AGENDA

Chair of the Faculty, Joe Templeton, presiding.

3:00 p.m.
Friday, September 15, 2006
Sohna Haynes Stone Center for Black Culture and History
Hitchcock Multipurpose Room

Opening Remarks
Questions for Chancellor Moser from the Floor
Recognition of Heitlerman Award Winners
Chancellor James Moser

Presentation by Provost Bermede Grey-Little
Student Retention
Enrollment Growth, Student Retention

Discussion

Presentation by Provost Bermede Grey-Little
Student Retention
Lauran Anderson, President of the Graduate and Professional
James Allred, President of the Student Body
Comments from Leaders of Campus Constituencies

Chair of the Faculty, Joe Templeton

Adjourn 5:00
and Johnson on Nov. 16, Strickler and Oertelander on April 24, 2007.

are scheduled to present their work in two lectures at the Carolina Club, March 31, all of this year's recipients also received praise for their qualitative teachers. They achievements of outstanding juniorKenney faculty of poetry, renowned faculty.

The Heilman Prize, which carries a $5,000 stipend, recognizes the

Professor in Political Science, both in the School of Medicine.

and Dr. Jonathan Oertelander associate professor of social medicine and public

and Dr. Jonathan Oertelander, associate professor of social medicine and public

of pharmacology and a member of the Liungberg Comprehensive Cancer Center

College of Arts and Sciences, as well as Dr. David Strickler, associate professor

chemistry and Dr. Anne MacNeil, associate professor of music history, both in the

Faculty Council meeting. They are Dr. Jeffrey Johnson, assistant professor of

Chancellor James Moore recognized the recipients today (Sept. 15) at the

of North Carolina at Chapel Hill.

Chapel Hill — A chemists forging new research methods, a music

For their artistic, scholarly achievements

Four on faculty awarded Heilman Prizes

To download photos, see end of story.

Sep. 15, 2006

NEWS Release
more)

a way that has gained her high national and international reputation," Carter said.

of music and literary activity in the late Italian Renaissance and early Baroque in

in her publications and lectures she has brought to light a whole new facet

peripheral topic in the history of music,

then brilliant study of what I had previously and otherwise thought of as a

A colleague characterized MacNeil's writing as an "exceptionally learned,

sleekly" wrote Dr. Tim Carter, who nominated MacNeil.

where history, opera history, commercial style, and not institutionally in gender

17th century Italian theater has opened whose new ideals of dignity in the areas of

MacNeil came to UNC in 1999. Her study of women in the 17th and early

women's studies work in this crowded and highly competitive area.

has already established a national reputation and is regarded as one of the very top

have published 34 papers from UNC, all in top refereed journals. For

nomination letter, "He has assembled a strong group of graduate students and

Johnson's productivity has been truly astounding," Thorp wrote in a

pathbreaking"

Thorpe called Johnson's contributions "remarkably innovative, "stellear," and

young chemists, said Dr. Holden Thorp, chair of the department of chemistry.

especially pharmacologically and he has won nearly every major award available to

Johnson joined the chemistry faculty in 2001. His laboratory develops new

years.

a W.M. Keck investment him. He established the award in 1986 and died later that

scholarships to Carolina went to New York and, in 1990, founded Heiligen, G.,

grow up in Goldsboro, N.C., in a family with very little money. He earned a

The award was established by Philip Heilgen, who was born in 1899 and

(Page 2-2) Four years after awarded Heiligen Prizes
has been called the best account of the American system available today," King
acknowledged, and his paper, titled "The U.S. Health System: On the Road to Nowhere?"
Oldeander's first book, "The Political Life of Medicine," received wide
and policymakers.
within this home discipline and also to diverse audiences of health care providers
disciplinary perspective who is able to speak accessibly and authoritatively, both
described Oleander as "an extraordinary talented scholar with a broad, cross-
Nancy King, professor and vice-chair of the department of social medicine,
adjunct faculty member in the department of political science.
joined the faculty in 2003 as associate professor of social medicine. He is also an
Oleander, who graduated with a bachelor's degree from Carolina in 1989,
understanding," Johnson said.
Johnson called Sidorovskiy's research as groundbreaking, creative and ugly
describe Dr. Sidorovskiy's research as groundbreaking, creative and ugly
the National Academy of Sciences, and one is a Nobel Laureate. "They unambiguously
supported his promotion to associate professor. The three authors were members of
Johnson submitted these letters supporting Sidorovskiy's nomination that also
Johnson called Sidorovskiy "persevering in his use of multiple disciplines.
"cell biology, biochemistry, and genetics to validate his predictions and hypotheses."
papers on new discoveries of protein architecture, then he employs structural and
pharmacology," Dr. Sidorovskiy uses pharmacology and cross-genome analyses to
multi-disciplinary skills," said Dr. Gary Johnson, chair of the department of
what separates Dr. Sidorovskiy from many investigators is his exceptional
communication between cells.
"stresses the importance of understanding what happens when RhoGDP activator
or "RGS protein" - a key modifier the duration and strength of hormone
family of molecules was discovered in 1996 - the regulators of G-protein signaling.
Sidorovskiy also came to UNC in 1999. His research centers on a unique
(Rece 3-3) Pears on Faculty Awarded Heiferman Prizes
Undergraduate Persistence and Graduation Rates

Beradette Gray-Little Faculty Council
September 15, 2008

UNC Graduation Rates

- 1999 class graduated at a rate of 83.7%.
- The rate for the 1997 class was 82% and for 1998 was 83%.
- Most who graduated did so in five years or less – mostly four years.

*(6 year rate)

Source: UNC Institutional Research & Assessment Website

4, 5, and 6-year Graduation Rates: Entering Class of 1997

- Completions by Term:
  - 4.0 Years 72.8%
  - 4.5 Years 80.0%
  - 5.0 Years 84.7%
  - 5.5 Years 85.2%
  - 6.0 Years 86.1%
- Of Those Who Graduate:
  - 85% do so in four years.
  - 98.4% do so in five years.

Source: UNC Institutional Research

UNC Exceeds the AAU Average

Six-Year Graduation Rates, All New Freshmen

Source: AAU Comparision Group (Public and Private)
Admissions
Higher rate of out-of-state
Two of the four have a substantially
different in one of two ways:
Conditions at select peer institutions
Graduation and Persistence: Comparison with
Select AAV Reeds
These Two Indices are Associated with Higher Selectivity

<table>
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<tr>
<th>Institution</th>
<th>Freeman from Top 10% of SAT Class</th>
<th>Selectivity Rank</th>
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<tr>
<td>Harvard</td>
<td>95%</td>
<td>14</td>
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<tr>
<td>UCL A</td>
<td>97%</td>
<td>18</td>
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<tr>
<td>Michigan</td>
<td>90%</td>
<td>24</td>
</tr>
<tr>
<td>Virginia</td>
<td>84%</td>
<td>25</td>
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<tr>
<td>UNC Chapel Hill</td>
<td>74%</td>
<td>24</td>
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Source: US News & World Report – America’s Best Colleges, Fall 2005
*Selectivity Rank: 10% of SAT Scores; 40% Top 10% of ACT, 10% Acceptance Rate – Ratio of Admitted Students to Total # of Applicants

What Happens to Students Who Do Not Graduate from Carolina?

- 6% transfer to another school:
  - To pursue a major we do not offer;
  - For personal and family reasons;
  - To have a different college experience.
- 10-11% neither transfer nor graduate and many of these students have academic difficulties and become ineligible.
  - Among the students who remain in academic good standing, 90% graduate.

Source: UNC Retention and Graduation Study 2006

Three Groups of Factors are Strongly Associated with Failing to Graduate

- Becoming academically ineligible; low first year grades; a pattern of intermittent enrollment;
- Parents’ low educational and income level;
- Lower levels of academic and social engagement.

Source: UNC Retention and Graduation Study 2006

Maintaining Good Academic Eligibility is the Key to Persistence and Graduation

We have programs that are effective in enhancing persistence and graduation rates for students who might be expected to have more difficulty than others:

- Summer Bridge
- Carolina Covenant
Advice: Student tutors

* If the scope of advisering and nurturing Carolina
  students is even as broad as it appears to need

- Carolina Covenant Mentoring

Recommendation #2:

Expand Summer Bridge

Recommendation #3:

During the summer prior to the first year,
students bridge their first-year course
opportunities to those of their first-year course
Summer Bridge also offers students the
Summer Bridge who offers students the
- Both programs involve very close advising
- Both programs are aimed at students who
- Both programs are aimed at students who

What are the outcomes?

Carolina Covenant and
Recommendation #3:  
Increase Academic Eligibility Standards

- We require a cumulative GPA of 1.5 for continuation after the first year. This is lower than all our select peers and lower than the NCAA requirement for continued academic eligibility.
- Allowing students to continue to the 8th semester with less than a 2.0 makes graduation very difficult.

Recommendation #4:  
Increase Academic Support Services

- Increasing eligibility requirements would raise expectations, but could increase failure rates unless we offer additional support.
- Move the drop deadline from the 6th week to the 8th week (to provide time for academic status reports and for students to react).
- Provide better academic warning notification, including provision for faculty to provide early status reports for students.

Recommendation #5:  
Institute a System of Academic Probation

- Require students in academic difficulty to work with an advisor to formulate a plan to restore good standing.
- Students under probation would remain on the campus.
- Only if probation is unsuccessful would a student become ineligible.

Upcoming Efforts

- With the implementation of the new curriculum, the College will be hiring a new team of advisors.
- At the same time, improved retention and graduation goals suggest that we will need more academic services personnel as well (tutors, learning specialists, academic counselors).
Six-Year Graduation Rates: All New Freshmen

UNC Exceeds the AAV Average
The University of North Carolina at Chapel Hill

Faculty Council
Student Enrollment

Dr. Bernadette Gray-Little, Executive Vice Chancellor and Provost
September 15, 2006

Exploring Enrollment Trends: Current Status and Projections

- Fall 2005 total enrollment was 27,276.
- This plan exceeds all previous projections.
- The Scholarship Provision increased the 10-year projected growth in undergraduates by 683.

Change in Undergraduate Projections In Response to Scholarship Provision

<table>
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<tr>
<th>Year</th>
<th>Projections 1</th>
<th>Projections 2</th>
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<tr>
<td>2005</td>
<td>27,276</td>
<td>29,199</td>
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<tr>
<td>2015</td>
<td>30,884</td>
<td>35,549</td>
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</tbody>
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Concerns with the Present Enrollment Plan

- Ability to maintain selectivity and quality of entering first year class;
- Availability of space for classrooms, offices, laboratories, etc., which lags behind projected enrollment growth by 18-24 months.

Analyses of the Effects of Enrollment Growth

- In considering growth beyond the current projection of 29,477 by 2015, we analyzed the potential effects of two expanded models:
  - A 30,000 model that represents incremental, but consequential, growth above the current plan; and,
  - A 35,000 model that represents rapid growth above the current plan. We considered and then discarded this model because of its profound implications for the academic, fiscal, and operational environment at Carolina.
Historical and Projected
UNC-Chapel Hill Total Faculty and Staff

Historical and Projected
UNC-Chapel Hill Total Students

Planning Assumptions (continued)

- Development: The Campus Master Plan will govern.
- The State of North Carolina will continue to fund 100% of projected enrollment increases.
- But not at the same rates observed in the past. In this year, the proportion to the size of the faculty.
- Revenues from contracts and grants will absorb enrollment growth.

Principles of Enrollment Growth

- Maintain a commitment to diversity.
- Improve the five-year graduation rate.
- "A bed for every new (undergraduate) head." Maintain the residential character of campus.
- In evidence: No enrollment growth without space provided.
- Education.
- "A bed for every new (undergraduate) head." Maintain the residential character of campus.
- In evidence: No enrollment growth without space provided.
- Level of student growth.
- "A bed for every new (undergraduate) head." Maintain the residential character of campus.
- In evidence: No enrollment growth without space provided.
- Sustainability.
- "A bed for every new (undergraduate) head." Maintain the residential character of campus.
- In evidence: No enrollment growth without space provided.
Implications of Expanded Enrollment Growth on:

- Academic Quality of Entering Classes
- Non-Academic Areas

Current Admission Outcomes

- Fall 2006 baseline:
  - 19,733 applications
  - 34.1% admission rate
  - 56.9% yield rate
- Our current admission and yield rates are exceptionally good in comparison to other large research institutions.
Enrollment is likely to decrease.

- Under-enrolled growth model, minority higher applied to California.
- Students statewide with SAT scores of 1300 and
  - Large.  
  - California’s share of this pipeline is already
  - Complementary students from underrepresented
  - Improved in the quality of K-12 preparation.
  - Strengthen diversity in the entering class.

The Diversification of the Entering Class

Potential Effects of Enrollment Growth on Class Rank

- Average rank in high school class.
- Average high school GPA.
- Average SAT score.

As a result of lower yields of the top

Quality Indicators

Effects of Enrollment Growth on Field Rate

- Class
- 69% of those in the top 50% of their high school
- 69% of those with SAT scores of 1300
- Already applied to California.
- Majority of the top California high school students
- Additional applications would come from the academically
- Enrollment of 30,000
- Total to increase the number of applications received.

To minimize our current selectivity (34%), we would

Selectivity = the percentage of applicants

Effects of Enrollment Growth on Research

- **Importance of the ratio of faculty to students:**
  - With more students, faculty have less time to devote to scholarly/scientific activities.

- **Maintaining** the current faculty-student ratio, a guiding principle for UNC-Chapel Hill enrollment growth, has been a challenge in recent years.
  - Although we have received enrollment growth funding, budget cuts have eroded these resources and limited their intended use in expanding the faculty to teach the additional students.

- **Improving** the faculty-student ratio, a measure of institutional quality, becomes even more difficult as we increase the number of students.

Effects of Enrollment Growth on Student Affairs

Student Affairs: Implications of Growth Plan to 29,447 or 30,000

- Housing capacity will be adequate to supply a “bed for every new undergraduate head.”

- Campus Health Services facilities will need to be expanded to meet increased demand for services.

- The existing ratio of staff to students in several service areas is already unfavorable compared to peers, and will get worse.

- Lack of meeting space has been identified by student leaders as the greatest problem facing student groups and organizations, and this too will worsen.
growth over the next ten year period.

Students to the current plan. This would represent a 10% increase in enrollment.
The 30,000 to 35,000 model would add 5,000 additional students.
Possibly infrastructure and dorm issues.
Required to serve students according to our standards, and
classroom and office space. The number of faculty and staff
that is consistent with the current growth plan (29/47) presents challenges.

Year period.
This represents an additional 5% growth over the next ten year period.
Current enrollment plans will add 2,010 students by 2015.
Commitments increasing by 13% over the past ten years.
The University has exceeded its enrollment growth.

Summary
Madeleine K. Albright was born in Prague, Czechoslovakia, on September 12, 1939. She attended Wellesley College in Massachusetts and earned a Bachelor of Arts degree in 1961. After graduation, she went on to earn a Master's degree in International Relations from Columbia University in 1966. In 1967, she became the first female political appointee in the U.S. Foreign Service, serving as the U.S. Chargé d'Affaires in the Embassy of the Czechoslovak Republic in Europe.

In 1969, Albright married Joseph S. Nye, Jr., a political scientist and scholar of international relations. They have two daughters, Victoria and Anne. Albright's career in diplomacy began in 1970 when she joined the Foreign Service as a Foreign Service Officer and served in various positions, including a tour of duty in Czechoslovakia from 1973 to 1974.

In 1977, Albright was appointed as a member of the U.S. delegation to the United Nations, where she served as the U.S. Ambassador to the United Nations from 1989 to 1993. During her tenure, she played a key role in the negotiation and ratification of the Treaty on the Non-Proliferation of Nuclear Weapons, which was signed in 1995.

Albright was appointed as the first female Secretary of State by President Bill Clinton on January 20, 1997, and served until December 1, 1997. In 1999, she was appointed as the first female member of the Peace Corps. She has also been involved in various humanitarian and educational organizations, including the Tibetan Women's Association and the International Rescue Committee.

Albright has been recognized with numerous awards and honors for her contributions to American foreign policy. She has been awarded the Presidential Medal of Freedom, the highest civilian honor in the United States.

Albright has written several books, including her memoirs, 'Read My World: Reflections on the Future of America' and 'The Mighty and the Right: Reflections on Diplomacy.' She has also been a professor at the University of Colorado at Boulder and has taught at the National War College in Washington, D.C.

After leaving public service, Albright founded the Albright-Knox Art Gallery in Buffalo, New York, and has continued to be involved in various humanitarian and educational organizations.

In 2013, Albright was appointed as a member of the board of directors of the International Rescue Committee, an organization that provides emergency relief and long-term assistance to refugees and displaced persons.

Albright has been described as a strong and independent woman who has made significant contributions to American foreign policy. Her appointment as the first female Secretary of State was a landmark moment in American history, and she has continued to be a leader in the field of diplomacy.
Of Social Medicine and Adjunct Professor of Political Science.

David Silverstein, Associate Professor of Preventive Medicine and Director of the Biostatistics Program at the University of North Carolina at Chapel Hill, described the experience of working with the Chancellor and his staff on various projects. He noted that the Chancellor's Office is a dynamic and challenging environment where he has had the opportunity to develop his skills in leadership and management.

2006 Chancellor Awards

The Chancellor's Awards are presented to faculty and staff members who have made outstanding contributions to the University. This year's recipients were recognized for their excellence in teaching, research, and service.

Professor Steven Bannister (Microbiology and Immunology) received the Chancellor's Award for Outstanding Research. Professor Bannister is known for his groundbreaking work in the field of immunology, and his research has led to several significant discoveries.

Professor James Moore (History) received the Chancellor's Award for Outstanding Teaching. Professor Moore is highly regarded by his students for his engaging teaching style and commitment to student success.

The Chancellor's Awards are presented annually to recognize the contributions of faculty and staff members to the University.

Economic Development: The 2006 Fiscal Year

Economic development was a major focus of the Chancellor's Office in the 2006 Fiscal Year. The budget for economic development was $12 million, and it was used to support various initiatives, including the expansion of the College of Arts and Sciences, the development of new academic programs, and the enhancement of existing programs.

Research: The 2006 Fiscal Year

Research was another significant focus of the Chancellor's Office in the 2006 Fiscal Year. The budget for research was $18 million, and it was used to support various initiatives, including the expansion of the College of Arts and Sciences, the development of new academic programs, and the enhancement of existing programs.

The Chancellor's Office is committed to supporting research and academic excellence at the University.

Chancellor's Remarks and Questions Period

The Chancellor's Remarks and Questions Period was an opportunity for faculty and staff members to ask questions of the Chancellor and share their thoughts on various topics.

Chancellor James Moore described the meeting as a success and thanked everyone for their participation. He also encouraged the faculty and staff members to continue to support the University's mission.

The meeting concluded with a round of applause for the Chancellor and his team for their hard work and dedication.
The current long-range plan is that enrollment will increase by 2,174 students to a total of 29,477 by 2015. The presentation emphasized the following points in the course of her presentation:

- Government website
- PowerPoint slides
- The presentations are accessible from the Faculty Council page of the Faculty

Enrollment, Growth, Student Retention

Issue

The presentation included various points related to the challenges of enrolling students in departments that do not have active classes. The new curriculum was discussed, emphasizing the importance of addressing these issues.

*Pro-Tem President introduced Cassidy Sigfield, Secretary of GPSF. Ms. Sigfield spoke of GPSF's past academic success and recent challenges.*

Meetings with the student body, including the Student Senate, were discussed. The presentation highlighted the importance of involving students in decision-making processes.

Greetings from the Chancellor and Provost

The Chancellor and Provost emphasized the importance of fostering a culture of innovation and scholarship. They discussed initiatives aimed at enhancing the student experience and strengthening faculty engagement.

Chair of the Faculty Induction

The induction ceremony was described, highlighting the significance of welcoming new faculty members to the institution. The role and responsibilities of the faculty were discussed, emphasizing the importance of contributing to the academic excellence of the University.
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Announcement

To honor the achievements of our students, the Council met to consider the award of honorary degrees to the person.

Honorary Degree

Working on better instructional methods in our own classrooms, the faculty must be to improve the quality of the applicant pool by improving K-12 education, and this column must be to improve the quality of the applicant pool by improving K-12 education, and means that we will have to produce a new leadership. The data shows the need for more effective leadership to meet these needs. To achieve more effective leadership, we need to go deeper into the issues we face, to ask more rigorous questions to be asked, and to see more of them through the process.

In saying that we are asking more of our students, and to ask more of the Provost's presentation could be emphasized.

Prof. John Pappalardo (chemistry) observed that the Provost's presentation could be emphasized.

not see that as a realistic possibility.

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AGENDA

Welcome and Introductions

3:00 The Work of Faculty Committees

3:45 Presentation by Joseph Ferrall, Secretary of the Faculty

Faculty Council Expectations and Procedures

3:30 Short Presentations by Several Committee Representatives

3:00 Lissa Broom, Athletics Committee

Steve Backenheimer, Faculty Assembly Delegation

Peter Gordon, Educational Policy Committee

Professor Joe Tempelton, Chair of the Faculty, Presiding

Pleasant Family Assembly Room, Wilson Library

3:00 p.m.

September 8, 2006

Faculty Council Orientation
All members are asked to serve on the order of number of votes received. The alternates in the most recent election in the order selected from among the alternates are chosen from among the alternates.

Procedures and Expectations

Faculty Councils

Recording

and minutes are prepared from tape

Identify yourself before speaking

Year name begun

Please
Principles of Parliamentary Procedure

- Council must have authority to take any action it purports to take.
- Proper notice of the meeting and all action items must be given.
- A quorum must be present to act.
- There must be a question before the Council that is capable of being answered "yes" or "no.
- Only one question ("main motion") can be pending at the same time.
- There must be an opportunity for debate.
- The question must be decided by a vote.

Modes of Action

- Receive information and ask questions.
- Discuss issues of concern to the faculty and establish educational policy.
- Legislators to amend the Faculty Code without taking formal action.

Participation

- Any General Faculty member may bring matters to the Council for consideration.
- Other members of the University community may attend as observers.
- Officers of the Council may participate in discussion and may attend sessions held to approve honorary degrees and awards.
- Officers of the Council may attend sessions held to approve honorary degrees and awards.
Common Subsidiary Motions

- To end debate and vote immediately on the pending matter (the "previous question").
- To refer the pending matter to another committee.
- To request the pending motion to be reconsidered at another time.
- To send the text of the main motion without debate.

Types of Motions

Another move from one stage of consideration to another stage of consideration.

Subsidiary Motions are procedures to be taken after a resolution of the main motion is the ultimate action.