THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Office of Faculty Governance

October 14, 2011

Meeting of the Faculty Council

Friday, October 14, 2011
3:00 p.m.
Hitchcock Multipurpose Room
Sonja Haynes Stone Center for Black Culture and History

Chancellor Holden Thorp and Professor Jan Boxill, Chair of the Faculty, presiding

Agenda

⌐:00 Chancellor's Remarks and Question Period

- Chancellor Holden Thorp

3:20 Provost's Remarks and Question Period

- Provost Bruce Carney

3:40 Chair of the Faculty's Remarks

- Prof. Jan Boxill

3:50 Invited Guest: Dr. Bettina Shuford, Associate Vice Chancellor for Student Affairs

- Handout: **DHRL Opportunities for Faculty Engagement with Students**

3:55 Announcement from Provost's Task Force on the Stewardship of Digital Research Data

- Prof. Tom Carsey, Director, Odum Institute for Research in Social Science

4:00 Vote: **Resolution 2011-5. On Extending the Time for Evaluation of the Priority Registration Policy**

- Prof. Andrea Biddle, Chair, Educational Policy Committee

4:05 Discussion: **Final Report of the Educational Policy Committee/Committee on Student Conduct "Honor Subcommittee"**

* Prof. Jay Smith, Chair, Honor Subcommittee

4:45 Informational Presentation: **New Communication Technologies Funding Model and Transition to New Phone Technology** (PowerPoint); **New Communication Technologies Funding Model and Transition to New Phone Technology** (.pdf version)

* Mr. Larry Conrad, Vice Chancellor for Information Technology and Chief Information Officer
* Respondent: Prof. Leslie Parise (Biochemistry/Faculty Executive Committee)
* Additional materials: **ITS Annual Report Handout (Abbreviated)** and **ITS Annual Report (Full Version)**

4:55 Vote: **2012 Distinguished Alumnus/a Award Nominees** (Closed Session; ONYEN login required for Council members to access these materials)

* Prof. Joseph Ferrell, Secretary of the Faculty, on behalf of the Committee on Honorary Degrees and Special Awards

5:00 Adjourn

Minutes

JOURNAL OF PROCEEDINGS OF THE FACULTY COUNCIL

October 14, 2011

⊥ne Faculty Council of the University of North Carolina at Chapel Hill convened October 14, 2011, at 3:00 p.m. in the Hitchcock Multipurpose Room of the Sonja Haynes Stone Center for Black Culture and History. The following 53 members attended: Bachenheimer, Bagnell, Balaban, Boulton, Boxill, Brice, Bulik, Cavin, Chambers, Cohen, Copenhaver, Eaker-Rich, Earp, Gerhardt, Grabowski, Grinias, Guskiewicz, Hackman, Hayslett, Hill, Hodges, Irons, Ives, Janken, Koomen, Kramer, Linden, Lothspeich, Lund, Mayer, Milano, Miller, Moracco, Morse, Nelson, Olcott, O'Shaughnessey, Palmer, Parise, Parreiras, Persky, Powers, Reiter, Renner, Rodgers, Spagnoli, Steponaitis, Stewart, Swogger, Szypszak, Thrailkill, Tisdale, and Webster-Cyriaque.

Call to Order

Chancellor Holden Thorp called the Council to order at 3:00 p.m.

Chancellor's Remarks and Question Period

Chancellor Thorp introduced Mr. Lawrence R. (Bubba) Cunningham who will begin work as director of athletics on November 14, 2011. The chancellor said that Mr. Cunningham had demonstrated in his previous positions at the University of Tulsa and Notre Dame that he understands the proper role intercollegiate athletics in the life of the university. Mr. Cunningham spoke about his experience in higher education and of s family background. His father was a public school principal and his mother an English teacher.

Chancellor Thorp said that the University Day Convocation had been a great success, and that he is happy working with UNC System President Tom Ross, whom he characterized as a "strong leader." He mentioned

the dedication on University Day of a marker commemorating student resistance to the Speaker Ban legislation of the 1960s. The marker is located on the north edge of McCorkle Place at the site of a speech organized by student leaders in defiance of the law. The speakers would have violated the law by speaking on mpus, so they stood on the public sidewalk and addressed a large assemblage of students, faculty, and staff gathered on the University side of the low rock wall. The chancellor said that it had been decided to list on the marker only the names of those students who joined as plaintiffs in the lawsuit that eventually overturned the law as an unconstitutional abridgement of the First Amendment.

The chancellor announced the posting of his annual address about the state of the university on the Chancellor's website. He said there is a long version and short version with a video that highlights successes with grants and scholarships and discusses Carolina's strategy for coping with state budget cuts. He pointed out that in the past few years Carolina has lost 556 class sections, and in recent months we have been unsuccessful in retaining 110 faculty members out of 200 who have gotten written offers from other institutions. To raise more revenue for faculty retention and resources, we will be looking a tuition increase. Although that is an undesirable alternative, he said, we must be attentive to the fact that three years of budget cuts have placed our academic reputation at risk.

Chancellor Thorp said that he will be working hard during the upcoming "short" session of the legislature to make a case for faculty and staff raises. The last general increase was four years ago. He thought the prospects are encouraging due to reports of good state revenue collections in the most recent report.

Prof. Ken Janken (Afro and African American Studies) expressed his disapproval of the expansion of the tlantic Coast Conference to include Syracuse and Pittsburg. He said the expansion will increase the amount of travel and out-of-class time for student-athletes, especially those on non-revenue teams, and will dilute even further our traditional rivalries with sister in-state institutions. He acknowledged that the expansion will generate more revenue from lucrative television contracts and it may provide more TV viewing options for fans of generic college football and men's basketball, but he asserted that it adds nothing of value for fans of our university's teams. He said he does not share Chancellor Thorp's enthusiasm for a "big-time" football program. He asked for comment on whether the expansion will increase the cost of operating the Athletics Department and whether they is any connection between that and a recent proposed increase in the student athletics fee.

Chancellor Thorp responded that Syracuse and Pittsburg are peer institutions that share our view of the proper balance between athletics and academics, and that the Athletics Department has devised team schedules that do not increase the amount of travel time. He said that any increased costs would be offset by higher revenues, and that he does not anticipate that conference expansion will entail big changes for the Olympic sports.

Prof. Vin Steponaitis (Anthropology) asked if there are positive reasons for expansion other than increased revenue.

Chancellor Thorp responded that the ACC is already a strong league from the standpoint of academic putation. He cited Duke, Virginia, Maryland, and now Syracuse and Pittsburg as examples.

Prof. Lloyd Kramer (History) expressed concern about the impact on graduate students of the proposed increase in the student athletic fee. He pointed out that graduate students' stipends have been frozen for 3

years, and that they are already paying about $1,800 annually in fees. He asked whether graduate students could be exempted from the proposed increase.

Chancellor Thorp responded that many graduate students are avid Carolina sports fans. He said that the Chancellor's Cabinet has been discussing how to manage the impact of increased tuition and fees on graduate students whose stipends have been frozen, but he felt that the proposed fee increase now on the table is not unreasonable.

Provost's Remarks and Question Period

Provost Bruce Carney reported that interviews with finalists for the position of vice provost for multicultural affairs and diversity are nearing an end.

The provost said that student fees will not be increasing dramatically this year; four proposals to increase fees have already failed. However, tuition will be increased by the maximum allowable 6 percent. He said that everyone is beginning to understand the consequences of the budget challenges that Carolina is facing. He said that an undergraduate student had remarked that Carolina must keep the promise of quality education and experiences beyond the classroom. The provost noted that *The Daily Tar Heel* has come out in favor of tuition increases to preserve educational quality. That came as a pleasant surprise to President Tom Ross, he said.

Chair of the Faculty's Remarks

Chair of the Faculty Jan Boxill welcomed Bubba Cunningham as new athletics director. She thanked the members of the search committee and others who provided input. She said she is confident we have found the right person for this position. Prof. Boxill gave special thanks to Dick Baddour, a good friend and colleague, who will be helping with the transition. She announced a Faculty Council athletics forum on Wednesday, November 2, in the Anne Queen Faculty Commons beginning at 3:30 p.m. to discuss the roles of the director of athletics, the faculty athletics representative, and the Faculty Athletics Committee.

Prof. Boxill updated the Council on her progress in reactivating the Faculty Honor System Advisory Committee. She has appointed five faculty members to the committee, which will be chaired by Sr. Lecturer Donna Lefebvre (Political Science). She is now contacting colleagues to participate in the Honor System Task Force, which will be charged to undertake a comprehensive review of the Honor System, building on the study recently conducted by the Educational Policy Committee.

Invited Guest: Dr. Bettina Shuford, Associate Vice Chancellor for Student Affairs

Dr. Bettina Shuford, associate vice chancellor for student affairs, introduced herself to the Council, noting that she has been at Carolina for six months. She said that she is happy to be back in North Carolina, her native state. Her role is to provide leadership around student life issues and to create opportunities for students to make connections with things they are learning in the classroom. Dr. Shuford said that she wants to partner with faculty to find ways to make these connections. She is happy to see in the General Education curriculum ı emphasis on making critical connections through seminars, undergraduate research, learning communities in residence halls, the Campus Y, community work, and leadership opportunities.

Prof. Victor Schoenbach (Epidemiology) asked if there were any Student Affairs initiatives that focus on

graduate and professional students.

Dr. Shuford answered that there have been workshops on financial literacy but that her office has only recently begun to focus on graduate student activities.

Prof. Greg Copenhaver (Biology) pointed out that the Scholars at Risk Program could be a good resource for the Scholars in Residence Program.

Announcement from Provost's Task Force on Stewardship of Digital Research Data

Prof. Tom Carsey (Political Science), director of the Odum Institute for Research in Social Science and a member of the Provost's Task Force on Stewardship of Digital Research Data, spoke of the work of the task force, which is charged with developing recommendations for long-term and short-term approaches to handling research data. He said that the task force will soon be distributing a survey to the faculty in an effort to gather information about the nature and extent of digital data being gathered here. He urged the faculty to respond to the survey.

Extending the Time for Evaluation of Priority Registration

Prof. Andrea Biddle (Education), chair of the Educational Policy Committee, reported that the committee needs more time to complete its evaluation of the Priority Registration Policy. She submitted a resolution to that effect on behalf of the committee. The resolution was adopted without dissent and is ordered enrolled as Resolution 2011-5.

nal Report of the Education Policy Committee Subcommittee on Student Conduct

Prof. Boxill introduced Prof. Jay Smith (History), chair of a subcommittee of the Educational Policy Committee that has been working issues related to the Honor System.

Prof. Smith gave a short overview of the report of the Honor Court Subcommittee. He said that, contrary to assertions in the public press linking the report to recent events related to the NCAA investigation of the football program, the subcommittee began its work in 2009 with a survey designed to elicit faculty attitudes toward and experiences with the Honor System. The survey was distributed in 2010. Based on the results of the survey, the subcommittee developed a set of recommendations for improving the Honor System. These recommendations are intended to accomplish three broad goals: 1) to achieve greater efficiency and communication among the Honor Court, faculty who lodge complaints, and the university community as a whole; 2) to achieve reforms that empower both faculty and students; and 3) to encourage more regular and vigorous contributions to the system by the faculty. The subcommittee's report urges faculty members to make themselves available for hearings boards, to devote classroom time to discussions of intellectual honesty, to accept service on the Committee on Student Conduct, to serve on the Faculty Honor System Advisory Committee, and to participate in hearings. He said faculty should devote more time, energy and attention to the Honor System and in return, they will have greater confidence in the system.

of. Greg Copenhaver (Biology) said that a recent discussion of the report by the Faculty Executive Committee revealed concern that the Honor System is currently entirely funded by student fees and is dependent on annual appropriations by the Student Legislature. He said that the Executive Committee felt that the source of funding should be more stable than that. He also reported that the Executive Committee

was supportive of providing broader sanctions, but had some concern that expanding the available sanctions could lead to inconsistency in punishments meted out for similar offenses.

Prof. Smith replied that he supports continuing to fund the Honor System from student fees. He said that the subcommittee felt that the real issue is not the source of funding but predictability and adequacy.

Mr. Jim Grinias (Graduate Student Representative) said that at his undergraduate institution he had been required to sign an honor pledge and was regularly made aware of responsibilities it entailed. He asked whether Carolina students are required to sign a written pledge.

Dean of Students Jonathan Sauls replied that these issues identified in the report have been the subject of much discussion over the years. He said that students do not think monolithically about the honor system and many faculty do not communicate effectively about what they consider to be cheating.

Prof. Deborah Mayer (Nursing) said that she includes a summary of the Honor Code on each course syllabus, but she is not sure if this is universal practice.

Prof. Vin Steponaitis (Anthropology) asked if the subcommittee got feedback on how students feel about the honor system. Prof. Smith replied that the survey had reached only the faculty, but the subcommittee has plans to survey students in the future.

Prof. Beverly Foster (Nursing), a former chair of the Educational Policy Committee, said that the survey was developed with student representation. The intent was that student input would come after the summary of the findings. Because the survey was designed to capture faculty sentiment, there was not as much student input as there would have been otherwise.

Prof. Victor Schoenbach (Epidemiology) said that privacy considerations are so strong with regard to student information that most people do not know what is going on in enforcement of the Honor Code. He felt that there should be feedback for departments because there is so little general knowledge about the prevalence of cheating. Because some academic programs emphasize collaborative work, he has found that students are often used to helping each other and feel that helping others is a moral duty. He said it is helpful to put violations in a broader context of corporate dishonesty and professional ethics violations.

Prof. Beth Moracco (Health Behavior & Health Education) pointed out that the survey shows strong support for the Honor System (over 70 percent approval), but the same percentage of respondents said they do not report cheating incidents. Instead, they resolve the issue directly with the student. This bypasses the Honor System and is probably not desirable. Prof. Smith agreed that the faculty-student resolution option should not be a way to circumvent the system.

Prof. Pamela Lothspeich (Asian Studies) said that there should be more incentives for faculty to report violations. The current perception is negative for two reasons: (1) repercussions to students who stand to incur suspension, and (2) repercussions to faculty who worry that a reputation for referring cheating incidents to the Honor Court will adversely affect student course evaluations. She said that she has reported cheating to the Honor Court on more than one occasion and each has been "an awful experience." She said that there is no incentive for a junior faculty member to report violations; rather, junior faculty observe that most of their senior colleagues do not report violations. She wondered if department chairs could be helpful in reversing this trend.

Prof. Andy Perrin (Sociology) pointed to 40 examples of negative experiences with the Honor System that were reported in the survey. He said that the majority of respondents expressed the view that the reputation of the Honor System is so bad that they will not participate in it. He emphasized that some department chairs discourage their faculty from using the system. He said that the subcommittee's recommendation merit close attention. He felt that the faculty needs to exercise more control over the system to ensure that students behave with honor in their academic work.

Dean Sauls replied that faculty members cite two opposing reasons for not reporting violations: they feel that the system is too harsh or that it is too lenient. There is no consensus among the faculty on this. He said that the faculty needs to understand the implications of changes in the system. He said he would be open to re-engaging in conversations about that but that he has found in the past that faculty members have profound philosophic disagreements that must be addressed first. Prof. Smith replied that if the faculty were structurally engaged in the system it might be possible to come to a philosophical agreement about its purposes and procedures.

Chair of the Faculty Jan Boxill reminded the Council that at the beginning of the fall term, she sent an email reminder to faculty to include the Honor Pledge on course syllabi. She said that the Honor System Task Force will seek student input going forward and that the Parr Center is sending a student to a conference on the ethics of academic honesty. The student will report back about what other universities are doing. She stressed that the Task Force does not want to take the Honor System away from the students and is not trying to undermine student authority over the system. Rather, the purpose is to improve the system.

New Communication Technologies Funding and Transition to New Telephone Technology

Vice Chancellor Larry Conrad explained the new model for funding communication technology. See the Appendix for an outline of his PowerPoint presentation.

Distinguished Alumna and Alumnus Awards for 2012

The Secretary of the Faculty moved that the Council go into closed session to consider a special report of the Committee on Honorary Degrees and Special Awards presenting nominees for Distinguished Alumna and Alumnus Awards to be presented on University Day 2012. The motion was adopted.

Prof. Ferrell, speaking on behalf of the committee, presented five nominees. Each nominee was approved.

Prof. Ferrell moved that the Council return to open session. The motion was adopted.

Adjournment

Its business having been completed, the Council adjourned at 5:05 p.m.

Respectfully submitted

Joseph S. Ferrell
    Secretary of the Faculty

Appendix A

New Communication Technologies Funding Model and Transition to New Phone Technology

Larry Conrad

October 14, 2011

Issues with Current Comm Tech Funding Model

- Based on phone service only...no networking charges
- Revenues generated from bundled voice/data charge
- Phone cost = $48.00/month...by comparison the NCSU cost for a phone is $8.00 per month
- Drives departments to remove phones, convert to cell phones or Skype...which is a loss of network infrastructure funding...but network use increases
- The entire cost is on department operating budgets
- No funding for student use (except in residence halls)
- No funding from UNC Hospitals
- No funding for capital refresh or network expansion

Issues with Current Phone Service

- Long term contract with AT&T expired the end of March, 2011
- That contract had punitive language governing removal of phone lines
- Have transitioned to the State of NC ITS AT&T contract for the duration of the migration to VoIP which allows us to ramp down without penalty
- Telephone technology has progressed to provide a viable and cost-effective data network based solution: Voice-over-IP (VoIP)
- Have signed an agreement with Verizon to transition to a VoIP solution over the next two years

Baseline Services–Redefined

- Core services – included in network infrastructure charge
- Wired connections
- Wireless connections
- Off-campus wireless connections
- VLANs and ACLs
- Access control
- Installing fiber and copper
- IP address assignment
- Domain name service
- NTP services
- Monitoring and addressing abnormal network activity

A-la-Carte Services–Redefined

- Optional services – charged on an a-la-carte basis
- Telephones and related services
- Off-campus wired connection
- Wireless refresh in advance of schedule

- Restricted VPN use
- Microwave transport
- Dedicated alarm lines
- Dark fiber and T1
- MetroEthernet
- Cable tv
- Point-to-point video transport

Process to Allocate Cost

- Need to provide $11.3 million/year for Core (network

Principles

- Charge on the basis of a % of total salaries
- Use by all member of the campus community – faculty, staff, students – should be paid for on an equitable basis
- Basic charge applicable to all users, with additional charges to special sub-groups
- Pie must be expanded, with no dramatic increases to departments in this budget environment
- Expansion ideally means new sources of revenue for departments as well as sources of revenue beyond departments
- A-la-carte services will pay for themselves

﹩ of Payroll Enlarges the Pie

- Charges to salary source, so direct charge to contracts and grants
- Historically, grants not charged
- Historically not in F&A rate base either
- $1.4 million reallocated to contracts and grants by this rate model based on current salary distributions
- Office of Research found other institutions directly charging contracts and grants for this
- Request to be allowed to direct charge contracts and grants has been submitted by the Office of Research

Funding Model Summary

- Departments – 0.54% x payroll
- Student fee – 0.54% x cost to educate
- 1/3 to 1/2 from reallocated or increased (E&)T fee
- Remainder from central University sources
- ResNet (Housing) – direct cost + overhead
- Affiliated entities (e.g., UNC Healthcare and GA) – as negotiated with each
- Building operating reserve – as appropriated by Legislature
- Capital project fee (non-recurring) – as charged to projects

Estimated Recurring Revenue Stream Transition Plan

- ITS produce a pro forma invoice for the new funding model and an actual invoice for the current model each month for every department
- Same practice as when other utility rate models change
- Allows orderly reallocation of funds among departments by Deans and/or Vice Chancellors
- Student E&T fee decision processed through student fee process that begins in August 2011 for the 2012-13 year
- VoIP Implementation defined and coordinated

2012-13

Implementation "Bottom Line"

- Phone line charge drops from $48/mo to $14.50/mo
- "Baseline" services are for the network, not the phone
- VoIP transition will begin this fall and is targeted for completion within two years
- New funding model will be effective July 1, 2012
- Pro-forma billing will begin this fall for the new funding model to give units information about their future billings

QUESTIONS?

Edit

Department of Housing and Residential Education Current Academic Initiatives
www.housing.unc.edu

Living-Learning Communities: Connection, Commitment, Citizenship
*denotes academic partnership or course requirement
- Thirteen programs focused on a variety topics:
    1. **The Carolina Experience:** first year experience and transition to Carolina (academic, social, cultural, service).
    2. ***Chinese House:** language fluency, cultural immersion, service to native population. **Asian Studies**
    3. ***The Connected Learning Program:** explore intellectual interests and personal passion through group projects led by peer mentors. **Johnston Center**
    4. **Men @ Carolina (M@C):** explore concepts of masculinity and leadership through awareness, advocacy, and accountability.
    5. **Religion as Explorative Learning in Our Community (RELIC):** educate students of all backgrounds on philosophies, religions, spiritualties, faiths, and ideas.
    6. ***Service and Leadership:** learn, reflect, integrate, and apply concepts of social justice, leadership, and service. **Anthropology**
    7. ***Spanish House:** language fluency, cultural immersion, service to native population. **Romance Languages**
    8. **Substance Free:** commitment to substance free lifestyle through the integration of the total mind, body, spirit connection.
    9. **Sustainability:** examine sustainability as a concept and way of life through the environment, activism, creativity, development, economy, education, personal, politics, and the justice system.
    10. **SYNC:** navigating the sophomore experience with a focus on academics, career, and leadership.
    11. ***Transfer United:** create seamless academic and social integration of junior transfer students (emphasis on community college transfers). **Undergraduate Retention**
    12. ***UNITAS:** explore sociocultural diversity by discovering similarities through differences. **Anthropology**
    13. ***Women Exploring Learning and Leadership (WELL):** leadership, learning, and community engagement around gender expression. Course requirement

Scholar in Residence
- Invites distinguished faculty and scholars to live in the residence halls and increase out of class learning opportunities.
- Scholars commit to serving 1 year or 1 semester, hosting programs, mentoring students, decreasing the barriers that exist between students and scholars.
- Scholars recruited via student nomination, departmental outreach, or visiting scholars.

Meals with Heels
- Created to increase student-faculty interactions and enhance relationships inside and outside of class.
- Check out a meal card to take faculty to breakfast or lunch at on-campus dining location, can occur in a group or as an individual.

Ways to Partner with DHRE Academic Initiatives

Living-Learning Communities
- Sponsor a class
- Serve on the advisory council
- Participate in shared research
- Graduate student internships
  - *Benefits:*
    - Increase enrollment in courses
    - Unique opportunities for majors
    - Potential to recruit new majors
    - Research opportunities
    - Graduate student recruitment tool
    - Service opportunities for tenure

Scholar in Residence
- Serve as a Scholar in Residence
- Nominate a Faculty member or Lecturer
- Partner with DHRE to host your Visiting Scholar
- Lecture Series
  - *Benefits:*
    - Faculty-Student Engagement
    - Free room and board for a year
    - Funding to host innovative programs
    - Recruitment tool for Visiting Scholars
    - Recruitment tool for new Faculty
    - Service opportunities for tenure
    - Program exposure to students

Meals with Heels
- Encourage faculty and lecturers to post information on their syllabi
- Encourage your students to use the program
- Join our list of Faculty participants
  - *Benefits:*
    - Faculty-Student engagement and mentorship
    - Increased satisfaction with courses
    - Can be used as a tool for students struggling academically

Want to learn more about these opportunities? Contact Annice Fisher, Assistant Director for Academic Collaboration & Assessment at fisherae@email.unc.edu

leave
HEELprint

Resolution 2011-5. On Extending the Time for Evaluation of the Priority Registration Policy.

The Faculty Council resolves:

Resolution 2007-13, adopted December 7, 2007, endorsed the recommendations of the Priority Registration Task Force calling for a formal policy on priority registration to be implemented by the University Registrar on a trial basis for a period of four years. After the trial period, the Registrar is directed to request that the Educational Policy Committee, in collaboration with the Faculty Council, review how well the policy is working and the Council is to recommend whether the policy should be continued as is, modified, or allowed to lapse.

The Educational Policy Committee has advised that it needs more time to complete its review of the Priority Registration Policy. Therefore, Resolution 2007-13 is hereby amended to call for evaluation of the Priority Registration Policy in time for any recommended modifications to be implemented no earlier than for the spring semester 2013 registration period.

Background
In the spring of 2009, after several faculty members had expressed dissatisfaction with their recent experiences in the Honor System (HS), representatives of the Educational Policy Committee (EPC) and the Committee on Student Conduct (COSC) met to discuss the policies and procedures of the Honor Court (HC) as well as the respective rights and responsibilities of faculty complainants and student adjudicators within the Honor System more broadly. That initial conversation, which involved faculty, students, and staff involved in the work of the two committees, produced more questions than answers and led ultimately to the development of a survey instrument that was intended to measure faculty knowledge about, and attitudes toward, the Honor System at UNC. In the spring of 2010, the EPC conducted the faculty survey via e-mail invitation sent to all University faculty and graduate instructors. A total of 577 individuals responded to the survey, and their responses—which took quantitative and qualitative forms— provided varying opinions and much food for thought. The survey data were shared with the members of the EPC in the fall semester of 2010.

In the spring semester of 2011, EPC Chair Andrea Biddle formed an ad hoc EPC subcommittee and asked it to analyze the faculty survey results and to draft a report on its findings, including any recommended changes to policies or procedures. The subcommittee consisted of Bev Foster and Jay Smith, who were helped along the way by the principal designer of the faculty survey, Andrew Perrin. In May of 2011, Bev Foster's term as an elected member of the EPC came to an end, but she agreed to stay on the honor survey subcommittee in her capacity as a member of the University Hearings Board (UHB), which hears appeals of HC decisions. In May the EPC also decided, in keeping with the collaborative spirit that had produced the faculty survey in the first place, to expand the honor survey subcommittee to include representatives from the Committee on Student Conduct (COSC) and the Emergency Evaluation and Action Committee (EEAC). Subsequently, Law School faculty member and Associate Dean Richard Myers (for COSC), Dean of Students Jonathan Sauls (for COSC), and Associate Dean for Advising Lee May (for EEAC) joined Jay Smith (EPC) and Bev Foster (UHB) to carry out the subcommittee's task of assessing faculty responses to the survey.

Each member of the subcommittee independently reviewed the faculty survey results, and the subcommittee met four times over the course of summer, 2011 to discuss their impressions, to find areas of agreement, and to develop recommendations for improving the procedures of the Honor System.

General Impressions
The subcommittee noted the relatively low participation rate of more senior members of the UNC faculty, but decided not to read too much into the inverse relationship between faculty seniority and degree of interest in the Honor System

survey.[1] The survey results pointed to a wide variety of opinions and a great range of experiences with the Honor System, and the subcommittee saw the sample as being large enough to be representative of faculty perspectives and concerns.

The quantitative indicators in the faculty survey suggest that strong majorities favor the UNC tradition of a student-led Honor System. When asked whether they agreed with the principle of a student-led system, 72% of respondents said yes. When asked whether they believe that an honor system provides the "proper" way of adjudicating cases of alleged academic dishonesty, 71% of respondents said yes. And when asked whether they agreed with the sanctions handed down by the HC after convictions for academic dishonesty in cases they themselves had initiated, a healthy majority of faculty—64%—said yes. These figures indicate that UNC's Honor System retains considerable faculty support, and that calls for its elimination represent "outlying" opinion.

Despite the broad consensus on large philosophical questions, however, there are many signs of faculty frustration and discontentment in the survey results. A sizable minority of roughly 25-30% of faculty expressed opposition to the Honor System as it currently functions. Contemptuous and dismissive comments that called into question the basic functionality of the Honor Court were plentiful. (A document that captures the wide range of opinions expressed about the Honor Court, from the strongly negative to the strongly positive, is appended to this report).

The existence of an image problem might help to explain one of the more surprising findings in the whole survey—evidence of the reluctance of many faculty to engage the Honor System at all. Among those who had encountered only one case of suspected academic dishonesty in the last 5 years, for example, 72% did not report the infraction to the Honor System. Those who had encountered multiple cases had only somewhat higher rates of reporting. For example, of those who had encountered five cases of suspected dishonesty (question #11 in the survey), 72% reported none of them and only one respondent out of 32 reported all 5. Only 49% of faculty indicated that they would be inclined to report a new infraction if it came to their attention.

---

[1] The figures that follow represent estimated response rates, since it is impossible to verify the number of faculty who actually received and read the e-mail invitation to provide input for the EPC survey. Based on the number of full-time faculty employed by the University in 2010-2011, however, the committee can affirm that roughly 11% of full professors responded to the survey, as compared to 17% for associate professors and 18.5% for assistant professors. (For faculty employment figures, collected by the Office for Institutional Research, see http://oira.unc.edu/facts-and-figures/faculty-and-staff-data/faculty-and-staff-data.html)

Responses indicated that whole departments and schools have developed a culture of avoidance with respect to the Honor System. Although no questions on the survey were designed to elicit feedback on department-wide perceptions and practices, there were at least nineteen unsolicited comments from faculty and graduate student instructors that point to the reality of wholesale avoidance of the Honor System. Some department/unit heads have discouraged junior faculty from reporting infractions; some professors do not allow or strongly discourage the reporting of misconduct suspected by their TA's; junior faculty report that they've been "gently" told by peers and colleagues not to bother with the Honor System; some units have a policy of running all suspected infractions through the Chair, who decides whether to "bother" with the judicial system. In addition, at least ten separate comments suggest that faculty in certain fields—foreign languages, mathematics, some of the sciences—have little faith that student judges have the capacity to understand and adjudicate the charges that might be brought against students enrolled in highly specialized courses.

The subcommittee concluded that the survey supports six general findings.

1) There is broad support for the tradition of the student-led Honor System, and much respect and appreciation for the students, staff, and faculty who give their time to the System.
2) The Honor System has nevertheless failed to achieve full faculty "buy-in."
3) More should be done to cultivate and sustain a strong sense of collective responsibility for, and "ownership" over, the values of honor and integrity at UNC.
4) The Honor System is perceived as cumbersome and therefore subject to human error.
5) Communications must be improved so that faculty are kept up to date and informed of the status and outcome of their cases and of their rights as complainants.
6) Across-the-board ignorance—of Honor System procedures on the part of faculty, and of the definition and modalities of plagiarism on the part of students and faculty alike—has contributed to many needless headaches and frustration for every constituency at the University.

To address procedural concerns with the Honor System, to increase the strength and vitality of our collective commitment to honesty and integrity at UNC, and to help the Honor System realize its full potential as both a pedagogical and an ethical instrument in the lives of students and the entire University community, the honor subcommittee recommends that EPC and COSC endorse the following twelve proposals, listed here under three broad headings:

Increasing faculty participation in and respect for the Honor System

- Have department/unit Chairs nominate two people each year who would be available for occasional service to the Honor System and the UHB (where HC appeals are heard); one of the two nominees could serve as the Honor

System representative at the unit level, available to provide guidance and answers for other faculty.

Rationale: By rotating membership on the UHB, faculty will develop a sense of ownership over, and greater familiarity with, Honor System procedures. Unit representatives will serve as valuable bearers of institutional memory and as information conduits for all participants in the system.

- Revive and reinvigorate the Faculty Honor System Advisory Committee charged to provide advice and guidance to the judicial officers in the System.

Rationale: Faculty frequently cited the HC's lack of expertise and specialized knowledge as a reason to distrust the Honor System. A robust faculty advisory committee, as set forth in section V. B of the Instrument for Student Judicial Governance, could preempt many problems in the initial sifting of evidence and the crafting of charges. The advisory committee, composed largely of experienced faculty with some knowledge of the System, could provide assistance in interpreting difficult-to-read evidence and in identifying cases that might require "expert" witnesses at HC hearings. This preliminary faculty guidance could be appropriate, for example, in cases of alleged cheating in some foreign language, math, or science classes; in cases where an accused student wishes to introduce a health issue as a mitigating factor in his/her behavior; and in cases that would have the potential to bring outside pressures to bear on the Court.

- Adopt a student-faculty resolution option that would enable an accusing faculty member and an accused student to arrive at a mutually agreeable penalty in certain cases of academic or non-academic misconduct. A range of acceptable "alternative resolutions" would need to be defined and affirmed by the Honor System, and the alleged infractions and outcomes would still need to be reported to the Honor System for the broad purpose of insuring equity across units.

Rationale: This reform would reduce an already heavy case load for the HC, it would helpfully empower faculty, and—provided the agreed-upon penalty fits within the acceptable parameters of the Honor System—it would open the way to a fair and just resolution of a case in a matter of hours or days rather than months.

- Improve communication between Honor System personnel and faculty, so that faculty are kept fully informed of their rights and prerogatives and fully abreast of developments in cases that concern them. Training documents and procedures should be altered to reflect the priority of clear communications.

Rationale: Communication breakdowns are a frequently cited problem in the faculty survey, one that contributes to a perception that the Honor System cannot always be

trusted. Although communication lapses undoubtedly also reflect resource shortages (see the next section), Honor System personnel should redouble their efforts to move efficiently through their case load and to explain any delays to both the accusing faculty and the accused student; weeks should not pass before the principals receive informative updates from the office of the student attorney general, and it should not be assumed that faculty understand the Honor System and their rights and responsibilities within it.

Providing tools and resources

- Funding for the Honor System should come from a separate budget line item and removed from the catch-all "Activities" category in the Student Fees collected by the University each year.

Rationale: The Honor System is now in the position of having to make its case to Student Congress each year for authorization to purchase paper clips, printer ink, and highlighters. Without a steady and dependable flow of resources, the personnel working in the Judicial Programs office have little hope of keeping up with their workload or of improving efficiencies and communication. At a University that values honor and integrity, as well as their enforcement, this situation is intolerable. Ideally, funding for the Honor System should be sufficient to defray the costs of the occasional new initiative—including, for example, the regular videotaping of Honor Court hearings.

- COSC should develop and make widely available a set of educational resources to acquaint faculty and the whole University community with the procedures and policies of the Honor System. These should include: an online video of a full HC hearing; an online tutorial that tells faculty and graduate students how to report an infraction, lays out the various steps in the investigative process, and provides information about hearings, verdicts, appeals, and the rights of complainants and the accused; and on online tutorial about the dangers of plagiarism.

Rationale: Evidence of misunderstanding and misinformation about the Honor System is quite abundant in the faculty survey, and this points to the unfortunate role of hearsay and rumor in contaminating faculty opinion. Exposure to the proceedings of a "typical" case, and instruction in the basic procedures of the System, would help to counteract unfounded rumors. In addition, greater awareness of the Honor System, and of the standards it requires, may actually reduce the incidence of student misconduct and relieve the time burden placed on System personnel.

- Faculty, course syllabi, instructional resources, and a portion of precious instructional time must be incorporated into a campus-wide and ongoing campaign against plagiarism and other forms of academic misconduct.

Rationale: Responses to the faculty survey showed that there is no commonly recognized definition of plagiarism even among faculty, and there are reasons to suppose that many UNC students do not fully understand either the concept of intellectual property or the line that separates acceptable collaboration/sharing from intellectual theft. A forceful, public, full-fledged campaign is called for, one that asks faculty to address and discuss in their classrooms the specific guidelines and ground rules that should govern writing, composition, and intellectual creativity in their respective disciplines. It is reasonable to expect that consciousness-raising will reduce the incidence of unintentional plagiarism; by drawing attention to the seriousness of the offense and the University's determination to eliminate it, such a campaign may also reduce the incidence of deliberate and reckless plagiarism.

Boosting confidence in the Honor System and promoting an ethic of shared responsibility for University values (in ways that involve adjustments to the Instrument of Student Judicial Governance and/or the Faculty Code)

- Convert faculty COSC membership into an elected office, to be included in the annual ballot for faculty elections.

Rationale: This change would raise both the visibility and status of COSC in the eyes of the faculty. It would also make faculty more aware of COSC's work and more cognizant of faculty responsibility for its smooth functioning.

- Eliminate the language of "guilt" and "innocence" and seek the acceptance (or confirm the denial) of "responsibility" in cases of alleged misconduct. Additionally, evaluate the use of legalistic language throughout the Instrument of Student Judicial Governance.

Rationale: Several faculty expressed concerns about the highly judicial and sometimes stilted atmosphere of HC hearings. This subtle but important change in language would relieve the HC of the burden of declaring a fellow student "guilty" of a serious infraction, it would mitigate the courtroom atmosphere of the hearings, and it would reinforce the constructive/instructive purposes that lie behind the whole process—a process in which the accused student would actually be a participant in the search for truth.

- Change the burden of proof in academic dishonesty cases from "beyond a reasonable doubt" to "the preponderance of the evidence."

Rationale: This change would bring UNC's Honor System into line with the practices at many other Universities and it would make Honor System policy consistent with other UNC internal policies (e. g., those concerning charges of sexual harassment). In addition, this change would remove a source of frustration among faculty: the application of what sometimes seems an impossibly high burden of proof.

6

- Give the Honor System greater flexibility in determining penalties for infractions, perhaps establishing firm "minimum" penalties (e. g., a failing grade on an assignment) with a wide range of acceptable penalties and no "usual" penalties. Also allow for the eventual expunction of HC convictions in cases later proven to have been anomalous but valuable "teaching moments."

Rationale: One reason frequently cited by faculty who avoid the HC is the Court's tendency to impose draconian penalties after conviction. There is a perception that the harshness of the standard penalty for dishonesty (suspension for a semester) encourages the Court to search for implausible exonerating circumstances in cases of alleged dishonesty. In light of the principle that "student educational development should...play a central role in the development and imposition of sanctions" (Instrument of Student Judicial Governance, Section III. A), the Honor System should focus first on its educational purpose, and save its harshest penalties for the most deliberate offenders.

- Explore ways to enhance faculty participation in the assessment, investigation, and fact-finding aspects of academic misconduct cases.

Rationale: The Honor System was built to promote and sustain values of central importance to the University as a whole. The Instrument of Student Judicial Governance is predicated on the "furtherance of the University community's shared commitment to the pursuit of truth, and the dissemination of knowledge to succeeding generations of citizens devoted to the high ideals of personal honor and respect for the rights of others" (*Instrument*, Section I, Preamble). Faculty are obviously vital members of the University's "shared" community, and some members of the faculty have indicated a sense of being disconnected from the Honor System process. In some instances, this has contributed to a lack of confidence or trust in individual case decisions or the Honor System process as a whole. Although faculty members enjoy a number of unique rights and privileges within Honor System processes, by virtue of their status as faculty, a thorough discussion of other possible means of incorporating faculty input is warranted. This discussion should include faculty, students, and staff and should involve thorough consideration of the potential effects of structural changes on participation in and support of the Honor System by all University constituents. Among the ideas shared by members of the subcommittee which would be incorporated into a larger discussion are the following: the greater use of faculty members in evaluating potential academic misconduct or as "expert witnesses" during hearings, inclusion of one or more faculty members on original hearing panels, and expansion of the appeal process.

Summary
Some of the ideas listed here may need refining, trimming, or broadening, but our committee strongly and unanimously urges that the EPC and the COSC consider thoughtfully and carefully all of the recommendations laid out in this document.

The overriding purpose behind these proposals is to strengthen an Honor System that has long served the University well but with less than optimal efficiency. The most important step to be taken in order to improve the System—the one that drives all of our recommendations—is to reassert the collective responsibility of the University community to insure the System's proper functioning. We all suffer when dishonest or illicit behavior undermines the University's basic academic mission of pursuing and broadcasting "truth," and we all therefore have a responsibility to protect the structural integrity of the institutions developed to detect and eliminate corrosive dishonesty. Faculty need to become more "pro-active" in promoting, articulating, and defending the principle of intellectual integrity; administrators and other staff must provide adequate resources to the officers charged with ferreting out dishonesty; students should be open to ideas of reform that are intended to strengthen and reinvigorate a System in which they rightfully take great pride.

Unanimously submitted,

Bev Foster
Lee May
Richard Myers
Jonathan Sauls
Jay Smith (Chair)

Appendix: A Range of Strong Faculty Opinions

A)
16 Strongly Positive Remarks about the Honor System in general (corrected for typos and misspellings):

Don't recall much about that case, but over the years have been involved with members of the Honor System, in various capacities, and been impressed with them. [Question 29]

The investigators took the case very seriously, and investigated it diligently. [29]

I was REALLY impressed with the members of the Honor System. In fact, that's the reason I'm filling out this survey (I usually don't bother with these things). The prosecuting attorney took the time to do research which showed that the student had not only cheated but also plagiarize. While it was frustrating that we had to reschedule the trial once or twice, and that it took MUCH longer than we'd been told (I was the last to testify and was there for at least 3 hours without dinner), on the whole the procedure went very smoothly and the attorneys and justices conducted themselves maturely and calmly. I agreed with the decision that was reached and I was left with the feeling that our Honor System functions very, very well. [29]

I was very impressed with the members of the Honor Court and the seriousness with which they addressed this case. They were compassionate but obviously believed strongly in upholding the Honor Code. [29]

The student members of the Honor Court were professional, mature, and took their roles and responsibilities seriously. I was impressed. [29]

I have never had anything but the greatest respect (and pride) in members of the court. They are respectful and deliberate in their actions. [31]

I have a colleague at NCCU, which does not have an honor system. That leaves the instructor with the responsibility for being both judge and jury. In spite of the fact that I disagreed with the verdict of this trial, I heartily support the honor system. [33]

I am strongly supportive of the system. [47]

I am a research prof but have co-taught 2 courses. I think honor systems are a great thing, but UNC students don't seem to recognize it as one of the special things about UNC. It needs to be talked up in information that students get before they apply to UNC, and at orientation, and throughout their time here. But this needs major buy-in from current student leaders, so that needs to be cultivated. [64]

The wording of this survey is inadequate and unprofessional and conveys the clear impression that the Committee does not support a student Honor system. Given the strong faculty leadership in the recent revision of the Honor Code and both the history and importance of student leadership with respect to this issue, I expected a more thoughtful inquiry of our experiences with respect to academic honesty. [64]

I believe that the Honor System works well, from observing it at a distance. I am glad that I teach medical and graduate students only, and that I design assignments that guarantee that a student cannot "cheat" -- e.g. they are required to tape-record and transcribe their interviews. I believe that undergraduate students should be required to read information about academic integrity and be given really concrete examples of subtle and gross "cheating" so that they will know and we will know that they know! (I find some students to be almost paranoid of cheating, and I'm sure others are masters at it or unaware.) After reading the required information on-line, they should be required to respond to an on-line questionnaire to check their understanding of academic integrity, examples of cheating, and consequences of cheating. This test could be similar to that which we in the medical school require all students, staff, and other personnel to take when they become involved in a research study: the HIPAA and CITI training programs. Yes, they each take a lot of time and contain a lot of learning modules, but everyone agrees that they learned a lot in the process. They then get a certificate and we can only then allow them to participate in the research process. Having been trained in ██████████, I believe that PREVENTION is KEY. It might also be a good idea to require FACULTY to take an on-line course in the Honor System as well as to be given examples of honor-system violations. I for one would like to know whether there have been such violations, as we don't hear much about them in the ██████ school. In addition, it might be a good idea for faculty to take an on-line course in how to design course assignments so as to reduce/eliminate plagiarism. There are creative ways to do this, and I am sure that the faculty's pooled experience could be valuable to the university community. Thanks for the awareness-enhancing survey! [64]

I strongly support the mission and role of the honor system. i think that the peer process carries tremendous weight and has more clout than a faculty-run system. in my only occasion to interact with them several years ago in a very egregious case of cheating, i was very impressed with the seriousness of purpose with which the members of the court took their responsibilities. i think that faculty may err on the side of avoiding honor court rather than sending a case forward. [64]

I think it's essential that students run the honor system; it's one way to show that these are shared values of an academic community, not values imposed by teachers on students, or values expressed but not practiced. [64]

I regard the Honor System as an invaluable resource and have used it extensively. My consultations with the Dean of Students office and interactions with students in the Honor System have been very helpful to me. The concerns I have had are 1) how

to resolve situations where there are (to my mind) clear grounds for suspicion but the student denies transgressing, 2) whether students have adequate advising before they are charged (something equivalent to Miranda rights - I know a lot more about the Honor System than my students do, so if I confront a student with my evidence does the student have a fair chance? 3) a mechanism for "plea bargaining" in order to obtain evidence from one student that can be used against another; 4) possibly at times some additional flexibility in sanctions. But notwithstanding my concerns the system is quite good and very well staffed in my experience. [64]

I think a robust, visible honor court system is crucial to maintaining the academic environment we would like to have at Carolina. The issues now are very complex making this more important than it has ever been. [64]

I love the idea of a student-run honor system. UNC is a model of academic freedom, and I think this freedom should extend to students, which includes providing an objective, peer-run court system. Although I believe that strict "punishments" should occur for students who have obviously violated the Honor Code, I also know that having instructors present is intimidating. I think it's a good system, but we need to educate students better, from the beginning, and throughout their time here, about plagiarism... especially when it comes to the Internet. [64]

B)
40 Strongly Negative Remarks about the Honor System in general (corrected for typos and misspellings):

I had an incredibly blatant and well-documented case of cheating (a student doctored a scantron grade report and tried to pass it off as a grade entry error on our part, but fortunately for us we still had an electronic copy of the same report). The student gave a flimsy excuse (her boyfriend did it and she didn't know, and had forgotten her grade so honestly thought there was a mistake. The grade was changed by a huge percent, from one of the worst in the class to one of the best, so this was clearly impossible). The honor court found in favor of the student. Given this experience, I think the honor court is a joke and do not want to waste my time with it unless I hear of clear modifications to the way it works. [21]

In my experience the honor court does not take plagiarism or cheating seriously. In one semester, the honor court dismissed charges of plagiarism when the student claimed they did not know what plagiarism was -- even though we spent an entire day in class discussing their writing assignment, explaining various types of plagiarism, and providing a link to the UNC website that describes plagiarism. After that, I started making students take a plagiarism quiz to better document that I had specifically told them that if they did any of the things on that quiz they would fail the assignment and the class. Several students committed plagiarism anyway, and one case went to the honor court. That particular case had cut and pasted 70% of the text of her paper directly from published papers. The sanction was a zero on the

assignment, but not a failing grade in the class. This is a slap on the wrist for a crime that is considered theft outside the university setting. After that I stopped taking cases to the honor court. [21]

The only time I have resorted to the honor system was for a student who was a pathological cheater and liar. She wasn't even suspended and proceeded to return to the same behavior with other classes, even though her intentional plagiarism was proven beyond a shadow of a doubt. Students probably plagiarize 5 to 10 times for every time they are caught: the honor system treated the situation as though she was an innocent naïve, and I was the strict "bully" who drove her to plagiarize! All in all a very unpleasant experience. [21]

I was truly shocked at the Honor Court's decision. They accepted the student's 'but gee, I have ADHD so I didn't realize how much I was copying word for word' without any documentation or the student having any connection with Disabilities Services. I am very unlikely to refer again, based on this experience. [21]

My last case was a farce. The student had outlined all four topics, given out days before, in his blue book when the essay question only covered one and a tiny part of another. Clearly, he wrote them in there before the exam. The court had reasonable doubt. The court thinks reasonable doubt means any conceivable doubt. No panel of faculty would have acquitted him. The court exhibited very poor judgment. I am not sure I will prosecute anyone again after that experience. [21]

I have not had favorable experiences dealing with the Honor System for the following reasons: - The process has required excessive time (and in one case exceeded four months due to poor communication within the Honor System, so the charges were dropped due to no fault of my own). - I have been left out of the communication loop and have not been consulted on proceedings. - Two students who copied from each other received different verdicts based on their choice of trial method, and this was not viewed as fair by the instructor or other students. [21]

Student was allowed to lie and obfuscate; the Honor System allowed behavior that was more egregious than the original cheating/plagiarism. [29]

Not sure that "serious" is the right word. I think they all accept that it's a serious business they're engaged in, but the amateurishness of the entire procedure is distressing to behold. In the last case, the prosecuting "counsel" completely botched the investigation and presentation of evidence, and the judges had no clue about how to handle the obvious procedural irregularities. They returned a guilty verdict-- in part to pacify me, I assumed--but the verdict was inevitably overturned on appeal because of the inexcusable sloppiness of the "counsel" and the improper handling of the case by the judges. The whole thing was a travesty. [29]

No. Having students pretend to be judges is a joke. Cheating is serious business and students are not capable of making consistent and intelligent decisions against their

peers. [33]

I'm not sure I understand the question. I think that an honor court with integrity would be an appropriate way to reach a conclusion and sanction for cases of academic dishonesty. I do not think our honor court has any integrity. [33]

Why untrained and largely unsupervised students were ever given the authority to reach judgments about the proper conduct of intellectual work is an enormous mystery to me. They have no business rendering such judgments. [33]

I had a very bad experience with the Honor System in the past. [47]

The Honor System, as I viewed it in action with respect to cheating and plagiarism, is a travesty; a bad joke. [47]

It was a useless action and it took a very long time. In consulting with my colleagues, this is uniformly their experience also. [47]

My experience with it has been a joke. It was a waste of time. [47]

It's pointless. The Honor Court is inherently flawed. It caters to students. Why go through all of the hassle just to lose the case. It's ridiculous and not worth it. It's best to ignore the situation. The instructor never wins. [47]

In my experience and the experience of my peers the honor system/court is not taken seriously by the students or the members of the honor court. Students know that it is a teethless threat and act accordingly. [47]

Departmental administration advises those of us with little/no power and little/no time not to pursue these cases. They are a monumental waste of time for the professor, and students are not likely to be punished for their misdoings. The HC is viable in theory, but it's broken in practice. Faculty should be able to mete out punishment without being called before a student court. The evidence re: faculty being the ones who are really on trial speaks volumes about our "court" – sorry [47]

The honor systems has a terrible reputation within the faculty and grad students in our department. Worse than a joke, it's seen as a complete waste of time. In my (many) years as a grad student I have only heard horror stories about faculty engagement with the honor system. In my opinion it is one of the worst aspects of UNC as a university. I view it as broken beyond the point of actually engaging in it. [47]

I have no faith in the honor system--I've seen too many of my colleagues go through ridiculous bureaucratic hoops, only for the student to get a slap on the wrist. [47]

After consulting with a number of my colleagues who have dealt with the Honor

System, I've been informed that the system is overly bureaucratic, a time drain, and often ends with a slap on the wristrisk. Having come from the University of Virginia where the Honor System was taken very seriously, I was surprised to find that very few people at UNC have faith in the way that this system operates. [47]

I will not report a case to UNC's Honor System again. [47]

My UNC Biology department colleague (███████████████████) had what I believe anybody in my field would describe as plagiarism. In one of the classes that ██ teaches, a student had copied verbatim into his own paper entire passages from a published paper from the literature. The student cited the published paper, but the copied passage was not in quotes, indicating to the reader that it was his own words which he had paraphrased. But, the verbatim copying indicated it was not and a clear case of plagiarism. The colleague reported the student to the Honor System, which ruled it NOT a case of plagiarism because of the citation. One has to wonder what fields would NOT call this plagiarism. In fact the UNC writing center has a very clear definition of plagiarism that would definitely put this in the category of plagiarism. Because I was so appalled by the Honor Court's ruling, I vowed to not use the Honor System for now. [47]

I have been burned so often that I'm now disinclined to deal further with the honor court. [47]

The student learned one can game the system and get away with cheating. I would avoid the Honor System in the future even if I were to find a student cheating. [48]

Because the parties involved in the Honor System have made a travesty of it. [49]

Because it is a poor system [49]

Too much bureaucracy and students cannot be trusted to enforce the Honor Code at Carolina, plain and simple. [49]

While I believe in the CONCEPT of a student-run Honor System, every reported violation by a colleague I have seen has resulted in no outcome or a FAR too lenient outcome. UNC needs to rethink its dedication to the Honor System and academic integrity. [49]

In my department, I am in a position to counsel faculty colleagues on bringing cases to the Honor Court. Within the past academic year, I have counseled colleagues about three separate cases. In one case the student was found guilty, but I fear that I would have difficulty in persuading my colleagues who reported the two other cases to take another case to the Honor Court because of its perceived leniency. In one case a student was found innocent because the Honor Court drew a distinction between, in effect, "flagrant" plagiarism and "non-flagrant" plagiarism. In another case, the Honor Court appeared to apply the standard of judging a student innocent

not if there is "reasonable doubt" but if there is the tiniest sliver of doubt." Frankly, the Honor Court is in danger of losing its credibility among my colleagues. [49]

I personally do not think the honor system is fair... it is guilty until proven innocent. I wouldn't trust a student in the hands of the UNC Honor System. [49]

While the system was flawed, the Court came to the correct decision. Your appeal process is a travesty; this is where the student is able to obfuscate, lie, manipulate, and the appeals court is able to disregard all substantive evidence and rule through a total disregard of the evidence. [56]

None of these, the Honor System is silly and a waste of student fees [56]

The System is severely flawed; there is a fear to hold students accountable and to give a punishment commensurate with the transgression. There is an attempt to look for any loophole to exonerate the student. In my case, the student learned the worst possible lesson...how to cheat and make a mockery of the system. Further, the department then forces the professor to discard the work in question and assign a grade; the student gets to cheat, and the professor cannot even assign an F on the work in question. The student ultimately benefits from the cheating. I cannot understand the rationale of an appeals panel that basically buys the "the professor didn't say we couldn't cheat" defense. We're supposed to be the role models, not the enablers. [64]

I was president of ███████████████ and have been extremely disappointed in UNC's system. Faculty are treated with suspicion and the burden of proof is absurd--how on earth does one prove intent, rather than act? [64]

My most recent experience completely soured my opinion of a student-run system. I have no faith in it, and I spoke to colleagues and quite a number of them expressed the same opinion. [64]

The Honor Court is a preposterous waste of student fees. I would like to see it eliminated. [64]

I found the process deeply troubling and I'm heartened that this team is looking into the Honor System. I believe that a student-run system has a lot of potential, but at the present it is an embarrassing reflection of UNC. [64]

I had a very bad experience with the honor court during my first semester of teaching. I recently heard from a colleague of mine that she had an identical experience as my own, so it is clearly a general problem. Probably every year I have a case of plagiarism in my class and now I handle it myself. It would take a lot of work to convince me that a student-run honor court would work and to win my trust back. Academic honesty is much too important to me to squander it through a flawed system. [64]

I will just add that my experience with the court has always been unsatisfactory. What bothers me most is that the most recent experiences have been among the worst. In other words, there's no sign of improvement over the years. [64]
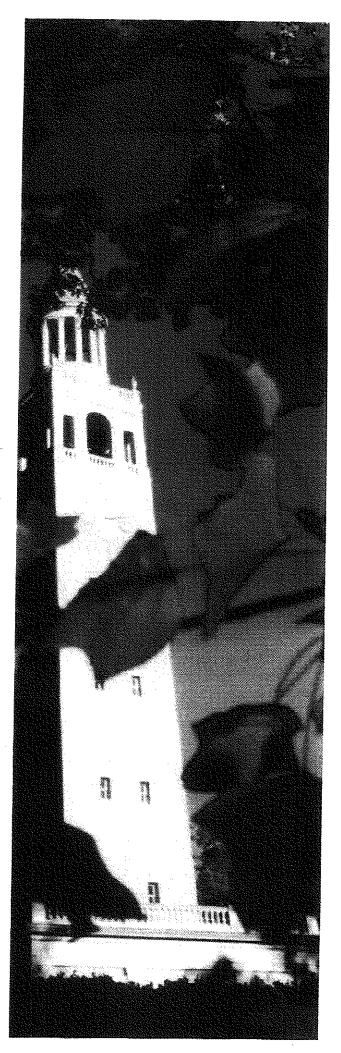
2010 – 2011
ITS Annual Report

UNC
INFORMATION
TECHNOLOGY SERVICES

STRATEGY   SERVICE   SUCCESS

CONTENTS

This has been a challenging year for all of us in the Carolina community. Like the rest of campus, ITS has been strained by continuing budget cuts to find creative strategies to improve efficiencies and prioritize our services and resources to successfully meet the needs of the University. An increasing demand for those services and resources exacerbates the challenge.

Given the difficult economic times in which we find ourselves, it's tempting to just hunker down and focus only on existing requirements and services, waiting for better financial times to move technology forward. However, I believe this would be exactly the wrong thing to do at Carolina. Our University has become great because of smart, creative people who find inventive ways to solve problems and move things forward despite obstacles. We need to keep information technology moving forward BECAUSE of these difficult times. We need fresh, innovative solutions.

It may be a cliché to say IT is constantly changing, but it's true. The campus IT infrastructure needs to stay current to keep Carolina faculty, staff, and students competitive and productive. Frankly, when I arrived here three years ago, I was surprised to find that Carolina's IT infrastructure had fallen behind those of our peers, so there's a certain amount of catch-up needed to ensure that the University continues to progress. We have a number of important initiatives to help accomplish that. Although the details are covered elsewhere in this report, here's a list of what I see as the most important upgrades. Some have already been completed, while others are underway:

- Transitioning phone services to a Voice-over –IP (VoIP) solution

- Replacing the Topsail research computing cluster

- Transitioning from Blackboard to Sakai for the campus Learning Management System

- Deploying a new Distributed Antenna System to push cellular signals inside campus buildings

- Implementing the ConnectCarolina student system

- Planning for the HR, Payroll, and Financial systems replacement projects

- Creating a new Network Attached Storage infrastructure to provide cost-effective storage to the campus

- Increasing use of virtualized servers to reduce server costs

- Transitioning to Microsoft Exchange email and calendaring for faculty, staff, and students

- Upgrading on- and off-campus network connectivity to 10 GB

- Adding Apple to the CCI program

- Proposing a new research computing funding model to provide for lifecycle upgrades

- Recommending a new communications technologies funding model to include capital requirements

- Improving information security to better protect campus IT assets

- Re-imagining the student computer lab to have more of a "learning spaces" focus

- Re-imagining the CCI program to better support teaching and learning

- Assessing what's needed to better manage research data requirements

A key initiative this past year has been the Carolina Counts IT Partnership program. This program was put in place to work with the Carolina community to deploy the various Carolina Counts IT projects defined last year. The program promises to significantly reduce IT costs for the University. As much a marketing program as anything, this program promotes a number of ITS services to the campus. Many of these services have been in place for some time, but have not been adequately communicated. The partnership program involves meeting with campus leaders on an individual basis and tailoring specific proposals to meet their needs. It's also an opportunity to take a fresh look at ITS-provided services in light of our partners' present needs and budget pressures.

Another key area of attention this past year has been to establish an ITS customer service initiative. This grassroots-level program, led by ITS staff, is designed to call attention to the need for an improved and consistent customer focus within the division and to instill customer service principles throughout the organization.

The final initiative I would like to highlight is the University's new IT governance structure. This structure has begun to operate effectively and is providing critical input and guidance from the University community on priorities and direction for IT infrastructure and investment at Carolina. The IT Executive Steering Committee, chaired by the Provost, is augmented by a set of Coordinating Committees (subcommittees) that focus on key aspects of our IT environment: Enterprise Applications, Communication Technologies, Institutional Data, Instructional Technology, and Research Computing. Each of these committees is chaired by a key campus leader, and they are all fully engaged with various strategic IT campus initiatives.

The initiatives highlighted in this report are but a sample of ITS' work this past year. Many other projects were undertaken but are too numerous to include. ITS could not have accomplished all that we have this past year without our staff, who have worked unceasingly to provide the best services possible to our University.

This next year looks to be another challenging one, but with hard work and dedication from ITS staff, working in concert with the campus IT community, we will continue to move Carolina's technology forward.

Larry Conrad
Vice Chancellor for IT and CIO

Flipbook:
PDF:

Special Report of the
Committee on Honorary Degrees and Special Awards

Nominees for 2012 Distinguished Alumna and Alumnus Awards

Gregory Stanley Allgood
B.S. 1981; M.S.P.H. 1983

One billion people without access to clean water. Four thousand child deaths a day because of water-borne diseases. Most of us hear those statistics and shake our heads. Greg Allgood took action.

Allgood (a fitting name if ever there was one), a public-health specialist at Cincinnati-based Proctor & Gamble, led a team that developed what can only be described as a miracle powder: an inexpensive concoction that, with a little stirring and time, causes impurities in water to coagulate and settle to the bottom. Not just "regular" impurities like particles of dirt or even bacteria, but parasites like cryptosporidium and giardia, which can cause severe — sometimes fatal — intestinal illnesses.

This week, the PUR water purifier was named one of Popular Mechanics' Top 10 World-Changing Innovations of the Year. It's an honor that's well deserved.

Allgood did more than help develop a miraculous life-saver, though: he convinced Proctor & Gamble not to stop making it after the powder didn't prove profitable enough. Instead, Allgood persuaded the company to create a not-for-profit unit: the Children's Safe Drinking Water program. The unit has since helped relief organizations around the globe provide people with more than one billion liters of clean, safe drinking water.

Allgood himself travels around the world to hand out packets of PUR and teach people how to use them to make sure their water is safe to drink. He's been blogging about his experiences since 2005, and his posts make for fascinating reading.

[Source: http://ecolocalizer.com/2008/10/15/greg-allgood-drinking-water-miracle-worker]

Nomination materials are here.

Frank Anthony Bruni, Jr.
B.A. 1986

Frank Bruni, an op-ed columnist for The New York Times since June 2011, joined the newspaper in 1995. Over his years at The Times he has worn a wide variety of hats, including chief restaurant critic (from June 2004 through August 2009) and Rome bureau chief (2002 to 2004).

He has also written two New York Times best sellers: a memoir, "Born Round," that was published by Penguin Press in 2009, and "Ambling Into History," a chronicle of George W. Bush's campaign for the presidency, published by HarperCollins in 2002. That same year Harper Perennial reissued, in paperback, "A Gospel of Shame: Children, Sexual Abuse and the Catholic Church," of which he was a co-author. (It was initially published by Viking in 1993.)

Born in White Plains, N.Y., on Oct. 31, 1964, Mr. Bruni received a B.A. degree (Phi Beta Kappa) from the University of North Carolina, Chapel Hill, where he was a Morehead scholar, in 1986. He also worked on the staff of the Daily Tar Heel. Bruni received an M.S. degree in journalism, with highest honors, from the Columbia University Graduate School of Journalism in 1988, graduating second in his class and winning a Pulitzer Traveling Fellowship.

[Source: http://topics.nytimes.com/top/opinion/editorialsandoped/oped/columnists/frankbruni/index.html]

Nomination materials are here.

Mary Marshall Clark
B.A. 1975

Mary Marshall Clark is Director of the Oral History Research Office at Columbia University. Over the past decade, Clark has interviewed notable individuals such as Archbishop Emeritus Desmond Tutu and the late Congresswoman Bella Abzug among many others. Currently, she is working on the Malcolm X – Dr. Betty Shabazz Oral History Project, which will record interviews with their surviving siblings and close relatives, prominent civil rights, labor, business and community leaders from Harlem and throughout black America.

Prior to her work at Columbia, Clark was involved with the "New York Times History Project," an effort to compile oral histories of Times employees, and has served as a consultant for internationally award-winning documentary films. She has developed other oral history projects in New York, including programs for public and private schools and museums. She is vice-president and president-elect of the United States Oral History Association and has served on the Executive Council of the International Oral History Association. She teaches a graduate oral history course at Columbia and directs the Columbia University Summer Institute on Oral History. Clark has lectured and delivered seminars at Columbia University's Teachers College, Barnard College, Sarah Lawrence College, the City University of New York and many other institutions. In addition, she has lectured in Brazil and the Netherlands on topics related to oral history and memory.

[Source: http://www.columbia.edu/cu/news/01/09/maryMClark.html]

Nomination materials are here.

Deborah Parham Hopson
M.S.P.H. 1979; Ph.D. 1990

As associate administrator for HRSA's HIV/AIDS Bureau (HAB), Parham Hopson is responsible for managing the Ryan White HIV/AIDS Treatment Modernization Act of 2006 (Ryan White HIV/AIDS Program). The $2 billion program funds medical care, treatment, referrals and support services for uninsured and underserved people living with HIV disease as well as training for health care professionals. Grantees funded by the Ryan White HIV/AIDS Program provide services to more than 530,000 people every year. In addition, as part of the President's Emergency Plan for AIDS Relief, Parham Hopson directs a multi-million dollar global HIV/AIDS program with training, care and treatment activities in Africa, Asia, and the Caribbean.

Parham Hopson served as acting associate administrator of the HIV/AIDS Bureau between January 2002 and

her permanent appointment and as the bureau's deputy associate administrator for two years prior to that.

Parham Hopson holds the rank of assistant surgeon general and rear admiral in the Commissioned Corps of the United States Public Health Service (USPHS), entering the Corps in 1984 with HRSA's Bureau of Community Health Services. She completed a variety of assignments in the HIV/AIDS Bureau, served as deputy chief of staff in the Office of the Surgeon General, and worked as a public health and budget analyst and chief nurse for the National Health Service Corps and other Bureau of Primary Health Care programs.

Prior to her USPHS career, Parham Hopson was a White House Intern, a Presidential Management Intern, and a research associate at the National Academy of Sciences' Institute of Medicine. Her clinical practice was in neonatal intensive care nursing.

She is the recipient of numerous honors and awards, including the USPHS Meritorious Service Medal and Chief Nurse Officer Award, the Black Commissioned Officers' Hildrus A. Poindexter Award, the DHHS Secretary's Award for Distinguished Service, and the Uniformed Services University of the Health Sciences Exceptional Service Medal.

Parham Hopson received her undergraduate degree in nursing and health from the University of Cincinnati and her master of science and doctor of philosophy degrees in health policy and administration from the University of North Carolina at Chapel Hill School of Public Health.

[Source: http://newsroom.hrsa.gov/biography/parham.htm]

Nomination materials are here.

Jonathan T. M. Reckford
B.S. 1984

Jonathan T.M. Reckford brings to his role as chief executive officer of Habitat for Humanity International a passion for serving those in need and the business skills required to lead an effective international nonprofit organization.

After graduating from the University of North Carolina Chapel Hill and the Stanford University Graduate School of Business, he spent a number of years in the for-profit sector, including executive and managerial positions at Goldman Sachs, Marriott, the Walt Disney Co. and Best Buy.

Reckford began his career on Wall Street, but soon decided it was not a good fit. In 1986 he was awarded the Henry Luce Scholarship, which provided the opportunity to live and work for a year in Asia. He worked in marketing for the Olympic Organizing Committee, preparing for the 1988 Olympic Games in Seoul, Korea. Having been a competitive rower, he was asked to coach the Korean national rowing team. At the conclusion of his Olympic duties, and following an eye-opening, three-month journey through Southeast Asia, Reckford returned to the United States and began work on his MBA degree. While he was acquiring the skills needed to succeed in the business world, a professor's words struck home with him: "The same skills that will make you a success in the for-profit world also are desperately needed in the not-for-profit world."

Always active in his local faith community, Reckford found an avocation helping to coach pastors in dealing with

the management side of church life. Eventually, in 2003, that volunteer service turned into full-time ministry as executive pastor of a 4,300-member church in Edina, Minn.

s much as he enjoyed that work, "God has this way of showing up at unexpected times with surprises," he says. This time, the surprise was a call informing him of Habitat's search for a CEO. A longtime admirer of Habitat's work, Reckford believed the organization was a good fit with his personal faith and values, and he felt that his business career had honed the skills needed to lead a nonprofit with excellence. Reckford has authored a book entitled "Creating a Habitat for Humanity: No Hands but Yours."

[Source: http://www.habitat.org/ceo/default.aspx]

Nomination materials are here.