

PLEASE POST FOR ALL FACULTY TO READ!

**EAST CAROLINA UNIVERSITY
1994-1995 FACULTY SENATE**

The second regular meeting of the 1994/1995 Faculty Senate will be held on **Tuesday, 11 October 1994**, at 2:10 in the Mendenhall Student Center Great Room.

AGENDA

- I. **Call to Order**
- II. **Approval of Minutes**
13 September 1994
- III. **Special Order of the Day**
 - A. Roll Call
 - B. Announcements
 - C. Richard Eakin, Chancellor
 - D. Tinsley Yarbrough, Interim Vice Chancellor for Academic Affairs
 - E. Bob Thompson, Director of Planning and Institutional Research
University Goals for 1995-2000 Strategic Planning Period (attachment 1)
 - F. Jack Karns, Faculty Assembly Delegate
Meeting of 16 September 1994
- IV. **Unfinished Business**
- V. **Report of Committees**
 - A. Committee on Committees, Caroline Ayers
 1. Nomination for vacancy on the Continuing Education Committee (attachment 2).
 2. Nomination for vacancy on the Faculty Grievance Committee (attachment 3).
 - B. Course Drop Appeals Committee, John Tilley
Revision to *East Carolina University 1994-1996 Undergraduate Catalog* (Attachment 4).
 - C. University Curriculum Committee, Donald Neal
 1. Curriculum matters contained in the minutes of 14 April 1994.
 2. Curriculum matters contained in the minutes of 8 September 1994. (Copies of these minutes have been distributed to all Faculty Senators, Alternates, Academic Unit Administrators, and placed electronically on FSONLINE.)
 - D. Ad Hoc Committee on *ECU Faculty Manual*, Appendix L, James Joyce (attachment 5).
- VI. **New Business**

**UNIVERSITY DIRECTIONS
GOALS FOR 1995-2000**

East Carolina University commits itself to:

- Demonstrate excellence in undergraduate education
- Offer outstanding and distinctive graduate programs
- Promote excellence in teaching
- Expand excellence in research and creative productivity
- Recruit, retain, and graduate academically proficient and talented students
- Ensure respect for individual rights and human diversity
- Provide effective University leadership in public education, health care, and regional development
- Possess state of the art information resource management capabilities
- Ensure effective and efficient stewardship of the University

These goals and the strategies that follow represent a consensus about the kind of institution of higher education that East Carolina University seeks to be at the turn of the century. The goals reinforce one another and function as nine linked elements. The achievement of success in any one area is dependent in critical ways on the achievement of success in the others.

Goal 1: Demonstrate excellence in undergraduate education

Excellence in undergraduate education is one of East Carolina University's primary goals. To fulfill the mission of a public university, to attract superior students, and to have a positive impact on education below the university level, the University must demonstrate undergraduate education in the arts and sciences and the professions that is exemplary in design and quality of instruction.

Strategies

- A. Strengthen the academic and personal development of our students
- B. Offer undergraduate instruction that includes the following emphases throughout the curricula: (1) a substantial and coherent core of studies in the arts and sciences; (2) the development of communication, quantitative, technological, and critical analysis skills; (3) the ethical dimensions of decision making and behavior; and (4) awareness of international and cultural contexts, influences, and applications
- C. Promote undergraduate involvement in the research process
- D. Refine assessment strategies for general education program and courses
- E. Expand the scope and quality of the honors program
- F. Cultivate an environment conducive to high academic and social standards

GOAL 2: Offer outstanding and distinctive graduate programs

East Carolina University is committed to offering outstanding master's and distinctive doctoral programs to meet selected regional and national needs for knowledge and personnel.

Strategies

- A. Target development of doctoral programs that capitalize on institutional strengths, respond to societal needs, and address national shortages of faculty and other professionals in selected areas of study
- B. Increase the numbers of candidates and graduation rates in existing doctoral programs
- C. Initiate and implement procedures for the periodic evaluation of graduate programs
- D. Improve the University's competitiveness for attracting and retaining outstanding masters and doctoral students

GOAL 3: Promote excellence in teaching

East Carolina University reaffirms its long-standing commitment to promote excellence in teaching. Teaching excellence is vital to the successful progression of our undergraduate and graduate students and the basic mission of the University.

Strategies

- A. Refine assessment of teaching and advising effectiveness
- B. Expand and develop programs and services, such as the Faculty Development Center concept, that help faculty to improve their teaching and advising
- C. Encourage faculty use or creation of innovative instructional software and other resources designed to enrich teaching and learning
- D. Expand the University's and the faculty's ability to engage effectively in distance learning programs
- E. Encourage faculty development of innovative approaches to teaching and student learning
- F. Engage more undergraduate and graduate students in research and creative activities

GOAL 4: Expand excellence in research and creative productivity

In keeping with the mission of East Carolina University, the faculty are committed to expand research and creative productivity. Research and creative productivity are basic professional responsibilities which enrich teaching, provide a foundation for public service, and serve as a means of distinction for the University.

Strategies

- A. Promote policies, procedures, and resources that support faculty research and creative productivity
- B. Increase the breadth of faculty involvement in research, creative and grant/contract productivity
- C. Encourage collaborative research and creative productivity by faculty from different disciplines and institutions
- D. Foster faculty research and creative productivity which address significant regional needs and the quality of life in eastern North Carolina

Goal 5: Recruit, retain, and graduate academically proficient and talented students

East Carolina University reaffirms its commitment to standards of academic preparation that lead it to recruit, retain, and graduate students capable of meeting effectively the challenges of university life. Through curricular and extra-curricular programs, the University will support students as they strive to meet those challenges.

Strategies

- A. Attract an increasing proportion of highly qualified students
- B. Increase availability of scholarships and fellowships
- C. Revise recruitment strategies in anticipation of changing demographics
- D. Plan and manage the University's enrollment at all levels while ensuring an appropriate allocation of resources to meet student needs
- E. Enhance academic support programs and intervention strategies designed to retain and graduate more students
- F. Assess admission and retention policies and their effects on the academic success of our students

- G. Expand and strengthen the Teaching Fellows program and other intensified efforts to encourage highly qualified students to enter the profession of teaching

GOAL 6: Ensure respect for individual rights and human diversity

East Carolina University will ensure respect individual rights and promote the understanding of differences including, but not limited to, ethnicity, race, nationality, religion, age, gender, sexual orientation, physical abilities, and culture within the University and in society at large. The University draws strength from and supports the development of human differences and the respect for basic human rights.

Strategies

- A. Foster a culture of respect and cooperation
- B. Enhance programs aimed at (1) the recruitment, enrollment, retention, and graduation of a diverse student body and (2) the recruitment, hiring, development, and retention of a diverse faculty and staff
- C. Promote cultural diversity in curricula as well as in special programs and extra-curricular activities
- D. Strengthen support services to meet the needs of a diverse student body
- E. Promote academic and student support programs with an international dimension
- F. Provide developmental activities for administrators, faculty, and staff on knowledge and skills needed to promote respect for individual rights and human diversity

GOAL 7: Provide effective University leadership in public education, health care, and regional development

As a University with a tradition of public outreach and strong regional ties, East Carolina University engages in partnerships with other individuals, institutions, and agencies as it seeks to fulfill its mission. To achieve these partnerships, the University will present its mission, goals, and activities in a consistent manner that builds public support and understanding; communicates the achievements of its faculty, staff, and students; increases resources; and attracts students. Concurrently, the University will enhance its historical commitment of leadership to public service, education and outreach. Moreover, these activities are essential to the academic integrity of many of our programs. These leadership responsibilities also include involvement with various professions represented in higher education and within the University itself.

Strategies

- A. Provide innovative leadership and support for improvements in public education, health care, and economic development, especially for the under-served and rural communities of the region
- B. Promote a positive relationship between the University, the City of Greenville, the County of Pitt, and the surrounding communities
- C. Increase public awareness of the benefits of higher education and the impact of the University's activities on eastern North Carolina
- D. Collaborate with regional leadership on the development of the Global TransPark Economic Zone
- E. Enhance the University's information support services to public agencies within the region

Goal 8: Possess state of the art information resource management capabilities

East Carolina University must possess state of the art information resources and management capabilities to support effectively its academic, research, and service missions as it prepares for the 21st century. Moreover, the information management systems and resources must promote broad access to data, ease of information exchange, the sharing of resources, improved faculty, staff, and administrator productivity, more effective student learning, and a better campus working environment.

Strategies

- A. Strengthen traditional and nontraditional library resource holdings
- B. Plan for future development of library facilities and services
- C. Develop student advising, registration, and assistance programs that are readily accessible through electronic means
- D. Make state-of-the-art information technology more widely available to facilitate the acquisition, creation, and dissemination of knowledge by students, faculty, and staff
- E. Enhance capabilities to manage information technology, including better accessibility and coordination of resources and services
- F. Participate in the development and effective use of emerging technologies such as the Information Highway

GOAL 9: Ensure effective and efficient stewardship of the University

East Carolina University affirms its commitment to ensure effective and efficient stewardship of its human, financial, and physical resources. The continual development and refinement of the University's administrative practices, procedures, and policies is a necessary part of its effort to meet the changing needs of its students, faculty and staff. This requires a commitment by all of those in positions of responsibility, be they administrators, faculty, or staff, to be responsive to our clients and efficient in the use and development of our resources. It also necessitates the development of clear lines of communication throughout the University.

Strategies

- A. Create an environment where responsive service to students, alumni, parents, other university customers, and one another is a key responsibility of all faculty, staff, and administrators
- B. Foster an increased sense of community among faculty, staff, administrators, and students
- C. Review and revise institutional and unit criteria for appointment, reappointment, promotion, and tenure to ensure that these serve as clear guidelines for personnel actions
- D. Increase opportunities for staff development and training to enhance their skills and effectiveness on the job
- E. Ensure that facilities are consumer oriented, attractive, well maintained, safe, accessible, and used to maximum efficiency
- F. Establish a system of periodic unit and program evaluations based on goals, objectives, and educational outcomes that incorporates the use of outside reviewers or consultants
- G. Review University programs to determine those to be enhanced, maintained, reduced, combined, or discontinued
- H. Review the University organizational structure and communications processes on an ongoing basis
- I. Create greater flexibility to facilitate interdisciplinary and inter divisional efforts
- J. Implement an effective management information system

- K. Align University resource decisions consistently with strategic planning goals and promote greater campus understanding of the budgetary process
- L. Implement systematic processes to monitor institutional effectiveness and overall student development
- M. Increase the University's external funding in order to expand its capacity for exemplary teaching, research/creative activity, and outreach

9/23/94

Goals920.doc

COMMITTEE ON COMMITTEES REPORT

Nomination for Vacancy on the Continuing Education Committee

Daniel Shouse, Academic Library Services

Other committee members:

<u>Name</u>	<u>Department/School</u>	<u>Term</u>
Scott Thomson	Education	1995
Mary Valand	Cont. Medical Education	1995
Charles Garrison	Sociology	1996
Emmett Floyd	Education	1996
open		1997

COMMITTEE ON COMMITTEES REPORT

Nomination for Vacancy on the Faculty Grievance Committee

Elevate Linda Mooney, Associate Professor, Department of Sociology, to regular membership and elect Lilla Holsey, Associate Professor, School of Education, as an alternate member.

Other committee members:

<u>Name</u>	<u>Department/School</u>	<u>Term</u>
Brian O'Doherty	Business (Associate Prof)	1995
Jeff Jarvis	Music (Assistant Prof)	1995
Henry Ferrell	History (Professor)	1996
Jamal Mustafa	Pharmacology (Professor)	1996
Allan Rosenberg	Pediatrics (Professor)	1996
Ken Wilson	Sociology (Associate Prof)	1997
Patricia Dunn	Health & Human Perf (Prof)	1997
open		1997
Ted Ellis (alt)	English (Professor)	1995
Linda Mooney (alt)	Sociology (Associate Prof)	1996

COURSE DROP APPEALS COMMITTEE REPORT

Revision to Section 5: Academic Regulations of the *East Carolina University 1994-1996 Undergraduate Catalog* (page 44)

Existing Catalog Statement:

After Schedule Change Period

During the first 40 percent of the regularly scheduled class meetings of a course (including the meeting for the final examination), a student may, at his or her own option, drop the course. After consultation with his or her adviser, the student secures the signature of the adviser on the schedule change form and takes it to the Office of the Registrar for processing. The student may drop up to four courses in pursuit of a university degree. The number of drops is prorated on the student's credit hours. (See Course Drop Options.) For regular semester-length courses, the drop period is limited to the first thirty days of classes of the semester. For five-week block courses or regular summer term courses, the drop period is limited to the first ten days of classes for the semester or summer term. The same 40 percent drop-period rule applies to block courses of other lengths as well. Students are advised to consult official university bulletin boards to determine the appropriate drop period for such block courses.

Requests for drops after the 40 percent drop period will be considered by the dean of undergraduate studies; requests for drops beyond the allotted number which are based on medical or counseling reasons will also be considered by the dean of undergraduate studies upon the recommendation of the director of the Student Health Service or the director of the Counseling Center, as appropriate. If denied permission to drop, the student may appeal the decision to the Course Drop Appeals Committee. A student may not drop a course after the last regularly scheduled class meeting prior to the final examination. No course is officially dropped until the required procedure is complete.

Proposed New Text:

(new text is double-underlined; deletions are omitted)

After Schedule Change Period

During the first 40 percent of the regularly scheduled class meetings of a course (including the meeting for the final examination), a student may, at his or her own option, drop the course. After consultation with his or her adviser, the student secures the signature of the adviser on the schedule change form and takes it to the Office of the Registrar for processing. For regular semester-length courses, the drop period is limited to the first thirty days of classes of the semester. For five-week block courses or regular summer term courses, the drop period is limited to the first ten days of classes for the semester or summer term. The same 40 percent drop-period rule applies to block courses of other lengths as well. It is the student's responsibility to consult official university bulletin boards to determine the appropriate drop period for such block courses. Ordinarily, a student may drop up to four courses or a smaller prorated number in pursuit of a university degree. (See Course Drop Options.) Extenuating circumstances, however, can warrant consideration for drop by exception, as explained below.

Students may petition the Dean of Undergraduate Studies for drops by exception (drops after the 40 percent drop period, drops beyond student's allotted number, and drops not counted against the allotted number). Poor performance in course work; missed deadlines; or a course grade's adverse effect on the student's grade point average, probationary standing, or other eligibility is not in itself a sufficient basis for exception. Requests for exceptions will not be considered after the last regularly scheduled class meeting prior to the final examination for the course(s) in question except where earlier requests could not have been expected. Petitions for drops by exception will typically be granted only for medical or counseling reasons related to the course(s) to be dropped and will be considered by the Dean of Undergraduate Studies upon the recommendation of the director of the Student Health Service or the director of the Counseling Center, as appropriate. Students whose petitions for drops by exception are denied by the Dean of Undergraduate Studies may appeal the decision to the Course Drop Appeals Committee.

**AD HOC COMMITTEE ON *ECU FACULTY MANUAL*,
APPENDIX L REPORT**

**GUIDELINES TO ASSIST FACULTY WHO DEMOCRATICALLY DECIDE
TO ORGANIZE INTO SELF-GOVERNING AUTONOMOUS UNITS AT THE
DEPARTMENT LEVEL**

I. General Instructions

Submit via the Faculty Senate office to the Faculty Governance Committee a proposal cover page and letter, with the complete document on numbered lines as described in this process. In the evolution from School to self-governing, autonomous units at the departmental level, the following sources should be consulted/are recommended:

- *ECU Faculty Manual*, Appendix L, page 2, C.1 through 8
- Guidelines to Assist Faculty Who Democratically Decide to Organize into Self-Governing Autonomous Units at the Department Level
- Unit Code Screening Committee Guidelines for Unit Codes and Generic Code.

II. Process to Organize

Consistent with the amendment procedures of the Unit Code of the school, the faculty of a professional school may democratically decide to organize into self-governing autonomous units at the department level and to develop rules for the internal organization and operation of their departments. A cover page and letter should be submitted to the Faculty Governance Committee requesting approval to draft a code of unit operations. This proposal to organize should include:

- a. cover page: include name of school, name of proposed unit, East Carolina University, and a flow chart for each stage of development with signature and date of approval, i.e.,

PROPOSAL FOR AUTONOMOUS UNIT OF _____
SCHOOL/COLLEGE OF _____
EAST CAROLINA UNIVERSITY

Signatures of chairs of reviewing bodies and dates approved:

b. cover letter:

1. a statement requesting approval to organize for the purpose of drafting a code of operation to become a self-governing autonomous unit at the department level.
2. a rationale/s for requested reorganization.
3. a description of the democratic process used to decide to organize into self-governing, autonomous units [who voted, when, and by what percentage].
4. a School Chart of Organization, clearly indicating:
 - a) the proposed autonomous departments, by name and relationship/responsibility to other units and the School.
 - b) the total number of permanently tenured and tenure-track faculty in the unit.

III. Criteria for Composition of a Self-Governing Autonomous Unit at the Department Level

- a. The proposed unit has at least four tenure-track and permanently tenured faculty members. A self-governing unit must have a code of operation with rules for the internal organization and operation of the department. The code will become operational when approved by the tenured faculty of the unit, submitted to the appropriate dean for advice, and approved by the Unit Code Screening Committee, the Faculty Senate, and the Chancellor.
- b. The self-governing autonomous unit will:
 1. be self-governing in regard to all internal matters, including the authority and responsibility for at least one degree program.
 2. autonomously administer a financial budget, subject to the usual legal requirements.
 3. conduct the quadrennial evaluation of the chair/director.
- c. The unit head [chair/director] will be responsible for:
 1. faculty assignments, personnel and student files, and preparation of the annual report.
 2. the annual evaluation of faculty members.

Members of the Ad Hoc Committee were:

- ***Faculty Governance Committee: Judy Bernhardt (Nursing), Jim Joyce (Physics)***
- ***Unit Code Screening Committee: Tom Johnson (Health and Human Performance), Sandra Wurth-Hough (Political Science).***

THE FULL FACULTY SENATE AGENDA WITH ATTACHMENTS IS DISTRIBUTED TO FACULTY SENATORS, ALTERNATES, ACADEMIC COMMITTEE CHAIRS, ACADEMIC UNIT ADMINISTRATORS, AND AVAILABLE ELECTRONICALLY ON FSONLINE.

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