Documents pertaining to meetings of the Faculty Council can be found at www.ncc.edu/faculty/minutes.

KEY: ACT = Action DISC = Discussion INFO = Information

Joseph S. Farrell
Secretary of the Faculty

AGENDA

Adjourn 6:00

ACT 4:50

Disc 4:30

Disc 4:00

Disc 3:50

INFO 3:45

Disc 3:30

ACT 4:15

Disc 3:00

Disc 3:00

TIME

 Election

 Chancellor James Mosser and Professor Sue Eistoff, Chair of the Faculty, will preside.

Friday, November 2nd, 2001, 3:00 p.m.

MEETING OF THE FACULTY COUNCIL

The University of North Carolina at Chapel Hill

--- The Pleasants Family Assembly Room in Wilson Library ---
Graduate Studies. Review the questions we may like to the following:

The Committee plans to meet soon with Tony Willard, our new Vice Chancellor for Research and

Committee Activities During the 2001-2002 Academic Year

Take these into account as the document is brought to the committee weeks.
We would welcome the faculty council suggestions and comments on this brochure, so that we can

Please Heen, PhD, and especially to Rea Halpern for their advice and help in developing this piece.
We are grateful to Linda Dye, Jamie Lecott, Bob Loveman, Mark Crowell, Mark Festrud for this proceedings was a promotional brochure for the
Cancer Development Office could use to "sell" this process to others. A draft of this brochure is
Having identified this issue as our priority, we discussed ways in which we could help the University

Committee Activities During the 2000-2001 Academic Year

Report of the committee's activities

Joe Galbraith (School of Management)
Gerry Lee (Comprehensive Cancer Center)
Richard Kwon (Psychology and Neuroscience)
Mark Peter (Earth and Atmospheric Sciences)
Annie Krall (Social Sciences)
Lawrence Landis (Social Sciences and Law)
William Gross (Comprehensive Environmental Program), chair AV 2000-2001

From: Faculty Committee on Research
To:
Date: October 26, 2001
functions to come.

Dear prospective graduate student, this could shape our society for

think, you will learn up with some of our most talented researchers helping

independent research to seed innovation and discovery. By contributing to this

Here at Carolina, we have created a special fund, the Carolina Research

funded by federal agencies or private foundations. These why we need you.

those important discoveries, they are not the sort of projects typically

Even though these creative new ventures can lead to some of our

productive new line of research, assistance of a few weeks of preliminary study to land a big grant or launch

that’s at the business end. Often, all it takes is a novel finding, a graduate

starting their careers, or to veterans who would like to pursue a new idea

those small grains typically go to ambitious young researchers who are just

or “start-up funds”—when deliver the most dramatic results. That is because

in university research is that small grains—sometimes called “seed money”

While big grains keep our big labs in business, the best-kept secret

Make a name

for yourself
Big results.

Modest Starts,
Amphibian manipulation

Studies initiated in 1998 by the National Science Foundation and the National Institutes of Health have provided new insights into the mechanisms of amphibian development and the role of cellular signals in regulating cell fate decisions.

John Doe, Professor of Marine Sciences

The neuroendocrine system and the neuroendocrine axis play a crucial role in amphibian development, with complex interplay between hormonal and neural signals. Recent studies have highlighted the importance of these processes in the regulation of amphibian behavior and reproduction.

Susan Lord, Professor of Endocrinology and Laboratory Medicine

In an effort to tackle these challenges, a project has been initiated to study the role of endocrine signals in amphibian development and reproduction. This project is supported by a grant from the National Science Foundation and is led by a team of dedicated researchers.

Brian Miller, Assistant Professor of Anthropology

Joy Kassen, Professor of American Studies

Foundation (NSF), which funds the project for $253,000 over four years.

Bill Miller, Professor of Biology

For article and collaboration information, contact John Doe, Professor of Marine Sciences, or Susan Lord, Professor of Endocrinology and Laboratory Medicine.
General Planning Committee

Proposed General College Curriculum

UNC-Chapel Hill

DRAFT 8/31/93; 9/14/94; 10/25
years should be adapted to Doha's local national, regional, and global context.
Without diminishing the strength of our core curriculum, we must work during the first two
without changing the emphasis on major or the curriculum. And quite as it is in (Chapter H2)
In Doha, should these same summary approaches, and quality as there in (Chapter H2)
curriculum design for UNO-O, General College: I. The arts, and science curriculum
With these differences in mind, it makes sense to apply two general principles for

allegiance.

Great national, will take up positions in the nation's oil and national gas companies, or their
the stars, only one major business. And most of the majors, the majority of whom will be
significant. The campus in Doha, as it will be distinct in another way. It will almost, at least at
July 4th. Despite some overapplying patterns and pressures, the cultural differences are
range from Arts and Humanities, we must acknowledge—and celebrate—the differences. Doha
in the campus in Doha, as it will be distinct in another way. It will almost at least at
is not Chapter H1. And it is not just that pedagogies here aren't, not English, on the streets;
WHERE THE MIND OF THE EDUCATIONAL PRINCIPALS AND THE CURRICULUM NURTURES, can cross
DESIGNING A GENERAL COLLEGE CURRICULUM FOR QATAR

accounting as well as other courses that might be useful
preparation for those whose major is to be in business or other study economics, seminars, and
also be delivered to others. In Doha, these courses will be delivered to
preparation for their future field of specialization. The General College Curriculum allows for some
progressive thinking about the role of knowledge and
since students still need some core courses to explore other areas of knowledge and

make a course that deals with "cultural diversity,

impacted major too. Because we live in a mix and diverse cultural society world, we ask students to
social sciences and the natural sciences, and are introduced to philosophy majors, and
in our General College curriculum. For that reason, we ask General College students to

"basic skills" in writing and oral communication, and for some
foundation for more specialized study. The course offers them an educational experience that

UNO-O, General College Curriculum is designed to provide the broad

the Kunar-Feet of study during the fall of their junior year, when they will be admitted into
General College for the first two years as they take their first 60 credits. They move on to
College, which is administered by the College of Arts and Sciences. Student remain in the
in Doha, as in Chapter H2, existing students will be admitted into the General

UNDERSTANDING THE GENERAL COLLEGE CURRICULUM
The text on the image appears to be a continuation of the previous page, discussing the integration of course requirements and the development of interdisciplinary skills. The text mentions the importance of a general education curriculum and the role of required courses in preparing students for future educational or professional opportunities. It also highlights the need for a strong foundation in English, mathematics, and the sciences.

The text goes on to discuss the impact of these requirements on student development and the challenges faced by students in balancing rigorous academic demands with personal and professional responsibilities. It emphasizes the importance of flexibility and adaptability in the educational process, allowing students to pursue their interests and career goals.

Overall, the text provides a comprehensive overview of the interdisciplinary nature of the curriculum, the benefits of a well-rounded education, and the importance of preparing students for success in a rapidly changing world.
The Social Sciences requirement is six credits. One of the student's Economics courses may

another foreign language.

from the business preparation courses would be varied so the student could take three courses of

economics. Some students might choose a "degree in economics," which would mean four courses

So in that case it could be any student. If the student were an I.B. calculator it could complete the basic high school requirements.

As per the California University undergraduate specific, "president in the mathematical sciences will

IV. OTHER GENERAL COLLEGE REQUIREMENTS (2-5 credits, but the

and one non-Western (2 semesters)

Historical Perspectives: One of them pre-1700, and one must be Western

Economics (2 semesters),

Social Science Perspectives: Economics and one course other than

Philosophical Perspectives (1 semester)

Natural Science Perspectives (one with a lab (2 semesters)

Aesthetic Perspectives: One literature and one fine arts (2 semesters)

Perspectives (2 credits)

I. English

Foreign Language: (0-3 semesters) Required if fluent in a language other than

Mathematical Sciences (1-2 semesters)

English Composition and Rhetoric (2 semesters)

Basic Skills (9-12 credits) Nine courses if the student places into Calculus,

Prerequisites for the business major: (3 credits or electives.

After the 1st year semesters. 40 credits of General College requirements, 12 credits of

Where the foreign language requirement and the student does not place out of French 10,

The 60 credits during the first two years of coursework requires the following if we
ELECTIVES (8 credits)

- Business 24, Applied Business Statistics (3 credits)
- Statistics 31, Introduction to Statistics (3 credits)
- Business 71, Principles of Accounting (3 credits)
- Economics 101 or 102, Principles of Economics (3 credits)
- Social science perspective course (3 credits)
- Economics 101, Introduction to Economics (counted above as one of two prerequisites (12 credits)

OTHER FRESHMAN AND SOPHOMORE YEAR BUSINESS MAJOR
A Tennant General College Curriculum

II. Perspectivas (28 credits)

I. Residencial Perspectives (6 credits)

Foreign Language (6 credits)

English Composition and History (9 credits)

Mathematics Sciences (6 credits)

Math 100: Algebra (3 credits)

General College Pre-requisites

English Composition and History (9 credits)

English I, English Composition and History (3 credits)

English II, English Composition and History (3 credits)

Basic Skills (12 credits)

D. 12 credits of General College Pre-requisites

Approximately 12 credits of General College Pre-requisites

The 60 credits during the first two years of coursework include the following:
This is an approved course, but it has not been approved as a General College Elective.

General College Elective Requirement:

This course meets the non-Western History Requirement. It is not approved to fulfill the

Natural Science Perspective (7-8 credits)

Arabic 33, Introduction to Arab Culture (3 credits)
OR
Music 46, Introduction to the Study of World Music (3 credits)
OR
Arts 22, Survey of Visual Art (3 credits)

Among the courses that fulfill the Non-Western History Requirement

Fine Arts (3 credits)

Dramatic Arts 15, Perspectives in Western Drama (3 credits)
OR

Art, 41, Survey of Western Music History (3 credits)
OR

Art 41, History of Western Art I (3 credits)

Among the courses that fulfill the Non-Western History Requirement

Asian Studies 133, Introduction to Japanese Literature (3 credits)
OR

Arabic 133, Arabic Literature (3 credits)

Among the courses that fulfill the Non-Western History Requirement

Comparative Literature 22, Great Books: Romanticism
OR

English 23, Introduction to Fiction (3 credits)

Among the courses that fulfill the Non-Western History Requirement

Literature Requirement

One course must meet the Literature Perspective and one must meet

sources listed below are sources of the courses that fulfill this

must deal with Western sources and one with non-Western

the Fine Arts Perspective. For the Dorns camp, we also require that

One:
Followings are the courses that could fulfill the non-Math requirement at the college.

---

**A. Historical Perspective (6 credits)**
- Geograpby 20, World Regional Geography (3 credits)
- Sociology 11, Human Societies (3 credits)
- Women's Studies 8, Gender and Global Changes (3 credits)

**B. Political Science (6 credits)**
- Political Science 66, International Relations and World Politics (3 credits)
- Anthropology 20, Anthropology of Globalization (3 credits)

**C. Social Sciences Perspective (6 credits)**
- Economics 10, Introduction to Economics (3 credits)
- Religion Studies 60, Critical Issues in Western Religions Thought (3 credits)
- Philosophy 20, Introduction to Philosophy (3 credits)

**D. Environmental Sciences (4 credits)**
- Geology 12, The Marine Environment (5 credits)
- Geology 11, Introduction to Geology (3 credits)

**E. Chemistry (3 credits)**
- Chemistry 12, Quantitative Chemistry Lab (1 credit)
- Chemistry 11, General Descriptive Chemistry (3 credits)
This is an approved course, but has not been approved as fulfilling a Perspective or Cultural competence requirement. 

This course is approved to fulfill the following Perspectives:

1. Social Studies
2. History
3. English

This course is approved to fulfill the following Cultural Competence requirements:

1. Global Perspectives
2. American Studies
3. African American Studies
4. Gender Studies

This course is approved to fulfill the following Major Requirements:

1. History 11, History of Western Civilization (3 credits)
2. History 31, South Asian History (3 credits)
3. History 36, American History to 1865 (3 credits)
4. History 30, The Renaissance of Modern America (3 credits)

This course is approved to fulfill the following General Education Requirements:

1. Intellectual, Reasoning, Science, and Math
2. Communication, Information Literacy, Technology, and Quantitative Reasoning
3. Global Perspectives
4. Social Studies
5. History
6. English

This course is approved to fulfill the following Persuasion/Argumentation Requirements:

1. Persuasion/Argumentation

This course is approved to fulfill the following Information Literacy Requirements:

1. Information Literacy

This course is approved to fulfill the following Science Requirements:

1. Science

This course is approved to fulfill the following Technology Requirements:

1. Technology

This course is approved to fulfill the following Quantitative Reasoning Requirements:

1. Quantitative Reasoning

This course is approved to fulfill the following Writing Requirements:

1. Writing

This course is approved to fulfill the following Diversity Requirements:

1. Diversity Requirement
Other elective courses in Arts and Sciences:

- Communications (Bus 100) or more helpful, the credits could be used to take
- Business 71, Introduction to Business (3 credits)
- Economics 100 or 101, Microeconomics (3 credits)
- Business 31, Introduction to Business (3 credits)
- A course in a foreign language above
- Science prerequisite course above

Electives (5-8 credits)

Prerequisites (12 credits)

Other Freshman and Sophomore Year Business Major

Purchase a laptop computer and keep it ready for use.

Computer Technology: All students at UNC-CH will be required to

credit for the knowledge will be awarded by enrollment in Special Studies 90.

Major disciplines have departments at the lower level in the department. The

Research Students will enroll in the same program and disciplines courses in the

Experiences for Undergraduate Research with faculty in residence will

Independ study or a research project connected with the instructor's idea of

Undergraduate Research Opportunity: We strongly suggest that students take
Taking one BSB A course and one Arts and Sciences course each summer, the students
will complete two summers before the junior and senior years. In addition to
three full years, the proposed BSB A curriculum will require two summers of study in Chapel

Two faculty leaders, one from Business and one from Arts and Sciences,
graduates, will be required to complete a research requirement before they
in addition to full-time study. All students will be required to complete a research requirement before they
office of Undergraduate Research will be created in order to encourage and facilitate
interaction and more interaction among the Arts and Sciences and Business Faculty. An
interaction and more interaction among the Arts and Sciences and Business Faculty. An

simulations.

simulations. Finally, the business courses will be paired with a global management
communication course with the business foundation courses with the other.

business foundation courses with the other.

numerous opportunities to engage in simulations.

Library Sciences.

will be developed. Library Sciences will be developed. A new course in Information and Knowledge Management
summer that will be offered. A new course in Information and Knowledge Management
simultaneously with the two core courses in these two areas. A new Advanced Business
simultaneously with the two core courses in these two areas. A new Advanced Business

The BSB A curriculum in Core Arts, Commercial, and Communication Skills

business.

The BSB A curriculum in Global and Quantitative Research, and

concentration of strategy, economics, and finance, performance management, and

strategies that will span three General Areas

strategies that will span three General Areas

operational, management, accounting, and legal studies will be same as those offered

operational, management, accounting, and legal studies will be same as those offered

BSB A core courses in the business foundation disciplines (1) Economics, (2) Finance,

BSB A core courses in the business foundation disciplines (1) Economics, (2) Finance,

applied to reflect the economic and cultural context of the region. These required
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The following pages detail the business foundation, capstone, research, and elective courses students will take in their third and fourth years. The two summer experiences in Chapel Hill also are described.

Washington, D.C., and Monterey, Mexico, will participate in immersion learning experiences outside of Chapel Hill also.
Courses will in part utilize cases appropriate for the region.

Communication Project as a course requirement.

Organizational Management will include Kenan-Flagler’s Multicultural course.

Integrated with one another and linked to prior Math/Statistics and Economics courses.

The business foundation courses, such as Finance, Marketing, and Operations, will be

*(INTS)*

Administration, Computer Science (COMP), and Information and Library Science

Management may be developed collaboratively and cross-listed between business

Business Computing Skills and Introduction to Information and Knowledge

Business Communication courses may be sequential to completion of ENGL 111, 12

ECON 130/132, Macroeconomics

BUSI 180, Corporate Finance

BUSI 170, Management Accounting

BUSI 160, Marketing

BUSI 150, Organizational Management

BUSI 140, Legal Studies

BUSI 130, Operations Management

(All courses are 3.0 credit hours unless otherwise designated)

Third Year
Sustainable Business Concentration

BUSI 12xx Global Operations and Technology Strategy (proposed number BUSI 129)
BUSI 166, Product Innovation Management (proposed number BUSI 169, International Financial Management)
BUSI 186, International Trade (new course)
ECNM 482, Environmental Economics (new course)
ECNM 483, Environmental Policy (new course)

Global Venturing Concentration

Students will select three electives from among those listed below. Two electives are required in the business electives, and one elective is required to be in Arts and Sciences.

Business Concentrations and Elective Courses

BUSI 166, Product Innovation Management (proposed number BUSI 169, International Financial Management)
BUSI 186, International Trade (new course)
ECNM 482, Environmental Economics (new course)
ECNM 483, Environmental Policy (new course)
Latin American business and culture
- Monterey, Mexico - Instituto Tecnológico de Estudios Superiores de Monterrey
- Chihuahe, NC - Prinical Center

Immersion Experiences
- BUSSI xx, Management of Workplace Diversity (proposed number BUSSI 153)
- One course offered by the College of Arts & Sciences

3rd Year - 4th Year Summer Program
- Richmond, VA - Federal Reserve Bank plus historical colonial Williamsburg
- Washington, DC - U.S. Government, historical and political

Immersion Experiences

2nd Year - 3rd Year Summer Program
- BUSSI xx, Management of the 21st Century
- One course offered by the College of Arts & Sciences

Students will participate in immersion experiences outside of Chapel Hill each summer.

Campus prevention. Students earn a total of twelve credits in course work taken on the Chapel Hill campus. Two courses (three credits each) will be completed in each summer experience so that the periods in the summer between their second and third years and their third and fourth years.

Students in the four-year program will study in Chapel Hill for two to six weeks.

SUMMER EXPERIENCES IN CHAPEL HILL
To Middle East and North Africa and Regional Information and Arab Countries

This page contains links to sites in Qatar and Qatar-related sites.

Arab States
The People of Qatar

The Country of Qatar

History

Parliamentary Executive Council (PEC)

Qatar is a member of the Arab League, the United Nations, and the Organization of
Islamic Cooperation. However, Qatar has not yet been admitted to the Arab League. The first-ever elections were held for a municipal council, which is the equivalent of the Al-Thani family subject to Emir's appointment from the region of present-day Doha. The region was occupied by the Al-Thani family, who were later supplanted by the Al-Thani family, who were later supplanted by the Al-Thani family. The current emir, Sheikh Hamad bin Khalifa Al-Thani, has worked to democratize the political system. A new advisory council (Shura) has been appointed by the Al-Thani family. The current emir, Sheikh Hamad bin Khalifa Al-Thani, has worked to democratize the political system. A new advisory council (Shura) has been appointed by the Al-Thani family.

The Economy

Qatar is a resource-rich country with significant oil and gas reserves. Oil and gas make up a large portion of the economy, contributing to Qatar's high GDP per capita. The government has implemented policies to diversify the economy and reduce its reliance on hydrocarbons. The government has invested significantly in infrastructure and development, including projects in education, healthcare, and technology. Qatar has also sought to diversify its economy through investments in financial services, real estate, and tourism. The government has implemented policies to attract foreign investment and foster innovation, including the establishment of free zones and special economic zones.

Qatar is a member of the Gulf Cooperation Council (GCC), along with Bahrain, Kuwait, Oman, Saudi Arabia, and the United Arab Emirates. The GCC was established to promote economic and political cooperation among the member states. The GCC has implemented a range of initiatives to enhance regional integration, including the establishment of a common currency and the implementation of a customs union. The GCC also seeks to enhance regional security and stability, primarily through coordination with other regional organizations, such as the Arab League and the United Nations.
**Education**


Qatar, the Pearl, is a place where everyone has access to quality education, whether it's through the national school system or the numerous private schools. The country invests heavily in education, recognizing its importance for the development of the nation. From preschool to university level, Qatar offers a variety of educational programs that cater to the diverse needs of its population.

**About Qatar**

Qatar's education system is designed to provide a comprehensive and high-quality education to all students. From early childhood education to tertiary education, Qatar ensures that its citizens have access to educational opportunities. The government has implemented several initiatives to improve the quality of education, such as providing scholarships for students who excel in their studies.

**Business**

Education in Qatar is also supported by the private sector. Many international schools are present in Qatar, offering programs that are recognized globally. These schools provide an international education experience, preparing students for further studies abroad.

**Culture**

The cultural aspect of education in Qatar is emphasized through various initiatives and programs. The government supports cultural events and activities that enrich the lives of its citizens, promoting a sense of pride and identity. There are several cultural institutions, such as museums and art galleries, that contribute to the cultural life of Qatar.

**Environment**

Qatar is committed to environmental sustainability and has implemented several measures to reduce its carbon footprint. The government has set targets for renewable energy and has invested in green technologies. Educational programs in environmental studies help to raise awareness and educate the public about the importance of environmental conservation.

**Sports**

Sports play a significant role in Qatar's social fabric. The country hosts several international sports events, and its citizens are passionate about both participating in and watching sports. The government supports athletic programs and facilities to promote a healthy and active lifestyle among its citizens.

**Politics**

Education and related policies in Qatar are influenced by the country's political landscape. The government's commitment to education is reflected in its policies, which aim to provide equal opportunities for all students. The Ministry of Education and Higher Education is responsible for overseeing education at all levels.

Qatar, with its strong educational foundation, is poised to continue its journey towards becoming a leading educational hub in the region. The commitment to quality education and the support from the private sector are expected to play a crucial role in achieving this goal.
Government Ministries, Overseas Missions, Embassies

Government & Organizations

About Qatar

Arts, Culture & Entertainment

Business

Education

Elections

Environment

Foreign Affairs

Health

History

Media

Organizations

Travel

Gateways

Arab Countries

Articles, Reports, Cartoons

Qatar TV Channels

Qatar TV, Internet

Washington Post & Associated Press News & References

Qatar News Agency

Entertainment

Online News, Newsletters, News Agencies

The Gulf Times, Daily Newspaper

Al-Watan, Daily Newspaper

Al-Sharq, Daily Newspaper

Al-Raya, Daily Newspaper

Newspapers, Magazines

Books

Visit AlWaqif Media for selected archives & Arab newspapers

About Qatar

Arts, Culture & Entertainment

Business

Education

Elections

Environment

Foreign Affairs

Health

History

Media

Organizations

Travel

Gateways

Arab Countries

Politics

Arab League

The Legal System of Qatar

Human Rights

Human Rights, Politics & Political Parties

American Universities

US Department of State, Qatar

Human Rights Report on Qatar

Rights

Ancient & Modern

History, Human Rights & Politics

-related Articles, Articles

Qatar Ministry of Education, Culture & Higher Education

Qatar University

Foundation Programs, Letters, Group Six, Page

Research, Resources & Projects
October 2001

Executive Summary

Bachelor of Science in Information Science

School of Information and Library Science

University of North Carolina at Chapel Hill
Homes Thes" 
Emerging Topics in Information Science
"Interdisciplinary Study"
Topics and Special Courses (9, 0.9)

Developing Information Products and Services
"Management of Information Agencies"
Information management courses (1.20, 5)

Advanced Internet Applications
TCP/IP Networking and Network Programming (COMP 143)
Protocols and Network Management
"Distributed Systems and Administration"
"Information to Local Area Networks"
"Internet Applications"
"Database Management and Networks"
Information technology courses (80, 100, 160)

Digital Libraries
"Multimedia Information Systems"
"Information Retrieval (COMP 172)
Applications of Multilingual Information Processing (COMP 170)
"Information Organization and Retrieval Information
"Organizing and Retrieving Information"
Information organization and retrieval courses (70, 150, 170)

Computer-Supported Cooperative Work (CSCW) Design
"Information Architecture"
"Human-Machine Interaction"
"Information Systems Analysis and Design"
Information design courses (60, 160)

Information Use for Organizational Effectiveness
"Information Technologies Applications"
"Information and Analyzing Information"
Fundamental courses

Courses marked "are required for IS/IT existing minor in Information Systems.
Courses with * are required for all BSIS students.
Courses with ** are required for all BSIS students.
The faculty members, regardless of the methods and tools used by
of a teaching award, they will recommend that award on the basis of
a teacher. If students or colleagues judge a faculty member as deserving
a teacher who uses little or no technology may be an exceptional
the most sophisticated technology may not be an effective teacher, while
use to communicate effectively with students. An instructor who uses
Instructional Technology in Education and Scholarship endorses it. See
subsections 2, 3 of Information Technology in Educational and Scholarly Endeavors. The
information in the use of Information Technology or "creative uses of
innovations in the use of Information Technology" or "creative uses of
Scholars of University Teaching Awards Committee or in the determination of
University Teaching Awards Committee should be given for appointment to the
The Academic Senate and IFAC Faculty Council Resolution 2001-7
provisions:
statements of University Teaching Awards Committee or in the determination of
The ADSF Advocacy Committee unanimously adopts the following:

UNC Academy of Distinguished Teaching Scholars

Teaching Advocacy Committee

October 4, 2001
I join my colleagues in rethinking that CT be re-established as an
instructor with most of those desires. It is known, acknowledged, responded to, and otherwise be respected.
It is important that the time spent with me with these classes was far more
intersections. We still meet face to face in our writing groups in class:
I still have extensive conference hours. I still require students to find
it was an excellent aid in each that helped me meet this goal—
in the room of my teaching goal and do with increasing the time
and did not have anything to do with technology—other than the fact that
is easy to see that my teaching goal and do with increasing the time
students for responding that I have generated. In this simple example,
and students. Because of students, schedules and because there is any
contract or interaction between teachers and students and between students
and those who do not (like using collaborative groups)—form meeting
\textbf{LEARNERS: My Innovations in the Classroom—Those that Include Technology}

\textbf{AS TEACHING WHEN IT SUPPORTS MY GOALS AS A TEACHER AND MY STUDENTS' NEEDS}

I would like to voice my support for my colleagues pedagogy (where I advocate this college is the development of
groups I've ever encountered, and as a scholar whose work centers on
colleagues will oppose structuring [as a special category of teaching, the
college pedagogy (where I advocate that college is the development of
groups I've ever encountered, and as a scholar whose work centers on
Thanks, Celia.

Your recent past award won you will note that we have many II experts (as a 4-year committee member) who would like to add to that we ALWAVS (as last years chair of the UNY teaching awards committee).

AT 06:39 AM 10/4/01 -0400, you wrote:

<-- Original Mes -->

<

(919) 966-9461 (fax) 966-0100 http://www.uncc.edu/~chopper

CB 170 Med St., Wing D, UNCC-Chapel Hill, NC 27599

Celia R. Chopper, PhD, CCC-SLP, Clinical Professor

<-- Celia -->

Teacher's most of whom won teaching awards in the past. If you look at teaching third to them, the committee members are made up of excellent considered somewhat insulting to the committee to define "good requirement," besides the obvious redundancy, it might be included. It is neither necessary nor appropriate to add this as considered even possible tool of teaching in the medical others. II
Chair, Dept. of Religious Studies  
Bart D. Ehrman  
--  

OK, just my own quick two cents: 

Teaching, I've seen disastrous results from this already. 

In my opinion, it's important for teachers to focus on: 

- what teachers do.  
- how to go with it.  
- to provide for the classroom, skill as lecturers, etc. when rewarding teaching.  

It's important to lead discussions, skills as lecturers, etc. when rewarding teaching.  

Other aspects of what we do in the classroom (e.g., we don't single out important but that it should not be singled out as "more important"

Thanks for this. My own personal opinion is that it is extremely

Donna

On Information Technology  

Subject: Re: [teaching-scholars] PLEASE READ: Faculty Council Resolution 2001-7  
To: Donna Lefebvre <donna.lefebvre@unc.edu>  
Cc: [redacted] <bethehman@alum.mit.edu>  
From: Bart Ehrman <bethehman@smith.edu>  
Date: Wed, 3 Oct 2001 14:18:49-0400 (EDT)

X-Sieve: CMU-Sieve 1.3
Dear [Recipient],

Subject: Comments on FITAC Proposals for Teaching Awards

To: [Recipient] via [Email]

From: Sherri Kleinman via [Email]

Date: Thu, 4 Oct 2001 17:44:29 -0400 (EDT)

Sherri Kleinman, 05:44 PM 10/4/01, Comment on FITAC proposals for

Any other technique we use in our teaching, except lectures, or lectures will be no reason to privilege technology over small groups in the classroom (as one example), or come up with efficient ways. If needed, someone is using technology as part of their teaching, and videoconferencing. I have served on the Bowman and Gordon Gray teaching award committee, and we looked at a teacher's effectiveness in a variety of contexts, and I've had awards based on publications, use of audio or video, to have had awards based on a teacher's use of audio or video technology is ONE TOOL of teaching and it would have made no sense, years ago, to have had awards based on a teacher's use of audio or video technology.

I do not think there should be teaching awards based entirely or even partly on teaching

Best,

[Signature]

Director of Undergraduate Studies
Professor of Sociology
Sherri Kleinman

[Handwritten note:]

any other technique we use in our teaching, except lectures, or lectures will be no reason to privilege technology over small groups in the classroom (as one example), or come up with efficient ways. If needed, someone is using technology as part of their teaching, and videoconferencing. I have served on the Bowman and Gordon Gray teaching award committee, and we looked at a teacher's effectiveness in a variety of contexts, and I've had awards based on publications, use of audio or video technology is ONE TOOL of teaching and it would have made no sense, years ago, to have had awards based on a teacher's use of audio or video technology is ONE TOOL of teaching and it would have made no sense, years ago, to have had awards based on a teacher's use of audio or video technology. I do not think there should be teaching awards based entirely or even partly on teaching.
not be able to attend Faculty Council tomorrow, but know that you have my
not help but wonder how much “politics” influenced said decision. I will
All of this seems to question the decision to merge CLE and CIT. One can
Dr. Zdonik: I find this a bit disturbing...
Learning Space (Louis Notes): Now I find that I must be re-trained in
could be consistent in the choice of software, I went through training in
As for leaves for faculty training... if would be nice if the University
\textit{Teaching} using the tools in and of itself is not evidence of good
PowerPoint was available in my current courses,
initially-deskstop (Apple) for over 23 years... Before
In teaching applied statistics, I have been using computers (mainframe,
uniquely defined ways...
in a "tool box" of many that allow each of us to relate to our students in
agree with all of what has been said... It is nothing more than one tool
At 11:20 AM 10/4/01-0:400. You wrote:

\textbf{CB #3500}

\textbf{William B. Ware, Professor and Chair}

\textbf{Measurement and Evaluation}

\textbf{Educational Psychology}
The other award (the quilt) is not money available for them.

We also need to think about what type of teaching award we are not at the expense of what is the most meaningful award. My major concern here is that if teaching improvement is the result, then it is too late.

2) For the same reason, I oppose a special teaching award for creative use of technology. I object to this than to the first proposal because I consider that teaching should be given no greater consideration than the other, just equal. People who are great teachers with technology should be considered evenly with people who are great teachers without technology.

We need to broaden the use of technology in selecting teaching awards. The decision should be guided by committee on teaching excellence.

The Modern Mail Service 2001.09.16

Subject: RE: [teaching scholars] PLEASE READ: Faculty Council Resolution 20

to: Robert@school.uncedu

From: Robert@school.uncedu

X-Sieve: cmu-sieve 1.3

Aldeer, Robert , 3:09 PM 10/20/01, RE: [teaching scholars]
Strategies

IT, but not without a measured consideration of the value relative to existing teaching. To adequately consider and explore a dimension of their teaching that could be enhanced by development. This measure acknowledges a practical need for faculty to have enough time

Where I do support in the resolution item #4 - the designation of faculty leaves for IT

approach is simply one of a variety of viable options (studio art)

(approach sciences for instance) in comparison to other disciplines where a technological

induction of technology is a natural evolution of the discipline in all areas of the discipline
determining factor for teaching awards. It also privileges certain disciplines for whom the
dimension of the case for any particular nomination, it should not be privileged as a

widespread of technology but on the subsistence of the teaching and the faculty members

use of IT as a catalyst for excellence in my mind. Technology is a simple a tool that faculty

committee based on technology issues or to establish teaching awards based on innovative

I am strongly opposed to items #2 and #3 in the resolution that would strike the

Dear Donor,

At 02:54 PM 1/03/01. 0400, you wrote:
Subject: Re: [teaching @ unc.edu] Faculty Council Resolution 2001-7 on Information Technology

From: Donna Lefebvre <donna.lefebvre@unc.edu>

To: Sue E. Goodman, <seg@eml.unc.edu>

Attached.

Cc:

Information Technology

Sue Goodman

Attached: Mathematics

one who uses instructional technology with great frequency.

I also agree with the very serious concerns expressed about the EITAC proposal. And I am

At 09:15 AM 10/4/01 -0400, you wrote:


Best,

[Handwritten note from a professor]

I'd like to share my thoughts on your proposal for a new course. I believe it's a great opportunity to explore the intersection of technology and education. I think it's important to incorporate technology into our teaching methods to better engage students and prepare them for the future.

One idea I have is to create a hands-on workshop where students can learn how to use various technologies in the classroom. This could be a great way to encourage innovation and collaboration among students.

I also think it's important to have guest speakers from the technology industry to discuss the latest trends and how they can be applied in education.

I hope these suggestions are helpful and I look forward to discussing this further with you.

Sincerely,
[Professor's name]

---

[Typed note]

Subject: Re: [teaching@scholars, please read: Faculty Council Resolution]

To: Donna Lee Cerep<donna.lee@edu.edu>

Cc: Academy of distinguished teaching scholars<techinformscholars@lishter.un@edu.edu>

Hi Donna,

I wanted to share some thoughts on the proposal for the new course. I think it's a great opportunity to bring technology into the classroom and I'm excited about the potential impact it could have on student learning.

One idea I have is to incorporate interactive technology into the course design. This could include virtual reality simulations, or interactive lecture materials that allow students to explore concepts in a more dynamic way.

I also think it's important to have guest speakers from the technology industry to discuss the latest trends and how they can be applied in education.

I hope these suggestions are helpful and I look forward to discussing this further with you.

Best,

[Your name]
Learning more and better because their teachers are "creatively users of technology."

We have another official generation who will be told that they are already made for reasons of tradition or because of the large capital investment want the administration improving technology or if anything this is done for reasons of tradition or because of the large capital investment, the university community does not seem to me to be another attempt to subordinate teaching to the methods of technology of the instructor and that is how it should be. Any suggestion that faculty instructors in some way should be equated to faculty of another generation receiving who uses this knowledge of another generation receiving, to give special merit in determining teaching excellence to those faculty instructors are the driving force in teaching excellence.

may be an exceptional teacher, let us forget that teachers and not teacher who uses the most sophisticated technologies may never be an exceptionally good teacher. Where the instruction uses low-cost teaching, especially with students. An instructor whose instruction is ineffective may not be an exceptionally good teacher.

Teaching excellence is the determination of teaching excellence.

Classes are also of the favorite faculty award from senior...
I have time

4/5 6/25 email: jd@uic.edu 9/9-9 10/6 phone: 8/2-9 10/6 FAX: 9/9 9-92 10/6

Chapel Hill, NC 27599-3280
Coker Hall CB#3280

Department of Biology

Jean Desai

Please note: I have time makes me uneasy in exactly the same place in my gut that the CTL-CT is teaching award criteria to any particular methodology. In fact, this idea would accept it, but I am totally opposed to giving up the current money I award. I feel sure the only teaching awards are for excellence in teaching. If someone wanted to give

Information Technology

Subject: Re: [teaching scholars] please read: Faculty Council Resolution 2001-7
To: Donna, letter from U of C, UNICEL, unci.edu
From: Jean Desai, jd@uic.edu
Date: Wed, 3 Oct 2001 13:48:30 -400 (EST)

Jean Desai, 01:48 PM 10/3/01, Re: [teaching scholars]
Forwarded message

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I figure out how I may help their teaching.

We can find other ways to help faculty,

Awards Committee for High-Profile T
awards on the teaching
committee. Teaching awards for IT users
for teachers with such skills on the teaching
learning technology and mandate a change
privileged as well teachers who use "active
and change about the learning of students, but
use of IT as evidence of creativity, energy,
 incentive awards. I have sometimes cited their
in writing nominations for colleagues for
over other potential aspects of good teaching.
I do not think that use of IT should be privileged

Dear Donna,

Subject: Re: Teaching Scholars [PLEASE READ: Faculty Council Resolution 2001-7 on
X-Accept-Language: en
X-Mailer: Mozilla 4.7 (en) (Win95; U)
To: Donna Lehman <donna.lehman@unc.edu>
From: W. Mills Fletcher <millsfletcher@email.unc.edu>
Date: Wed, 30 Oct 2001 17:07:19 -0400

W. Mills Fletcher, 09:07 PM 10/30/01, Re: [Teaching Scholars]
interact and thus need special treatment.

Say that they need something special seems to indicate that they may be
disgusting. I don't believe that learning using technology ought to be the same
degree. It seems that learning is the same. Students take away only the power and not the substance. What he
could develop a new, en-damaged approach that looks obvious. But if he
on the part of the student, not what method the teacher uses. A person
It seems to me that teaching awards are to be focused on effective learning.

Donna:

X-Mailer: Internet Mail Service (5.5.2653.19)
Date: Wed, 3 Oct 2001 14:20:30 -0400
Subject: RE: [TeachingScholars] PLEASE READ: Faculty Council Resolution 20
To: "Joanne LeFevre" <Joanne.Lefevre@unc.edu>
Cc: "Douglas A. Evers" <Evers@buschool.unc.edu>
X-Sieve: cmu-sieve 1.3

Evers, Doug, 02:20 PM 10/3/01, RE: [TeachingScholars]
Lieutenant Lawrence Knpper, Ph.D.

School of Public Health, CB 4400
Univ. of North Carolina
Chapel Hill, NC 27599-7400

Dear Dr. Knpper,

I am writing to discuss the email about the teaching of statistics and the need for innovative teaching methods. I believe that the use of active learning strategies can enhance student engagement and understanding. I have recently read an article by [Author's Name] that discusses the benefits of incorporating technology into the classroom. This could be a useful tool for teaching statistics.

Please consider the following suggestions:
1. Use interactive software to help students visualize statistical concepts.
2. Incorporate real-world examples to make the material more relevant.
3. Encourage group work and peer teaching to foster collaborative learning.

I am excited about the potential for change in our department and look forward to hearing your thoughts on this proposal.

Best regards,

Associate Chair, Biostatistics, School of Public Health, UNC
To unsubscribe send a blank email to leave-teaching-scholars-47835@listeserv.unc.edu.

You are currently subscribed to teaching-scholars as: donelle.jferber@email.unc.edu.

Emrill@kasier.com
Fax: (919) 665-4719
Tel: (919) 662-0583

Chapel Hill, NC 27599-315
University of North Carolina
Department of Geological Sciences
Associate Professor
Kevin G. Stewart

Kevin Stewart

Pointing us in the wrong direction and its passage would be a mistake.

Teaching we strive true innovation. I believe that the TTAC resolution is
guilty of teaching on campus. By narrowing our definition of effective
Teaching, this notion will ultimately lead to a degradation in the
Teaching. This notion will ultimately lead to a degradation in the
to single out any one method as being the essential element of effective
Devising a problem with the TTAC proposal - as must have already noted - is

I would like to echo the comments of Joel Chwick and others. The

To all:
AT 08:25 AM 10/4/01-4:00, you wrote:
Several of us are proud of concept. It you use it; I believe it will pay off in general teaching performance recognition and need not believe that singling out a specific teaching approach for an excellence award is a good thing.

Donna, I think that all of the elements of the resolution are reasonable except #3. I do not agree.

X: James M. Webster
Organization: UNC Neurobiology
Subject: RE: [Teaching Scholars] PLEASE READ: Faculty Council Resolution 2001-7 on
To: Donna Leverette
From: "Gerry Oxford"
X-Ref: Cmu-seve 13
Dear Assembly Members:

Donna Lefteme write:

...
For learning the liberal arts.
Achieved intellectual greatness when it has substituted utilizing method
But history is on our side, and NO university has ever

This is indeed a troubling period.
The compassionate and liberal arts genius of our former provost.
Academic revolution will reverse the pending decision. Coming behind
The proposal is a wait accomplish and nothing short of an

Under the simulation of a dialectic exchange.

My problem is fourth – I have lived too long, had too much

The Provost.
be a trivial embarrassment, hence my decision not to send comments to

It is difficult to take it seriously, in a country of law, it would
accomplished teachers. The IT proposal is so prime fake disparage
He has had so much experience as one of UNC-CH's most distinguished and
I want to second enthusiastically Joe's thoughtful analysis.

Chaired Colleague:

Reply-To: Chuck Stone <csstone@email.unc.edu>
Subject: [Research Scholars] Re: Five proposals for pending awards
To: Academy of Distinguished Teaching Scholars <teachingscholars@listserve.unc.edu>
Cc: Academy of Distinguished Teaching Scholars <teachingscholars@listserve.unc.edu>

From: Chuck Stone <csstone@email.unc.edu>
Date: Wed, 3 Oct 2001 16:52:20 -0400 (EDT)
X-Sieve: cmu-sieve 1.3
might generally improve
unwillingness to incorporate technology into their class even when it
promises to streamline lesson preparation and save time for their
students. I am especially unimpressed by this argument that many faculty
by themselves should deeply understand that
matter has been handled is best an insult to the faculty, and the
Colleagues—

Weldon Thornton, 02/10 PM 10/4/01, [teacher@scholars] The current
Subject: [teacher@scholars] The current resolution
To: "Academy of distinguished teaching scholars" [teacher@scholars@lutheran.edu]
X-Accept-Language: en
X-Mailer: Mozilla 4.76 [en] (Win98; U)
Reply-To: Weldon Thornton <wt@wthornton@email.lutheran.edu>
Date: Thu, 04 Oct 2001 14:10:48 -0400
X-Sieve: cmu-sieve 1.3

I have read Professor Balliro's comments and am by no means persuaded
by them. I am especially unimpressed by this argument that many faculty
Thanks for the very close attention to technological hubs. I think Key Largo's summary of concerns is excellent. We have discussed this issue and think that teachers do. Thanks for helping to bring this issue into public consciousness to excellence teaching. We are not opposed to technology, but the opinion that I can ever remember seeing. There can be no doubt about our distinguishing teaching as one of the most striking strengths of faculty.

Donna,

Subject: Re: [teaching scholars]
To: Donna Lefebvre <donna.lefebvre@unc.edu>
X-Sender: Laurence@isla unc.edu
From: Lloyd Kramer <lloyd.kramer@email.unc.edu>
Date: Thu, 4 Oct 2001 17:43:41 -0400 (EDT)
X-Sieve: CMU-Sieve 1.3
School of Education
Gerald U. Ikua, Professor

academic. Pull THIS weed out!

about teaching seem to grow well in the improvised soil of

invitation to venture down the slippery slope to that day. Bad ideas

minds of some of the faculty and most of the administration—"Is an

excellence in teaching. This resolution—I am certain very beginning in the

bells and whistles will be continued with and mistaken for skill and

is an outrage even to contemplate a day when the use of electronic

I hope that other members of the Academy will join us.

Academy of Distinguished Teaching Scholars falling in behind them. It is

Professor Grots, and I am hear me to see others of my colleagues in the

enthusiastically support the statements of Professor Schwartz and

To the Members of the Academy of Distinguished Teaching Scholars:

Subject: Teaching Scholars [Re: CTL and OIT] (pwd)

To: "Academy of Distinguished Teaching Scholars"<teaching.scholars@illinois.edu>
Great pleasure, and the University honors itself by honoring President Lagos.

The Chancellor announced that the University of North Carolina will confer an Honorary Doctor of Law degree on the former ambassador to Brazil, now working for Mr. Berger.

...
Chair of the Faculty’s Remarks

November 2, 2001
Faculty Council Minutes
Professor Thomas Robinson is the President of the University of Oregon. He has been a leader in higher education for over 30 years and has served as the President of several universities. His vision for the University of Oregon is to create a world-class institution that prepares students for success in the 21st century.

Professor Robinson believes that the University of Oregon must be a leader in innovation and excellence in all areas of its operations. He is committed to ensuring that the University provides a high-quality education to all students, regardless of their background or socioeconomic status.

Professor Robinson has also been a strong advocate for the University's role in the community. He believes that the University must be an active partner in addressing the challenges facing the state and the region.

Professor Robinson's leadership has been characterized by his ability to build consensus and work collaboratively with all stakeholders. He has been a strong advocate for the University's mission and has been instrumental in securing funding and support for the University's programs and initiatives.

In conclusion, Professor Robinson's leadership has been characterized by his commitment to excellence, innovation, and community engagement. He has been a strong advocate for the University's mission and has been instrumental in securing funding and support for the University's programs and initiatives. His leadership has been characterized by his ability to build consensus and work collaboratively with all stakeholders. He is a true leader in higher education and is a model for what leadership should be in the 21st century.
Proposal for a Bachelor of Science in Information Science

...
Proposal has not yet been submitted to the Office of the President. The Council for the Development of Higher Education has approved the proposal for the Council for the Development of Higher Education. The proposal submitted to the Council for the Development of Higher Education is not yet approved by the President. The proposal submitted to the Council for the Development of Higher Education is not yet approved by the President.

Dean Marshall expressed that the need for information science is very important. The academic department of the program is seeking to understand the context of the academic department of the program. The proposal submitted to the Council for the Development of Higher Education is not yet approved by the President. The proposal submitted to the Council for the Development of Higher Education is not yet approved by the President.
The business of the day having concluded, the Council was adjourned at 4:55 p.m.

Adjournment

nomination was approved.

The Council was in closed session to consider distributing Alumni/Alumnae Awards for 2002.

Distinguished Alumni/Alumnae Awards

1. Endowment Transfer
   - Support of interdisciplinary research on the campus and enhancing coordination
   - Increasing the visibility of research and having a larger presence in Washington, D.C.
   - Increasing the visibility of research and having a larger presence in Washington, D.C.

2. Research funding
   - Increased emphasis on interdisciplinary research and having a larger presence in Washington, D.C.
   - Increased emphasis on interdisciplinary research and having a larger presence in Washington, D.C.

A secondarily important in cooperation with the Chancellor, the Office of Research Services

Community impact—will two members each from the College of Arts and Sciences, the College of Engineering, and the College of Business Administration be involved in the committee?

The committee will meet with Vice Chancellor and will coordinate on those questions.

Annual Report of the Faculty Committee on Research

was approved.

Proposal to approve the proposal for a Doctor of Science Degree Program in Information Science

Proposal will be considered by the Board of Trustees at its next regular meeting.

