



# East Carolina University | Board of Trustees

## University Affairs Committee Meeting | July 17, 2014

### Agenda

- |      |   |               |
|------|---|---------------|
| I.   | Approval of April 24, 2014 Minutes            | <b>Action</b> |
| II.  | Academic Affairs                              |               |
|      | A. Faculty workloads                          | Discussion    |
|      | B. KPI update                                 | Discussion    |
| III. | Student Affairs                               |               |
|      | A. Outcomes of student conduct review process | Discussion    |
|      | B. Student Affairs summary                    | Information   |
| IV.  | Research and Graduate Studies                 |               |
|      | A. Graduate student enrollment trends         | Discussion    |
| V.   | Closed Session                                |               |

East Carolina University  
Board of Trustees  
University Affairs Committee  
July 17, 2014

Session	University Affairs Committee
Responsible Person	Deborah Davis, committee chair
Agenda Item	I.
Item Description	Approval of April 24, 2014 minutes
Comments	N/A
Action Requested	Approval
Disposition	
Notes	

Minutes of the Meeting of the  
**University Affairs Committee**  
**East Carolina University Board of Trustees**  
April 24, 2014 at 10:40am  
East Carolina Heart Institute

Board Members Attending: Deborah Davis (chair), Tim Schwan, Carol Mabe, Danny Scott and Robert Brinkley

University Presenters/Guests Attending: Chancellor Ballard, Marilyn Sheerer, Virginia Hardy, Julie Poorman, John Fletcher, Stephanie Coleman, Beth Velde  
Meeting began 10:55am

Ms. Davis opened the meeting by reading the conflict of interest statement.

The minutes from the previous meeting were approved.

Ms. Davis called for the University Affairs Committee to enter into Closed Session to address one agenda item.

- **CLOSED SESSION MOTION**
  - Mr. Scott moved that we go into Closed Session:
    - To prevent the disclosure of confidential information under N.C. General Statutes §126-22 to §126-30 (personnel information) and the federal Family Educational Rights and Privacy Act;
    - To consider the qualifications, competence, performance, character, fitness, or conditions of appointment of one or more prospective and/or current employees and/or to hear or investigate a complaint, charge, or grievance by or against one or more individual employees; and
    - To consult with an attorney to preserve the attorney-client privilege between the attorney and the Committee.
  - NOTE! Minutes for Closed Session were taken separately.
  - Closed session ended at 11:16am

**Academic Affairs – Provost Marilyn Sheerer**

- **Conferral of Degrees – Tim Schwan made a motion for conferral of degrees. It was seconded and approved without dissent.**
- **Faculty Serious Illness and Leave Policy (SILP)** - Melissa Bard with HR discussed the proposed changes. The purpose is to provide paid time off for serious illness of self or family. It is consistent with the Family Medical Leave Act. Section 3.4 is the section to be changed. In the past it only permitted the leave use to be used in lump time and not staggered over a period of time. The intent would be to change this to allow periodic use of this time. That is consistent with FMLA. **There was a motion made to approve and it was seconded and approved without dissent.**
- **Carnegie Classification** – Beth Velde provided this presentation. She talked about the designation and re-approval process. ECU created a cross-institutional team in spring 2013 and submitted the reaffirmation in April 2014 and will get notified in December 2014. Beth shared the Carnegie definition for community engagement and pointed out the key pieces that apply to ECU. We must demonstrate that the leadership supports focus on community engagement from the senior leadership and throughout the university. We also had to demonstrate how the university values support the nature of public service and that the strategic plan for the university as well as the colleges/schools have this embedded. The Office of Public Service & Community Relations builds upon this through partnerships with IPAR for measuring and monitoring, the Outreach Scholars, and commitment of internal and external resources to support engagement. Beth shared the many methods for documentation and assessment of our engagement and service work including, but not limited to, SACS, Carnegie, IEP, President’s Honor Roll, Sedona and TracDat. Our application this time has focused on where we have increased sustained partnerships (60+), greater distribution of partnerships, competitive external funding and graduating educating faculty and students. The student scholars have

shared how ECU's commitment to service and engagement has impacted them and the community. Moving forward, we have factors such as changes in infrastructure, diminishing money, and a higher demand for impact that we must include as a factor for future planning.

- **Student Financial Aid Discussion – Campus Initiated Tuition for Need-Based Aid** – (Sheerer, Fletcher, Coleman and Poorman presenters).
  - John Fletcher – The BOG has been considering a concept since 2000-01 for campus initiated tuition increases. In 2006, BOG approved the first four-year plan that required at least 25% for need-based aid. For 13-14 and 14-15, there was no mandate. ECU's need-based aid from campus-initiated tuition is about \$20 million.
  - Stephanie Coleman – Explained that ECU has about \$19.4 million for funding for financial aid and there won't be any increase to that this year. About \$537 of every undergraduate (resident) student's tuition goes to this fund. \$2,600 for non-resident UG; \$573 for graduate-resident; and \$2,245 for graduate - non-resident.
  - Julie Poorman – The estimated cost of attendance for in-state on campus is \$20,846 which includes medical insurance, transportation, personal expenses, a loan fee, books and supplies, room and board, and tuition and fees. Tuition and fees only accounts for about 30% of a student's cost of attendance. Julie walked through the Financial Aid Process at ECU: Student/Parents complete FAFSA; FAFSA is reviewed and determines the Expected Family Contribution; the Cost of Attendance minus Expected Family Contribution = Need; ECU packages aid based on need. (First is Pell Grant, Second is all known scholarships, and Third Gift and Self-Help).
  - Stephanie Coleman – Impact – if the need-based aid goes away or if we lose about 100 students that decide not to go here. The impact to the institution is immediate and would be about a \$1.6 million decrease.
  - Marilyn Sheerer – Next Steps – We need to have this discussion at the Board of Governors level to make sure they understand the impacts. The BOG task force will review this over the next year. Chancellor Ballard said about 12-15 out of 32 BOG members are asking for change of some type. In the last few years, there have been 6-8 members of the BOG that are ideologically opposed to this. The process has been slowed down, which is probably a very good thing. In the next several months, the decision about a new four-year plan should be made.

**Meeting Ends at 12:22pm**

Respectfully submitted by Christopher Stansbury

East Carolina University  
Board of Trustees  
University Affairs Committee  
July 17, 2014

Session	University Affairs – Academic Affairs
Responsible Person	Ron Mitchelson – Interim Provost
Agenda Item	II. A.
Item Description	Faculty Workloads
Comments	N/A
Action Requested	Discussion
Disposition	
Notes	

# Faculty Workload

## **REG02.07.06 Current Version**

**Authority:** Chancellor

**History:** Adopted June 8, 2011, to be effective July 1, 2011

**Related Policies:** ECU Faculty Manual; UNC Policy Manual, 300.2.6[G] (Guidelines on Reassigned Time for Faculty), 400.3.1.1 [G] (Guidelines on Tenure and Teaching in the University of North Carolina) and 400.3.4 (Monitoring Faculty Teaching Workloads)

**Additional Resources:** A Report of Faculty Teaching Workload Covering the Years 2000 to 2006 (UNC General Administration, 2008); UNC Enrollment Growth Funding Productivity Matrix

**Contact Information:** Senior Associate Provost for Academic Affairs (328-0607)

---

## 1. Purpose

As per UNC Policy 400.3.1.1 [G], teaching or instruction is the primary responsibility of each of the UNC institutions; therefore, while neither teaching nor service nor research is the sole measure of a faculty members competence and contribution at any UNC institution, teaching should be the first consideration at all of the UNC institutions.

The purpose of this regulation is to define faculty workloads at East Carolina University as per policies established by the UNC Policy Manual and the ECU Faculty Manual. The Brody School of Medicine and the School of Dental Medicine are excluded from this regulation and will be governed by separate workload regulations, which must be approved by the Vice Chancellor for Health Sciences.

## 2. Definitions

2.1. Faculty Workload the entirety of a faculty members duties for the relevant period

2.2. Relevant Period academic year, contract period, or time-frame for special duties formally or informally assigned

2.3. Instructional Load the portion of the faculty workload spent on direct instruction and instructional activities

2.4. Overload a workload assignment that exceeds 1.0 full-time equivalent (FTE)

2.5. Course Reduction a reduction in the instructional load to allow time for work on non-instructional activities

2.6. Faculty Scholarly Reassignment - an approved reassignment for a defined period of time in order for a faculty member to pursue a project involving research or creative activity as addressed in UNC Policy 300.2.6 [G]

### 3. Workload Assignments

3.1. The duties that commonly constitute a faculty members workload fall under the areas of instruction, research/scholarship or creative activity, service, clinical duties, community engagement and administration.

3.2. The Academic Council, in consultation with the academic deans, will establish workload and productivity criteria (see section 3.7 below) for each college for the relevant period.

3.3. The dean of each college, in consultation with the chairs and directors within the college, will establish workload and productivity criteria for each department or school in the college for the relevant period. These criteria will be guided by the requirements that the college meet workload and productivity criteria set by the Academic Council.

3.4. The chairperson or director of each department or school will establish individual workload and productivity requirements for each member of the faculty for the relevant period. These requirements will cumulatively meet the requirements for the department or school as established by the dean for the relevant period.

3.5. For faculty holding a joint appointment, the unit administrator of the faculty members primary academic unit, in consultation with the administrator(s) of the unit(s) to which the faculty member is jointly appointed, will set the workload and productivity requirements.

3.6. As a Doctoral/Research university, the University will maintain an overall instructional load equivalent of five 3-semester-hour courses per year per 1.0 FTE.

3.7. Colleges will produce at least the average student credit hours (SCH) per FTE assigned by the Academic Council (see section 3.2 above) to the respective units as defined by UNC General Administration.

3.8. College, department and faculty workload and productivity requirements and assignments may vary in relation to overall assignment of duties, disciplinary standards, class sizes, contact hours, accreditation requirements, and productivity goals.

3.9. Department chairs and school directors will ensure that the aggregated faculty workloads for the department or school meet the productivity criteria established for the department or school by the dean. Failure to satisfy the workload and productivity criteria established by the dean for the relevant period may result in an unsatisfactory performance evaluation and/or removal of administrative duties.

3.10. As per Part VIII of the ECU Faculty Manual, the unit administrators annual performance evaluation of faculty members shall employ the criteria contained in the unit code approved by the Chancellor. The evaluation shall be based upon that years assigned duties and shall consider: teaching, research and creative activities, patient care, service, and other appropriate responsibilities. The relative weight given to teaching, research/creative activity, and service in personnel decisions shall be determined by each unit code. In no case, however, shall service be weighed more heavily than either teaching or research/creative activity.

3.11. Workload and productivity data alone are not sufficient justifications for the return of vacant faculty lines or for the allocation of new faculty lines. The Chancellor, Executive Council and/or Academic Council allocate or reallocate resources based upon a variety of factors, including but not limited to, workload and productivity data, institutional priorities, UNC General Administration initiatives, and legislative mandates.

#### 4. Instructional Assignments and Other Responsibilities

##### 4.1. Course Reductions

###### 4.1.1. With the exception of assignment of academic administration



responsibilities and 100% Faculty Scholarly Reassignment, both of which require approval from the appropriate vice chancellor, a department chair or director may authorize one or more course reductions if the demands of activities, as defined in section 4.1.4 below, warrant a reduction in the instructional load.

4.1.2. Reductions in the instructional load are measured in terms of credit hours and are determined on a case by case basis.

4.1.3. A faculty member who is granted a course reduction may not receive an instructional overload assignment for additional compensation without approval from the dean and the appropriate vice chancellor.

4.1.4. The criteria for course reductions will be grouped into the following reporting categories: course/curriculum development, heavy load of academic advising, accreditation/program review, technology training for instruction, co-curricular activities, academic administration, externally funded research, institutionally supported research, institutional service, service to the public, and service to the profession.

4.1.5. At the end of the academic year, the dean is responsible for generating a report which will identify all faculty course reductions for the academic year and the associated outcomes using the unit guidelines established for monitoring productivity. This report will be compiled for the unit and shall be due to the appropriate vice chancellor by the end of the fiscal year.

## 4.2. Faculty Scholarly Reassignment

4.2.1. Administrators shall adhere to guidelines established for 100% Faculty Scholarly Reassignments per UNC Policy 300.2.6[G] and ECUs Faculty Scholarly Reassignment Regulation.

## 5. Effective Date

5.1. This regulation is effective July 1, 2011.

## UNC Enrollment Change Formula Productivity Matrix

SCH per Instructional Position

Program Category Undergraduate Masters Doctoral

Category I 708.64 169.52 115.56

Category II 535.74 303.93 110.16

Category III 406.24 186.23 109.86

Category IV 232.25 90.17 80.91

Category I Disciplines: Communications & Journalism; English;

Mathematics; Philosophy & Religion; Psychology; Corrections & Criminal Justice; Social Sciences; History; Other

Category II Disciplines: Area, Ethnic, Cultural & Gender Studies; Education; Foreign Languages, Literatures & Linguistics; Family & Consumer Sciences; Liberal Arts & Sciences, Humanities; Multi/Interdisciplinary Studies; Parks, Recreation, Leisure & Fitness; Business, Management & Marketing

Category III Disciplines: Agriculture; Natural Resources & Conservation; Architecture; Computer & Information Sciences; Engineering-related Technologies; Library Science; Biological Sciences; Physical Sciences; Public Administration & Services; Visual & Performing Arts; Health Professions

Category IV Disciplines: Engineering; Nursing

As per Board of Governors action, student credit hours for student teaching in Education are placed in Category III for all campuses. Medicine and Dentistry are excluded from this model due to distinct funding by the General Assembly.


[Donate](#)


## The Pope Center Home

### THE POPE CENTER

[About Us](#)
[Contact Us](#)
[Support Us](#)
[Sign Up](#)
[Events](#)

### FEATURES

[Commentaries](#)
[Research](#)
[News Releases](#)
[Books We Are Reading](#)
[Issues](#)

### STUDENTS

[Current](#)
[Prospective](#)

### LINKS



[Sites of Interest](#)
[John Locke Foundation](#)
[Carolina Journal](#)

## COMMENTARIES

# How Much Do They Really Teach?

The UNC system's official faculty teaching loads don't add up.

By *Jay Schalin*

June 15, 2014

 [8 Comments](#)

A lot of dollars are riding on how many courses professors in the University of North Carolina system teach (or how many they are perceived to teach). Roughly half of the UNC budget consists of professors' salaries.

UNC faculty supposedly taught an average of 3.7 classes in the Fall semester of 2012, according to the *Delaware Study* of Instructional Costs and Productivity. The Delaware Study is used to determine the official workload statistics at UNC schools and many other colleges and universities across the country.

That 3.7 figure seems to be too high, considering that most of the university system's faculty work at large research institutions where they are expected to teach an average of 2.0 or 2.5 courses per semester. A closer look suggests that it may be not only inaccurate but perhaps deliberately so.

One glaring reason why the Delaware Study's figures for the UNC system are likely to be an inaccurate measure of actual teaching loads is the way part-time professors are handled. The 3.7 average courses taught is for "full-time equivalent" (FTE) professors. This includes not just the tenure-track professors (used as a term that includes tenured professors as well), but full-time non-tenured lecturers, part-time teachers known as adjunct professors, and graduate students who also teach part-time. It defines an FTE professor as any combination of part-time teachers whose course loads add up to four. The teaching load of these FTE professors are then added to those of full-time professors and lecturers to arrive at an average workload of the department, school, or system. That is what the 3.7 figure represents.

But this process is circular—and therefore provides no worthwhile information. If, by definition, the workloads of all adjunct professors and graduate students will always be converted to an FTE load of four courses, then the workload of one FTE professor will never deviate from four. Adding the FTE teachers to tenure-track professors will almost always inflate the average course-load of a department or university, as most tenure-track professors average fewer than four courses per semester.

Furthermore, it is more important for taxpayers and legislators to know the teaching loads of highly paid tenure-track professors who also have other duties, rather than the teaching loads of those who are strictly



## PAST ARTICLES

6.20.14  
[Can a Charitable Gift Be Bad?](#)

6.18.14  
[UNC-Chapel Hill's Embarrassing Problem](#)

6.13.14  
[Over the Top](#)

6.11.14  
[A New Cell Phone Dilemma](#)

6.08.14  
[Maintaining the Status Quo in Teaching](#)

6.05.14  
[Sexual Assault Agenda in Full Force](#)

6.04.14  
[Struggling to Stay Afloat](#)

6.01.14  
[How UNC Can Shrink Its Budget](#)

5.30.14  
[Literary Criticism without Literature](#)

5.27.14  
[Faculty Vetoes: Powerful and Impotent](#)

## Article Archive

hired to teach. While the UNC system has not yet revealed the 2012 figures for tenure-track professors, the Pope Center has obtained the official tenure-track teaching load average for Appalachian State University for the Fall of 2011: it is 3.2 courses per semester. But is it correct?

Appalachian State is a particularly good representative example: while not a large research institute, it is the sixth largest school in the system, the largest of the non-research intensive schools. And its official FTE average for the Fall of 2011 was 3.6, just .1 over the system average of 3.5, while its 3.7 course average for 2012 FTE average was exactly the system average of 2012.

The Pope Center is conducting its own faculty teaching load study, and we were provided access to some official enrollment data at Appalachian sent to Delaware Study researchers for the Fall of 2011. This data had gone through a “grooming” process from the “raw” data found on the registrar’s website. The grooming consisted of adjustments made jointly by an ASU staff member and the department heads for use in the Delaware Study.

The Pope Center computed teaching load averages in strict accordance with the Delaware Study guidelines for both groomed and raw sets of data for a three-department sample at Appalachian State. We found anomalies in the university’s groomed data for the Fall of 2011, such as courses mislabeled as lectures, which count toward the workload average, rather than as independent study classes, which do not. These anomalies inflated the Biology department’s official average for tenure-track professors from 3.0 courses to 3.8 courses.

It also drove up the average for our three-department sample (History and Economics were the other two) from 2.8 to 3.3—just above the school’s official 3.2 Delaware Study average for that semester. The difference between the official figure and our findings is not just a rounding error—a 0.4 increase in tenure-track faculty workloads strictly applied throughout the entire UNC system would mean savings in excess of \$100 million.

The problems seen in ASU’s data and its excessively high average may not be exceptional within the UNC system. Although Appalachian State is the only school for which we were able to compare the official Delaware Study average tenure-track teaching loads with the Pope Center findings, it is somewhat middle-of-the pack or lower when it comes to the difference between its official FTE average and its legislated FTE average teaching load standard, as can be seen in the chart for the Fall of 2012:

#### UNC System Claims Its Teaching Loads (FTE) Are Much Higher than Required

Category	Campuses	Legislated Standard Courses per Semester	Official DE Study* Courses per Semester (2013)	Difference
Research I	NC State	2.0	3.2	1.2
	Chapel Hill	2.0	3.0	1.0
Research II &	East Carolina	2.5	3.6	1.1
Doctoral	A&T	2.5	3.4	0.9
	Charlotte	2.5	2.9	0.4
	Greensboro	2.5	4.2	1.7
Master's	Appalachian	3.0	3.7	0.7
	Fayetteville	3.0	4.0	1.0
	Central	3.0	4.2	1.2
	Pembroke	3.0	3.9	0.9
	Wilmington	3.0	3.7	0.7
	Western	3.0	3.1	0.1

	Winston-Salem	3.0	3.4	0.4
Baccalaureate	Asheville	4.0	4.3	0.3
	Elizabeth City	4.0	4.4	0.4

#### \*Delaware Study

The chart shows that some other schools have a much greater gap between their legislated averages and their official averages than ASU's 0.7 for 2012. Particularly questionable is UNC-Greensboro's gap of 1.7 courses per semester for 2012.

Based on our review of UNC-Greensboro teaching loads, its official average of 4.2 courses per semester defies credibility. The Pope Center included two Greensboro departments in its study; for the Spring semester in 2013, the sociology department averaged 3.1 courses, while the nursing school averaged 2.2 courses. Though the Pope Center calculations are for tenure-track professors only, it is mathematically impossible for even an infinite number of part-time professors—whose average is 4.0 by definition—to raise the average above 4.0 (teaching loads don't change drastically from one semester to the next). There are also not enough full-time non-tenured lecturers to significantly alter the numbers. Something seems very amiss.

Another area we explored was how teaching loads changed over the past few years. This is exceedingly important, as large cuts in state appropriations that began in the Fall of 2011 caused an outcry among UNC officials about the potential harm to the academic mission. We used the same sample of 14 departments from 7 different campuses, in a wide variety of disciplines, from the Spring of 2011 (the last semester before the cuts) and the Spring of 2013. During that period, we found no change at all in tenure-track teaching loads—for 2011 it was 2.35 and for 2013 it was 2.34. This lack of change conflicts with the UNC system's claim that teaching loads (FTE) increased from 3.5 to 3.7 in those same years (Fall semesters).

Furthermore, it does not appear that there was a wholesale flight to using more adjuncts for teaching to hold down costs. In fact, the number of tenure-track faculty in the Pope Center sample increased from 298 to 320 in the two-year period.

With both tenure-track teaching loads and the number of tenure-track professors roughly stable, it seems that there was quite a bit of money in the UNC budget that could be cut in 2011 without affecting faculty workloads. This absence of stress on the system also raises the question how much more of that "cushion"—including such non-essential spending as unfilled faculty positions and unproductive staff jobs—is still in existence. In one eyebrow-raising example, at UNC-Chapel Hill Chancellor Carol Folt [hired six new Title IX compliance officials](#) when the work was previously handled by one part-time administrator.

The issue of UNC teaching loads needs further exploration. The official figures claimed by UNC are considerably higher than both legislated expectations and our study—conducted with as strict adherence to the Delaware Study methods as possible—and the data sent to the Delaware Study by the only school we could observe has glaring inconsistencies. Both of those situations raise the question whether the UNC system is providing incorrect information to legislators and the public.

A study using independent outside researchers under the direction of the Board of Governors, the legislature, or the governor's office would be best to ensure that the public is not being fed incorrect information. Doing so could save taxpayers tens of millions of dollars without affecting the quality of instruction.

Additionally, it may be time to add a new wrinkle to the legislated standards for faculty working loads by differentiating according to academic disciplines as well as according to the types of institutions. Certainly in some fields—the humanities, especially—research is less likely to have important repercussions for the rest of society, and in those fields the teaching loads could be higher. In the [university system's own funding formula](#), teaching a course in the humanities consumes fewer resources—largely the instructor's time—than does teaching the physical sciences. There are great savings to be had by a small increase in teaching loads in the humanities and some other subjects at the six large research institutions—likely into the tens of millions of dollars.

Of course, with so much money riding on state officials' perceptions of UNC faculty workloads, there is an incentive for UNC officials to inflate their averages. Those with authority over the system—whether legislators or Board of Governors members—need to make sure that doesn't happen. The way to do it is to

conduct a more objective, more transparent accounting of faculty teaching loads that will include a critical examination of the data.

*(Editor's note: We are still waiting on some public records requests we made in April from UNC-Charlotte and Fayetteville State University. Their response could make **slight** differences to our computed averages for the entire UNC system, which were stated in the article as 2.34 for the Spring of 2013 and 2.35 for the Spring of 2011.)*

 [Email this page](#)  [Print this page](#) [30](#)

Please observe the Pope Center's [commenting policy](#).

## 8 Comments **The John William Pope Center for Higher Education Policy**

d [Login](#) ▾

Sort by **Newest** ▾

Share  Favorite



Join the discussion...



**Matthew H. Clark** · 2 days ago

It's still a better idea to calculate teaching load by multiplying credits/units/credit hours taught by number of students taught. I imagine this might lend more support to the claim that tenured/tenure-track professors are teaching much less than their salaries might warrant. Although, a principle for that judgement would be difficult to defend.

While full-time non-tenure track and part-time non-tenure track numbers haven't increased in recent years, their numbers are still too high. At many universities in the system, they do a majority of the teaching. The real area of concern is the humanities. Full-time non-tenure track faculty in the humanities often make less than their full-time counterparts in NC Public Schools.

A comprehensive study of faculty work and compensation is needed. That study should be descriptive in nature and should use the raw data instead of numbers that have been cleaned by the institution. Raw data should be made publicly available online, and methods should be clearly explained and verifiable. Analysis should be divided according to rank and discipline, and reports should be completed for each individual institution instead of the larger system as a whole. To my knowledge, accurate analysis of this kind has never been done.

|

□ | □ · Reply · Share ›



**jaypopecenter** >Matthew H. Clark · 2 days ago

The raw data is online for about half of the UNC campuses. It would be best if the state legislature or the Board of Governors commissioned somebody (who would be objective, not another in-house job designed to hide problems as is so often the case)--it's a big task. Hopefully with Pope Center input, since we already know how to look at the data critically.

While certainly using student credit hours adds valuable information, it still doesn't produce an accurate overall picture by itself. Consider who is working harder: the prof who teaches one large 101 lecture course with 300 students, aided by a team of assistants who do the grading and conduct office hours, or the prof who has a total of 15 students in each of 3 classes and does all the grading and explaining by himself? Yet the first one teaches 7 times as many student credit hours. Either measure is imperfect--studying faculty workloads is at best an art, not an exact science.

2 □ | □ · Reply · Share ›



**Guest** >jaypopecenter · 2 days ago

For some reason, my reply did not post here. What I said was that I agree. The calculation I've suggested is imperfect. But it's better than merely counting courses. In fact, I'm not aware of a measure of faculty workload that is more accurate than the one I've mentioned.

Also, I haven't been successful obtaining data on graduate student labor. This is because of federal laws that protect that information.

□ | □ · Reply · Share ›



**Matthew H. Clark** >jaypopecenter · 2 days ago

I agree with you. The calculation I suggest is imperfect. But it is better than merely counting courses. It's nearly impossible to get reliable data on job responsibilities. And as you've noted in other places, academic work is extremely complex. From my perspective hours/credits/units multiplied by number of students produces the most accurate measure of possible measures. I

would be interested to learn about other more accurate measures if there are any.

It would be best for the system itself to commission an outside consulting firm to do the work without Pope Center input. From my perspective, the Pope Center does good work, but it has a clear (and explicitly stated) agenda that could get in the way of such an important project.


As a side note, I've been looking for a way to control for the graduate assistant issue you mention in my own research. Unfortunately, it's extremely hard to get information regarding the work graduate assistants do because of federal laws that keep such information confidential.

  · Reply · Share ›



**Morewithless** · 4 days ago

To reflect real teaching workload we must considering the number of students taught. Budget cuts did not necessarily increase the number of courses taught or require more part-time adjuncts when the number of students in each course was increased. This has been the "on the ground" trend across departments for years. Teaching more students per course with the same number of courses & faculty. How many students taught is the key workload number not how many courses.

  · Reply · Share ›



**jaypopecenter** >Morewithless · 4 days ago

That has not been the case in the UNC system in recent years. The system's enrollment has been stable during the period discussed, so if you have the same number of students taking the same number of classes, and professors are teaching the same number of courses, there is not going to be any big jump in the number of students per class.

  · Reply · Share ›





**Guest** >jaypopecenter · 2 days ago

Not much has changed in recent years (since the recession). It would be interesting to check enrollment numbers, funding requests, and academic labor distribution (especially the rise of



NTT faculty) during the 2002-2008 time period. I would also look for this information back into the 90s.

  · Reply · Share ›



**Matthew H. Clark** >jaypopecenter · 2 days ago

It might be interesting to look at funding requests, labor distribution, enrollment numbers, and class size across 2002-2008. I have not looked at the numbers, but my guess is that you'd find significant enrollment growth. You'd also likely find budget constraints manifesting themselves in the form of non-tenure track hires, especially in the humanities and major service departments like math.

Go back to the 90s, and I bet we'd find more of the same mentioned above. Again, we'd need to actually look at the numbers.

Nothing much has changed in "recent years" (since the recession).

  · Reply · Share ›

ALSO ON THE JOHN WILLIAM POPE CENTER FOR HIGHER EDUCATION POLICY

WHAT'S THIS?

### **A College Copes with Change**

13 comments · 2 months ago ·

### **Literary Criticism without Literature**

3 comments · 22 days ago ·

 **Robin Crabtree Gaitens** — Interesting summary of what's been happening at  **mywifedidntlikemypreviousname** — "He believes that the text should

[blog comments powered by Disqus](#)

Return to the [Commentaries Archive](#)

8. Faculty Teaching Workload Report .....Kate Henz

**Situation:** Presentation of the annual Faculty Teaching Workload Report.

**Background:** UNC institutions are required by BoG policy to report faculty teaching workloads by number of sections taught. Additionally, information on number of student credit hours taught by faculty is included. By using the methodology prescribed by the Delaware National Study of Costs & Productivity, UNC campuses are able to benchmark performance in relation to other campuses within their Carnegie Classification.

**Assessment:** Using preliminary data from the Delaware National Study of Costs & Productivity, all campuses were above the UNC Board of Governor’s minimum teaching loads for fall 2013. By sector, the UNC system faculty teach more class sections than their Carnegie peers. At the credit hour level, the high research and baccalaureate sectors are above their Carnegie peers while faculty in the very high research and master’s sectors produce fewer student credit hours per FTE than their peers.

**Action:** This is for Information Only.

---

# The University of North Carolina Faculty Teaching Workload

2013

---



The University of North Carolina  
General Administration

June 2014

## Executive Summary

- **Changes in Average Teaching Loads:** Since 2008, nine campuses have increased the average number of sections taught by all faculty and twelve have increased the average number of student credit hours (SCHs) taught by faculty.
- **Teaching Productivity:** By sector, the UNC system faculty teach more class sections than their Carnegie peers. At the credit hour level, the high research and baccalaureate sectors are above their Carnegie peers while faculty in the very high research and master's sectors produce fewer student credit hours per FTE than their peers.
- **Teaching Standards, All Faculty:** Using **preliminary** data from the Delaware National Study of Costs & Productivity, all campuses were above the UNC Board of Governor's minimum teaching loads for fall 2013.

# Introduction

Faculty work is complex, with all faculty engaging in some combination of research, teaching, and service. As the expectations for this mixture vary across field, faculty type, and institutional type, UNC Policy 400.3.4 “Monitoring Faculty Teaching Workloads” states that “all campuses and constituent institutions shall implement annual faculty performance evaluation policies that measure and reward all aspects of faculty workload, separately and in combination, consistent with the instructional mission.” The policy addresses faculty teaching workload policies, standardized data collection systems, and campus-based processes for monitoring faculty teaching workload and can be found in Appendix A.

In 2011, the Educational Planning, Policies, and Programs Committee of the UNC Board of Governors (BoG) appointed five BoG members, two University chancellors, and two other senior advisors to the Faculty Workload Advisory Group to review UNC Policy 400.3.4. In spring 2012, the Advisory Group presented their findings and recommendations to the full committee. Based on the findings and recommendations of the Advisory Group, the BoG adopted an amended policy on faculty teaching workloads on January 11, 2013, which states:

All campuses and constituent institutions will develop and implement policies and procedures to monitor faculty teaching loads and to approve significant or sustained variations from expected minimums. Policies must include the criteria and approval process for reductions in institutional load attendant to increased administrative responsibilities, externally-funded research, including course buy-outs, and additional institutional and departmental service obligations. Given the complexity of faculty work activities, individual faculty teaching loads are best managed at the department and school level, and not the system or state level. However, to ensure meaningful comparisons of faculty teaching load over time and across peers, all campuses shall adopt a standard methodology for collecting data on teaching load. This standard is described below.

For reporting purposes the Board of Governors (BoG) will annually review data from the National Study of Instructional Costs & Productivity (The Delaware Study) of teaching loads for full time equivalent fac-

ulty within the University. The Delaware Study provides comparable teaching data at the discipline level using the following faculty categories: regular tenure stream, other regular, supplemental and teaching assistants. Teaching load is derived by the number of organized class courses a faculty member is assigned in a given semester. Courses that are not conducted in regularly scheduled class meetings, such as “readings,” “special topics,” “problems” or “research” courses, including dissertation/thesis research, and “individual lesson” courses (typically in music and fine arts) are excluded from the Teaching Load calculation.

Per BoG policy, standard annual teaching loads will be differentiated to accommodate the diverse missions of the individual campuses as articulated by Carnegie Classification. Standard faculty teaching load measured by the average number of organized class courses a faculty member is assigned in a semester is the following:

- Research Universities - Very High Research Activity: 2
- Research Universities - High Research Activity & Doctoral Granting: 2.5
- Master’s Colleges & Universities - Large & Medium: 3
- Baccalaureate Colleges - Arts & Sciences: 4
- Baccalaureate Colleges - Diverse Fields: 4

The following pages present the faculty teaching workload section averages for the category “All Faculty,” contrasting the average sections taught at UNC institutions with that of the same Carnegie classification from the Delaware Study. Appendix B presents the campus level “All Faculty” details for sections and SCHs per FTE faculty.<sup>1</sup> Appendix C presents the campus level information for a subset of this data, “Tenure/Tenure Track Faculty.”

The 2013 numbers presented in this report are preliminary headcounts and are subject to change following the review by the University of Delaware, whose process began in January 2014 and will be finalized in June 2014. Historically, most campuses’ preliminary data for organized class courses per FTE faculty were below the actual values reported upon the completion of the Delaware collection process.

---

<sup>1</sup> All Faculty includes: Tenure/Tenure Track Faculty, Other Regular Faculty, Supplemental Faculty, and Teaching Assistants.

# UNC Instructional Teaching Load: Research Universities - Very High

Figure 1: Average Sections per FTE Faculty, 2008-13

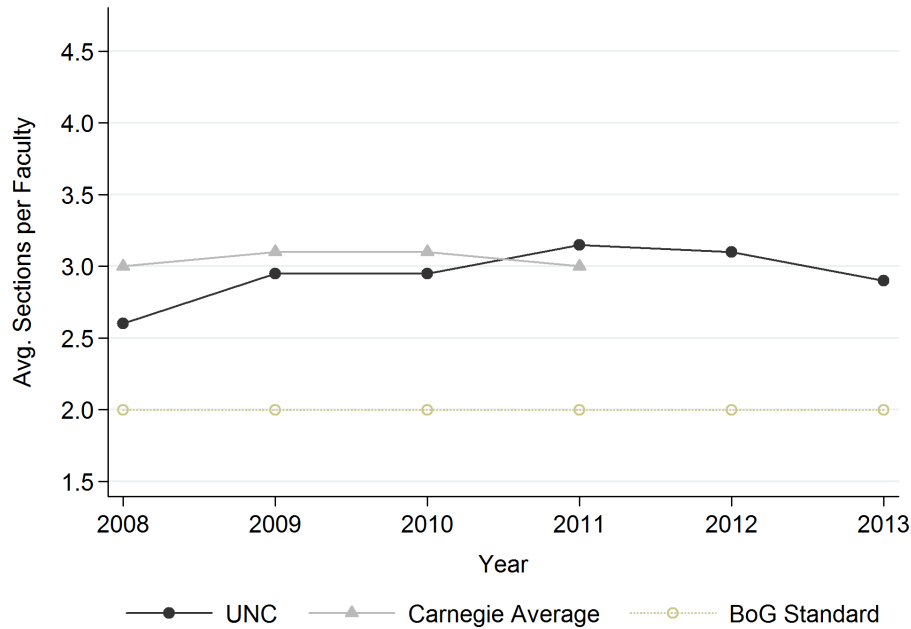
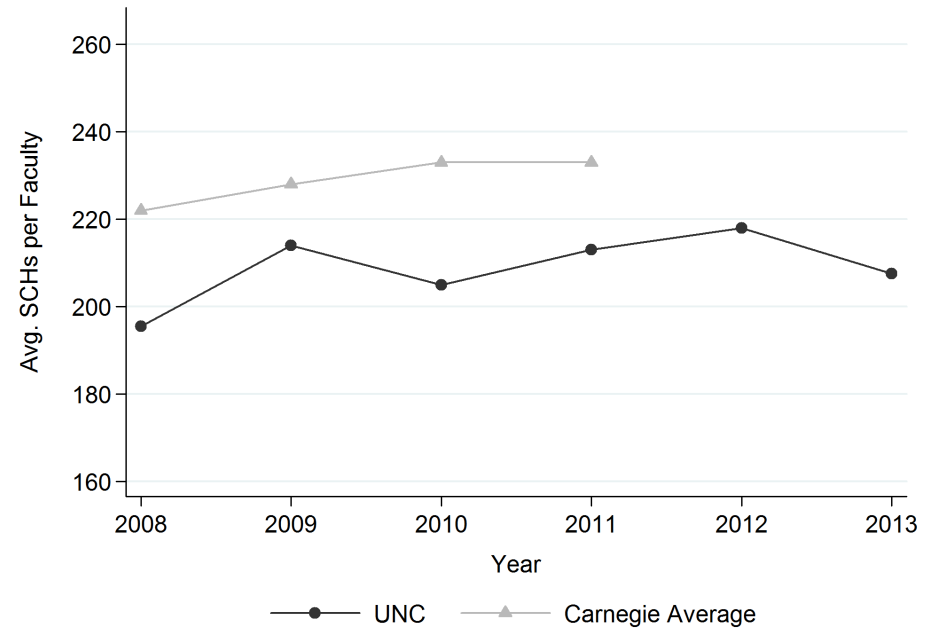


Figure 2: Average SCHs per FTE Faculty, 2008-13



- 
- UNC Research Universities - Very High: NCSU, UNC-CH
  - Though the average sections taught by faculty have increased since 2008, there was a small decline from 2012 to 2013.
  - SCHs taught decreased slightly from 2012 to 2013 but are above 2008 levels.
-

# UNC Instructional Teaching Load: Research Universities - High & Doctoral

Figure 3: Average Sections per FTE Faculty, 2008-13

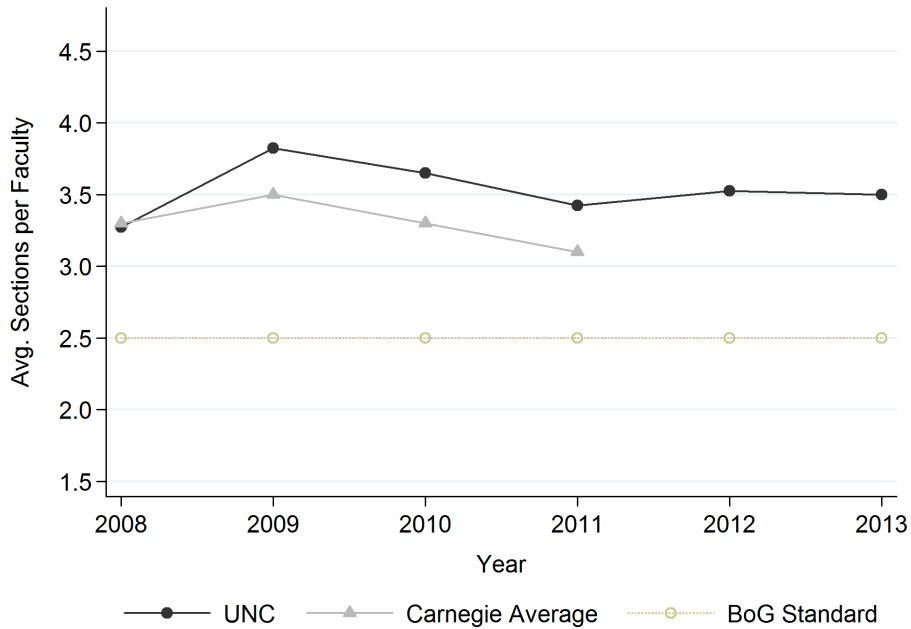
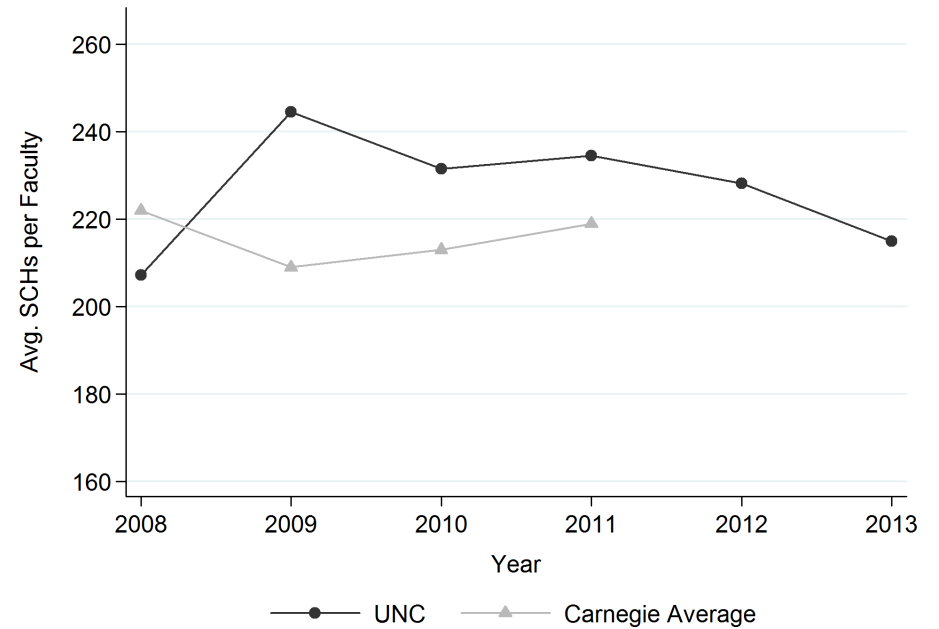


Figure 4: Average SCHs per FTE Faculty, 2008-13



- 
- UNC Research Universities - High & Doctoral: ECU, NCA&T, UNCC, UNCG
  - While there was a slight decline from 2012 to 2013, the number of sections taught by FTE increased from 2008 to 2013.
  - For fall 2013, SCHs taught were below 2012. This represents a continued decline from the high in 2009 but remains above 2008 levels.
-



# UNC Instructional Teaching Load: Master's - Large & Medium

Figure 5: Average Sections per FTE Faculty, 2008-13

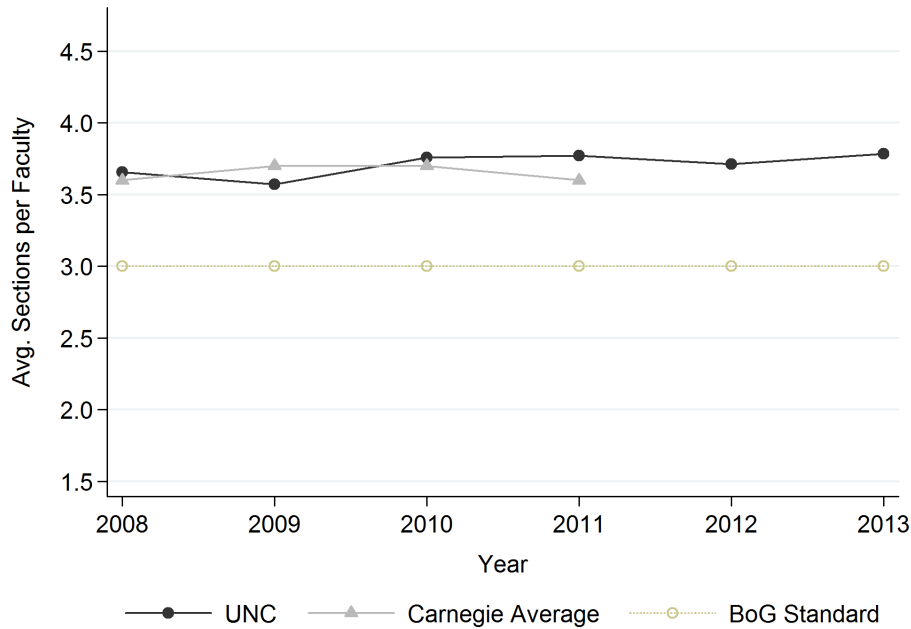
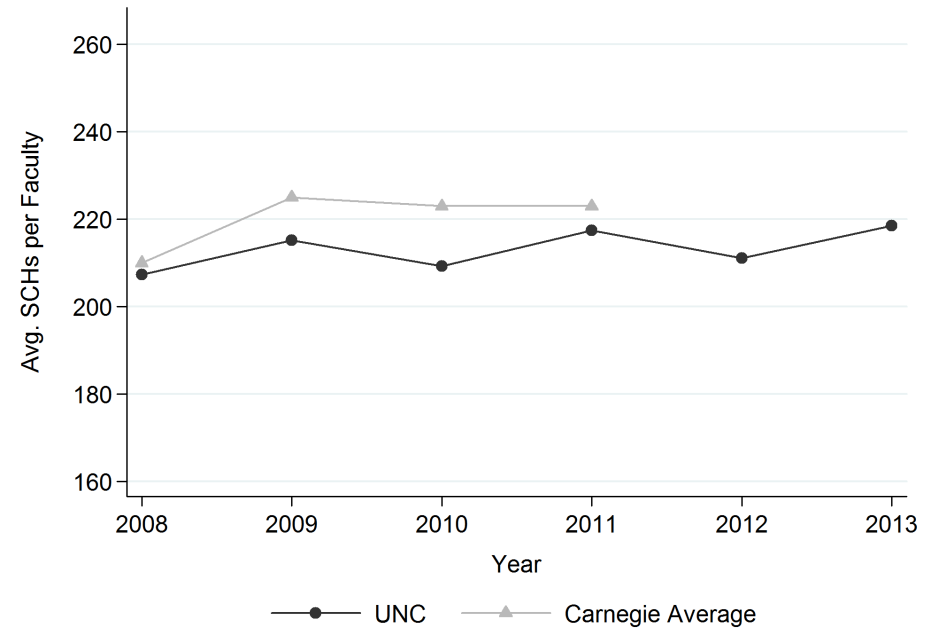


Figure 6: Average SCHs per FTE Faculty, 2008-13



- 
- UNC Master's Universities - Large & Medium: ASU, FSU, NCCU, UNCP, UNCW, WCU, WSSU
  - The average number of sections taught per FTE faculty increased slightly from 2012 to 2013 and is above 2008 levels.
  - In fall 2013, SCHs taught increased from 2012 and are above the number taught in 2008.
-

# UNC Instructional Teaching Load: Baccalaureate - Arts & Sciences & Diverse Fields

Figure 7: Average Sections per FTE Faculty, 2008-13

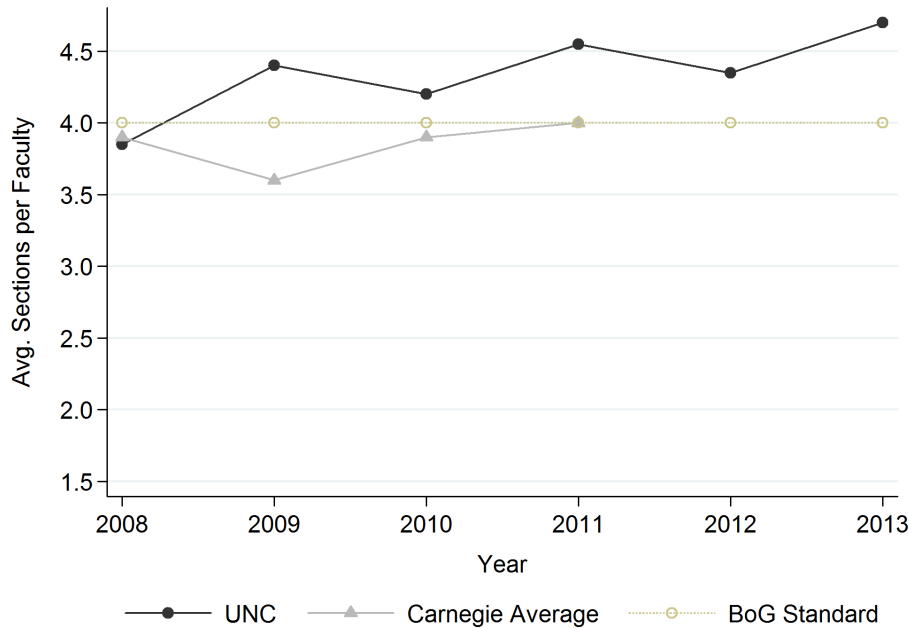
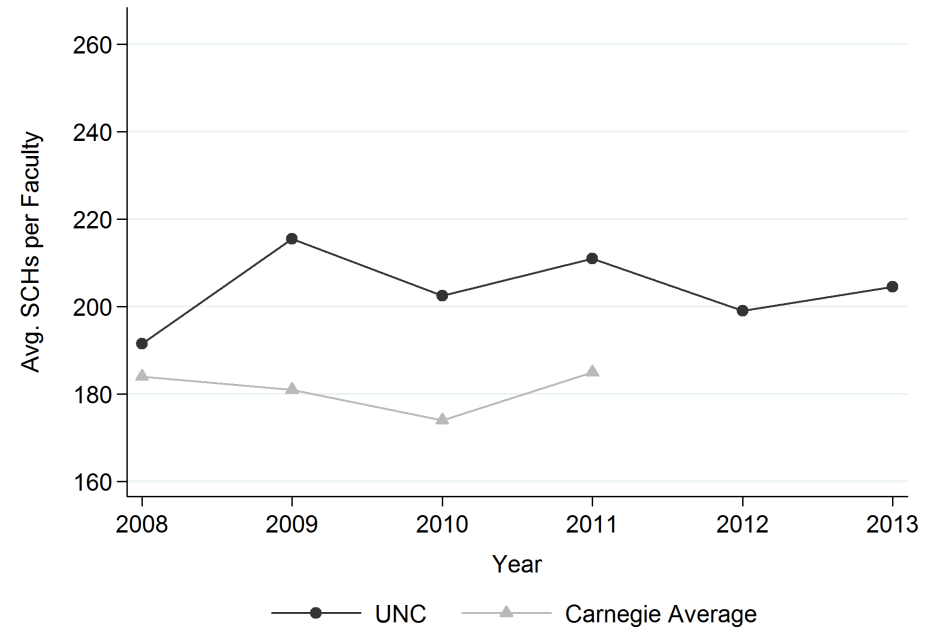


Figure 8: Average SCHs per FTE Faculty, 2008-13



- 
- UNC Baccalaureate Colleges - Arts & Sciences & Diverse Fields: ECSU, UNCA
  - The average number of sections taught per FTE faculty increased from 2012 to 2013, representing an all-time high.
  - SCHs per FTE increased from 2012 to 2013 and are above the average taught in 2008.
-

# Appendix A

The UNC Policy Manual  
400.3.4\*  
Adopted 04/12/96  
Amended 03/07/01  
Amended 01/11/13

## Monitoring Faculty Teaching Workloads

### Introduction:

As a result of findings and recommendations of the 1995 Legislative Study Commission on the Status of Education at the University of North Carolina, the 1995 Session of the General Assembly enacted House Bill 229, Section 15.9 entitled “Rewarding Faculty Teaching.” The bill requires;

*The Board of Governors shall design and implement a system to monitor faculty teaching workloads on the campuses of the constituent institutions.*

*The Board of Governors shall direct constituent institutions that teaching be given primary consideration in making faculty personnel decisions regarding tenure, teaching, and promotional decisions for those positions for which teaching is the primary responsibility. The Board shall assure itself that personnel policies reflect this direction.*

*The Board of Governors shall develop a plan for rewarding faculty who teach more than a standard academic load.*

*The Board of Governors shall review the procedures used by the constituent institutions to screen and employ graduate teaching assistants. The Board shall direct that adequate procedures be used by each constituent institution to ensure that all graduate teaching assistants have the ability to communicate and teach effectively in the classroom.*

*The Board of Governors shall report on the implementation of this section to the Joint Legislative Education Oversight Committee by April 15, 1996.*

### System to Monitor Faculty Teaching Loads:

All campuses and constituent institutions will develop and implement policies and procedures to monitor faculty teaching loads and to approve significant or sustained variations from expected minimums. Policies must include the criteria and approval process for reductions in institutional load attendant to increased administrative responsibilities, externally-funded research, including course buy-outs, and additional institutional and departmental service obligations. Given the complexity of faculty work activities, individual faculty teaching loads are best managed at the department and school level, and not the system or state level. However, to ensure meaningful comparisons of faculty teaching load over time and across peers, all campuses shall adopt a standard methodology for collecting data on teaching load. This standard is described below.

For reporting purposes the Board of Governors will annually review data from the National Study of Instructional Costs & Productivity (The Delaware Study)<sup>1</sup> of teaching loads for full time equivalent faculty within the University. The Delaware Study provides comparable teaching data at the discipline level using the following faculty categories: regular tenure stream, other regular, supplemental and teaching assistants. Teaching load is derived by the number of organized class courses a faculty member is assigned in a given semester. Courses that are not conducted in regularly scheduled class meetings, such as “readings,” “special topics,” “problems” or “research” courses, including dissertation/thesis research, and “individual lesson” courses (typically in music and fine arts) are excluded from the Teaching Load calculation.

\*[Supersedes and Replaces the prior UNC Policy 400.3.4 “Monitoring Faculty Teaching Workloads” as this version was approved by the Board of Governors on January 11, 2013]

---

<sup>1</sup>The National Study of Instructional Costs & Productivity (“The Delaware Study”) is the acknowledged “tool of choice” for comparative analysis of faculty teaching loads, direct instructional cost, and separately budgeted scholarly activity, all at the level of the academic discipline.

Standard annual teaching loads will be differentiated to accommodate the diverse missions of the individual campuses. These differences will be captured by Carnegie Classification.<sup>2</sup> Standard faculty teaching load measured by number of organized class courses a faculty member is assigned in a given academic year is the following:

- Research Universities I: 4
- Doctoral Universities I: 5
- Masters (Comprehensive) I: 6
- Baccalaureate (Liberal Arts) I: 8
- Baccalaureate (Liberal Arts) II: 8

### **Distinction between Teaching, Instructional, and Total Faculty Workload:**

In addition to teaching load, as defined above, instructional workload also includes developing materials for a new course, developing courseware or other materials for technology-based instruction, supervising undergraduate research and masters theses and doctoral dissertations, directing students in co-curricular activities such as plays, preparing and equipping new laboratories, supervision of teaching assistants, and academic advising.

To ensure that course material delivered in the classroom is relevant, faculty perform scholarly activities such as research, scholarship, and creative expression. These activities may include writing articles, monographs, and grant proposals, editing a scholarly journal, preparing a juried art exhibit, directing a center or institute, or performing in a play, concert, or musical recital.

Faculty also engage in service activities that inform classroom teaching and student learning. These activities may include responses to requests for information, advice, and technical assistance as well as instruction offered directly through continuing education. Service includes training and technology transfer for business and industry, assistance to public schools and unit of government, and commentary and information for the press and other media. Service also includes time spent internal to the university which may include participation in faculty governance, serving on search committees for new faculty, and preparing for discipline accreditation visits.

In order to appropriately monitor and reward faculty teaching, evaluations must be placed in the context of total faculty workload. Therefore, all campuses and constituent institutions shall implement annual faculty performance evaluation policies that measure and reward all aspects of faculty workload, separately and in combination, consistent with the instructional mission.

### **Rewarding Teaching:**

The board's intent is that measures described in the previous section will lead to personnel policies and decisions that take due account of each faculty member's contribution to the undergraduate teaching mission of the institution. The President and the board are concerned that faculty be rewarded both for the quantity and even more for the quality of teaching. Concerning quality, the board notes the enthusiastic support from campuses and the public for its teaching awards. It takes pride in the standard for teaching excellence that is set by award recipients.

All policies and procedures required under The UNC Policy 400.3.4 must be submitted by campuses and constituent institutions to General Administration and approved by the President.

---

<sup>2</sup>The Carnegie Classification™ is a framework for recognizing and describing institutional diversity in U.S. higher education. This framework has been widely used in the study of higher education, both as a way to represent and control for institutional differences, and also in the design of research studies to ensure adequate representation of sampled institutions, students, or faculty.

# Appendix B

## UNC Instructional Faculty Teaching Load Fall Term Data for **All Faculty**

	<i>Fall 2008</i>		<i>Fall 2009</i>		<i>Fall 2010</i>		<i>Fall 2011</i>		<i>Fall 2012</i>		<i>Fall 2013 (Preliminary)</i>		<b>% Change from Fall 2008 to Fall 2013</b>	
	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Fac- ulty
<b>Research - Very High</b>														
NCSU	2.6	217	2.8	243	2.8	221	3.2	237	3.2	246	3.0	229	15.4%	5.5%
UNC-CH	2.6	174	3.1	185	3.1	189	3.1	189	3.0	190	2.8	186	7.7%	6.9%
<b>Research - High &amp; Doctoral</b>														
ECU	3.1	201	4.3	253	3.9	224	3.6	233	3.6	231	3.8	229	22.6%	13.9%
NCA&T	3.4	187	3.8	247	3.7	234	3.3	226	3.4	212	3.0	189	-11.8%	1.1%
UNCC	3.0	216	3.1	232	3.0	237	2.8	249	2.9	236	2.9	238	-3.3%	10.2%
UNCG	3.6	225	4.1	246	4.0	231	4.0	230	4.2	234	4.3	204	19.4%	-9.3%
<b>Master's - Large &amp; Medium</b>														
ASU	3.5	216	3.5	218	3.5	213	3.6	230	3.7	226	3.2	223	-8.6%	3.2%
FSU	3.9	214	3.9	241	3.8	226	4.0	233	4.0	239	4.0	240	2.6%	12.1%
NCCU	4.2	218	3.8	216	4.2	230	4.6	229	4.2	221	4.5	243	7.1%	11.5%
UNCP	3.9	204	3.9	203	3.9	209	3.9	199	3.9	195	3.8	186	-2.6%	-8.8%
UNCW	3.7	236	3.8	247	4.4	231	3.7	231	3.7	228	3.7	228	0.0%	-3.4%
WCU	3.2	182	3.1	208	3.1	189	3.1	218	3.1	202	3.1	204	-3.1%	12.1%
WSSU	3.2	181	3.0	173	3.4	167	3.5	182	3.4	167	4.2	206	31.3%	13.8%
<b>Baccalaureate - A&amp;S &amp; Diverse</b>														
UNCA	3.7	184	4.5	203	4.4	199	4.5	213	4.3	197	4.2	196	13.5%	6.5%
ECSU	4.0	199	4.3	228	4.0	206	4.6	209	4.4	201	5.2	213	30.0%	7.0%
UNC System	3.4	204	3.7	223	3.7	214	3.7	221	3.7	215	3.7	214	7.9%	5.2%

For "All Faculty," all data for Fall 2012 Preliminary Sections per FTE were at or below actual reported values.

# Appendix C

## UNC Instructional Faculty Teaching Load Fall Term Data for **Tenure/Tenure Track Faculty**

	<i>Fall 2008</i>		<i>Fall 2009</i>		<i>Fall 2010</i>		<i>Fall 2011</i>		<i>Fall 2012</i>		<i>Fall 2013 (Preliminary)</i>		<b>% Change from Fall 2008 to Fall 2013</b>	
	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty	Average Sections per FTE Faculty	Average SCHs per FTE Faculty
<b><i>Research - Very High</i></b>														
NCSU	2.0	160	2.2	186	2.1	188	2.3	192	2.2	184	2.1	162	5.0%	1.3%
UNC-CH	2.3	152	2.7	154	2.6	149	2.7	150	2.5	154	2.5	153	8.7%	0.7%
<b><i>Research - High &amp; Doctoral</i></b>														
ECU	2.8	162	3.5	184	3.5	171	3.1	184	3.1	178	3.3	176	17.9%	8.6%
NCA&T	2.9	155	3.2	205	3.1	178	2.8	176	3.1	176	2.8	162	-3.4%	4.5%
UNCC	2.4	154	2.6	174	2.5	171	2.1	172	2.1	162	2.1	150	-12.5%	-2.6%
UNCG	3.3	158	4.0	194	3.7	178	4.1	185	4.0	177	4.2	159	27.3%	0.6%
<b><i>Master's - Large &amp; Medium</i></b>														
ASU	3.3	196	3.2	202	3.2	194	3.2	208	3.3	194	3.0	199	-9.1%	1.5%
FSU	3.8	203	3.9	235	3.8	220	3.9	229	3.9	233	4.0	234	5.3%	15.3%
NCCU	3.6	171	3.6	192	4.3	203	4.5	210	3.8	186	4.0	198	11.1%	15.8%
UNCP	3.7	191	3.6	187	3.8	197	3.8	190	3.8	190	3.7	178	0.0%	-6.8%
UNCW	3.5	220	3.7	237	4.4	215	3.4	213	3.5	215	3.4	210	-2.9%	-4.5%
WCU	3.0	164	2.9	187	2.8	174	2.9	204	2.8	187	2.9	190	-3.3%	15.9%
WSSU	3.3	179	3.4	182	3.8	168	3.8	196	3.8	179	3.3	155	0.0%	-13.4%
<b><i>Baccalaureate - A&amp;S or Diverse</i></b>														
UNCA	3.4	168	4.2	190	4.2	192	4.4	211	4.0	188	3.9	188	14.7%	11.9%
ECSU	3.8	184	4.2	214	4.0	212	4.3	199	4.1	191	5.1	211	34.2%	14.7%
UNC System	3.1	174	3.4	195	3.5	187	3.4	195	3.3	186	3.4	182	6.8%	4.1%

For "Tenure/Tenure Track Faculty," 13 of 15 Fall 2012 Preliminary Sections per FTE were at or below actual reported values.

East Carolina University  
Board of Trustees  
University Affairs Committee  
July 17, 2014

Session	University Affairs – Academic Affairs
Responsible Person	Ron Mitchelson – Interim Provost
Agenda Item	II. B.
Item Description	KPI Updates
Comments	N/A
Action Requested	Discussion
Disposition	
Notes	

## From Performance Funding Measures to Efficiency and Effectiveness Metrics

STATUS UPDATES TO THE BOARD OF TRUSTEES

## Background: Performance Funding Measures (PFMs)

### CORE Metrics

1. Fall-to-fall, full-time, first-time-in-college retention rate
2. Six-year, full-time, first-time-in-college graduation rate
3. Degree efficiency
4. Degrees awarded to Pell recipients
5. Financial integrity index

### Campus Metrics

1. Investment per degree
2. Space utilization
3. NCCCS transfer student fall-to-fall persistence rate
4. Externally funded R&D expenditures
5. Degree awarded in STEM and Health

## New Direction: Policy Development

- Performance-based funding not available
- The Program Evaluation Division (PED) of the NC General Assembly recommended that BOG adopt an efficiency policy and metrics
- New *Policy on Efficiency and Effectiveness 1300.6* was tentatively approved by BOG in April
- Additional amendments were suggested at June BOG meeting
- The final version will be presented to the full board for approval in August

## New Direction: Metrics Development

- Review and revision of the efficiency and effectiveness metrics are on-going
- The first draft of 10 metrics was distributed to CFOs on May 19<sup>th</sup>
- Campus provided feedback to GA
- The second draft was presented to the Board on June 20<sup>th</sup>
  - Establishing a working group
  - Suggesting additional changes



## Potential Efficiency and Effectiveness Metrics (June 13<sup>th</sup>, 2014)

### Operating Metrics

1. Education & related (E&R) spending per degree
2. UNC Compliance Index
3. Support spending per student
4. Space utilization: average weekly use of student stations
5. Private Fundraising Index (~~Debt Service to Operations Ratio~~)\*

\* Debt Service to Operations Ratio was included in the first draft.

### Academic Metrics

1. Six-year graduation rate
2. Freshman-to-sophomore retention rate
3. Degrees granted to Pell recipients
4. Degree efficiency
5. Attempted hours to degree

7/17/2014

INSTITUTIONAL PLANNING, ASSESSMENT AND RESEARCH

5

## Issues and Next Steps

- Standardizing measures across UNC system (definitions/methodologies)
  - Attempted hours to degree: defining student population
  - Space utilization – formula changed
  - Private fundraising index – insufficient information
- Setting standards of success
  - Meeting UNC Uniform Standards: compliance and space utilization
  - Outperforming Public Peer Institutions: E&R spending per degree and support spending per student
  - Meeting or Exceeding Campus-Specific Standards Based on Peer Data: the remaining metrics
- Providing timely data analysis
- Identifying strategies to improve efficiency

7/17/2014

INSTITUTIONAL PLANNING, ASSESSMENT AND RESEARCH

6

## Example: Improving Space Utilization

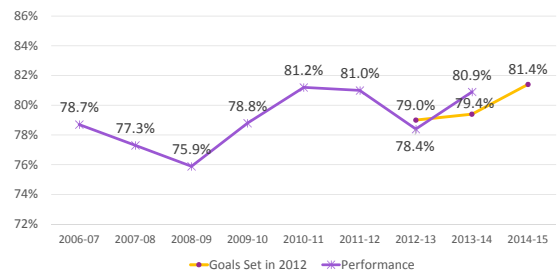
- Background: ECU didn't meet 2012 goal for classroom/lab utilization
- Actions Taken:
  - Formed a sub-committee to the Space Allocation Committee
  - Conducted an exploratory analysis of classroom and class lab data (by Dr. Don Bradley)
  - Identified areas to improve upon
- Strategies:
  - Correct miscoding and update student stations in each classroom and lab
  - Remove classrooms with low utilization from the inventory and re-purpose the space
  - Use scheduling software to improve utilization
  - Adopt a more centralized control over classroom assignments

7/17/2014

INSTITUTIONAL PLANNING, ASSESSMENT AND RESEARCH

7

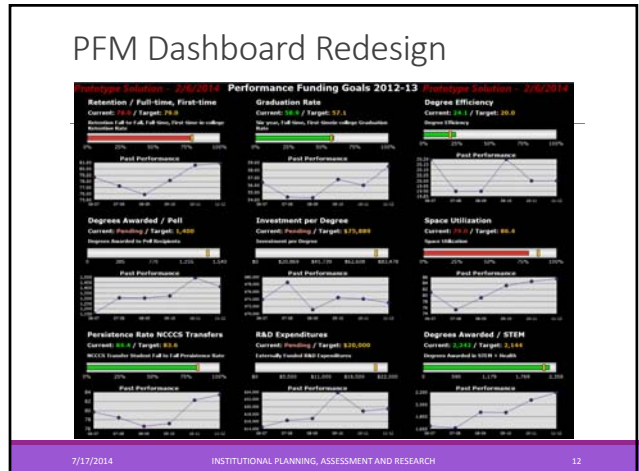
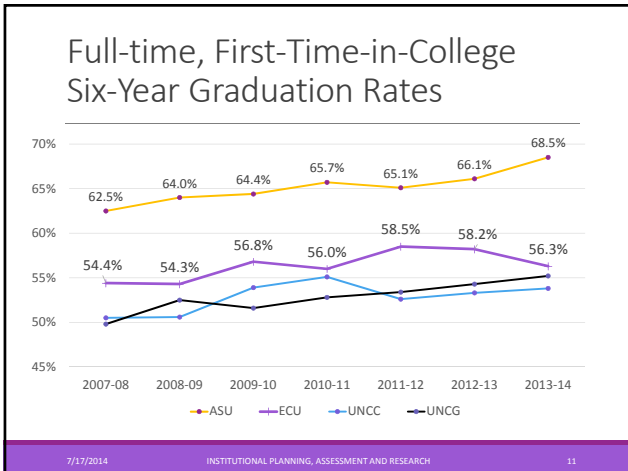
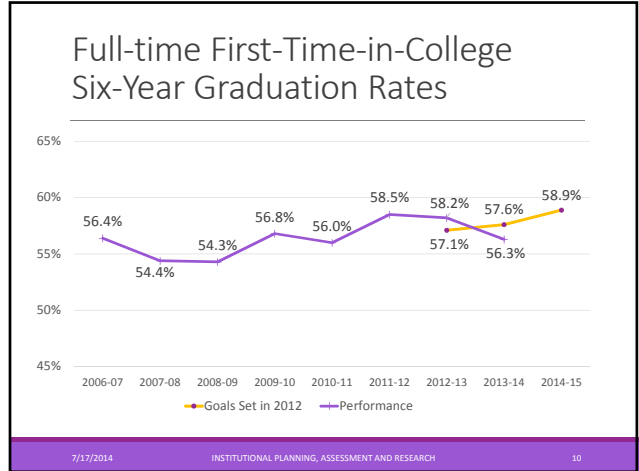
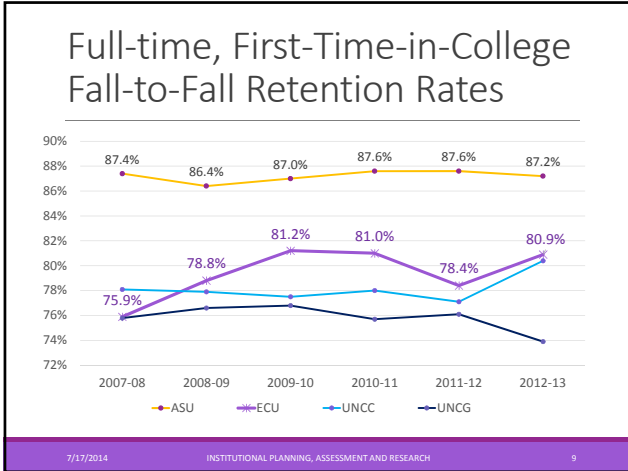
## Full-time, First-Time-in-College Fall-to-Fall Retention Rates



7/17/2014

INSTITUTIONAL PLANNING, ASSESSMENT AND RESEARCH

8



8. UNC Efficiency Policy.....Andrea Poole

**Situation:** The Program Evaluation Division of the NC General Assembly recommended that the Board of Governors adopt an efficiency policy and metrics.

**Background:** In 2013, the Program Evaluation Division of the NC General Assembly (PED) conducted a study and report of operational efficiencies in the UNC system. The report was presented to the Joint Legislative Program Evaluation Committee in December 2013. The report recommends that the General Assembly require the Board of Governors and UNC to:

1. Adopt a policy that defines the vision and goals for operational efficiency.
2. Develop a comprehensive approach to operational efficiency.
3. Adopt metrics to track operational performance, use these metrics in funding decisions, and identify appropriate sources to monitor operational efficiency.
4. Link chancellor performance to operational efficiency goals.

The report also recommends that the General Assembly amend state law to allow UNC to reinvest documented savings generated from operational efficiency efforts.

The Joint Legislative Program Evaluation Committee met in March to consider draft legislation for these recommendations, but displaced action until April.

In the response to the report, UNC noted the Board of Governors’ strong commitment to operational efficiency, as evidenced by Goal 4 (Maximizing Efficiencies) in the Board’s Strategic Plan. However, UNC agreed to raise the issue of a formal policy with the Board of Governors, and also agreed to provide an interim report on any metrics adopted by May 1, 2014.

**Assessment:** The proposed Policy on Efficiency and Effectiveness 1300.6 is consistent with the Board of Governors’ Strategic Plan and provides a comprehensive approach to efficiency and effectiveness.

**Action:** The Policy requires a vote. The potential metrics are for discussion only and do not require a vote.

### **Policy on Efficiency and Effectiveness**

The Board of Governors, consistent with its responsibility for the general direction and control of the University of North Carolina, is committed to ensuring continuous improvement in the consistency, efficiency and effectiveness of the operations of the University of North Carolina system, including the constituent institutions. It shall be the policy of the Board of Governors, the University's General Administration and the constituent institutions to identify and implement efficiencies that strengthen processes and productivity, that compete favorably with our peers and that generate cost or resource savings that may be reinvested to support key initiatives within the University's core mission of teaching, research, and public service.

The Board of Governors delegates to the president authority and responsibility to lead the University in the identification, implementation, and realization of academic and non-academic efficiencies in any area including, but not limited to, expanded shared services, strategic sourcing, non-instructional positioning, credit hour production, information technology infrastructure, utilization of facilities, and energy consumption. The Board of Governors shall, on recommendation of the president, ensure that the University has the resources and expertise necessary to identify and implement efficiencies. The president shall report to the Board of Governors at least annually starting with calendar year 2014 on the progress of these initiatives and identified metrics. This policy shall be implemented and applied in accordance with such regulations and guidelines as may be adopted by the president.

## DRAFT List of Potential Efficiency Metrics

### Metrics Currently in Use

Metric	Description	Comparison Institutions	Standard of Success
<u>Spending</u>			
1. Education & related (E&R) spending per degree	Institution's spending on instruction, student services, and a proportional share of academic support, institutional support, and operations and maintenance of plant per degree conferred.	Public peer institutions	Campus spends less per degree than public peers' average.
<u>Compliance</u>			
2. UNC Compliance Index	A combined metric of several compliance measures across contracts and grants, general accounting and financial reporting, financial aid, capital assets, and student accounts.	Uniform standard	96.5% compliance

---

### Additional Metrics for Consideration

Metric	Description	Comparison Institutions	Standard of Success
<u>Spending</u>			
3. Education & related (E&R) spending component parts per degree or student	Institution's spending per degree conferred or student FTE on: <ul style="list-style-type: none"> <li>• Instruction</li> <li>• Student services</li> <li>• Academic support</li> <li>• Institutional support</li> </ul>	Public peer institutions	Campus spends less per degree than public peers' average.
<u>Space Utilization</u>			
4. Average weekly use of student stations in classrooms	Combines the number of hours per week that a classroom is scheduled and the percentage of student stations used during scheduled time.	Uniform standard	22.75 hours per week. Assumes the average weekly use of classrooms of 35 hours and 65% utilization of student stations when classrooms are in use.

## DRAFT List of Potential Efficiency Metrics

Metric	Description	Comparison Institutions	Standard of Success
5. Capacity/Enrollment Ratio	The amount of instructional and library space on campus divided by the total fall term student clock hours of that institution.	Uniform standard	No standard currently established; UNC campuses had a ratio of 4.3 in 2012.
<u>Positions</u>			
6. Campus operations positions as a percentage of total positions	Ratio of campus operations staff relative to all staff employed at the institution.	UNC campuses of similar Carnegie type	At or below group average
7. Campus operations positions per 100 student FTE	Ratio of campus operations staff per 100 student FTE	UNC campuses of similar type	Low ratio relative to other campuses
8. Campus operations staff versus enrollment	Percent change in number of campus operations staff over time compared to the percent change in student enrollment.	UNC campuses	Campus meets the following conditions: <ol style="list-style-type: none"> <li>1. Enrollment increasing</li> <li>2. Campus operations staff either decreasing or increasing at a lower rate than enrollment</li> </ol>

### Academic Metrics

#### Current Academic Metrics

- Six-year Graduation Rate
- Freshman-to-Sophomore Retention Rate
- Degrees Granted to Pell Grant Recipients
- Degree Efficiency

#### Potential Additional Academic Metric

- Attempted Hours to Degree

*Note: The PED Report recommended items 5, 6, 7 and the institutional support portion of item 4.*

4. UNC Efficiency and Effectiveness Metrics .....Andrea Poole

**Situation:** The Program Evaluation Division of the NC General Assembly recommended that the Board of Governors adopt an efficiency policy and metrics.

**Background:** At the April meeting, the Board of Governors gave tentative approval to the proposed Policy on Efficiency and Effectiveness 1300.6, as amended. The Board will vote on a final approval of the policy at the June meeting. As amended, the policy requires the Board to adopt metrics to track operational performance.

At the same meeting, the potential operational metrics were presented to the Board for discussion purposes only.

**Assessment:** The proposed metrics are consistent with the Policy on Efficiency and Effectiveness 1300.6 and with the Board of Governors' Strategic Plan.

**Action:** This item requires a vote.

## DRAFT List of Potential Efficiency and Effectiveness Operating Metrics

### Metrics Currently in Use

Metric	Description	Comparison	Standard of Success
<u>Spending</u>			
1. Education & related (E&R) spending per degree	Institution's spending on instruction, student services, and a proportional share of academic support, institutional support, and operations and maintenance of plant per degree conferred.	Public peer institutions	Campus spends less per degree than public peers' average.
<u>Compliance</u>			
2. UNC Compliance Index	A combined metric of several compliance measures across contracts and grants, general accounting and financial reporting, financial aid, capital assets, and student accounts.	Uniform standard	96.5% compliance

### Additional Metrics for Consideration

Metric	Description	Comparison	Standard of Success
<u>Spending</u>			
3. Support spending per student	Institution's spending per student FTE on: <ul style="list-style-type: none"> <li>• Student services</li> <li>• Academic support</li> <li>• Institutional support (<i>recommended by PED</i>)</li> </ul>	Public peer institutions	Campus spends less per FTE than public peers' average.
<u>Space Utilization</u>			
4. Average weekly use of student stations	An index that looks at both hours of use and percent of student station utilization for both classroom and laboratory (lab) space.	Uniform standard	Average weekly use of 35 hours for classrooms and 20 hours for labs. 65% utilization of student stations when classrooms are in use and 75% when labs are in use.
<u>Private Fundraising</u>			
5. Private Fundraising Index	An index that measures both a three-year rolling average of total giving received through private philanthropy and the annual alumni participation rate.	Campus-specific standard based on peer data	Campus meets or exceeds campus standard



## DRAFT List of Potential Efficiency and Effectiveness Academic Metrics

### Metrics Currently in Use

<b>Metric</b>	<b>Description</b>	<b>Comparison</b>	<b>Standard of Success</b>
1. Six-Year Graduation Rate	Percentage of first-time, full-time freshman, beginning in the fall semester, who graduate within six years.	Campus-specific standard based on peer data	Campus meets or exceeds campus standard
2. Freshman-to-Sophomore Retention Rate	Percentage of first-time, full-time freshman, beginning in the fall semester, who returned to their original institution the following year.	Campus-specific standard based on peer data	Campus meets or exceeds campus standard
3. Degrees Granted to Pell Grant Recipients	Number of degrees granted to Pell Grant recipients.	Campus-specific standard based on peer data	Campus meets or exceeds campus standard
4. Degree Efficiency	Undergraduate completions (including Bachelor's degrees, Associate's degrees, and undergraduate certifications) per 100 FTE undergraduates.	Campus-specific standard based on peer data	Campus meets or exceeds campus standard

---

### Additional Metrics for Consideration

<b>Metric</b>	<b>Description</b>	<b>Comparison Institutions</b>	<b>Standard of Success</b>
5. Attempted Hours to Degree	Average number of credit hours attempted by undergraduate degree recipients relative to the number of hours required for the degree.	Campus-specific standard based on peer data	Campus meets or exceeds campus standard

East Carolina University  
Board of Trustees  
University Affairs Committee  
July 17, 2014

Session	University Affairs – Student Affairs
Responsible Person	Virginia Hardy – Vice Chancellor for Student Affairs
Agenda Item	III.A.
Item Description	Outcomes of student conduct review process
Comments	N/A
Action Requested	Discussion
Disposition	
Notes	

## EXECUTIVE SUMMARY

At the request of Dr. Virginia Hardy, Vice Chancellor for Student Affairs, and as part of East Carolina's periodic review of its student conduct system, Dr. David W. Parrott & I visited the campus on June 8, 9, and 10, 2014 to meet with and interview individuals concerning the East Carolina University (ECU) student conduct procedures. Prior to our visit we reviewed a variety of UNC and ECU policies and documents and NCGS 116.40.11. We based our suggestions and recommendations on our own background and experience in conducting and supervising student conduct programs at several different colleges and universities as well as our personal philosophy of student conduct processes (Dr. Hardy has a copy of our vitas). Our philosophy reflects the mainstream philosophy in student affairs today and mirrors that as expressed in the UNC Policy Manual and the ECU Policy and mission of the Office of Student Rights and Responsibilities.

Our first observation of your current system is that it conforms to the UNC Policy Manual and provides students with more due process than is required by law for sanctioning students who violate institutional rules. The staff of OSRR are competent, knowledgeable, caring and dedicated to providing a conduct system conforming to the current philosophy in the field. However, our own observations of the system, and confirmed by those we interviewed, found that the system was "convoluted" and "complex", needs "to be streamlined," "and is more complex than it needs to be," "took a long time to adjudicate cases" because every student, no matter how minor an offense, wanted a hearing before the Hearing Board" and students and others "did not understand the process or when it was over." We also found that there were several "systems" holding students accountable for misconduct and that, on occasion, some units would not apply the system as it was written resulting in a deprivation of due process.

Finally, in looking over your policies and materials we found several items that needed to be clarified. Some of these were minor while others were violations of students' basic Constitutional rights. In each case we have provided wording or corrections that need to be made to clarify the language and bring it into acceptable practice. These changes may be found in Section III of the Report.

To remedy the issues we observed with the current conduct process, we have made several **suggestions** and **recommendations**. Use of the term "**suggest**" or "**suggestion**" implies

that the suggestion should be discussed with those affected to decide if it fits within the culture, history and operation of the university. The term “**recommend**” is used to indicate that we believe very strongly that the change should be made to clarify and improve your system and bring it into conformance with current practice in student affairs. Our suggestions and recommendations include the following:

- To remedy the issues we have identified we **strongly recommend** a totally new system that should streamline the process, address minor violations more rapidly and clarify jurisdictional areas. A new system is **recommended** rather than trying to knit together new components with the old system which could cause confusion.
- We strongly **recommend** that the Office of Student Rights and Responsibilities (OSRR) be identified as the primary office for enforcing the Student Code of Conduct and for overseeing Student Conduct processes, while simultaneously communicating that all other offices involved in student conduct work are subordinate to the OSRR for all student conduct and Student Code of Conduct matters.
- We further **recommend** that OSRR have the authority and responsibility for being the sole unit that ultimately recommends through the Dean of Students to the Vice Chancellor for Student Affairs any refinements, updates of the Student Code of Conduct and the student conduct process, for standardizing documents, templates and reporting formats, for determining the flow of complaints as they move through the system, for determining which cases are investigated by and heard by OSRR and which cases are investigated and heard by other offices, for providing training for investigators, hearing officers, hearing boards and appeal panels, for developing and implementing accountability measures for staff and students who serve in the student conduct process, for data base management, data collection and analysis, and for providing statistical reporting for all student conduct matters.
- We **recommend** that the Vice Chancellor for Student Affairs direct OSRR to execute Memorandums of Understanding (MOU’s) with units that have any form of student conduct process (i.e., Campus Living, Recreational Services Advisory Council, Greek Life Councils, Athletics, the Health Science Center, etc.) to insure that authority, jurisdiction, flow of complaints and cases, etc. are clearly communicated, memorialized in writing and approved by the Vice Chancellor and other key stakeholders as evidenced by signatures on the MOU’s.

- We **strongly recommend** that the new system be bifurcated with minor violations (those in which the sanction would be less than probation) and serious violations in which the sanction is likely to be probation, suspension or expulsion.
- We strongly **recommend** that Campus Living Staff receive more professional training by attending ASCA conferences or the summer Gehring Academy.
- We **recommend** that the staff of OSRR continue to attend training on a regular basis.
- We **suggest** that Ms. Payne, the Vice Chancellor for Legal Affairs or Ms. Bonatyz, Associate University Attorney conduct an annual workshop for all students, faculty and staff who serve in any adjudicatory capacity (OSRR staff, Campus Living staff, Greek Life, Recreation Services Advisory Counsel, Hearing Board, University Appeals Panel, Dean of Students, Associate Vice Chancellor for Campus Living, Vice Chancellor for Student Affairs, and others involved in the conduct system) on First Amendment free speech rights and how those rights intersect with conduct covered by the Code of Conduct.
- We **suggest that** all faculty, students and staff who are in the pool of the Hearing Board, sit in on a hearing when they are not serving if approved by Counsel in light of UNC Policy Manual 700.4.11VA4 and 700.4.11V1A9.
- We strongly **recommend** that the student body be educated through a joint effort of the SGA and OSRR about the new judicial system and how it operates.
- We **suggest** that the use of progressive sanctioning be used rather than any zero tolerance policies.
- We strongly **recommend** that whenever an educational sanction is imposed that there be follow-up with a developmental discussion.
- We **recommend** requiring all transfer students to provide a disciplinary transcript upon application.
- We **suggest** that OSRR provide SGA with a list of criteria for the selection of students to serve on the Hearing Board and the Appeals Panel and SGA submit to OSRR a pool of names from which the OSRR would select the number of students needed to serve.

East Carolina University  
Board of Trustees  
University Affairs Committee  
July 17, 2014

Session	University Affairs – Student Affairs
Responsible Person	Virginia Hardy – Vice Chancellor for Student Affairs
Agenda Item	III.B.
Item Description	Student Affairs summary
Comments	N/A
Action Requested	INFORMATION ONLY – no presentation
Disposition	
Notes	

# Student Affairs

*[www.ecu.edu/studentaffairs](http://www.ecu.edu/studentaffairs)*

## ECU Student Health Services Has Successful Reaccreditation Survey

Ambulatory health care centers seeking accreditation by AAAHC undergo extensive self-assessment and on site survey by expert surveyors who are actively involved in ambulatory health care. In addition to quality of care and safety the survey includes review of finance and budget, disaster preparedness, credentialing and peer review activities, building and grounds, quality improvement studies and activities, organization structure and business processes. ECU Student Health Services had an onsite two-day reaccreditation survey (June 3-4) by the Accreditation Association for Ambulatory Care (AAAHC).

We were awarded the official accreditation certificate for three years. During the onsite survey, ECU Student Health Services was found to be substantially compliant in 100% of the standards; the surveyor had consultative improvements to offer. During the summation conference the surveyor remarked that ours was the best survey he had ever completed, and that he had never surveyed a facility that is so well organized with high level quality care.

Status as an accredited facility means the ECU Student Health Services will have met nationally recognized standards for the provision of quality health care set by AAAHC. Going through the accreditation process challenged the staff at Student Health to find better ways to serve students and is a constant reminder that our responsibility is to our patients (students) and the quality we provide.

This is an important milestone in the continuing growth and success of the ECU Student Health Services. Accreditation shows our commitment to providing the highest levels of quality care to our patients, and the same high level of conduct in our business practices. Full accreditation is proof of this commitment and signifies that we have met rigorous standards of a nationally recognized third party.

East Carolina University  
Board of Trustees  
University Affairs Committee  
July 17, 2014

Session	University Affairs – Research and Graduate Studies
Responsible Person	Paul Gemperline – Dean, Graduate School
Agenda Item	IV. A.
Item Description	Graduate Enrollment Trends
Comments	N/A
Action Requested	Discussion
Disposition	
Notes	



# Graduate Application and Enrollment Trends

Paul J. Gemperline  
Dean of Graduate Studies  
East Carolina University

June 28, 2014



# Graduate enrollment decreases at ECU

- Graduate enrollment at ECU peaked in 2008-09 and has experienced decreases in every year since:

Academic year	2009-10	2010-11	2011-12	2012-13	2013-14
On-campus	2672	2,520	2,547	2275	2194
Distance Ed only	3220	3,292	2,942	2951	2708
Total	5892	5,812	5,489	5226	4902
Year over year change		-80	-323	-263	-324

- Pre-registration data as of 6/23/2014 compared to the same point in time last year indicates graduate enrollment will decline by an additional 300 students in the fall 2014 semester.
  - About 80% of the forecasted decrease will be “Distance Education Only” students



# National and state trends

- Nationally, enrollment of US citizens decreased for the first time in 2012 (-2.3%) while enrollment of non-citizens grew (2.8%)\*. Data is not yet available for 2013.

\*2013 Report from Council of Graduate Schools

–Research intensive schools are increasing graduate enrollment by replacing declining enrollment of domestic students with international students

–ECU cannot waive out-of-state tuition – it is cost prohibitive to increase non-citizen and non-resident graduate enrollment.

- In NC during the past three years master's + research doctoral enrollment decreased at most UNC schools:

–App State, ECU, NC Central, UNC-C, UNC-G, Western Carolina (Decreased, total: -2094, ECU: -676)

–NC A&T, UNC-W (Increased, total: 67)

–NCSU and UNC-CH were excluded from this analysis



# Graduate admission decisions are decentralized

- The Graduate School collects applications centrally
- Completed applications are disseminated to departments
- Admission decisions are made by small faculty committees at the department level
  - Graduate programs are highly specialized
  - Prerequisite requirements and qualifications are reviewed by faculty experts, most have minimum criteria for admission
  - Accepted students usually have credentials greater than the minimum
  - Entrance can be very competitive depending on the program, availability of positions and the number of applicants
- Oversight and quality control of the process and admission decisions is provided by the Graduate School



# ECU graduate application and admission trends, 2008/09 to 2013/14

Acad Yr (fall enrollment)	2008	2009	2010	2011	2012	2013
Applied	3,605	3,386	3,407	3,308	3,413	3,385
GRE		295	296	294	297	300
GPA		3.22	3.19	3.21	3.23	3.30
Accepted	2,263	2,192	2,082	2,007	2,039	1,903
GRE		294	302	296	301	303
GPA		3.25	3.23	3.26	3.26	3.33
Enrolled	1,765	1,524	1,597	1,470	1,508	1,380
GRE		296	302	297	301	302
GPA		3.23	3.24	3.24	3.25	3.32
Selectivity	37.2%	35.3%	38.9%	39.3%	40.3%	43.8%
Yield	78.0%	69.5%	76.7%	73.2%	74.0%	72.5%



# Graduate application and admission trends - discussion

- Rate of applications remained constant from 2008-2013
- Quality of application pool increased over the period
  - Average standardized graduate admission exam scores (GRE scores) increased five points (from 34<sup>th</sup> %tile to 44<sup>th</sup> %tile)
  - Average undergraduate GPA increased from 3.22 to 3.30
- Quality of admitted students was slightly higher than the applicant pool as measured by GRE scores
  - On average admitted students were about 4%tile to 8%tile points higher on the GRE
- Selectivity (percent applications declined) increased from 37% to 44%
- Yield (percent admitted students enrolled) fluctuated about the mean of 74%



# Application point in time report – used to monitor fall admission process

Fall Applications Comparison - Point in Time data as of June 25, 2014

	Applications			Admits			Enrolled New Admits				Yield**		
	Fall 2014	Fall 2013	Fall 2012	Fall 2014	Fall 2013	Fall 2012	Projected Fall 2014*	Fall 2014	Fall 2013	Fall 2012	Fall 2014	Fall 2013	Fall 2012
	<b>Total†</b>	3,758	4,327	4,318	1,452	1,510	1,533			725	1,023		48%
Change from prior year	-13.1%	0.2%		-4%	-2%				-29%			-28%	
<b>Deg Seeking by College††</b>	3,237	3,685	3,494	1,275	1,291	1,270			599	864		46%	68%
Change from prior year	-12.2%	5.5%		-1%	2%				-31%			-32%	
Allied Health	905	919	807	187	165	145			55	95		33%	66%
Arts & Sciences	685	729	662	283	284	284			95	167		33%	59%
Business	323	349	355	199	183	206			101	159		55%	77%
Education	255	267	310	128	146	148			89	114		61%	77%
Fine Arts	100	115	113	57	63	56			20	32		32%	57%
Human Ecology	233	224	267	100	103	112			68	61		66%	54%
Health & Human Perf	183	206	204	69	71	84			37	47		52%	56%
Brody Grad Programs	182	228	192	72	88	59			25	48		28%	81%
Nursing	260	534	491	136	132	125			94	108		71%	86%
Engineering & Technology	111	114	93	44	56	51			15	33		27%	65%
<b>Non-Degree††</b>	127	135	190	104	123	146			76	87		62%	60%
†Total Applications includes all paid applications - complete and incomplete													
††Degree Seeking and Non-Degree categories include readmit applications													
Certificate applications/students are included only in the Total number													



# New Graduate School initiatives in the 2014-15 recruiting cycle

- Led university-wide graduate enrollment workshop for program directors – Oct 2014
  - Latest research on graduate recruiting and enrollment presented by Educational Advisory Board (EAB) Company
  - Promoted adoption of EAB customer relationship management tools directed at improved recruiting effort
  - Individualized recruiting action plans were required of each department
  - College-level follow-up meetings were conducted by the Graduate School to assess effectiveness of individualized recruiting plans
- Developed and conducted a marketing survey of prospective students
  - Over 500 responses received
  - Results guided development of new recruiting web site





# New recruiting web site

The screenshot shows the East Carolina University Graduate School website. At the top, the university's name and tagline "Tomorrow starts here." are displayed in a purple header. To the right, there are navigation links for "Find People", "Campus Map", "Quick Links", "OneStop", and "A-Z", along with a search bar labeled "Web Site" and a "GO" button. Below the header, the "Graduate School" logo is followed by "RESEARCH AND GRADUATE STUDIES". A yellow navigation bar contains links for "Prospective Students", "New Students", "Current Students", "International", "Faculty & Staff", "Alumni", and "Research Week". The main content area features a large image of a white stone tower with arches, surrounded by green trees and red brick buildings. Below this image are six smaller images with text overlays: "Find Your Program" (a hand holding a pen), "Admissions Information" (a close-up of a building's archway), "Financial Resources" (a person walking on a path with autumn trees), "Student Life" (a student in a purple and white uniform), "About Us" (a close-up of a man's face with a mustache), and "Frequently Asked Questions" (a clock tower). At the bottom left, there is a "News" section with a small image of a building and the text "University Writing Center and Online Writing Lab Open for Summer Session I". At the bottom right, there is a "Connect" section with icons for Facebook, Twitter, and YouTube, and an "Events" section with a "More Events" link. The page number "9" is visible in the bottom right corner.

East Carolina University  
Tomorrow starts here.

Find People Campus Map Quick Links OneStop A-Z

Web Site GO

Graduate School  
RESEARCH AND GRADUATE STUDIES

Prospective Students New Students Current Students International Faculty & Staff Alumni Research Week

Find Your Program Admissions Information Financial Resources

Student Life About Us Frequently Asked Questions

News

University Writing Center and Online Writing Lab  
Open for Summer Session I

Connect

Facebook Twitter YouTube

Events More Events

9

# Online ad campaign – Google (Nov 2013 to May 2014)

Total Impressions - 57,438,471

Total Clicks - 89,185

Total cost - \$87,512,

Avg. cost per click, \$0.98

Completed applications directly attributed to campaign – 646

- Top Markets (clicks) include:
  - Greenville - New Bern - Washington, NC
  - Charlotte, NC
  - Raleigh-Durham (Fayetteville)
  - Washington, DC (Alexandria, VA)
  - Greensboro -High Point - Winston Salem
  - Saudi Arabia
- Top Markets (conversions – completed applications with \$70 fee) include:
  - Greenville – New Bern – Washington, NC
  - Raleigh –Durham (Fayetteville), NC
  - Roanoke-Lynchburg, VA
  - Greensboro – High Point – Winston Salem
  - Charlotte, NC



# Mock-ups of online Google Ads

HOME PAGE | TODAY'S PAPER | VIDEO | MOST POPULAR | U.S. Edition ▼

Subscribe: Digital / Home Delivery | Log In | Register Now | Help

**The New York Times**  
Thursday, March 7, 2013

**Business Day  
Technology**

Search All NYTimes.com  Go 

WORLD | U.S. | N.Y. / REGION | BUSINESS | TECHNOLOGY | SCIENCE | HEALTH | SPORTS | OPINION | ARTS | STYLE | TRAVEL | JOBS | REAL ESTATE | AUTOS

**East Carolina University**  
Graduate School

**PhD, Biochemistry  
and Molecular Biology**

## Facebook Shows Off Redesign

By SOMINI SENGUPTA 40 minutes ago



Jim Wilson/The New York Times

Mark Zuckerberg introduced the redesign at Facebook headquarters in Menlo Park, Calif., on Thursday.


Mark Zuckerberg described the social network's new look for its News Feed as a "personalized newspaper" that allows users to choose the topics they're most interested in.

DEALBOOK

### In Letter, Icahn Pledges to Fight Dell Over Sale

By MICHAEL J. DE LA MERCED 8:51 AM ET


A special committee of Dell's board said it had received a letter from Carl C. Icahn hinting at "years of litigation" if the company went ahead with a \$24.4 billion sale to its



STATE OF THE ART  
**Subscribing to Office, Now and Forever**

By DAVID POGUE  
33 minutes ago

This year with Microsoft Office, it's not what the features are, but how you pay for them. There are two ways to subscribe.



DEALBOOK

### The Benefits of Working in the Office

By VICTOR FLEISCHER

Research shows that in some industries, casual interaction among employees enhances creativity and innovation. Plus, some benefits, like free meals, might actually give workers a tax break.

**Bits** The Business of Technology

March 7, 2013


### I.B.M.'s Rometty on the Data Challenge to the Culture of Management

March 7, 2013

### Subscribing to Office, Now and Forever

**More From Personal Tech »**

Gadgets You Need, Even if You Have a Smartphone



APP SMART  
A Weather Report That's Colorful, With a Chance of Fun



**Gadgetwise »**

- Tip of the Week: Free Microsoft Office Quick-Start Guides
- Dyson's Bladeless Fan: A Little Cooler
- Denon's New Receiver: Saving Time on Setup?



**East Carolina University**  
Graduate School

**Outstanding programs  
On campus and online**



# Strategies under development for the next recruiting cycle

- New improved online admission application system – go live Sept. 1, 2014.
  - Integrated customer relationship management
  - Automated workflow
  - 24/7 online chat feature to improve conversions into completed applications
- Program directors delegated increased flexibility to award partial graduate assistantships
- Reduce barriers to completion of applications
  - Designed and implemented in a manner that will not reduce the integrity of the admission process or the quality of the entering student body
  - Reduced requirements for very old transcripts
  - Waive admission exam for highly qualified students



# Long-term strategies – opportunities for growth

- Student demand in the following areas may be sufficient to increase enrollment.
  - What would it take to grow enrollment by 10%, 15% or even 25% over the next three years? Is it feasible? What would it cost?
    - Nursing DNP, Allied Health Sciences professional
    - MS Security Studies
    - MS Criminal Justice
    - MS Software engineering and MS Computer Science<sup>1</sup>
    - MSW (social work)<sup>2</sup>
    - MS Accounting<sup>2</sup>
    - MS Psychology<sup>2</sup>
    - MS Community planning concentration in geography<sup>2</sup>
- <sup>1</sup>New online delivery in fall 2014
- <sup>2</sup>New online delivery mode would need to be developed



University Affairs Committee of the ECU Board of Trustees

July 17, 2014

**CLOSED SESSION MOTION**

I move that we go into Closed Session:

1. to prevent the disclosure of confidential information under N.C. General Statutes §126-22 to §126-30 (personnel information) and the federal Family Educational Rights and Privacy Act;
2. to consider the qualifications, competence, performance, character, fitness, or appointment of prospective and/or current employees and/or to hear or investigate a complaint or grievance by or against one or more employees; and
3. to consult with an attorney to preserve the attorney-client privilege.

East Carolina University  
Board of Trustees  
University Affairs Committee  
July 17, 2014

Session	University Affairs – Closed Session
Responsible Person	
Agenda Item	V.
Item Description	Closed Session
Comments	N/A
Action Requested	
Disposition	
Notes	