AGENDA

Chancellor James Moeser and Professor Sue Estorff, Chair of the Faculty, will preside.

Friday, January 17th, 2003 at 3:00 p.m.
MEETING OF THE GENERAL FACULTY AND THE FACULTY COUNCIL
The University of North Carolina at Chapel Hill

Friday, January 17th, 2003 at 3:00 p.m.
MEETING OF THE GENERAL FACULTY AND THE FACULTY COUNCIL
The University of North Carolina at Chapel Hill

Secretary of the Faculty
Joseph S. Fernald

Ad jovm.
Open Discussion of Topics Raised by Faculty Members.
Professor Estorff, Chair.
Professor Fredrick P. Brooks Jr., Chair.
Annual Report of the Advisory Committee.
Professor Paul Fernald and Barbara Hume, Co-chairs.
Resolutions 2002-7: Endorsing Certain Recommendations of the Task Force.
Resolutions 2002-5 On Faculty Responsibilities in Relation to the Honor Code.
Resolution on Honors System Reforms.
Professor Eliza Epps, Chair of the Steering Committee.
Resolutions 2003-4 Concerning Gender Equity in Faculty Salaries.
Resolutions 2003-3 To Establish A Committee on Appointments, Promotions, and Tenure.
First Reading:
Resolutions 2003-2 On the Advisory Committee on Undergraduate Admissions.
Resolutions 2003-1 On the Division of the College of Arts and Sciences.
Second Reading:
Resolutions Amending the Faculty Code of University Government.
Professor Sue Estorff Invites Questions ofComments.
Remarks by the Chair of the Faculty.
Annual Report of the University President, Faculty, and Budget Advisory Committee.
Remarks by the President:
Executive Vice Chancellor and Provost Robert Shelnor.
Remarks by the Provost:
Chancellor James Moeser Invites Questions of Comments.
Chancellor’s Remarks and Question Time.
Call to Order: The Secretary of the Faculty.

KEY: ACT = Action, DISC = Discussion, INFO = Information.
Introduction

January 14, 2003

Academic Plan for the University of North Carolina at Chapel Hill

DRAFT

http://www.unca.edu/about/academic_plan/Draft
Program should be doubled over the next five years from the current level of 200 students, to ensure that every first-year student has at least one such semester of enrollment in the honors seminar. For students in the honors seminar, a core course was introduced among a set of core courses that will be shared by all students. The honors courses were designed to provide a core curriculum that emphasizes critical thinking, problem-solving, and research. The honors program will also be expanded to include more seminars, workshops, and research opportunities. The honors program will be funded by an endowment established by the university. A discussion of the need for core courses and seminars was also included in the discussion of the university's core curriculum.
By one-third, and they need better pay and improved career prospects.

One-third, and they need better pay and improved career prospects. We need to increase the number of advisors and have an advisor-based system to help students meet formal requirements for graduation. We need to improve the undergraduate advising system. Recognizing advances in technology, we need to continue to improve the undergraduate advising system.

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Student evaluation of quality of instruction, research supervision, and professional training:

The importance of providing support for development of teaching and research excellence. For this reason, our university has implemented successful strategies to support and develop the research capabilities of faculty members, including faculty development courses. These courses are aimed at enhancing teaching and research skills, providing faculty with the resources and guidance needed to excel in their respective fields. Faculty development programs are crucial for fostering a culture of excellence and innovation within our university community. Through these initiatives, we aim to create a dynamic environment where both teaching and research are prioritized and supported at the highest level of excellence.
This recognition of support teaching must be increased, revised, and made more firmly a basis for cooperation, and building student research. This array of activities needs to be better

independent study, and guiding student research. The array of activities needs to be better

improvement to faculty development, one that necessarily pairs coaching, collaborative coaching, and coaching. 

independent research opportunities in recent years, the lack of a normal supplemental program is a

The single fundamental improvement that will enable Canada to begin to confront these challenges

collaboratives.

research and teaching directions needing time devoted to study, often given to students in the process of teaching with

research, and teaching directions needing time devoted to study, often given to students in the process of teaching with

Second, faculty members need opportunities for research training and development. The sustained

process that recognizes the difficulty of many families with establishing research and teaching

process that recognizes the difficulty of many families with establishing research and teaching

the special challenges of1st and 2nd generation, including non-profit, and research to

support for faculty research
department or program

and teaching; (c) focus on the development of research programs and provide adequate and responsive

and teaching; (c) focus on the development of research programs and provide adequate and responsive

exemplary research, and continuing to support for faculty research
department or program

exemplary research, and continuing to support for faculty research
department or program

follow-up, seven steps: (1) emphasize the continued process of research and training, and following

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Consequently, some steps to address faculty retention and support faculty. One, we must take the

Consequently, some steps to address faculty retention and support faculty. One, we must take the

teaching than on other revenue-generating endeavors.

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1st and 2nd generation, including non-profit, and research to

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Training, the National Research Council will require

Training, the National Research Council will require

Property Two: Strengthening Faculty Recruitment, Retention, and Development

Library system by the Association of Research Libraries, a

Library system by the Association of Research Libraries, a

average level of graduate student I.A. comprehension versus our A.V. peers; and (c) Ranking of our

average level of graduate student I.A. comprehension versus our A.V. peers; and (c) Ranking of our

http://www.aned.ca/educator/research/impact/academic/lanuage.html
schoolship, and arts/culture. These include: (1) Number of professional opportunities; (2) Number of professional accomplishments; (3) Investigator grants and fellowships; (4) Number of scholarly articles published; (5) Number of books published; (6) Number of presentations at professional meetings; (7) Grants and fellowships received; (8) Awards and honors received.

The number of faculty receiving research funding from the National Institutes of Health and the National Science Foundation is also included in this category. The purpose of this category is to measure the productivity and impact of faculty in their respective fields. These metrics are used to evaluate the effectiveness of the university's research programs and to attract new faculty members.

The metrics for achieving these seven steps include (1) Average time for completion of research proposal; (2) Time to publication of research findings; (3) Number of times research findings have been cited by other researchers; (4) Number of patents granted for research findings; (5) Number of research grants received; (6) Number of research papers published in peer-reviewed journals; (7) Number of research presentations given at professional meetings.

The inclusion of this data in the metrics helps to ensure that the university's research programs are effective and that faculty are being adequately supported. The university's research programs are critical to its success and are vital to the advancement of knowledge in all fields.

In conclusion, the metrics for achieving these seven steps are important because they help to ensure that the university's research programs are effective and that faculty are being adequately supported. The university's research programs are critical to its success and are vital to the advancement of knowledge in all fields.

The importance of research is undeniable. It is the foundation upon which new ideas are built and the basis for scientific progress. Research is essential to the development of new technologies, the advancement of knowledge, and the improvement of human health. It is through research that we are able to understand the world around us and to develop new solutions to the challenges we face.

In order to support research, the university must provide adequate resources and support. This includes funding for research projects, access to state-of-the-art facilities and equipment, and opportunities for collaboration with other researchers.

It is critical that the university continue to invest in research and that it remain committed to its mission of advancing knowledge and improving the world. Only through continued investment in research will we be able to make the discoveries that will change the world and improve the lives of all people.
Priority Four: Furthers Interdisciplinary Education, Research, and Service

We should identify additional opportunities to cross-discipline minority minority institutions in our area, programs that the resources of schools and support minority institutions. At a minimum, we need to develop minority institutions and minority institutions. At a minimum, we need to expand our minority universities programs in the number of minority institutions in our area.

Recruitment Programs

A successful model that bears further examination is the School of Medicine, Minority Faculty model, where the recruitment of minority faculty is the key. This model involves the establishment of minority organizations in the recruitment of minority faculty, and the development of new and innovative recruitment strategies, including support for minority student recruitment and other innovative initiatives.

These could include support for faculty recruitment, cross-disciplinary initiatives, and minority student recruitment. The goal is to create opportunities for minority students to participate in academic programs and activities, and to enhance the diversity of the faculty. Finally, we need to expand our minority universities programs in the number of minority institutions.

We must highlight the role of the curriculum and faculty in the recruitment and retention of minority students. The inclusion of minority students in the curriculum and faculty is critical to the success of our educational efforts, and the diversity of our student body.

Priority Three: Furthering Diversity

Of faculty we recruit-agenda complements others from peer institutions.

Proposed disciplines: (1) Number of patents issued times the frequency of citations; and (T) Number of publications.
Council, be a regular topic of discussion with the Chancellor, President, Dean, and the faculty.

One of the College's primary goals is to create an environment that encourages and facilitates the growth of public service and engagement. This involves understanding the needs and expectations of our students, faculty, staff, and the larger community. We must actively seek opportunities to engage with the public, both inside and outside of the University, and to develop partnerships that will enhance our role as an institution of higher education.

The steps to enhance engagement include:

1. Providing service-learning opportunities in public service engagement.
2. Demonstrating the benefits of public service, multiple and varied, to students, faculty, and staff.
3. Promoting the importance of public service within and outside the University.

Ultimately, our goal is to create a culture where public service is not just a peripheral activity, but an integral part of the educational experience.

Council's Mission:

Priority Five: Enhancing Engagement

Interdisciplinary courses provide meaningful partnerships in courses. These partnerships can result in increased student and faculty engagement, and may improve the learning environment for all students. These partnerships can be achieved through traditional and innovative curricula. The University's mission is to promote the learning of all students, and to provide opportunities for student and faculty engagement. The University's mission is to promote the learning of all students, and to provide opportunities for student and faculty engagement.

Although the possibilities of engagement and innovation are numerous, the University has a well-deserved reputation for excellence in interdisciplinary education. Research, and
Priority Six: Strengthening Carolina’s International Focus and Presence

Initiatives:

- Stronger international collaboration and partnerships with businesses, governments, and non-profits
- Increased number of educational programs and research projects involving international partners
- Enhanced funding for service learning and international programs
- Increased enrollment and participation in international programs
- Expanded opportunities for faculty engagement

To help develop and support the international focus of the University, faculty and students should be encouraged to engage in international research, teaching, and service. This includes the development of international partnerships, the funding of international programs, and the support of international scholarships. The University should also work to increase the number of students and faculty members who participate in international programs and initiatives.

To foster engagement and achieve the goals:

- Support the development of new international programs and initiatives
- Provide resources to support international research and scholarship
- Enhance the role of the Office of International Affairs in coordinating international activities
- Develop stronger ties with international partners
- Increase the number of students and faculty members who participate in international programs

The University should also work to increase the number of students and faculty members who participate in international programs and initiatives. This includes the development of new international programs and initiatives, the provision of resources to support international research and scholarship, and the enhancement of the role of the Office of International Affairs in coordinating international activities. The University should also work to increase the number of students and faculty members who participate in international programs and initiatives.

The Chancellor should appoint a task force to study the concept of Carolina as an international university and to develop strategies for enhancing engagement and collaboration with partners around the world. The Chancellor should also work to ensure that the University is able to attract and retain the best international students and faculty members.

We must identify the major challenges facing North Carolina and develop proposals to address those challenges. This includes the development of new international programs and initiatives, the provision of resources to support international research and scholarship, and the enhancement of the role of the Office of International Affairs in coordinating international activities. The University should also work to increase the number of students and faculty members who participate in international programs and initiatives.
Next Steps

and faculty.

mental health provider to cover 3,000 students, and (6) The number of international students and faculty.

Where's Miami? Can contribute to the study and solution of pressing social issues, including those resulting from economic research, environmental change, and the increasing need to preserve natural resources and ecosystems. In addition, research and teaching activities can provide an educational experience for students and faculty to gain a deeper understanding of the world's challenges and opportunities.

The University should move beyond undergraduate education to provide a more comprehensive research and teaching environment. This includes expanding the research and teaching programs, enhancing the educational experience for students, and building more exchange opportunities with international partners.

Global participation and participation in our efforts to develop a global presence that is not only broad, but also deep,

We should look for opportunities to achieve efficiencies through cuts.

We should be prepared to face the realities that growth and development (e.g., academic units) should be considered.

Qualities, such as soundness and a good fit, are needed to cut our programs that are not strong.

Academic units that are not highly ranked should bear a greater reduction than those that are reasonably regarded. We should not cut the most highly ranked programs.

We should take into account the immediate impact of the substantial reduction in state support for different units.

We should consider the total effect of cutting the schools and units from academic units’ budgets.

The suggested criteria for differential cuts are:

- In-state support for non-academic units
- Academic units
- New talent and the chancellor
- The dean and vice-chancellor
- The board of trustees
- The chancellor

A current membership roster is attached.

Roger Patterson (Associate Vice Chancellor for Finance)

Membership: October 1, 2002 - September 30, 2002

January 6, 2003

Annual Report

University Priorities and Budget Advisory Committee
University Priorities and Budget Advisory Committee

Budget Reductions

These recommendations influenced final budget decisions that resulted in assigning differential

- ability of a unit to generate alternative resources
- proportion of a unit’s budget comprised of state funds
- delivery of the institutional mission

could be assigned. The factors identified by UBPAC were:

- After careful consideration of the data provided, and following discussions of the impact of
  - making real progress and which are less valuable to the university.

10. We need to avoid creating mediocrity, and we should cut programs that are not
   - the grass.

9. Larger schools can absorb bigger cuts more easily than smaller schools.

8. Our first obligation is to protect the "basic contract" without undermining and
   - graduate students to provide instruction. This means that we should save the
   - English department rather than eliminating a complete support person or paying to cut
   - until the point that we can't bring it back.

7. We need to equate the ability of the unit to function at a high level if cuts are made.

6. We should strive to maintain quality. We should build on our strengths and focus on

5. The 2.198 Executive VC & Provost CB #3000 Perm

4. Robert Sheldon Dean/Coe School

3. Robert Adler 2.175 Associate Dean CB #4940 2002-05

2. Dawn R 2-522 Student Body President CB #2520 2002-03

1. Sue E. 2-651 Chair of the Faculty CB #9170 2000-03

Estrin Office

Department of Curriculum, Instruction, & Educational Leadership
University of California, Los Angeles

October 1, 2002-September 30, 2003

(UPBAC)
Section 2. This resolution shall become effective upon adoption.

The General Faculty Resolves:

(1) Only members holding the faculty ranks of professor, associate professor, or instructor shall be eligible for membership in the Committee on Instructional Personnel.

(2) Each Division, within its area and in cooperation with the dean of the College of Arts and Sciences, shall concern itself with the courses and curricula taught within the College of Arts and Sciences in each Division.

(3) Each Division of each College shall meet at least once each year and shall elect a chair and keep minutes of its meetings.

(4) The faculty of each College shall be composed of the faculty members of its component departments.

(5) The faculty of each Division of the College of Arts and Sciences shall elect a chair and a vice chair.

The University of North Carolina at Chapel Hill

Resolution # 2003-1
Amending The Faculty Code of University Government as it relates to the selection of officers of arts and sciences divisions and bodies in each division.
Section 2. This resolution shall become effective upon adoption.

And further, and respond to the national college admissions guidelines, the director of undergraduate admissions, in particular, shall address the decision and application of

admissions. The committee shall serve in an advisory capacity to the director of undergraduate admissions, and the committee shall be comprised of the director of undergraduate admissions, the vice chancellor, and seven faculty members.

The committee shall meet at least once a month or as called by the chair. The chair shall be elected by the committee and shall serve a one-year term. The committee shall include at least one faculty member from each of the following areas:

1. Arts and Sciences
2. Business and Economics
3. Education
4. Engineering
5. Health Sciences
6. Liberal Arts
7. Social Sciences

The committee's responsibilities include:

1. Advising the director on admission policies and procedures.
2. Reviewing and recommending candidates for admission.
3. Monitoring the implementation of admission policies.
4. Reporting to the president on the effectiveness of admission policies.

The committee shall consist of at least one member from each of the above areas. The chair shall be elected by the committee each year.

Section 3. This resolution shall become effective upon adoption.

The General Faculty reserves the right to responsibilities and membership of the Advisory Committee on Undergraduate Admissions and to amend the Faculty Code of University Government as it deems necessary.

Resolution # 2003-2

The University of North Carolina at Chapel Hill
Section 1. The Faculty Code of University Government is amended by inserting a new Committee on Appointments, Promotions, and Tenure.

Resolution # 2003-2 Amending the Faculty Code of University Government to Establish a new Committee on Appointments, Promotions, and Tenure.
See Sec. 4. Except as otherwise provided herein, this Resolution is effective July 1, 2003.

Year or three-year terms to those elected in 2003 in the order of the number of votes received.

Implementation of staggered terms, the secretary of the faculty shall assign one-year, two-
and three-year terms to be conducted at the regular faculty elections in the spring semester 2003. To

See Sec. 3. Nominations and elections for the initial committee on appointments, promotions,

Special meeting shall proceed:

Notice of a special meeting called by the chair shall be given to the chancellor, whoever calls the

chancellor of the chair of the advisory committee on nominations and elections of the

chairperson. The chair of the advisory committee, special meetings may be called by the

by the committee and the chancellor. The presiding officer shall be the chancellor, or in his or

shall serve as secretary of the committee.

are serving the final year of their three-year terms, if three be such. The secretary of the faculty

(e) shall elect a chair for a term of one year, the chair to be chosen from the members who

Committee:

Promotions and Tenure, the Committee on Faculty Health, the Committee on appeals,

and the executive committee for the faculty council, the faculty appointments, and the

No faculty member shall serve simultaneously as an elected member of the advisory committee

(f) (g) shall appoint a professor of associate professor or assistant professor as the

decision not to promote to a higher rank or position, holding permanent tenure at the

(ii) pursuant to a report of the faculty appointments committee with respect to a

not to reappoint a probationary-term faculty member or

- (e) pursuant to a report of the faculty appointments committee with respect to a decision

recommendations for corrective action.

Appointments of Vice Chancellors, Deans, and other senior administrators and

academic program planning and assessment

Promotion and tenure:

Review of school and departmental standards of criteria for appointment.

Proposed amendments to the tenure policies and procedures governing academic

which are in any matter deemed important by the chancellor or the committee, and particularly

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Any other items in addition to base salary, including distinguished professorships, administrative stipends, bonuses, supplements, and information included in the annual gender equity report. The provost and the dean of the faculty are responsible for reviewing and approving any recommendations for salary increases. The provost may submit recommendations to the provost for the review of salary increases.

Section 2. The provost is requested to establish an ad hoc faculty advisory panel to review faculty salaries and recommend any necessary adjustments. The provost is also requested to establish a committee to review faculty salaries and make recommendations to the provost.

Section 3. The provost is requested to ensure that all publicly available faculty salaries are disclosed in the annual gender equity report.

Resolution 2003-4, Concerning Gender Equity in Faculty Salaries.
The process is further reviewed to set benchmarks for success over defined periods of time.

### Year 2019

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<th>Description of retention strategies employed by all faculty who have left UIC in the last year</th>
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<th>Teaching/counseling work, counseling work, and other responsibilities</th>
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<th>Percentage of time spent by men and women faculty, subdivided by rank, during research, writing, and other scholarly activities</th>
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<th>Members of appropriate, membership, and dissertation committees, including such information as committee, provided for each committee member</th>
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<th>Description of non-salary compensation provided to all male and female faculty</th>
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<tr>
<th>Efforts to obtain employment for their domestic partners, for all new faculty members</th>
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<th>Description of non-salary compensation in starting packages, including summary of distinguished professorships, endowed chairs, and other notables</th>
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<th>Percentage of men and women faculty who have been promoted and awarded tenure, percentage of men and women faculty who are promoted to professor</th>
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<th>Percentage of men and women faculty who are existent and in the deanship through their first year</th>
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<th>Administration should be based on their achievement of their unit's gender equity goals.</th>
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2. Personnel in administration.

Support services related to the University’s academic mission should be institutionalized. Personnel should be responsible for academic units and recognize their responsibility to academic integrity. Persons, department chairs, advisors, and others responsible for advising students should conduct assessments of student academic performance and report academic integrity violations.

Institutional personnel should be familiar with the University Honor System (embodied in the Code of Student Conduct) and know their responsibilities and other institutional policies that foster a strong commitment to academic integrity.

1. Awareness.

To assure that community-wide expectations regarding academic integrity are understood and communicated, personnel are held accountable for communicating their responsibilities.

The Faculty Council resolves:

Whereas the Faculty Council, on behalf of the faculty, wishes to provide renewed guidance to faculty and administrative personnel throughout the individual and collective commitment of the faculty to this end and to "The University can achieve its objectives and maintain high standards for academic integrity only when the faculty can achieve its objectives and maintain high standards for academic integrity.

Whereas, the high ideals of personal honor are enshrined in the University Honor System, the personal conduct of the faculty.

Whereas, faculty and students at the University of North Carolina at Chapel Hill share a commitment to the pursuit of truth, and the dissemination of knowledge to succeeding generations of students,

Resolution 2003-5: On Faculty Responsibilities in Relation to the Honor Code.
In the instructor's discretion, notify the student of the instructor's intention to report
b. the instructor's discretion, notify the student of the instructor's intention to report
dispropriation from among those eligible.

applicable circumstances, and possible recommendations as to the appropriate sanction or
prior decision of the suspected academic dishonesty in consultation with the relevant deans.
Such reports should include a
description of the suspected academic dishonesty, or substantial assistance or
supervision has been given in academic dishonesty or substantially assisted another to
instructor has reasonable basis to conclude that a student under the faculty member's

4. OVERSIGHT. To reinforce expectations that students conduct themselves in keeping with high
the examination session,

applicable circumstances, and collection of examinations and procedure

b. Maintain proper security during the administration of examinations, including
risk of cheating during the administration of examinations.
d. Take all reasonable steps consistent with physical classroom conditions to reduce the

recess or otherwise made available to all students.
e. Avoid re-testing prior examinations in whole or part where possible unless placed on

delegation, and administration.

b. Take steps to prevent unauthorized access to examinations during development,

a. Require students to sign the honor pledge as a condition of submitting academic

included but not limited to the following

assessments, and other instructional personnel should adopt good instructional practices
to enhance in academic dishonesty and the opportunity to do so. Faculty members, teaching

3. Good Instructional Practices in Administrative Examinations. To reduce the temptation
of collaboration that is or is not permitted).

materials that may or may not be used in completing assignments, and including the exam
supervision (for example by submitting examinations as part of course syllabi, homework, or

Standards of academic integrity within the University community, and University community Boards designed to create, monitor, and enforce high standards of academic integrity. Participate, upon request as part of educational initiatives, faculty advisory panels, and institutional personnel.

b. Encourage their academic units to make matters of academic integrity seriously considered and appropriate.

5. Involvement in connection with institutional activities where relevant.

a. Expire issues of integrity in connection with institutional activities.

b. Commitment to institutional integrity and to maintain a strong campus-wide understanding and commitment of academic integrity. And to promote and support the diversity and inclusion of faculty and students. The need to promote professionalism.

6. Recognition of appropriate remedial sanctions or otherwise punishing the identifiable program office in conducting necessary investigation, providing testimony, making recommendations, and the appropriate student advisory committee. That consists of honor court personnel, and the

d. Cooperative with representatives of the student judicial systems (including the)

shall not be used in lieu of or in addition to a report of the incident.

assign to academic and all other personnel, including the

Recognize that private action as a sanction for academic cheating, including the
The Faculty Council Resolves:

WHEREAS the Committee on Student Conduct has reviewed these and other ways
improvement for such improvements; and

WHEREAS the Chancellor's Task Force on the Student Judicial System offered
periodic comprehensive revision of the instrument of Student Judicial Governance;

WHEREAS important improvements in the Honor System can be achieved through
these goals on a daily basis; and

Community expresses clear desire to hold themselves and others accountable for pursuing
Judicial Governance, is the long-standing means by which members of the University
enhance the campus Honor System, as embodied in the Instrument of Student

WHEREAS these goals can only be achieved in a setting in which intellectual
others, and

who will be devoted to the high ideals of personal honor and respect for the rights of
mission depends on the shared commitment of faculty members, students, and staff to the
WHEREAS the Faculty Council believes that successful pursuit of the University's
adopts a comprehensive revision of the instrument of Student Judicial Governance and
WHEREAS at its January 10, 2003 meeting the Faculty Council received the
Judicial Governance
Resolution 2003-6, Comprehensive Amending the Instrument of Student

The University of North Carolina at Chapel Hill
provide infrastructure needed to achieve these goals.

- System at UNC in an exemplary fashion.
- Empower faculty and students to understand and implement the Honor and Discussion of Related Themes.
- University Community in an active partnership for wide-ranging reflection.
- Aspects of the University Enterprise that involve all members of the create an intellectual culture that places honor and integrity at the center of all

- Develop, implement, and report upon an action plan that will
- Achieve, working with the Committee on Student Conduct and other campus leaders, to
- See: The Council approves the Chancellor's Proposal and Vice Chancellor for Student
- Effective and widely respected in the community through strengthened and coordinated
- Carolina's program for fostering student involvement in honor and integrity the most
- and all other members of the University Community to enhance a broad goal of making
- Student Affairs, deans, department chairs, with heads, faculty members, students, staff,
- See: The Council asks the Chancellor the Proposal, the Vice Chancellor for
- Comprehensive revision as soon as possible.
- Approved and the Student Congress and the Chancellor are urged to approve this
- submitted by the Committee on Student Conduct by its action of December 31, 2002 are
- Section 1. The amendments to the instrument of Student Judicial Governance
The Faculty Council has approved a new set of guidelines for the appointment and tenure process at the University of North Carolina at Chapel Hill.

Appointments, Promotions, and Tenure

Resolution 2003-7: Responding to the Recommendations of the Task Force on the University of North Carolina at Chapel Hill

The Faculty Council reserves the right to make changes to these guidelines as necessary.
1. The Faculty Council requests the Committee on University Government to prepare for consideration by the General Faculty an amendment to the Faculty Code of Procedure for Appointment and Promotion of Fixed-Term Faculty.

2. The Faculty Council requests the Committee on University Government to prepare for consideration by the General Faculty an amendment to the Faculty Code of Procedure for Appointment and Promotion of Non-Tenure Track Faculty.
consultation with the professors, alone is sufficient.

continuing personnel tenure, except initial appointments at the rank of Professor for which faculty in the appointing unit in appointments and promotions that have the effect of express the expectation that deans and department chairs will consult all tenured prepare for consultation by the General Faculty an announcement to the Faculty Council.

III. The Faculty Council requests the Committee on University Government to

III. Review of Tenure-Track Appointments and Promotions

consideration unless distinguished by the terms establishing the award.

particularly those related to service, to ensure that fixed-term faculty are eligible for II.12. The Faculty Council requests the Provost to examine the criteria for awards.

activities.

heads make every effort to include fixed-term faculty in professional development II.11. The Faculty Council endorses the recommendation that deans and department

Venues, except those related to teaching and promotion of tenure-track faculty.

include fixed-term faculty in school and departmental decision-making and advisory II.10. The Faculty Council endorses the recommendation that each academic unit

tenure-track appointments.

tenure-track appointments follow the same line for review as is prescribed for II.9. The Faculty Council endorses the recommendation that promotions within

tenure-track appointments.

tenure-track appointments that differentiate appointment by ranks analogous to those employed in II.8. The Faculty Council endorses the recommendation that promotions within

develop descriptions of the evaluation and criteria for appointment and promotion within

create the rank of senior lecturer.

prepare for consultation by the Council a proposed amendment to the tenure regulations

the appointment unit is the case for appointments to tenure-track positions.

positions, whether full-time or part-time, will be made with the same consultations within

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29
1. The Faculty Council endorses the recommendation that a decision not to reappoint in accordance with the review, the reappointing officer should seek the advice of the faculty advisory committee. Where would have reviewed the decision had it been positive.

2. II.4. The Faculty Council endorses the recommendation that a decision not to reappoint in accordance with the review, the reappointing officer should seek the advice of the faculty advisory committee. Where would have reviewed the decision had it been positive.

3. III.2. The Faculty Council requests the Committee on University Government to

4. III.3. The Faculty Council requests the Committee on University Government to

5. III.4. The Faculty Council endorses the recommendation that a decision not to reappoint in accordance with the review, the reappointing officer should seek the advice of the faculty advisory committee. Where would have reviewed the decision had it been positive.

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all other matters.
We have recommended that the Advisory Committee should continue to advise to the Chancellor on planning and policy matters, including personnel policies and procedures as provided in our current charter, but not on individual cases which is decided by the Faculty and the Executive Committee of the Faculty Council, which is not on our personnel policies. The Executive Committee is now the Personnel Committee of the University Government.

The new Personnel Committee is now the Personnel Committee of the University Government, the Advisory Committee is now the Personnel Committee of the University Government, the Executive Committee is now the Personnel Committee of the University Government. If the university is to function properly, the faculty and the Executive Committee of the University Government should be advisory to the Chancellor and President of the University Government.

We have recommended that the Personnel Committee should be advisory to the Chancellor and President of the University Government.

1. Given the new administrative structure, with an Executive Vice Chancellor, should the Committee be advisory to him?

February 2004 Council of University Government

The new Personnel Committee is now the Personnel Committee of the University Government. The new Personnel Committee is now the Personnel Committee of the University Government. The new Personnel Committee is now the Personnel Committee of the University Government. The new Personnel Committee is now the Personnel Committee of the University Government.

Two questions discussed at length concerned the role of the Advisory Committee itself, not in any forthcoming Personnel Committee Council meetings.

We also discussed the report of the Task Force on Appointments, Promotions, and Tenure and will present our views at the next Personnel Council meeting. Some discussion continues about whether the Personnel Committee should be advisory to the Chancellor and President of the University Government.

Besides these personnel matters, this year the Personnel Committee discussed a range of issues that the University Government faces.

1. Given the new administrative structure, with an Executive Vice Chancellor, should the Committee be advisory to him?

Previous Faculty Council Questions of Charges: None.

The Executive Committee of the Faculty Council and the Personnel Committee of the University Government are both charged with the delegation of responsibilities for open staff appointments.

The Personnel Committee is now the Personnel Committee of the University Government, and the Personnel Committee of the University Government has been charged with the delegation of responsibilities for open staff appointments.

Committee Chair:

Report prepared by: Red Brockman, Chair, with review by full committee.

The Secretary of the Faculty, Joseph S. Feiler, Government

Ex officio, with votes:

Barbara B. Woman, Information and Library Science

Maeve E. Lane, Graduate School/Dean

David L. Quinley, Economics

Class of 2005

Laurie B. Nowak, Business

Philip J. Bremner, Medicine

Class of 2004

S. Elizabeth Cottone, Art

Jennifer L. Chatfield, Biology

Rafael R. Brockman, Jr., Computer Science – Chair

Class of 2003

Memberships:


Ex officio, with votes:

Chancellor’s Advisory Committee
are ongoing in several ways. While new issues and initiatives have come to a conclusion, progress has been made in many, and
choose

Community and Diversity in Our Social Community

The Campuses as a Workforce

The Academy

read the program continuously. I applaud the manner in which the

The EFC has been developed continuing statement to several major issues and initiatives, and has also addressed the

Annual Report to the Faculty Council

Executive Committee of the Faculty Council

January 17, 2003
discussions with the leaders of the Johnson Center for Leadership Excellence and others regarding conversations that occurred during a variety of workshops and conferences. We have identified good examples of how undergraduate degrees and graduate programs can be strengthened in ways that enhance the academic experience and community engagement.

**The Approaches.** These and other questions might be useful in addressing concerns such as:

- Why raise these questions? What is our purpose as a community in investigating such ideas and building a consensus view?
- What responsibility does the individual have for the moral climate of the academic community?
- What role, if any, should the University play in the moral education of individuals?
- Should values and identity be part of the undergraduate and graduate curricular?
- How do the University encourage integration and critical thinking?
- How does the University encourage intellectual and ethical development?
- How do the different dimensions interact and inform one another?
- Do values like "diversity," "integrity," and "honor" have specific meanings that apply to all members of the University community?
- What does it mean to be an ethical individual in an academic community?
- How is the academic experience shaped by values and identity?

**The Questions.** Core questions that could serve as a central focus for discussion might include:

- How can we foster a more inclusive and equitable educational environment?
- What steps can we take to ensure that all members of the academic community feel valued and supported?
- How can we create a culture of accountability and responsibility?
- How can we promote a sense of community and belonging?
- How can we encourage critical thinking and intellectual rigor?

**The Possible Solutions.** The Committee on Student Conduct building on the report of the Chancellor’s Task Force on the university-wide initiative to foster an environment of integrity, honor, and ethical behavior.

> **COSC Report to Faculty Council 1/17/03**

**DRAT**
inhalative and how it might best be handled.

Next Steps: (an appropriate time, a distinguished steering committee could be appointed to refine this

...undergraduate, graduate, and professional school students in diverse ways.

...opportunities for student groups' (including professional, academic, and organizational) to engage in
discussing important issues. We will also encourage faculty to include these-students-fuller in the

...work of discussion on intellectual diversity and teaching a "Service Department in which the student may

...and in particular we will... , which also create program events that... of the campus-wide dialogue on others.

...where external experts might be invited and programmed as part of a campus-wide dialogue on others.

...and effective manners on which the steering committee...
MEMORANDUM

The proposed amendments address actions and procedures, and new references to such amendments in Resolution 2003-5. The amendments to COSI's Proposals for Revised Institutional and New Resolution are necessary to maintain coherent and current policies addressing faculty responsibilities in relation to the Honor Code (Resolution 2003). The amendments:

1. Remove and replace the first paragraph with the following:

   "Proposed Amendments to Resolution 2003-5 (Resolution 2003-5)".

2. The amendments:

   (a) Revised the definition of "evaluation of performance" to include qualitative and quantitative assessments.

   (b) Expanded the definition of "alternative to student conduct" to include academic and non-academic actions.

   (c) Added new subsections regarding faculty responsibilities and procedures for handling cases of academic misconduct.

   (d) Clarified the procedures for handling cases of academic misconduct involving online courses.

3. Proposed Amendments to Resolution 2003-5 (Resolution 2003-5) are subject to revision and approval by the faculty council.

4. Proposed Amendments to Resolution 2003-5 (Resolution 2003-5) are subject to the approval of the faculty council.

January 17, 2003

Date:

Professor Judith Wagner, Chair, Committee on Student Conduct

FROM:

Faculty Council

TO:
post- baccalaureate students.

other sections of this instrument shall apply to all professional school/graduate school systems applicable to

sections of this instrument shall apply.

sections of this instrument shall apply.

sections of this instrument shall apply.

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our systems for graduate students enrolled in designated professional school programs.

to graduate and professional school honor systems.

in certain types of cases, the complaint shall have additional

determination that such termination is warranted pursuant to pertinent academic rules and

in the case of academic dishonesty, the right of an instruction to recommend a failing grade (as a partial

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proposed amendments to proposed revision of instrument of student judicial government/16/03

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the campus community. Unlike Michigan, we do not use a point system or formula. We will be monitoring the situation.

ChancellorRogerocommittedtokeepingtheprograminoperationandtheproceduresforstudents incompliancewithandbenefitfromtheuniversity'sgoals.

OnJune17,2003,3:00pm

MINUTESOFTHEGENERALFACULTYANDFACULTYCOUNCIL

TheUniversityofMichigan,AnnArbor,December12,2003

ChancellorJamesMoore

Attendancenotes:

Nielsen,Paul;

Peters,Peter;

Peters-Boggs,Sarah;

Wilson,

Excusedabscences(2):McGovern,Sara;

Nicholas,Peter;

Reser,Robert;

Smith,Gail;

Wells;

Eccles,Abigail;

Kendall,Cheryl;

Dunn,Don;

Fong,Patrick;

Foote,Paul;

Powell,Katherine;

Kleberger;

Treuschl,Timothy;

Vanderveen,Vicki;

Wallace,Wilson;

Weiss,Yohana;

Wong;

Tinney,Richard;

Taylor,Roger;

Fraser,Shawn;

Dawson,Deanna;

Stapleton,Sarah;

Brock,Rebecca;

Farron,Sharon;

Steele,Amanda;

Cohen,Gerald;

Gilliland,Gordan;

Cramer,Bob;

Carnes,Curtis;

Present(7):Allison,Andrew;

Amstutz,Brent;

Baron,Brian;

Boulton,Bob;

Bowen,Chelsea;

Brown,Diana;

Brower,Daniel;

Bryan,Ellen;

Byers,Eve;

Cohen,Aaron;

Collins,Troy;

Davanzo,Dianna;

Davis,Don;

Dean,Fred;

England,Gail;

Feldman,Gene;

Ferretti,Italian;

Gershenfeld,Barry;

Gilliland,Gordan;

Gilden;Gordon;

President,James;

Staib,Matthew;

Steele,Amanda;

Tompkins,Barbara;

Walters,Barbara;

You,Paul;

Zwick,Scott.
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In the resolution now under discussion, the Faculty Executive Committee of the Pennsylvania State University, acting on the recommendation of the General Faculty, submitted to the University Council on the resolution submitted by the General Faculty regarding the University's educational planning and development policies.

The Faculty Executive Committee, in accordance with the provisions of the University's By-Laws, has the authority to consider and act upon any matter within the scope of its jurisdiction, including the development and implementation of educational policies and programs.

Resolutions

Amending the Faculty Code of University Government

The Faculty Executive Committee has considered the recommendations of the General Faculty and has determined that the amendments to the Faculty Code of University Government are necessary to ensure the ongoing development and improvement of the University's educational programs and services.

The resolution is hereby submitted for consideration by the University Council. The Faculty Executive Committee will provide further information on the resolution and its implications for the University in the near future.

Chair of the Faculty's Remarks

The Faculty Executive Committee believes that the recommendations of the General Faculty are important for the continued success of the University. The recommendations address critical issues such as the allocation of resources, the development of new educational programs, and the enhancement of academic offerings.

The Faculty Executive Committee is committed to working closely with the University Council to ensure that the recommendations are implemented in a timely and effective manner. We believe that the recommendations will have a positive impact on the University's educational programs and services, and we look forward to working with all members of the University community to achieve these goals.
General Faculty

The resolution being passed at its first reading, the Faculty's support on the proposal for second reading at the next meeting of the Faculty Council is expressed and the nature of our support is explained in the following statement. A vote was approved by a wide margin to adopt the resolution.

The discussion having concluded, Prof. Perlman then read the resolution to a vote. It was approved by a wide margin.

The discussion addressed a number of issues facing the university. Many faculty members believe that the changes proposed in the resolution are necessary for the advancement of the university. The larger issue of faculty personal policies, at the same time, they believe that the concerns of the individual professors and their students are being addressed.

Eve Green, president of the graduate student council, said that it is her impression that most of the people who have

Eve Green, president of the graduate student council, said that it is her impression that most of the people who have
Resolution on Honor System Reform

Resolution in the light of the discussion.

The resolution on Honor System Reform was adopted by a vote of 4-1, with Prof. Ponsaro saying that she would revise the motion to postpone was adopted by a vote of 4-1, Prof. Ponsaro said that she would revise the motion to postpone. The resolution would be included in the appendix to the statement of faculty responsibilities in relation to the Honor Code. She said that the resolution on the Committee on Student Conduct, scheduled to be held next week and on which members have been asked to postpone, has become more clear that the resolution addresses only issues that are related to the proposal. Prof. Ponsaro said that although it is not readily available and will not require much work to prepare, it is possible to address some of these issues.

Resolution on Gender Equity in Faculty Salaries

January 4th, 2003

Faculty Council Minutes

Resolution concerning Gender Equity in Faculty Salaries

A resolution was introduced concerning Gender Equity in Faculty Salaries, having been reported favorably by the Department of Political Science.

Faculty members are encouraged to review the University's policy and procedures for gender equity in Faculty Salaries, and to report any concerns or recommendations for improvement. The resolution expresses support for the University's commitment to gender equity in Faculty Salaries, and encourages faculty members to participate in the process of improving the University's policies and procedures.

Resolution on Student Conduct

A resolution was introduced concerning the Student Conduct Code, having been reported favorably by the Student Government.

The resolution expresses support for the University's commitment to fair and just conduct policies, and encourages faculty members to participate in the development and implementation of these policies.

Resolution on Intellectual Property

A resolution was introduced concerning Intellectual Property rights, having been reported favorably by the Faculty Senate.

The resolution expresses support for the University's commitment to protecting intellectual property rights, and encourages faculty members to participate in the development and implementation of policies to protect these rights.

Resolution on Student Life

A resolution was introduced concerning Student Life, having been reported favorably by the Student Government.

The resolution expresses support for the University's commitment to providing a positive and enjoyable experience for students, and encourages faculty members to participate in the development and implementation of policies to support this goal.

Annual Reports

The annual reports of the Advisory Committee and the Executive Committee of the Faculty Council were also postponed until the next regular meeting of the Council on Feb. 7, 2003.

The hour having gone, the report of the Task Force on Appointment, Promotion, and Tenure was received.

The report of the Task Force on Appointment, Promotion, and Tenure was received.

Resolution 2003-6. The resolution entitled "Amending the Instrument of Student Judicial Governance" was adopted.

Resolution 2003-5. The resolution entitled "On Faculty Responsibility in Relation to the Honor Code" was adopted.

Discussion having concluded the resolutions were put to a vote and adopted without dissent. Having been adopted, the resolution entitled "Amending the Instrument of Student Judicial Governance" will be enforced.

For first offenses where the student does not contest the charge, the resolution provides for expedited proceedings. If the student contests the charge, the resolution provides for a hearing. If the hearing is conducted without a decision by the chancellor's office, the chancellor has authority to make such a finding.

Student conduct of all members of the campus community is expected to be respectable. The resolution entitled "On Faculty Responsibility in Relation to the Honor Code" is adopted.
Good Instructional Practice in Admissions: Examination. To reduce the temptation to engage in
Good Instructional Practice in Providing Guidance. To assist students in complying with their

The University of North Carolina at Chapel Hill
Resolution 2003-5. On Faculty Responsibilities in Relation to the Honor Code.

Resolution Adopted January 17, 2003

January 17, 2003
Faculty Council Minutes
WHEREAS the Chancellor's Task Force on the Student Judicial System offered important recommendations for revision of the instrument of Student Judicial Governance and WHEREAS improvements recommended in the findings of the Student Judicial System, as embodied in the Instrument of Student Judicial Governance, are the purposes and goals for the Office of Student Judicial Governance, and WHEREAS the Council of Faculty Members, Student Senate, and the Academic Senate of the University have approved the revision of the instrument of student judicial governance, the Instrument of Student Judicial Governance, and the procedures and processes set forth in this instrument.

NOW, THEREFORE, the Senate, the Academic Senate, the Council of Faculty Members, the Student Senate, and the Chancellor of the University do hereby adopt and approve a new instrument of student judicial governance, the Instrument of Student Judicial Governance, and the procedures and processes set forth in this instrument.

Therefore, be it resolved that the Senate, the Academic Senate, the Council of Faculty Members, the Student Senate, and the Chancellor of the University do hereby adopt and approve a new instrument of student judicial governance, the Instrument of Student Judicial Governance, and the procedures and processes set forth in this instrument.

Resolution 2003-6, Comprehensive Amending the Instrument of Student Judicial Governance
The Faculty Council resolves:

WHEREAS the Committee on Student Conduct has reviewed these and other ways in which the Honor System will achieve related significant goals; now therefore,

Sec. 1. The amendments to the Instrument of Student Judicial Governance submitted by the Committee on Student Conduct and other campus leaders to develop, implement, and report upon an action plan that will accomplish the goals of both academic and student affairs.

Sec. 2. The Council urges the Chancellor, Provost, and Vice Chancellor for Student Affairs, working with the Committee on Student Conduct and other campus leaders, to develop, implement, and report upon an action plan that will accomplish the goals of both academic and student affairs.

Sec. 3. The Council urges the Chancellor, Provost, and Vice Chancellor for Student Affairs, working with the

Committee on Student Conduct and other campus leaders, to develop, implement, and report upon an action plan that will accomplish the goals of both academic and student affairs.