



East Carolina University | Board of Trustees

Executive Committee Strategic Discussion | July 17, 2014

Strategic Planning & Fiscal Sustainability

Agenda

I. Strategic Planning Discussion

Ron Mitchelson
Interim Provost

II. Fiscal Sustainability Update

Rick Niswander
*Vice Chancellor
Administration and Finance*

III. Questions and Discussion

Student Success, Public Service, and Regional Transformation

East Carolina University is committed to honoring the values that have guided the progress of the university. As we look to the future, we will sharpen our focus on those that are critical to our continued growth.

Among the values that will be key to our success are the following:

- **Scholarship.** We will be a community where intellectual freedom, scholarly discipline, and the rigorous pursuit of knowledge thrive.
- **Leadership.** Our students, faculty and staff will demonstrate leadership in their professions and communities.
- **Service.** We will work toward solutions to the challenges of our region, state, and nation.
- **Discovery.** We will harness the skills and knowledge of our faculty, staff, and students to create a brighter tomorrow for North Carolina.

Executive summary

This strategic plan positions East Carolina University as a leading force for academic excellence, economic development, public service, and discovery. The plan is derived from our mission statement and is organized around three commitments:

- **Maximizing student success.**
- **Serving the public.**
- **Leading regional transformation.**

In this plan, our goals are ambitious, and bold, but also authentic. We must achieve them with economy and efficiency. The old saying “do more with less” will be a point of pride for East Carolina as we make the most of faculty, staff, and student expertise and determination to improve our region and state.

Our guiding principles

Increase opportunity. While seeking the best and brightest students, ECU respects our tradition of opening the doors of higher education to students of many backgrounds. We will expand that model by adding opportunities for our nation’s veterans who are leaving the military and pursuing the next step in their lives: a university degree. We will also facilitate the transition of our state’s community college graduates to a university education. We will work to meet the needs of the adult learner through distance education and programs aimed at the “part-way home” student, those adults with some college but who need more credits to earn a degree.

Produce graduates ready to work and serve. From its beginning as a teachers college, ECU has focused on producing a workforce to meet the needs of our region and state. Through cooperation with business and industry, we are redoubling our efforts to produce graduates who are ready to go to work in disciplines from education to engineering to health care. Our graduates will be technologically adept and ready to work as a team. We also will make sure they are ready to serve their communities. We will give them opportunities to become skilled, knowledgeable, conscientious citizens of the world.

Develop leaders. ECU is the Leadership University so we will expand leadership opportunities for students, faculty, and staff. Our graduates will be known as leaders in the workplace and community.

Discover and innovate. East Carolina will take a backseat to no school when it comes to supporting mission-driven research and innovation. We will increase research funding and strengthen our research infrastructure. We will recruit promising graduate students from across the United States and abroad to bring their energy and expertise to our campus.

Improve health. A major component of the mission of our Brody School of Medicine is to improve the health of eastern North Carolina. Likewise, our School of Dental Medicine will serve the state with a network of service learning centers from the mountains to the coast. We have developed superior programs in nursing and allied health. Even as we face increasing challenges from national health care reform and decreasing state appropriations, we remain committed to fulfilling our mission through service, research, and stewardship.

Add to the quality of life. Generations of eastern North Carolinians have come to Greenville for school field trips, to see sporting events, and attend performances. To expand these opportunities, we are working with stakeholders on the design of a performing arts center. We will continue to make facility improvements to accommodate teams, fans, and patrons. We will partner with communities to bring performing arts to their towns. We know this university is very important to the lives of eastern North Carolinians.

Our mission statement

To be a national model for student success, public service, and regional transformation, East Carolina University:

- Uses innovative learning strategies and delivery methods to maximize access;
- Prepares students with the knowledge, skills, and values to succeed in a global, multicultural society;
- Develops tomorrow's leaders to serve and inspire positive change;
- Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond;
- Transforms health care, promotes wellness, and reduces health disparities; and
- Improves quality of life through cultural enrichment, academics, the arts, and athletics.

We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.

ECU will be a national model for student success, public service, and regional transformation

Commitment 1: Maximize Student Success

The success of our students is the ultimate measure of our university. We will support excellence, expand opportunity, and celebrate achievement.

- We will aggressively support the ECU Honors College and build it into one of the top ten programs nationally. We will secure a naming endowment for the EC Scholars program and increase the number and value of the awards by 10 percent annually.
- We will be a national leader as a “best value” in undergraduate and graduate education. We will exceed an 85 percent placement rate for all graduates within one year of receiving their degrees. We will aggressively grow programs that support this goal. We will establish competency-based requirements for all degree programs while reducing the average debt carried by students who graduate within four years. We will be a leader in the assessment of learner outcomes. Our Harriot College of Arts and Sciences will lead an overhaul of general education requirements that will be the envy of the UNC system.
- We will dramatically improve retention and graduation rates. We will retain and graduate students at a rate that is consistently higher than our peers.
- We will radically improve accessibility for key student populations. We will grow transfer enrollment by 5 percent each year. We will be the top university in North Carolina for military veterans. We will establish targeted programs supporting seamless transitions to ECU for military veterans and transfers.
- We will field athletic teams that lead in graduation rates, win conference championships, and contend for national titles.
- We will be a national leader in campus safety and the safest campus in the UNC system.
- We will reflect a global workplace and society by recruiting international students, providing U.S. students with increased opportunities to study abroad, and we will significantly expand the number of global classrooms to connect diverse cultures to instructional opportunities.

Commitment 2: Serve the Public

Service has always been at the heart of this university. We will inspire the next generation of leaders to carry this spirit of service into their professional lives. We will demonstrate this commitment to service by being engaged with the needs of eastern North Carolina and beyond.

- We will inspire our students to be servant-leaders. We will implement service learning across all degree programs. We will require all undergraduate students to develop a leadership portfolio that contains practical experiences demonstrating the service ethic of ECU. We will implement the ECU Leadership Certificate.
- We will consolidate our multiple leadership centers and programs into the **North Carolina Center for Leadership and Service**. We will be a national model for developing the leadership of faculty, staff, and students through service. We will host a national award for servant leadership in higher education.
- We will be a national leader in revamping health sciences education, incorporating interdisciplinary education and quality improvement into our health sciences curricula. We will expand the number of Brody graduates that practice as primary care physicians. We will be ranked as the nation's top producer of family physicians. We will open and operate all proposed sites in the School of Dental Medicine's network of Community Service Learning Centers. The College of Nursing will continue to lead North Carolina in the number and the quality of nursing graduates. We will be the national leader in the use of learning and assessment technologies to improve health educational outcomes.
- We will grow our Department of Public Health into a School of Public Health with a goal of enrolling 500 students. We will establish rural population health and research as the principle focus of the school.
- We will be a portal to serve the life-long learning needs of North Carolina and our region. We will intentionally target professional development, continuing education, and lifelong learning opportunities that support the needs of the region's people and corporations.
- We are recognized as an "Engaged University" by the Carnegie Foundation and our recent C.P. Magrath Award for Community Engagement from the Association of Public and Land Grant Universities signifies our national ascent. We will continue on this course by assuring that all ECU programs are committed to outreach and demonstrate that commitment through action. We will identify and invest in engagement programs that align with educational and research programs of the university. We will inventory and align faculty expertise and facilities with regional needs. We will be designated as an Innovation and Economic Prosperity (IEP) University by the Association of Public and Land Grant Universities.

Commitment 3: Lead Regional Transformation

The past, present, and future of this university are closely aligned with the region it calls home. We see the challenges of eastern North Carolina and accept them as our own. Through partnership, leadership, and discovery, we will be a force for progress and growth.

- ECU will become “open for business.” We will construct a new Millennium campus and we will create the business structures and practices needed to interact and innovate efficiently with our partners in the public and private sectors.
- We will dramatically expand ECU’s research enterprise by investing in the people, the tools, and the facilities needed to conduct mission-driven research. We will seek solutions to the challenges of our region, including the treatment of health issues like obesity and diabetes, securing a sustainable future for our coastal communities, and assisting the military by providing support and solutions to those currently serving and our veterans. As a result of our passion for this regional mission, we will grow ECU into the third largest research institution in the UNC system.
- We will triple the volume of clinical trials of promising medicines, treatments, and devices.
- We will build a named College of Business that is ranked in the top 50 nationally with recognized excellence and expertise in finance, accounting, and marketing. We will implement an Entrepreneurial Certificate Program open to all majors at ECU.
- Our College of Education will consistently be recognized as one of the top 10 programs nationally. We will secure ECU’s position as a leader in addressing North Carolina educational challenges. We will pioneer methods for clinical teacher training that prepare professionals to respond to these challenges.
- We will create a School of the Coast and establish it as the state and national leader in developing innovative and viable solutions to the challenges faced by our coastal communities. Our approach will be intentionally collaborative as we strengthen partnerships with UNC Wilmington and with the Coastal Studies Institute. We will boost sustainable economic development in eastern North Carolina with the growth of our Center for Sustainability.
- We will expand our engineering program with enrollment of at least 1,000 students. We will share our engineering expertise with the region to solve wide-ranging problems in health, advanced manufacturing, and the environment. We will ignite innovation and technology development through integration of engineering and the health sciences. We will enthusiastically support our new MS in Biomedical Engineering.
- We will leverage our strengths in the fine and performing arts to enrich the quality of life for our students and our region. We will partner with the community in the design and the construction of a performing arts center.

- We are recognized as a national leader in the use of technology to deliver health services to dispersed rural populations. We will expand our use of technology and expertise to improve healthcare access and outcomes. We will refine practical, sustainable solutions to the health care needs of underserved populations and the military across North Carolina. We will strengthen our leadership in telemedicine and we will expand our state/regional networks of telemedicine.
- We will model healthy lifestyles for the region. We will be a leader in workplace wellness. We will revise and expand the ECU Faculty/Staff Wellness program and increase participation by 5 percent annually.

We will keep these commitments while being good stewards of the resources entrusted to us.

East Carolina University has a long history of achieving excellence while employing public resources in an efficient manner. That trait has served us well in the past and will be even more important in the future. We recognize and honor the UNC System’s contract with North Carolina that is contained in “Our Time Our Future.” We will maximize student success, we will serve the public, and we will lead regional transformation. We will concentrate our resources to fulfill these commitments. Here is the manner in which we will keep our covenant.

- We will control costs and diversify revenue streams.
- We will initiate an aggressive and innovative public fundraising campaign to support the strategic initiatives of the institution.
- We will streamline administrative functions and we will reduce administrative costs by ten percent.
- We will continue to implement the Master Plan for campus design and construction.
- Our data will be recognized system-wide for its accuracy and reliability and as a basis for advanced analytics and institutional decision making.
- We will reward innovation and continuous improvement.
- We will promote sustainable environments.
- We will be accountable for resources and regulatory compliance.
- Our education and patient-care practices will be fiscally sustainable.
- We will embrace a diverse and an inclusive university community.



Recommendations

**University Committee on Fiscal Sustainability
May 1, 2014**

This document contains a background statement, empirical realities, and a set of recommendations proposed by the University Committee on Fiscal Sustainability. The recommendations are submitted to the Chancellor for his consideration.

**University Committee on Fiscal Sustainability
East Carolina University
May 2014**

East Carolina University aspires to be a national model for student success, public service, and regional transformation. The ECU mission, which embraces those aspirations, was approved by the UNC Board of Governors on February 21, 2014. ECU has adopted six strategic directions as guidance for staying on task and achieving its mission. Current funding, from all sources, is under continuing downward pressure and few new resources are available for investment in strategic priorities. The University must employ all resources in the most efficient manner possible within and across all divisions. In addition, the University must be vigilant in diversifying and expanding its revenue streams. Institutional self-discipline and creativity are at a premium in securing new revenues while reducing costs. Careful self-examination is essential to achieving the University's mission and to be good stewards of our resources. Parochial (unit level) self-interest must (at times) yield in order to maximize the University's beneficial impacts on our students, our region, and North Carolina.

The University Committee on Fiscal Sustainability (UCFS) was appointed by Chancellor Ballard at the beginning of fall semester 2013. The UCFS has been charged with developing recommendations that will improve the institution's ability to cope with mounting financial pressures in the short and longer terms. It is critically important to note that our recommendations encompass a few which can be accomplished in a few weeks or months but many will take years to come to fruition. It is also critically important to note that fiscal pressure, appropriations reductions, and reallocation actions are likely to continue for many years to come.

The UCFS has examined all University inventories, programs, and processes from revenue and cost perspectives. The committee is co-chaired by Rick Niswander and Ron Mitchelson with 16 members and four ex-officio participants. UCFS membership includes:

<i>Rick Niswander</i>	<i>Todd Fraley</i>	<i>Angela Lamson</i>	<i>Mark Sprague</i>
<i>Ron Mitchelson</i>	<i>John Given</i>	<i>Mandee Lancaster</i>	<i>Ed Stellwag</i>
<i>Lorrie Basnight</i>	<i>Phyllis Horns</i>	<i>Chris Locklear</i>	<i>John Sutherland</i>
<i>Stan Eakins</i>	<i>Garrett Killian</i>	<i>Marilyn Sheerer</i>	<i>Tracey Tuten</i>

The UCFS met at least twice per month in the Academic Year, reviewed the UNC system strategic directions, received reports from internal ECU units, and conducted campus-wide surveys and forums. The Committee received financial reports of existing conditions, challenges, and opportunities from units and divisions across the entire campus. The UCFS conducted a survey during fall 2013. These survey data provided very useful input and a basis for discussions by the UCFS on several types of recommendations. A draft of recommendations was issued to the entire campus community on March 28, 2014 followed by two open forums on April 8 and 9 and an on-line survey with nearly 750 responses.

Recommendations contained in this document have been modified to reflect feedback from the campus community and are provided to the Chancellor by the UCFS on May 1, 2014.

There are some compelling empirical realities that ECU faces during these difficult times and these are presented in the next section of this report. These realities help to frame some of the recommendations that follow. These realities include: cuts to state appropriations, declining enrollment, expanded employment, large numbers of degree programs, large numbers of under-enrolled sections, and a relative lack of overall productivity.

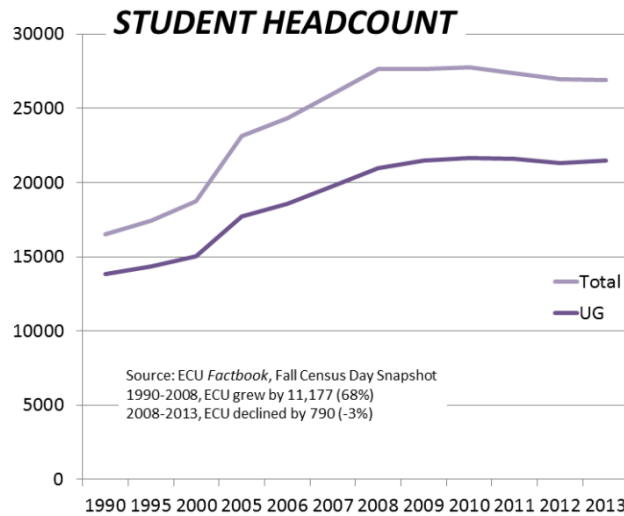
Recommendations contained in this document purposefully do not include estimates of new revenues, reduced costs, or savings. This is because most of the recommendations involve “evaluation” or “further study” or “exploration.” In all cases a recommendation requires another working or study group to examine the situation and to provide a more explicit plan for implementation. The second level of analysis should provide the needed cost and saving or revenue estimates. While some of these phase-two studies can be very quickly accomplished, others will take months in order to be properly considered and to adhere to existing university policy. We recommend the aforementioned work groups be established with deliberate speed and that the work groups be asked to provide estimates of applicable cost savings or revenue generation as part of their implementation recommendations.

Empirical Realities

1. University finances are different than yours. When you get paid, you can use that money for groceries, a car payment, movie tickets, rent, or a thousand other purposes. That is not the case in a state-supported university. A considerable proportion of the inflows in a university budget must be used for specified purposes and specified outflows. Funds appropriated by the legislature to repair a building must be used for that purpose. Fee revenue collected for ECU Transit must be spent on ECU Transit. Housing receipts must be spent to maintain and operate our dorms. In effect, money has a color: purple money can be used for purple purposes, orange money can be used for orange purposes, but orange money cannot be used for purple purposes.

This notion is important when we consider the impact and use of savings. If we increase the efficiencies in our housing operations and save money as a result, that savings can go to dampen upward pressure on housing charges or even to reduce those fees. The savings cannot be used to hire an Administrative Assistant in an academic department or pay for faculty travel to an academic conference. Broadly, fungible dollars are those generated by state appropriations and tuition (for the most part). Even then, some restrictions apply (e.g., some tuition is earmarked for need-based tuition or some appropriations are allocated to faculty positions or building operations). Savings in those areas would revert to the specified use.

2. ECU is in a modest (total) enrollment decline which includes substantial declines in graduate enrollment (see chart, next page). This decline is associated with headcount and student-credit-hours (SCH) and has an impact on current revenues and reversions back to the state because budgets are based upon forecasted credit hour values that have recently been over-stated.

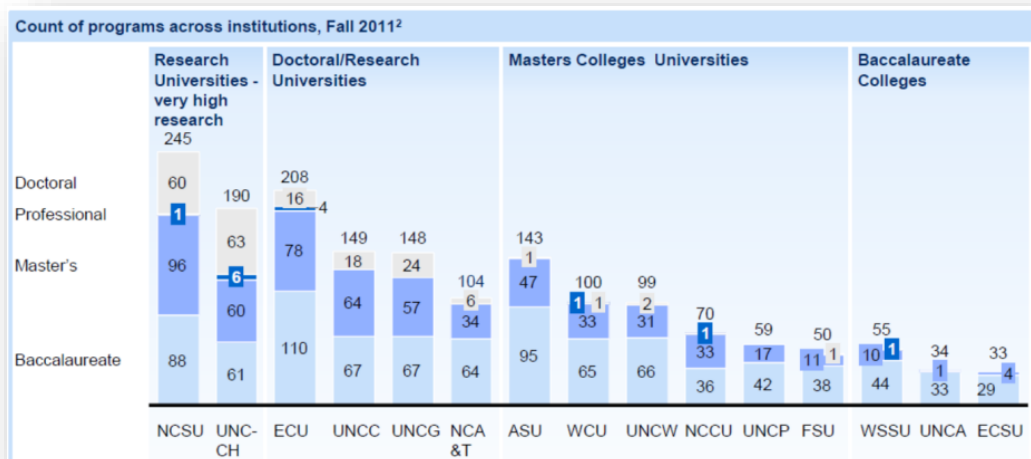


3. Between fall 2008 and 2012, while student enrollment declined by 9,162 SCH (-3%), Faculty FTE grew by 77.8 (+4.4%), Overall Staff FTE declined by 10.3 (-0.5%), Executive FTE declined by 10.8 (-5.7%) and Professional FTE grew by 81.9 (+6.1%). A portion of the increase in the Professional category stems from reclassification of positions in Staff and Executive along with expansion of ECU Physicians. At least part of the fiscal pressure that ECU currently experiences stems from declining enrollment in concert with expanding employment.

Source: ECU Factbook, 1990-2013

4. Compared to ECU's NC doctoral and research peers (NCSU, UNC-CH, UNCC, UNCG, NCA&T), ECU has a large number of undergraduate and graduate degree programs. In fall 2011, ECU hosted 110 undergraduate degree programs while the mean at the other doctoral and research peers was 69 programs. At the graduate level, ECU had 78 master degrees versus an average of 62 at other UNC doctoral and research institutions. Some of the outcomes deriving from this level of fragmentation are under-enrolled programs and under-enrolled course sections.

Source: UNC BOG. McKinsey Report: Developing Alternatives for Active Portfolio Management. January 15, 2013.



5. ECU has significantly less discretionary budget today than it did prior to the “great recession.” The key budget comparison (between 2008 and 2013) is the new funding that came from enrollment growth [+\$44.98 million] and campus based tuition and fees [+\$17.34 million] in contrast to \$89.94 million in permanent cuts that have been absorbed over the same period. The net change in these key categories is a reduction of \$27.63 million (about 10% of state appropriations). Most of the enrollment growth funding was derived from expansion of doctoral programs and highly (formula) funded programs like engineering and nursing. As a result, while headcount and SCH declined, ECU had a modest expansion in enrollment growth money between 2008 and 2013. That expansion will change to a \$2.8 million contraction (reduced revenue) in 2014-15.

Between 2008 and 2013 ECU’s total permanent budget (state appropriation plus tuition/fees) increased in the net from \$334.3 million to \$373.7 million (+\$39.4m, +11.8%). However, much of the increase is highly targeted and earmarked for explicit purposes (\$28.3m in legislative increases to salary and benefits, \$15.5m to develop the School of Dental Medicine, \$2.0m to indigent care, \$2.0m to UNC Coastal Studies Institute, \$9.3m in maintenance and operations funds for new buildings, etc.). As indicated in number one above, the color of money has a significant impact on how it can be used.

Source: ECU Division of Administration and Finance. Summary of Changes in Permanent Budget, 2008-2013.

6. University spending is heavily concentrated in personnel. In 2013, 88% of appropriations and tuition was spent on salaries and benefits. That proportion has not varied materially since 2008.
7. The amount spent on ECU campus operations (accounting, payroll, HR, IT, advancement, legal, audit, facilities, research, safety) in the UNC system declined by 4% during 2008-2012. Compared to ECU’s official peer institutions, ECU spent 18% less on institutional support per student FTE (comparative means for 2009, 2010, and 2011). The number of ECU campus operations positions decreased by 2% between fall 2008 and fall 2012. From another perspective, ECU spend 12.5% more on instruction than its peers established by the Board of Governors (see Appendix for list) while expending 27.1% less on other educational categories than its peers.

Source: NC General Assembly, Program Evaluation Division. Report # 2013-08. 12/18/2013. UNC BOG Report: Developing Alternatives for Active Portfolio Management, January 15, 2013.

8. Among doctoral and research intensive universities in the UNC System in FY 2013, ECU is among the least efficient as measured by teaching and funded research output per full-time faculty member (see tables, next page). While there may be many reasons for these types of outcomes, the fiscal pressure implied is independent of cause.

Source: UNC. Statistical Abstract of Higher Education in North Carolina 2012-13, Research Report 1-13 (August 2013).

School	Headcount per Faculty	Rank
UNCC	27.55	1
NCSU	25.49	2
UNCG	23.65	3
NCA&T	22.63	4
ECU	19.48	5
UNC-CH	15.06	6

School	SCH per Faculty	Rank
UNCC	674.02	1
NCSU	664.19	2
NCA&T	632.58	3
UNCG	614.95	4
ECU	524.96	5
UNC-CH	411.40	6

School	External Awards per Faculty	Rank
UNC-CH	\$ 394,619	1
NCSU	\$ 196,073	2
NCA&T	\$ 109,277	3
UNCG	\$ 42,465	4
ECU	\$ 32,704	5
UNCC	\$ 29,726	6

9. ECU has a significant proportion of lecture sections with low enrollment. If we assume that under-enrolled lecture sections are defined as: fewer than 20 students in lower-division (1000 & 2000 level) undergraduate courses, fewer than 10 students in upper-division (3000 & 4000) undergraduate courses, and fewer than 5 students in graduate (5000 and above) courses. Using these definitions and data from census day in Fall 2013 and Spring 2014, slightly under 20% (1,333) of lecture sections are under-enrolled. As with the efficiency measures noted in the item above, there may be many reasons for this outcome, but the fiscal pressure – and the inequity across departments – remains.

Source: Census Day data. ECU Office of the Registrar and IPAR.

10. Universities have a mix of lecture, lab, independent study, internship, and other types of classes. By their very nature, sections which are non-lecture have lower average enrollment than lecture sections. At ECU, fully 42% of our total sections are non-lecture. Average class size for lecture sections is 28.4 and the average for non-lecture sections is less than a third of that, at 9.3. As with the two points above, there may be many reasons for this outcome, but the fiscal pressure remains.

Source: Census Day data. ECU Office of the Registrar and IPAR.

While this report focuses on new revenues, efficiencies, and savings, ECU has established strategic priorities which require growth and probable investment in certain academic areas, e.g., engineering, a School of Public Health, Honors College, and a School of the Coast. Thus, the recommendations proposed in this document – and the necessity to expand revenues and to reallocate our existing resources – are of even greater importance.

Recommendations

Recommendations contained in this report are categorized for convenience into: Revenue (R), Operational Cost (OC), Consolidation and Reorganization (CR), Academic Programming (AP), Workloads (W), and Other (O). The categories are not mutually exclusive and some overlap exists.

In most cases, accepted recommendations will need to be evaluated and/or implemented under the direction of an individual, group, department, office, standing committee, or ad hoc committee. Establishing the responsible party and implementation timeline will be part of accepting the recommendation. In addition, the acceptance process should establish mechanisms for monitoring activities, reporting progress, and disclosing results.

The process and outcomes related to all actions will be conducted in accordance with established university policies.

R – Revenue

R1. Create and publicize operational plans and processes to clearly assist various student niches (such as transfer students, part-way home, military veterans, international, etc.) to efficiently and effectively enter the university. This recommendation is consistent with the findings of UNC's strategic plan, Our Time Our Future. The intent is to reestablish rational enrollment growth at undergraduate and graduate levels. Examination of existing admissions criteria and the establishment of diverse pipelines is anticipated.

R2. Reduce the operational and administrative barriers to the seamless transition of transfer students, particularly those from community colleges. Re-evaluate the minimum GPA requirements for certain transfer populations (e.g., military) consistent with maintaining academic quality. Evaluate the transfer equivalency process as well as cognate and foundations course requirements to aid student transition.

R3. Purposefully increase enrollment (freshmen, transfers, and graduate) consistent with maintaining academic quality and having sufficient fiscal and physical capacity.

R4. Examine operational and administrative barriers which impede faculty from engaging in external consulting projects, offering continuing professional education, and related revenue-generating activities through the university. Expand the ability of units to utilize funds created by these activities to support faculty, students, and the university. The intent is to liberate a greater entrepreneurial spirit among faculty and units.

R5. Evaluate the establishment of one or more Millennial campuses to encourage public-private partnerships and revenue retention. The Millennial designation is authorized by the NC Legislature and bestowed by the UNC Board of Governors. The designation permits the receipt and retention of rents and permits state employees to partner with private sector entities, including spin-out companies. Business incubation, commercialization of new products and processes, and job creation are expected outcomes from these types of environments.

R6. Encourage University Advancement to analyze existing business practices for efficiency and effectiveness and to establish and disseminate public metrics of giving (percentage of alumni, faculty, and staff giving, average giving levels, or other appropriate measures).

R7. Establish policies and procedures to support and encourage creation of corporate sponsorship of field courses, software, labs, scholarships, equipment, supplies, etc. Examine best practices in sponsorship by other public universities.

R8. Evaluate a reorganization of Continuing Education to focus on revenue opportunities and coordinated support of the academic enterprise. For summer school, provide greater support to those programs and courses which are unable to meet student demand in fall and spring.

R9. Units should evaluate whether offering courses with a term length of other-than 15 weeks will serve certain student groups (e.g., military or full-time workers) while maintaining appropriate academic standards.

R10. Units should evaluate alternative mechanisms for admission to graduate programs, consistent with maintaining student quality and accreditation standards. Such mechanisms might include automatic graduate admission for ECU students with very high GPAs, use of structured certificates to evaluate ability to handle graduate work, and similar ideas. Units should consider use of alternative indicators of ability to perform graduate work, particularly among non-traditional student populations.

R11. Conduct market analyses and encourage the establishment of academic and certificate programs. Often times, this would involve carefully articulated “stackable” credentials in fields like business, technology, and analytics. Such credentials could also be a pathway to graduate degree programs, especially in Distanced Education.

R12. Encourage units to evaluate and develop, if appropriate, degree or certificate programs which are not on the funding model and are, thus, funded by program receipts.

R13. Examine ways to increase visibility and coordination of summer activities on campus to create revenue streams. Utilize our web portal and encourage establishment of additional activities (e.g., lifelong learning).

R14. Find methods to support increased revenue generation in our research enterprise including increased clinical trials, increased research proposals, and increased corporate funding. Assessment of internal business practices (capacities) and external markets are essential to realize revenue growth potential.

R15. Evaluate the feasibility of, and the resources needed to engage in, select cluster hires to improve funded research. Clusters should span units and be clearly tied to mission-driven research agenda.

R16. Use quantitative analytics in the process of awarding financial aid to increase yields as well as the academic profile of the student body. This should be accompanied by a greater sharing of information across Admissions, Financial Aid, the Honors College, the Foundations, and the Colleges to use our financial aid and other student support in the most efficient and effective manner.

OC – Operational Cost

OC1. Numerous common operational tasks and workflows have large volumes in which individual operating units each perform a relatively small number of these tasks independently, which contributes to operational redundancy and inefficiency. Examples may include travel, electronic personnel action forms (EPAF), purchasing, grants & contracts, and budgeting. ECU will evaluate and implement consolidation and centralization of these activities at the university- or college-level. Staff the centralized activities with current staff from across the university. As shared services operations are implemented, examine remaining staff allocations across campus and adjust accordingly. Over 3-5 years and through attrition, reduce some types of staffing levels by 20%. Provide temporary funds to appropriately renovate physical space to provide for the centralization of selected services.

OC2. Examine consolidation of grant and contract administration across colleges/departments with low grant and contract volume.

OC3. Review and, as appropriate, implement efficiencies in operational and administrative components of Human Resources among Academic Affairs, Health Sciences, and central Human Resources offices. Review should be completed within the next six months with applicable implementation over the following year.

OC4. Review the appropriate levels of central and distributed IT positions and workload with goals of staffing at levels appropriate to fulfilling university priorities and maintaining service levels.

OC5. Evaluate the combination of the operational and administrative components of undergraduate and graduate admissions while providing appropriate levels of service.

OC6. Study the allocation of administrative staff across academic units for the possibility to consolidate and share staff support, particularly across departments. Departmental workload and staffing needs are materially different than in the past.

OC7. Examine academic support services offices (e.g., Office of Faculty Excellence, student support services, Financial Aid, Admissions, etc.) to determine if any functions can be eliminated, streamlined, or consolidated.

OC8. Evaluate additional consolidation and coordination of administrative and operational functions across related ECU Advancement entities (ECU Foundation, Pirate Club, Health Sciences Foundation, and Alumni Association).

OC9. Examine business processes to increase transition to paperless workflow including

- Online processes for signatures (bills, journal entries, direct payments, etc.)
- Invoicing and bill payments
- Increased Procard usage
- Use of electronic documents across the university including in program reviews, the tenure process including PADs, the graduate and undergraduate admissions process, course transfer and equivalency process, graduate assistant contracts, student records, personnel records, documents distributed at meetings, etc.

OC10. Find ways to increase environmental efficiency, including, but not limited to:

- Mandate, and enforce, temperature settings in all buildings.
- Reduce hourly air turnover in research buildings, consistent with safety.
- Evaluate adding solar panels to buildings where payback is less than 7 years.
- Mandate a 20% reduction in copier usage in three years at the college and division level.
- Establish page print limits in student computer labs.
- Aggressively consolidate summer classes and summer dorm use to take buildings offline.
- Invest in appropriate technology to retrofit or replace building systems to maximize water and energy efficiency.
- Reduce desktop printers and route printing jobs to larger centralized printers. Reduces capital and per-page cost.
- Across all divisions, review vehicle use and need with goal of reducing the number of vehicles and increasing average usage. Increase efficiency of trips to reduce vehicle miles traveled by 10% over two years.

OC11. Each unit (academic and non-academic) shall devise and publish appropriate and applicable performance metrics no later than December 31, 2014. While the units are to determine the metrics, data and tracking/reporting over time will be a joint effort of IPAR and the units. Metrics will include, but not be limited to, metrics established by the UNC System. Academic metrics may include graduation rates, departmental and college retention rates, time to completion of degree, etc. Non-academic metrics may include response times, accuracy of work, timeliness of actions, reduction of cost per action, etc. Metrics should be established at the college level for academic units or at the division level for non-academic units. Performance will be monitored against benchmarks to be established.

OC12. Evaluate units and operations within Student Affairs and determine functions which can be eliminated, streamlined, or consolidated. Ensure that Student Affairs support activities are not duplicative of other support activities in the university. Areas for study may include marketing and information technology.

OC13. Evaluate units and operations within Athletics and determine functions which can be eliminated, streamlined, or consolidated. Ensure that support activities in Athletics are not duplicative of other support activities in the university. Areas for study may include marketing and information technology.

OC14. Recommend the Faculty Senate evaluate code-related matters to increase efficiency and effectiveness, including:

- For colleges with departmental or school-level unit codes (College of Fine Arts & Communication, College of Human Ecology, Harriot College of Arts & Sciences) re-evaluate codes to identify the governance and operational activities that should be at the college level.
- Evaluate creation and implementation of college-level Promotion and Tenure committees (in addition to existing committees at the departmental level).
- Explore the possibility of developing college-level codes that permit departments to maintain local operating procedures that reflect disciplinary differences and scale of operation.

OC15. Over the last nine months the Hunter Partners has been examining the efficiency and effectiveness of the operations of ECU Physicians (ECUP). The findings of the evaluation are intended to increase the profitability and long-term operational viability of ECUP. Strongly support timely implementation of the findings of the Hunter Partners.

CR –Consolidation and Reorganization

Organizational changes are often the most difficult and time-consuming. The recommendations in this section are to be implemented over the long-term, say 3-5 years. The recommendations will require thoughtful consideration and implementation by other standing or ad hoc committees. We recommend that work on these items begin expeditiously yet we expect that completion will take three years or more.

Divisional

CR1. Evaluate merger of Research and Graduate Studies as a support unit into the Divisions of Academic Affairs and Health Sciences. Examine the appropriate roles of Provost and Vice Chancellor for Health Sciences in promoting research and creative activities at ECU.

CR2. Consider movement of the Office of Public Service and Community Relations from the Chancellor's Division to the Office of Innovation and Economic Development.

CR3. Evaluate the re-integration of the Division of Student Affairs into the Office of the Provost.

CR4. Evaluate reorganization of offices and initiatives related to international matters (students, study, and faculty) to increase efficiency (coordination and collaboration), enrollment, and student participation.

College

CR5. Evaluate consolidation or combination of colleges to reduce the number by at least one.

CR6. Examine the structure of the Harriot College of Arts and Sciences in order to assess a reduction in the number of departments.

CR7. The Brody School of Medicine should study the possible combination or consolidation of departments to decrease the number of basic science departments.

CR8. The College of Allied Health Sciences should study the possible combination or consolidation of departments to decrease the number of departments.

Other

CR9. Examine consolidation of student-related military activities and programs. Currently, Veteran's Admissions is in Academic Affairs-Admissions, the Veteran's Office is in Student Affairs, and a Military Affairs office is in Administration and Finance. The intent should be to increase collaboration and coordination of processes and programs to provide an inviting educational environment for military personnel, veterans, and their families.

CR10. Academic Library Services (Joyner) and Health Sciences Library (Laupus) continue to operate as separate, collaborative libraries. It is recommended that continued collaboration should examine consolidation of selected back-office and service/patron operations between the two libraries to achieve maximum efficiency and coordination. In order to assure that these efficiencies are achieved,

UCFS also recommends development of a joint strategic plan that specifically lays out areas of improved efficiency and projected savings. Maintenance of the quality of core services in both libraries is an essential value and integral to this collaboration.

CR11. Recommend and continue planning for creation of a School of the Coast as an effective aggregation of existing instructional and research assets and as a non-coded unit. In the short run, no new resources are requested to support this reorganization of existing assets. The intent is to improve existing investments through increasing visibility of coastal capacities, enhancing synergy among potential collaborators, increasing accessibility to external coastal stakeholders, achievement of improved complementarity with the UNC Coastal Studies Institute as ECU's primary coastal partner, the promotion of interdisciplinary coastal research to enhance scholarship and compete more effectively for external grant support and sharpening the focus of future coastal program development, all without increasing administrative costs.

AP – Academic Programming

AP1. The Office of the Provost, the Vice Chancellor for Health Sciences, and the Educational Policies and Planning Committee will work together to create a plan, no later than December 31, 2014, to reduce the number of undergraduate degree programs by 20 programs with implementation over the following three calendar years. Among other factors, consideration should be given to combining low-productivity programs with a natural affinity for one another.

AP2. The Office of the Provost, the Vice Chancellor for Health Sciences, the Graduate School, and the Educational Policies and Planning Committee will work together to create a plan, no later than December 31, 2014, to reduce the number of master degree programs by 10 programs with implementation over the following three calendar years. Among other factors, consideration should be given to combining low-productivity programs with a natural affinity for one another.

AP3. Re-examine and update the departmental-level “reduce and eliminate” recommendations of the Program Prioritization Committee (PPC) contained in Table 1 of the PPC final report. Updated recommendations should be implemented over the next 3-5 academic years.

AP4. Evaluate and, where appropriate, revise the Foundations Curriculum for effectiveness and efficiency. Fundamental questions are: what should it do?, is it doing what is intended?, and is it delivered in a cost-effective manner?

AP5. Evaluate the content of all undergraduate degree programs that exceed 120 credit hours for possible reductions and/or reconfiguration. Among other items, consideration should be given to whether some academic work is more-appropriately taught at the graduate level.

AP6. Pending the outcomes contained in AP1 (above), postpone any call for new degree program development at ECU. This does not suspend activity associated with ECU's existing degree program development plan at UNC General Administration. A call for new degree program development should be expected within the next 18 months.

W – Workload

Section Enrollment

W1. By the end of Academic Year 2016, reduce by half the number of (a) lower division undergraduate lecture sections with enrollments of less than 20 students, (b) upper division undergraduate lecture sections with enrollments of less than 10 students, and (c) graduate sections with enrollments of less than 5.

W2. No later than Academic Year 2015-16, require introductory lab sections to be filled at 90% of physical capacity, on average.

Faculty Workload

W3. By September 1, 2014 each college must finalize and publish a faculty workload plan that maximizes productivity of all faculty and which provides for a quantifiable and meaningful return to the department, college, and university. The plans must be approved by the applicable Vice Chancellor or Provost. Faculty workload is comprised of instructional activities, research/creative activity, and service (plus clinical in the Health Sciences). There are many ways in which a faculty member can be a productive member of a department. Thus, not all faculty will have identical allocations to each of those categories.

W4. Each department must produce student credit hours of no less than 125 percent of the SCH expected from the Board of Governors funding formula. It is recognized that this target will be difficult to achieve by a few units but demonstrable progress toward this target is expected of all units over the next three years. Recommend careful analysis of baseline SCH productivity and unit-level plans to achieve progress.

W5. The workload plan should contain various components which include, but are not limited to:

- Recognize and account for differential allocation of time into the teaching/research/service categories at the level of the faculty member. Workload should be aligned with qualifications and ability as well as where a faculty member is in his/her career.
- Consideration should be given to permit faculty members to have significant flexibility in weighting schemes between teaching, research/creative activity, service, and clinical.
- Provide a clear process by which a faculty member can receive a release from teaching.
- Provide a clear method of evaluating the return on release time as appropriate to the task and the department (research/creative activity output, internal and external research funding, service output, etc.). Such evaluation will include a clear process for adjusting future reassigned time.
- Provide an expectation for faculty to obtain external funding in support of teaching, research, and service especially in departments in which there is opportunity to obtain such.
- Provide that an expectation of faculty work includes responsibilities which do not clearly fit into a teaching/research/service category, e.g., participation at faculty meetings, participation with departmental or college governance.
- Reduce internally-funded reassigned time at the department level over time.

W6. Encourage development and use of innovative models for increasing class sizes without sacrificing student learning. As a component of this effort, departments should evaluate and implement greater use of teaching associates, graduate assistants, or other qualified personnel for teaching and/or teaching administration duties. The creative use of advanced learning technologies is also encouraged.

W7. Provide temporary funds to appropriately renovate physical space to provide for larger classrooms to allow for increased average class size.

W8. The Faculty Senate and other university bodies should review and revise the Faculty Manual and university Policies, Rules, and Regulations to accommodate recommendations which are accepted and implemented.

O – Other

O1. Develop and establish stronger metrics and benchmarks for the performance of centers and institutes and evaluate them accordingly. Emphasis should be placed on linking these metrics of performance to externally funded research and sponsored programs.

O2. Conduct an external review of campus legal services (University Counsel) to make recommendations on capacity, staffing, project management, and efficiencies.

O3. Evaluate whether excess patient load on the Student Counseling Center can be shared by other existing mental health clinics on campus. Review possibility for shifting funding for additional student counselors from state funding to student fee funding.

O4. Target our advertising dollars in a coordinated manner across the university. This should involve improved coordination and collaboration of marketing activities campus wide.

O5. Plan for an annual competition, with a cash prize, to generate ideas to save money or increase revenue.

Appendix

List of Board-of-Governors-approved peer institutions.

East Tennessee State University
Florida International University
Northern Illinois University
Ohio University – Main Campus
Old Dominion University
Southern Illinois University – Carbondale
Texas Tech University
University at Buffalo (aspirational)
University of Louisville (aspirational)
University of Missouri – Kansas City
University of Nevada – Reno
University of North Dakota
University of South Carolina – Columbia (aspirational)
University of Southern Mississippi
University of Wisconsin – Milwaukee
Virginia Commonwealth University
Western Michigan University
Wright State University – Main Campus