



**Faculty Senate**

East Carolina University  
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September 16, 2008

Chancellor Steve Ballard  
East Carolina University  
Spilman Building

Dear Dr. Ballard:

On September 9, 2008, the Faculty Senate adopted the following resolutions for your consideration. Details on the resolutions are attached.

08-37 Faculty Welfare Committee's response to the UNC Tomorrow Report.

08-38 Revised Department of Psychology Unit Code of Operation.

The Faculty Senate accepted a report from the Educational Policies and Planning Committee that included the following:

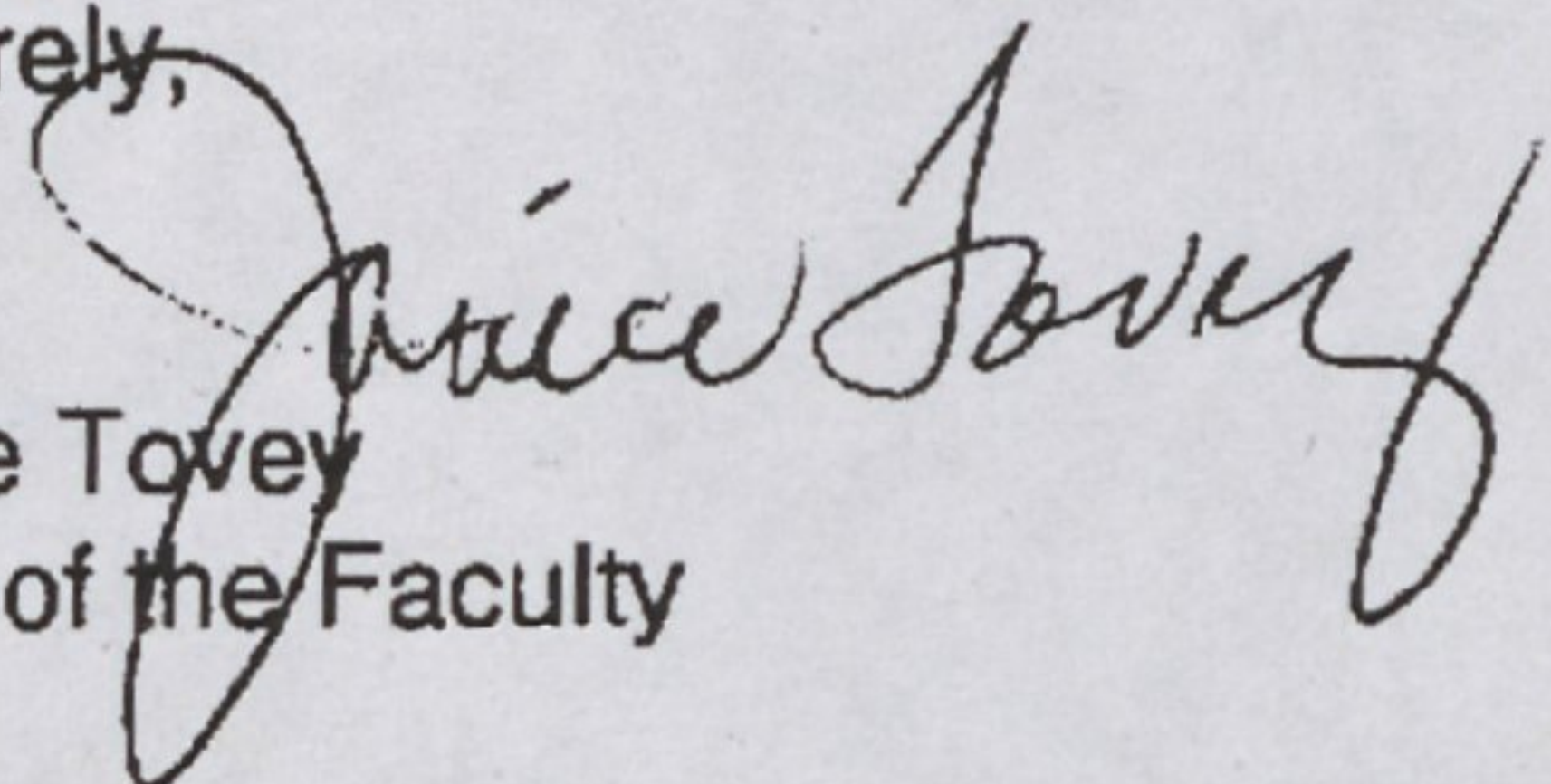
08-36 Request for Authorization to Establish PhD Program in Curriculum and Instruction in the College of Education.

The Faculty Senate also acted on the following resolution that does not require your approval.

08-39 Resolution on transparency was referred to the Faculty Welfare Committee for their discussion and consideration.

Thank you for your consideration of the above mentioned resolutions.

Sincerely,

  
Janice Tovey  
Chair of the Faculty

Attachments

copy via email

Faculty Officers

Marilyn Sheerer, Interim Provost and Vice Chancellor for Academic and Student Affairs

Phyllis Horns, Interim Vice Chancellor for Health Sciences

Deirdre Mageean, Vice Chancellor for Research and Graduate Studies



**FACULTY SENATE RESOLUTION APPROVED AT THE SEPTEMBER 9, 2008, MEETING**

08-37 Faculty Welfare Committee's response to the UNC Tomorrow Report, as follows:

Impact of Enrollment Growth on Faculty Welfare

The UNC Tomorrow report mandates enrollment growth across the constituent campuses of the UNC System. In response to this report, East Carolina University is contemplating an acceleration of the enrollment growth that has marked the last two decades of its existence. Based on past experience, we know that enrollment growth has far reaching effects that touch on all aspects of university life including faculty welfare. We are further aware that the outcome of these effects, whether positive or negative, will largely be determined by external and internal allocation of resources. Can we anticipate the likely impact of enrollment growth on issues related to faculty welfare and chart a course destined to improve the welfare of the university and its faculty? A thorough understanding of the issues we face as we contemplate the effects of unprecedented enrollment growth at ECU seems prudent and a necessary antecedent to future planning.

Faculty welfare is intrinsic to the quality of the university. The issues that affect faculty welfare are broad ranging and are inextricably interwoven with issues that affect our students and the quality of education. There is a serious concern among the faculty at ECU that our long history of underfunding, particularly in terms of funds allocated per student enrolled, will be further exacerbated by increased enrollment. This single factor could have a chilling effect on faculty welfare through depletion of already scarce resources and could significantly undermine the future development of our university. The continued scarcity of financial support commensurate with university size and growth will be detrimental to the construction of offices, classrooms, laboratories and other physical facilities that are used by faculty and students. It will have adverse consequences for the recruitment, retention and professional development of faculty and it will limit the opportunity to develop programs that expand the connections between the university and the citizens and region we serve.

While a diminished financial base will impact all areas of university development, enrollment growth will affect other aspects of university life that are viewed as central to faculty welfare. Physical space is at a premium at ECU. The immediate manifestation of this lack of space is a general shortage of offices, classrooms and laboratories. The existing level of crowding at ECU is already a matter of concern and without significant investment in 'bricks and mortar' will certainly be exacerbated by projected enrollment increases. Crowding generates inevitable deterioration of indoor and outdoor environments, contributes to stress and can have adverse health consequences, all of which are issues related to faculty welfare. Consider the perennial nightmare of parking, which is a surrogate for all the problems associated with crowding. Unfortunately, ECU's past successes in garnering resources for the construction of buildings and acquisition of green space is poor, as exemplified by the serious existing level of crowding.



We are also concerned that increased enrollment will impact the student to faculty ratio in a negative way. A decline in the number of faculty per student puts added strain on faculty members who are intent on maintaining a tradition of close interaction with students. ECU has historically prided itself in its 'small university' feel, much of which derives from the commitment of faculty to a high level of interaction with students. An increasing student to faculty ratio seriously threatens our commitment to our students and will very likely create a less congenial atmosphere, one with an impersonal feel in which student-faculty relations become more distant and strained.

Thus, one of the core issues for today and tomorrow is a careful assessment of the best means to deliver high quality education, whether faculty and students are located at a distance or on campus. The question is, during a time of burgeoning technology and increasing student enrollment, how do we grow and maintain a vibrant, engaged faculty and student population who contribute to the university's goals? The issue involves effective connection with ECU's learning community as well as the quality and sustainability of that learning.

In particular, Distance Education (DE) faculty and students cannot be merely 'add-ons'. They must be intelligently incorporated into the mainstream of campus learning and campus life. Current full-time faculty need to be engaged and involved in developing a learning model that works for all students. Yet evidence of erosion in our 'small university' feel is already manifesting, particularly among faculty who participate in distance education programs. ECU has already stepped beyond its physical campus boundaries and is recognized as a major provider of online education. While 88% of the students taking only DE courses reside outside Pitt County and never come to campus, having DE only faculty who never come to campus is not the solution to the increased campus crowding associated with increasing enrollment. ECU must carefully examine the role and function of DE faculty. For example, some of our current DE faculty are physically removed from campus and therefore disassociated and, in part, disenfranchised from university life. In many cases, these faculty and others who are primarily non-tenure track are hired for reduced salaries and without benefits. They are viewed as 'filling the gap' to make up for a deficit in faculty numbers. Their lower salaries, lack of benefits and reduced level of interaction with their faculty peers, and with students, relegate them to second class citizen status. This is demoralizing for them personally and for an institution that should pride itself on fair and equitable treatment of employees.

Enrollment increases without attendant financial resources also place a burden on administrators who will be faced with decisions concerning whether to allocate limited resources to faculty salaries or benefits. We already suffer from marginal health care and retirement benefits and we have witnessed a system-wide decline in support for these programs. A further decrease in these benefits threatens to create an atmosphere of discord that is contrary to a high-quality working environment and presents risks in retention of faculty as well as increased difficulty in recruitment of new faculty. As ECU looks toward a brighter future, we can ill afford a policy of rapid enrollment growth uncoupled from a commensurate level of financial support.