Faculty and Staff Development Implementation Plan 1990-1995

INTRODUCTION

East Carolina University's greatest investment is in its people. To maximize the return on its investment and thereby improve the effectiveness of its programs and management, the University must develop its faculty, staff, and administrators to their greatest potential. Recognizing that there is wide variation of responsibilities and talents among employees, it is important to encourage and support the development of potential for all in accordance with organizational needs and individual abilities. Accordingly, the objective of the Faculty and Staff Development Implementation Plan is to promote effectively the development of faculty, staff, and administrators to achieve the University's mission and the goals in the *University Directions* document. This implementation plan focuses on issues relating to 1) recruitment, orientation, and retention; 2) health and well-being; 3) human resource development; and 4) recognition and rewards.

Recruitment, Orientation, and Retention

East Carolina University is committed to attracting and retaining outstanding faculty and staff from all ethnic, cultural, and gender groups. To successfully compete with other universities and agencies in the recruitment of new employees and to encourage excellent employees to remain at the University, this plan recommends specific strategies to improve current policies, procedures, and practices.

Health and Well-being

East Carolina University recognizes that the maintenance of a work environment responsive to personal and family needs is an important prerequisite for effective human performance. The University realizes that providing benefits and other programs concerning health-related issues as well as personal and family matters helps maintain employee well-being, attendance, and performance. Furthermore, the University recognizes the need to respond to recent national trends in the workplace: an increased number of employees from both dual-income and single-parent families; an increase in the average age of faculty, staff, and administrators; an increased incidence of substance abuse among workers; and an increased exposure to hazards in the workplace.

Human Resource Development

The strategic development of East Carolina University will be achieved through the contributions of its faculty, staff, and administration. This reality makes evident the need for long-term investment in developing the human capital of the University. Human resource development is defined here as the enhancement of the professional and personal competencies of all University employees. Development is the joint responsibility of both the University and individual members of the faculty, staff, and administration. The aims of a successful human resource development program include: a better understanding of the student's development; improved access to methods and materials necessary to be better prepared to competently complete work; a more dedicated and cohesive faculty, staff, and administration; and a University community characterized by cooperation in and respect for matters of ethnicity, race, nationality, gender, and culture.

Recognition and Rewards

Fairness is basic to human relations and must permeate all decisions related to performance, promotion, and tenure. Clarity of purpose and process is essential to effective systems that recognize and reward faculty and staff for their performance. Such systems, sensitive to the developmental needs of professionals, will engender a commitment to excellence. East Carolina University will continue to grow in distinction with faculty and staff who are knowledgeable, skilled, and dedicated to the mission of the University. Strategies that recognize and reward professional effectiveness will create commitment to long-term professional growth in faculty and staff.
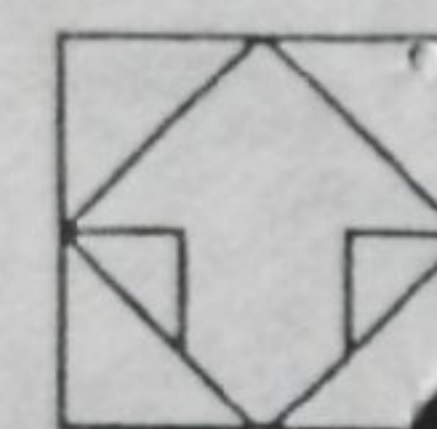
CURRENT ASSESSMENT

A review of current development practices on campus, including a survey of units to identify the level of attention given to these activities, resulted in the following overall assessment:

◆ There is a wide array of faculty and staff development activities on campus and a commitment to the concept of development.

◆ There are widely differing understandings of what constitutes "development" for faculty and staff.

◆ The type and frequency of development activities vary greatly across divisions and from unit to unit.

◆ There is little university-wide coordination of development activities and therefore some are duplicated while others are not adequately provided. A lack of adequate communication across the divisions in the University regarding faculty and staff development results in inefficient use of resources for providing development experiences.

IMPLEMENTATION STRATEGIES

1. Improve current policies and practices to attract, retain, and promote outstanding faculty and staff from all ethnic, cultural, and gender groups

a. Strengthen procedures and assistance for search committees at all levels

b. Coordinate position advertising, promotional activity, and other recruitment communications

c. Strengthen orientation programs for all employees at all levels within the University

d. Establish formal mechanisms of mentoring for all employees

e. Develop projections of need for new faculty and staff positions by unit, in accordance with the affirmative action plan

f. Strengthen the understanding of and commitment to the Minority Initiative Program

g. Establish a University-wide committee for the review of the promotion and tenure recommendation process and the development of a policy which addresses both criteria and procedures

h. Establish the criteria and related procedures for determining the optimal level of representation of minority and women faculty and staff in each discipline and EEOC category

i. Conduct faculty and staff workshops that target specific issues involving human diversity, and use the results of these workshops to recommend policy, procedures, and curricular changes

2. Maintain a work environment that is responsive to personal and family needs, recognizing this as an important prerequisite for effective human performance

a. Improve University benefits by offering better options and flexible packaging as well as appropriate communication of available offerings

b. Coordinate wellness activities to provide a cohesive, University-wide program

c. Increase awareness of and access to the employee assistance program
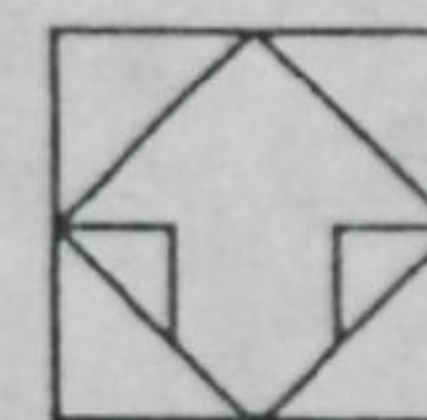
d. Support flexible work scheduling and job sharing

e. Provide dependent care, either on-site or through referral services

f. Provide awareness programs and referral services for alcohol and substance abuse

g. Provide programs and services for infection control, especially AIDS

h. Strengthen efforts to maintain a hazard-free work environment

3. *Improve opportunities for professional development of faculty and staff*

a. Establish a Faculty and Staff Development Center in Academic Affairs

b. Support attendance of faculty and staff at professional programs, conferences, and conventions and initiate new programs on campus where needed

c. Provide ongoing management and leadership training programs for current and entering administrators

d. Improve and better coordinate staff development programs

e. Improve access to information technology and train faculty and staff in its use

f. Improve opportunities for faculty and staff enrollment in courses

g. Improve communication about development programs and opportunities

4. *Adopt policies, procedures, and practices regarding faculty and staff development that directly support related goals in University Directions*

a. Prepare faculty to better advise students and ensure equitable distribution of advising responsibilities

b. Require unit strategic plans to include initiatives to address the evaluation of teaching effectiveness

c. Employ other evaluation mechanisms in addition to the student opinion survey for assessing teaching effectiveness

d. Improve the survey of student opinion of teaching effectiveness, and improve communication with faculty members about how the analyses of ratings are to be interpreted

e. Conduct teaching effectiveness and grant-writing workshops

f. Minimize the use of fixed-term faculty appointments

g. Increase the availability of one- and two-semester released-time opportunities for research

h. Focus special programs for faculty, staff, and administrative development on addressing the needs of nontraditional students

5. *Recognize and reward exemplary performance of faculty, staff, and administrators*

a. Base merit pay decisions on clearly defined performance expectations

b. Strengthen the method of evaluating staff performance and initiate a staff awards program

c. Develop a faculty research recognition and awards program