

Response to the Report of the Reaffirmation Committee

East Carolina University
Taylor Slaughter Alumni Center
Greenville, North Carolina 27858

Reaffirmation Visit: March 24-27, 2002

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August 19, 2002

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Introduction

The Reaffirmation Committee from the Southern Association of Colleges and Schools visited East Carolina University during March 24-27, 2002. Based on its review, the Reaffirmation Committee reported nine recommendations, thirteen suggestions, and one commendation regarding compliance to the *Criteria*. In addition, the Reaffirmation Committee provided consultative advice based on its observations regarding the university's enhancement plan.

The Reaffirmation Committee's review has enabled the university to improve its processes as well as to further refine its approach to addressing the basic question of how it could grow as expected and increase the quality of the educational experience offered to its students.

The actions taken to address the Reaffirmation Committee's recommendations and suggestions have been detailed in this report. Further, the university has taken steps to incorporate the enhancement team's advice into the implementation of the university's enhancement plan.

Recommendation 1

(Section 3.1 Planning and Evaluation: Education)

Recommendation 1:

“The Committee recommends that the institution document how results of assessment activities are used to improve services, programs, and operations of educational programs.”
[Reaffirmation Committee Report, page 9]

Reaffirmation Committee’s Concerns:

“In the documentation provided, the Committee finds that the university processes encompass many of the components of an institutional effectiveness program. However, what the Committee found missing is the documented use of the assessment results to improve the educational programs, services, and operations. The Self-Study report, Volume 2, Excelling as an Emerging Doctoral University, also noted this lack of linkage between assessment activities and the use of these results for improvement of educational programs, services, and operations. The Committee recognizes that much effort in the past several months has been put forth to address this problem. The University is planning to establish an Office of Institutional Effectiveness to document, support, and coordinate assessment activities.” [Reaffirmation Committee Report, page 8]

East Carolina University’s Response:

Establishment of an Office of Institutional Effectiveness. In May of 2002, the Office of Institutional Effectiveness was established and a Director for Institutional Effectiveness appointed. The Director of Institutional Effectiveness is responsible for coordinating the university’s institutional effectiveness efforts. These responsibilities include:

- supporting faculty in the development and implementation of unit-based academic assessment protocols,
- assisting administrators and staff members in educational and administrative support units in the development of appropriate assessment protocols,
- providing staff support to the University Institutional Effectiveness Committee,
- supervising staff and graduate assistants,
- creating an assessment library and resource center,
- supporting unit-based accreditation efforts and overseeing the university’s continuing compliance with SACS accreditation criteria.

Utilization of assessment to improve educational programs. Under the leadership of the Academic Assessment Coordinator (a role that will be filled in the future by the Director of Institutional Effectiveness), the Academic Assessment Team evaluated academic degree programs at East Carolina University and completed an assessment cycle for the 2001-2002 academic year including the use of the results of assessment to modify instructional procedures and curriculum. The university’s Institutional Effectiveness Committee reviewed the

development of assessment record booklets including the specification of goals and assessment methods. Assessment Record Booklets (**ARBs**) were completed by all academic units and the results used to modify instructional methods or curriculum. Two general educational goals (in English Composition and Mathematics) were also assessed during the 2000-2001 and 2001-2002 academic years and modifications were made in the syllabi, instructional methods, and emphasis of both general education components.

Documentation:

- A copy of the job description for the position of the Director of Institutional Effectiveness is attached.
- Copies of the ARBs documenting the use of results to improve educational programs for academic units are included on the enclosed CD [Recommendation 1 Enclosure A].

Position Announcement

Director of Institutional Effectiveness

East Carolina University seeks to fill the newly created position of Director of Institutional Effectiveness. This position will have responsibility for coordinating the university's institutional effectiveness efforts. These responsibilities include:

- supporting faculty in the development and implementation of unit-based academic assessment protocols,
- assisting administrators and staff members in educational and administrative support units in the development of appropriate assessment protocols,
- providing staff support to the University Institutional Effectiveness Committee,
- supervising staff and graduate assistants,
- creating an assessment library and resource center,
- supporting unit-based accreditation efforts, and
- overseeing the university's continuing compliance with SACS accreditation criteria.

It is expected that the individual selected will be able to work well and positively with faculty, staff and administrators; is committed to the enhancement of the student experience; possess excellent written and oral communication skills, have good analytical skills; and must be willing to work within an evolving administrative structure and participate in its development.

The qualifications for this position are either faculty rank or experience within an academic setting sufficient to give the individual a good understanding of the workings of a university, a working familiarity with the goals and practices of assessment, and a willingness to learn. This is a twelve-month appointment that will be effective May 15, 2002. Salary and benefits are commensurate with experience and level of responsibilities.

Screening: Screening will begin on April 1, 2002 and will continue until the position is filled.

Applications: Individuals interested in applying for this position should submit letters of interest, a vita or resume, and the names of three references to Dr. Rita Reaves, Associate Vice Chancellor for Academic Affairs, 215 Spilman Building. Letters of nomination may also be sent to Dr. Reaves.

East Carolina University is an Equal Opportunity/Affirmative Action University and accommodates individuals with disabilities. Applicants must comply with provisions of the Immigration Reform and Control Act. Official transcripts required upon employment.

Recommendation 2

(Section 3.2 Planning and Evaluation: Administrative and Educational Support Services)

Recommendation 2:

“The Committee recommends that the institution document how results of assessment activities are used to improve administrative and educational support services.” [Reaffirmation Committee Report, page 9]

Reaffirmation Committee’s Concerns:

“In the documentation provided, the Committee finds that the university processes encompass many of the components of an institutional effectiveness program. However, what the Committee found missing is the documented use of the evaluation results to improve the administrative and educational support services.” [Reaffirmation Committee Report, page 9]

East Carolina University’s Response:

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- providing staff support to the University Institutional Effectiveness Committee,
- supervising staff and graduate assistants,
- creating an assessment library and resource center,
- supporting unit-based accreditation efforts, and overseeing the university’s continuing compliance with SACS accreditation criteria.

Utilization of assessment to improve educational programs. Under the leadership of the [Academic-Administrative](#) and Educational Support (AES) Assessment Coordination Team (a role that will be filled in the future by the Director of Institutional Effectiveness), AES units at East Carolina University completed an assessment cycle for the 2001-2002 academic year. The university’s Institutional Effectiveness Committee reviewed the development of assessment record booklets including the specification of goals and assessment methods. The AES units used the results of assessment to modify their operational methods and procedures to improve the administrative and educational support services. Assessment Record Booklets (ARBs) were completed by AES units and modifications were made in operational procedures, policies, and other factors related to the effective delivery of support services.

Documentation:

- A copy of the job description for the position of the Director of Institutional Effectiveness can be found in the documentation for Recommendation 1 (on page 5).
- Copies of the ARBs documenting the use of results to improve [academic-administrative](#) and educational support services are included on the enclosed CD [see Recommendation 1 Enclosure A].

Recommendation 3

Section 4.2.2 Undergraduate Completion Requirements

Recommendation 3:

“The Committee recommends that the institution demonstrate that its graduates of degree programs are competent in oral communication.” [Reaffirmation Committee Report, page 10]

Reaffirmation Committee's Concern:

“The Committee notes that the institution strives to document student competencies in reading, writing, math, and computer literacy, but the Committee has not been able to determine similar efforts in oral communication skills.” [Reaffirmation Committee Report, page 10]

East Carolina University's Response:

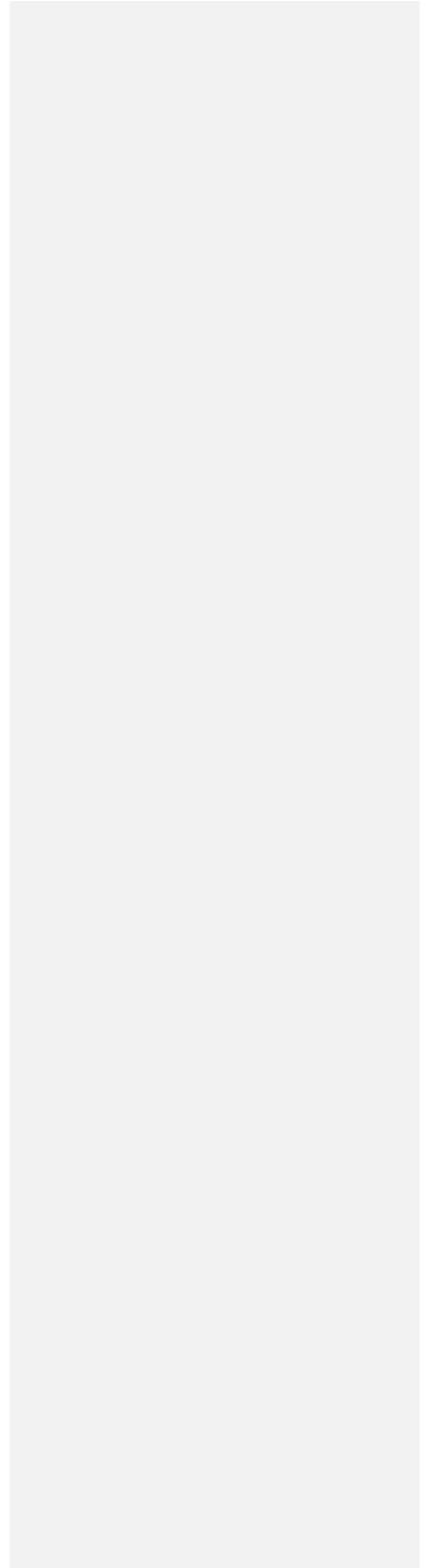
Since the site visit, several steps have been taken to document more fully student competencies in oral communication skills. These steps have resulted in a comprehensive review of the university's oral communication degree requirements and instructional practices. The results of this review are being forwarded to appropriate faculty committees and administrators for their action during the upcoming academic year. The Associate Vice Chancellor for Academic Program Development in the Division of Academic Affairs has been charged with overseeing this process. Among the steps taken thus far are:

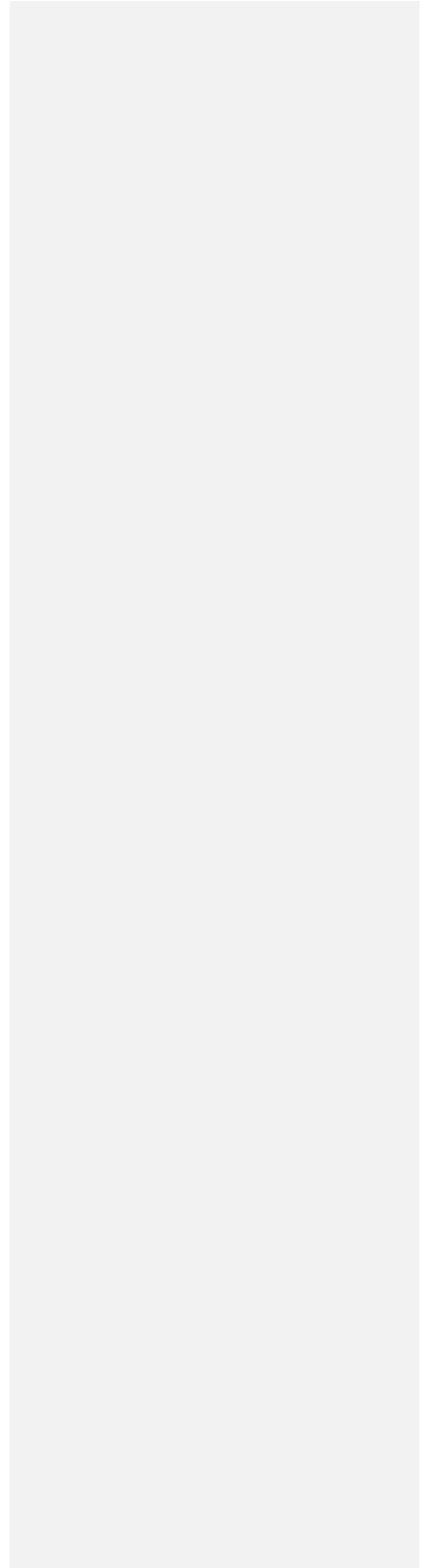
1. Academic Affairs reviewed 103 undergraduate degree programs to determine the number requiring a formal oral communication course for degree completion [see attachment]. Results indicate that an oral communication class is required in 42 and recommended in 1 of the 103 undergraduate degree programs. The review revealed that some schools require an oral communications course in each of their degree programs; other schools require oral communications courses in none of their degree programs.
2. Academic Affairs also collected the syllabi for all undergraduate courses for the 2001-2002 academic year to examine the oral communications requirements students were expected to meet as part of their coursework. This was intended to document the instructional practices and oral communication requirements for students independent of degree requirements. This study is currently underway and will be completed by December 2002. This comprehensive study focuses on competencies in writing and computer competencies as well as oral communication. The results of this study will be used to identify the skills our students must actually demonstrate to meet degree requirements. Based on the results, the university will consider appropriate ways to ensure that all graduates are competent in all of these competencies and to revise its documentation practices.
3. In addition, the newly-appointed director of institutional effectiveness Dr. Michael Poteat, reviewed the materials prepared for the SACS Reaffirmation Visit that responded

to the requirement that competencies in basic skill areas be documented for all graduates. His review concurred with the finding that documentation for oral communication skills is uneven. He recommended each degree program re-identify the means (via required courses or imbedded course requirements) by which its students demonstrate competence in oral communication no later than October 1, 2002. This may mean a revision of their previously submitted documentation. He also recommended that the new provost and new vice chancellor for health sciences charge their respective programs with modifying curricula to satisfy this requirement if necessary using the results of the degree requirement review and instructional practices review noted above. This material will also be forwarded to the Faculty Senate's Academic Standards Committee for consideration as part of its scheduled review of general education requirements that begins in September 2002. Finally, he recommended that the university consider expanding its Writing Across the Curriculum Program to include emphases on oral communication and the use of computers in a more comprehensive Communications Across the Curriculum program.

Documentation:

- Undergraduate Degrees Requiring a Course in Oral Communication
- Example: School of Nursing - Compliance with SACS Recommendation regarding Oral Communication [Recommendation 3 Enclosure A]





Recommendation 4

Section 4.4 Publications

Recommendation 4:

“The Committee recommends that the institution revise major student publications to provide more information about distance education offerings and on-line services. [Reaffirmation Committee Report, page 12].

Reaffirmation Committee’s Concern:

“The undergraduate and graduate catalogs provide little information about courses and programs available through distance education or about student services available on-line.” [Reaffirmation Committee Report, page 12]

East Carolina University’s Response:

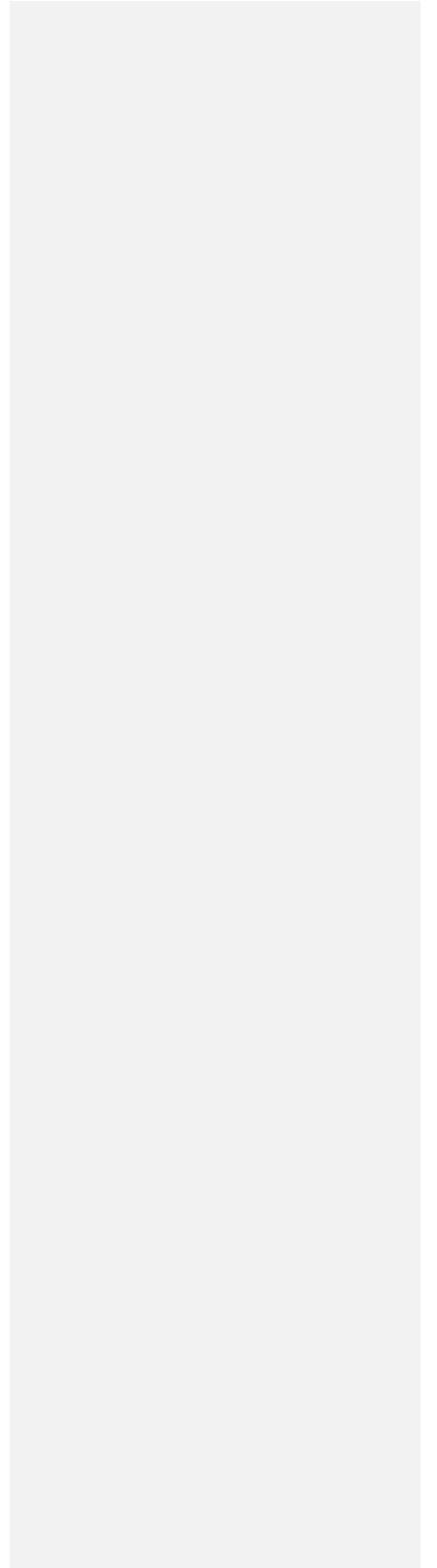
The current undergraduate and graduate catalogs are being revised so that the 2003-2004 publications will include more information about distance education programs and on-line support services. A task force including representatives from the Division of Continuing Studies, the Office of Admissions, the Graduate School, University Marketing, the School of Education, the School of Nursing, and the Division of Academic Affairs began work in May 2002. The group has reviewed information currently available on-line about such programs and services, explored ways to incorporate this information in the catalogs, reviewed each section of the undergraduate catalog to identify sections/headings in which additional information about distance education programs and on-line services should be included, and has begun discussing proposed revisions of these sections.

The undergraduate and graduate catalogs are published on a yearly basis. Both are effective with the beginning of the academic year for which the catalog is published (e.g., the 2003-2004 catalogs will be in effect in fall 2003). The final review of revised copy for the undergraduate catalog will take place in April 2003 for publication in May 2003. The final review of the graduate catalog will occur in June 2003 for publication in July 2003.

After the specific concerns about distance education programs and on-line support services are addressed, the task force will continue to meet to consider additional revisions in format, mode of publication, and content and organization of specific sections of the catalog. The self-study process was valuable in focusing attention on these publications.

Documentation:

1. Minutes from Task Force for Catalog Revisions [Recommendation 4 Enclosure A]
2. Catalog sections/headings in which additional information about distance education programs and online services is being included [Recommendation 4 Enclosure B]
3. Proposed revisions to undergraduate catalog, section 1 [Recommendation 4 Enclosure C]



Recommendation 5

Section 4.8.2.2 Baccalaureate

Recommendation 5:

“The Committee recommends that the institution justify any exceptional cases on an individual basis when the teacher of record of a course leading toward a baccalaureate degree does not have at least 18 graduate hours in the teaching discipline and a master’s degree, or a master’s degree with a major in the teaching discipline.” [Reaffirmation Committee Report, page 15]

Reaffirmation Committee's Concern:

“The institution maintains a secure, centralized location for faculty records. In addition, academic units maintain separate faculty records, and the institution maintains an electronic faculty records database.

The Committee noted that records from graduate teaching assistants are not currently maintained in paper form in the centralized faculty records system, that records for adjunct faculty are not maintained completely and individually in that centralized system, that there are some inconsistencies between the paper records and the electronic database, and that certain justifications for individuals with less than 18 graduate hours in the teaching discipline are not available. This made it difficult for the Committee to make a determination concerning the institution’s compliance with this section and section 4.8.2.3 of the *Criteria*.” [Reaffirmation Committee Report, page 14]

East Carolina University's Response:

ECU faculty personnel records are maintained in the code unit administrator’s office with a copy of the initial hiring documents housed in the appropriate Vice Chancellor’s office. Graduate Teaching Assistant records were maintained in the department in which they taught. The procedure for the certification of credentials and qualifications for a faculty appointment was revised in 2001. These procedures outline the necessary documentation that must be forwarded to the appropriate vice chancellor’s office with a request to hire (see attached certification of credentials and qualification forms).

The procedures address the SACS criteria for teaching and request additional documentation if the SACS criteria are not met. Since this was recently revised, the same documentation may not have accompanied those hired prior to 2001. A concerted effort has been made to ensure that all faculty credentials files housed in the vice chancellors’ offices contains the necessary documentation. Furthermore, the Graduate Student Teaching Assistants files specific to credentialing are now housed in the office of the Dean of the Graduate School.

Of particular issue during the SACS visit were the letters of justification for exceptions. These letters were maintained in a justification file, by semester, rather than filing the

exception letters in each individual faculty member's file. This practice has changed. Now all letters of exception are filed with any other necessary documentation in the faculty member's personnel file housed in the Vice Chancellor's office.

Additionally, faculty records are maintained electronically in the Human Resources Management System (HRMS). This data system is managed by the Department of Human Resources, and a few designated individuals within each division are authorized to enter data on the division's professional staff. Staff members in the offices of the Vice Chancellor for Academic Affairs, the Vice Chancellor for Health Sciences, and Planning and Institutional Research have worked diligently to ensure that the electronic data records match paper documentation and that both accurately reflect the current situation for each faculty member. Many of the inconsistencies were the result of the use of broad HEGIS codes that do not adequately define an individual's area of specialty within a degree program. In these instances, faculty transcripts have been reviewed to ensure that each faculty member has the adequate course work to teach their assigned courses as listed on the faculty roster (enclosure).

To ensure that the appropriate documentation is housed in an individual faculty member's credentials file in their vice chancellor's office, a check list for records has been established (see *Centralized Teaching Faculty Credentials Files Check List*).

These check lists, as well as the new certification forms revised in 2001, should eliminate future concerns related to the location of documentation and the consistency between paper and electronic files. The university will shift the recording of earned degree fields in the electronic database from HEGIS codes to CIP codes within the next academic year to provide more specificity in the earned degree fields where appropriate and to provide a more accurate match between the faculty credentials codes and academic program codes.

The Office of Planning and Institutional Research has developed, with the aid of a SAS grant, an annual HRMS verification form. This web-based form will be implemented in fall 2002 to verify the accuracy of information entered into the HRMS database by the Vice Chancellors' offices as well as to gather information needed from faculty for annual reporting purposes.

Accompanying this report is a roster of faculty as outlined by SACS who taught during the three semesters prior to the SACS visit (fall 2000, spring 2001, and fall 2001). The specific documentation requested by SACS specific to exceptions accompanies this roster.

Documentation:

- *Centralized Teaching Faculty Credentials Files Check List*
- *Certification of Credentials and Qualification for a Faculty Appointment form*
- *Certification of Credentials and Qualification for a Graduate Student Teaching Assistant Appointment form*

- Credentials files for faculty and graduate student teaching assistants who are exceptions to SACS Credentials Criteria [Recommendation 5 Enclosures A and B]
- Faculty and Graduate Student Teaching Assistant Rosters [Recommendation 5 Enclosures C and D]

**East Carolina University
Centralized Teaching Faculty Credentials Files Check List**

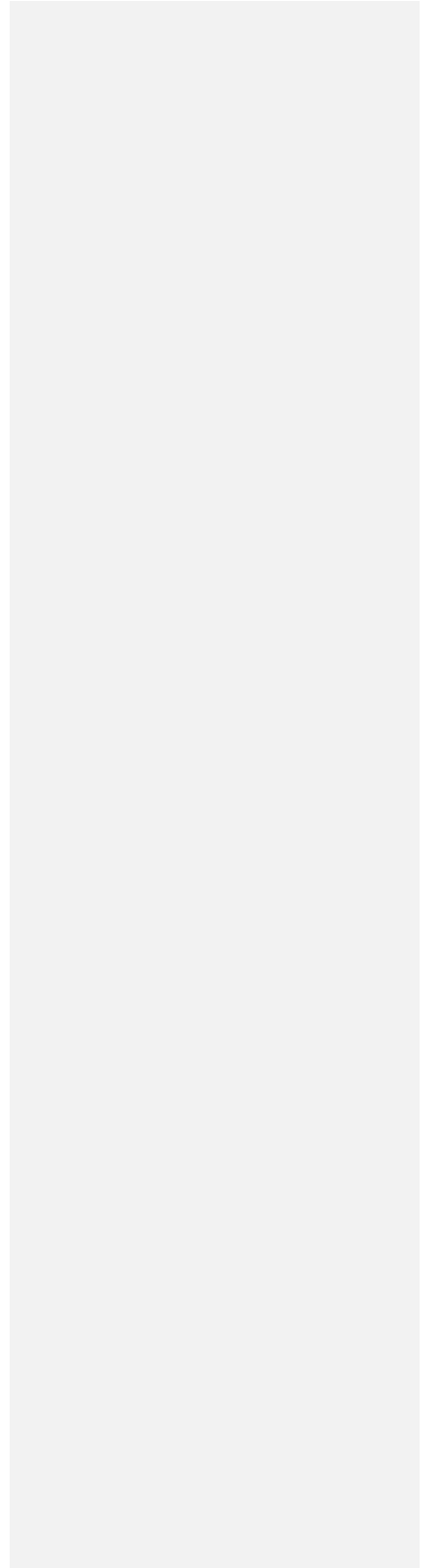
Teaching Faculty Credential files, housed in the Vice Chancellors for Academic Affairs and Health Sciences, should include the following documentation for full-time, part-time and adjunct faculty.

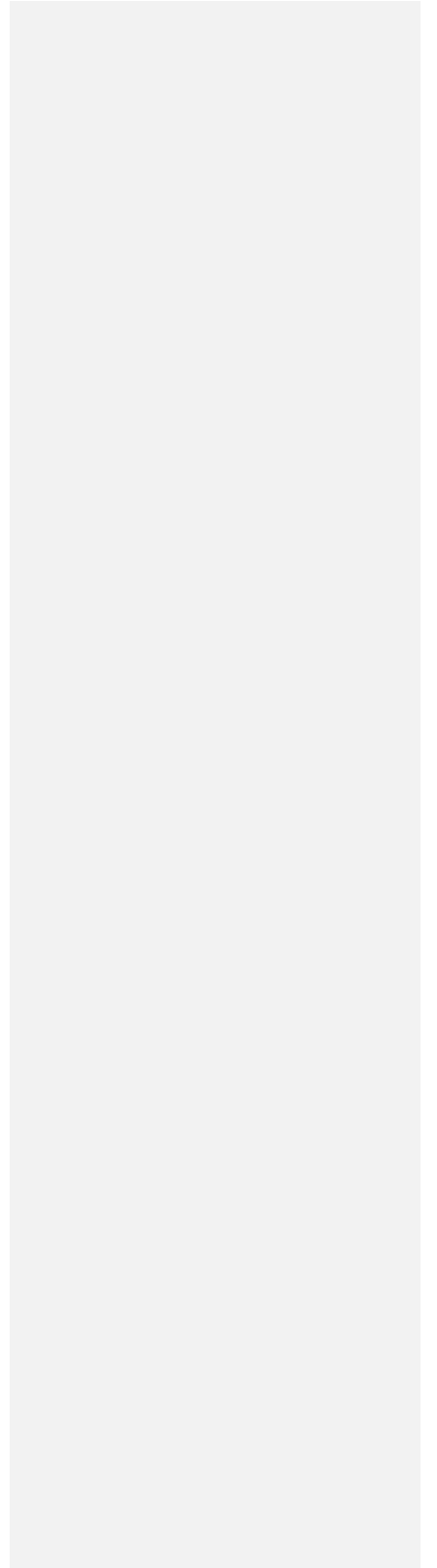
- Signed copy of the *Certification of Credentials and Qualifications for a Faculty Appointment*.
- Signed personnel action form (One Form)
- Unit Head Recommendation Letter
- Unit Personnel Committee Recommendation (as appropriate)
- Vitae
- Official transcript of highest degree earned and official transcripts of other earned degrees as necessary to provide documentation of qualifications related to courses taught
- Two letters of reference (three recommended)
- I-9 Form (Immigration and Naturalization Employment Authorization)
- Statement(s) of justification if the faculty member teaching undergraduate courses does not have 18 semester hours of graduate courses in the teaching or if the faculty member is teaching graduate courses and does not hold a terminal degree in the teaching area (as needed)
- Licensure (as appropriate)
- Letter(s) of promotion (as appropriate)
- Tenure award letter (as appropriate)
- Graduate faculty appointment letter

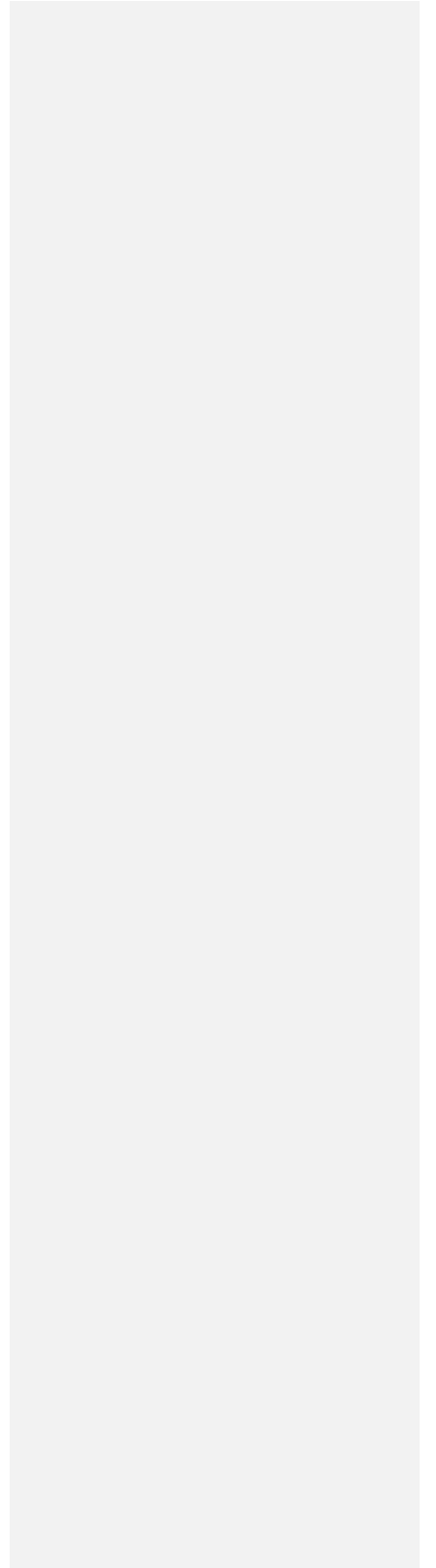
Graduate Student Teaching Assistant Credentials Files Check List

Graduate Student Teaching Assistant Credential files, housed in the Office of the Dean of the Graduate School, should include the following documentation. Items in red are required to respond to the SACS recommendation; other items are outlined in the *Certification of Credentials and Qualifications for a Faculty Appointment* or were added by members of the task force preparing the SACS response.

- Signed copy of the *Certification of Credentials and Qualifications for a Graduate Teaching Appointment (GTA)*.
- Signed personnel action form (OneForm)
- Official transcript of highest degree earned showing at least 18 graduate semester credits in the teaching field.
- Statement of justification if the graduate student teaching assistant does not have 18 semester hours of graduate course work in the teaching area (as needed)
- I-9 Form (Immigration and Naturalization Employment Authorization)
- Licensure (as appropriate)







Recommendation 6

Section 4.8.2.3 Academic and Professional Preparation (Graduate)

Recommendation 6:

“The Committee recommends that each faculty member teaching courses at the master’s level hold the terminal degree in the teaching discipline, or a related discipline, unless the standards for an exception are met and documented.” [Reaffirmation Committee Report, page 15]

Reaffirmation Committee's Concern:

“The Committee noted that certain individuals are teaching courses at the master’s level who do not have a terminal degree in the teaching discipline or a related discipline.” [Reaffirmation Committee Report, page 15]

East Carolina University's Response:

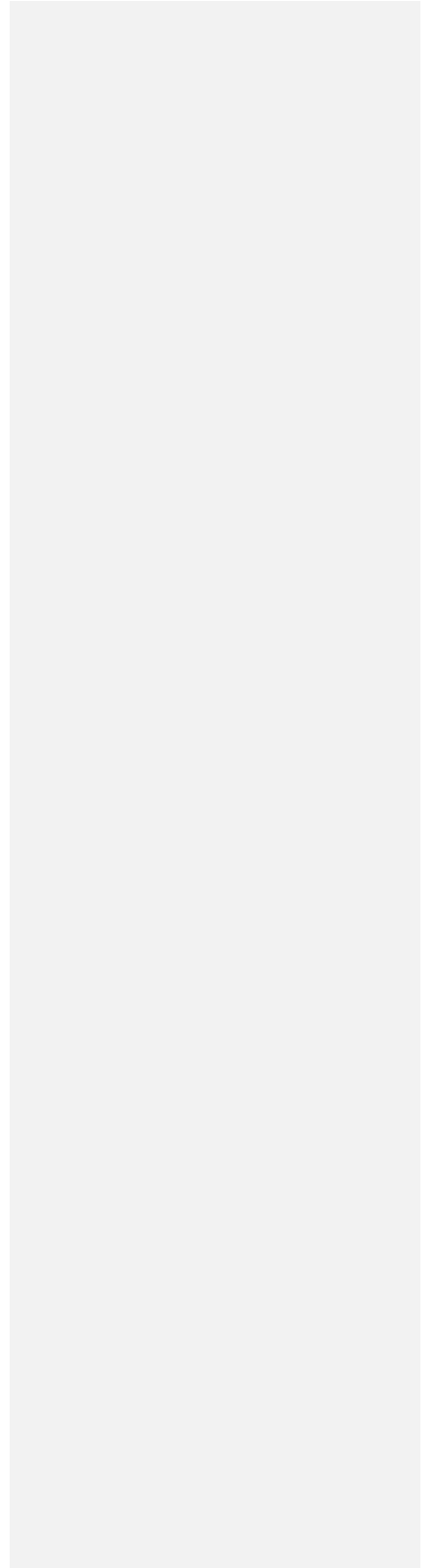
The university has reviewed all faculty records to ensure that each faculty member holds a terminal degree in the teaching area or that a justification and appropriate documentation exists for those individuals teaching graduate courses who do not hold a terminal degree in the teaching area.

In addition to meeting the SACS criterion of holding a terminal degree in order to teach graduate courses, ECU requires any faculty member teaching graduate level courses to hold a graduate faculty appointment. The procedures for appointment to graduate faculty are outlined in the Faculty Manual, Appendix F: Graduate School Organization. Appointments may be made as Graduate Faculty, Associate Graduate Faculty, and Graduate Teaching Faculty. The dean of the Graduate School reviews each request for an appointment and issues a letter confirming the appointment. The dean’s review includes a determination that the faculty member recommended for appointment has the terminal degree in the discipline, or a related field. If the faculty member does not have the required terminal degree, the required justification is reviewed for approval. Copies of the letters of appointment to graduate faculty have been housed in the Graduate School. The new procedure requires that copies of the letters of appointment to graduate faculty and letters of exception for graduate faculty appointment be forwarded to the appropriate vice chancellor’s office for inclusion in the faculty member’s credentials file. In addition, all letters of graduate faculty appointment include a statement of the length of appointment. All graduate faculty appointments are for a maximum of five years.

Documentation:

- Faculty Roster [see Recommendation 5 Enclosure C]
- Credentials files for Faculty who are exceptions to SACS Credentials Criteria [Recommendation 6 Enclosure A]

- *Certification of Credentials and Qualification for a Faculty Appointment* form [see documentation for Recommendation 5 on page 18]



Recommendation 7

Section 4.8.2.3 Academic and Professional Preparation (Graduate)

Recommendation 7:

“The Committee recommends that the institution justify any cases when the teacher of record of a course leading toward a master’s degree does not have a terminal degree in the discipline or a related discipline.” [Reaffirmation Committee Report, page 15]

Reaffirmation Committee's Concern:

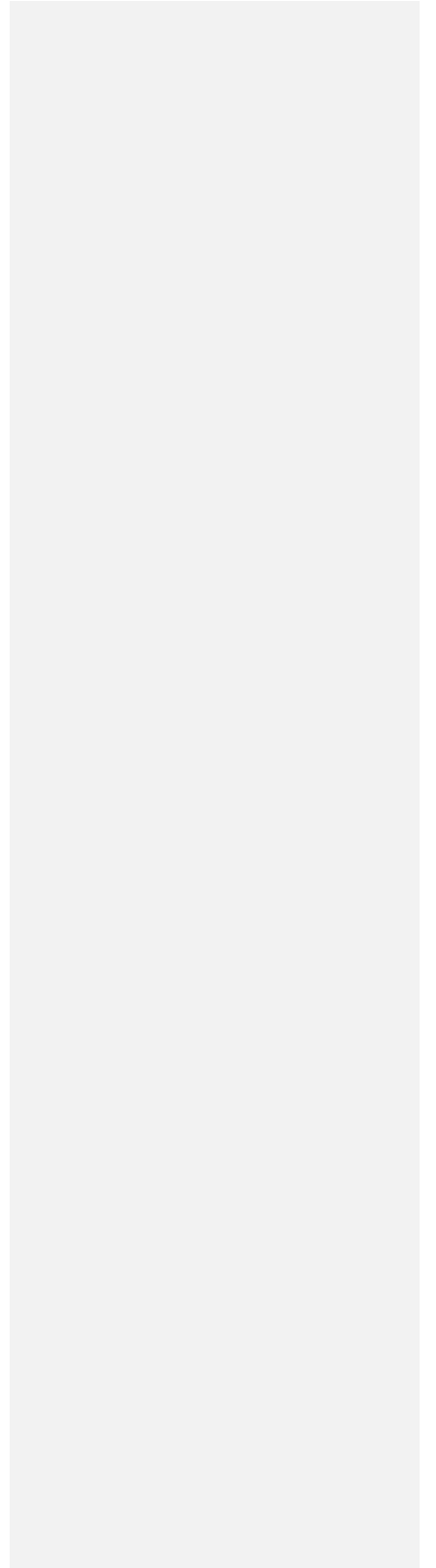
“The Committee also noted that occasionally the justification for employing some faculty without the terminal degree was missing or incomplete.” [Reaffirmation Committee Report, page 15]

East Carolina University's Response:

The university has reviewed the credentials of all faculty teaching graduate courses and is forwarding along with this report, the justifications and appropriate documentation for those faculty requested by the SACS Reaffirmation Committee.

Documentation:

- Faculty Roster [see Recommendation 5 Enclosure C]
- ~~Credentials-CC~~redentials files for Faculty who are exceptions to SACS Credentials Criteria [Recommendation 7 Enclosure A]



Recommendation 8

Section 4.8.2.4 Distance Learning Programs/Activities (Faculty)

Recommendation 8:

“The Committee recommends that the institution provide students with structured access to and interaction with full-time faculty members.” [Reaffirmation Committee Report, page 16]

Reaffirmation Committee's Concern:

“In talking with students, there appears to be an inconsistency in the level of interaction between students and instructors in online courses. The Committee found that some faculty provided extensive interaction in their online courses; however, other faculty, as noted by students, provided little to no interaction in their courses.” [Reaffirmation Committee Report, pages 15-16]

East Carolina University's Response:

Providing students with regular, structured access to full-time faculty members is an important component of ECU's distance education program. Full-time faculty members teach more than 90% of the university's online courses. Student access to these faculty members occurs via multiple means, but most frequently through email and the structured distance education software supported by the university. The university provides a number of systems designed to support this faculty/student interaction. Considerable effort has also been directed toward providing faculty with professional development activities, training, mentoring, and technical support designed to improve interaction. Consistent upgrading of the faculty/student outlook email service provides for a reliable and robust communication system to support contact with individuals as well as to groups, such as entire class populations. Blackboard Course Management System is provided for all students and faculty. Blackboard allows for the support of a variety of communication strategies including chats, groupwork, and threaded discussion. Blackboard has been widely adopted and is used in support of approximately 1,200 course sections. This growing deployment is being supported by the development of additional training and orientation modules as well as workshops for students and faculty.

Development of a single universal standard and training model to address faculty/student feedback would be difficult given the diverse distance learning programs and unique differences in the student populations served by specific disciplines. There is a universal expectation that interaction is an essential part of the education process. One means of conveying this expectation is by including all online classes with five or more students in the Distance Education Survey that specifically measures student satisfaction with student-instructor and student-student interaction. The survey results are reported to the Dean and the instructor as part of the information used for measuring the quality of instruction. Academic units have developed teaching and support strategies designed to accommodate unique discipline-specific as well as specific course delivery strategies. In many cases, these strategies include provisions for specialized training/support for faculty and students enrolled in the program.

The university is actively engaged in initiatives to improve interaction between students and faculty. It has persisted in these efforts since the site visit.

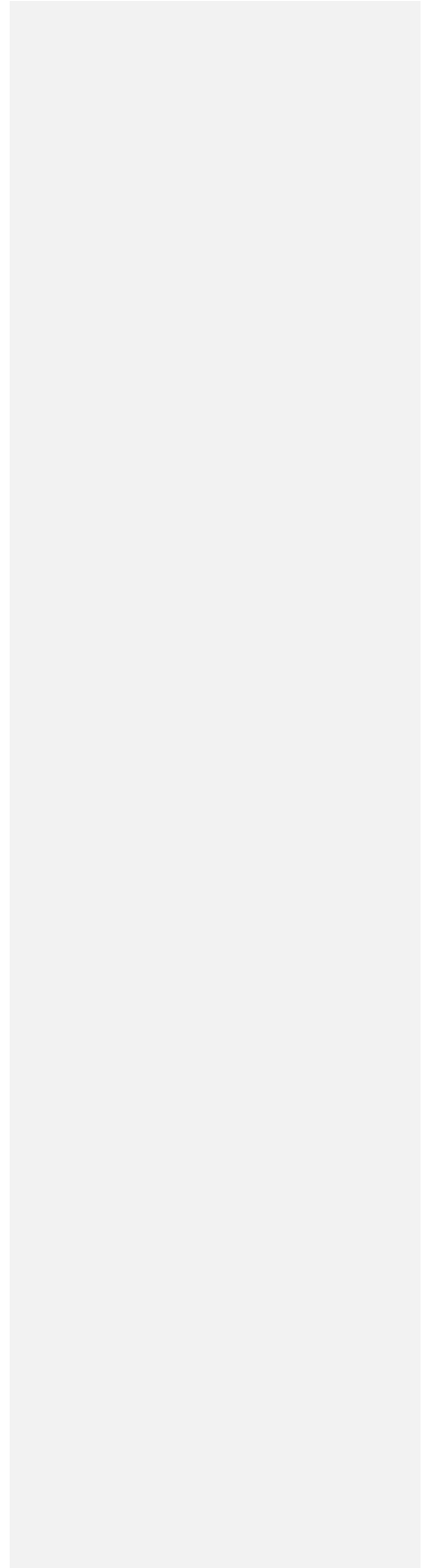
1. Blackboard is being upgraded to include full portal support and integration with university's portal (OneStop) in order to streamline student and faculty access to a wider array of support services and communication technologies. Blackboard 6 will be adopted as soon as it is available and in order to further extend the university's efforts to enhance communication and interaction.
2. The university's instructional technology consultants have agreed to offer three additional faculty workshops this fall designed to enhance faculty use of technology supported communication tools and strategies.
3. A student orientation program (online and on CD) is also being developed for distance learning students and should be completed during fall 2002.
4. ECU's OneStop portal development initiative is constantly adding and upgrading features that serve to improve communication, provide a streamlined, consistent interface for faculty to access development/training activities, and improve online support services.

Documentation:

- Links listed on the next page provide access to selected resources as described above. Considerable effort has been committed to initiatives designed to enhance the student experience and make faculty more comfortable with the technology. The underlying goal in these efforts is to build a community of learners based on stronger faculty-to-student and student-to-student interactions. The university's existing efforts along with these new initiatives will facilitate greater consistency of feedback and communication between faculty and online students.

Initiatives To Improve Student/Faculty and Student/Student Interaction

OneStop	ECU student and faculty portal for links to a wide variety of online communication, training and support services	https://onestop1ecu.edu
Blackboard	ECU Course Management System with links to faculty and student communication tools and support services	https://onestop1.ecu.edu/onestop/
Mail Tutorials	Links to tutorials and how-to-information for support and optimization of the campus e-mail system	http://www.ecu.edu/exchange/outlook/
Online Orientation for Distance Learners	New online (also available on CD) orientation for distance learning students	http://www.ecu.edu/elearning/orientation/
Instructional Technology Consultants Workshops	Links to tutorials and workshops provided by instructional technology consultants	http://core.ecu.edu/vel/itc/workshops.htm http://core.ecu.edu/vel/itc/tutorials.htm
Division of Continuing Studies	Links to advising, program, and information sessions provided prospective and currently enrolled distance learning students	http://www.options.ecu.edu/
Help Desk	Link to online (also 1-800 phone) support for distance learning and campus students	http://www.ecu.edu/6866/
Information Technology & Computing Services Training	Link to a large variety of online and workshop training for faculty and staff.	http://www.ecu.edu/itcs/training/



Recommendation 9

Section 6.1.5 Administrative Organization

Recommendation 9:

“The Committee recommends that the institution evaluate the effectiveness of all administrators periodically.” [Reaffirmation Committee Report, page 35].

Reaffirmation Committee’s Concern:

“Currently senior academic and administrative officers of the institution do not sign a contract and serve at the discretion of the Chancellor. These are considered exempt positions in the administrative evaluation process. Evidence indicates that written evaluations do not occur. The self-study indicated that the chancellor, the vice chancellors, and the Faculty Senate plan to develop an administrative evaluation process parallel to the current policies and procedures contained in the Faculty Manual. The goal of the proposed parallel process will be to assure timely, thorough, and useful evaluations of all administrators.” [Reaffirmation Committee Report, pages 34-35]

East Carolina University’s Response:

Historically, senior academic and administrative officers of the institution have signed an appointment contract but some have not had regular and consistently documented, annual evaluations. The “Review of Administrative Officers at East Carolina University” policy was approved by Chancellor Muse on March 18, 2002. This policy, effective August 1, 2002, applies to all code unit administrators and other senior university administrative positions. It calls for review of an administrative portfolio and annual reports during the spring semester of the fifth year of the administrator’s service and during the spring semester of every fifth year thereafter. A Review Committee will prepare a written evaluation of the administrative officer.

Documentation:

- *Review of Administrative Officers at East Carolina University* [policy](#)

Suggestions

Suggestion 1 Section 4.2.3 Undergraduate Curriculum

Suggestion 1:

“The Committee suggests that the institution explore ways to increase coordination of instruction and courses between the Health Sciences and Academic Affairs.” [Reaffirmation Committee Report, page 10]

Reaffirmation Committee’s Concern:

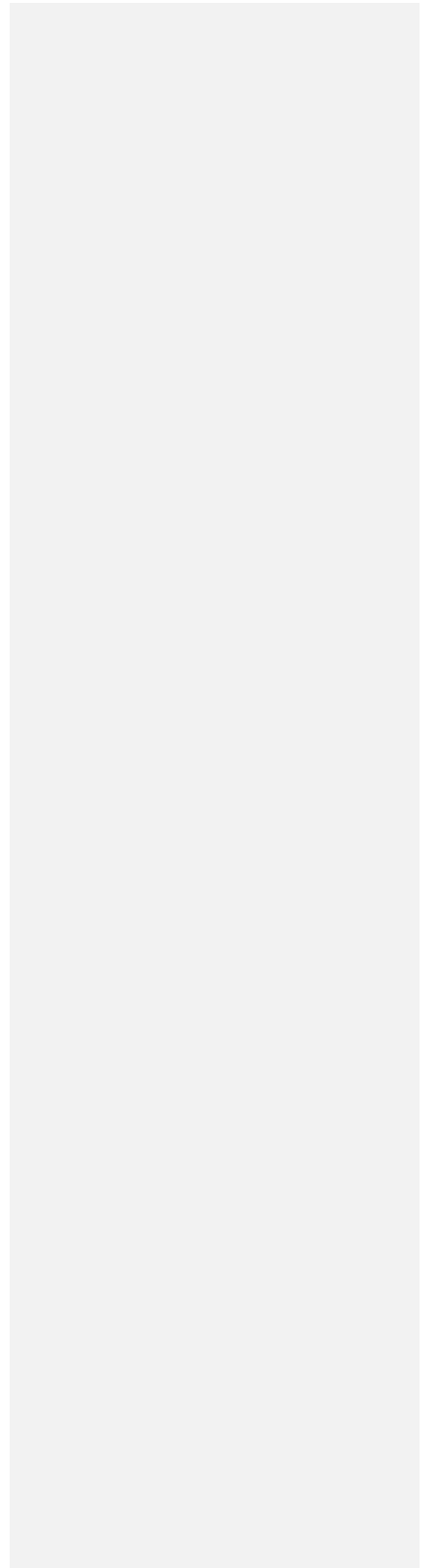
“Based on the documentation provided, the Committee finds no basis for making a recommendation in this section.” [Reaffirmation Committee Report, page 10]

East Carolina University’s Response:

In January 2002, Chancellor Muse announced a series of organizational changes that would become effective July 1, 2002. Among these was the creation of a Provost and Vice Chancellor for Academic Affairs position with the Graduate School and the Division of Student Life now reporting to the Provost. He also separated the positions of Vice Chancellor for Health Sciences and Dean of the Brody School of Medicine. The position of the Vice Chancellor for Research and Graduate Studies was reconfigured into the Vice Chancellor for Research, Economic Development and Community Engagement. In addition to redefining the responsibilities of these positions, the Chancellor created an Academic Council comprised of the Provost, the Vice Chancellor for Health Sciences, and the Vice Chancellor for Research, Economic Development and Community Engagement. This council, chaired by the Provost, is charged with the coordination of academic program development and policy recommendations to the Chancellor. While cooperation between the various academic units with diverse missions in a large university is an on-going concern, this level of consistent, regular communication should aid greatly in coordinating instruction and courses between Academic Affairs and Health Sciences.

Documentation:

- Revised Organizational Chart



Suggestions 2 and 3 Section 4.5 Distance Learning Programs

Suggestion 2:

“The Committee suggests that the institution involve key distance education participants, including distance education students, to strategically plan for a significant increase in enrollments in distance education programs.” [Reaffirmation Committee Report, page 12]

Suggestion 3:

“The Committee suggests that the institution develop policies and procedures for managing distance education programs, e.g.:

- Outline instructional goals for distance education in a manner that allows the Instructional Technology Consultants to plan accordingly;
- Require campus-wide training for faculty teaching online in order to ensure consistency of information, such as basic course design, digital copyright law, and digital library access;
- Develop an orientation for off-campus students that includes information about the support services available online;
- Monitor quality to ensure campus-wide consistency in meeting quality standards; and
- Establish a clear line of communication between the information technology technical support (help desk) and the Instructional Technology Consultant Coordinator.” [Reaffirmation Committee Report, page 13]

Reaffirmation Committee’s Concern:

“The Committee is concerned that the institution might not be prepared to meet its goals to ‘expand the educational opportunities provided on and off campus by 20 percent’ through the use of distance learning. There is no centralized office charged to oversee the expansion, support services, or the quality of the institution's distance learning programs.” [Reaffirmation Committee Report, Page 12]

East Carolina University’s Response:

The university provides clearly defined guidelines and strategies for the development and growth of distance learning programs. Published guidelines are made available through the offices of the Vice Chancellor for Academic Affairs and through the Office of the President of the University of North Carolina through Memorandum 407 and its appendices. These guidelines require strict adherence to the ECU strategic plan as well as the development of a comprehensive plan detailing critical enrollment projections, program delivery strategies, staffing, and funding models. A number of campus wide committees, including the Distance and Extension Education Advisory Board (DEEAB, formed in 1997 by the Chancellor) developed operational strategies that served to appropriately position the university to strategically respond to University of North Carolina and legislative initiatives to support expansion distance education offerings. Distance education program planning strategies, first published in 1999, have served to guide the planning

and approval process for all distance education programs offered by the university. All planning involves input from faculty, unit administrators, university administration, and the UNC Office of the President.

ECU does in fact maintain a centralized office, the Associate Vice Chancellor for Distributed Education and Academic Information Technology (DEAIT), that addresses expansion, support services, and supports quality/productivity assessment issues. The DEAIT position was established in June 2000 to better facilitate distance education through the consolidation of the reporting structure for the Division of Continuing Studies, Campus Instructional Technology Consultants, the Blackboard (Course Management System) Coordinator, and the University Multimedia Center. The office also was charged with management of the Distance Education budget, including strategies for development and support of critical academic programs. The office actively coordinates distance education development activities with each of the professional schools and the College of Arts and Sciences. Activities of the office include, but are not limited to:

- Conducting biannual distance education expansion planning retreats for all deans, academic unit distance education coordinators, and instructional technology consultants;
- Consulting with academic units to encourage strategic development of DE programs and assist with development of strategies to improve DE programs;
- Assigning operating budgets and faculty positions to academic units based on actual and projected credit hour production;
- Soliciting proposals for new DE degree programs and expansion of existing programs;
- Soliciting special funding from the University of North Carolina to develop targeted distance education programs;
- Assigning of Instructional Technology Consultants to academic units to support faculty development and assist faculty develop of online instructional strategies and content;
- Consolidating activities of the Instructional Technology Consultants and the University Multimedia Center to increase campus-wide opportunities for faculty training and development;
- Collaborating with the campus CIO and academic divisions to assist in developing funding/support strategies for course management system, help-desk, faculty computer systems, and software; and other technology resources;
- Providing assistance to academic units for conducting assessment activities including the appointment of a chief assessment officer for distance education.

East Carolina University's plan for strategically integrating distance education is built upon a model that does not consolidate distance education degree programs under a separate central administrative body, such as the Division of Continuing Studies. All degree programs are staffed and administered by the academic departments that offer the same degree programs on campus. This ensures that the appropriate faculty and administrators are involved in ensuring that distance education and campus programs are held to comparable standards and are served by the same full-time faculty. Investments in critical campus infrastructure and robust course management systems have provided a reliable and stable environment to support academic activities. The university's distance education planning, development, and support model has been instrumental in facilitating enrollment growth 50% higher than that projected by the university and UNC Office of the President during the past two years.

Growth in distance education enrollment has been so dramatic and rapid that measures to develop faculty and student support systems must be further accelerated. Steps have been taken to address these critical issues of faculty development and student support. Instructional Technology consultants are now included in campus-wide distance education planning retreats. They also meet collaboratively on a biweekly basis and have developed a wide range of tutorials and workshops to serve larger faculty groups. Instructional technology consultants are assigned to each academic unit that offers distance education programs and work largely under the direction of the dean of the unit. In January 2001, a lead instructional technology consultant was appointed to assist in developing collaboration among academic units and improve interactions with other support services such as those provided by Information Technology and Computing Services and the Help Desk. Faculty are also encouraged to share best practices through activities sponsored by the Faculty Development Center.

A comprehensive orientation program for distance education students has been developed through a collaborative effort involving instructional technology consultants, information technology and computing services, library representatives, faculty/administrators in academic units, and help desk representatives. This orientation program will be available online or on CD for Fall Semester 2002. The Division of Continuing Studies has developed and offered numerous information sessions to potential distance education students and maintains web links and 1-800 links to vital support services for students and prospective students.

Schools have also utilized distance education funding established support services and faculty development strategies to address unique needs associated with their specific discipline, student population, and distance education delivery strategies. These services are tailored to meet specific needs that would not apply to all other distance education programs offered by the university. Activities have included faculty training, mentoring programs, team teaching arrangement, and one-on-one support from technology consultants. Schools have also provided highly specialized technologies and software to support instruction and interaction in specialized academic areas.

Documentation:

- The Distance and Extension Education Advisory presented a comprehensive report to address strategic planning for online programs in July 1999. The guiding principles developed by this board were adopted as the planning model for online program development. The advisory board condensed statement follows and the complete report may be referenced at <http://www.ecu.edu/deeab/>. The “Guiding Principles for Determining Online Program Suitability” is provided on the next page.
- Links that provide access to selected services and support systems and are described in the ECU response above can be found in the documentation for Recommendation 8 on page 27.”
- Requests to Establish Degree documentation [Suggestions 2 and 3 Enclosure A]

Guiding Principles for Determining Online Program Suitability

The Strategic Directions Subcommittee of DEEAB recommends East Carolina University adopts the following principles as guidelines in developing programs for distance education delivery.

That East Carolina University focuses on delivering complete programs to our distance education students, as opposed to random courses.

That East Carolina University becomes strategic in deciding which programs should be offered to our off-campus markets. The priority of these programs should be determined by the following criteria:

Only "**Signature**" programs are offered to our off-campus markets. "Signature" programs are defined as "those programs that are **rarely found on other campuses or are truly outstanding** beyond that normally found on other campuses in a specified market area."

The programs **MUST address specific needs for identifiable market groups**. The programs may include degree programs, certificate programs, or an organized collection of courses that meet specific market needs (e.g. preparatory courses for professional licensure or certification).

A **quantifiable "needs" survey MUST be conducted** of the identifiable market group verifying the need and potential enrollment for the off-campus program prior to distance education delivery.

Guidelines for planning academic programs, including distance education programs, are provided by the Division of Academic Affairs at <http://www.aa.ecu.edu/apd/forms.html>. These guidelines are comprehensive and require extensive faculty and administrative input and approvals. These procedures are in full compliance with UNC administrative memorandum 407, Policies and Procedures for Planning and Conducting Degree-Related Distance Education Activities in the University of North Carolina, and related appendices. Memorandum 407 and attachments are available online at http://www.northcarolina.edu/aa/reports/mem407/doc_index.cfm.

A complete set of documents associated with the recently completed planning and approval process for the Master of Arts in Education – Health Education program is found in Enclosure #6. This documentation provides considerable insight into the program planning and development process required by the university and the UNC Office of the President.

Suggestion 4 Section 4.8.4 Graduate Teaching Assistants

Suggestion 4:

“The Committee notes the shortage of funds for graduate assistantships and suggests that a solution to this problem be factored into plans for any new doctoral programs.” [Reaffirmation Committee Report, page 16]

Reaffirmation Committee’s Concern:

“Based on the documentation provided, the Committee finds no basis for making recommendation in this section.” [Reaffirmation Committee Report, page 16]

East Carolina University’s Response:

The dean of the Graduate School continually monitors the amount and level of financial support for masters’ and doctoral students. In the past 6 years the base rate for both masters and doctoral graduate stipends has been increased to compete effectively with peer institutions for the best graduate students. The level and source of student financial support for new graduate programs is specifically examined in all proposals. On February 12, 2001, the Graduate School Administrative Board approved *Guidelines for the Administrative Board’s Review of Proposals For New Graduate Degree Programs*, which require reviewers to evaluate the availability of resources necessary for establishment of the new program, including graduate stipends and tuition remissions.

The review process requests that each new program identify additional resources required. The resource issues addressed in each new proposal are:

- Funds for new faculty
- Funds for graduate student stipends and tuition waivers
- Funds for other recruiting and operating expenses
- Additional physical space requirements needed for the program
- Estimation of new resources generated using the current funding formula.

In the submission of requests to establish new graduate degree programs on campus memorandums of agreement detailing commitment of resources to the program are signed. A recent example that illustrates how these resource issues are factored into graduate program plans is the proposal to establish a new Master of Public Health degree program.

Documentation:

- *Guidelines for the Administrative Board’s Review of Proposals*

Suggestion 5 Section 5.1.1 Purpose and Scope

Suggestion 5:

“The Committee suggests coordinated and appropriate evaluation instruments be incorporated into the planning process to assess the effectiveness of the Joyner and Health Sciences Libraries and their services, both electronic and traditional.” [Reaffirmation Committee Report, page 24]

Reaffirmation Committee’s Concern:

“Library and other learning resources and services are available to all faculty and enrolled students at East Carolina University through the Joyner and Health Sciences libraries. Library services are provided in support of distance education courses. This is a period during which the nature of library services and collections is changing and a variety of information formats are provided. The libraries undertake ongoing review of the effectiveness of their operations and their accessibility.” [Reaffirmation Committee Report, page 24]

East Carolina University’s Response:

The libraries are committed to assessing and improving the quality and effectiveness of services they provide to East Carolina University faculty, students and staff. With this goal in mind, the libraries are pursuing participation in the Spring 2003 LibQUAL+ survey. LibQUAL is a tool developed by the Association of Research Libraries in collaboration with Texas A& M University for measuring users’ perceptions of library service quality. The survey serves assessment purposes by identifying the gaps between desired, perceived, and minimum expectations of service (see: <http://www.libqual.org/>). In addition, Joyner Library is taking steps to establish a consistent data collection process for reporting purposes, expanding student evaluation of bibliographic instruction, and establishing a Library planning calendar.

New programs at the Health Sciences Library incorporate automated evaluation tools to assess progress towards stated service goals and improvements then made. Some examples of programs evaluated: Library classes taught by the Systems (computer) Department are evaluated online during class, E-Ref (Ask-a-Librarian service) evaluates levels of questions posed and turn-around time for answers (with a goal of two hours for posting answers), ILLiad (interlibrary loan system) evaluates volume and turn-around time, and the library tracks and trends use of e-resources (online databases) to evaluate use and value to clients.

The Health Science Library continually assesses the usefulness of data being collected for its programs and services. The library uses data compiled from AAHSL members (Association of Academic Health Sciences Libraries) to benchmark against comparable health science libraries.

Suggestion 6 Section 5.1.1 Purpose and Scope

Suggestion 6:

“The Committee suggests additional systematic effort be made to familiarize faculty as well as students with available library services and collection.” [Reaffirmation Committee Report, page 25]

Reaffirmation Committee’s Concern:

“A recent library committee survey revealed that many faculty are unfamiliar with the variety of services and collections available.” [Reaffirmation Committee Report, pages 24-25]

East Carolina University’s Response:

The promotion and better utilization of library services and collections have long been the shared goals of the Health Sciences and Joyner libraries. In addition to the Virtual Library at ECU initiative, several new web and services are addressing the needs of both faculty and students. A major redesign of the main library web page is intended to make it easier for patrons to identify relevant resources. The new page will include a “spotlight” feature for promoting new or under-utilized resources. Planning is also underway for selected pages specific to the needs of faculty and distance education students.

A major overhaul of Joyner Library’s faculty liaison program takes aim at improving faculty awareness of library resources. Beginning with the 2002-2003 academic year, the library is implementing a team-based, discipline-oriented approach to faculty outreach. Librarian teams will include appropriate participants from the Health Sciences Library and will be divided to serve broad disciplines such as the humanities or sciences. The librarian teams will assist faculty through research assistance, tailored bibliographic instruction to classes and collection development. Promotional efforts will also include expanded application of the subject-oriented electronic newsletters pioneered by the Health Sciences Library.

Efforts to reach students more effectively involve ongoing tests of “chat” software for reference services, expanded use of individual research consultations, and plans to coordinate student outreach programs with renovated computing and study facilities in residence halls.

The Health Sciences Library does presentations at new faculty orientations at both ECU campuses. There is a strong commitment by the Information Services Department to the liaison librarian program. There is at least one librarian assigned to each school or department served by the library. The objective of the program is for the librarian to develop relationships with teaching faculty to best design collections and services. The Health Sciences Library has a seat on Brody School of Medicine (BSOM) curriculum committees for all four years and its Executive Curriculum Committee. This gives the library visibility with the faculty and facilitates library involvement in the courses taught at the BSOM.

The Health Science Library is drafting a comprehensive marketing plan for the library. This initiative will enable the library to improve client awareness of library resources and services.

Suggestion 7 Section 5.1.6 Staff

Suggestion 7:

“The Committee suggests ongoing systematic assessment of needed skills, resulting in the creation of a program of staff development.” [Reaffirmation Committee Report, page 26]

Reaffirmation Committee’s Concern:

“Emerging technology and changes in approaches to providing services continue to impact library and information services. Identification of needed skill levels and expertise will also assist in recruitment of faculty and staff for the libraries.” [Reaffirmation Committee Report, page 26]

East Carolina University’s Response:

One operating assumption of the East Carolina libraries is that improvement in services is predicated by the access of library faculty and staff to professional development opportunities. On an ongoing basis the libraries cooperate in identifying training opportunities and in offering tailored training sessions for both faculty and staff.

Identification of the baseline information and technology skills necessary for successful job performance by library staff is an important issue to both the Joyner and Health Sciences libraries. For example, the Health Sciences Library (HSL) faculty are required to be certified by AHIP (Academy of Health Information Professionals of the Medical Library Association) or maintain other comparable certification. Using HSL annual goals, faculty set personal goals and identify projects that will help meet HSL annual goals while addressing personal professional development and certification requirements.

In order to assist staff in training programs, the libraries also attempt to identify and make available useful self-evaluation instruments. The libraries are also developing a uniform training program for student assistants.

Suggestion 8 Section 5.2 Instructional Support

Suggestion 8:

“The Committee suggests better coordination of delivery and support of instructional services.” [Reaffirmation Committee Report, page 26].

Reaffirmation Committee’s Concern:

“Instructional support is provided. However, there are pockets of strength as well as areas where support is not as developed as desirable.” [Reaffirmation Committee Report, page 26]

East Carolina University’s Response:

Prior to leaving office, Interim Vice Chancellor Thompson recommended the establishment of a unit charged with providing and coordinating Faculty Support Services. These instructional services would include help for faculty with teaching, the use of new instructional equipment and software, editorial assistance in preparing manuscripts and grants, presentation support, and statistical assistance. The unit would serve as a focal point for faculty questions, open to all members of the faculty, both full and part-time. This recommendation is pending the concurrence of the new Provost and the identification of appropriate funding.

Suggestion 9 Section 6.1.2 Governing Board

Suggestion 9:

“The Committee suggests that the institution make efforts to clarify the roles of the two boards with its key constituents.” [Reaffirmation Committee Report, page 33]

Reaffirmation Committee’s Concern:

"As noted in the introduction of this report, the University of North Carolina Board of Governors, consisting of 16 members appointed by the General Assembly of the State of North Carolina, is legally responsible for governance of the sixteen constituent institutions. The board selects the president, to whom the chancellor of each institution reports. The Board is responsible for planning and developing a coordinated system of higher education in North Carolina and governs the general determination, control, supervision, management, and overall affairs, including setting tuition, of constituent institutions. The Board of Governors may delegate powers to the Board of Trustees, or through the president of the university system, to the chancellor.

East Carolina University also has a Board of Trustees, consisting of eight members who are appointed by the University of North Carolina Board of Governors and four who are appointed by the governor of North Carolina. The president of the student body serves as an ex-officio member. The Board of Trustees is an active, policy-making, legal body responsible for, among

other things, assuring that the financial resources of the university provide a sound educational program.

The presiding officers of the boards have no contractual, employment, or personal or familial financial interests in the institution. A majority of the board members have no contractual, employment, or personal interests in the institution. The Bylaws of the Board of Trustees specify staggered terms of four years in length and assure that the board is independent. Board members are eligible to serve two consecutive four-year terms. According to *The Code* of the Board of Governors and the *Bylaws of the Board of Trustees*, the Board of Governors can delegate certain powers to the Board of Trustees (See Delegations of Duty and Authority to the Boards of Trustees). In most cases the Board of Trustees consults with the Chancellor on issues prior to submission to the president and the Board of Governors. While the Committee has no recommendations, the information in the Self-Study and gathered through interviews with faculty and board members is somewhat confusing concerning the powers of the two boards." [Reaffirmation Committee Report, pages 32-33]

East Carolina University's Response:

The UNC System has operated for over a quarter of a century under the current arrangements. In-depth orientation sessions are sponsored by the Board of Governors and the General Administration for incoming members of the Board of Governors and for incoming campus Trustees. Also, additional orientation sessions are held on the campus for incoming Trustees. In general, these orientation sessions are viewed as successful in preparing new Board members on both levels to perform effectively the duties associated with their roles.

While The Code of the UNC Board of Governors and the Bylaws of the campus trustees are readily available, it should not be expected that individual faculty have a complete understanding of their various roles. Faculty leaders, however, do understand the roles of the trustees and regularly interact with them. The Chair of the Faculty at ECU attends Trustee meetings, routinely addresses the Board of Trustees on faculty concerns, and meets monthly with the campus trustee liaison officer, who is the Executive Assistant to the Chancellor and also the Assistant Secretary of the Board of Trustees. This relationship serves to clarify board member roles for the faculty leadership. Additionally, when trustees have questions the Assistant Secretary of the Board, who is a member of the chancellor's senior staff, readily addresses them. Chancellor Muse has also begun the process of informing the faculty of Board of Trustees meetings through periodic email messages. A pending change in the authority of constituent campus Boards of Trustees will also make their role in various personnel actions more visible to the faculty.

ECU will, however, review the efficacy of the orientation sessions mentioned above as well as the interactions with the faculty leadership to ensure that all questions of the roles of the respective Boards are clear.

Suggestion 10 Section 6.1.2 Governing Board

Suggestion 10:

“The Committee suggests that the two boards develop procedures for dismissing board members for cause.” [Reaffirmation Committee Report, page 34]

Reaffirmation Committee’s Concern:

“The Boards have not recently dismissed members. According to the Code of the Board of Governors and the Bylaws of the Board of Trustees, only a member’s absence from a specified number of meetings leads to being dropped from membership. The Committee did not find any evidence of a protocol or process for removing a governing board member for cause other than these sequential absences.” [Reaffirmation Committee Report, pages 33-34]

East Carolina University’s Response:

This suggestion has been forwarded to the Board of Trustees and the Office of the President for consideration.

Suggestion 11 Section 6.1.3 Advisory Committees

Suggestion 11:

“The Committee suggests that the university develop and update annually a centralized listing of all advisory committees (including those for fund raising).” [Reaffirmation Committee Report, page 34]

Reaffirmation Committee’s Concern:

“Advisory committees are approved by the Chancellor through written statements about the role, purpose, and membership of the committee. As a part of the self-study process, an inventory and centralized listing was prepared for the first time. The institution agreed that this process is very helpful and can be improved if it is made on an annual basis.” [Reaffirmation Committee Report, page 34]

East Carolina University’s Response:

The administrative functions of the Chancellor’s Office should include a ready reference of all advisory groups (including fund raising groups) and the membership of each group. This information is useful not only to provide the institution with a working knowledge of those individuals who are in an active support role for the institution, but it also serves as a first-hand reference for calling on individuals for input, advocacy (as needed), and to invite to appropriate functions. The office that houses the database for these groups is the Office of Special Events.

This database is the result of a collection of the names of members of such groups during the past year for the purpose of sending out regular communication from the Chancellor (such as the Chancellor's quarterly newsletter, *Inside ECU*). A copy of the database is provided with notation of various advisory groups. This database is edited on a regular basis as new networks of constituents are formed or as changes in membership occur. The Office of Special Events is in the process of securing all membership lists such as Friends of the Theater, Friends of Music, etc. in addition to Advancement Councils for the various colleges and schools. A copy of the names of members of major advisory groups is also kept in the Chancellor's Office.

Suggestion 12 Section 6.2.2 Fund Raising

Suggestion 12:

"The Committee suggests that the institution initiate a process to improve the coordination and cooperation of the four major fund-raising foundations." [Reaffirmation Committee Report, page 35]

Reaffirmation Committee's Concern:

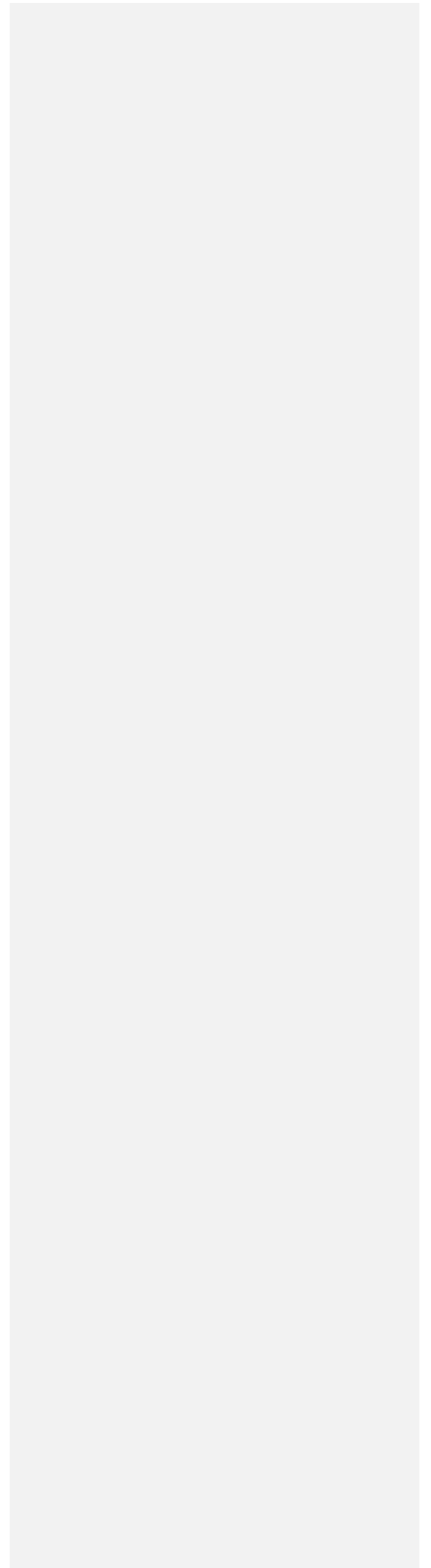
"The institution has four major foundations established to raise, manage, and distribute private gift resources for the benefit of the University. The vice chancellor for institutional advancement serves as president for two of the foundations. The other two foundations are managed by a community board of directors and elect a president from that board. With the growing complexity of the university and accelerating needs for private resources in all areas, greater centralized coordination of university fund raising priorities is needed. An improved process will ensure fund raising goals among the various university constituencies best reflect institutional mission and priorities." [Reaffirmation Committee Report, pages 34-35]

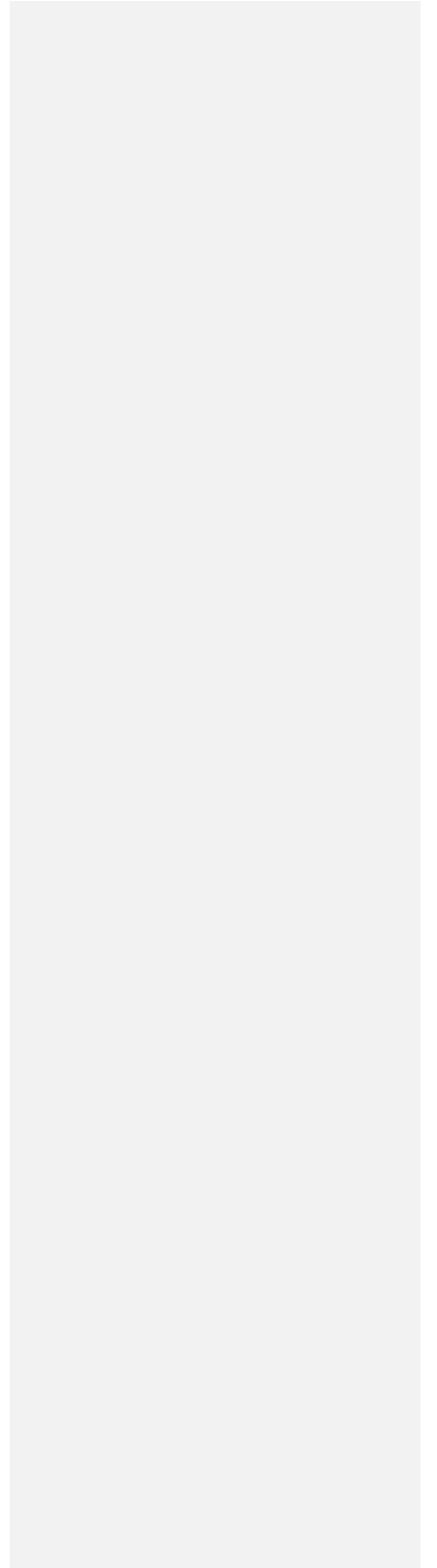
East Carolina University's Response:

East Carolina University agrees with the reaffirmation committee's suggestion. While each foundation does have a full-time, paid executive director and community-based board of directors, coordination of major fundraising activities does require more direct coordination. The difficulties facing the campus as it prepares for a major capital campaign became clear after a consulting firm was hired and an analysis of the campus fundraising organization was conducted. Based on the consultant's report, Chancellor Muse initiated the search for a new Vice Chancellor for Institutional Advancement. The initial phase of the search did not, however, produce a successful candidate. Pending the re-initiation of the search process, the Chancellor has appointed an interim vice chancellor who will have oversight responsibility for all campus foundations as well as direct supervision of all major fundraising campaign activities. To assist in the achievement of this initiative, a building is being sought that will allow for the consolidation of as much of the staff of the foundations and alumni association as is reasonable in a single location.

Documentation:

- Advertisement for position of Vice Chancellor for Institutional Advancement





Suggestion 13 Section 6.3.3 Budget Planning

Suggestion 13:

“The Committee suggests that the institution establish a long-range budget model as planned and implement a comprehensive five-year budget process that integrates the operating and capital budgets with the institution's strategic-planning process.” [Reaffirmation Committee Report, page 36]

Reaffirmation Committee's Concern:

"As a part of the Strategies for Distinction, Annual Report 2000-2001, the Committee noted that one of the institution's operational objectives was to implement a comprehensive five-year university budget process. The strategic objective is to develop a budget model that would integrate the operating and capital budgets with the University's strategic planning process. Progress in achieving this objective has been temporarily delayed because of the current budget uncertainties." [Reaffirmation Committee Report, page 36]

East Carolina University's Response:

East Carolina University agrees with the reaffirmation committee's suggestion. A comprehensive five-year budget model that integrates the university's strategic plan with the operating and capital budget processes would provide added value even in times of financial uncertainty. The Vice Chancellor for Administration and Finance and the Provost will jointly chair a Task Force charged with development of the "rolling" multi-year model as a tool for future budget requests to the University of North Carolina. Once approved, implementation and maintenance of the comprehensive model will be assigned to the Director of Planning and Institutional Research. This activity will begin in the Fall of 2002 and is planned to be completed by Spring 2003. Once the model is developed, the Chancellor's Executive Council will ensure the model and the strategic plan are used to guide budgetary decision-making.

Documentation:

- Chancellor's Charge to the Task Force

Chancellors' Comprehensive Budget Planning Task Force

Charge to the Task Force: The Task Force is charged with the assignment of developing a comprehensive multi-year budget planning model that is driven by the University's strategic plan and incorporates operating and capital funds. Determination of the specific funds (unrestricted, restricted, auxiliary, etc.) to be included in the model must be made at an early stage in the process. Once developed, the proposed model will be presented to the Chancellor's Executive Council for review and approval. Upon approval by the Chancellor, the responsibility for implementation and maintenance of the model will be the responsibility of the Director of the Office of Planning and Institutional Research with assistance from the University Budget Office. The Chancellor's Executive Council will ensure the model is used along with the strategic plan in the university's decision-making processes.

Membership:

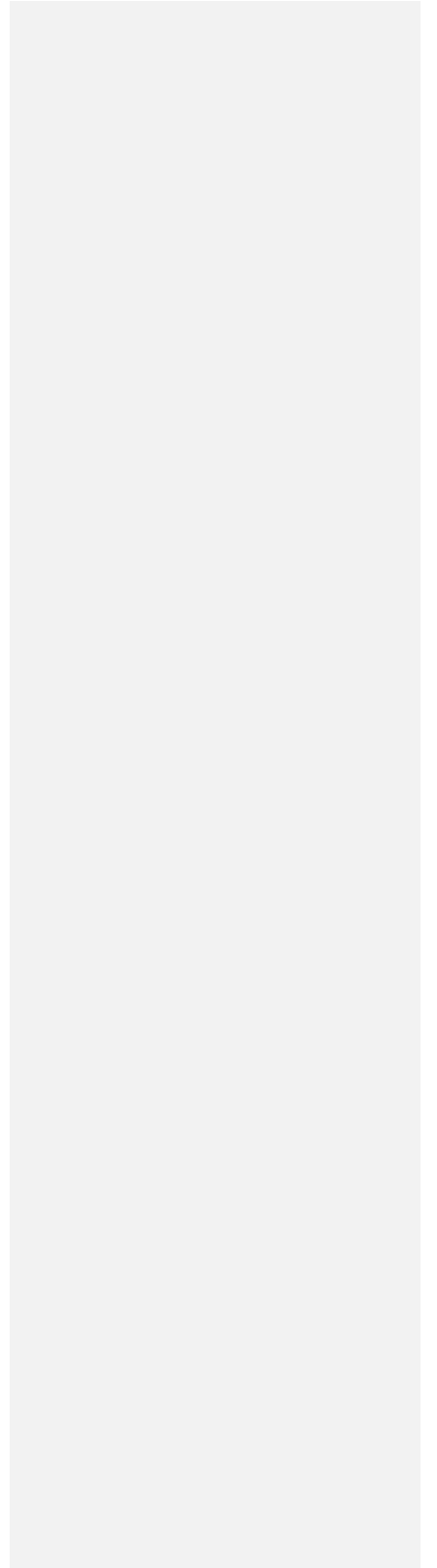
- Provost (Co-chair)
- Vice Chancellor for Administration and Finance (Co-chair)
- Director of Office of Planning and Institutional Research
- University Budget Director
- Associate Vice Chancellor for Facilities
- Associate Vice Chancellor for Financial Services
- Associate Vice Chancellor for Health Sciences Administration
- Chair of the Faculty Senate Budget Committee

Schedule:

- Chancellor appoints Task Force – September 1, 2002
- Presentation of proposal to Executive Council – January, 2003
- Implementation of budget model by Director of PIR – March, 2003

Response to Enhancement Committee Report Observations

The Enhancement Team of the Reaffirmation Committee reviewed the university's enhancement plan and provided considerable consultative advice concerning issues involved in its implementation. The Enhancement Team's report was distributed to members of the Administrative Leadership Forum and served as the central theme for the Chancellor's Administrative Retreat in June 2002. Following those discussions, the Chancellor established four task forces to refine the recommendations coming from the Retreat and the Enhancement Team with the goal of incorporating these recommendations into the 2002-2003 revision of the university's strategic planning process. This initial step will be completed by the end of October 2002 so that individual campus units may revise their strategic plans accordingly.



List of Enclosures

1. Recommendations 1 (and 2) Enclosure A. Copies of the ARBs documenting the use of results to improve educational programs for academic units are included on the enclosed CD.
2. Recommendation 3 Enclosure A. School of Nursing: Compliance with SACS Recommendation regarding Oral Communication
3. Recommendation 4 Enclosures. Catalog Revision Documentation
 - Enclosure A. Minutes from Task Force for Catalog Revisions
 - Enclosure B. Listing of catalog sections/headings in which additional information about distance education programs and online services is being included
 - Enclosure C. Proposed revisions to undergraduate catalog, section 1
4. Recommendation 5 Enclosures. Credentials files for faculty and graduate student teaching assistants who are exceptions to SACS Credentials Criteria and faculty and graduate student teaching assistant rosters
 - Enclosure A. Faculty Credential Files
 - Enclosure B. Graduate Student Credential Files
 - Enclosure C. Faculty Roster
 - Enclosure D. Graduate Student Teaching Assistant Roster
- | 5. Recommendation 6 Enclosure A. ~~C~~redentials files for Faculty who are exceptions to SACS Credentials Criteria
- | 6. Recommendation 7 Enclosure A. ~~C~~redentials files for Faculty who are exceptions to SACS Credentials Criteria
- | ~~6-7~~. Suggestions 2 (and 3) Enclosure A. Requests to Establish Degree documentation

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