates will serve as mentors of current class.
- **The above events will be repeated annually**
- **Graduation of participants end of spring and fall semesters, awarding of seed grants and tracking of progress on implementation of research proposals.**
• Internal ECU partners include the Office of Engagement, Innovation and Economic Development units; Volunteer and Service Learning Center; Academic Deans and Directors; Center for Faculty Excellence; BSOM Center for Faculty Development; other academic units related to professional development; Faculty and Staff Senate; Leadership Collaborative; Executive Council; Division of Student Affairs.

Funding:
• Current funding (recurring):
  o One faculty line and associated operating budget for academy director and coaches: $86,250
  o $100,000 in reallocated resources to support program expenses and seed funding for projects designed by academy graduates each year.
  o It is intended that academy graduates will leverage the seed grants with new external grant funding. Results from other campuses around the nation indicate that these engagement seed grants can often be leveraged up to ten times with new external dollars.

Responsibility:
A significant opportunity exists for East Carolina University (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 faculty development have been shown to increase the successful participation of faculty in scholarly engagement with community partners to meet societal needs. To these ends, ECU's Office of Engagement, Innovation and Economic Development (a constituent unit of the Division of Research and Graduate Studies) is responsible for the EOSA and both will continue to:
• help faculty partner with key external stakeholders in conducting research that will benefit the public,
• promote a culture of engagement across campus,
• strengthen ECU's reputation for community and economic development, and to
• help faculty to approach their outreach in a scholarly way that supports their pursuit of promotion and tenure.

Impact and Accountability Metrics:
EOSA will facilitate significant progress towards institutional education, research, economic development, and scholarship goals. The Academy will expand research, education, and outreach opportunities for faculty and students and provide a mechanism to create a critical mass of scholars, programs, centers and institutes. Faculty and students will be encouraged to develop collaborative relationships with regional communities and apply their research to benefit society and promote sustainable economic development. With the help of alumni coaches, interdisciplinary learning cohorts, and other support, new multi-disciplinary, multi-organizational outreach projects will be developed. Faculty completing the Academy will receive seed funds to implement their individual or team

---

community engagement project. Additional grant acquisition support will be provided to help Academy graduates leverage these seed monies with new external funds.
EOSA metrics include:
- Graduate 16 per year.
- Evaluate 16 engagement research plans using the *Evaluation Criteria for the Scholarship of Engagement*.
- Implement 16 community engagement research plans with annual reports that identify outcomes related to community engagement.
- Complete at least one grant submission by 80% of Academy graduates.
- Pre and post assessment of academy participants’ knowledge, comprehension and application of engaged scholarship demonstrating an increase in scores to 95%.

Reassessment Process:
- Academy graduates will complete both formative and summative evaluations of the workshops and coaching experiences that are based on the goals and objectives of the Academy. These evaluations will include Likert scale and narrative responses. Subsequent workshops and coaching experiences will be modified based upon these evaluations.
- The Academy Director will track the use of seed grants and the identification of outcomes for each project. Graduates will provide information to the Director on additional grant applications (for example ECU grants and external grants) and the success of these applications. The analysis of faculty grant success will be reported in the Annual Report.
- Campus wide events sponsored by EOSA will include evaluation forms that will be analyzed by the Director and reported in the Annual Report.
- The Community Partners Network will evaluate the work of the Academy using the benchmarks provided in the *Final Report and Recommendations: Defining and Benchmarking Engagement*.
4. Office of Sustainability (UNCT Nos. 4.1, 4.4, 4.6, 4.7, 5.6)

Description:
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. The list of current efforts by the university attest to the commitment that is currently being made.

ECU’s Faculty Senate includes a University Environment Committee is also committed to the stewardship of the campus and is charged with:
- promoting sustainability efforts on campus, which include energy and resource conservation, recycling, and the reduction of waste, and
- raising awareness of how sustainability issues are included in the curriculum, as well as of faculty research in areas related to sustainability. The committee monitors efforts in both areas and reports progress to the university.
This committee meets monthly to encourage sustainability on campus.

As a result of budget adjustments, ECU has been delayed in developing a formal presence for this Office on campus and no Chief Sustainability Officer has been named. However, strong efforts to conserve energy and water resources within campus operations are ongoing. Additionally, a new cooperative effort between the Provost’s Office in Academic Affairs, the BB&T Center for Leadership Development, and the Harriot College of Arts and Sciences (Departments of English and Geography) has resulted in a pilot program to engage students in sustainable programming.

The ECU Scholars “Sustainable Initiatives Project (SIP)” is headed by English Professor (Sally F. Lawrence) and Geography Graduate Assistant (Hilda Bryan). Academic Affairs provides instructional buy-out and Geography provides graduate assistantship.
Programming activities are funded with a $20,000 development grant from the BB&T Center for Leadership (secured by Ms. Lawrence). SIP coordinators meet regularly with these future sustainability student leaders to discuss ideas, plan projects and implement them. To date, projects include: residential recycling (diffuse awareness), Pirate Pet Project, Green Games, and Schoolyard Gardens.

In addition, the Interior Design and Merchandising Department was recently complemented for the commitment being made towards teaching young designers to be environmentally conscious. Students in this Department have presented their unplugged office building at two Statewide Undergraduate Research Forums, have competed in the North Carolina Sustainable Design Competition and published a paper in the current edition of Explorations The Undergraduate Research Journal on the role of the university in teaching sustainability as part of the design curriculum. Further, two of the faculty members in this department are seeking LEED accreditation and expect to complete the requirements this month.
Implementation Timeline, Milestones and Partnerships:
- August 2008 to December 2008: Lawrence (0.5 fte) and Bryan (0.5 fte) provide initial leadership and activity through existing EC Scholars Program.
- January 2009-December 2010: Lawrence (1.0 fte) and graduate assistant employ BB&T funding to expand programming.
- September 2011: Office of Sustainability established with Chief Sustainability Officer to be named. Prior to this time a LEED evaluation of the campus efforts towards sustainability can be integrated into the curriculum of the Interior Design Capstone Studio.

Because of the continuous need for stewardship on campus and within the region, there is no expiration date for this initiative.

Initial partnerships include on campus offices: EC Scholars, Academic Affairs, HCAS, BB&T Center for Leadership, Departments of English and Geography. To date, community partners include C.M. Eppes Middle School where an innovative “Schoolyard Gardens” pilot project introduces notions of sustainable agriculture (local and organic) to public school students. The network of partnerships will expand.

Funding:
- Current funding:
  - Academic Affairs (faculty instructional buy-outs @ $32,000/fte), Geography Graduate Assistantship ($4,000/semester), BB&T Center for Leadership ($20,000 grant for programming).
- Future costs:
  - One-time future costs:
    - Allocation of space and office furniture: $40,000
  - New recurring costs:
    - Chief Sustainability Officer: $85,000
    - Support Specialist: $35,000
    - Graduate Internships (2): $20,000
    - Undergraduate assistantships (4): $10,000
    - Subtotal: $140,000

Responsibility:
The Office of Sustainability will: 1) coordinate ECU’s existing Committee on the Environment, 2) maintain the essential ECU inventories of energy, water, waste, and recycling, 3) investigate sustainable practice and make recommendations for policy and programs. The Office also will act as a resource to the Scholars and Intern programs.

Impact and Accountability Metrics:
The goal of the Office and the Intern Program is to assist the university and its region to achieve sustainability as a core value. Its success will be measured by its ability to track energy and water use and waste disposal/recycling. More importantly, it will design policy and practice that assure improved efficiency and effectiveness in the use of scarce resources. That progress will be measured in conservation totals and per capita values. The Office is to share its expertise with local communities and the region at large. The number of partnerships established will also indicate this success.
Reassessment Process:
In addition to required annual reports to ECU’s Committee on the Environment and facilities operations, the Office's progress will be assessed internally and externally every two (2) years.
5. Targeted Leadership/Service Opportunities for Middle-School Students (UNCT Nos. 4.1, 4.2, 4.3, 4.7, 5.6, 5.7)

Description:
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.

Implementation Timeline, Milestones, and Partnerships:
- **Timeline** - Each year there are any number of experiential learning opportunities for students from North Carolina schools on the campus. There are programs that particularly target students from the middle school age group and those in the beginning years of high school. These programs vary from year to year, but each provides an opportunity to build leadership development into the experiences of the program.
- **Milestones** - Establishing these targets will begin with programs that begin in summer 2009, as appropriate, and specifically during the coming academic year.
- **Partnerships** - This effort will require coordination between the Office of Student Affairs, the Office of the Leadership Collaborative, and, as appropriate, other offices within the institution. Among the programs that could be participants are the Legislators’ School for Youth Leadership Development, the Academic Support and Enrichment Center (School of Medicine), Summer Science Camp, the After School Arts Program, the School of Music summer camps, Campus Recreation and Wellness youth summer camps, the Billy Taylor Jazz Festival, Project HEART, and Go Science summer day camps.

Funding:
No fiscal resources are allocated to this initiative at this time. As the program develops, attention will be given to fiscal and human resources support of the offices involved in such special programs.

Future costs – the determination of costs will be based on the documented fiscal and human resources required during the implementation year, 2009-2010.

Responsibility:
The primary offices involved in this initiative will be the Offices of Student Affairs and the Leadership Collaborative, both housed in the Division of Academic and Student Affairs. ECU is a natural location for such an initiative due to the number of eastern North Carolina programs that occur on the campus. The approach we are taking may be appropriately
shared with or planned in collaboration with any UNC institution involved in leadership development among this targeted audience.
Impact and Accountability Metrics:
The primary means of measure impact will be surveys of students participating in the special programs with regard to the impact of the leadership activities and information shared with them. As specific objectives are established, then learning outcomes measures can be determined.

Reassessment Process:
The assessment of this initiative as a part on ongoing programs will be ongoing and will involve feedback from the faculty and staff of such programs.
6. The East Carolina Center for Nursing Leadership (UNCT Nos. 4.1, 4.5)

Description:
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 Leadership Center, Robert Wood Johnson Foundation, the Duke Endowment, and Pitt Memorial Hospital Foundation.

Implementation Timeline, Milestones, and Partnerships:

- Timeline & Milestones
  - 2006 - Initially funded with $20,000 BB&T Leadership Enhancement Grant
    - Established 23 person Executive Steering Committee
    - Developed Mission – “to mobilize nurses to become effective partners and leaders in creating healthier communities in eastern NC.”
    - Created 2 year Strategic Plan
    - Implemented an Undergraduate Leadership Intern Program
  - 2007 - Received official approval as an ECU Center; 2nd round of funding by BB&T
    - Applied for but did not receive $375,000 RWJ funds; $750,000 HRSA funds
    - Implemented an Undergraduate Leadership Development Institute
    - Initiated Graduate Nursing Leadership Research Initiative
    - Established a Leadership Research Council with Community Partners
    - Increased enrollment in the MSN Nursing Leadership concentration from 20 – 40 students
    - Surveyed 100% of eastern NC Nurse Managers and analyzed Nurse Manager demographics
  - 2008 - $250,000 RWJF/NWHF Grant; $100,000 Duke Endowment Grant; $25,000 PMHF grant; $20,000 BB&T Leadership Grant; $4,000 CGEAN Patient Safety Study award
    - Applied for $750,000 HRSA Grant
    - Continued support for Undergraduate Leadership Development Institute and Graduate Nursing and Community Leadership Research Initiatives
    - Established two Rural Nurse Leadership Councils in Onslow County and Lenoir/Jones/Greene Counties and worked with them to address nursing workforce and patient safety issues within the communities
    - Surveyed 100% of minority Nurse Leaders in NC
    - Surveyed 100% of CNOs in Hospitals with less than 100 beds regarding patient safety and evidence based practice programs
    - Published 4 articles related to Nursing Leadership in peer reviewed journals
Funding:

- Current funding:
  - ECCNL Director – 15% University allocation = $16,407 (balance grant funded); 40% grant funded = $43,753
  - ECCNL Administrative Assistant = 100% grant funded = $35,000
  - Office space estimated = $10,000/year

- Future:
  - ECCNL Director – 40% University allocation = $43,753 (starting Spring 2010)
  - ECCNL Administrative Assistant = 100% University allocation = $38,000
  - Office space estimated = $10,000/year

Responsibility:
The ECCNL is currently housed in the ECU College of Nursing where it can be most successfully managed due to the distinctive mission the college has to educate nurses in NC. The college has the 9th largest distance education program in the country and the largest undergraduate baccalaureate program in the state. The ECCNL focus is on workforce and patient safety concerns in eastern NC both of which are related to education. This geographic area is within the scope of ECU’s mission.

Impact and Accountability Metrics:
  - Research Partnerships with Regional Healthcare Systems
  - Student Nursing Leadership Cohorts and Graduates from Regional Healthcare Systems
  - Workforce Initiatives established with Regional Healthcare Systems

Reassessment Process:
Surveys with Regional Nurse Leaders and Healthcare Systems; Documented Outcomes such as articles, projects, or translational research initiatives; grants procured to support programmatic needs in the area
7. Graduate Education, Leadership and the Workforce for a New Economy (UNCT Nos. 4.1, 4.4, 4.5, 5.7)

Description:
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.

Implementation Timeline, Milestones, and Partnerships:
In order to produce more graduates in STEM fields ECU is undertaking four initiatives, including 1) creation and appointment of a new Director of Undergraduate research, 2) increased funding of graduate assistantships in STEM fields, 3) incentives for faculty to increase external grant funding in support of STEM graduate programs, and 4) identification and development of interdisciplinary STEM research clusters at ECU.

The new Director of Undergraduate Research position is a half-time position. The faculty member in this position works to increase opportunities for undergraduate research at ECU. More research opportunities will enhance the educational experience of science undergraduates and help ECU attract and retain talented students to careers in science. The new Director will increase ECU’s partnership activities with the UNC Undergraduate Research Consortium and with national organizations such as the Council on Undergraduate Research. The new office will raise awareness of and stimulate increases in external grant funding for undergraduate research, especially in STEM fields.

To stimulate greater opportunities for collaborative research across ECU departments and colleges, especially between the basic sciences and medical and health sciences, the Division of Research and Graduate Studies (DRGS) is leading an effort involving over 80 faculty to identify their top research strengths that offer possibilities for interdisciplinary collaboration with ECU peers in STEM fields. This initiative will lead to increased external grant funding in support of research and graduate education in STEM fields.

Funding:
ECU is stepping up its efforts to recruit and train graduate students in STEM fields by increasing its institutional investment in graduate assistantships ($625,000 increase this year), by increasing support for operation and maintenance of state-of-the-art research equipment ($140,000 increase this year), by increasing support for a laboratory manager/instrument specialist in STEM fields ($87,500 per year), and by providing start-up funds ($3.9 million this year) for recruiting highly productive faculty in STEM research areas that will help train the next generation of STEM graduate students at ECU. Increases in funding for graduate assistantships will enable ECU to be more competitive as it recruits high-performing students in STEM fields. An institutional seed grant program ($500,000
per year) provides funds for faculty to collect preliminary data in support of grant applications. Included in the program is a $15,000 incentive per award for faculty to recruit PhD graduate students in STEM fields. These programs will help ECU increase its enrollment in STEM PhD programs by 15% per year, and increase its external grant funding in support of graduate education in STEM fields by 15% per year.

Responsibility:
The primary unit responsible for the above activities is the Division of Research and Graduate Studies (DRGS); however, each of these four initiatives requires significant collaboration with deans, chairpersons, graduate directors and faculty. DRGS works with campus leadership to disseminate productivity data and effectively communicate expectations and accountability standards. Subsequent years of funding will be contingent upon successful outcomes in prior years.

Impact and Accountability Metrics:
Our success will be measured by the outcomes of our efforts. Over the next five-year period, ECU expects to double its rate of scholarship (peer reviewed publications and other measurable forms of creative and scholarly work), double enrollment in PhD programs, and double external grant funds in support of graduate education.

Reassessment Process:
ECU and DRGS is committed to continuous quality improvement in all four of the above initiatives. This will be accomplished by carefully investing resources, frequently disseminating productivity data, and by annual review of progress in strategic STEM areas with deans, associate deans for research, department chairpersons, graduate directors, and the faculty.
Vitality and Economic Prosperity in the East

1. ECU Millennial Campus (UNCT Nos. 4.1, 4.4, 47, 5.4, 5.5)

Description:
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 is beginning development of a new master plan including design and planning for the Millennial Campus and necessary collaborative research, performing arts, and other facilities. These facilities, as on the Centennial and other Millennial Campuses will require a varied and blended funding model.

To facilitate the Millennial Campus planning project, work has begun on a geographic information system (sample below) cataloguing all of ECU’s properties, as well as those academic programs currently engaged, or likely to engage, with industry and government partners. This system enables consideration of these physical and programmatic assets simultaneously with the City of Greenville’s downtown redevelopment, transportation, streetscape revitalization, and other plans.

Screen shot of ECU’s Millennial Campus planning platform: This system facilitates consideration of ECU’s physical and programmatic assets in conjunction with Greenville's redevelopment zones and other variables as part of the Millennial Campus planning process.

Implementation:
- Timeline - The overall Master planning process is expected to take 18 months with completion in 2010. June 2009 is the target for completion of a draft request to establish ECU’s Millennial Campus. The initial plan will determine optimal locations for the Millennial Campus designation, and subsequent planning will develop a prioritized list of projects to be considered for the campus.
Partnerships – Key partners will include city, county, regional and state economic developers, corporate leaders in industry clusters targeted for job and investment creation throughout the region, and other education, research, and outreach partners.

Funding:
- Current funding - Internal resources of $15,000 are allocated for a graduate student and operating expenses to prepare the draft plan.
- Future Costs - Funds to plan for and develop individual facilities will be dealt with individually through standard budgeting and funds acquisition processes.

Responsibilities:
The Office of Engagement, Innovation and Economic Development (OEIED) is leading the Millennial Campus planning process in partnership with the Office of the Vice Chancellor for Finance and Administration.

Impact and Accountability Metrics:
The primary metric will be UNC system Board of Governor’s approval of ECU’s Millennial Campus designation request.

Reassessment Process:
ECU Millennial Campus plan is guided by the long-term vision of ECU's master plan. It will undergo continuous planning and reevaluation to incorporate evolution of the academic enterprise and changing economic conditions. The plan will consider evolving work force, research, and innovation needs throughout region.
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 to connect the diverse strengths and expertise of the University with industry, government, and communities. With liaison staff that foster entrepreneurship, innovation, and economic growth throughout the region, ECU’s Outreach Services complement and synergize services provided by other public entities.

a. Innovation Outreach Service

ECU’s Innovation Design Lab: Design-Driven Innovation is a Global Opportunity for Eastern North Carolina

Description:
To successfully transform its economy and communities, Eastern North Carolina must become a desired partner within the global innovation economy. This will require growing a regional culture of innovation within education, industry, and government; a culture that supports risk taking and reinvention in seeking solutions to complex challenges. By design and with purpose, ECU’s Innovation Design Lab (IDL) will be a place where creative impulses are indulged, risk taking is encouraged, and innovation is ignited.

Implementation Timeline, Milestones, and Partnerships:
A significant opportunity exists to leverage and invest in design-related fields (including industrial, artistic, architectural, and landscape design) and supporting infrastructure to increase the region’s innovation capacity. Doing so will enable eastern North Carolina to expand the innovation capacity of our industry clusters, educate and retain a more innovative workforce, create new jobs and investment, and sustain vibrant and livable communities that are a destination for the knowledge economy.

In response, East Carolina University’s Office of Engagement, Innovation and Economic Development (ECU) and NC State University’s College of Design (NC State) are partnering to lead a novel education and economic transformation initiative beginning in eastern North Carolina that leverages their combined design and artistic expertise. These design-related capabilities will provide a common visual language to facilitate multi-disciplinary, multi-organizational teams seeking solutions to complex regional challenges, for example, challenges as varied as the creation of a new medical device or establishment of new building ordinances in light of sea level rise.

Specifically, ECU and NC State are building a unique innovation infrastructure to enhance education, new product development, and public policy development. This infrastructure is anchored by:

- A novel Innovation Design Lab supporting ideation and the creation of solutions to complex problems. (Spring 2009)
- New outreach functions to enhance the innovation capacity of faculty, P-20 students, firms, and communities. (Spring 2009)
• New education opportunities that fuse innovation and other disciplines including business, education, the arts, engineering, health care and public administration. (Spring 2009 and ongoing)
• Systematic sourcing of regional manufacturers to supply newly designed products and regional networks to generate advanced manufacturing opportunities. (Ongoing)

The IDL is a technology-facilitated environment utilizing the “language” of design to translate across academic disciplines, industry, public agencies, and the marketplace to enhance innovation for new processes, products, and public policies. This unique facility is comprised of two installations: one within ECU’s Office of Engagement, Innovation and Economic Development and a second companion facility within NC State’s College of Design. These two facilities are fully connected via networked computing, video, and voice communication systems. The IDL, together with supporting resources on both campuses, provides a customized ideation environment for:
• Analysis and manipulations of multiple data sets
• Visualization of physical environments ranging, for example, from theatrical set designs to landscape-scale natural environments
• Product design and prototyping
• Concept testing and performance simulation

Additionally, the IDL will ideally position ECU, NC State, and partnering firms within North Carolina’s serious gaming industry to position the state as a world leader in the development of advanced learning technologies; the combination of virtual environments, education content, and learning outcomes assessment. These activities complement directly ECU’s continued leadership in distance education including its Second Life Campus.

Each facility includes:
• Industrial design, GIS, animation, gaming and prototyping software including the following: Maya; Okina – PolyTrans for Maya; Adobe Create Suite – Master Collection; Final Cut Pro; Adobe After Effects; Macromedia Director; Pro Tools; Logic Studio; ToonBoom Studio; Rhino; and Solidwork
• Mac Pro computers and Wacom Cintiq 21UX Industrial Design tablets
• Modeling workshops for foam, plastics, wood and metals
• Rapid prototyping equipment for porcelain, ABS, and other materials

Funding:
ECU is reallocating $180,000 in funds for the IDL facility at ECU and for the facility at NCSU. In the future, ECU will seek private funds to support personnel and facility expansions.

Responsibility:
ECU’s Office of Engagement, Innovation, and Economic Development has responsibility for helping build an innovation culture at the University and across the state. Today’s
students, young professionals, and incoming entrepreneurs are the most networked generation in history and present eastern North Carolina its best opportunity to become anchored in the creative knowledge economy. As primary engines of this economy, both ECU and NC State must foster and support innovation on their campuses and throughout the region, as well as provide needed resources to retain entrepreneurial faculty, students and workers.
Impact and Accountability Metrics:
Construction of ECU’s IDL and associated outreach functions is a manifestation of Chancellor Ballard’s vision of ECU as a *national model for public service and regional transformation*. Similarly, NC State’s Design Extension Service embodies Chancellor Oblinger’s theme of *innovation in action*. Together these novel outreach programs represent significant vehicles for achieving the outreach, education, and economic transformation recommendations of the UNC Tomorrow Commission.

The metrics applied to the IDL will be as follows.
- Numbers of companies supported
- Number of K-12 students engaged in design-related experiential learning
- Number of ECU and NCSU faculty and students engaged in innovation design projects

Reassessment:
The IDL is being established via close collaborations between economic development staff and faculty at ECU and NC State and in close consultation with regional economic development partners. It is anticipated that advisors from targeted industry, education and government organizations will be identified to advise future growth of the innovation program and supporting infrastructure.

Artists rendering of a portion of the Innovation Design Lab
An example of design-driven innovation at ECU in the area of advanced learning technologies.
b. Sustainable Outreach Service

Description:
In 2007, North Carolina tourism employed 190,000 residents and generated more than $1.3 billion in state and local tax revenues. Interest by a growing segment of travelers in sustainable tourism destinations is growing. More and more communities see tourism as a source of economic development. With travel trends rapidly going “green,” ECU recognizes that solid expertise will be in demand to facilitate sustainable tourism practices and development in other areas.

Implementation Timeline, Milestones, and Partnerships:
A partnership between the ECU’s Office of Engagement, Innovation and Economic Development, ECU’s Center for Sustainable Tourism, and the North Carolina Division of Tourism, Film and Sports Development within the North Carolina Department of Commerce has resulted in a statewide outreach coordinator position to help support and promote sustainability across North Carolina’s tourism industry. The outreach coordinator, Alex Naar, works with professional tourism groups, state and government-owned tourism attractions, local tourism organizations, and tourism-related nonprofits. Together, they hope to find practical and applicable solutions to industry problems created by rising energy prices and adverse weather and climate patterns as well as other obstacles in implementing sustainable practices. Today’s savvy travelers favor businesses that minimize pollution, energy consumption or water usage and work to preserve the cultural and natural landscape. ECU’s sustainable tourism outreach efforts will help preserve and protect natural resources while providing economic opportunity for communities and businesses.

Funding:
Current: The Office of Engagement, Innovation, and Economic Development supplies $75,000 for travel, salary, and expenses for Sustainable Tourism Outreach.
Future: We will seek a permanently funded position for the coordinator outreach position.

Responsibility:
Center for Sustainable Tourism and the North Carolina Division of Tourism, Film and Sports Development in NC Commerce bear primary responsibility for the outcomes this initiative. The Center is the only one of its kind in the nation and was established to serve all of North Carolina. North Carolina is also the first known state to create such a position within a state tourism office.

Impact and Accountability Metrics:
- Develop tip sheets, contact lists, and manuals that will aid local and statewide tourism related industries in reducing their negative environmental impact, enhancing local communities, and increasing economic development.
- Work to link the tourism industry with the tools and resources needed to adopt sustainable practices.
- Provide sustainability education to tourism industry leaders at various conferences, seminars, webinars, and other means.
- Increase awareness of the many sustainable tourism opportunities available in North Carolina to potential travelers.
- The success of the program will be three fold, the increase in tourism related businesses that have adopted sustainable practices (monitored through the development of sustainable practices inventory), the development of online resources, and their successful distribution to the industry (monitored through viewership on the web), and linking tourism related businesses with resources needed (monitored through relationships with resource organizations).

Reassessment Process:
The North Carolina Division of Tourism, Film and Sports Development, Center for Sustainable Tourism, and the Office of Engagement, Innovation and Economic Development annually will reevaluate the program based on the changing needs of an increasingly sustainable tourism industry. As specific practices are more universally adopted by the industry and low-hanging fruit have been harvested, efforts will be shifted to other more complex areas of concern. Success in helping develop sustainability as part of the North Carolina tourism brand will also be taken into consideration.
3. Community Enhancement and Economic Transformation Initiative (CEETI) (UNCT Nos. 4.1, 4.4, 4.7, 5.7)

Description:
The CEETI will establish a unique partnership with the North Carolina Department of Commerce (Commerce) that leverages the resources and expertise of both organizations in support of comprehensive economic development activities and helps stimulate economic transformation in communities across North Carolina. This initiative will proactively target distressed, low wealth and limited capacity communities with economic development products, technical assistance and financial resources that will help increase competitiveness and build stronger, more vibrant and more capable communities.

Implementation:
- Timeline - Fall 2008
- Milestones - establish pilot in 5 eastern communities by January 2009
- Partnerships - ECU, NC Commerce, eastern North Carolina Tier 1, and 21st Century Community counties. Additionally, it is expected that some graduates of ECU's Engagement and Outreach Scholars Academy will participate on various projects within targeted communities.

Funding:
- Current funding - $450,000 from Commerce Capacity Building Funds
- Future Costs - Depends on the number of communities engaged
- Future Funding Needs – NC Commerce will seek legislative funding of up to $5 Million in 2009

Responsibilities:
ECU's Regional Development Institute within the Office of Engagement, Innovation and Economic Development in partnership with faculty from all relevant ECU schools and colleges.

Impact and Accountability Metrics:
Number of communities assisted, level of faculty and staff engagement in communities, amount of services provided and amount of project funding directed by NC Commerce.

Reassessment Process:
ECU will continually monitor the effectiveness of university engagement with the designated communities throughout the course of each program year to ensure a high level of efficacy. At the end of each year, we will examine the level of services provided by ECU and the extent to which communities have increased their ability to compete for grant dollars that support those projects that were identified as "high priority" in the communities' applications to Commerce. Commerce will also have an internal assessment that evaluates the effectiveness of ECU's technical assistance in moving the communities toward grant readiness, subsequent funding, and effective implementation of the identified high priority projects. Commerce plans to seek long term funding for CEETI and hopes to replicate it with other UNC institutions.
4. Precision Marketing Initiative Growing Targeted Industry Clusters (UNCT Nos. 4.4, 4.7, 5.7)

Description:
The Precision Marketing Initiative brings the University together with economic developers to grow industry clusters that benefit from accessing University resources and graduates. The initiative engages university experts to identify industry clusters with significant growth potential; identifies key assets related to specific industry clusters; and develops a list of companies for future outreach. Together, the University and economic developers create marketing materials that highlight university resources that may directly benefit industry partners; partner to promote state and university assets; collaborate to provide businesses access to resources; supply and place well-trained university graduates; and develop new products. Currently, the identified industry clusters are Advanced Learning Technologies, Advanced Medical Technologies, Coastal and Marine Sciences.

Implementation:
- Timeline - Fall 2008 and on-going
- Milestones - Creation and distribution of marketing materials in identified clusters
- Partnerships - Office of Engagement, Innovation, and Economic Development’s Regional Development Institute, ECU faculty, and local, regional, and state economic development agencies

Funding:
- Current funding: $80,000 annually provided by NC legislative allocation; salary funding by partners
- Future costs:
  - One time cost: $100,000 annually
  - Recurring: $100,000 annually
- Future funding needs: $100,000 annually is needed in economic development agencies and/or legislative funding to market University and regional resources

Responsibility:
The Office of Engagement, Innovation and Economic Development’s (OEIED) Regional Development Institute partners with university faculty and with local and regional economic development agencies to define and market University and regional resources.

Impact and Accountability Metrics:
Economic impact will be measured by numbers of industry/university collaborations; new products; companies relocating or expanding to the eastern region to access the University’s assets; jobs created; ECU graduates hired; and other industry investments in the community.

Reassessment Process:
The OEIED Regional Development Institute and local, regional, and state economic development partners will collaborate to assess the impact and effectiveness of marketing campaigns and determine needs and future precision marketing focus.
Coastal and Marine Sciences website:

To market and provide easy access to the North Carolina's resources in coastal and marine sciences, ECU has assembled a database of information and created a website for industry, government, researchers, and economic developers.

Advanced Medical Technologies Website:

ECU is collecting data about its research and resources in the Advanced Medical Technologies industry cluster. From this, ECU will create a website landing page similar to NC State’s (above) to provide ready access to ECU’s resources for industry, government, researchers, and economic developers.
5. ECU Center for Municipal Management and Innovation (CMMI) (UNCT Nos. 4.4, 4.7, 5.1, 5.6)

Description:
The CMMI leverages the resources and expertise of East Carolina University’s faculty, staff and students on behalf of small, low wealth, limited resource and limited capacity municipalities in eastern North Carolina. The Center acknowledges that many eastern municipalities lack adequate staff and administrative capacity to effectively respond to the basic fiscal, policy and programmatic needs of their citizens and targets these communities with direct technical assistance that helps provide increased capacity in areas of local administration and management.

Implementation:
- Timeline - Fall 2008 – Spring 2009
- Milestones - Initiate Center and establish pilot in 2-3 eastern communities by March 2009
- Partnerships - ECU, Eastern NC Municipalities, Possibly UNC School of Government

Funding:
- Current funding - $30,000 seed funding from private sources
- Future Costs - Depends on the number of communities engaged
- Future Funding Needs - will seek private sector, foundation and other funding of $500,000 - $750,000 in 2009

Responsibilities:
The Regional Development Institute within the Office of Engagement, Innovation and Economic Development in partnership with faculty from all relevant ECU schools and colleges.

Impact and Accountability Metrics:
- Number of communities assisted,
- Level of faculty, student and staff engagement in communities,
- Level of services provided, and
- Amount of funding obtained.

Reassessment Process:
ECU will maintain a monthly status assessment that documents our outreach in CMMI communities and continually assesses our ability to increase local administrative capacity. We will evaluate the specific capacities that were added for each community at the end of each program year and gather input to determine what additional technical assistance products and training opportunities we might add to our service inventory. Our assessment goals are to substantiate the need for CMMI services, assess our ability to provide the identified services, and to establish the need for long term funding that will allow ECU to identify and engage with multiple CMMI communities annually.
6. Outreach and Engagement Directory/Repository (UNCT Nos. 4.4, 4.7, 5.6)

Engagement and Outreach Brochure:
The Office of Engagement, Innovation and Economic Development (OEIED) is producing a 9x12, 4-color publication that showcases a diversity of scholarly engagement and outreach projects across the university. The brochure is designed to increase awareness of the full spectrum of engagement and outreach between ECU faculty, students, staff and the region. It contains editorial profiles of specific projects accompanied by photographs, when applicable, as well as a regional map that pinpoints the counties and, in one case, a foreign country impacted by the projects. An index of highlighted projects will guide readers to the appropriate contact information and corresponding UNC-Tomorrow Initiatives references.

The effort pairs with the OEIED's new website, which promotes the engagement and outreach efforts of ECU and all its colleges and units and is geared to a variety of stakeholders including:
- Economic Developers
- Town Planners
- Local Officials
- Legislators
- Community Leaders
- Faculty, Staff, Students & Alumni
- K-12 Educators
- Entrepreneurs and Industry Leaders
- Citizens and Visitors
- Non-Profit Professionals

Additionally, the brochure serves as a companion to ECU's application for the Carnegie Foundation's Engaged University elective classification and highlights the examples of engagement at ECU that were included in this application, as well as others that were not able to be included.
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. Coastal Water Resources Center (CWRC)

Description:
ECU will develop an interdisciplinary Center to address the threats to economic development and aquatic ecosystem health posed by issues of fresh water quantity and quality (e.g., drought, depletion of aquifers, saltwater intrusion, pollution, inefficient use, wastewater disposal, lack of comprehensive watershed management schemes) arising from natural climatic processes, from increased human demand, climate change, and from inefficient or inappropriate water resource management.

Implementation Timeline, Milestones and Partnerships:
- January to May 2009: Develop a Center implementation plan.
- August 2009: Center Director appointed from among current ECU faculty.
- August 2009: Establishment of the ECU Coastal Water Resources Center (CWRC) within the ECU Institute for Coastal Science and Policy (ICSP)
- August 2009: Hire of a hydrologist specializing in water resources.
- August 2010: Formalize partnership with NC Water Resources Research Institute.
- August 2010: Formalize partnership with the NC Geological Survey.
- August 2010: Hire of a water resources economist.
- August 2010: Hire of a water resources technician.
- August 2011: Hire of a water resources hydrologist.
- August 2011: Formalize collaborations with other UNC system hydrologists.

Water resources are fundamental for human civilization. Therefore, there is no sunset date for this initiative. The proximal major beneficiaries/stakeholder groups would be industries/activities that drive the economic engine of coastal North Carolina such as tourism, recreation, agriculture, silviculture, biotechnology and pharmaceuticals, military bases, and port facilities. But the reality of the fundamental importance of water resources is that the stakeholder group includes all citizens of North Carolina. Initial partnerships would include water resource-related state agencies, and hydrology groups at other UNC system universities. Later partnerships, to be initiated within the first three to five years of establishment of the CWRC, would include federal water resource-related agencies (such as the US Geological Survey), military bases and industries located on the coastal plain.

Funding:
Current funding: ECU currently has three water resource-related faculty members at ECU (a surface water hydrologist, a ground water hydrologist, a groundwater-surface water interactions hydrologist). With a portion of operating funds, this represents
approximately $250,000 in annual ECU allocations. The hire of a water resources specialist is in process and will increase ECU allocations to this area to approximately $350,000.

One-time future costs:  
- Laboratory/office refurbishment: $250,000  
- Faculty start-up (mainly equipment): $200,000  
- Subtotal: $450,000

New recurring costs:  
- Two faculty members: $180,000  
- Director stipend: $10,000  
- Technician: $55,000  
- Graduate assistantships: $150,000  
- Faculty teaching buyouts: $30,000  
- Operating budget: $60,000  
- Subtotal: $485,000

Responsibility:
The role of ECU is to serve its region and the State of North Carolina. Water resources are of fundamental importance to all aspects of life in that region. These resources are threatened by climate change, sea-level rise, and human activities. The CWRC will be ECU’s contribution towards addressing these issues and, thus, will be a most appropriate new initiative as the university works to fulfill its role.

The ECU Institute for Coastal Science and Policy (ICSP) was established in August 2007 to address the need for an organized approach to addressing science and policy-related issues at the coast and on the Coastal Plain. When it was founded, it was envisaged that ICSP would house daughter Centers. The proposed CWRC will be the first of these Centers. ECU currently has a strong complement of faculty members from several departments who are working directly or indirectly on water resource issues. The Department of Geological Sciences has a groundwater hydrologist, a groundwater-surface water interactions hydrologist, and a geochemist who works on water quality. This department is currently recruiting a water resources specialist. The hire of a second, complementary, water resources hydrologist is noted in the preceding implementation summary. The Department of Geography currently has a surface water hydrologist, a hydro-meteorologist, and teams of coastal climatologists and geographic information science specialists. The Department of Economics has several faculty members who work on coastal issues but a water resources economist will be hired to fill a necessary niche. It is envisaged that all of the faculty members noted here will contributing members of the CWRC.

ECU has the basic infrastructure in place to initiate a Coastal Water Resources Center. It also has the necessary relationships with NC agencies, collaborators at other UNC system universities, and with the US Geological Survey. Thus, with the infusion of the new funding described above, ECU is poised to lead the push to ensure that the future economic development of eastern North Carolina is not limited by inadequate water resources.

Impact and Accountability Metrics:
The goal of the CWRC is to address practical issues. But the reputation of the faculty comprising that Center, and of the Center itself, will not only be dependent on the contributions of applied work but also on the academic work emanating from the Center. Thus, both applied reports and peer-reviewed publications will be expected products of the Center. Clearly, both the quality (status of venue) and the quantity (numbers) of these products can be readily assessed. The attraction of external funds will be an expectation of the CWRC. These funds will be used to support the pure and applied research of the faculty affiliated with the Center and that of their students. As relationships with external constituencies develop, and as faculty members are added to the Center and their careers develop, it is envisaged that external funds coming to the Center will increase to a point of stability in approximately ten years. Further increases would likely require the infusion of new resources.

Communicating the work of the Center orally will also be of great importance. In addition to presentations at state, regional and national water resources workshops and conferences, presentations to local stakeholders (such as specific industries) and to various public groups will an important aspect of outreach activities. Preparing the next generation of water resource specialists is now of great importance as the baby-boomer hydrologists begin to retire. Thus, the graduation of Master’s students with expertise in water resources will be a high priority of the Center and the departments associated with it.

It must be recognized that to achieve what the CWRCP sets out as its goals, the work effort of faculty members will need to be realigned. In particular, teaching loads will have to be reduced from the current level to one where faculty members can truly concentrate a major part of their efforts on this new initiative.

Reassessment Process:
In addition to required annual reports, the activities and impacts of the Center will be reviewed after four years, and thereafter in accordance with ECU’s academic program review guidelines. The first review will be by a group composed of academics and administrators from ECU, personnel from water resource-related state agencies, and leaders of businesses/activities affected by water resource issues within the coastal plain and barrier islands of North Carolina.

b. North Carolina Coastal Hazards Decision Portal (NC COHAZ)
http://www.coastal.geology.ecu.edu/NCCOHAZ/

Description:
The rate of sea-level rise is increasing, and there is the likelihood of a greater number of strong hurricanes forming in the future as a result of ongoing climate change. These and associated coastal hazards affect us now and will affect us more significantly in the future as more people reside at the coast, more people visit the coast, and more of the state’s economic base is concentrated at the coast. ECU is developing a continuously evolving website containing interactive and real-time products that will provide coastal residents, planners, and managers with the information and tools required to make sound, informed decisions in the face of hazards such as increasing storms and
Seed funding for this initiative was provided by UNC system Research Competitiveness funds. NC COHAZ activities will link with the following ECU UNC Tomorrow initiatives: Community Enhancement and Economic Transformation Initiative, the Sustainable Industry Outreach Service, and the Center for Municipal Management and Innovation.

Implementation: Timeline, Milestones and partnerships:

- December 2007 to July 2008: Faculty from Geological Sciences, the Institute for Coastal Science and Policy and Geography developed the NC COHAZ Decision Portal.
- July 2008: The website was made available although it was not broadly advertised during this initial testing period.
- September 2008: Formal launch of website (email announcement to many NC managers and scientists).
- October 2008: ECU News Bureau promoted the website and several news articles resulted.
- July 2008 to December 2008: Continued development of the NC COHAZ website including a link to “North Carolina Coasts in Crisis: A Vision for the Future”, a document created by ECU Geological Sciences faculty on problems facing the NC coast.
- Spring 2010: Add new information and features to the website focusing on estuarine shoreline erosion and sea-level rise. Also, create and make available a database of NC coastal hazard researchers and managers.
- Summer 2010: Hire a full-time website developer/outreach specialist with a strong background in coastal hazards issues. Add additional functionality and information to the website.
- August 2010: Begin a program that involves undergraduate research assistants in publicizing and addressing coastal issues.
- Because of the escalating nature of coastal hazards into the future, there is no expiration date for this initiative.

Initial partnerships already include several other UNC system universities and institutes: the Coastal Studies Institute, the Center for the Study of Developed Shorelines (WCU), UNC Chapel Hill, UNC Wilmington, Elizabeth City State University, Institute for Marine Sciences, and the Center for Marine Sciences and Technology. Also, NC COHAZ developers are actively working with the RENaissance Computing Institute, the Division of Coastal Management, Dare County Emergency Management, US Army Corps of Engineers and the National Weather Service and plan to explore how NC COHAZ can aid these organizations and others.

The major beneficiaries/stakeholder groups of the NC COHAZ initiative are coastal managers and residents, business owners, real-estate investors, researchers and outdoor enthusiasts. These people represent the key industries/activities that drive the economic engine of coastal North Carolina such as tourism, recreation, agriculture, silviculture, military bases, and port facilities. However, because the coastal economy
is such an important and integral part of the state’s economy, the stakeholder group in actuality includes all citizens of North Carolina.

Funding:
• Current funding - The NC COHAZ decision portal was set-up and initially developed with 2007-2008 UNC Research Competitiveness funding. Development will continue with support from 2008-2009 UNC Research Competitiveness funds. By June 2009, The NC COHAZ site will have an approximate annual cost of $30,000 (some salary support). The RENaissance Computing Institute (specifically RENCI@ECU) is helping support the NC COHAZ effort at this time.
• One-time future costs -
  Contribution to the purchase of ten interactive kiosks to be located on UNC system campuses and at sites at the coast where access by the public is guaranteed (e.g., visitor centers): $40,000

• New recurring costs:
  Website developer/outreach specialist: $50,000
  Director stipend, 1 month salary: $10,000
  Undergraduate assistantships (4): $10,000
  Subtotal: $70,000

Responsibility:
The role of ECU is to serve its region. People, businesses, societal infrastructure are threatened by climate change-related coastal hazards, in particular sea-level rise and a greater number of powerful storms. NC COHAZ will be ECU’s contribution towards addressing these issues and, thus, will be a most appropriate new initiative as the university works to fulfill its role.

NC COHAZ is the result of 12 months of development by four ECU faculty members and several student assistants, in collaboration with UNC Chapel Hill faculty and staff; the initiative is led by an ECU faculty member with a joint appointment in the Department of Geological Sciences and ICSP. However, the data, information and tools being provided at the site are based upon the research of many at ECU and at other NC institutions. Collaboration with researchers beyond ECU is vital to the success of the effort.

ECU has the basic infrastructure in place to continue its development of the NC COHAZ Decision Portal. It also has the necessary relationships with NC agencies and collaborators at other UNC system universities. Thus, with the infusion of the new funding described above, in particular with the appointment of a website developer/outreach specialist, ECU is poised to lead the push to ensure that the future economic development of eastern North Carolina is not limited or damaged by a lack of knowledge of coastal hazards.

Impact and Accountability Metrics:
The goal of NC COHAZ is to communicate interactive and real-time information to all constituents via the web. The impact of NC COHAZ can best be measured by the number and pattern of visitors and “hits” that the website achieves. Data collected in the five months since the web portal became available already indicate a general increase in hits through time and a pattern related to specific hazard events and publicity initiatives. Increased numbers of hits in the future will be dependant on continued development of the NC COHAZ website. Periodic on-line surveys will be employed to acquire specific information regarding the impact of NC COHAZ on stakeholders (interval of surveys to be determined so as to obtain maximum feedback).

Reassessment Process:
In addition to required annual reports to Geological Sciences, Geography and ICSP administrators, the activities and impacts of the NC COHAZ will be reviewed after four
years by a group composed of NC COHAZ website users and academics from ECU and other participating UNC system universities familiar with coastal hazards and communication of information concerning them.
c. Center for Coastal Biological Resources and Climate Change (CCBRCC)

Description:
ECU will develop a Center to 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).

Implementation: Timeline, Milestones and Partnerships:
• May to December 2009: Development of a formal Center implementation plan.
• January 2010: Center Director appointed from among current ECU faculty.
• January 2010: Establishment of the ECU Center for Coastal Biological Resources and Climate Change (CCBRCC) within the Institute for Coastal Science and Policy (ICSP).
• August 2010: Hire of an invasive species ecologist (climate change emphasis).
• November 2010: Formally initiate planning of new MS (perhaps joint with ICSP) in Biological Resources and Climate Change.
• August 2011: Hire of a dendrochronologist; links biometric markers to climate change.
• August 2012: Hire of a physiological ecologist (thermal emphasis).
• August 2012: Formalize collaborations with NC DENR and other organizations.
• August 2013: Admit first cohort of MS students.

Because of the critical role of coastal biological resources in the NC economy and the long-term nature of climate change, there is no sunset date for this initiative. The main proximal beneficiaries/stakeholder groups will be biological resource-related industries/activities that help to drive the economic engine of coastal North Carolina. These include recreational and commercial fisheries, tourism in general and ecotourism in particular. Because the coastal economy is such a large component of the state’s economy, the stakeholder group includes all North Carolina citizens. Initial partnerships will include biological resources-related agencies such as NCDENR (Environment and Natural Resources), biological resources groups at other UNC marine laboratories/centers and system universities, and community/industry NGO’s such as NC Fisheries.

Funding:
Current funding: ECU currently has a complement of coastal biological resources faculty (three wetland ecologists, three fisheries ecologists, two benthic ecologists, one microbial ecologist and one coastal plankton ecologist) as well as three social scientists and one geographer who will contribute directly to the center. With a portion of operating funds, this represents approximately $1,400,000 in annual ECU allocations.
• One-time future costs:
  Laboratory/office refurbishment: $250,000
  Faculty start-up (mainly equipment): $500,000
  Subtotal: $750,000
• New Recurring costs:
  Three new faculty: $270,000
  Director stipend: $10,000
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate assistantships</td>
<td>$150,000</td>
</tr>
<tr>
<td>Faculty teaching buyouts</td>
<td>$ 30,000</td>
</tr>
<tr>
<td>Operating budget</td>
<td><strong>$100,000</strong></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$560,000</strong></td>
</tr>
</tbody>
</table>
Responsibility:
When the ECU Institute for Coastal Science and Policy (ICSP) was established in August 2007, it was envisaged that daughter Centers would be located within ICSP. The proposed CCBRCC, the second of these Centers, will be ECU’s contribution toward addressing the regional biological resource issues arising from climate change as well as the problem of maintaining ecosystem services under altered conditions.

ECU has both the nucleus of essential faculty (in Biology, ICSP and elsewhere) and the basic infrastructure needed to initiate a Center for Coastal Biological Resources and Climate Change. It also has the necessary relationships with NC agencies and collaborators at other UNC system universities. Thus, with the infusion of new funding described above, ECU is poised to lead the push to ensure that the future economic development of eastern North Carolina is not unduly limited by the biological challenges poised by climate change.

Impact and Accountability Metrics:
The CCBRCC will address the practical challenges that are its central mission through applied reports but peer-reviewed publications will also be expected products of the Center. Both the quality (status of venue) and the quantity (numbers) of these products can be readily assessed as can the success of the center at attracting external funds.

Communicating the work of the Center through presentations and workshops will also be of great importance. In addition to presentations at state, regional and national workshops and conferences, presentations to local stakeholders (such as specific industries and NGO’s) will be important outreach activities. The graduation of Master’s students with expertise in management of coastal biological resources will also be a high priority of the Center, and easily quantified.

It must be recognized that to achieve what the CCBRCC sets as its goals, the work effort of faculty members will need to be realigned. In particular, teaching loads will have to be reduced from the current level to one allowing faculty members to concentrate a major part of their efforts on this new initiative.

Reassessment Process:
In addition to required annual reports, the activities and impacts of the Center will be reviewed after four years in accordance with ECU’s academic program review guidelines. The first review will be by a group composed of academics and administrators from ECU, personnel from biological resource-related state agencies, and leaders of businesses/activities with interest in biological resource and climate change issues in North Carolina.
8. Chancellor’s Industry Roundtables (UNCT Nos. 4.4, 4.7)

Description:
By stimulating collaborations between industry and the University, the Chancellor’s Industry Roundtable is established to increase the exchange of knowledge and resources to improve the productivity of companies based in the region, drive the direction and pace of innovation, and attract new industry. The roundtable series with the Chancellor and CEO-level industry leaders serves to encourage conditions for rapid and sustained economic growth for the region.

Implementation:
- Timeline – Spring 2009 through Winter 2009
- Milestones – Quarterly roundtable meetings
- Partnerships – ECU’s Office of the Chancellor; ECU’s Office of Engagement, Innovation, and Economic Development’s Regional Development Institute; and regional industry leaders

Funding:
- Current funding: $2500 annually campus allocations
- Future costs: One time cost: $2500 annually campus allocations
- Future funding needs: $2,500 annually campus allocations

Responsibility:
The Office of Engagement, Innovation, and Economic Development’s (OEIED) Regional Development Institute provides the funds and teams with the Office of the Chancellor to conduct the quarterly series of roundtables.

Impact and Accountability Metrics:
Economic impacts center upon the knowledge effects these discussions yield. Recommendations upon which the University and industries may act to enhance student preparation and resource allocations that foster the region’s economic growth and sustainability will have long-term impacts measured by the number of ECU students hired by regional industries, growth of existing industries, and attraction of new industries.

Reassessment Process:
The OEIED Regional Development Institute and the Office of the Chancellor will survey participating industry leaders to gauge the viability, effectiveness, and impacts of the Chancellor’s Industry Roundtable series. From those surveys, the team will assess plans to modify and continue the series.
Health Care and Medical Innovation

1. The Health Disparities Research Center (HDRC) (UNCT Nos. 4.1, 4.5, 5.6)

Description:
The Health Disparities Research Center (HDRC) 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. The Center will facilitate a regional, interdisciplinary, inter-institutional response to affect a sustained impact on the health of the region.

Funding:
We have identified funding lines for the director, already have one faculty member appointed half-time to the center, and have identified funding for an additional faculty member for 2009. Additional funding for staff and infrastructure to support faculty is being identified. Future annual state appropriation costs for faculty and staff are estimated at $402,000; for operating costs at $54,000, and for equipment at $21,000. The Center has already received its first major grant: Prostate Cancer Recovery Enhancement for African American Men and Their Intimate Partners (PROCARE). National Cancer Institute 1 R01 CA 122704. Investigators: L. Campbell (PI), $1,554,614. Initial grant work underway; presentations made.

Responsibility:
The primary units responsible for and critical to implementation are the Division of Research and Graduate Studies (VC Mageean) and Division of Health Sciences (VC Horns). ECU is the right campus for this initiative because of our commitment to service, philosophy of community-based participatory research, ability to facilitate interdisciplinary collaboration across the campus, and our programs in public health, and research and intervention in cardiovascular disease, cancer, diabetes, metabolism, obesity, and health education and promotion. In addition to collaborations on campus, we collaborate with other institutions in the UNC system, (e.g. Elizabeth City State University, UNC-Chapel Hill, NC State, and North Carolina Central University), as well as with Duke University Medical Center. We will be recruiting a director and developing the final strategic plan for the unit during the remainder of this academic year. Major milestones will be appointment of a Director, creation of Community Advisory Board, creation of research agenda with the community advisory board, and submission of proposals for funding. A series of key partnerships have already been developed.

Impact and Accountability Metrics:
Initial metrics include the degree to which the initiative is adequately staffed, housed, empowered with resources, the number and type of grant applications submitted and funded, presentations, publications, and the number of partnerships developed. Long-term indicators will focus on the diminution or elimination of health disparities in the region and state.

Reassessment Process:
Annual oversight by the VC s for Research and Graduate Studies and Health Sciences, as well as by Community Advisory Board. Feedback from Deans, Chairs and Directors. External peer review.

Outcomes:

- Ongoing projects –The PROCARE Study was launched in October 2008 utilizing a print media and outreach campaign to engage African American communities in Eastern North Carolina. Clinic-based recruitment will be expanded to Leo Jenkins Cancer Center and Duke Prostate Center (a research partner) as well as communities throughout North Carolina.

- Presentations
  - Campbell, L.C. Disparities in Prostate Cancer Survivorship: Psychosocial Challenges and New Research Opportunities. Black History Month Health Disparities Series. Brody School of Medicine, East Carolina University, February 13, 2008, Greenville, NC.
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)

Description:
The Brody School of Medicine (BSOM) will expand its entry of first year students from the current 72 to 120, will work to establish regional points of entry in the East and renovate and expand related teaching and research facilities.

Implementation:
- A consultant has been identified to work with the BSOM to map out expansion plans.
- Discussions have already taken place with 3 communities in Eastern NC who are interested in becoming satellite training sites.
- An on-site planning team is examining curriculum implications, faculty needs, and clinical training needs in preparation for the consultant.
- The Implementation timeline is dependent upon funding. The initial planning phase will be completed over the next 12 months.

Funding:
- Planning dollars allocated by the General Assembly in the amount of $750k are being used to retain consultant and for initial planning
- Requested in the 2009-2011 Biennial expansion budget were $3.1 M and $7.0M, respectively.

Responsibility:
Dr. Paul Cunningham, Dean, and his leadership team in the BSOM will assume primary responsibility for this initiative. He will be aided by the Health Sciences Division, Division of Facility Services, and other campus units as needed to complete this project over the next several years.

Impact and Accountability Metrics:
- Enrollment growth numbers will be monitored
- Placements of these graduates in the State will be reported

Reassessment Process:
- Progress on plans for expansion of the Medical School are being monitored by the administration and Planning committee and reported to the HSC of ECU's BOT on a regular basis.
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 (UNC T Nos. 4.1, 4.4, 4.5, 4.7, 5.6, 5.7)

Description:
Indigent patients of eastern NC depend on the medical school's clinics in increasing numbers for their care. They have complex conditions such as diabetes, hypertension, kidney failure, heart disease, and cancer. Increasing the support to provide these essential services is a top priority for ECU.

Implementation:
- Ongoing data collection relative to the indigent patients and their use of medical services documents the continued growth in this area. BSOM's physician faculty serve as the “safety net” for these patients in eastern NC. BSOM is partnering with PCMH/UHS, Bernstein Center and other community agencies to better serve these patients.

Funding:
- Non-recurring funding in the amount of $2.5M was provided by the NC General Assembly in 07-08. No Funds were allocated for 08-09.
- A request for recurring dollars of $5M is requested in each year of the 09-11 biennium.

Responsibility:
- Indigent care services are provided by ECU Physicians. Dr. Paul Cunningham, Dean is responsible.

Impact and Accountability Metrics:
- Quantitative & Qualitative data on indigent care services are collected and reported by the ECU Physicians Administration

Reassessment Process:
- Continuous quality improvement is part of the operational processes of ECU Physicians. Quality data are reviewed by the ECU Physicians Board and appropriate actions taken to improve services, maximize resources, and achieve beneficial outcomes.
4. Operation Re-Entry: Rehabilitation Research and Services for Soldiers and Their Families (UNCT Nos. 4.5, 5.1, 5.6)

Description:
Operation Re-Entry is an emerging regional partnership, led by ECU, to address rehabilitation-related concerns for military personnel, veterans and their families. Service personnel returning from deployment are confronted with numerous challenges in re-entering society. Some face physical disabilities resulting from blast injuries, with impairments in vision, balance, gait, speech, hearing, etc. Many face psychosocial problems such as post-traumatic stress syndrome, substance abuse, family crises and challenging adjustments to workplace, career and community life. The diverse health and rehabilitation challenges for this population exceed the current capabilities of the military and veterans health systems. The development of a partnership in eastern North Carolina – home to large military bases and numerous veterans – provides a mechanism for addressing these urgent and ongoing needs. The rehabilitation-related activities are directed in four areas: research, workforce training and education, clinical/community services and telemedicine.

Implementation Timeline, Milestones and Partnerships:
- **History of Military Initiatives and Operation Re-Entry at ECU:**
  - 2003: Led by C. Steve Duncan, ECU initiates meetings with regional military base commanders; the ECU Office of Military Programs is established; ECU works with UNC-GA and NC Legislature to establish in-state tuition for military personnel and their dependents.
  - 2004: ECU hosts the first Military Appreciation Day, an annual event that continues through 2008
  - 2005: ECU establishes a contract with Fort Bragg, one of 10 universities delivering programs on base
  - 2006: Elizabeth Carroll and colleagues of CHE are awarded a US DHHS grant to establish a community-based education program for the National Guard: Essential Life Skills for Military Families
  - 2007: Brody School of Medicine signs Medical Education Affiliation Agreement with the Durham VA Medical Center; Telemedicine Support for Military and Dependents (TSMD) program is developed and submitted for a Federal Appropriations request
  - 2008: Carmen Russoniello and Glen Gilbert of CHHP establish the Training for Optimal Performance program, a collaboration between ECU and the US Marine Corps Wounded Warrior Battalion (WWB); Denis Brunt, Leslie Allison, Sherri Jones of CAHS and Nick Murray of CHHP establish a collaborative balance and gait project with the WWB at Camp Lejeune; Hunt McKinnon and students from CHE design “Barracks of the Future” for the WWB at Camp Lejeune; ECU plans for a collaborative university-wide rehabilitation research and services center to coordinate efforts aimed at military and VA populations; Chancellor Ballard signs a MOU with the Commanding General of the Marine Corps Wounded Warrior Battalion-East in August 2008; ECU hosts a symposium on October 27, 2008 entitled “Operation Re-Entry: Rehabilitation Challenges Facing Military
Goals and Timeline:
(1) **Spring 2009:** Submit a formal internal application to establish the East Carolina Rehabilitation Research and Service Center to coordinate university and regional activities and to address military, veteran populations.
(2) **Winter/Spring/Summer 2009:** Submit applications for external funding to support the center's core focus areas: research, workforce training, clinical and community service, and telemedicine.
(3) **May 2009:** Submit a formal written plan for an interdisciplinary Ph.D. program in Intervention or Rehabilitation Sciences, which will contribute synergistically to the center's activities.

Partnerships:
To date, this enterprise includes a wide-range of faculty from ECU, as well as representatives from UNC Wilmington, UNC Pembroke, Elizabeth City State and Fayetteville State Universities, Camp Lejeune, its Naval Hospital, the Marine Corps Wounded Warrior Battalion, Fort Bragg and the Womack Army Medical Center, and the Durham VA Medical Center, the Area Agencies on Aging in Washington, NC, the North Carolina Vocational Rehabilitation Agency, the NC Center for Mental Health, Substance Abuse and Developmental Disabilities. We anticipate additional partners.

Funding:
The rationale for establishing an interdisciplinary center (as opposed to a series of isolated semi-independent projects) is to maximize collaborative activities and position ECU and its partners to compete for external funding. The formal proposal for spring 2009 will include a request for initial seed money to implement the center.
Approximate future costs for the center: Totaling approximately $750K per year in direct costs
$225,000 per year for personnel: center leadership council and staff
$500,000 per year to fund pilot research and service projects for center members
$25,000 per year for travel and videoconferencing costs

Responsibility:
As an interdisciplinary collaborative center, it will be housed in the Division of Research and Graduate Studies. The center will be led by a 14-member Leadership Council, which was initially organized in August 2008. The four advisory boards (Research, Workforce Training, Community Engagement, and Telehealth) include faculty members from ECU and other UNC institutions, as well as representatives from community and state agencies and the military.

Impact and Accountability Metrics:
For the initial implementation of this center:
- Submission and approval of the formal proposals to establish the center and Ph.D. program
- Submission of external grants to fund the center's activities
For the ongoing operation of the center:
- Publications highlighting the rehabilitation-related contributions of center members
- External grant support to the center and center members
- Services delivered to, and partnerships established with, military and veteran organizations

**Reassessment Process:**
The four advisory boards, which include members and stakeholders external to ECU, provide a mechanism for ongoing assessment. A formal external review would be conducted periodically.

5. **Partnerships for Health Care Workforce Development (UNCT Nos. 4.5, 5.1, 5.6)**

**Description:**
- ECU and ECSU have entered into a partnership for nursing education in the Northeast region of NC. Through this partnership ECU’s RN-BSN program will be brought to this region to increase access to this level of education for nurses in the region.
- ECU is partnering with UNC-CH in the expansion of medical school class size to produce more physicians and in increasing the number of Dentists in NC.

**Implementation:**
- The ECU/ECSU partnership will be implemented in fall 2009. Planning and preparation for this beginning has been done during the 07-08 & 08-09 school years.
- Planning for the expansion of medical education began in 07-08 and is continuing this year. The BSOM class size has been increased to 76 in Fall 08.
- The dental school start-up at ECU is on schedule with the hiring of a new Dean, Dr. James Hupp who began on October 24. Curriculum development for the basic science portion of the school has taken place this last year in partnership with the Basic Science Departments of the BSOM.

**Funding:**
- Funding for the nursing partnership planning in the amount of $100k was provided by UNC-GA in 08-09. Additional Dollars for implementation will be required for 09-10.
- Funding for planning for medical school expansion in the amount of $750K was provided by UNC-GA in 08-09. Additional dollars for planning are requested in the 09-11 budget.
- Dental school planning has been funded by the legislature. Additional operations dollars are included in the 09-11 budget request.

**Responsibility:**
- Dr. Sylvia Brown, Acting Dean in the College of Nursing, is responsible for the ECU/ECSU Partnership for Nursing Education.
- Dr. Paul Cunningham is responsible for the ECU/UNC Partnership for Expansion of Medical Education
- Dr. James Hupp is responsible for the ECU/UNC Partnership for Dental Education
Impact and Accountability Metrics:
- Growth in graduation numbers from these and other health sciences programs will be monitored and reported.

Reassessment Process:
- Ongoing reassessment is being conducted by the respective schools as these initiatives are undertaken. Appropriate adjustments will be made to achieve maximum efficiency and productive outcomes.
6. Center of Excellence in Cardiovascular Research and Care
(UNCT Nos. 4.1, 4.5, 4.7, 5.6, 5.7)

Description:
The East Carolina Heart Institute (ECHI) opened in October 2008 and provides the vehicle for delivery for advanced cardiovascular clinical care, education and research in NC.

Implementation:
- A planning team has been formed to design the completion of the 4th floor of ECHI to house researchers from bioenergetics, metabolic Institute, basic sciences and cardiovascular sciences.
- Faculty recruitments are underway to bring additional CV research faculty to ECU

Funding:
- Current Funding for ECHI is limited since no operating dollars were appropriated for the institute at the time the Capital dollars were appropriated.
- A request for Operating dollars for the ECHI has been made for the 09-11 biennium to support research programs and improve preventive and interventional measures for patients who are already symptomatic of cardiovascular disease and for patients who are at risk for cardiovascular disease.

Responsibility:
- ECHI is an entity in the Health Sciences Division of ECU. Dr. Randolph Chitwood is the Director of ECHI and has responsibility for its implementation. He is supported in this effort by Dr. Bruce Ferguson, Chair of Cardiovascular Sciences and Dr. Phyllis Horns, Interim Vice Chancellor for Health Sciences

Impact and Accountability Metrics:
- Reducing cardiovascular disease and its related complications will improve the health of the region. Data on services provided and outcomes are regularly collected and reported.

Reassessment Process:
- Review of progress in the development of ECHI is a function of the ECHI Joint Advisory Board.
7. School of Public Health (UNCT Nos. 4.1, 4.4, 4.5, 4.7, 5.6, 5.7)

Description:
Development of a School of Public Health at ECU is important to meeting the future public health needs of North Carolina. A Department of Public Health was established in the Brody School of Medicine in 2008 and houses a rapidly growing MPH program which achieved national accreditation in 2007.

Implementation:
- Formulation of a campus steering committee to examine the need and conduct discussions on campus about the feasibility of establishing a school will be done in 08-09.
- Program planning has begun for a new PhD in Epidemiology
- Enrollment growth in the MPH program continues

Funding:
- Budget planning for the new school will need to take place after campus deliberations and feasibility study.

Responsibility:
- Responsibility for exploring the establishment of this new school rests in the HSD with interim VCHS, Dr. Phyllis Horns, Dr. Paul Cunningham, BSOM Dean, and Dr. Lloyd Novick, Interim Chair, Dept of Public Health. This will, however, be a campus-wide deliberation.

Impact and Accountability Metrics:
- Enrollment growth in the MPH program will be monitored
- Placements of the graduates in the state will be reported

Reassessment Process:
- Progress on plans to establish a new School will be monitored by the administration and Steering committee.
The Arts, Culture and Quality of Life

1. Center for Diversity and Inequality Research (CDIR)(UNCT Nos. 4.1, 4.2, 4.3, 4.4, 4.5, 46, 4.7, 5.1, 5.6, 5.7)

Description:
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. The Center's office was renovated Summer 2008 and is located in Brewster Building. It includes two faculty offices, a conference room, and a staff office/reception area. The Center has a Director whose time is committed 50% to the administration of the Center. Over $665,000 in private money has been pledged to support the operation of this Center and the Harriot College of Arts and Sciences committed $75,000 in start-up funds. A private donor has also committed funds from his estate towards a Distinguished Professorship in Social Diversity.

Implementation Timelines, Milestones, and Partnerships:
• The approval of the establishment of the Center, renovation of the CDIR Suite, and appointment of the Founding Director, Dr. Lee Maril, in Spring-Summer 2008 have allowed us to begin working towards our goals in earnest. We are planning an Opening Celebration for the Center in Spring 2009.
• As the Center's two primary missions are 1) to promote the academic study of social diversity and 2) to promote and support social diversity by formulating public policy and educating the public, our first task is to establish relationships with relevant constituencies both on campus and in the community. While this task will be ongoing, it is the primary focus of our efforts in the inaugural year 2008-2009. Already we have established relationships with the Center for Social Justice, the Greenville Intergenerational Center, the School of Social Work, the College of Education, the ECU Student Affairs staff, the Hispanic community in Pitt County, African-American community leaders, GLBT Student Union, and the Office of Continuing Education.
• Also in 2008-2009 we are working with Ms. Scott Wells, the Major Gifts Officer for the Harriot College, on a fundraising campaign to raise matching funds for our Center Endowment in response to a challenge by Dr. Jesse Peel, the primary benefactor.
• The Center seeks to provide a scholarly atmosphere and culture which supports academic research in the complexities of all aspects of social diversity including race/ethnicity, class, gender, sexual orientation, age, religion, and disability status. During the 2008-2009 academic year we are initiating our first three-five Center-related research projects. These include an assessment of the needs of GLBT faculty, staff, and students; an assessment of the characteristics and concerns of the West Greenville community in collaboration with the School of Social Work and the Intergenerational Center; and, a study of employers' perspectives on Hispanic workers. We expect to maintain an active research agenda of at least three - five quality Center-sponsored research projects every year.
Based on previous research linking lower recidivism rates to educational opportunities within prisons, the Department of Sociology in conjunction with the CDIR is continuing to support the Inmate Outreach program through the Office of Continuing Education. Working with the Office of Continuing Education we have a goal of broadening this program to include courses from other departments on campus and, ultimately, the establishment of an undergraduate certificate program within the next 5 years.

In 2008-2009 the Center hired and trained its first dedicated half-time graduate assistant, funded by the Department of Sociology. This graduate assistant is assisting faculty members with Center-related research, creating a library of research conducted on social diversity in Eastern North Carolina, and assisting the Director in establishing linkages with related constituencies.

In 2008-2009 we intend to establish a mechanism by which ECU faculty can affiliate with the Center for Diversity and Inequality Research.

We are beginning work on a CDIR website which will highlight the work being done by center faculty and its affiliates. This website will also serve as a resource on policy related to the Center’s research. This website will be completed by the end of the 2008-2009 academic year.

Beginning in Spring 2008, we began a regular speaker series on issues related to Social Diversity and Inequality. To date, we have had speakers on issues related to the Pitt County Hispanic community, individuals with physical disabilities, and the race gap in disciplinary actions in public schools. We plan to continue and expand the speaker series throughout the 2008-2009 year and beyond. This series has served an important function in linking ECU faculty with community leaders and researchers in other disciplines.

Partnerships – As the Center’s two primary missions are 1) to promote the academic study of social diversity and 2) to promote and support social diversity by formulating public policy and educating the public, our first task is to establish relationships with relevant constituencies both on campus and in the community. We have already established relationships with the Center for Social Justice, the Greenville Intergenerational Center, the School of Social Work, the College of Education, the ECU Student Affairs staff, the Hispanic community in Pitt County, African-American community leaders, the GLBT Student Union PRISM, and the Office of Continuing Education. We are also working very closely with the Department of Sociology’s Community Research Laboratory and its Experimental Laboratory. Finally, faculty associated with the Center have strong existing ties with faculty across the Harriot College of Arts and Sciences.

Funding:
- Current funding: $5000 in operating monies
- Future costs: The Center has requested an SPA employee in the form of an administrative associate to handle administrative responsibilities related to grantsmanship, research dissemination, speaker series, and the like. At present these responsibilities are being handled by the Department of Sociology’s two administrative associates in addition to their normal responsibilities. At current rates, we budget $24,000 plus benefits for this employee.
The Center is currently receiving a half-time graduate assistantship (10 hours per week) from the Department of Sociology out of its graduate school allocation. This is not ideal as it takes away assistantship support from department faculty and does not provide sufficient support for the Center’s activities. It is uncertain whether or not this support will continue. We request a fulltime graduate assistantship (20 hours per week) beginning 2009-2010 at a rate of $10,000.

The Center is currently receiving no student assistance with routine administrative tasks (answering phone calls, making copies, developing fliers, etc) that are often handled by undergraduate self-help students. We request $3000 to fund a self-help student.

The Center has limited funds for speakers. Our speaker series has therefore been limited to individuals who are local or who otherwise can be brought into the Center with little expense. However the creation of sound public policy requires that Center faculty stay abreast of current public policy issues and debates. We request $20,000 for honoraria to establish a more robust speaker series.

The Center’s current operating budget of $5000 provides virtually no funds to cover travel costs for the Director and other Center-related faculty to travel across the region and indeed the state to meet with under-represented groups to discuss needs, policies, and programs. We request an additional $2000 in travel money for 2009-2010 and anticipate a need for an additional $2000 in the following year as partnerships are shored up.

The Office of Continuing Education currently has a limited budget provided by grants to fund courses within the NC prison system. If we are to work with the Office to expand this program to allow inmates the option of earning an undergraduate certificate, additional funds are needed to increase course offerings. At a rate of $4000-$5000 per course, we anticipate these unmet needs at no less than $50,000 per semester. It should be noted that this program currently reaches only a handful of prisons in the Eastern part of the state and none of these prisons are women’s prisons. Replicating this program within an equal number of women’s prisons to provide parity, would double the expense to $100,000.

Responsibility:
Identify primary ECU units responsible for and critical to successful implementation.
Consider the following questions in the guidelines to explain why ECU is the right campus to focus on each initiative:

“Which proposals are best addressed on your campus because of your distinctive mission, resources, and regional needs and considerations?”

“Which proposals are best addressed in collaboration with other institutions?”

The goals of the Center for Diversity and Inequality Research are centered on understanding social diversity and inequality within the Eastern North Carolina region. East Carolina University has historically been the University that has primarily served this part of the state. In particular, social research on this part of the state has been almost exclusively conducted by faculty at East Carolina University. Therefore, we believe that the goals of the Center are best accomplished by ECU faculty and staff. As the Center’s mission is inherently sociological, its home is and should remain in the Department of Sociology. That said, there are extremely qualified and talented researchers in a number of other departments and research centers on campus who
are and will be engaged in research of interest to the Center. Our goal is to continue to foster working relationships and indeed research teams with those individuals.

Impact and Accountability Metrics:
The Center’s two primary missions are 1) to promote the academic study of social diversity and 2) to promote and support social diversity by formulating public policy and educating the public. Success will be measured by the completion and dissemination of high quality research on all aspects of social diversity including race/ethnicity, class, gender, sexual orientation, age, religion, and disability status. Additionally, success will be measured by the translation of that research into public policy and programs. It is not our goal to simply get research published in academic journals, but rather to additionally bring that research to the public eye through formal and informal presentation of research to community groups, policy makers, and other affected constituencies. Finally, success will be measured through grantsmanship. It is our goal to work to establish and support productive research teams which will acquire funding from local, state, and federal sources to study and address issues of social diversity and inequality.

Reassessment Process:
The Center’s two primary missions are 1) to promote the academic study of social diversity and 2) to promote and support social diversity by formulating public policy and educating the public. No less than once per year, the CDIR Director, with the support of the affiliated faculty and staff (if applicable) will compile a report which documents the activities of the Center. Assessment will consist not only of a review of the indicators of success identified above, but also of both the depth and breadth of the Center’s activities. It is our goal to address all aspects of social diversity including race/ethnicity, class, gender, sexual orientation, age, religion, and disability status. The continual process of assessment will attend to the extent to which this goal is being achieved or whether the Center is developing strengths in just a few areas of research. Any evidence of the latter will be addressed by broadening and strengthening linkages to researchers, representatives, and organizations among under-represented groups. Regular assessment will also attend to the extent to which both primary goals of the Center are being achieved. Are faculty engaged with the public in translating research into policy and programmatic implications? Some faculty may need mentoring in how to turn “pure research” into informed policy.
2. Intergenerational Center (UNCT Nos. 4.4, 4.7, 5.6)

Description:
The Lucille W. Gorham Intergenerational Community Center is the bricks-and-mortar home of a unique collaboration between local governmental, educational partners, and members of a predominantly African American urban community looking to improve the lives of individuals and families while stimulating redevelopment and small business opportunities within the community.

The Center came about in 2007 through a partnership between the City of Greenville, East Carolina University, Pitt Community College and multiple community partners to address the needs of individuals and families in a 45-block area of west Greenville as part of the city’s revitalization plan. A memo of understanding identifies ECU, the College of Human Ecology as the primary site manager. Through grants and a private donation acquired by city planners, the City of Greenville purchased the buildings of a former church and school in west Greenville and leased the property to ECU for the establishment of the center.

The mission of the Gorham Center is to assist families and individuals in reaching their full potential through adult education, job training, youth apprenticeship and mentoring, home ownership readiness counseling, after school tutoring and mentoring, and social work services. The Gorham Center also serves as a field placement site for ECU students and provides opportunities for faculty research. Since the center opened its doors in January 2007, hundreds of youth and adults have been served.

Implementation Timeline, Milestones and Partnerships:
• Timeline - Clear timelines indicating beginning, major milestones, and possible sunset dates.
  o Initiation of agreement (Memo of Understanding) Fall 2006
  o Opening of center – January 2007
  o First funded summer programs 2007
  o Formation of Advisory Boards completed January 2008
  o Movement to 501c status with ECU as major partner 2009-2010.

• Milestones - Major events in implementation with consideration of metrics of success and measures of accountability.
  o 2007: Center
    ▪ Ladies quilting group meets twice a month and is open to all members of the community (continuing)
    ▪ Summer Significance Camp is an academic experience to help rising sixth-graders in Pitt County Schools reach their full potential and excel in school. Program continued in 2008, students are tracked for success in 6th grade.
    ▪ The Youth Apprentice Program is for teens age 15-19 who are referred by the police or juvenile justice programs. The camp helps teens prepare for a GED and learn business practices and other life skills. Program continued in 2008, students are tracked for success including completion of GED or reentry into high school.
New Programs for 2008:
- Rebuilding Together 501c housed in Center
- The Youth Excelling for Success (Y.E.S.) program promotes positive activities for children, including chess, martial arts, and tutoring
- Diabetes and Nutrition education
- Health screening clinics

Partnerships - Identify required partners and elements needed for successful partnerships, as well as major beneficiary/stakeholder groups.
- Required partners include the City of Greenville, Pitt Community College, ECU, and the community
- Additional service partners are: Little Willie Center; Job Link; Eppes Alumni; CHOSEN; Rebuilding Together Pitt County, Inc.; Vanguard; and the York Memorial Church, Pitt county health department and others.
- The major stakeholders/beneficiaries are the community members who have a voice in city efforts, as well as a healthier more vibrant community; the university, especially its students who learn through engagement with the community and the city, which is able to engage in the community in a constructive and effective manner.

Funding:
- Current funding: Current funding from the University is approximately $160,000.
  - Rent to the city of $25,000; $20,000-$40,000 in operating, one reassigned senior faculty member $85,478 from the School of Social Work in the College of Human Ecology, and one administrative assistant $28,900. In addition the university pays for phone and computer services.
  - Additional current program funds from two grants totaling $130,000 through the university.
  - Additional current program funds of approximately $100,000 through community partners.
- Future costs:
  - One time costs: Renovation, furniture, and security costs totaling $255,000;
  - New recurring costs: Center Operations Coordinator: $60,000, Permanent Center Director: $85,000, operating $40,000
    Sub-total: $440,000
- Future funding needs:
  - New state appropriations: $160,000
  - Campus reallocations $55,000
  - Grants and contracts: $120,000 substance abuse program from Eastern Carolina Mental Health
  - Other $200,000 from City for renovations
    Sub-total $535,000

Responsibility:
The ECU units responsible for success of this activity are the College of Human Ecology, the School of Social Work, Academic Affairs and facilities services. Because of the interest in the College in the well-being of families and communities and the expertise in partnering found in Social Work, we are prepared to model this community partnership. In addition ECU is located in an area where such a model can be used to benefit other communities.

Impact and Accountability Metrics:
For each initiative, seek to identify meaningful quantitative and qualitative indicators of successful implementation and successful ongoing operation.

As the site manager for the Center, the College is responsible for providing the city with quarterly reports on the activities and effectiveness of the Center. The Center reports on the number of individuals coming to the center, the number of community members, the number of individuals served by programs offered at the center, the number and types of programs offered at the center and the evaluation of each program. It also reports on any collaborations with other community groups.

In addition regular reports are made to the advisory board and planning boards and input from these groups is sought.

Reassessment Process:
Keep in mind the importance of ongoing reassessment and review to create an environment for continuous quality improvement, both in terms of efficient resource utilization and maximizing the breadth and depth of beneficial outcomes.

The partnership with Pitt Community College, the City and the Community is evaluated every three years by the partners and in particular the city, which owns the property.
3. Renaissance of Downtown Greenville (UNCT Nos. 4.4, 4.7, 5.6)

Description:
ECU is an interested and willing partner in the revitalization and development of Greenville’s historic downtown. As a committed resident, steward, and neighbor, the University will continue its efforts to enhance the livability and vitality of this important regional asset. ECU will work to raise awareness of the importance of downtown revitalization and to build consensus and support; contribute to the arts, entertainment, and other amenities through its programs; be an active partner in the design and pursuit of downtown revitalization; and serve to attract industry, government, and other partners into close proximity of the campus through ECU’s innovations, research and workforce development enterprise.

Implementation Timeline, Milestones, and Partnerships
- Spring, 2008 ECU’s Capstone Studio assisted Uptown Greenville with design planning
- Fall, 2008 ECU’s OEIED prepares for the Millennial Campus planning process with construction of full GIS-based property analysis system
- Spring, 2009 OEIED and the Vice Chancellor for Administration and Finance plans a shared master planner/community planner position to coordinate the master planning process for ECU’s Millennial Campus
- Spring, 2009 After examining best practices from other UNC system Centennial and Millennial campus leaders, ECU will begin its Millennial Campus planning which will be incorporated into the broader downtown master planning process
- Partnerships – ECU, Uptown Greenville, NCSU Centennial Campus, UNC-GA

Funding:
- Current funding – Internal resources of $15,000 are allocated for a graduate student and operating expenses to prepare the Millennial Campus draft plan.
- Future costs – Funds to plan for and develop individual facilities will be dealt with individually through standard budgeting and finds acquisition processes.

Responsibilities:
ECU’s Office of Engagement, Innovation and Economic Development, the Executive Assistant to the Chancellor, and the Office of Finance and Administration are responsible for planning and co-ordination.

Impact and Accountability Metrics:
- Master planning processes complete
- Number of projects and community infrastructure improvements complete
- Number of ECU educational, artistic, athletic, and other activities held downtown
- Number of industry/University partnerships begun

Reassessment Process:
The Renaissance of Downtown Greenville is guided by the long-term vision of ECU’s Millennial Campus and Uptown Greenville’s master plans. They will undergo continuous planning and reevaluation to incorporate evolution of the academic enterprises and
changing economic conditions and consider evolving workforce, research, and innovation needs throughout the region.
4. Center for Sustainable Design (UNCT Nos. 4.1, 4.4, 4.7, 5.4, 5.6)

Description:
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 in the above section entitled 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.

Implementation Timeline, Milestones and Partnerships:
Establishment of this proposed center has not yet occurred, but discussions among various campus units and potential external partners are ongoing. Additionally, significant progress has been made towards establishment of two important supporting programs; the Innovation Design Lab and the Engagement and Outreach Scholars Academy.

The focal point of this proposed center is the “engaged learning laboratory” concept wherein the Innovation Design Lab (IDL) will utilize university design-related capabilities to provide a common visual language that facilitates multi-disciplinary, multi-organizational teams seeking solutions to complex regional challenges, for example, the establishment of new coastal building ordinances in light of sea level rise.

The IDL is a technology-facilitated environment utilizing the “language” of design to translate among academic disciplines, industry, public agencies, and the marketplace to enhance innovation for new processes, products, and public policies. This unique facility is comprised of two installations: one within ECU’s Office of Engagement, Innovation and Economic Development and a second companion facility within NC State’s College of Design. These two facilities are fully connected via networked computing, video, and voice communication systems. Equipment purchasing and construction of the IDL has begun and final connection of the two facilities is expected to occur in spring 2009.

The second important support program in creating an “engaged learning laboratory” is ECU’s Engagement and Outreach Scholars Academy (EOSA)(See in the above section entitled The Leadership University.) The Academy provides a competitive professional development opportunity for ECU faculty members, from a range of academic disciplines, to increase their knowledge, motivation, and capacity to secure research funding and conduct scholarly engagement within service learning, partnerships and outreach. The academy helps faculty move from a public service perspective to an engaged scholar’s perspective, knowledgeable about how to develop and sustain mutually-beneficial
partnerships with external collaborators. EOSA will allow key external stakeholders to partner with faculty in order to conduct research that will benefit the public, promote a culture of engagement across campus, strengthen ECU’s reputation for community and economic development, and help faculty to approach their outreach in a scholarly way that supports their pursuit of promotion and tenure.

A third element relating to this center concept is the opportunity for ECU to partner with NC State, linked by ECU design faculty that also teach within NC State’ College of Design (thus connecting interior, architectural, and landscape design disciplines) to develop joint curriculum and associated outreach program. These opportunities are currently being investigated.
5. Build a World-class Center for Visual and Performing Arts (UNCT Nos. 4.1, 4.4, 4.7, 5.6)

Description:
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.

Implementation:
- Timeline – Private fundraising and initial planning has already begun and will continue through the end of the Second Centennial Capital Campaign (2011). The VPAC has been approved by the UNC BOG for inclusion in the Bond Referendum (2009 or 2010). Groundbreaking (2011). Completion and opening of facility (2013).
- Partnerships – The State of North Carolina, Pitt County, The City of Greenville, North Carolina corporations and private individuals will be partners in the VPAC.

Funding:
- Current funding: $335,000 in private giving and discretionary funds from the chancellor
- Future costs:
  - One time costs - $85 million
  - New recurring costs - $2.1 million annually for operating costs
  - Sub-total

Future funding needs:
- New state appropriations - $72.25 million in state appropriations or bond issue
- Campus reallocations - $85,000 annually to cover salary of executive director
- Grants and contracts - $100,000 annually from state, regional and national funders to cover artists fees
- Receipts - $2.1 million annually to cover operating costs
- Other - $12.75 million in private and corporate fundraising
- Sub-total

Responsibility:
The primary ECU units responsible for and critical to the successful implementation of the Visual and Performing Arts Center are: University Advancement, College of Fine Arts and Communication, and the Division of Finance and Administration. ECU needs to build the VPAC for three main reasons:
- The need to update facilities to meet the needs of the arts programs on campus (Art, Dance, Film, Music, and Theatre, and the S. Rudolph Alexander Performing Arts Series)
- The need to give Eastern North Carolina appropriate venues for exposure to the arts, and
- The economic development that will be generated by a new Visual and Performing Arts Center (specifically employment at the VPAC and associated businesses (such a hotels,
restaurants, and retail establishments), and the consumption of goods from those same associated businesses.

Impact and Accountability Metrics:
The VPAC will have an immediate impact on the ability of the university to support and sponsor a wide variety of artistic productions from both its internal units (School of Music, School of Theatre and Dance, School of Art and Design) and from external constituencies east of I-95. It will also provide a venue for a wide-ranging number of activities, from business meetings, to social and fundraising events.

The main accountability metric will be the ability of the VPAC to derive enough revenue to fund its day-to-day operational costs (exclusive of staff, which would be provided for by the university). Other metrics could be the number of patrons served (as compared to the number previously served), the number of events hosted, and the cost-savings provided by having a venue appropriate for hosting fundraising events sponsored by the university.

Reassessment Process:
The reassessment process will have to be created and will have to be flexible enough (for example, year five is likely to show a truer picture than year one or two) to allow the VPAC to establish itself in the community.
6. Growing the Economic Contributions of ECU Athletics (UNCT Nos. 4.4, 5.6)

Description:
Economic Contribution of ECU Athletics – 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 ($50 M proposed football stadium expansion; $30 M non-revenue facility development) will allow more people in the community to enjoy ECU athletics and foster further economic activity.

Implementation:
Plans currently call for an end zone addition (Phase I) to Dowdy-Ficklen Stadium that will provide approximately 7,000 new seats bringing the stadium capacity to 50,000. Construction is scheduled to begin after the 2009 football season and be ready for the 2010 season. Phase II of the stadium construction will provide a new press box area and an estimated 35 suites on the south side of the stadium, and may include office and programming space below the structure. Completion date for Phase II is yet to be determined.

Approval has also been granted to proceed with the development of new softball, track, tennis, and women’s soccer facilities, along with an auxiliary gymnasium to provide practice space for men’s and women’s basketball and volleyball. Plans call for the softball facility to be ready in the spring of 2010, and the timeline for the other facilities will be developed over the next year.

Funding:
Funds for the football construction will be realized from private gifts and athletic department revenues. Funding for the non-revenue facilities will be provided from a $70 debt service fee already approved and from private gifts.

Responsibility:
Athletics Administration, in conjunction with the ECU Educational Foundation, will assume responsibility for these projects.

Impact and Accountability Metrics:
Final selection of designer for the non-revenue facilities will occur in November 2008, and the softball project is scheduled to be bid in spring 2009 (remainder of projects will be phased in over the next few years as determined by construction schedules).

The football end zone project plans are scheduled to be finalized spring 2009 and bid during the summer of 2009. Phase II of the football stadium will be designed during 2009 and a market assessment will determine the best time to proceed.

Reassessment Process:
All projects are continually assessed by athletics administration, university administration, facilities services, and the Board of Trustees to make sure proper decisions are made in the best interest of the institution.
IV. Faculty and Staff Recruitment and Retention

Introduction
East Carolina University is experiencing a period of accelerated student enrollment growth coupled with a downturn in the national and state economies. The end results are challenges related to staffing of faculty and academic support personnel. The opportunity is available for the institution to create strategies that help minimize significant issues presented by this confluence of circumstances as we continue to conduct the academic enterprise based on our historic and evolving mission.

University Leadership
It is critical that the ECU leadership be clear and consistent regarding the issues involved in faculty and staff recruitment. Attention must be focused on an open, transparent, and inclusive style of communication and decision-making. Attention must also be placed on development of internal policies and procedures that maximize the attractiveness of the institution as a place in which to work. The institution must provide ongoing professional development opportunities to help build and sustain a campus spirit of collaboration, collegiality and civility.

Diversity and Supportive Community
The institution needs to develop an internal campus environment that actively promotes respect for people and what they do, encourages a culture of high performance, and engages in effective diversity practices that open the campus to all cultures and points of view. Externally, the institution needs to find ways to support high quality faculty and staff through community orientation activities, identification of local resources that make new arrivals feel welcome and the development of family support strategies, such as offering a child-care facility.

Policy Improvements
Policy improvements in the area of faculty and staff recruitment and retention begin with streamlined hiring processes that feature fast track options for hiring critical need individuals and areas personnel in critical needs areas, expedited contract offers and provide relocation assistance information. Also, the institution must create policies to make it easier to hire dual career couples through a spousal hire program. This enhances the attractiveness of the institution to the new employee and reaches a greater goal when the institution fills a vacancy in an area of specialty at the same time that takes advantage of the important resource the spouse represents and the incentive it provides for faculty hiring.

Financial Improvements
Recruitment and retention of faculty and staff is already a staple of ECU’s mission, goals, and priorities, as well as being tied to the institutional budget. Therefore, it must be included in the institution’s strategic plan. The budget priorities in the strategic plan become the guidelines by which individual departments obtain their resources with fairness and effectiveness. Also, the institution has set aside funds specifically earmarks to address recruitment and interviewing of prospective faculty and staff.
Pay and Benefits
Successful recruitment of faculty and staff depends on a sustained and competitive pay levels compatible to their peers. Retention strategies must focus on addressing the financial inequities that may occur once they arrive on campus. The additional fiscal issues that ECU needs to address include, but are not limited to: salary compression and inversion within and across disciplines, incentives for professional achievement and expanded benefits such as tuition waivers for dependents, improved medical insurance package for families and an increase in retirement contributions to competitive levels.

Academic Quality and Competitiveness
ECU needs to develop and support a performance-driven campus environment with the intention of encouraging the best and the brightest to stay on our campus. The strategies to accomplish this include competitive academic loads for all disciplines, effective support for research and teaching improvements, competitive start-up packages for incoming faculty, mentoring programs for newly hired and existing faculty and staff, competitive research leaves of absence to improve academic performance in the classroom and laboratories and fast track promotion of high performing faculty and staff. To support these strategies, ECU needs to create and annually update an institutional continuity plan that includes effective workforce planning for faculty and staff and improve openness and communication between academic units and central administration.

Specific Issues Addressed in UNC Tomorrow Response regarding Recruitment and Retention
1. What are the key characteristics of a thoughtful, deliberate planning process necessary to address the workforce needs of the institution now and in the next 5 to 10 years?

For nearly a decade, ECU has been experiencing accelerated enrollment growth resulting in a severe understaffing of academic and academic support areas. This issue represents the context and point of departure for analyzing the recruitment and retention of faculty and staff.

An important tool for assisting the university in identifying the specific issues in recruitment and retention of faculty and staff is the Collaborative on Academic Careers in Higher Education (COACHE), which is a survey of junior faculty. In their literature, COACHE indicates that "Many institutions are joining COACHE as they find themselves bracing for a wave, perhaps lasting a decade, of faculty retirements. The need to replenish the faculty ranks by hiring talented early-career scholars drives these colleges and universities to use COACHE as a recruiting tool by sharing COACHE findings with search committees as a means of educating them about the unique perspective and experiences of pre-tenured faculty on their campuses. Equipping search committees with concrete information about the areas of greatest satisfaction among the institutions’ tenure-track faculty gives the institution a competitive edge in the faculty labor market: committees can speak knowledgeably and candidly about the tenure-
track experience, prepare responses for the tough questions, and advertise the most favorable aspects of their institutions as academic workplaces.”

East Carolina University participated in the COACHE survey during the 2005-06 academic year with the following results:

- 100% rated the tenure process better than or about the same as peers
- 80% rated nature of the work better than or about the same as peers
- 78% rated policies and practices better than or about the same as peers
- 80% rated climate, culture and collegiality better than or about the same as peers
- 100% rated global satisfaction better than or about the same as peers and 60% said it was better than peers

Currently the university is participating in the 2008-09 COACHE survey. The results of this survey will allow us to determine not only the current climate for tenure-track faculty but enable us to compare the results with the 2005-06 survey to see if this climate has changed over time. These analyses are a valuable tool for the university in its efforts to recruit and retain faculty.

Also, a new Equity Office dashboard analytical tool will provide key institutional equity indicators in real time on a computer dashboard. Several of these indicators are relevant to future workforce planning.

Finally, it is recommended that the institution develop a comprehensive tool that assists administrators, directors and managers in addressing critical workforce element as well as changes that will occur in the next 5 to 10 years. It is also recommended that a consolidated tool be developed and deployed throughout all UNC institutions that will implement human capital management for university employees including EPA teaching and Non Teaching as well as SPA staff and CSS employees.

II. What ongoing process is needed to identify key talent gaps and surpluses to mitigate leader and worker shortages in the next 5, 10 and 15 years?

To begin to identify proactive and effective faculty recruitment and retention strategies, members of the subcommittee polled department across the university about their experiences in the recruitment and retention of faculty.²

² What have been some notable successes you have experienced in recruiting and retaining a high quality faculty? Were any factors especially important in achieving these successes?

*What have been the challenges associated with recruitment and retention of high quality faculty? Do you have any suggestions regarding policy changes that might facilitate recruitment and retention?

*How would you describe your faculty in terms of diversity? (By diversity we are referring primarily to gender and underrepresented minority faculty). What factors have supported your successful recruitment and retention of a diverse faculty? What changes might further assist your efforts to recruit and retain a diverse faculty?
It was found that issues varied by discipline, sometimes in contradiction. Factors related to their success were related to:

- recruitment process (making offers early, ability to offer nationally competitive salaries, building relationships with potential candidates at conferences)
- fostering candidate research (start-up package, support from Division of Research and Graduate Studies, graduate student support, course release time to support research)
- quality of work life (work load, doctoral education, mentors, consistency of teaching schedule, high gender diversity, alignment between rank and salary, perceived collaborative environment, positive faculty relations)
- general environment (North Carolina’s support of higher education, ECU's sound regional reputation and welcoming atmosphere, vision to be nationally competitive, airport with regional jet, some flexibility in budget – lapsed dollars and phased retirement)

Indicative of the variation, the same factors related to success were often also related to future challenges:

- recruitment process (making offers early, ability to offer nationally competitive salaries) recruitment process (lateness of offer letters, extremely small pools of potential candidates with high level of competition in the specialized field, approvals for contracts, lack of moving expenses, poor medical coverage)
- lack of research support (clarity of research mission, competitive start-up packages)
- quality of work life (salaries, lack of pool to reward outstanding accomplishment, teaching loads, low racial diversity, strict P&T timelines – need way to extend, lack of sabbatical)
- general reputation (ECU lacks name recognition, “chip” on shoulder of ECU community, departmental in-fighting)

Given the contradictory findings, ongoing systematic assessment of faculty recruitment and retention efforts should be considered.

III. What percentage of faculty and staff that will be eligible for retirement over the next 5, 10, 15 and 20 years and what impact will it have on the ECU workforce”?

Altogether, 38% of the 5,424 faculty and staff are at or near retirement age. A 2007 break down of personnel by categories are indicated below:

- 19% of category 10, Executive, Administrative and Managerial, is at or within 5 years of being eligible for retirement, 42% within 10 years or less, 60.6% within 15 years or less and 71% within 20 years or less
• 17.6% of category 20, Instructional Faculty, is at or within 5 years of being eligible for retirement, 33% within 10 years or less, 48.5% within 15 years or less and 61.8% within 20 years or less
• 4.7% of category 30, Professional (other than executive/administrative/managerial, deans, department chair, or faculty), is at or within 5 years of being eligible for retirement, 15.8% within 10 or less, 29% within 15 years or less and 42.9% within 20 years or less
• 5% of category 40, Technical and Paraprofessional, is at or within 5 years of being eligible for retirement, 13% within 10 or less, 25.6% within 15 years or less and 42% within 20 years or less
• 7% of category 50, Clerical and Secretarial, is at or within 5 years of being eligible for retirement, 15.9% within 10 years or less, 32.5% within 15 years or less and 47% within 20 years or less
• 5.4% of category 60, Skilled Crafts, is at or within 5 years of being eligible for retirement, 19.7% within 10 years or less, 33.5% within 15 years or less and 56% within 20 years or less

Also, since retirement is based on both age and length of state service, it is possible for an employee to eligible to retire without hitting the age requirement.

IV. What challenges will ECU face in the next 5, 10 and 15 years in response to demographic shifts especially in age and ethnicity/race and how can these shifts be used to help enhance diversity on campus?

At the beginning of the 2007 academic year, the modal age category for all but one occupational group was 18-39. This breakdown by group was as follows:

<table>
<thead>
<tr>
<th>Occupational Activity Group</th>
<th>Modal Age Group</th>
<th>Percent of Modal Group to Total in Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive, Administrative and Managerial</td>
<td>50-59</td>
<td>22.89%</td>
</tr>
<tr>
<td>Instructional Faculty</td>
<td>18-39</td>
<td>25.01%</td>
</tr>
<tr>
<td>Professional</td>
<td>18-39</td>
<td>45.24%</td>
</tr>
<tr>
<td>Technical and Paraprofessionals</td>
<td>18-39</td>
<td>45.38%</td>
</tr>
<tr>
<td>Clerical and Secretarial</td>
<td>18-39</td>
<td>39.04%</td>
</tr>
<tr>
<td>Skilled Crafts</td>
<td>18-39</td>
<td>30.77%</td>
</tr>
<tr>
<td>Service/Maintenance</td>
<td>18-39</td>
<td>34.07%</td>
</tr>
</tbody>
</table>

Attrition due to retirement appears to be an issue affecting the upper level administrative group more than the other occupational groups. One way that ECU is addressing this issue is with the reinstatement of the ECU Leadership Academy. This program is designed to educate selected members of the university community about issues regarding higher education administration in order to enhance their potential promotion to leadership roles at the university.
A careful trend analysis of race and ethnicity within occupational groups in terms of recruitment and attrition is critical. However, time limits prevented such a detailed analysis. These data may be skewed due to the fact that faculty all across the campus grew rapidly due to a high rate of enrollment growth. We do know that minority faculty grew 90% from 118 in 2000 to 224 in 2006. Female faculty growth during the same period grew by 46% from 491 in 2000 to 718 in 2006. This is also the time, however, when faculty across the campus grew rapidly due to enrollment growth at a high rate.

V. What barriers is ECU facing with respect to recruiting and retaining potential talent and what additional resources, tools and flexibilities would be helpful in addressing these challenges (policies, programs, compensation, benefits, budget, etc.?)

- Quality of benefit programs
- Lack of structured sabbatical program
- Quality and amount of space for faculty offices and research programs
- Lack of clarity regarding policies and procedures for recruitment of a diverse faculty
- Lack of resources for competitive “start-up” packages for some disciplines
- Non-timely allocations of new faculty positions
- Delays in processing of recruitment and appointment materials
- Inadequate institutional support for non-native-citizen faculty seeking appropriate visa status
- Insufficient private funds to assist with moving expenses and other recruitment incentives.
- Better job opportunities elsewhere, including opportunities for advancement, increased salary, merit increase, better working hours and more work conducive to skills/education
- Personal reasons such as daycare and its cost, commuting too far, family concerns, marriage/relocation, need different shift and part-time work not available
- Work environment, including appropriate workload, inequities between faculty and staff, lack of commitment to continuing education and professional development, unprofessional supervisors, lack of support from supervisor, poor quality of supervision, too much stress at work, discrimination, and no confidentiality among supervisors
- Salary inequities
- Need for staff performance evaluations that are valued
- Need for an easier method of dismissing non-performing staff
- Equity in the hiring process for staff, including more advancement and promotion from within
- Cost of parking
- Classism and racism
- Employee benefits including tuition assistance for family members and domestic partner insurance
• Bonus restrictions for SPA and CSS
• Telecommuting for SPA and CSS

VI. How management of a diverse multi-generational workforce should be accomplished at ECU and what sustainable diversity initiatives and creative incentives to recognize and reward appropriate behaviors and outcomes are implemented?

• The university defines diversity in a broad context to include the representation, integration, and interaction of different races, genders, ages, ethnicities, cultures, national origins, abilities, religion, sexual orientations, intellectual positions and perspectives

A climate survey administered in spring 2007 revealed 5 major challenges:

• Classism/privilege among employees
• Hostile/intimidating conduct around race or ethnicity (students)
• Invisibility of many underserved communities on campus
• Lack of welcoming climate
• Lack of recognition of efforts toward creating equity and community at ECU by members of the ECU community

The Chancellor’s Diversity Council Action Plan for Diversity has addressed the issues indicated by the 2007 survey in accordance with the UNC Tomorrow and ECU tomorrow strategic plans by developing a strategic plan that includes the following goals and action steps:

Goal 1. Develop and sustain a shared, inclusive understanding of diversity on campus.

• Establishment of a diversity committee in each college/unit that does not already have one, identification of diversity advocates in each college/unit and development of a 3-5 year plan for diversity in each college
• Use of all manner of communication, including the Chancellor's convocation speech, website postings, catalogue, and activity programs and marketing plan to increase campus awareness of diversity

Goal 2. Recruit, retain, promote and engage a more diverse university workforce at all levels

• Gather data from Human Resources and Office of Equal Employment Opportunity
• Design a university-wide training program for new faculty and staff orientations.

Goal 3. Develop a curriculum that encourages critical and systemic thinking
exposure and understanding of multiple cultural perspectives.

- Ask the academic areas and the Faculty Senate to review the criteria for diversity course requirement
- Encourage professional development to enhance curriculum
- Host institutes/seminars in each college on a rotating basis to discuss learning through diverse perspectives around social interactions in relevant areas.

Goal 4. Create a university culture that values and appreciates diversity

- Include diversity definition in catalog
- Create a resource center on campus for underserved communities.
- Develop support for research and teaching that acknowledges and addresses diversity and climate issues
- Develop diversity benchmark standards for assessment and a score card.
- Recognize outstanding diversity participation through scholarship or innovative programs across the university and at all levels within ECU

VII. How can ECU engage in an effective, systematic process to identify key employees and critical competencies as well as leadership and management development programs designed to address the issues of succession planning?

- ECU has an ambitious faculty development program created by the Center for Faculty Excellent that puts on workshops, seminars, presentations, projects and discussions designed to elevate the skill of faculty teaching and research.
- ECU has instituted a New Chairs Orientation Program with activities conducted on a monthly basis beginning in August and ending in April of each academic year.
- ECU participates in the Bridges program – a program to develop female leadership in the academy.
- ECU intends to develop a dean’s orientation program in the Office of the Provost.

VIII. Beyond what has already been identified in previous responses, what other significant issues exist regarding recruitment and retention of high quality faculty and staff?

- Need for well-defined and publicized “partner” hire policy, as well as “partner” benefits program
- Continued attention to issues of salary compression and inversion
- Continued development of orientation/training program for administrators
- Allow more flexibility in scheduling
- Allow employees to feel valued by providing positive, effective, timely feedback and providing appropriate resources for development in areas that need improvement
• Improve quality of supervision by training current/new supervisors on how to provide effective feedback, the importance of confidentiality, conflict resolution and avoiding discrimination
• Provide university-wide diversity training to enhance understanding of diversity and how it impacts/affects the workplace
• Begin succession planning process
• Establish a highly collaborative university environment that supports and recognizes individual and team achievements
• Provide expanded tuition benefits for staff and dependents

IX. The recommendations contained in sections 1-8 are listed below.

• Develop a comprehensive tool that assists administrators, directors and managers in addressing critical workforce element and changes that will occur in the next 5 to 10 years
• Develop and deploy a consolidated tool throughout the UNC system that will implement human capital management for university employees including EPA teaching and non teaching faculty, SPA staff and CSS employees
• Develop a recruitment process that makes offers early, is able to offer nationally competitive salaries, fast approvals for contracts, relocation expenses and improved medical coverage and benefits
• Foster research of candidates by providing start-up packages and support from the Division of Research and Graduate Studies
• Provide quality of work life in such things as work load, doctoral education, mentors, consistency of teaching schedule, high gender diversity and alignment between rank and salary
• Provide a general environment of support of higher education by taking advantage of ECU’s sound regional reputation, vision to be nationally competitive, airport with regional jet and some flexibility in budget – lapsed dollars and phased retirement. Additionally, eliminating inequities between faculty and staff, increasing commitment to continuing education and professional development, eliminating unprofessional supervisors and supporting those that do well, reducing stress at work and eliminating discrimination
• Provide quality of work life conditions such as adequate salary, recognize outstanding accomplishment, reasonable teaching loads, more racial diversity, strict promotion and tenure timelines and sabbaticals
• Carry out a careful trend analysis of race and ethnicity within occupational groups in terms of recruitment and attrition. This analysis will need to be carried out prior to developing retention strategies aimed at specific racial or ethnic groups
• Develop an appropriate quality of and amount of space for faculty offices and research programs
• Provide more clarity regarding policies and procedures for recruitment of a diverse faculty
• Provide timely allocations of new faculty positions
• Provide adequate institutional support for non-native-citizen faculty seeking appropriate visa status
• Deal with issues of child care and its cost, lengthy commutes too far, family concerns, marriage/relocation, needs for different shifts and part-time work not available
• Develop an easier method of dismissing non-performing staff
• Provide more equity in the hiring process for staff, including more advancement and promotion from within
• Provide relief from parking cost
• Review policies and practices at ECU that through their application perpetuate classism/racism
• Provide benefits including tuition assistance for family members and domestic partner insurance
• Review bonus restrictions and telecommuting for SPA and CSS employees
• Develop a well-defined and publicized “partner” hire policy as well as “partner” benefits program
• Provide continued attention to issues of salary compression and inversion
• Provide continued development of orientation/training program for administrators
• Allow more flexibility in scheduling
• Allow employees to feel valued by providing positive, effective, timely feedback and providing appropriate resources for development in areas that need improvement
• Improve quality of supervision by training current/new supervisors on how to provide effective feedback, the importance of confidentiality, conflict resolution and avoiding discrimination
• Provide university-wide diversity training to enhance understanding of diversity and how it impacts/affects the workplace
• Begin succession planning process
• Establish a highly collaborative university environment that supports and recognizes individual and team achievements
References

1. 2007 IPRE compilation of data on occupational categories by age.
2. Climate Survey administered in spring 2007.
4. Office of Equal Opportunity and Equity mission and goal statement.
6. ECU Employees: All Divisions Graph by John Toller.
10. 2007 Staff Senate Employee Survey.
V. REVIEW of TENURE and REWARD SYSTEM

Findings of the UNC-Tomorrow Commission indicate that UNC should become more directly engaged with and connected to the people of North Carolina, its regions, and the state as a whole (Section 4, Findings: 4.4 & 4.7). Recommendations and strategies in response to commission findings include developing a strategic plan for scholarly public service (4.7.2) that contains standards that recognize public service in promotion, and tenure as well as other reward policies. Specific changes (Section 5) relating to the promotion, tenure, and reward policies are:

5.3 UNC should lead the campuses in a refinement and adjustment of the tenure, promotion, an incentive system to place greater value on faculty involvement and engagement in applied research and outreach that will enhance the state’s competitiveness without decreasing support for or threatening basic research and scholarship and,

5.8 Continue efforts to establish accountability and performance measures.

In response to this call for changes, East Carolina University’s Phase II Response Committee recommends that

- the Chair of the Faculty charge the Faculty Governance Committee with the tasks of examining and incorporating Community Engagement as a scholarly pursuit into the policies of tenure and promotion as well as annual review. Further, as part of the review process, the Faculty Governance Committee should:
  a. Examine the place of community engagement in the current P/T and reward policies of the institution.
  b. Examine other universities’ policies with regard to mechanisms for recognizing and valuing community engagement.
  c. Obtain direct input from ECU’s Carnegie Classification Committee and the faculty at large regarding the scholarship of community engagement.
  d. Provide guidelines for reporting and measuring this form of scholarship and the impact of community engagement endeavors. These mechanisms should accommodate the needs of individual academic units and disciplines.
  e. Develop recommendations for modifications to the Faculty Manual (Appendices C, D, Part XII)

- The following time line is suggested:
  o December 2008/ Phase II Response process is finalized, adopted and communicated
  o December 2009/ The Faculty Governance committee completes its tasks
  o Spring 2010/ Proposal on community engagement submitted to Faculty Senate
  o Summer 2010/ Proposal to General Administration
VI. MISSION REVIEW and REVISION

East Carolina University's (ECU) **UNC Tomorrow Response Phase I Report** referenced ECU’s motto, *SERVIRE*, meaning “to serve” and our vision to be known as the best public university in the nation for meeting the needs of those we serve. Indeed, our Phase I report includes 36 aggressive initiatives targeting the needs of eastern North Carolina. When combined with our proud tradition of service, these commitments have driven a reconsideration and refinement of our mission statement as we enter our 102nd year.

In response to this request from GA a mission review committee was formed, one of a number of sub-committees working on the UNC Tomorrow Phase II response. This small but diverse and representative group was comprised of:
- Deirdre Mageean, Research and Graduate Studies (co-chair)
- Ted Morris, Office of Engagement, Innovation and Economic Development
- Jan Tovey, Chair of Faculty Senate
- Steve Thomas, College of Allied Health
- Karen James, Staff Senate
- Carol Mabe, Board of Trustees (co-chair)
- Kemal Atkins, Student Affairs
- Derek Alderman, Harriot College of Arts and Sciences
- Martha Engelke, College of Nursing
- Hettie Virginia Peele, Graduate Student
- An undergraduate student representative

The group considered GA's request that our mission statement be revisited in light of our aligned ECU and UNC Tomorrow commitments and that it reflect those contributions for which our institution is known and respected and those areas in which we are particularly positioned to respond. Additionally, the group sought to achieve a concise mission statement that:
- Encapsulates our purpose;
- Provides a sense of identity;
- Unifies and inspires; and,
- Guides decisions and actions.

The revised mission statement is built upon the main section themes of the University's strategic plan **ECU Tomorrow: A Vision for Leadership and Service** in which five strategic directions were outlined, namely 1) Education for a New century; 2) The leadership University; 3) Economic Prosperity in the East; 4) Health Care and medical Innovation; and, 5) The Arts, Culture, and the Quality of Life. These themes were woven in to our response to Phase 1 of the UNC Tomorrow report and referenced in all of the initiatives outlined therein. Additionally, our revised mission statement refers back to the main theme articulated by Chancellor Ballard in his cover letter to the Phase I response: “A National Model for Regional Transformation.” Thus the revised statement is faithful to and consistent with the directions and priorities outlined in the sequence of documents.
produced by ECU to date. Further, it now has the virtues of being concise and memorable and easy to replicate on university-produced material.
East Carolina University Mission Statement
To serve as a national model for **public service** and **regional transformation** by
- preparing our students to compete and succeed in the global economy and multicultural society,
- distinguishing ourselves by the ability to train and prepare leaders,
- creating a strong, sustainable future for Eastern North Carolina through education, research, innovation, investment, and outreach,
- saving lives, curing diseases, and positively transforming health and health care,
- providing cultural enrichment and powerful inspiration as we work to sustain and improve quality of life.
VII. CHALLENGES and BARRIERS

ECU's rapid growth is driven by general demographic and economic trends, as well as by specific pressing needs brought on by the economic transformation of eastern North Carolina. As a result, ECU's physical and human resource infrastructure, as well as student support systems, are not commensurate with our size, complexity, or needs. For example, at a time when our University seeks to address the growing needs of the region and state, we are faced with student residence renovation issues, a critical shortage of laboratory space, and ADA public access issues. We also face increasing personnel needs to meet our commitments in education, research, outreach, engagement, and economic development across a vast and diverse region undergoing significant economic and environmental transformation. Even during prosperous economic times, remediation of our infrastructure weaknesses will be a long-term project (10 years). Specific challenges faced by ECU and other campuses include:

Facilities and Physical Infrastructure:
- Facility safety requirements: Security (early notification), Fire Safety (sprinklers), other.
- Current pace of facility funding is insufficient to address:
  - Rapidly growing faculty/student populations and needed support staff/services
  - Required maintenance
  - Higher costs of renovations versus new construction
- Increased emphasis on research, STEM-related programs, and graduate education increase space needs and costs on a per-student and per-faculty basis.
- The dramatic growth of Greenville often restricts ECU’s real estate expansion needs, and ECU must partner with the surrounding community while seeking to accommodate growth, contribute to the renaissance of downtown Greenville, develop a Millennial campus, and seek ways to connect its east and west campuses.
- The current system for seeking planning then construction dollars in later years causes problems including:
  - Insufficient access to planning dollars
  - Year-to-year inflationary pressures
  - Development does not keep up with student/faculty growth

Faculty, Students and Staff:
- Growth and funding formulas make it difficult to recruit and retain top-quality faculty and staff (at all levels). For example, increased recruitment, retention, and graduation of underserved and hard-to-reach student populations spread widely throughout the region will increase the need for skilled support staff and adequate operating dollars.
- New outreach, extension, and field staff will be needed to support core objectives of ECU Tomorrow and UNC Tomorrow as existing faculty and staff often cannot be redirected.
- Increased emphasis on research, outreach, engagement, and economic development will increase needs for operating dollars as a percentage of university staffing budgets. Campuses and GA must become more effective at acquiring needed operating dollars.