



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Meeting of the Faculty Council
Friday, December 17, 2010 3:00 pm
Hitchcock Multipurpose Room, Sonja Haynes Stone Center

Chancellor Holden Thorp and Prof. McKay Coble, Chair of the Faculty, Presiding

Please note: Supporting materials are online at: <http://www.unc.edu/faculty/facount/>

AGENDA

- 3:00 Chancellor's Remarks and Question Period
- Chancellor Holden Thorp
- 3:10 Provost's Remarks and Question Period
- Provost Bruce Carney
- 3:20 Annual Reports
- Faculty Executive Committee (Prof. McKay Coble, Chair)
 - Chancellor's Advisory Committee (Prof. Abigail Panter, Chair)
- 3:30 Update from Faculty Athletics Committee
- Prof. Steve Reznick, Chair
- 3:45 Resolution 2010-6: On Amending the *Making Connections* Curriculum
- Presented by the Educational Policy Committee, Prof. Andrea Biddle, Chair
- 4:00 Discussion: Academic Plan Draft
- Senior Associate Dean Bill Andrews, Co-Chair, Academic Plan Steering Committee
- 4:30 Resolution 2010-5: On Supporting a Resolution of the University of North Carolina Faculty Assembly on Academic Freedom
- Presented by the UNC-CH Faculty Assembly Delegation, Prof. Stephen Bachheimer, Chair
 - See also AAUP statement on academic freedom and the Garcetti case
- 4:35 Open Discussion: IT Issues and Concerns; April Meeting Date
- Faculty Council and members of the UNC Voting Faculty
- 4:50 Closed Session (Graham and DAA Nominees)
- 5:00 Adjourn

December 17, 2010

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Hitchcock Multipurpose Room

Sonja Haynes Stone Center for Black Culture and History

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- Background reading: Panter Committee, Review of the "Making Connections" General Education Undergraduate Curriculum: Four-Year Follow Up (Final Report), Fall 2010

4:00 Discussion: Academic Plan Draft

- Senior Associate Dean Bill Andrews, Co-Chair, Academic Plan Steering Committee
- Background reading: Academic Plan Draft

4:30 Resolution 2010-5: On Supporting a Resolution of the University of North Carolina Faculty Assembly on Academic Freedom Presented by the UNC-CH Faculty Assembly Delegation, Prof. Stephen Bachelder, Chair

- Background reading: “Protecting an Independent Faculty Voice: Academic Freedom after Garcetti v. Ceballos (2009)” (from AAUP)

Open Discussion: IT Issues and Concerns; April Meeting Date

- Faculty Council and members of the UNC Voting Faculty

4:50 Closed Session: 2011 Edward Kidder Graham Faculty Service Award and 2011 Distinguished Alumnus/a Award Nominees

- Handouts will be provided to Faculty Council members at meeting

5:00 Adjourn

Minutes

JOURNAL OF PROCEEDINGS OF THE FACULTY COUNCIL

December 17, 2010

The Faculty Council of the University of North Carolina at Chapel Hill convened December 17, 2010, at 3:00 p.m. in the Hitchcock Multipurpose Room of the Sonja Haynes Stone Center for Black Culture and History. The following 52 members attended: Anderson, Bachenhaimer, Bagnell, Balaban, Blalock, Brice, Chen, Coble, Copenhaver, Cornell, DeSaix, Egan, Ferrell, Hardt, Gilliland, Greene, Gullledge, Hayslett, Hess, Irons, Kramer, Lee, Leonard, Linden, Maffly-Kipp, McMillan, Mieczkowski, Moracco, Morris-Natschke, Morse, New, O’Shaughnessy, Palmer, Paul, Renner, Richardson, Rodgers, Schoenbach, Schoenfisch, Shanahan, Starkey, Steponaitis, Stewart, Tisdale, Toews, H. Thorp, Verkerk, Wallace, Webster-Cyriaque, and Yankaskas. The following 20 members were granted excused absences: Bechtel, Betts, C. Brown, J. Brown, Crowder, Eaker-Rich, Earp, Friga, Gallippi, Gerber, Heenan, Lund, Persky, Powers, Shea, Swogger, Thrailkill, Tobin, Troster, and Van Tilburg. The following 19 members were absent without excuse: Catellier, Chapman, Cohen, Dilworth-Anderson, Fuchs Lokensgar, Gehrig, Gilliland, Guskiewicz, Lopez, Koomen, Krome-Lukens, Mayer, Milano, Milone, Papanikolas, Stotts, Sunnarborg, Szypszak, and J. Thorp.

Call to Order

Chair of the Faculty McKay Coble called the Council to order at 3:00 p.m. Prof. Coble asked Prof. Joseph Ferrell, Secretary of the Faculty, to preside in her place as she had laryngitis.

Chancellor’s Remarks and Question Period

Chancellor Holden Thorp began by thanking faculty members who made it to campus yesterday to give exams despite the snowstorm and to the members of grounds crew who made that possible. He said that some consideration had been given to cancelling classes, but that would have meant that some students would not have been able to graduate on time at the December commencement. He said that cancelling classes during exams is nearly impossible unless the roads are completely impassable. He encouraged the faculty to support our students by attending the December Commencement ceremony. The speaker will be Geoffrey Sayre-McCord, Morehead Alumni Distinguished Professor of Philosophy and Chair of the Department of Philosophy.

The chancellor reported briefly on a recent trip he had taken to visit the work being done by our faculty in Malawi. He said our

work there is “an extraordinary example of research and service being totally synergistic.”

Chancellor Thorp thanked the faculty for supporting the State Employees Combined Campaign. Although final results were not available, the goal was 25% participation to raise \$825,000.

The chancellor reminded the Council about the Carolina Family Scholarship, which provides need-based tuition scholarships to the children of qualifying Carolina employees. He said that on an annual basis, the program supports twelve to fourteen students of Carolina parents.

The chancellor noted that as of today we have a new president of the UNC System, Tom Ross. He is excited by the opportunity to work with President Ross, but sad at the departure of President Erskine Bowles.

Chancellor Thorp next spoke of the legislative environment as the newly-elected North Carolina General Assembly prepares to convene in January. Noting that party in control of both houses had changed, and that new leadership would be in place this session, he emphasized that the University always takes a bipartisan approach with members of the General Assembly. He said that the University has good relationships with the new leaders and that he has been encouraged by some of their public statements on topics such as allowing institutions to retain tuition increases. The chancellor reported that the latest projections from the legislative staff put the state's budget gap at around \$3.7 billion. He indicated that we are anticipating a budget cut of at least 10 percent, but that protecting the academic mission of the University will continue to be his top priority. He pledged continuing transparency as we respond to budget developments.

The chancellor next turned to the Carolina Counts initiative headed by Prof. Joe Templeton and Mr. Mike Patil. Carolina Counts is our effort to implement the recommendations of the Bain report which was commissioned by the Board of Trustees as a means of identifying administrative efficiencies. Chancellor Thorp emphasized that his goal is to manage budgets and not let them manage us. The best way to do that, he said, is to use what we're learning from Carolina Counts. It is a tool to manage budget reductions while making long-term, positive changes to how we structure campus operations. When the initiative began, Carolina Counts focused on ten areas identified in the Bain Report for major improvements. The first year focused on information technology, finance, and human resources. To date, the initiative has achieved cumulative savings of more than \$30 million through such things as cutting energy consumption, consolidating procurement and information technology procedures, and reducing organizational layers. The second year is beginning to look to at the professional schools and the College of Arts & Sciences. The chancellor said that ultimately it will be up to the deans and vice chancellors to recommend how best to manage costs associated with programs and people in their areas. Carolina Counts is not prescribing specific actions, he said, but only helping point out how we can manage better.

Prof. Thomas Linden (Journalism & Mass Communication) asked whether fixed-term faculty will “be on the chopping block” as a result of budget cuts. The chancellor replied that fixed-term faculty have tenure for the duration of their term of appointment, but those whose appointments are expiring this year have cause for concern. While we will try to protect our fixed-term faculty, we cannot promise that none of them will be affected, he said. He emphasized that he prefers to make cuts in administrative positions rather than eliminate fixed-term faculty positions.

Provost's Remarks and Question Period

Provost Bruce Carney said that he has been in discussions with each of the deans about the consequences of state budget reductions. He said that he usually defers this until the spring, but this year he had to begin the discussions in the fall in order to be able to inform the General Assembly as to what would occur if budget cuts exceed what the University can absorb without impairing its academic mission. The provost said that it has been his goal to protect faculty positions, including fixed-term, so

we can meet our responsibility to provide access to the credit hours that students need to progress toward their degrees.

Provost Carney reported that he and the University Registrar are working on calendar revisions that will build in a day or two between the end of exams and commencement in order to give everyone something of a cushion for reporting grades and notifying students for award of degrees.

The provost said that there have been ongoing discussions as to the desirability of adding a third tier rank for lecturers. Initially, there was only one lecturer rank. Several years ago senior lecturer was added as a means of recognizing career accomplishment. Recently, discussion has focused on adding a third rank to correspond to the assistant, associate, and full ranks currently in use for clinical, research, and adjunct fixed-term appointments. The provost said that many possible titles had been discussed for the new lecturer position, all of which were subject to objection from various quarters. He said that “whether through acceptance or just resignation,” he has found a path forward with three rank titles: lecturer, senior lecturer, and master lecturer.” Provost Carney said that he will soon begin the process of bring this proposal to the faculty for its consideration and then to the Board of Trustees.

Prof. Steven Bachenheimer (Microbiology & Immunology) asked whether there is talk of the General Assembly recouping all or part of the Facilities & Administrative (F&A) portion of federal grants. The provost replied that the legislature will be looking at every possible means of solving short-term budget problems, and F&A funds will definitely come under scrutiny. He said that the University will be making the case that there is a clear correlation between allowing the University to retain this funding source and our ability to attract more research funding which ends up creating jobs. Prof. Bachenheimer remarked that in highly-leveraged departments, any reduction in F&A receipts would be devastating. Chancellor Thorp said that retaining F&A funds will be a high priority for us, which may mean that we have to give up something else in return.

Annual Reports of Standing Committees

Faculty Executive Committee. On behalf of the Chair of the Faculty, Prof. Joseph Ferrell reviewed the origins of the Faculty Executive Committee. There were no questions

Chancellor's Advisory Committee. Prof. Abigail Panter, chair of the Advisory Committee, presented the committee's annual report. There were no questions.

Update From the Faculty Athletics Committee

Prof. Steven Reznik, chair of the Faculty Athletics Committee, spoke to the Council about the role and work of the committee, which falls into two basic categories: keeping the faculty informed about intercollegiate athletics, and advising the chancellor. The committee meets monthly in open session. A reporter from the Daily Tar Heel usually attends. Prof. Reznik listed topics that have been discussed this year: the academic support program; student athlete leadership development; and exit interviews and surveys for graduating student athletes. He said that he had been interviewed by a NCAA representative during the current investigation of the football program. The representative asked about the faculty role in athletics, went over the committee's annual report, and wanted generally to know “how we do business.” Prof. Reznik said that four members of the committee are serving on a task force co-chaired by Dean Bobbi Owen and Mr. John Blanchard that is reviewing all aspects of our academic support programs for student athletes.

Reznik concluded by saying that he wished every member of the faculty had the opportunity to serve on the committee. He said that what members learn is very striking to those who thought they knew everything about the athletic program.

Resolution 2010-6: On the Making Connections Curriculum.

Prof. Andrea Biddle, Chair of the Educational Policy Committee, presented a resolution amending the Making Connections Curriculum. She said that the changes were all minor and had the unanimous support of the committee. The resolution was adopted without dissent. See Appendix A.

Resolution 2010-5: On Supporting a Resolution of the University of North Carolina Faculty Assembly on Academic Freedom.

Prof. Steven Bachenheimer, Head of the Faculty Assembly Delegation, presented a resolution endorsing a recent resolution of the UNC Faculty Assembly concerning support for academic freedom. The resolution was adopted without dissent. See Appendix B.

Academic Plan

Dean Bill Andrews reported generally on the ongoing development of the new academic plan. He said that a draft now circulating contains a few changes from the one recently made available to the Council but is not radically different. He said that he and Prof. Sue Estroff, co-chair of the steering committee, have been meeting with various constituencies such as the academic deans, representatives of fixed-term faculty, the Employee Forum, representatives of non-faculty EPA personnel, the Faculty Executive Committee, and the Chancellor's Advisory Committee. He said that the basic question being asked in these encounters is whether the plan as presented speaks to the University that each constituency would like to see develop over the next five years.

Victor Schoenbach (Epidemiology) observed that the plan does not mention UNC Tomorrow (an initiative launched by President Erskine Bowles several years ago). He asked whether that initiative is still relevant. Dean Andrews replied that no one has mentioned it and the steering committee has not discussed it, but he is open to hearing about how it might be relevant. Chancellor Thorp added that he has not heard much about UNC Tomorrow in recent months. It was a framework for "growing the University," he said, which is not the mode in which we have been operating since the economic downturn.

Prof. Lloyd Kramer (History) observed that many faculty have been involved in discussions about engaged scholarship, entrepreneurship, and innovation. He asked how the plan exemplifies such initiatives. Dean Andrews replied that the plan addresses engagement to the extent that it is about the application of ideas, research, and knowledge to communities outside the university. As for innovation, he said that nothing in the plan will say that it is unimportant.

Prof. Steven Bachenheimer (Microbiology & Immunology) asked about how the plan will recognize the likelihood that increasing numbers of students will be transferring to Carolina for a three-year experience on this campus after spending their first year in the community college system. Dean Andrews replied that currently about 800 undergraduates per year transfer to Carolina from the community colleges. He said that the academic plan will not take a position on whether this number should be larger or smaller, but it will speak to improving retention and graduation rates, especially for groups of students for which this has been an issue. He said that the steering committee is aware that transfer students from the community colleges have more difficulty than other students and that graduation rates are significantly lower. Chancellor Thorp added that we have relied mostly on our own C-Step program, which is a sophisticated plan for helping students make the transition from a community college to Carolina. He said that we currently have C-Step programs in cooperation with the community colleges in Fayetteville, Wake, Lurham, Alamance, and Carteret.

Prof. Schoenbach observed that the plan makes no mention of distance education. He asked whether that is seen as part of the

future. Dean Andrews replied that insofar as undergraduate education is concerned, distance education is not viewed generally with approbation, but, he said, the steering committee has been receiving feedback on how to make e-learning work in the undergraduate environment. Prof. Schoenbach replied that the School of Public Health, the School of Nursing, and perhaps others have successful distance education programs. Dean Andrews added that the School of Journalism & Mass Communication plans to start such a program as well.

Prof. Suzanne Gullede (Education) said she had been startled recently to learn that it is possible for a student to drop out of high school, take the GED exam, attend a community college for one year, and then transfer to Carolina. This speaks to the importance of having support available when we admit such students, she said. Prof. Gullede said that merely passing a test as a route for admission to the university experience is alarming. She hoped that the academic plan would encourage priority status for courses that allow such students small-class experiences, emphasize writing skills, and provide a real university experience. Dean Andrews replied that the steering committee is committed to focus on making “the campus experience” for our students the primary goal toward which we intend to strive.

Edward Kidder Graham Faculty Service Award and 2011 Distinguished Alumni Award Nominees

On motion of the Secretary of the Faculty, the Council went into closed session to consider nominees for the Edward Kidder Graham Faculty Service Award and Distinguished Alumna and Alumnus Awards to be presented at the University Day 2011 Convocation.

On behalf of the Committee on Honorary Degrees and Special Awards, Prof. Ferrell nominated a candidate for the Edward Kidder Graham Award. The nominee was approved.

On behalf of the Committee on Honorary Degrees and Special Awards, Prof. Ferrell nominated five persons for Distinguished Alumnus or Alumna Awards. Each nominee was approved and will be submitted to the Board of Trustees for final approval.

The Council returned to open session.

Adjournment

Its business having been completed, the Council adjourned.

Respectfully submitted

Joseph S. Ferrell

Secretary of the Faculty

Appendix A

Resolution 2010-5. On Supporting a Resolution of the University of North Carolina Faculty Assembly on Academic Freedom.

The Faculty Council resolves:

It is important that the faculty of the University of North Carolina at Chapel Hill reaffirm from time to time the fundamental importance of institutional protections for the academic freedoms of research and publication, teaching, shared governance, and participation in public debate because these freedoms are at the core of the University’s teaching, research and service mission.

Therefore, the Faculty Council of the University of North Carolina at Chapel Hill fully endorses the *Resolution on Academic Freedom* adopted by the UNC Faculty Assembly at its 17 September 2010 meeting.

Resolution on Academic Freedom

Whereas, academic freedom is fundamental to the University's goal of advancing and transmitting knowledge; and

Whereas, academic credentials and quality are evaluated by scholarly peer review; and

Whereas, academic freedom also encourages "best-interest" decision making and the creation of a safe and open learning environment by enabling faculty – who are on the frontline of a variety of academic and community issues and are therefore critical players in making decisions that are in the best interest of both the institution and the community – to be fully involved in institutional decision-making; and

Whereas, faculty involvement in institutional decision-making and implementation is essential to ensuring the success of institutional initiatives; and

Whereas, students, faculty, and administration are all best served if faculty are free to express themselves on institutional and other matters without institutional control or intrusion; and

Whereas, section 600 of *The CODE of the University of North Carolina* has long expressed institutional support for academic freedom by stating that academic freedom is "essential" to "the transmission and advancement of knowledge and understanding;" and

Whereas, it is the policy of the University (section 601 of *The CODE*) "to support and encourage full freedom, within the law, inquiry, discourse, teaching, research, and publication for all members of the academic staffs of the constituent institution;" and

Whereas, there is a perception that federal courts (*Garcetti v. Ceballos* 2005) are currently abridging the constitutional protection of faculty so that a heightened degree of institutional protection is now required, not as a matter of law, but as a principle vital to the effective functioning of institutions of higher learning; now therefore

Be it Resolved that, on behalf of faculty in the University of North Carolina system, and in light of recent threats to academic freedom, the UNC Faculty Assembly reaffirms the *UNC CODE* statements regarding academic freedom, and adopts the definition and standards of academic freedom outlined in the following "Statement on Academic Freedom."

Be it Further Resolved that the Board of Governors, the General Administration, and the constituent institutions of the UNC System are requested to incorporate an understanding of the "Statement on Academic Freedom" into the *UNC CODE* and other relevant policies and practice of the institution.

Appendix B

Resolution 2010-6. On Amending the Making Connections Curriculum

The Faculty Council enacts:

The Making Connections Curriculum, approved by the Faculty Council for implementation in the fall semester of 2006, is

amended as follows:

1. Effective with the fall 2011 semester, placement of a first-time, first-year student into level 4 of a foreign language shall be deemed to satisfy the Foundations foreign language requirement through level 3; provided, however, that particular majors may continue to require that students demonstrate level 4 proficiency (or higher) in a foreign language.
2. Effective with the fall 2011 semester, a student may count only one one-credit Lifetime Fitness course toward graduation at Carolina.
3. Effective with the fall 2011 semester, the Foreign-Language Intensive requirement is rescinded.
4. Students pursuing the B.A. (or B.S. degree with a major in psychology) may fulfill the Supplemental Education requirement by:
 - a. Completing a second major or a minor, or
 - b. Completing three courses above 199 that are not being used to fulfill the student's major requirements (Such courses must be from outside the home department or curriculum of the major and cannot be cross-listed with a course used to satisfy the requirements for the major), or
 - c. Completing a concentration outside a professional school as part of the degree requirements for graduating from the school.
5. Effective with the January 15, 2011, course submission deadline, no more than two General Education designations may be assigned to any new or revised course; provided, however, that the Curriculum Committee may find in exceptional cases that a particular course meets the criteria for a third designation.

UNC-Chapel Hill Office of Faculty Governance

Meeting of the Faculty Council

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Hitchcock Multipurpose Room

Sonja Haynes Stone Center for Black Culture and History

Chancellor Holden Thorp and

Professor McKay Coble, Chair of the Faculty, presiding

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- Provost Bruce Carney

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4:00 Discussion: Academic Plan Draft

- Senior Associate Dean Bill Andrews, Co-Chair, Academic Plan Steering Committee
- Background reading: Academic Plan Draft

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**Faculty Executive Committee
(Elected by the Faculty at Large)
Annual Report to the Faculty Council
Submitted by Chair McKay Coble
December 17, 2010**

Elected Members:

- Jane Brown (Journalism and Mass Communication, '11)
- Jean DeSaix (Biology, '13)
- Peggye Dilworth-Anderson (Public Health, '11)
- Jo Anne Earp (Health Behavior and Health Education, '13)
- David Gerber (Surgery, '11)
- Michael Gerhardt (Law, '13)
- Suzanne Gullede (Education, '12)
- Kevin Guskiewicz (Exercise and Sports Science '12)
- Laurie Maffly-Kipp (Religious Studies, '12)
- Shilda Rodgers (Nursing, '13)
- Carol Tobin (Academic Affairs Libraries, '11)
- Bonnie Yankaskas (Radiology, '12)

Ex Officio Members:

- McKay Coble (Chair of the Faculty, Committee Chair)
- Joseph Ferrell (Secretary of the Faculty)

Members who completed their service at the end of the 2009-10 academic year:

- Valerie Ashby (Chemistry, '10)
- Carl Ernst (Religious Studies, '10)
- Douglas Kelly (Statistics, '10)
- Terry Rhodes (Music, '10)

Charge:

The FEC is charged in the *Faculty Code* to: (1) exercise the consultative powers delegated to the Faculty Council; (2) exercise the legislative powers of the Council when prompt action is required; (3) serve as an advisory committee to the Chair of the Faculty; (4) represent the Faculty Council and General Faculty in advising the University administration with respect to issues that the Committee deems important to the University's mission; (5) work with various officers and groups within the University toward the realization of goals set in actions of the Council; (6) report to the Council on the status of implementation of resolutions of the Council; and (7) serve as members of the Faculty Council.

Meetings:

The Faculty Executive Committee (FEC) met once or twice monthly (for a total of thirteen meetings) throughout the year. Provost Bruce Carney attended approximately every other meeting, and other

administrators, faculty members, and chairs of various faculty committees joined the FEC as appropriate. The FEC also met periodically with chancellor Thorp to discuss topics of importance.

Activities This Past Year:

The Faculty Executive Committee continued this year to play several key roles: to serve as a forum for soliciting diverse faculty viewpoints and input on pressing university-wide issues; proposed policy changes, initiatives, and projects; to serve as an advisory body to the Chair of the Faculty, Provost, and Chancellor; and to act in place of Faculty Council on issues where timely action is needed.

Unlike in some previous years, 2010 was not dominated by discussion of any single issue, but the committee did provide input on a recurring basis on several matters including: the development of a new set of policies for hiring, appointment, and promotion of fixed-term faculty members in the College of Arts and Sciences; proposed changes in grading policy developed by the Educational Policy Committee; several intellectual property and integrity issues, especially regarding course materials; the provost's faculty salary equity study; retired faculty relations with the university; information security and related IT policies issues; student conduct and athletics-related issues; and the incorporation of practices of "Appreciative Inquiry" and more opportunities for interaction at Faculty Council meetings.

Providing a means for faculty conversation about large-scale University planning initiatives including Carolina Counts (the response to the previous year's Bain efficiency study), the Academic Plan, and the "innovation roadmap" also continued to be one of the committee's major roles.

In August, 2010, with the Faculty Council out of session and quick action required, the FEC exercised the legislative powers dedicated to it by Section 2-10 of the *Faculty Code of University Government* by approving a new set of legislatively mandated changes in the policy governing course absences for religious observances. This new policy was later elaborated and ratified by Faculty Council as Resolution 2010-4.

Topics discussed by the FEC in 2010 included:

- Campus conversation on engagement and engaged scholarship
- Retired faculty voice in faculty governance and retired faculty involvement in the life of the university
- Faculty elections
- Spring 2010 provost search
- Faculty Appreciative Inquiry training and implementation of Appreciative Inquiry techniques at Faculty Council
 - Improving and enhancing student advising
 - Paper management and reducing paper use in classes
 - Habitat for Humanity "Build-A-Block" project
 - Faculty-student community service projects
 - Communication with faculty regarding activities of Faculty Council
 - New Academic Plan (including draft review with Chancellor's Advisory Committee)
 - Development of new fixed-term faculty policies in the College of Arts and Sciences
 - Possible faculty survey on textbook ordering and use

- Creation of the Edward Kidder Graham Faculty Service Award
- Innovation steering committee's work
- Course Hero website and unauthorized use of copyrighted course materials
- UNC system presidential search
- Grading policy proposals from Educational Policy Committee to Faculty Council
- Educational Policy Committee proposals on Dean's List eligibility
- Scholars at Risk program at UNC
- Center for Faculty Excellence survey on faculty research needs
- Carolina Counts project
- New faculty salary equity study (Provost's project)
- Final exam schedules and club sports
- Campus email system changes, email address policy changes, and implementation of Exchange server
- State budget situation
- Minority faculty welcoming initiatives
- Multicultural/diversity teaching workshop, August 2010
- Student conduct, including the honor system, graduate students, and plagiarism
- New religious observances absence policy, Fall 2010
- Faculty Council programming, interactional style
- Athletics investigation, football program, Fall 2010
- Hearings and grievance policies and procedures for faculty
- Intellectual property issues regarding course materials
- Academic freedom and the 2006 *Garretti v. Ceballos* decision
- Information security issues

Chancellor's Advisory Committee
Elected Committee
Annual Report for 2010

For Presentation at the Faculty Council: December 17, 2010

Membership

Term ended 2010

- Charles Daye, Law
- Joy Kasson, American Studies
- Steven Matson, Biology

Term ends 2011

- Lissa Broome, Law
- Abigail Panter, Psychology, Chair
- Timothy Taft, Orthopaedics

Term ends 2012

- Giselle Corbie-Smith, Social Medicine
- Evelyn Huber, Political Science (alternate Jessica Wolfe, English and Comparative Literature in Fall 2010)
- James Kerch, Music

Term ends 2013

- Jeanette Boxill, Philosophy
- Bruce Cairns, Surgery
- Beverly Taylor, English and Comparative Literature

Ex officio, with vote

- McKay Coble, Dramatic Arts, Chair of the Faculty
- Joseph Ferrell, School of Government, Secretary of the Faculty
- Margaret Leigh, Pediatrics, Chair of the Committee on Appointments, Promotions, and Tenure (alternate Paul Farel, Cell and Molecular Physiology; term ended 2010: Michael Gerhardt, Law)

Report prepared by Abigail Panter, with review of the 2010-2011 committee.

Committee Charge

The Faculty Code of University Government states that:

Section 4-5. Advisory Committee.

- (a) The Advisory Committee consists of nine elected members, the chair of the faculty, the secretary of the faculty, and the chair of the Committee on Appointments, Promotions, and Tenure.
- (b) The committee is advisory to the chancellor in any matter deemed important by the chancellor or the committee, and particularly with respect to:
 1. proposed amendments to the trustee policies and procedures governing academic tenure;
 2. review of school and departmental statements of criteria for appointment, promotion, and tenure;
 3. academic program planning and assessment;
 4. appointment of vice chancellors, deans, and other senior administrators;
 5. recommendations for corrective action

1. pursuant to a report of the Faculty Hearings Committee with respect to a decision not to reappoint a probationary-term faculty member, or
2. pursuant to a report of the Faculty Grievance Committee with respect to a decision not to promote to a higher rank a person holding permanent tenure at the rank of associate professor or assistant professor; and
6. appointment and renewal of appointment of the faculty marshal and appointment and review of the faculty athletics representative. [Added April 24, 2004, to reflect adoption of §§ 3-3 and 3-4.]

No faculty member may serve simultaneously as an elected member of the Advisory Committee and the Faculty Executive Committee; the Committee on Appointments, Promotions, and Tenure; the Faculty Hearings Committee; or the Faculty Grievance Committee.

(c) The secretary of the faculty serves as secretary of the committee.

(d) The committee holds regular meetings once each month, at such time and place as fixed by the committee and the chancellor. The presiding officer is the chancellor, or, in his or her absence, the chair of the Advisory Committee. Special meetings may be called by the chancellor or the chair of the Advisory Committee. Notice of a special meeting called by the chair is given to the chancellor. Whoever calls the special meeting presides.

Report on Activities

The Committee met monthly with the Chancellor. The main topics considered and discussed since the last report to the Faculty Council included: The budget and planning efforts in the current economic climate; faculty and administrative personnel updates (e.g., searches, retirements, departures, replacements, new appointments, corrective action recommendations); and the NCAA football investigation. Other topics included: a new award to honor public service; a potential new minor in education; appointment of the faculty athletics representative; ways to ensure diversity of applicant pools for faculty and administrative searches; current Board of Trustees review of the Greek system, the off campus emergency drill; feedback on a video communication by the Chancellor to solicit ideas and suggestions for the University's academic plan; legislative session updates; the repayment of debt by an undergraduate ROTC student; the role of athletics in university life; the new mobile communications device policy, the revised attendance policy related to religious observance; University Day 2010 plans and the Chancellor's state of the university address; nomination of the Secretary of the Faculty; and comments on the first major draft of the Academic Plan 2011 Reach Carolina in a joint meeting with the Faculty Executive Committee with Provost Carney, Sue Estroff and Bill Andrews.

No recommendations for specific action by Faculty Council are proposed.

Respectfully submitted,

Abigail T. Panter, Chair

Resolution 2010-6. On Amending the Making Connections Curriculum

The Faculty Council enacts:

The Making Connections Curriculum, approved by the Faculty Council for implementation in the fall semester of 2006, is amended as follows:

1. Effective with the fall 2011 semester, placement of a first-time, first-year student into level 4 of a foreign language shall be deemed to satisfy the Foundations foreign language requirement through level 3; provided, however, that particular majors may continue to require that students demonstrate level 4 proficiency (or higher) in a foreign language.
2. Effective with the fall 2011 semester, a student may count only one one-credit Lifetime Fitness course toward graduation at Carolina.
3. Effective with the fall 2011 semester, the Foreign-language Intensive requirement is rescinded.
4. Students pursuing the B.A. (or B.S. degree with a major in psychology) may fulfill the Supplemental Education requirement by:
 - a. Completing a second major or a minor, or
 - b. Completing three courses above 199 that are not being used to fulfill the student's major requirements (Such courses must be from outside the home department or curriculum of the major and cannot be cross-listed with a course used to satisfy the requirements for the major), or
 - c. Completing a concentration outside a professional school as part of the degree requirements for graduating from the school.
5. Effective with the January 15, 2011, course submission deadline, no more than two General Education designations may be assigned to any new or revised course; provided, however, that the Curriculum Committee may find in exceptional cases that a particular course meets the criteria for a third designation.

Resolution 2010-5. On Supporting a Resolution of the University of North Carolina Faculty Assembly on Academic Freedom.

The Faculty Council resolves:

It is important that the faculty of the University of North Carolina at Chapel Hill reaffirm from time to time the fundamental importance of institutional protections for the academic freedoms of research and publication, teaching, shared governance, and participation in public debate because these freedoms are at the core of the University's teaching, research and service mission.

Therefore, the Faculty Council of the University of North Carolina at Chapel Hill fully endorses the *Resolution on Academic Freedom* adopted by the UNC Faculty Assembly at its 17 September 2010 meeting.

Submitted by Prof. Steven Bachenheimer on behalf of the Faculty Assembly Delegation

Comment: The text of the Faculty Assembly resolution is as follows:

Resolution on Academic Freedom

Whereas, academic freedom is fundamental to the University's goal of advancing and transmitting knowledge; and
Whereas, academic credentials and quality are evaluated by scholarly peer review; and

Whereas, academic freedom also encourages "best-interest" decision making and the creation of a safe and open learning environment by enabling faculty – who are on the frontline of a variety of academic and community issues and are therefore critical players in making decisions that are in the best interest of both the institution and the community – to be fully involved in institutional decision-making; and

Whereas, faculty involvement in institutional decision-making and implementation is essential to ensuring the success of institutional initiatives; and

Whereas, students, faculty, and administration are all best served if faculty are free to express themselves on institutional and other matters without institutional control or intrusion; and

Whereas, section 600 of *The CODE of the University of North Carolina* has long expressed institutional support for academic freedom by stating that academic freedom is "essential" to "the transmission and advancement of knowledge and understanding;" and

Whereas, it is the policy of the University (Section 601 of *The CODE*) "to support and encourage full freedom, within the law, of inquiry, discourse, teaching, research, and publication for all members of the academic staffs of the constituent institution;" and

Whereas, there is a perception that federal courts (Garcetti v. Ceballos 2005) are currently abridging the constitutional protection of faculty so that a heightened degree of institutional protection is now required, not as a matter of law, but as a principle vital to the effective functioning of institutions of higher learning; now therefore
Be it Resolved that, on behalf of faculty in the University of North Carolina system, and in light of recent threats to academic freedom, the UNC Faculty Assembly reaffirms the *UNC CODE* statements regarding academic freedom, and adopts the definition and standards of academic freedom outlined in the following "Statement on Academic Freedom."

Be it Further Resolved that the Board of Governors, the General Administration, and the constituent institutions of the UNC System are requested to incorporate an understanding of the "Statement on Academic Freedom" into the *UNC CODE* and other relevant policies and practice of the institution.

Alan Bergman
B.A. 1948

Alan Bergman studied Music and Dramatic Arts at Carolina and began writing music as a Playmaker. While an undergraduate, he was drafted and served as an infantryman in World War II. He resumed his education after the war and received his B.A. degree in 1948. Alan and his wife Marilyn have collaborated as a songwriting team for the last 50 years. They have been nominated for 16 Academic Awards and multiple Grammys, Emmys, and Golden Globes. They have won Oscars for "The Windmills of Your Mind" (1968), "The Way We Were" (1973), and the score for "Yentl" (1984). Alan and Marilyn have been inducted into the Songwriters' Hall of Fame and have received the Clooney Foundation Singers Salute to the Songwriter Award, the Songwriter's Guild Aggie Award, the Songwriters Hall of Fame Johnny Mercer Award, the Cultural Medal of Honor (Spain), and the National Music Publishers Associate Lifetime Achievement Award, to mention but a few of their honors. They have been awarded honorary degrees by Berkeley College of Music and the University of Massachusetts. Alan sits on the Library of Congress National Film Preservation Board, the Johnny Mercer Foundation Board, the Artists' Rights Foundation Board, and the Jazz Bakery Board of Directors. He and Marilyn serve on the Executive Committee of the Music Branch of the Academy of Motion Picture Arts & Sciences.

Alan Bergman was nominated by Prof. Terry Ellen Rhodes, Prof. Emeritus J. Kimball King, and Ms. Suzanne Ishée (UNC-CH B.M. 1973)

Frederick Otto Mueller
A.B. Educ. (1961), M.Educ. (1964), Ph.D. (1970)

Fred Mueller is Professor Emeritus of Exercise and Sport Science. He joined the faculty in 1968 and served until full retirement in 2009. During these 41 years he held numerous positions, most notably serving as department chair in Exercise and Sport Science from 1995-2005. In that capacity, Mueller propelled his department to the top of the discipline by his far-sighted faculty hires and astute management. Today, Carolina's Ph.D. program in Human Movement Science, a program Mueller help start in 1997, stands third in the nation in National Research Council ratings. In addition to his teaching and research, Mueller has served as an assistant football coach, head lacrosse coach, and director of the freshman activities program. His research interest is in the area of the epidemiology of athletic injuries. Even in retirement, he continues to conduct his research, currently serving as the Director of the National Center for Catastrophic Sports Injury Research which is headquartered in Chapel Hill. The center collects catastrophic (fatalities and permanent disability) injury data for high school and college athletes on a national level. The center has been in existence since 1982 and is funded annually by the National Collegiate Athletic Association. Mueller also serves as the Director of Research for NOCSAE, a national organization that certifies sports safety equipment. Mueller was recently profiled in the New York Times as a pioneer in his field of study.

Prof. Mueller was nominated by Prof. Joseph S. Ferrell

Linda Ellen Oxendine

A.B. 1967

Linda Oxendine, a member of the Lumbee tribe, is the first American Indian woman to receive a bachelor's degree from Carolina. She served as Professor and Chair of the American Indian Studies Department of the University of North Carolina at Pembroke from 1989 to 2006. Oxendine's teaching and scholarship have contributed significantly to the preservation of knowledge of Lumbee history, language, and culture. She began her career in education as a public school math teacher in Richmond, Virginia, and Pembroke. After working in Washington, D.C., as a volunteer with the federal Office of Indian Affairs and the National Congress of American Indians, Oxendine holds degrees from Carolina (A.B., 1967), Pennsylvania State University (M. Ed., 1973), and the University of Minnesota (Ph.D., 1993). She worked for a number of years as an instructor and administrator with the Minnesota Chippewa Tribe. In 1980 she returned to North Carolina to begin a long association with UNC-Pembroke, an institution co-founded by her great-grandfather. Her father had served as dean of the faculty at Pembroke, and her uncle founded the department she eventually came to chair. Oxendine recently served at Carolina as Elder in Residence for the American Indian Center.

Linda Ellen Oxendine was nominated by Dr. Clara Sue Kidwell

Thomas Hart Sayre

A.B. 1973

Thomas Sayre is co-founder with Steve Shuster of Clearscapes, a multidisciplinary design firm located in Raleigh, North Carolina. Working as a sculptor, Sayre has been involved in the design and construction of projects that include children's museums, historic renovations, art museums, performing arts centers, and both public and private art commissions. Sayre attended St. Alban's School in Washington D.C. where he studied welding and metal fabrication and design with Thomas D. Soles. He won a Morehead Scholarship to Carolina, studied sculpture with Prof. Robert Howard, and earned his undergraduate degree with a double major in English and Fine Arts. He graduated Phi Beta Kappa and *summa cum laude*. Sayre's commissions and public projects are found all over the United States and abroad. They include *Shimmer Wall* at the Raleigh Convention Center (2009); *Curve Ball* at the Nationals Baseball Stadium in Washington, D.C. (work in progress); *Corpus Callosum* at the Anschutz Medical Campus, Denver, Colorado (2009); *Citizen* at the Nashville Public Square, Nashville, Tennessee (2010); *Gyre*, North Carolina Museum of Art (1999); *Trajectory*; Charlotte Arena (2005); and *Phuket Cheddi*, a pagoda in Chang-Mai, Thailand (2004). His work has won numerous awards.

Thomas Hart Sayre was nominated by Prof. Emeritus Marvin Saltzman

Denise Jean Jamieson

M.P.H. 1991

Denise Jamieson is Research Team Leader for Unintended Pregnancy, STD, and HIV Intervention at the Centers for Disease Control and Prevention, and Clinical Professor of Gynecology and Obstetrics at Emory University School of Medicine. Jamieson holds degrees from the University of Pennsylvania (B.A., 1987), Carolina (M.P.H., 1991), and Duke (M.D., 1992). She is a national leader in the promotion of women's reproductive health, as evidenced by a series of prestigious awards from the United States Public Health Service, including the Commission Corps Outstanding Service Medal, the Commission Corps Commendation Medal, and the Department of Health and Human Services Secretary's Award for Distinguished Service. Her outstanding abilities as a teacher have been recognized by awards from both Emory and the University of California at San Francisco. Jamieson is the author of more than 109 peer reviewed papers, of which she is the first or senior author of 42. She has conducted landmark research on HIV/AIDS in women. Her work on the Mother-Infant Rapid Intervention at Delivery (MIRIAD) study led to CDC and ACOG guidelines on implementing programs for rapid HIV testing during labor and delivery. Jamieson has also many important contributions to understanding women's health on issues as varied as ectopic pregnancy, preeclampsia, postpartum depression, emerging infectious diseases, contraception, and hysterectomy. One of Jamieson's colleagues characterizes her as "driven and determined yet with a genuine capacity to listen to others, observe, notice cues, and react thoughtfully with sensitivity, tact, and intelligence." High praise indeed.

Denise Jamieson was nominated by Prof. Charles van der Horst, Prof. Frieda Behets, and Prof. Herbert Peterson.

UNC-Chapel Hill Office of Faculty Governance

Call for Nominations: 2012 Honorary Degrees

December 21, 2010

To the General Faculty

Dear Colleagues:

The **Committee on Honorary Degrees and Special Awards** invites your nominations for honorary degrees to be awarded at Commencement 2012. A maximum of five awards is authorized (six if the Commencement speaker is included). Those so honored are nominated by the committee, recommended by the Faculty Council, and approved by the Board of Trustees. Awards are not conferred in absentia or posthumously.

We seek to honor people who have rendered outstanding service to humanity in the world arena, in our nation, in the American South, or our State of North Carolina; people who have made outstanding contributions to knowledge in the world of scholarship; people whose talent and creativity in the world of the arts has enriched our lives; and people whose devotion to and support of our University merits our highest recognition. Members of the Board of Governors or staff of The University of North Carolina or any of its constituent institutions are not eligible. These persons become eligible two years after termination of such status.

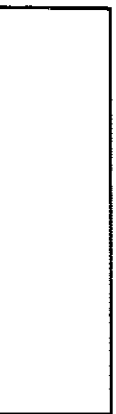
A roster of past recipients is posted on the Faculty Governance website.

Please include appropriate biographical information and a statement in support of your nominee. Nominators often seek supporting letters from others, but the content of such letters, not their number, is what counts. Nominations must be **received in the Office of Faculty Governance no later than Friday, January 21, 2011**. Emailed nominations are encouraged and may be sent to Anne Whisnant at anne_whisnant@unc.edu.

Members of the faculty **Committee on Honorary Degrees and Special Awards** are Professors Bland Simpson (Chair), Alice Ammerman, Robert Anthony, Kathie Harris, Lloyd Kramer, Gene Nichol, and Joseph Ferrell (ex officio). Please contact Anne Whisnant, me, or any other member of the committee if you have questions about eligibility or process.

Sincerely yours,

Joseph S. Ferrell
Secretary of the Faculty



From Faculty Council Discussion, 12/17/2010:

Faculty responses to the general question: What issues and concerns would you like to have addressed at the next meeting regarding IT?

- Security on flash drives and laptops of student grades. What special security do we need to have in place on these devices?
Student grades are covered by FERPA and should be protected as sensitive information. Per campus policy Sensitive information that is stored on mobile devices must be encrypted. PGP is the recommended approach for laptop encryption.

Policy summary:

http://help.unc.edu/CCM3_020433

Campus Information Security Homepage:

<http://its.unc.edu/InfoSecurity/itssecurity/index.htm>

PGP Overview:

http://help.unc.edu/CCM3_021069

Questions can be directed to security@unc.edu, by calling the help desk at 962-HELP, or by reaching out to your department's Information Security Liaison.

- We are told that sensitive info should only be on a univ-owned computer, especially in re mobile devices – security policy seems to be primarily an issue of mobile devices. But if I bought my own personal mobile device, what do I do? What is the reason it must be “university owned”? Also issues of using devices like this with wireless access points; there is a concern about this – how to use, how to assure? VPN client was said to be the solution, but on a trip, I couldn't use my VPN, which was being blocked by the hotel where I was staying. And, when I get on my Outlook email, I see the lock ... is it secure without the VPN?

It is not recommended to use a personally owned computer to store sensitive information. This is due to the risk personal use of a computer can introduce to the security of the device along with the inability of the University to ensure effective management of the computer. Policy stipulates that sensitive information only be stored on University owned or managed computers. “University Managed” means using University administered encryption, sensitive client antivirus, and being scanned with the Qualys vulnerability scanning platform.

In light of the University's recent cell phone stipend policy, we strongly recommend that only mobile devices that support full encryption be purchased for personal use if there's any chance that sensitive data may be on the device.

You can use your Outlook client remotely with reasonable assurance of security as the connection between your laptop and the campus server is encrypted with or without VPN. VPN is, of course the preferred method because it secures all communications directed to campus computers that are occurring.

- Number of major changes in IT that have occurred in short time; learning costs for faculty in navigating these all at once — people are feeling that the IT tail wags the dog, they work for IT rather than IT working for them.
Well, obviously that's not the way it should be. It is certainly true there are a number of changes to the campus IT environment underway or in planning. As CIO, I will take the blame for pressing the move to Microsoft Exchange for e-mail and calendaring, although the old Oracle Calendar was at end of life and had to be replaced one way or the other, and we needed a solution with better support for mobile computing devices. However, the other changes are being driven by other forces, not "mandates from IT." For example, ConnectCarolina is being driven by the need to replace the old Student system, which was also at end of life, and the need to modernize Financial and HR/Payroll systems for things like Carolina Counts (Bain). Changes to improve information security are being driven by the need to better protect the systems and data here at Carolina. Changes for Carolina Counts are being mandated by the Board of Trustees and budget pressures due to State mandated budget cuts. The move from Blackboard to Sakai as a learning management system was put forward by the Instructional Computing Coordinating Committee and approved by the IT Executive Steering Committee as a strategically important upgrade for the campus. The existing research computing cluster (Topsail) is at end of life and must be upgraded to allow our researchers to remain competitive for grants. The campus network core was at 1 Gb and needed upgrading to 10 Gb to support leading-edge research needs. And so it goes. Frankly, the overall Carolina IT environment had become "trailing edge" in many ways and in need of fundamental upgrade, which is what we're working through now. We're working to ensure faculty have current IT infrastructure to support their teaching and research needs.
- Connect Carolina — I cannot print out my class rosters! I can't receive attachments via Gmail; it seemed to coincide with Connect Carolina. I see no advantage to CC; no one likes it. Neither of these seem right. Please contact me, so we can have the right person follow-up.
- Trying to email my students from Connect Carolina at beginning of semester, emails went to the parents!
Perhaps this had something to do with the new proxy capability? At any rate, this doesn't seem right either, so please contact me and we'll have the right person follow-up.
- Students with email addresses other than UNC; how do you verify that the Gmail accounts really are the person they say they are? Would be nice to force all students to use UNC accounts. IT would have to fix it? Students get to say what email they would like to receive. School of Nursing uses Blackboard to email students — students can change the emails that are there thru the univ system. Many don't use the UNC email at all. We take what's in BB as "official" and send emails through this.
We plan to be moving official student e-mail accounts to Microsoft Live@edu by start of fall semester. Students will continue to be able to forward to other accounts, but the UNC e-mail address will be the official contact mechanism and official communications to students should utilize UNC e-mail addresses.
- Issues related to our collaborations with foreign universities when our students are enrolled there; implications for our study abroad programs — security questions.
We have to be responsive to the requirements of the European Union Privacy Directive.

- If students refuse to use a UNC email address, or faculty do, will they no longer be able to receive our emails? Do we have to compel all colleagues onto this system? As mentioned, student e-mail will be outsourced to Microsoft Live@edu over the coming months. The coming e-mail policy will address options for faculty e-mail. Alternatives will be allowed, but certain requirements for retention and access will be defined.

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Academic Plan 2011

Reach Carolina

10/28/2010

This is a DRAFT version of the 2011 Academic Plan intended for feedback and comment from the campus community.

Introduction

Mission

The 2011 Academic Plan, Reach Carolina, reflects the vision and principles of the UNC mission statement approved by the University of North Carolina Board of Governors in November, 2009.

The University of North Carolina at Chapel Hill, the nation's first public university, serves North Carolina, the United States and the world through teaching, research and public service. We embrace an unwavering commitment to excellence as one of the world's great research universities.

Our mission is to serve as a center for research, scholarship and creativity and to teach a diverse community of undergraduate, graduate and professional students to become the next generation of leaders. Through the efforts of our exceptional faculty and staff, and with generous support from North Carolina's citizens, we invest our knowledge and resources to enhance access to learning and to foster the success and prosperity of each rising generation. We also extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the State.

With *lux, libertas* — light and liberty — as its founding principles, the University has charted a bold course of leading change to improve society and to help solve the world's greatest problems.

The Academic Plan 2011: Reach Carolina conveys our vision for the next decade. To reach means to arrive or achieve, to make contact, to try to grasp, touch or hold something. We call on Carolina to reach, that is, to extend our aims and vision beyond our present grasp, to reach the future greatness that beckons us. We seek to reach more students and citizens, and to be a destination of choice for students, faculty, and employees. We must look beyond the University's current needs and challenges to remain true to our two-century-old tradition: to make Carolina a model public institution, where teaching, research, and service inform and inspire our students, faculty, the citizens of North Carolina and the United States, and the global community. If we are to fulfill our founding principles — “light and liberty” — our reach, to paraphrase the poet Robert Browning, must always exceed our grasp. In other words, we must not lapse into self-satisfaction with what we are or where we have been. Instead, to remain fully engaged with and responsive to the world around us, we must reach farther and deeper into our collective imagination to set the goals that will realize our ever-evolving mission.

With the Board of Governors, we call on the University of North Carolina at Chapel Hill to chart a bold course that will catalyze positive change beyond the limits of our own expectations or external constraints. We predicate this plan on our conviction that Carolina's tradition is to lead by example, to model on our own campus the values and the vision that will enable us to instruct and inspire “the next generation of leaders” among our students through exemplary “research, scholarship, and creativity.”

Challenges and Opportunities

The need for an aspirational plan for the University's academic future has never been more pressing. We face three historically unprecedented challenges that magnify each other: declining public resources; enrollment growth; and, the evolving corporate presence in the academy. The Plan reflects the weight of these combined realities and their impact on all of us, on and off campus.

The global and local recessions demand that the Carolina community bring the full measure of its talents and energy to address the monumental fiscal challenges we face. We have thus far weathered three consecutive years of substantial cuts in state support for this university. Positions have been eliminated, hiring suspended, salaries frozen, and entire units eliminated in an effort to shield the core teaching functions and research commitments of the University. Further budget cuts will steadily erode the resources necessary to fulfill our core mission. Recognizing that many of our elected leaders have made sincere efforts to protect the state's investment in UNC, we understand that for the foreseeable future we will continue to share with the people of North Carolina the burden of reduced expectations for state support, along with increasing expectations for service to our students and the state.

Carolina's efforts to become more self-supporting continue unabated. Alumni and donors, despite the impact of the recession on their own portfolios, responded to the University's development and fund-raising efforts in 2009 with over \$292 million in gifts and commitments. Through the creativity and innovative spirit of our intellectually enterprising faculty, the University of North Carolina was awarded \$803,000,000 in contracts and grants in 2009, an unprecedented achievement representing an annual increase of 12.2% in external grant support for Carolina and marking the 14th consecutive year of positive growth external research funding. The intellectual curiosity and competitive spirit that result in this success benefit not only the University but the people of North Carolina. Externally funded research has a direct impact, through the infusion of dollars into the state economy, and indirect value, through the positive effect of faculty research on the quality of life for people in this state, the nation, and the world. This Academic Plan aims to reinforce and encourage research, scholarship, and creativity throughout the University community so that we may reach even higher levels of recognition and success.

As our state and the University seek the resources necessary to fulfill our mission, we face another ongoing and mounting challenge: the steady growth of increasingly well-qualified student applicants to Carolina. Carolina welcomes the opportunity to educate these students who, whether from North Carolina's urban centers or rural counties or from beyond our borders, bring to Chapel Hill extraordinary preparation and promise. In order for these students to reach for their dreams in Chapel Hill, we rely on and are grateful to the state of North Carolina for the appropriation of resources that enable us to hire more faculty to address this accelerating need.

Unprecedented growth in enrollments has placed considerable strain on Carolina's ability to offer current and future undergraduate students the kind of educational experience that alumni have always treasured and that has led to the University's widespread reputation as a public ivy.

Soon our total student body, currently 29,390, will cross the 30,000-student threshold, an increase of 20% over the past decade, on the way to a goal of 33,000, which by some projections

Carolina should reach as early as 2017. The pressure that enrollment growth places on the University's infrastructure is already a matter of serious concern, prompting careful investigation of our classroom and laboratory capacities and use patterns, our available office space, and the ways our academic staff are deployed to provide needed services to our students. Absent the resources required to maintain excellence in teaching, learning, and research within a steadily growing faculty and student body, many important recommendations of the Academic Plan will be compromised or rendered largely unfeasible.

The University must not underestimate the potential negative impact of enrollment growth on the faculty-student relationship at Carolina. We are already falling behind our peers in offering the optimal balance of small, medium, and large size classes. Because the number of large lecture classes that students are obliged to take appears likely to grow, we must re-think what we do in and with large classes and re-engineer them to make them more stimulating pedagogically and intellectually. With growing numbers of students in larger classes, Carolina must re-double its dedication to providing small-class experiences, particularly in first-year and Honors courses, that have been the hallmark of "the Carolina way" in public education for many years. The recommendations of the Academic Plan are intended less to provide a full-scale program of change than to stimulate through specific recommendations a spirit of inquiry, dialogue, collaboration, and innovation at every level of pedagogy across the campus.

A final challenge that Carolina faces in the early twenty-first century stems from the University's evolving relationships with corporate entities and the private sector. To some, these relationships represent opportunities to form productive partnerships that have funded much-needed classroom buildings and research facilities, endowments that reward faculty teaching and research, and investments in the University's most precious resources, the creativity of its faculty. To others, the same kinds of relationships challenge the University's autonomy by inviting external measures and values to play an undue role in deciding what we should teach, what research is most rewarded, and what the purpose of a Carolina education should be. An increasing proportion of our faculty relies either solely or to a considerable extent for their salaries on non-state funding. As a result, time for students and teaching competes with acquiring research funding and conducting research. When salaries derive from corporate and other external sources, the commitment to the needs of the University—students, colleagues, the University community—can be compromised.

This Academic Plan takes no position on the question of the "corporatization" of American higher education in Chapel Hill or elsewhere. We understand that private giving from individuals, foundations, and corporations has been and will be crucial to Carolina's ability to attract and retain outstanding faculty and students as well as to pursue other needed initiatives that reinforce traditional disciplines on our campus. To realize the future we envision in this plan, we recognize that financial support from a mixture of sources is essential, as is the centrality of intellectual freedom and scholarly endeavors that are valued and supported on the basis of their inherent quality.

At this critical juncture, the University must recognize creativity—Carolina's formidable engine for continuing discovery and productive change—first and foremost on the basis of originality, elegance, and contribution to the state of knowledge and the state of the art in a discipline, area of research, or analogous field of inquiry and endeavor. It is our position that nothing should inhibit Carolina faculty and students who wish to apply their creativity to real-world problems.

This plan suggests ways the University can encourage and reward teaching and research that is transformative for students and rewarding for faculty who engage in work that benefits the state, nation, and world. Through Reach Carolina we seek to prime the wellspring of all such work, the creativity of our entire community, so that the liberty of faculty and students to pursue the light of discovery will continue to lead Carolina to the forefront of public higher education.

2003 Academic Plan

Chancellor Michael Hooker challenged the faculty in 1996 to engage in an intensive and extensive study of the intellectual climate at Carolina. That undertaking focused the thinking of the campus on our priorities and directions for future development. Taking that process as a starting point, in 2003 UNC published its first academic plan, a blueprint for progress on a wide range of fronts, from augmenting the academic experience of our students to extending Carolina's global presence. Drawing concrete recommendations from an imaginative, holistic vision of what this University can and should be, the 2003 plan spawned innovations that have dramatically improved the quality of academic life and work on our campus. The 2003 plan also energized our thinking about what it means to be a leading public research university that embraces an increasingly national and global profile as well as local commitments and responsibilities. The 2003 plan spurred faculty, students, and staff to pursue and accomplish many innovations, including:

- a renovated General College curriculum;
- expanding Honors and First-Year Seminars programs in the College of Arts and Sciences;
- a Carolina Covenant guaranteeing admission to UNC for undergraduates of limited financial resources;
- a Center for Faculty Excellence that enables advances in teaching, research, and leadership; and
- programs that enlist Faculty Engaged Scholars and undergraduate Public Service Scholars in projects that contribute to the common good.

Reach Carolina, UNC's 2011 Academic Plan, is consciously constructed on the foundations laid by the 2003 plan. The priorities that we identified in 2003 have neither changed substantially nor been supplanted by recent trends. In 2011 we proceed from the conviction that Carolina's future depends on maintaining a thoughtful focus on the priorities and goals that our faculty, students, and staff articulated in 2003, while reaching beyond those aspirations. Reach Carolina calls on our entire community to re-dedicate ourselves to our core traditions, principles, and priorities and to seek the most creative, humane, sustainable, and honorable ways to achieve success and provide inspiration for the next Plan.

Overview of the 2011 Academic Plan

The six priorities that constitute the essence of Reach Carolina cohere around what has always been at the heart of the University: the quality of the educational experience that Carolina offers every undergraduate, graduate, and professional student. A commitment to the most exciting, imaginative, and rigorous learning experience for every UNC student underlies this academic plan. At its best, a Carolina education has a transformational effect on the students who graduate

from UNC. Aiming for nothing less than the best for our students, our recommendations call for Carolina's commitment to a transformational academic experience wherever ideas and inquiry meet – in the classroom, the lab, the studio, or faculty offices – on our campus.

Carolina's faculty are the keys to the ideal educational experience we seek for every UNC student. A faculty that embodies Carolina's historic commitment to learning, research, and service is essential to reaching, engaging, and inspiring the minds of our students. To sustain this crucial relationship between faculty and student, Reach Carolina urges the University take the steps necessary to ensure that our faculty, as well as our students, have every opportunity to reach their full potential as teachers, scholars, artists, researchers, and leaders.

Respect for the value of the many academic disciplines taught at UNC undergirds Carolina's traditional undergraduate liberal arts curriculum, offering multiple pathways for discovery for our students. As an institution UNC needs to do more to promote the creative integration of the disciplines in the classroom and the laboratory across departments and schools. Reach Carolina calls for renewed efforts to dispose of barriers that inhibit collaboration and innovation among our faculty and students. Recognizing the power of institutional inertia, we believe that cross- and interdisciplinary cooperation and discovery will flourish only when UNC channels incentives, resources, and tangible rewards to those who exert leadership in this area of endeavor.

To sustain and nurture the optimal student-faculty relationship, Carolina must ensure that the intellectual community in which students and faculty live and work is vibrant, stimulating, and fully geared to achieving the best of which each one of us is capable. To this end, Carolina must be a fully representative and fully inclusive community that provides the tools and the opportunities for everyone to make her or his best contribution to the University. A community that welcomes difference as a vital ingredient of creative change will thrive in manifold ways.

Because the University community exists to serve not only its students but also the state, nation, and the world, this Academic Plan calls on Carolina to encourage and reward the engagement of our faculty and students with communities beyond the University. Applauding the progress the University has made in the recognition of engaged scholarship, Reach Carolina envisions a comprehensive approach to engagement that will recognize, stimulate and reward excellence in teaching and research on the part of all members of the campus community. Recognizing that this spirit of engagement impels us to reach out to the world beyond even our national borders, we echo the University's growing articulation of its global responsibilities. The 2011 Academic Plan recommends that UNC's evolution as a global university continue by setting priorities that will enable us to maximize strategically selected partnerships abroad while making Carolina a global institution where students and faculty come to participate in our educational and scholarly enterprise.

In subsequent pages, the six priorities of the Academic Plan are defined, followed by specific recommendations for addressing opportunities and challenges.

Work as an integrated university to attract, challenge, and inspire students through transformative academic experiences.

As a public research university, UNC has a historic commitment to teaching, learning, research, and discovery. To fulfill this educational commitment, the 2011 Academic Plan is predicated on the conviction that the University's future depends on recognizing and maintaining our strongest and most sustainable academic foundations. We therefore propose initiatives that will continually re-invigorate the academic experience at Carolina and transform our students' knowledge of the world, preparation for citizenship, and vision of our common future on this planet.

Limited resources, which remind us of our responsibilities to be vigilant, trustworthy, and effective stewards, should not lead us to undervalue the inherent richness of what Carolina is and can be as a community of teaching and learning. At all levels our students are increasingly better prepared, more public-spirited, more aware of global issues, and more diverse than ever before. The academic experience we offer must strengthen not only the students we attract but enable us to attract ever stronger students at all levels. Research and creative activity – the hallmark of our innovativeness and capacity for excellence in the classroom, the lab, and the studio—attracts to Carolina an increasingly higher caliber of faculty who inspire each other, as well as our students, across disciplines and schools. Despite attenuated budgets and enrollment increases, dedicated, long-term investments in Carolina's most precious resources, its students and faculty, are essential to the ultimate success of the transformative academic experiences envisioned in this academic plan.

In light of the challenges and opportunities before us, even as Carolina grows and diversifies as a global university, Carolina must retain its sense of common identity and purpose. The geographic unity of our campus should be valued and conserved because it is the launch site for the community of learning especially insofar as the undergraduate academic experience is concerned. We must work as an integrated university—to instill in students a sense of belonging to a diverse commons of learning enriched by diversities of people, classes, research, and engagement. A key to the transformation of student academic experiences at Carolina is our willingness to make a University-wide commitment to learning opportunities that bridge disciplines, schools, and other traditional boundaries that can become disincentives to creativity in curricula, team-teaching and student engagement and research at all levels. The 2011 Academic Plan envisions a UNC that welcomes innovation in collaborative teaching and learning, that encourages pedagogical experimentation with new technologies and subjects, and that rewards new ways for graduate and professional students to contribute to transformative academic experiences for Carolina's undergraduates

We call on all the University's schools and departments to work collaboratively in support of the following initiatives and recommendations:

Recommendations

A. **Develop new high-enrollment courses** of one to three credits that enable students and faculty from various schools and department to focus on major issues and problems of our time. Such courses—team-taught, multidisciplinary, and research-oriented—should draw upon existing strengths in teaching, research, and engagement among our faculty. Because many of our current and prospective students are increasingly motivated by a desire to tackle big problems, we believe that these courses will quickly become a signature feature of intellectual life at the University, especially if they are developed and marketed as a unified program. Space in such courses should be reserved for first-year undergraduates. Convened by course coordinators and taught by faculty who lead a limited number of sessions, these courses can provide comparatively low-cost, life-changing intellectual experiences that enhance a sense of common purpose and intellectual community among students and faculty. Should these courses succeed in joining students and faculty in common purpose, the potential to continue the focus on “wicked problems” together should be explored.

B. **Guarantee every entering first-year student a seat in a First Year Seminar** by calling on each school within the University to provide a share of these seminars that is proportional to its share of the undergraduate student body. Guaranteed seminar opportunities for first-year students will be a crucial complement to the high-enrollment courses described above. Faculty who lead these seminars should receive appropriate recognition and support for their teaching. Outstanding graduate and professional student instructors, such as Royster Society Fellows, should be given the opportunity to collaborate in creating and teaching First-Year-Seminars. To bolster the creation of first-year seminars outside the College, the Provost should provide appropriate course development resources.

C. **Integrate graduate and professional students more fully into the life of the University.** Form a Provost-level task force to assess the intellectual climate for graduate and professional studies at Carolina. The task force should consider the opportunities that promote and the impediments that detract from stronger and campus engaged graduate and professional programs at UNC. Focus attention on graduate students and graduate programs in the next University development campaign to solicit funds for recruitment fellowships, dissertation fellowships, research travel, and summer support for graduate and professional students. Initiate formal training in research and scholarly ethics for all UNC graduate students. Assess teacher-training programs for graduate and professional students across schools and departments to determine best practices and set a university-wide standard for graduate and professional student training and evaluation as classroom teachers.

D. **Create Bachelor’s and Master’s degrees that can be earned in four or five years of combined study.** These dual-degree programs will appeal to high-achieving prospective undergraduates, who bring to UNC 30 or more Advanced Placement credits, thereby enabling them to start as de facto sophomores rather than first-year students. Dual-degree programs that can be satisfied in four years will enable Carolina to augment

its graduate enrollments with M.A. students who would not require additional fellowship or departmental support in their first year of graduate study. Students choosing these opportunities will benefit from enhanced advising and mentorship from academic advisers and faculty members.

E. Develop direct-entry undergraduate-professional school matriculation programs that would allow our most capable students a defined path from a bachelor's degree to the MD, DDS, JD, PharmD, MSW, MBA, MPH, or other professional degrees. This program would also attract high-achieving prospective students to Carolina, while encouraging undergraduate students to pursue challenging programs of study that would yield rewards beyond the traditional bachelor's degree, in particular, new paths into professional study and degrees.

F. Expand support for undergraduate research and engaged scholarship, especially in the humanities, social sciences, and the arts. Enhance funding for graduate students who supervise and facilitate such research and scholarship. Large, multidisciplinary lecture courses should engage Graduate Research Consultants (GRCs) from multiple areas of the University. The Office of Undergraduate Research should connect more fruitfully with the Public Service Scholars program.

G. Invest in and expand the Honors Program until it reaches an optimal enrollment of 10 percent of the entering first-year class. Permit high-achieving, academically-motivated first year students a measure of exemption from General Education requirements in exchange for enrollment in comparable honors offerings. Offer merit awards for research and/or study abroad to Honors students. Augment the presence and impact of the Honors experience on third- and fourth-year undergraduates by increasing the number of classes that qualify for Honors credit and by providing more opportunities to build connections with faculty mentors and designated advisers in the Academic Advising Program. Provide incentives for students to undertake a senior Honors Thesis or other intensive senior intellectual experiences. In this way, student-faculty partnerships in research will provide support and mentoring for Honors students through their entire four-year experience at UNC.

H. Establish a Provost-level committee of students, faculty, and administrators to examine existing academic regulations, with an eye towards eliminating those that impede pedagogical innovation or prevent students from pursuing programs of study for which they are otherwise qualified. Studying existing regulations systematically will allow the University to eliminate or modify those that have outlived their usefulness and to streamline and consolidate those that can be simplified. The result will be a system that enables students and faculty to develop exploratory learning opportunities, rather than negotiating regulations that inhibit discovery and learning via new models and programs of study. This committee should be encouraged to examine issues such as the sequencing of undergraduate courses, the principles and execution of the current Academic Advising model, funding models for in-state vs. out-of-state study abroad students, support for an Interdisciplinary Studies major, and the need for increased use of Graduate Research Consultants (GRC).

Summary

As Carolina continues to attract more diverse and sophisticated students at all levels, the university must dedicate itself to imaginative programs that reward highly-motivated students while guaranteeing that each student has a fair and equitable opportunity to learn, grow, and discover his or her unique potential. To this end Carolina should work as one university to engage, challenge, and inspire our students with multiple and varied programs of study. To maximize the strengths of the University we must dedicate ourselves to a concerted and coordinated effort across schools and disciplines to open doors to academic opportunities that we may not have imagined for our students. Acting as an integrated university, we can make the whole of the academic experience at Carolina greater than the sum of its parts.

Faculty Prominence, Recruitment, Development, and Scholarship

To maintain and augment the University's excellence in teaching, research and service to the state, nation and world, Carolina must recruit, develop, and support a faculty second to none. In turn, the faculty's responsibility to our students and, increasingly, beyond the campus, demands a commitment to the highest standards of teaching, scholarship, creative work, engagement, and service. Such a commitment will attract not only outstanding students at all levels, but also the resources from the state of North Carolina, external granting agencies, foundations, corporations, alumni, and donors that UNC requires in order to fulfill its mission as a leading public institution. In partnership with its multiple public and private constituencies and supporters, UNC's faculty will always be the linchpin of the University's research engine, the driver that generates new insights into the past and future and fresh solutions to the real-world problems we face today.

Through their teaching and scholarship, our faculty should exemplify Carolina's ideal of intellectual leadership that inspires students in the classroom, clinic or lab, advances the faculty member's discipline, and benefits the citizens of North Carolina. Intellectual leaders of this caliber will consider Carolina a career destination because of a vibrant intellectual climate and a robust, mutual commitment between the faculty and the University. Carolina will recruit and retain our faculty most successfully by ensuring that all faculty members may pursue new ideas in teaching and research in an open, stimulating, collaborative, and intellectually rewarding atmosphere.

UNC's ability to recruit faculty in the academic marketplace has perhaps never been stronger. Carolina's ability to retain its best faculty, those whom it has nurtured and promoted over a sustained period of time, is, however, weakening. Recent trends indicate that Carolina is losing more than half of the faculty who receive outside offers despite making counter-offers to retain them. While many factors can affect a decision to leave Carolina for a job elsewhere, raises in salary alone often do not cause our colleagues to accept opportunities at other institutions.

Four overarching concerns identified below significantly affect the current morale of faculty and their sense of the University's commitment to the faculty as employees. The powerlessness that faculty feel in seeking redress for these concerns intensifies the need for the University to address them. Reconciling these issues in a timely and meaningful way will enhance faculty recruitment and retain faculty already engaged in Carolina's teaching, research and service missions. We are acutely aware that the concerns faculty have as employees are shared by many others in North Carolina and nationally.

1. Escalating health insurance policy, deductible, and copayment costs. UNC faculty have almost no choice for health insurance and few if any options short of discontinuing coverage for reducing the out-of-pocket cost of coverage, deductibles, and copayments. The faculty look to the University to engage this issue on behalf of all University employees. We call on the University to work with UNCHCS to develop an innovative health care delivery system for faculty and staff that will allow improved access and better quality of care at a lower price.

2. Insufficient state matching contributions to retirement plans. Increasing the University contribution to retirement plans can be as important as raises in salary for recruitment and retention of faculty. Over the tenure of an employee, these contributions accumulate and investment returns compound, constituting a significant source of remuneration. The Appendix provides data confirming that UNC's matching contributions to faculty retirement plans are not competitive with those of our peer institutions. UNC faculty contribute proportionately more to funding their retirement than do faculty at the University of Florida, the University of Virginia, and the University of Michigan. UNC pays a smaller percentage of salary into its faculty's retirement than does the University of Virginia, the University of Florida, the University of Washington, the University of Michigan, the University of Illinois, the University of Pittsburgh, and the University of Texas.

3. Affordable and convenient child care for UNC employees and students is wholly inadequate. Although faculty appreciate the establishment of a UNC childcare facility, our sole childcare facility serves 120 children from infant to 5 years of age at a relatively high cost (\$1295/month for infants). Peer institutions such as the University of Virginia, the University of Michigan, and the University of Wisconsin-Madison offer multiple facilities and other more affordable options than those available to UNC employees and students.

4. Parking availability and allocation. The size of the University's campus, the expanding footprint of its buildings, and its location within Chapel Hill often make parking—just to get to work—a challenge for faculty, staff, and students. The lack of available parking limits the faculty's accessibility to their work place and, as a result, to students who need to consult with them. Everything faculty do on campus, including research as well as teaching, is affected by a persistent lack of parking on or near the campus. Although a sliding scale of parking fees has been welcome, parking permits remain costly, and some faculty members have questions about the use of those funds and the reason for them, as well as the process by which the parking permits are priced and allocated. The University should institute increased transparency and faculty, staff, and student participation in developing and implementing parking policies.

In addition to these four concerns, specific recommendations below will help Carolina attract, retain, and support exceptional faculty. A number of these recommendations expand beyond faculty support to benefit the entire Carolina community. The Appendix provides background information/data regarding a number of these recommendations.

Recommendations

A. Improve health insurance coverage and provide health insurance benefits for domestic partners. Carolina must compete vigorously for the best faculty talent in the entire intellectual pool. To recruit and retain the best faculty, the University must provide competitive healthcare benefits including health insurance for domestic partners as is the case at many private and public universities. The University should improve health insurance policy coverage to reduce faculty and staff policy out of pocket costs for

deductibles, copayments, and dependent coverage, and include domestic partners in all healthcare benefits offered to faculty.

B. Reinstate the spousal hiring program. The University should reinstate and sustain a flexible, well-funded spousal hiring program. This resource allows hiring units to conduct flexible faculty searches that rapidly identify new talent, and to complete negotiations, and formulate offers that involve inclusion of spousal hires, outside as well as inside academic settings. Lack of spousal or partner opportunities for employment is a major factor in failed recruitment and in failure to retain valued faculty. Since faculty members increasingly have professional spouses and partners, the University should make better use of the local resources of colleges, universities, and businesses in the Triangle to recruit both partners simultaneously.

C. Develop a tuition waiver or reduction program for UNC-CH faculty and staff children. Many universities offer tuition assistance for the children and dependents of their faculty and staff at varying levels. Some universities fund the entire cost of a faculty or staff child's education, while others offer scaled tuition discounts based on length of service, rank, and other considerations. Currently, children of UNC-CH faculty and staff pay the full cost of tuition, room, board, student fees, and all other expenses to attend the University regardless of time in service at UNC or North Carolina residency status. The development of a tuition waiver or reduction program for UNC-CH faculty and staff will serve to recruit top faculty to UNC, and to recognize, show appreciation of, and retain those who have provided their expertise and service to the university.

D. Monitor faculty salaries to ensure that faculty pay is equitable. Demonstrated by the current salary equity review launched by the Provost, UNC has made a serious commitment to ensure that faculty members are paid equal amounts for equal work, regardless of gender, race, and ethnicity. To ensure that unexpected salary inequities do not arise, the University should conduct an annual comprehensive pay equity survey to assess equity issues related to gender, race, and ethnicity. The survey should rely on a statistical model that identifies faculty members who are paid substantially less than would be expected based on degree year, rank, and other important factors.

E. Enhance childcare services for UNC faculty, staff, and student children. As discussed above, in order to recruit and retain the best faculty, staff, and students at UNC, affordable and accessible childcare must be provided for their pre-school children. Currently, UNC has an exceptional Childcare center, but it is often difficult for faculty to enroll their children due to limited space and the high costs. The University should work toward expanding the childcare resources at UNC while keeping costs at a competitive and affordable level

F. Increase graduate student tuition remission and funding support. The success of faculty in their teaching and research missions depends to a substantial degree on interactions with exceptional graduate students. UNC continually competes with our peer institutions to recruit and retain the most outstanding graduate students across numerous disciplines. Likewise, the successful recruitment and retention of top faculty depends

upon our ability to maintain our outstanding graduate program. Given the critical importance of graduate students to the University's teaching and research missions, UNC should enhance the amount and number of graduate student stipends through fellowships, tuition support, travel awards, and research supplements.

G. Expand and formalize faculty research and study leave programs across schools. In the absence of a sabbatical program applicable to all faculty, the University should examine across all schools the programs that enable faculty at all levels to obtain leaves for research and/or other justified professional development. While one leave policy is unlikely to be applicable to all schools at UNC, the University should ensure that faculty in any school have access to research leaves, awarded on an equitable basis through a well-publicized, faculty generated process.

H. Create a competitive award given by the Chancellor to faculty for pioneering, imaginative, and creative projects. This award would grant a yearlong leave for an individual faculty member, along with partial leaves for programs of work that involve a team of faculty. The award should prioritize work that addresses the themes set forth in the Academic Plan, and should support interdisciplinary, imaginative, and pioneering work in research and teaching, including engaged projects that range from local to global.

I. Create a Faculty/Student Mentoring Program. One-on-one interactions between faculty and students can have a profoundly positive influence on student intellectual growth, help students better define their educational goals, and help them navigate career paths. We propose the establishment of a voluntary faculty/student mentoring program, available as early as the first year for undergraduates, that reaches a broad range of students including those with clearly defined career trajectories, as well as those who have not yet established their academic major and/or career direction. Learning from best mentoring practices already in place on the campus, Carolina should match students who desire this kind of opportunity with suitable faculty, based on initial academic interests, although mentors could be changed if career interests shift through this process. This program should complement and expand services provided by Carolina's Academic Advising Program by focusing on guiding students as they recognize, explore, and obtain career objectives that are achievable with a Carolina education.

Summary

The future of Carolina's teaching and research mission rests primarily in the hands of its faculty. While adequate funding is critical to the achievement of many of our goals, whether short-term or long-term, addressing quality of professional life and work-place issues in a good-faith manner will also demonstrate to the faculty Carolina's commitment to recruiting and keeping an outstanding faculty.

Interdisciplinarity in teaching, research, and public engagement

"The significant problems we face cannot be solved at the same level of thinking we were at when we created them." Albert Einstein

Many of the major challenges and problems of the 21st century require the skills and perspectives from multiple disciplines. The rapid evolution of interdisciplinarity among scholars, teachers, and students will be increasingly valuable to those universities that invest in innovative cross-disciplinary research, teaching, and service¹. Major research and funding agencies likewise solicit and reward interdisciplinary programs and the development of multi-disciplinary teams². UNC must find equitable and feasible methods of identifying, prioritizing, and promoting multi-disciplinary scholarship and teaching. Whether examined individually or collectively, interdisciplinary lines of intellectual connectivity do not necessarily correspond to existing definitions of disciplines, departments, schools and colleges. The opportunity to research and teach from a collaborative standpoint offers scholars and students alike the chance to engage fully in exploring and crossing boundaries in search of new and productive solutions to complicated challenges.

Interdisciplinary study and practice arise from intentional trespass into unfamiliar territory as well as opportunistic encounters. Although interdisciplinary ventures are often successful when they arise spontaneously, UNC should adopt a proactive stance with regard to the most promising interdisciplinary undertakings, in different stages of development, spanning our entire academic landscape. We can reach our potential to expand and re-combine scholarship only when we identify and mitigate the significant roadblocks and institutional barriers in the current structure and management of the university.

Principles and Priorities

The future of interdisciplinary activities and programs to fulfill the university's missions in research, education and engagement requires that we reach agreement on our priorities, and provide the resources to realize them. Keenly aware of limited resources, the number of nascent and the constantly expanding interdisciplinary activities that could be proposed (See Appendix B for specific proposals from UNC faculty), we recommend methods of prioritizing and implementing proposals. We place a priority on identifying initiatives with broad support that involve and benefit existing campus units.

Successful interdisciplinary endeavors on our campus require effective and equitable administrative support. Too often faculty, staff, and students encounter obstacles rather than incentives when they try to plan events, create facilities, or initiate programs that unite scholars and students from across the University. The University should identify and eliminate those

¹ "ArtsEngine;" "Michigan Meetings;" "Multidisciplinary;" "Undergraduate and Interdisciplinary Studies;" "Task Force on the Arts;" "Office of the Vice Provost - Berkeley"

² NSF, NIH, Cyberinfrastructure

obstacles by providing visible, fair, and accessible pathways to new forms of collaborative scholarship and work. The University must make a commitment to promoting interdisciplinary faculty endeavors in research, teaching, and engagement, especially as they relate to promotion and tenure decisions. Student advisors should be well acquainted with and help students find interdisciplinary opportunities in the curriculum and elsewhere on campus. These opportunities enable our students to discover the resources of Carolina's outstanding libraries, centers, and institutes that unite scholars from many parts of campus. The University should develop a more accommodating response to new degree and certificate programs created in and administered by Carolina's most thriving centers and institutes. Finally, faculty, staff, and students need the physical space where they can collaborate on exciting intellectual enterprises that could benefit multiple disciplines and tackle major problems.

Recommendations

- A. Sponsor event-centered activities:** Well-designed events will highlight and facilitate interdisciplinary endeavors that promise to lead to instructional and/or research or artistic discovery
- a. *Annual interdisciplinary conference.* The University should host an annual interdisciplinary conference that builds on or contributes to the development of path-breaking collaboration, co-funded by administration and a minimum of two units on campus. Centralized funding to promote and underwrite novel cross-school initiatives should be created to provide seed money or matching funds for participating campus units.
 - b. *Annual speaker series.* A single, outstanding speaker or a series of speakers should visit UNC annually to initiate or enhance the development of an interdisciplinary theme and to advise an interdisciplinary group of faculty and students who are working on that theme.
 - c. *Creative Campus and Difficult Dialogues Series.* Campus-wide initiatives that focus on complex, sometimes controversial issues that require interventions from multiple disciplinary perspectives should continue. Our Creative Campus and Difficult Dialogues initiatives of the recent past effectively engaged faculty and students in and beyond the classroom. Discussions of issues such as diversity and inclusion on campus, health care reform, violence against women, multiple orthodoxies/one community, and energy production and management³ should complement interdisciplinary courses, projects, and co-curricular activities that engage the campus with surrounding communities.
 - d. *Summer Reading Program.* While preserving this useful program, the University should recognize its value as a potential gateway for interdisciplinary experience for first-year students. When possible, the program should pair discussion leaders

³ Energy Task Force

from different disciplines so that students from the outset of their Carolina experience will see how learning is enhanced when multiple disciplinary perspectives are brought to bear on a subject.

B. Enhance facilities for interdisciplinary activity. Academic space and physical facilities for interdisciplinary work are insufficient. The campus-wide shortage of flexible teaching, collaborative, and laboratory space results in lower productivity and efficiency is a major barrier to entrepreneurial activity. Exceptions to this trend, such as UNC's Genomic Sciences Building or the University of Michigan Arts Engine⁴ provide models for alternative thinking about how to adapt space and resources to interdisciplinary work. Reallocation of existing space, as well as increasing the number of venues for interdisciplinary and small-group teaching, constitute challenges that are likely only to get worse as enrollment increases. Encouraging faculty and student interdisciplinary effort absent a response to the space needed for such efforts will fall short of our goals.

a. Space development and reallocation for long-term projects. All new campus buildings must have teaching and collaborative space that reflects the nature and scope of the home unit and that contributes to the overall campus space supply. Existing space that is currently under-used must be identified and reallocated or made available to other units that can make interdisciplinary use of the space. Existing units must receive incentives that will help them upgrade facilities in exchange for priority access to interdisciplinary activities. Academic units should be encouraged to combine different, but functionally similar labs and other work spaces into more accessible, better equipped and staffed facilities.

b. Space development and reallocation for short-term projects. The University should invest in laboratory and other types of work space that can be allocated for project-based activity that will arise in a university open and dedicated to innovation. To maximize the potential for new synergy between researchers from different campus homes in close proximity, flexible sharable "pods" where space can be allocated for the life of a project are needed. In the absence of new or redesigned building(s), the libraries offer untapped potential for short-term work space. Space for the incubation of new ideas and methods, such as that provided by the Institute for Arts and Humanities, will help to foster major grant proposals, high-quality journal articles, policy briefings, and the like. The Innovation Center at Carolina North may be partially dedicated to these space needs, for nascent as well as established collaborative groups.

⁴ "ArtsEngine"

- C. Develop strategic programs to support short- and long-term interdisciplinary research and teaching.** A number of interdisciplinary curricula and research programs have sprung up over the last decade, drawing faculty from multiple departments and schools (e.g. Global Studies, Curriculum in Ecology and Environment, Humanities and Medicine). Yet strong disincentives hamper faculty from different departments and schools who wish to launch and implement path-breaking curricula. As a result, the collaboration of faculty across schools to support undergraduate and graduate education in these programs becomes unnecessarily challenging. In response Carolina should invest in:
- a. Cluster hiring of interdisciplinary faculty.** Cluster hiring based on interdisciplinary priorities, allowing these hires to hold tenure in one department while more than one unit shares their expertise, should be expanded at UNC. Memoranda of Understanding between departments engaged in new hires should specify their allocation of effort, guidelines for promotion, salary increases, tenure standards, and resources for prospective cluster hiring. The department of primary appointment should receive incentives for these recruitments (e.g. overhead return, additional teaching assistant funding). Tenure and promotion committees should include representation from interdisciplinary units.
 - b. Scholar or Artist in Residence.** A scholar or artist in residence who coordinates activities around an interdisciplinary theme would provide expertise and advice, perhaps leading to longer-term hiring and investment, on interdisciplinary area identified by faculty and students as a key area of inquiry. The Global Research Institute⁵ has put this scholar-in-residence model to effective use. The work of an artist in residence can provide a focal point for curricular initiatives, arts programming, student life activities, and community and campus partnerships.
- D. Coordinate collaborative efforts across departments, schools, and disciplines.** The University needs to develop and then pursue policies on interdisciplinary that are coordinated within and through the Office of the Provost. All UNC units should be apprised of the principles, practices, and guidelines for interdisciplinary initiatives that the University subscribes to and supports. Among the practices that these guidelines should articulate are:
- a. Co-funding mechanisms.** For each initiative, a co-funding mechanism with cost sharing from the Provost and at least two schools or departments should establish the costs and benefits that units will incur from participation in joint programs and/or facilities. Matching resources can be of various types and amounts.

⁵ UNC Global

b. *Maximizing collaboration and resource sharing with other Universities.* At present, UNC participates in several joint programs and projects with Duke, North Carolina State, North Carolina Central, and UNC-Greensboro, to mention our most proximate partners. We should explore further shared endeavors, particularly when one of the partners has an area of strength that could complement a need for another. Examples include the joint Ph.D. programs at UNC and Duke, the Gillings School of Global Public Health at UNC as a unique resource for students at other schools, and the biomedical engineering partnership between UNC and North Carolina State.

Summary

UNC provides excellent undergraduate and graduate education and boasts high-quality research within the disciplines represented in departments and schools. There is ample evidence of student and faculty interest in emerging, dynamic areas of interdisciplinary inquiry that have not always been welcomed and fostered within existing administrative hierarchies and funding priorities. Without neglecting the real and deserving resource needs of existing units, the University should undertake a provost-level coordinated assessment of its interdisciplinary priorities and develop a five-year plan for implementing new principles, practices, and goals for harnessing the creativity and collaborative energy of the entire campus.

Advancing Diversity, Equity, and Inclusion at Carolina

Carolina aspires to be an increasingly inclusive educational institution that attracts, retains, and values talented people from all backgrounds, enabling them to contribute to the state of North Carolina and beyond as leaders, scholars, and educated citizens. The University must foster and maintain a respectful and inclusive campus environment in which all individuals can achieve their fullest potential. Our approach to diversity and inclusion on campus must proceed from a moral conviction, a social commitment, and an institutional educational priority that recognize how much Carolina's learning environment is enhanced by a wide diversity of students, faculty, and staff interacting together. We should not be satisfied with simply meeting federal or state requirements or measuring our success by the number of individuals in particular groups. Diversity alone does not ensure community. Carolina must commit itself to the full integration of diverse populations into a welcoming and inclusive campus community. A world-class institution takes intentional steps to promote community by celebrating differences in race, ethnicity, economic background, regional differences, disability, religious beliefs, political affiliation, gender, gender expression, and sexual orientation. Such a community provides the best foundation for cutting-edge research, service, and teaching.

Recommendations

- A. **Strengthen communication of our values, expectations, and resources.** To further our goals as an institution, our commitment to diversity and inclusion must be highly visible and widely communicated throughout the university community and beyond. To this end, we recommend the following:
 - a. Create and maintain a central diversity website that highlights specific successful programs while providing links to diversity resources from the entire campus community including the various centers and professional school initiatives. This website should be prominently linked from the university's home page to ensure easy access.
 - b. Charge department chairs and deans to implement and monitor curricula, recruitment and hiring, retention, and intellectual and working climates that reflect our principles of equity and inclusion.
 - c. Broaden the mandate of the Office of Diversity and Multicultural Affairs to reflect the University's dedication to more expansive principles of diversity and inclusion. The Office of Diversity and Multicultural Affairs should develop new relationships with other University offices working on similar issues such as the Office of Religious Pluralism and Interfaith Diversity and the LGBTQ Center.
 - d. Develop an expanded University diversity and inclusion plan to serve more effectively the needs of the broad University community. The plan should focus on creating an equitable community that embraces many types of difference.
 - e. Initiate a comprehensive review of harassment and discrimination policies, including the student grievance policy. Establish a network of student grievance mentors to help resolve conflicts and grievances.

- B. UNC and the State of North Carolina:** As the core mission of the university is to serve the people of the state of North Carolina, UNC must seek to reflect the make-up of the state population. We must redouble our efforts to enroll qualified students and hire faculty and staff who reflect the changing demographic of the citizens of the state. To reach this goal, we recommend:
- a. All academic and enrichment programs should offer and advertise application fee waivers so that no potentially qualified applicant is discouraged from applying due to financial constraints.
 - b. UNC should establish strategic partnerships with North Carolina high schools with substantial Native American, Latino, and African American populations.
 - c. UNC should strive for a national reputation as a model campus for faculty and students with disabilities, providing state of the art resources and accessible learning and residential facilities that will accomplish this goal.
 - d. A student-exchange scholarship program, similar to the outstanding Robertson scholars program with Duke, should exist between UNC and NC Central University. This program should focus on particular areas of undergraduate and graduate curricula in which both institutions would derive benefit.
 - e. UNC should expand the Carolina Postdoctoral Program for Faculty Diversity and establish new benchmarks for recruitment and retention, particularly in the sciences.
- C. Retention and Graduation:** While maintaining Carolina's high standards, we must remove barriers to retention and advancement that many of our students from underrepresented groups encounter. Carolina's campus climate must welcome and integrate into our community all students, faculty, and staff who come here to live, work, and learn.
- Retention efforts for students: Our goal must be the elimination of "retention gaps" between various groups of students. We should work to ensure that all students who are admitted can graduate in a timely fashion. To this end, Carolina should take the following steps:
- a. Increase funding for the Center for Student Success and Academic Counseling. Consolidate and strengthen programs with proven records of promoting academic success among students from historically underrepresented groups, including students with learning disabilities and graduates of low-performing high schools.
 - b. Establish priority registration for undergraduate students who are parents. Allowing student parents to register for classes early will provide them maximum flexibility in scheduling their classes, which will facilitate their progress toward graduation.

- c. Continue efforts to diversify the curriculum of fall academic programs while making use of the principles of universal design across campus.
 - d. Expand efforts to help students from traditionally underrepresented groups engage in study and research abroad.
 - e. Examine policies governing continuous enrollment, semester limits, and academic eligibility to determine if more options and counseling can be provided for students whose circumstances place them at risk for graduation in a timely fashion.
- Retention efforts for faculty/staff: The retention of diverse faculty and staff poses as many challenges as does their recruitment. While we face ongoing financial challenges, Carolina should deploy a variety of creative strategies to ensure that we have a diverse workplace and community of successful faculty and staff. Promising strategies to uphold retention are:
- f. A comprehensive review of policies regarding harassment and discrimination should examine not only rules governing the behavior of individuals but also the effect of campus climate and the experiences of particular groups of students and faculty, neither of which may have been considered in previous campus-wide surveys.
 - g. Faculty and staff benefits, such as health insurance for dependents, should be equitable, regardless of an employee's gender, ethnicity, or marital status.

Summary

To ensure that Carolina remains a leading institution of higher education, we must continue our efforts to create and maintain a climate where all types of people are valued and allows for free exchange of ideas. It is imperative that we educate our students to thrive and succeed in increasingly global and diverse communities. We also must appreciate that diversity is about much more than race and gender. Excellence cannot be achieved without a truly diverse and inclusive community of faculty and staff, as well as students.

Enhancing scholarship with real-world applications

The University should be engaged in helping to solve important problems through balanced, respectful and mutually beneficial collaborations with communities in the state, region, and world. Both the common good and core academic purposes are enhanced through an interactive blend of discovery, teaching, and action that links Carolina's intellectual resources with society's issues and problems. Innovation is the purposeful creation of value for society and encompasses civic, social, and commercial actions. At the heart of innovation, a focus on real-world problems draws faculty and students together across disciplines, increasing intellectual integration and creativity. The entire university community can be conceived of as engaged citizen entrepreneurs – individuals who recognize opportunity and gather the resources required to contribute to making Carolina and the world a better place.

Recommendations

A. Acknowledge, support, and reward engaged scholarship and activities. Although engaged scholarship and activities take different forms in the various schools, divisions and departments of the university, these two definitions should help to inform future conversations. Engaged scholarship refers to scholarly efforts to integrate, expand and transform intellectual understanding through work with communities and the public to share knowledge and create and test workable solutions for practical problems. Engaged activities signify work in the arts, social and natural sciences, and humanities, on and off campus that involves, influences, enriches and improves the lives of participants from inside and outside of the University community.

- a. *Include engaged scholarship and engaged activities in tenure and promotion criteria for tenure-track and fixed-term faculty.* The recommendations of the Task Force on Future Promotion and Tenure Policies and Practices (excerpted in the Appendix) should be adopted. In that report faculty engagement is defined as “scholarly, creative or pedagogical activities for the public good, directed toward persons and groups outside the University of North Carolina at Chapel Hill. Such activities (in the form of research, teaching, and/or service) develop as collaborative interactions that respond to short and long-term societal needs. Engagement serves people in our state, nation, or the wider world through a continuum of academically informed activities.” The University should adopt an explicit policy stating that although engaged scholarship need not be a prerequisite for promotion and tenure, excellence in such scholarship will be acknowledged and rewarded. Each academic unit should review and revise its tenure and promotion criteria to include engaged scholarship and activities as appropriate for their discipline. The Appendix provides a description of footprints that have been used to design appropriate criteria.
- b. *Recording Carolina's engagement.* The Carolina Center for Public Service should gather information at regular intervals to determine the nature and extent of ongoing engaged scholarship and activities. UNC should take further steps to include engaged scholarship and engaged activities in faculty CVs for promotion and tenure reviews. Schools and departments should revise their reporting forms and evaluations to record engaged scholarship and engaged activities. The heads

- of these units should then report annually on significant impacts of engaged scholarship projects being conducted under their purview. To enhance and streamline these efforts the University should consider expanding the RAMSES system to track engaged scholarship and activities proposals, funding, and outcomes.
- c. *Involving students in faculty engagement.* Through the Faculty Engaged Scholars and the Public Service Scholar programs, UNC should offer competitive grants that support faculty who lead engaged projects that involve students in experiential learning.
 - d. *Staff contributions to engagement.* UNC should recognize and support centers, institutes and professional staff (EPA non-faculty) who contribute to real-world applications of scholarship. (See letter from Whisman and Bickford in Appendix).
 - e. *Support students' engaged scholarship and activities.* Undergraduate, graduate, and professional students conducting engaged scholarship and activities should receive incentives and support. The University should earmark competitive fellowships and awards for graduate students who have an interest in engaged scholarship and activities. Undergraduate students may require more guidance and mentoring to effectively engage with communities. The University should provide the necessary financial support including direct costs for pilot data. When students desire to conduct engaged scholarship or activities, they should have workshops and advisory boards that will help ensure feasibility, competence, and sustainability of the students' projects. Students should also be encouraged to present or publish their process and results.
 - f. *Engagement in the curriculum.* A new minor in public service and engagement would provide an academic pathway to learn how to provide valuable and respectful assistance to communities. Outside of this minor the University should provide more support for classes across the curriculum that have an engaged, innovative, or entrepreneurial focus or component.
 - g. *Publicize engaged scholarship within and beyond campus.* The *University Gazette* and the University's website should feature stories and profiles about engaged scholarship and activities in designated features and boxes in both media. A journalist should be commissioned to write press releases and make media contacts regarding Carolina's engaged activities and engaged scholarship.
 - h. *Carolina Challenge: Solving Real World Problems.* The Carolina Challenge is one of the University's most exciting ways to reward innovative endeavors. Similar to the Dell Social Innovation Competition, the Carolina Challenge: Solving Real World Problems would provide funding for ideas, pilot projects, and scale-up that address big societal problems. The University should then require the funded projects to report back and be accountable for their results.

B. Provide adequate infrastructure for engaged scholarship and activities.

- a. *Carolina Center for Public Service.* Expand and rebrand the Center for Public Service to promote and support the innovative and engaged scholarship and activities of faculty, staff and students.
- b. *Engagement Council.* The Chancellor and the Provost should create a campus-wide "engagement council" that would set general guidelines for data collection, assist in promoting and supporting engaged scholarship and activities, and report Carolina's progress to the Provost and Chancellor on a regular basis. As part of the planning of the initiative, the council should develop a process for coordinating engagement initiatives and for assuring that interactions with communities will be appropriate, above and beyond routine IRB approval.
- c. *Community-Campus Partnership.* The Community-Campus Partnership, managed in the School of Government, provides an established means of engaging with communities in North Carolina. The University should expand its support for and commitment to this endeavor.
- d. *Student Innovation Commons.* The Division of Student Affairs has begun the development of a Student Innovation Commons on the ground floor of the Carolina Union. We support this endeavor to provide an incubator for faculty, students, and staff to create and implement innovative engaged projects in the arts, humanities, and sciences.
- e. *Campus Y.* The Campus Y has been the center of social justice and social entrepreneurship on campus for 150 years. The University should support the expansion of its social entrepreneurship mission.
- f. *The Innovation Circle and the Academic Plan.* The Innovation Circle and its Strategic Roadmap for Innovation at Carolina have provided guidance for the University's efforts in innovation and entrepreneurship. The Roadmap and the Academic Plan should identify possible areas of collaboration and points of difference to ensure the success of both sets of proposals.
- g. *Hiring priority should be given to faculty who bridge academic units.*

- C. **Idea Fair.** Focus on common themes for engagement and innovation across the university by convening an "Idea Fair" for the campus community to examine and vote on three themes as the focus of engagement efforts for five years. The criteria should include a focus on the world's most important problems, partnerships with institutions and communities in the state, nation, and world, metrics for evaluation, and plans for dissemination.

Expand Carolina's Global Presence in Research, Service, and Teaching

To join those global universities renowned for their educational, research, and service activities both within the U.S. and abroad, UNC must explore new ways to expand its research, service, undergraduate teaching, and graduate training capacities in global programs. Respecting our national and regional identities, Carolina's strategic planning should promote meaningful collaborative links to other universities and countries around the world. The 2009 report of the Global Leadership Circle task force posits a guiding principle for UNC's ongoing globalization: "UNC should focus on a small number of strategic priorities where it can successfully distinguish itself from its US and international peers."

The success of international programs at Carolina depends on the development of a set of priorities derived from recognizable strengths and available resources, on which to build a University-wide consensus on international programmatic strategies and curricular objectives. Programs with established traditions of excellence and long-term strategic value to the University in the 21st century should be designated as "programs of distinction," foundational to Carolina's future global reputation. Identifying programs of distinction requires thoughtful assessment of the faculty and staff assets of current programs, their successes in graduate student training and undergraduate education, their track records in research, scholarship, and securing grant funding, and other ways of measuring not only past achievement but likely continued productivity and value to Carolina's future international profile.

Successful international initiatives at Carolina require the recruitment and retention of an excellent faculty as well as the development and maintenance of an institutional infrastructure designed to suit UNC's global enterprise. This infrastructure should provide for advanced as well as basic training in languages and cultures of other countries, especially in areas designated as "programs of distinction." To encourage and support international faculty and students, Carolina's global infrastructure must fund the expansion of a campus-wide English as a Second Language Program (ESL) to assure the successful integration of foreign students and faculty into UNC's campus community.

UNC's international infrastructure should provide increased resources for research, graduate-training support, and library collection development, particularly in key disciplines and in databases, research, and scholarship devoted to regions of the world strategic to Carolina. The reach of our international infrastructure should embrace not only research but also creative expression, including the performing and fine arts and museum collections.

The expansion of global initiatives should proceed along two complementary fronts:

1. Project Carolina's presence abroad through study abroad programs, graduate training, faculty research and service projects, and multiple overseas collaborative undertakings through which to engage students, staff, administrators, and faculty in the development of programs of shared interests and mutual benefits.
2. Expand the representation of international faculty and students at Carolina, including visiting and/or exchange faculty and scholars. This expanded presence will contribute to

diversity among students and faculty at Carolina. Providing more scholarship and financial aid opportunities to secondary students abroad will attract increasing numbers of highly qualified foreign students to UNC.

Moving forward in a coordinated fashion on both fronts will stimulate a wider range of scholarly exchange both in Chapel Hill and around the world, while enhancing opportunities for student interaction, engagement with faculty in ongoing research, and training. The relationships fostered by these efforts will yield short- and long-term collaborations that will augment Carolina's profile as a major international university and increase awareness of the world at large within the Carolina community.

Recommendations

A. Identity Programs of Distinction.

As it plans for the establishment of international programs of distinction, Carolina should assess strategic global partnerships currently in place, to determine where UNC has successfully distinguished itself and where UNC's global priorities may indicate that additional initiatives are warranted. Global institutional partnerships that currently represent significant strategic investment and value to UNC's faculty and students include:

King's College London
 National University of Singapore
 Tsinghua University and Peking University China
 University of Havana
 University of San Francisco de Quito/Galapagos Initiative
 Ministry of Health/Malawi Global Health and Infectious Diseases Program

The designation of "program of distinction" should involve a process of thoughtful review of existing global partnerships and consideration of possible new ones in a context in which the interests of the University, including short-term benefits and long-term prospects of collaboration, are considered according to an established set of criteria. Such a designation, once made, should incur a substantive commitment of resources by the University. Identifying international programs of distinction at UNC should not preclude the initiation and development of strategic partnerships with appropriate counterpart institutions in countries such as Brazil, Brunei, Germany, and India.

B. Institute regular UNC Global Assessment Report.

The Associate Provost for UNC Global should prepare a periodic report to the Provost designed to provide a broad overview of the faculty, researchers, administrators, and staff engaged in international research, teaching, and service. The purpose of this report is to measure the depth and breadth of the intellectual and material resources in global studies at the University, including the College of Arts and Sciences, the professional schools, institutes and centers, libraries, the Office of Study Abroad, and the Ackland Museum. The report should cover activities ranging from and traditional research projects in the sciences, social sciences, and humanities to service commitments, technology consultations, for-profit and non-profit

initiatives, and faculty teaching appointments abroad. This report should utilize a set of benchmarks and metrics to allow UNC to be compared with peer universities. The report should be deployed not only for internal assessment but as a basis for public relations, fund-raising, and other development activities. Based on the data gathered for this report to the Provost, the Associate Provost for UNC Global should develop a coherent framework by which knowledge of shared interests and common endeavors may be disseminated across and beyond the campus on a continuing basis and in a variety of ways.

C. Create web-based UNC Global directory.

The Associate Provost for UNC Global should develop a usable and readily accessible web-based directory that:

1. Identifies programs, centers, and institutes that have as their mission the development and support of international initiatives.
2. Lists faculty, staff, and administrators, with their principal areas of research and scholarship.

This directory should be developed in collaboration with the area study programs and centers (See Appendix).

In addition to providing a directory of units and human resources in UNC Global, this web site should contain a statement of Carolina's global mission, descriptions of the University's global priorities and initiatives, and information on UNC's rankings relative to other peers in various areas of international endeavor. The web site should help the public at large, as well as collaborators, potential collaborators, and our peer institutions understand UNC's commitments and aspirations around the globe. The web site should serve as a vehicle to enhance a pan-university awareness of UNC Global and to foster a sense of common purpose. Development of a Travel Database, publicizing the work of the International Affairs Advisory Council, and implementation of a campus-wide code of student global values should also be part of UNC's agenda as it focuses and enhances its global programs.

D. Coordinate international student services

To promote and support a growing cohort of international graduate students, UNC should centralize services designed to meet the needs of foreign students studying at Carolina. Services should include assessment of oral proficiency and teaching competency, along with associated remediation resources. More efficient and effective use of funding currently scattered across various campus units would improve academic programming, social and cultural integration, and aid with logistical issues such as visas and taxes. Such a service center should also advise Carolina graduate students planning to pursue opportunities abroad.

Summary

Carolina is committed to the advancement of its global mission through research, promotion of curriculum, and the development of innovative institutional initiatives consistent with its

tradition of academic excellence and its priorities with strategic global partners. In discharge of its mission as a public university, Carolina is dedicated to sharing the value and benefits of its global initiatives with UNC students and faculty, local and state government agencies, private sector organizations, and the citizens of the state of North Carolina and the nation so that we may help shape enlightened public policy and prepare the University's diverse constituencies to engage the world at large.