

PLEASE POST FOR ALL FACULTY TO READ!

**EAST CAROLINA UNIVERSITY
FACULTY SENATE**

The fourth regular meeting of the 1993/1994 Faculty Senate will be held on **Tuesday, December 7, 1993**, at 2:10 in the Mendenhall Student Center Great Room.

AGENDA

- I. **Call to Order**
- II. **Approval of Minutes**
November 9, 1993
- III. **Special Order of the Day**
 - A. Roll Call
 - B. Announcements
 - C. Richard Eakin, Chancellor
 - D. Marlene Springer, Vice Chancellor for Academic Affairs
 - E. James Hallock, Vice Chancellor for Health Sciences
 - F. John Moskop, Faculty Assembly Delegate
Report of Faculty Assembly Meeting of November 19, 1993.
- IV. **Unfinished Business**
- V. **Report of Committees**
 - A. Credits Committee, Bob Woodside
Proposed Grade Replacement Policy (attachment 1).
 - B. Curriculum Committee, Donald Neal
Undergraduate Curriculum matters contained in the November 4 and 11 Committee Minutes, including:
 1. Revision of BS in Physical Therapy, Special Education, Middle Grades Education, Geology, Mathematics with Option in Statistics, History-Social Studies Certification, Interior Design, Merchandising, Apparel and Textiles, Community Services, Technology Education, and Technical Teaching.
 2. Revision of BSBE in Marketing Education, Basic Business Education, Marketing Education & Basic Business Education, and Information Processing/Administrative Services.
 3. Revision of BSBA in Production Management Concentration.
 4. Revision of BA in History and Theatre Arts; Revision of BFA in Theatre Arts: Musical Theatre Concentration; Minor in Theatre Arts.

5. Addition of Minor in Jazz Studies; revision of Certificate in Jazz Studies; deletion of option in Music with elective studies in Business.
6. Revision of Minors in Women's Studies, Religious Studies, Classical Studies, and Ethnic Studies.
7. Deletion of BSBE in Administrative Services and Comprehensive Business Education.
8. Authorization to PLAN a new degree program in Religious Studies (approved by the Educational Policies and Planning Committee on 10-28).
9. Authorization to PLAN a new degree program in Classical Studies (pending final approval of the Educational Policies and Planning Cmte. on 12-2).

C. Faculty Affairs Committee, Henry Ferrell

1. Extended Definition of Personal Malice (attachment 2).
2. Proposed Revisions to *Appendices C, D, and L* in Response to Administrative Memorandum #338 (attachment 3).

D. Faculty Governance Committee, Tinsley Yarbrough

Proposed Revision to *Appendix A*, Faculty Constitution and By-Laws (attachment 4).

E. Honors Program Committee, Claudia Melear

Guidelines for Undergraduate Honors Program Seminars (attachment 5).

F. Teaching Effectiveness Committee, Parmalee Hawk

Proposed Peer Review Procedures and Instrument (attachment 6).

G. Unit Code Screening Committee, Artemis Kares

Proposed Revision to Unit Code Review Procedure (attachment 7).

VI. **New Business**

Observance of Martin Luther King, Jr.'s Birthday, Conner Atkeson (attachment 8).

CREDITS COMMITTEE REPORT

PROPOSED GRADE REPLACEMENT POLICY

The following proposed Grade Replacement Policy would be placed in the *University Catalog*, Section 5, Academic Regulations, following the section entitled *Repetition of Course Work*. References to the multiple F Policy in *Repetition of Course Work* and in *Grading System* would be deleted.

"A STUDENT IS PERMITTED TO USE THE GRADE REPLACEMENT POLICY A MAXIMUM OF THREE TIMES FOR 1000- AND 2000-LEVEL COURSES IN WHICH HE OR SHE HAS EARNED A GRADE OF D OR F. FOR EXAMPLE, A STUDENT MAY REPLACE A GRADE IN THREE DIFFERENT COURSES OR MAY REPLACE A SINGLE COURSE GRADE A MAXIMUM OF THREE TIMES OR A COMBINATION THEREOF NOT TO EXCEED THE LIMITS OF THE POLICY. APPROVAL TO USE THE POLICY WILL NOT BE GIVEN UNDER THE FOLLOWING CONDITIONS: (1) THE STUDENT WISHES TO REPEAT A COURSE AFTER HE OR SHE HAS SUCCESSFULLY COMPLETED AN ADVANCED COURSE COVERING THE SAME OR SIMILAR MATERIAL; (2) THE STUDENT WISHES TO REPEAT A COURSE WHICH IS A PREREQUISITE FOR A COURSE THAT HE OR SHE HAS ALREADY SUCCESSFULLY COMPLETED.

TO REPLACE A GRADE, THE STUDENT MUST COMPLETE A GRADE REPLACEMENT FORM, HAVE IT SIGNED BY HIS OR HER DEAN/DEPARTMENT CHAIR, AND REGISTER FOR THE COURSE DURING THE REGISTRATION PERIOD. ALTHOUGH THE ORIGINAL GRADE WILL NOT BE USED IN DETERMINING THE GRADE POINT AVERAGE OF THE STUDENT, THE ORIGINAL GRADE WILL REMAIN ON THE STUDENT'S PERMANENT ACADEMIC RECORD. THE REPLACEMENT GRADE, OR LAST GRADE, STANDS. STUDENTS RECEIVING AN F ON THE REPLACEMENT GRADE MUST REPEAT THE COURSE IF CREDIT IS REQUIRED FOR GRADUATION. IN THE EVENT THAT THE ORIGINAL GRADE WAS A D, NO ADDITIONAL CREDIT HOURS WILL BE AWARDED.

EFFECTIVE DATE: FOR COURSES ORIGINALLY TAKEN FALL 1994 AND THEREAFTER."

FACULTY AFFAIRS COMMITTEE REPORT

EXTENDED DEFINITION OF PERSONAL MALICE

Be it resolved that it is the policy of East Carolina University that an individual's sexual orientation is not relevant to valid University decision making and, when it is so used, is an act of personal malice, as defined by the University of North Carolina General Administration Memorandum of August 2, 1993 (see below).

Excerpt from Report of Committee on Personnel and Tenure,
Adopted by the Board of Governors, March 9, 1990.

"Both parties to this appeal acknowledge that neither the Code of The University of North Carolina nor the tenure regulations define "personal malice." Thus, in responding to this appeal, we are called upon to provide an interpretation of the relevant section of the Code.

Section 604B of the Code provides:

In no event shall a decision not to reappoint a faculty member be based upon (a) the exercise by the faculty member of rights guaranteed by the First Amendment to the United States Constitution, or by Article I of the North Carolina Constitution, or (b) discrimination based upon the faculty member's race, sex, religion, or national origin or (c) personal malice.

The tenure regulations of the constituent institutions, as approved by the Board of Governors, incorporate that prohibition verbatim. Those regulations also state, uniformly, that the decision whether to reappoint may be based on any factor considered relevant to institutional interests. Thus, institutional discretion in such decision making is limited only by the Board requirement that the decision not be based on one or more of the three specifically identified impermissible considerations.

The three prohibited grounds for decision are identical in their basis rationale. Each deals with a cause-and-effect relationship between an improper motivation and the denial of an employment opportunity. Each deals with decision making based on considerations that are not relevant in evaluating employee performance. Thus, a nonreappointment decision shall not be used to retaliate against an employee for exercising constitutional rights of free speech; a nonreappointment decisions shall not be used to discriminate on the basis of race, sex, religion, or national origin; and a nonreappointment decision shall not be used as the medium for expressing feelings of personal malice.

As used in the Code, the term "personal malice" means dislike, animosity, ill-will, or hatred based on personal characteristics, traits, or circumstances of an individual that are not relevant to valid University decision making. Having separately dealt with matters of race, sex, religion, and national origin, this particular Code provision simply goes on to state that other personal factors similarly may be outside the scope of proper consideration. Thus, to identify but a few possibilities, personnel decisions based on negative reactions to an employee's anatomical features, marital status or social acquaintances are intrinsically suspect.

While the terms "ill-will", "dislike", "hatred", and "malevolence" may connote different degrees of antipathy, such distinctions make no difference in applying the fundamental rationale of the Board's prohibition. Any degree of negative feeling toward a candidate based on irrelevant personal factors, regardless of the intensity of that feeling, is an improper basis for decision making."

FACULTY AFFAIRS COMMITTEE REPORT

PROPOSED REVISIONS TO THE *FACULTY MANUAL*, APPENDIX C, NEWLY REVISED APPENDIX D (PENDING BOARD OF GOVERNORS' APPROVAL), AND NEWLY APPROVED APPENDIX L (BOARD OF TRUSTEES APPROVAL, JULY, 1993) IN RESPONSE TO ADMINISTRATIVE MEMORANDUM #338.

(All **additions** are noted in bold print.)

Board of Governors requirement 1.a., Mission statements, tenure policies and criteria for making faculty personnel decisions shall give explicit recognition to the primary importance of teaching.

Appendix C, I.C., page C-1.

After:

3. Service to the university, the profession, and the community.

Insert:

East Carolina University explicitly recognizes the primary importance of teaching.

Appendix C, Section III, page C-4, last paragraph:

Replace:

The relative weight given to teaching effectiveness, research/creative activity, and service in personnel decision shall be determined by each unit code. In no case, however, shall service be weighed more heavily than either teaching effectiveness or research/creative activity.

with:

The relative weight given to teaching effectiveness, research/creative activity, and service in **faculty evaluations** shall be determined by each unit code. **Teaching shall be given greater weight than research/creative activity or service. Service shall not be given greater weight than research/creative activity.**

Appendix D, I. B. 2., page D-1.

Replace:

2. Conferral of permanent tenure shall be based on the faculty member's demonstrated professional competence, potential for future contributions, and the institution's needs and resources. Permanent tenure is independent of promotion but sound academic practice supports the concept that an assistant professor eligible for tenure should qualify for promotion to associate professor.

with:

2. Conferral of permanent tenure shall be based on the faculty member's demonstrated professional competence **in teaching, research and creative activity and service**, potential for future contributions, and the institution's needs and resources. **While neither teaching nor research and creative activity nor service is the sole measure of a faculty member's competence and contribution, teaching is the first consideration.** Permanent tenure is independent of promotion but sound academic practice supports the concept that an assistant professor eligible for tenure should qualify for promotion to associate professor.

Board of Governors requirements 1.b.1 and 2., Criteria for evaluation of faculty performance shall be provided in writing and discussed before initial employment, at the beginning of the first term of employment, and in the year of a reappointment or tenure decision. A record of the discussion shall be placed in the individual's personnel file.

Appendix C, Section III, page C-4.

Replace:

The unit administrator's annual performance evaluation of faculty members shall employ criteria approved by the unit and by the vice chancellor for academic affairs, the vice chancellor for health sciences, or the vice chancellor for student life, as appropriate, which shall be based upon that year's assigned duties and responsibilities (except. as earlier noted, for the previous year's Spring semester survey of student opinion) and shall take into account the nature of the assignments in terms of

with:

The unit administrator's annual performance evaluation of faculty members shall employ **the criteria contained in the unit code approved by the chancellor (see Appendix L, Section B)**. The evaluation shall be based upon that year's assigned duties and responsibilities (except. as earlier noted, for the previous year's Spring semester survey of student opinion) and shall **consider:**

Appendix C, Section III, between (c) and (d), p. C-3/C-4.

Insert:

(d) In the case of faculty members with probationary period appointments, a record of this discussion shall be placed in the faculty member's personnel file.

Appendix C, Section II.E., page C-3, first paragraph.

Insert between sentence one and sentence two:

Criteria for evaluation of faculty performance shall be provided in writing and discussed before initial employment. A record of this discussion shall be placed in the faculty member's personnel file.

Appendix C, Section IV, page C-5, 1st paragraph,

Replace:

. . . Evaluation of faculty for purposes of promotion shall be governed in each unit by regulations established in an under the units code of operations subject to *Appendix C*. With the approval of the vice chancellor for academic affairs, the vice chancellor for health sciences and dean of the School of Medicine, and the vice chancellor for student life, as appropriate, specific regulations governing evaluation of faculty for purposes of promotion may vary from unit to unit. As a minimum each unit shall

with:

. . . Evaluation of faculty for purposes of promotion **shall accord with the regulations established in accordance with the unit code and shall employ the criteria contained in the unit code approved by the chancellor (see Appendix L, Section B)**. Specific regulations and criteria governing evaluation of faculty for purposes of promotion may vary from unit to unit. As a minimum each unit shall

Appendix C, Section IV, page C-5,

In the first sentence of the paragraph that begins "Although other established . . ."

Delete the first seven words so that the existing sentence reads:

"Promotion shall be based upon the faculty member's total demonstrated professional competence and achievement.

Delete "Section III D.4." so that the next sentence reads:

Procedures to be followed for promotion are found in Appendix D.

Appendix D, Section II.A.3., page D-2.

Insert between the first two sentences of the paragraph under II.A.3.:

Prior to initial appointment, at the beginning of the first term of employment, and in the year of a reappointment or tenure decision, criteria for evaluating faculty performance shall be discussed with the faculty member and a record of the discussion placed in the faculty member's personnel file.

Appendix D, Section II.B.2., page D-4, insert after the sentence ending . . . and is prohibited.

Any faculty member employed in a fixed-term position shall be evaluated in accordance with the provisions for faculty evaluation contained in Appendix C prior to being re-employed.

Appendix L, Section C., Development, Screening, and Implementation of Unit Codes, Sub-section 1. (The new **Appendix L** was approved by the ECU Board of Trustees July 2, 1993.)

Add to the end of the single paragraph constituting sub-section 1:

In the College of Arts and Sciences and in those Professional Schools electing to organize into self-governing, autonomous units at the department level, codes shall be submitted to the appropriate dean for advice prior to submission to the Faculty Senate. After consultation with the appropriate vice chancellor the chancellor shall ratify a code or shall return the code document to the code unit for revision and appropriate approval.

Appendix L, Section C., Development, Screening, and Implementation of Unit Codes, Sub-section 3.

Replace:

(e) a section that addresses relative weights and regulations that govern evaluation of faculty for promotions (see Appendix C)

with:

(e) a section that states regulations, criteria, and weights governing the evaluation of faculty members annually and otherwise for all personnel actions, including recommendations for merit awards, reappointment, promotion, and the award of permanent tenure (see Appendices C and D).

Board of Governors requirement 1.c., Procedures for faculty evaluation shall include both student evaluations and peer review at regular intervals. There shall be classroom observation with feedback for new and tenure-track faculty members.

Appendix C, Section III, beginning with (a), page C-4.

Replace:

In addition, the following may be used:

- (1) peer evaluation, employing written procedures approved by the chancellor,
- (2) procedures provided for in unit codes when recommended by the Faculty Senate and approved by the chancellor.

with:

(2) formal methods of peer review, including direct observation of the classroom teaching of new and tenure-track faculty,

(3) procedures provided for in unit codes.

Appendix D, IV.F.2.d, p. D-11.

Replace:

d. Teaching portfolio

The teaching portfolio shall include the results of the university administered student opinion of instruction survey, including unit and university norms, and other evidence of teaching effectiveness such as classroom observation, analysis of instructional materials, and measures of student achievement over the period of time appropriate to the decision. When a unit has its own formal process of evaluating instruction, results of this process will be included at least in summary form.

with:

d. Teaching portfolio

The teaching portfolio shall include the results of the university administered student opinion of instruction survey, including unit and university norms, **the results of unit peer review**, and other evidence of teaching effectiveness such as classroom observation, analysis of instructional materials, and measures of student achievement over the period of time appropriate to the decision. When a unit has its own formal process of evaluating instruction, results of this process **shall be** included at least in summary form.

FACULTY GOVERNANCE COMMITTEE REPORT

PROPOSED REVISIONS TO *APPENDIX A*, FACULTY CONSTITUTION AND BY-LAWS

Replace the second and third paragraph of Appendix A, Section V. Organization of the Faculty Senate, with the following (additions are noted in **bold** print and deletions are noted in ~~strike through~~):

"The number of elected Faculty Senators shall not exceed ~~52~~ **58** nor be fewer than ~~44~~ **52**. Prior to the election in the spring of each academic year, the ratio of faculty members to elected Faculty Senators will be determined by the Chair, Vice Chair, and the Secretary. The number of faculty within each department/school will be gathered from part of a personnel data file that is prepared and submitted to the UNC General Administration by the Department of Planning and Institutional Research in November of each year. Each electoral unit represented will then be informed as to the number of elected Faculty Senators to which that electoral unit is entitled. No electoral unit will be allocated more than ~~ten~~ **15** percent of the elected Faculty Senate members. Electoral units for the purpose of this constitution shall be the various professional schools, ~~the Division of Continuing Education and Summer School~~, Academic Library Services, Health Sciences Library, and the departments of the College of Arts and Sciences. In the event that an electoral unit must reduce its existing number of Faculty Senators, it shall do so by following democratic procedures.

Each department of the College of Arts and Sciences shall have at least one elected Faculty Senator and will elect its Faculty Senator as an electoral unit. The various professional schools, ~~the Division of Continuing Education and Summer School~~, Academic Library Services, Health Sciences Library, and the departments of the College of Arts and Sciences will have at least one elected Faculty Senator. Each school may choose to elect its Senators from the school as a whole or in the alternate manner described as follows. Each department within the school shall be allowed to nominate the number (less the number whose terms are not expired) to which it would be entitled if it were considered as a separate electoral unit. The persons nominated by each department shall be placed on a ballot for the election of the number allotted to the electoral unit by the faculty of the electoral unit."

Replace Subheading E. of the By-Laws, Section I. Attendance, Seating, and Participation, with the following (additions are noted in **bold** print and deletions are noted in ~~strike through~~):

"E. Each **electoral** unit of the University may elect a **number of alternate representatives equal to its allotment of Senators, not to exceed the unit's number of apportioned Senators.** ~~one alternate representative to the Faculty Senate, said alternate being elected in the same manner as Faculty Senators and serve until the time of the next election within the unit. Those units that have more than one Senator may elect two alternates.~~ If more than one alternate is elected, they should be elected to two-year staggered terms. ~~Thereafter,~~ The alternate(s) will be elected **in the same manner as Faculty Senators** at the time of regular election of ~~Faculty~~ Senators, and will serve for a two-year term. "

HONORS PROGRAM COMMITTEE REPORT

GUIDELINES FOR UNDERGRADUATE HONORS PROGRAM SEMINARS

The following is requested of individual faculty who submit new seminar proposals for approval. These suggestions are intended to improve and facilitate Honors Program Committee members' understanding of new seminar proposals in order that rapid approval can be obtained for the faculty member who proposes the new seminar.

1. Submit the course proposal a full year in advance of the offering. For example, submit by March 1994 for Spring 1995 courses and by October 1994 for Fall 1995 offerings. In other words, submit by March for the following spring semester and by October for the following fall semester.

**Course proposals for Fall 1994
should be submitted by January 22, 1994.**

2. Do one of the following:

Appear at the Honors Program Committee meeting, at the time that you submit the proposal to describe the seminar and help committee members understand it in the event there are questions. This personal appearance will hasten seminar approval. A specific time slot will be assigned to prevent the proposer from sitting through the entire committee meeting.

OR

Use the standard course proposal form. Submit 15 copies of your course proposal (to the Faculty Senate office, 140 Rawl Annex) in advance of your appearance at the Honors Program Committee meeting for inclusion with the minutes of the previous meeting and the agenda for the next meeting. This will entail the proposer submitting the course proposal one month prior to the October or March deadline.

TEACHING EFFECTIVENESS COMMITTEE REPORT

PROPOSED PEER REVIEW PROCEDURES AND INSTRUMENT

The University of North Carolina Board of Governors has recently mandated peer observation of teaching for all new and non tenured faculty. On September 10, the Board of Governors approved the following statement "... that peer review of faculty includes direct observation of the classroom teaching of new and non tenured faculty and of graduate teaching assistants...". The following information is the Teaching Effectiveness Committee's recommendation for the procedures and instrument to conduct those observations.

The Teaching Effectiveness Committee recommends these procedures and the attached instrument with the following caveats:

- 1) that the instrument and procedures be used to assess and improve teaching;
- 2) that all observers be trained to evaluate teaching through special sessions to be designed and implemented later;
- 3) that the Chancellor appoint a committee of no fewer than three members to do a three year validation study on this instrument, the results of which may necessitate additions and/or deletions in the procedures and/or instrument; and
- 4) that departments have the option of selecting other instruments and procedures which would be approved by the appropriate vice chancellor.

Further, in accordance with the spirit of multiple evaluation procedures, we recommend that the professor supplement the results of the observations with any additional appropriate evidence of effective teaching such as portfolios, student evaluations, etc.

TRAINING OUTLINE

- I. Observation/Documentation
 - A. Clarification of categories and items.
 - B. Methods of documenting what is observed.
 - C. Practice documentation.
 - D. Analysis of observed/documented behaviors.
- II. Conferences
 - A. Pre-conference.
 1. Interview guide
 2. Scheduling
 - B. Post-conference.
 1. Interview guide
 2. Giving and receiving feedback
 - C. Faculty Development Plan.
- III. Procedures for Observation

PROCEDURES FOR PEER OBSERVATION

1. Two observers per observation.
 - A. One trained observer to be selected by the professor's department chair and/or personnel committee.
 - B. One trained observer selected by the professor.

2. Selection of trained observers.
All tenured faculty in a department shall have the opportunity to be trained.

- NOTES:
1. All observers must complete training.
 2. The most suitable observers are faculty who are attentive to details, highly organized, and active listeners.
 3. Where possible the observers shall come from the department/discipline of the faculty member being observed.

3. Observation cycle (minimum).
 - A. During the professor's first year -- two observations with feedback.
 - B. During the professor's fourth year -- two observations with feedback.
4. Observation procedures.
 - A. Pre-observation conference (observers and professor).
 1. Professor provides observers with copies of handouts and a list of materials to be used during class plus a current syllabus and any other pertinent information.
 2. Observer selected by professor provides a self-evaluation form to professor.
 - B. Schedule and course selection.
 1. Professor chooses the classes to be observed.
 2. Observers coordinate a date/time for the observation.
 - C. Post-observation conference (within 5 working days of observation with both observers).
 1. Go over observation and self-evaluation.
 2. Discuss strengths, any needs for improvements, and search for strategies to improve.
 3. Write a Faculty Development Plan.

Attached is a sample copy of a Peer Review Instrument.

Professor _____

Class _____

Time _____

of Students _____

**EAST CAROLINA PEER OBSERVATION OF TEACHING INSTRUMENT
FOR NON TENURED AND FIXED TERM FACULTY
(Peer Version)**

Using the items below, record your observations. Your mark(s) on or somewhere between the distinctions "does well" and "needs improvement" should indicate what overall assessment for the category is assigned.

Category 1: Organization

	needs improvement		does well	NA/VO
--begins class on time in an orderly, organized fashion				
--clearly states the goal or objective for the period				
--reviews prior class material to prepare students for the content to be covered				
--summarizes and distills main points at the end of class				
--presents topics in logical sequence and flow				
* _____				

Comments: _____

Category 2: Content

	needs improvement		does well	NA/VO
--selects examples relevant to student experiences/course content				
--presents up to date developments in the field				
--answers student questions clearly and directly				
--demonstrates command of subject matter				
* _____				
* _____				

Comments: _____

Category 5: Active Learning (labs, PE activities, clinics, etc.) OPTIONAL

	needs improvement	does well	NA/VO
clearly explains directions or procedures			
--has materials and equipment necessary to complete the activity readily available			
--careful safety supervision is obvious			
--allows sufficient time for completion			
* _____			
* _____			

Comments: _____

* Optional additional criteria to be determined by department

NA/VO - not applicable/unable to observe

Observer _____ Date _____ Time in _____ Time out _____

Areas of Strength:

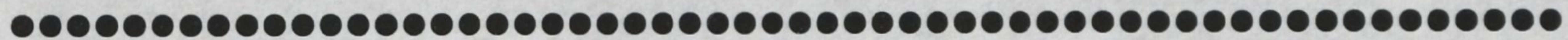
Areas to consider for Faculty Development Plan

UNIT CODE SCREENING COMMITTEE REPORT

PROPOSED REVISION TO UNIT CODE REVIEW PROCEDURE

The Unit Code Screening Committee requests the Faculty Senate's approval of a change in the committee procedures when reviewing unit codes.

The Unit Code Screening Committee recommends that they be allowed to approve amendment(s) to a unit code of operations and send the amendment(s) forward to the Faculty Senate as amendment(s) to the unit code.



OBSERVANCE OF MARTIN LUTHER KING, JR.'S BIRTHDAY

- WHEREAS, East Carolina University observes the nationally celebrated birthday of Dr. Martin Luther King, Jr. and
- WHEREAS, a University-wide MLK Committee has been formed to plan and coordinate campus activities for students, interested faculty, administrators, and the general public; and
- WHEREAS, the special focus for 1994 is on Dr. King's vision of human rights, world peace, and the struggle for human diversity; and
- WHEREAS, the Committee feels that the planned activities are commensurate with the University's broad educational mission and "Basic Goals," set forth in the final report of the strategic planning advisory group, entitled "Strategies for Distinction," as well as the fundamental objectives of its current task force on diversity; and
- WHEREAS, a memorandum has already been circulated to apprise the faculty and staff of the activities planned for the 1994 observance of Dr. King's birthday; and
- WHEREAS, these activities include a candlelight march, scholarly lectures, residence hall programs, and a wish board for peace;

THEREFORE BE IT RESOLVED, that the Faculty Senate of East Carolina University adopt this resolution as an official statement of faculty support for the work of the MLK Planning Committee and its 1994 theme: "ECU Observes Dr. Martin Luther King, Jr.'s Birthday: A Commitment to Human Rights and World Peace."