

APPROVED



Faculty Senate
140 Rawl Annex

919-757-6537
FSLEE@ECUVM1

MEMORANDUM

TO: James LeRoy Smith, Director
SACS Self-Study

FROM: Jim Joyce *Jim Joyce*
Chair of the Faculty

DATE: February 21, 1991

SUBJECT: Faculty Senate Office SACS Self-Study

Attached is the Faculty Senate Office SACS Self-Study that was approved by the Faculty Senate at its February 19, 1991, meeting. Please do not hesitate to contact me if I can be of any further assistance with this study.

/lal

attachment

1. INSTITUTIONAL PURPOSE (#'s 6,7,9,11,13)

Part One: The University's Mission Statement has recently undergone extensive review and revision. A faculty committee created the first draft. Subsequent revisions were part of the university's strategic planning effort which had extensive faculty input. The Faculty Senate heard regular reports on the progress of the planning efforts and endorsed the strategic plan, including the proposed University Mission Statement in Fall, 1990. The Educational Policies and Planning Committee, a Faculty Senate Committee with representation from the Graduate Council is charged with advising the Chancellor in regard to planning and will monitor the implementation of the strategic plan. In effect this constitutes a continuing review of the University Mission. A number of committees of the Faculty Senate and the Faculty Senate itself constantly study and make recommendations on matters concerning various aspects of the University Mission Statement. The full statement of the role of the Faculty Senate is in its Constitution and By-Laws (Appendix A of the Faculty Manual).

Part Two: Not applicable

Part Three: Not applicable

2. INSTITUTIONAL EFFECTIVENESS

2.1 Planning and Evaluation (#'s 19, 20, 23, 24)

Part One: The Faculty Senate in Spring 1990, created the Ad Hoc Committee to Evaluate Faculty Governance. The committee membership consists of the highest academic administrators, past chairs of the faculty, and additional members ensuring all academic areas are represented. Their carte-blanche charge involves evaluating faculty governance, successes and problems, as it exists at ECU. Some recommendations are to be presented to the Faculty Senate in January, 1991. Their final report is due in March, 1991. In regard to planning, the Educational Policies and Planning Committee is charged with advising the Chancellor on "the educational policies and organizations, goals, standards, procedures, and resources of ECU." The Committee also advises the Chancellor on "long-range planning of academic programs." In the area of administrator evaluations the Faculty Senate has appointed an Ad Hoc Committee to advise. This Committee is expected to report during this academic year. The Research/Creative Activity Committee, in addition to making recommendations for internal funding of research/creative activity proposals, "proposes other activities which would improve and promote research." No committee of the Faculty Senate is charged explicitly with matters involving public service. However, it is well within the charges of a number of committee and the Faculty Senate itself, to consider matters involving public service. Recommendations concerning these matters will be considered by the Faculty Senate this Spring. Some of the recommendations could be implemented immediately following approval of the Senate and the Chancellor; others, involving code documents, may take some time for implement.

Part Two: Not applicable

Part Three: Not applicable

3. EDUCATIONAL PROGRAM (#'s 33-35)

Part One: The charge of the Curriculum Committee requires it to oversee the policies and procedures developed by the committee and approved by the Faculty Senate relative to admission to programs and curricular requirements. The form used to present to the committee new degree and new courses request information about instructional procedures and the quality of student work required. In some cases, approval of innovative instructional delivery systems are used for a trial period, with the department or school involved requested to report the results and request final approval.

Part Two: Not applicable
Part Three: Not applicable

3.1 Undergraduate Program

3.1.1 Undergraduate Admissions (#'s 39, 40, 42, 43)

Part One: The Admissions Committee as charged by the Faculty Senate oversees the admission policies. The committee works with and advises the Admissions Office, develops quantitative and qualitative requirements and coordinates all of the undergraduate admissions policies and procedures. The Faculty Senate approved a new charge for the committee in 1990-1991 which should improve the admissions concerns.

Part Two: Not applicable
Part Three: Not applicable

3.1.1 Undergraduate Admissions (#'s 49-53)

Part One: The Credits Committee addresses the conditions governing the granting of credit based on exams, experience and the like.

Part Two: Documentation and evaluation of such learning probably need to be improved.

Part Three: The Committee will be asked to study the documentation and evaluation procedures to determine better procedures.

3.1.1 Undergraduate Admissions (# 58)

Part One: The Faculty Senate receives reports from the Admissions Office and makes recommendations as to SAT scores and high school courses to be required for admission.

Part Two: Not applicable
Part Three: Not applicable

3.1.3 Undergraduate Curriculum (#'s 64, 66)

Part One: The Curriculum Committee sees that the degree requirements and course descriptions are turned into the Catalogue Editor accurately after they have been reviewed and approved by the Faculty Senate and the Chancellor. The Chancellor routes to the Board of Trustees and the Board of Governors any proposals needing their approval.

Part Two: Not applicable
Part Three: Not applicable

3.1.3 Undergraduate Curriculum (#'s 70-72)

Part One: During the last two years, the Educational Policies and Planning Committee has undertaken a careful study of the academic process by which degree programs are approved. During the Fall of 1990, revisions were recommended to the Faculty Senate. The Faculty Senate debated the revisions and recommended their approval to the Chancellor. The Chancellor approved the revised academic process of developing new degree programs. A detailed description of both the academic and administrative procedures for proposing new degree programs has been prepared for the Faculty Manual. This procedure calls for review and/or approval by the University Curriculum Committee, the Educational Policies and Planning Committee, and the Faculty Senate. All modifications in courses, programs, or degree requirements must be reviewed and approved by the University Curriculum Committee and the Faculty Senate. The Educational Policies and Planning Committee and the Faculty Senate are consulted regularly concerning strategic planning. The

Strategic Planning Process is the major process for coordination of programmatic and curricular changes. Strategic Planning recommendations are submitted to the appropriate Faculty Senate committee.

Part Two: The process for deleting programs is unclear and should be considered. The Strategic Planning Process is new and being implemented for the first time. Careful consideration will need to be given to how this planning process will be integrated into existing administrative and governance structures.

Part Three: These issues are being considered by the Committee on Committees, Curriculum Committee, and the Educational Policies and Planning Committee.

3.1.3 Undergraduate Curriculum (#'s 73-78)

Part One: The Curriculum Committee oversees all curriculum proposals for the undergraduate program and in doing so tries to minimize duplication of courses and the proliferation of course offerings and degree programs by inquiring about the number of students who will be served and the availability of qualified faculty to offer these degrees. The General College Committee and the Curriculum Committee oversee the basic core of general studies courses in all degree programs and publishes them in the Catalogue. Once published we see that there is at least one course from the three areas: the humanities/fine arts; the social/behavioral sciences; and the natural sciences/math.

Part Two: We need to improve the evaluation of existing programs for quality and need.

Part Three: The Curriculum Committee should periodically evaluate existing programs and make recommendations to the appropriate officials.

3.1.3 Undergraduate Curriculum (#'s 79, 80)

Part One: The basic core is reviewed periodically by the General College Committee and the University Curriculum Committee. Whenever these committees agree that a weakness exists, recommendations are sent to the Faculty Senate. Recently, for example, a joint effort by several committees identified a need to improve the quality of writing among our undergraduates. After discussion in the Faculty Senate, an Ad Hoc Committee to study and recommend ways to improve writing skill was recommended by the Faculty Senate and established. The Faculty Computer Committee reviews the campus computer situations and makes recommendations to the Faculty Senate and to appropriate administrative committees.

Part Two: Not applicable

Part Three: Not applicable

3.1.3 Undergraduate Curriculum (#84)

Part One: Efforts are made by the Curriculum Committee to, whenever possible, encourage the inclusion of room for electives outside the student's area of specialization.

Part Two: Not applicable

Part Three: Not applicable

3.1.4 Undergraduate Instruction (#'s 89, 93, 96)
Part One: The Faculty Senate gives considerable attention to the quality of undergraduate instruction and shall reconsider current methods of evaluating instruction as specified below. The University's goal to strengthen the commitment to excellence in teaching (Goal #2 in University Directions) includes the explicit mandate to implement valid assessment of teaching effectiveness. Further, the charge to the Faculty Senate Teaching Effectiveness Committee directs the Committee to oversee development and implementation of procedures for evaluating teaching. The Committee's Student Opinion of Teaching Effectiveness survey form, which was approved by the Faculty Senate is currently used as one measure of teaching effectiveness. The Committee on several occasions recently reminded faculty members and unit administrators regarding the appropriate use of the student opinion survey, and has reminded faculty members and unit administrators that the Faculty Senate recommends that in addition to the survey units employ other methods to evaluate teaching. The Committee is preparing to run a test comparing a new, professionally prepared survey form against our current form and is preparing to provide all unit administrators with guidelines for employing additional methods of evaluating teaching effectiveness. Each year the Committee conducts a teaching effectiveness workshop, and reports the workshop's results to the Faculty Senate. The Committee is working to insure that when a faculty development center is created, it will address teaching and curriculum development as well as other university goals. The Committee is working to insure that each faculty member's teaching effectiveness and success in curriculum development counts towards release time, merit pay, promotion, and tenure. The Committee provides means for instructors to video tape their classes and means for evaluating the results. The Committee reviews the University's strategic plans and unit implementation plans making recommendations as necessary to enhance teaching effectiveness and faculty development at ECU. The Committee sets the criteria for the annual undergraduate teaching awards, and the Committee Chair serves on the Teaching Award Committee.

Part Two: Questions 93 and 96 contain objectives which the Faculty Senate should address more fully.

Part Three: In the Spring Semester of 1991, the Teaching Effectiveness Committee shall recommend that in the Fall of 1991 a comparison test be conducted between a new, professionally prepared evaluation form and our current form. In the Spring of 1991, the Committee shall provide guidelines to unit administrators describing other methods for evaluating teaching effectiveness. In the Fall of 1991, the Committee shall survey unit administrators to find out what methods they plan to use to evaluate teaching during the 1991-1992 terms, and shall report its findings to the Faculty Senate at the Senate's December, 1991, meeting. In September of 1991, the Committee shall inform all faculty members of the appropriate uses of the survey form, and of the other methods of evaluating teaching recommended by the Committee.

3.3 Continuing Education, Outreach, and Service Programs (#'s 145, 151)

Part One: All courses offered for academic credit by Continuing Education must be approved by the Curriculum Committee for the department whose area of content is involved. The Continuing Education Committee also is involved with these policies.

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Part Two: Question 151 contains objectives which the Faculty Senate should address more fully.

Part Three: The Faculty Senate should instruct the Continuing Education Committee to evaluate all continuing education programs.

3.4.1 Selection of Faculty (#'s 152-153)

Part One: The regulations regarding the appointment of faculty are contained in Appendix D, Tenure Policies and Regulations of ECU, of the Faculty Manual. The Faculty Manual is distributed to all new faculty members and regularly updated. Specific procedures regarding recruitment may be contained in the individual unit codes of operation. A proposed complete revision of Appendix D is being prepared with a possible implementation date of Fall, 1992.

Part Two: Not applicable

Part Three: Not applicable

3.4.3 Faculty Compensation (#'s 181-183)

Part One: Policies and procedures governing faculty salaries are contained in Appendix C of the Faculty Manual. Further policies and procedures specific to units are contained in unit codes and supporting unit policy handbooks. The Faculty Welfare and Faculty Affairs Committees have charges which include these matters. The latter committee can also act as a Grievance Committee to hear faculty complaints and make recommendations for possible redress of problems.

Part Two: Not applicable

Part Three: Not applicable

3.4.4 Academic Freedom and Professional Security (#'s 184-188)

Part One: The Faculty Manual, which is distributed to all faculty, contains a statement in support of academic freedom, all university-level policies concerning appointment, reappointment, tenure and promotion, and a clear description of how additional policies may be adopted by code units.

Part Two: Currently there seem to be some procedures adopted by various Deans and Vice Chancellors that are not in writing and have not been reviewed by any faculty body. For tenure track faculty, the only appeals are those based on violation of first amendment rights, discrimination or personal malice. For fixed term faculty, no appeals are allowed since they are "hired and fired with the same letter". For fixed term faculty, even a clear violation of academic freedom would not be grounds for appeal of a decision not to rehire. While the procedures for promotion and tenure are published, no appeals for procedural irregularities are allowed subsequent to the Chancellor's decision not to reappoint.

Part Three: The Faculty Governance Committee is revising Appendix D to include appeals for procedural irregularities. This should be completed before the next SACS review. The same committee has been assigned the task of reviewing some of the tenure and promotion policies that are currently being followed but are not in the University Code.

3.4.5 Professional Growth (#189)

Part One: The Teaching Grants Committee and Research/Creative Activity Committee provide stipends to faculty members so that they may continue their professional growth. The Teaching Grants Committee recommends funding of projects to improve teaching. The Research/Creative Activity Committee recommends funding of research proposals based on the merits of the proposals. The Teaching Effectiveness Committee conducts a teaching effectiveness workshop each year, and reports the workshop's results to the Faculty Senate. The Teaching Effectiveness Committee is working to develop a Faculty Development Center, and is working to ensure that when this Center is created, it will address teaching and curriculum development as well as other of the University's strategic goals. The Teaching Effectiveness Committee is working for release time for faculty development that aims to improve our faculty's teaching effectiveness and to improve our faculty's ability to develop curriculum effectively. The Committee is seeking means to provide additional incentive for faculty members who are trying to improve in these areas. Currently, the Committee provides means for instructors to video tape their classes and means for evaluating the results.

Part Two: Question 189 contains objectives which the Faculty Senate should address more fully.

Part Three: The Teaching Grants Committee and the Research/Creative Activity Committee work towards increasing the number of grants available for 1992-1993, and in April 1991, shall report its results to the Faculty Senate. In the Spring of 1991, the Teaching Effectiveness Committee shall report to the Faculty Senate regarding progress towards: creating a Faculty Development Center; release time for faculty development that aims to improve teaching effectiveness and curriculum development; rewarding faculty members for working to improve teaching effectiveness or working to improve curriculum.

3.4.6 The Role of the Faculty and Its Committees (#'s 191, 192)

Part One: The Constitution of the Faculty Senate (Appendix A of the Faculty Manual) states that the Senate "shall ratify, amend, or remand all matters of academic policy or faculty welfare which have been recommended by any standing or special committee of ECU or initiate any policies in such matters which it deems desirable". The University Curriculum Committee is charged with reviewing program/course policies, general education and teacher education requirements, and proposals regarding standards and requirements for admission and retention in degree programs. Individual unit codes of operation may further specify procedures for matters regarding improvement of educational programs and other academic matters.

Part Two: Not applicable

Part Three: Not applicable

3.4.7 Faculty Loads (# 195)

Part One: The Faculty Manual, which is distributed to all faculty, includes a policy statement on "External Professional Activities of Faculty and Other Professional Staff" (Appendix Q). This policy states that external professional activities for pay should not be undertaken if they "interfere with the primary obligations of the individual to carry out all University duties and responsibilities in a timely and effective manner..." The Board of Governors has adopted a similar policy for elected political office. However, there is no general policy on faculty workloads.

Part Two: At present permission to engage in external professional activities only require approval of the Department Chair. In an era of tight budgets, the faculty member's temptation to take on external commitments to further one's career and the University's temptation to increase the work expected without increasing the resources available may become serious problems.

Part Three: It is currently not clear whether this is a problem. It should be carefully monitored by the Faculty Affairs Committee. If necessary, this committee should develop a formal policy for consideration. The Faculty Affairs Committee should consider whether requests to engage in external professional activities should be approved at the Vice Chancellor's level.

3.4.8 Criteria and Procedures for Evaluation
(#'s 197-200)

Part One: Periodic evaluations of faculty members are clearly mandated in Appendix C, Personnel Policies and Procedures for the Faculty of ECU, of the Faculty Manual. The criteria used in annual evaluations (by the unit administrator) must be approved by the unit and by the appropriate vice chancellor and shall be based on assigned duties and responsibilities. Evaluations leading to professional advancement are governed by regulations given in Appendix C. With the approval of the appropriate vice chancellor specific regulations may vary from unit to unit. Each new faculty member receives a copy of the Faculty Manual. The unit administrator is charged with assisting with "the orientation of new faculty members" and leading the faculty "in promoting professional growth." (Faculty Manual, Page 4) The annual evaluation of faculty members is used in the determination of annual salary increments.

Part Two: Not applicable

Part Three: Not applicable

4. EDUCATIONAL SUPPORT SERVICES

4.1 Library ('s 226, 228)

Part One: The Libraries Committee reviews matters pertaining to the University Libraries in regards to setting priorities for acquiring materials and establishing services with the needs of the users in mind, and with regard to ensuring the libraries are meeting the needs of their users and supporting the programs and purposes of the University. The Committee report its findings to the Faculty Senate, and the Senate makes its recommendations to the Chancellor. Directors of the University Libraries inform the Faculty Senate of developments in these areas, and respond to questions from the Senate.

Part Two: Question 228 contains an objective the Faculty Senate should address more fully.

Part Three: In the Fall of 1991, the Libraries Committee shall develop a procedure for monitoring the needs of the library's users and program needs, and for evaluating extent to which the libraries are successful in meeting these needs. The Committee shall report its findings to the Faculty Senate in the Spring of 1991.

4.3 Computer Resources and Services (#'s 261, 262)

Part One: The development of computer resources has been a major priority at ECU and the new computer fee will generate funds to significantly improve the campus computing environment. The Faculty Computer Committee "serves as a resource of faculty opinion on computer services and policies". The Chair of the Faculty Computer Committee represents the faculty as a member of the Information Systems Advisory Committee.

Part Two: In the past with very limited funds, most funds needed to be directed to meet crucial problems. With the increased availability of computer funds not to solve pressing problems but to enhance the environment, the limited level of faculty involvement may become a problem.

Part Three: The Faculty Computer Committee should carefully monitor the changing situation and develop recommendations for any necessary policy changes.

4.4.2.1 Academic Advising, Counseling, and Career Development (# 281)

Part One: Goal 1.f of Strategies for Distinction recognizes the need for the development and enhancement of academic advising. The General College Committee of the Faculty Senate is charged with making recommendations regarding "the functioning of the General College, and the advising done in it".

Part Two: Question 281 contains a standard which we should address more fully.

Part Three: The question of academic advising is in the process of being addressed in the Operational Planning stage of our ongoing strategic planning effort. The Faculty Senate and its committees are ready to address any recommendations forthcoming.

4.4.2.6 Student Financial Aid (#'s 300-302)

Part One: The Faculty Senate Student Scholarships and Financial Aid Committee is charged with developing policy for all non-athletic scholarships on campus. The Financial Aid Office has an ex-officio member on the committee to help keep the committee informed as to the work done with respect to Work-Study, Pell Grants, and other such grants to students.

Part Two: Questions 300-302 contain objectives which need to be addressed more fully.

Part Three: An administrative scholarship committee has been appointed whose charge is to develop procedures and regulations for administration of scholarships in accordance with established policies and serve as final authority of all non-athletic scholarships funded through The Special Funds Office, ECU Foundation, or ECU Theatre Foundation. This committee will address the problem of seeing that all scholarships available are made known to the persons responsible for awarding them. The Faculty Senate Committee should be certain that these procedures and regulations are in accordance with the established policies and that the final authority is fair.

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4.5 Intercollegiate Athletics (#'s 307, 308, 312)

Part One: Last year, the Faculty Senate considered and suggested revision in the charge of the University Athletic Committee. A majority of the voting members of this Committee are not faculty members. Further a faculty subcommittee is charged with evaluating the academic progress of the athletes and reporting to the Faculty Senate. All exceptions to the admission requirements must be approved by the Admissions and Recruitment Committee which is elected by the Faculty Senate.

Part Two: Not applicable

Part Three: Not applicable

5. ADMINISTRATIVE PROCESSES (#'s 314-318)

5.1 Organization and Administration

Part One: The Chancellor serves as the chief executive officer of ECU. His duties and responsibilities and those of the Board of Trustees are detailed in the Code of the University of North Carolina. Administrative responsibilities are delegated by him to the administrative organization. The principles of shared governance, as mandated in the Faculty Manual, unit codes of operation, and committee charges, provides a "checks and balances" system by which any matter which concerns academic or faculty welfare matters are considered by representative faculty. The appointment of administrators, except for the Chancellor and Vice Chancellors and certain of their staff, is regulated by the ECU Code (Appendix L of the Faculty Manual). The effectiveness of administrators is evaluated annually by an anonymous survey of faculty in their respective areas. An Ad Hoc Committee is presently studying possible improvements in this evaluation.

Part Two: Question 318 contains a standard which we should address more fully.

Part Three: The Ad Hoc Committee on Administrator Evaluation is expected to report to the Faculty Senate this academic year.

5.3.2 Budget Planning (#353)

Part One: According to its charge, the Educational Policies and Planning Committee "annually reviews with the Chancellor and the Vice Chancellor for Academic Affairs, the proposed budget of the University prior to its submission to the General Administration". This mandate has not been followed in any systematic way in the past. However, the current administration has expressed its willingness to develop a procedure for including the committee in the budget process.

Part Two: The approved process of including faculty advice on budget matters has not been followed.

Part Three: The Educational Policies and Planning Committee is working with the Chancellor and Vice Chancellor for Academic Affairs to see that the procedure is implemented. All parties seem to be committed to developing an effective procedure for normalizing this part of the committee's charge.



1990-92 SACS Self-Study Newsletter

James LeRoy Smith, Director

Emily S. Boyce, Assistant

Vol. 2 No. 2

February, 1991

Eighty-Eight Members of the University Community: —are the focal points of the self-study process this month and next! Thanks to each of you who is serving as a committee chair, subcommittee chair, or member of the seventeen committees that will be considering the respective sections of the academic department/program office and planning unit self-study reports. Depending on how Steve Thomas, Bob Schellenberger, Bob Thompson, Janice Faulkner, and Helen Grove have decided to structure the five major committees' activities, all materials received by the ECU SACS Self-Study Office will come to each committee or subcommittee very soon, if they have not already. We anticipate having the last of such materials to all committees by February 26th, including reports from Academic Affairs, Health Sciences, and the Faculty Senate. No committee has a full self-study report from a department or planning unit, but only those parts that speak to the Sacs criteria for which the committee is responsible. Complete departmental and planning unit self-study reports can be consulted in our office. Committee and subcommittee chairs have the formats for the drafts. These drafts will be the basis for the actual 1990-92 ECU SACS self-study report. Also, we distributed relevant portions of the University of Georgia 1991 Self-Study Report to the committee chairs for their perusal. Georgia also has a strategic planning process.

Thanks to the Planning Units: —for the expeditious completion of the planning unit self-study reports! There is much useful information for the working committees to consider in drafting their descriptions of what we do, in evaluating how well we comply, and in making recommendations regarding specific criteria sections. While there are several areas regarding specific criteria sections we must do more in order to comply, the factual basis and some very interesting suggestions from the planning units for making such specific judgements are now available to the working committees. Draft reports are due from the working committees later this spring.

A Successful Self-Study Proposal: —might be inferred from comments we have received from persons on campus over the past few months and also from the factual basis generated in the departmental and planning unit self-study reports, including the number of good suggestions for improvement. Moreover, David Carter, Associate Executive Director of the Commission on Colleges, SACS, has also concluded that our proposal is quite acceptable. In a letter to Chancellor Eakin, Dr. Carter states "...the proposal is impressive in its scope and level of thoroughness. With your permission, I will refer your self-study manual to other institutions as a good example of an approach to the project." Congratulations to the members of the Steering Committee & to all involved last year in the proposal production!

University of Georgia SACS Visitation: Jim will spend February 16th-22nd at the University of Georgia to observe their SACS Visitation. Dr. Ted Miller, Director of the University of Georgia Self-Study, has issued the invitation in conjunction with SACS initiatives to assist member schools properly prepare for visitation. Certainly many helpful insights will be gained. A written report on the trip will be prepared for all ECU administrators and Steering Committee and Working Committee members.