

The ECU Chapter
of
The American Association of University Professors
invites you
to its
Fall 2007 meeting
Monday, September 17 at 3:30
Location TBA



Join us for our Fall 2007 meeting if:

Participating in faculty governance is important to you.

You are concerned about:

- Academic freedom and the way that basic freedom protects your teaching and research.
- Faculty control of the curriculum.
- Tenure.
- Fair treatment of fixed-term faculty.
- Corporatization of higher education.

In AAUP, faculty members, academic professionals, and graduate students help to shape the future of our profession and proclaim their dedication to the education community.

For link to ECU Chapter of AAUP, please visit:

<http://www.ecu.edu/cs-acad/fsonline/customcf/miscacademicpolicies/issuesofimportance.htm>

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Excerpts from AAUP's *Statements on Government of Colleges and Universities*.
(<http://www.aaup.org/AAUP/pubsres/policydocs/governancestatement.htm>)

The Governing Board	The President	The Faculty	The Students
<p>The board plays a central role in relating the likely needs of the future to predictable resources; it has the responsibility for husbanding the endowment; it is responsible for obtaining needed capital and operating funds; and in the broadest sense of the term it should pay attention to personnel policy. In order to fulfill these duties, the board should be aided by, and may insist upon, the development of long-range planning by the administration and faculty. When ignorance or ill will threatens the institution or any part of it, the governing board must be available for support. In grave crises it will be expected to serve as a champion. Although the action to be taken by it will usually be on behalf of the president, the faculty, or the student body, the board should make clear that the protection it offers to an individual or a group is, in fact, a fundamental defense of the vested interests of society in the educational institution</p>	<p>The president, as the chief executive officer of an institution of higher education, is measured largely by his or her capacity for institutional leadership. The president shares responsibility for the definition and attainment of goals, for administrative action, and for operating the communications system that links the components of the academic community. The president represents the institution to its many publics. The president's leadership role is supported by delegated authority from the board and faculty.</p> <p>As the chief planning officer of an institution, the president has a special obligation to innovate and initiate. The degree to which a president can envision new horizons for the institution, and can persuade others to see them and to work toward them, will often constitute the chief measure of the president's administration.</p>	<p>The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty.</p> <p>The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.</p> <p>Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal.</p>	<p>Students expect, and have a right to expect, that the educational process will be structured, that they will be stimulated by it to become independent adults, and that they will have effectively transmitted to them the cultural heritage of the larger society. If institutional support is to have its fullest possible meaning, it should incorporate the strength, freshness of view, and idealism of the student body.</p> <p>The respect of students for their college or university can be enhanced if they are given at least these opportunities: (1) to be listened to in the classroom without fear of institutional reprisal for the substance of their views, (2) freedom to discuss questions of institutional policy and operation, (3) the right to academic due process when charged with serious violations of institutional regulations, and (4) the same right to hear speakers of their own choice as is enjoyed by other components of the institution.</p>