

INTRODUCTION

In designing our questionnaire for faculty survey, we considered and took into account the following items relating to assumptions, methods, and implications:

ASSUMPTIONS:

1. Emotional Nature of Minorities Status: We knew that the very existence of our subcommittee to gather data on the perceptions regarding women and minorities at ECU is an emotionally charged issue that will bring discussion and ultimately prove educational.
2. Definition/s of Minorities: If the definition of minority applies specifically to color or race or national origin, we may not be serving the goals of greater participation by women, blacks, and other minorities that are important constituents of ECU and the nation at large. The attitudes that prevent the full participation of one group also affect other groups including women to varying degrees. Such attitudes had to be explored fully.
3. Black Student Survey: We had the result of this survey conducted last year available to us. We realized that some questions asked of students should be included in our survey for the faculty.

METHODS:

4. A Pilot Survey: We restricted our pilot survey to 28 faculty members. It represented all groups including the white male. The responses thus obtained served the basis for a final version of ~~the~~ ^{an open-ended} questionnaire mailed to the entire faculty and administration at ECU.
5. Voluntary Participation: Not only the participation in the survey was voluntary, but we also allowed respondents to express their agreements and disagreements openly. In addition, we encouraged them to write comments on different items in the questionnaire.

IMPLICATIONS:

6. Data Analysis and Discussion: We hope that the information gathered and the analysis of raw data will be useful to both the faculty and the administration. We also hope that a free discussion on the significance of collected data can occur in a collegial environment. It should allow the administration to proceed with strategic goals in mind.
7. Short-and Long-Term Strategies: We realize that there are no quick solutions even though several steps may be taken now toward long-term goals. It takes time to bring changes in long-held perceptions and also in bringing meaningful progress of which all constituents of ECU can be justly proud.
8. The Future: Once the initial steps have been taken, a follow-up survey may be needed in the future to measure: (i) changes in perception and (ii) progress at ECU since 1988.

MEAN VALUES: QUESTIONS 38-45

Quest. #	Rank (48)	All	W/M Fclty	Chairs & Admin.	Females	Foreign Born	Blacks
38	5	1.71	1.88	1.77	1.47*	1.31*	1.71
39	27	2.71	3.08	2.70	2.27	2.00	1.57
40	8	1.89	2.03	1.75*	1.69	1.64	1.36
41	26	2.59	2.97	2.57	2.14	1.89	2.00
42	29	2.76†	3.21†	2.78	2.30	1.92	1.86
43	28	2.75	3.08	2.91†	2.36†	1.89	2.00
44	4	1.62*	1.59*	1.91	1.56	1.31*	1.29*
<u>45</u>	<u>25</u>	<u>2.56</u>	<u>2.84</u>	<u>2.39</u>	<u>2.25</u>	<u>2.22†</u>	<u>2.14†</u>
Avg.	19	2.32	2.59	2.35	2.01	1.77	1.74

* Lowest Value

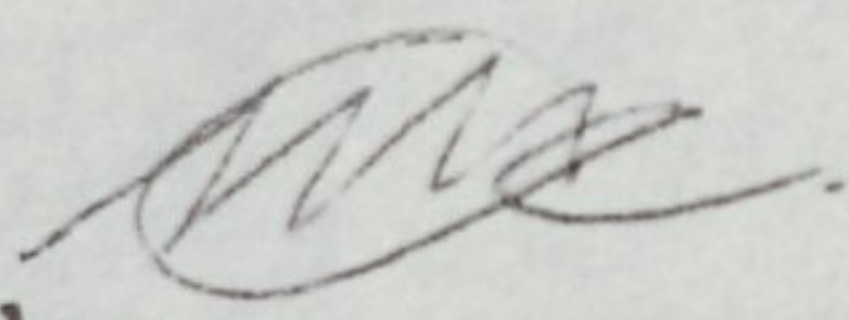
† Highest Value

Based upon analysis of questionnaire data and open-ended comments received by the Subcommittee on Minority Faculty Status set up by the Faculty Welfare Committee, we recommend that:

1. The University should adopt the broader definition of minority/minorities. The term minority should include blacks, women, foreign-born, Hispanics, American Indians, and Oriental/Asians, etc.
2. The Chancellor and Vice Chancellors should play major leadership roles in defining the minority status at ECU and in its schools and various units.
3. Necessary steps should be taken to insure broader minority representation at all levels -- selection/Personnel committees, departments, schools, Senate and the administration.
4. ECU should have written policies in the department/unit code:
1) to deal with any acts of discrimination in recruitment, retention, and advancement in salary and rank; 2) to recruit/retain minority faculty; and 3) to monitor such activities.
5. ECU should have a separately budgeted new administrative set-up for solely helping and coordinating the recruiting of minority faculty by the different departments/units. The Faculty Senate and an Administrative Committee should provide the necessary help to this administrator.

MEMO:

TO: Chair, Faculty Senate

FROM: Senator, William McPherson 
School of Industry and Technology

RE: Two concerns brought to my attention.

1. Faculty members NOT following the Final Exam Schedule.
2. Parking places for University Maintenance Vehicles.

I would like to have the opportunity to bring the above mentioned concerns to the floor of the Faculty Senate on March 28, 1989. Thank you.