

## ANNUAL REPORT OF THE FACULTY SENATE OF EAST CAROLINA UNIVERSITY FOR 1982-83

An atmosphere of cooperation between faculty and administration during this year has provided the background for advancement of the University in many areas. The most notable example of this cooperation has been in the efforts of the administration and faculty to work together to address the concerns of NCATE and SDPI relative to teacher education. Since early fall the Faculty, Faculty Senate, Academic Committees and the Faculty Senate Officers have held continuing dialog and have worked cooperatively with the administration to answer the concerns of these accrediting agencies. Because it was perceived that the composition of the Teacher Education Committee as specified in the charge to the Committee might be problematic to the accrediting agencies, the Committee on Committees recommended that the membership of the Teacher Education Committee include five members of the Teacher Education Faculty. This recommendation (82-75) was adopted by the Faculty Senate in the meeting of December 7, 1982. Following the NCATE and SDPI visits, the Chairs of the Teacher Education Committee and Curriculum Committee and the Chair of the Faculty were included in the committee preparing the response to these agencies. These committees presented an interim proposal (83-2) to the Faculty Senate addressing some of the curriculum concerns raised by these agencies. At this time an ad hoc committee was established by the administration to study teacher education curricula throughout the University and to present a proposal for changes in the professional education requirements for teacher education programs which would address the concerns of the accrediting agencies. This ad hoc committee was chaired by Hugh Wease, secretary of the Teacher Education Committee, and included the Chair of the Teacher Education Committee. At the conclusion of their work the ad hoc committee met with the Academic Committees involved in the curriculum process for teacher education and presented their proposals which were adopted by the Academic Committees and forwarded to the Faculty Senate for approval (83-13). Throughout this process the administration and faculty worked closely to insure that all concerned had an opportunity to have input into the proposed curriculum revisions. When it became apparent that the existing committee structure would not satisfy the governance structure required by the accrediting agencies, the administration involved the Faculty Senate officers and the appropriate Academic Committees in discussion concerning a new governance structure for teacher education. In an unprecedented June meeting, the Faculty Senate endorsed the establishment of the Teacher Education Council (83-35) and held the first reading of the proposal from the Committee on Committees to dissolve the Teacher Education Committee.

Another significant instance of cooperative joint effort between the faculty and administration is delaying action on the report of the Ad Hoc Grievance Committee until President Friday had answered the resolution of the Faculty Assembly concerning grievance procedures. Since President Friday's response was not delivered until late April, 1983, this has delayed action on the Committee's report to the Faculty Senate until the fall of 1983.

On several occasions the Chancellor has forwarded matters to the Faculty Senate for faculty recommendation. Among these is the granting of second undergraduate degrees with distinction. This matter was studied by the Curriculum Committee and presented to the Faculty Senate on two occasions. The Faculty Senate, after recommitting the first report (82-84), established an ad hoc committee to study the issue (83-14). The ad hoc committee has begun study on the issue and will report to the Senate during the 1983-84 academic year.

The development of the Academic Integrity Policy by the Educational

Policies and Planning Committee was the result of cooperative efforts between the faculty, students, and the Division of Student Life. The Committee met with the Associate Dean of Orientation and Judiciary and student representatives of the Academic Honor Board to prepare the document. The Academic Integrity Policy as prepared by the Committee was adopted by the Student Legislature and presented to the Faculty Senate at the April meeting. In order to have the document approved so that the policy (83-34) could be effective in the fall of 1983, the Faculty Senate met in special session on April 26, 1983.

During this year, the Continuing Education Committee surveyed units concerning interest in offering degree programs during the evening hours. Upon the recommendation of this Committee, the administration will establish a task force to study the feasibility and assess the need for degree programs to be offered during evening hours.

Two academic committees presented resolutions to the Senate relative to personnel matters. The Faculty Welfare Committee recommended that merit salary increments be awarded on the basis of faculty activity during the period since the last merit raise (83-24). The Faculty Affairs Committee recommended that grievance files be maintained separately from other personnel files (83-24). Both resolutions were approved by the Senate and the Chancellor and instructions relative to their implementation forwarded to the appropriate administrators.

There has been a cooperative effort among all members of the University family in promoting effective functioning of the faculty governance bodies. A program to communicate to those outside the faculty the function of the Academic Committees and the Faculty Senate was initiated during this year. The Chair addressed a meeting of the Institutional Advancement and Planning Division and described the faculty governance structure and the interaction of the Academic Committees and Faculty Senate with other units in the University. This program will be continued during the coming year as Dr. James LeRoy Smith, Chair of the Faculty for 1983-84, meets with the Board of Trustees in August, 1983, to discuss the role of the faculty governance bodies within the University.