

April 15, 2011

Meeting of the Faculty Council and General Faculty

Friday, April 15, 2011

3:00 p.m.

Hitchcock Multipurpose Room

Sonja Haynes Stone Center for Black Culture and History

Chancellor Holden Thorp and Professor McKay Coble, Chair of the Faculty, presiding

Agenda

3:00 Chancellor's Remarks and Question Period

- Chancellor Holden Thorp

3:15 Remembrance of Deceased Faculty

- Prof. Joseph Ferrell, Secretary of the Faculty
- Update on Academic Plan, "Reach Carolina"

- Profs. Bill Andrews and Sue Estroff

- Read the Academic Plan here

- Andrews/Estroff PowerPoint

3:45 Annual Report: Faculty Council Committee on Fixed-Term Faculty

- Prof. Jean Desaix, Chair

- Fixed-Term Committee Annual Report 2011.04.15 PowerPoint

4:00 Resolution 2011-4. On Endorsing the Rank of Master Lecturer

- Prof. Joseph Ferrell

- Read Provost Carney's letter explaining this proposal

4:10 Annual Report: Educational Policy Committee

- Prof. Andrea Biddle, Chair

- Supplemental materials regarding English 105 discussion referenced in report

- 20110407 Dean Gil Letter ENGL 105 Proposal

- 20110413 EPC ENGL 105 Materials

4:20 Resolution 2011-3. On Reporting Contextual Grade Information on Undergraduate Student Transcripts

- Prof. Andrew Perrin, Chair, Enhanced Grade Reporting Implementation Subcommittee of the Educational Policy Committee

4:30 Election of Secretary of the Faculty

- Prof. Lissa Broome on behalf of the Chancellor's Advisory Committee

4:35 Chair of the Faculty's Remarks

- Prof. McKay Coble, Chair of the Faculty

4:45 Faculty Council Year-End Assessment

- Prof. McKay Coble and Dr. David Kiel, Center for Faculty Excellence
- 2011 Year-End Assessment Questionnaire (copies will be available at meeting)

5:00 Adjourn

Minutes

JOURNAL OF PROCEEDINGS OF THE FACULTY COUNCIL

April 15, 2011

The Faculty Council of the University of North Carolina at Chapel Hill convened April 15, 2011, at 3:00 p.m. in the Hitchcock Multipurpose Room of the Souja Haynes Stone Center for Black Culture and History. The following 56 members attended: Bachenheimer, Bechtel, Brice, Carlson, Chen, Coble, Copenhaver, Cornell, Crowder, DeSaix, Eaker-Rich, Earp, Ferrell, Fuchs-Lokenagar, Gerhardt, Gilliland, Gilliland, Greene, Guskiewicz, Hayslett, Irons, Janken, Koomen, Leonard, Linden, Lund, Maffly-Kipp, Mayer, McMillan, Mieczkowski, Milano, Milone, Morris-Natschke, Morse, New, O'Shaughnessey, Palmer, Papanikolas, Paul, Renner, Richardson, Schoenbach, Schoenfish, Shea, Starkey, Stearns, Steponaitis, Stewart, Szyrszak, H. Thorp, Thrailkill, Tisdale, Tobin, Wallace, Webster-Cyriaque, and Yankaskas. The following 24 members were granted excused absences: Anderson, Bagnell, Balaban, Blalock, J. Brown, Cohen, Egan, Gallippi, Gehrig, Gerber, Heenan, Hess, Kramer, Krome-Lukens, Lee, Lopez, Lothspeich, Miller, Persky, Rodgers, Swogger, Toews, Troster, and Van Tilburg. The following 11 members were absent without excuse: Chapman, Dilworth-Anderson, Friga, Galledge, Moracco, Powers, Shanahan, Stotts, Sunnarborg, J. Thorp, and Verkerk.

Call to Order

Chair of the Faculty McKay Coble called the Council to order at 3:00 p.m.

Chancellor's Remarks and Question Period

Chancellor Holden Thorp thanked Prof. Coble for her outstanding service as chair of the faculty over the past two years. He had high praise for her commitment to the University and the well-being of its faculty.

The chancellor noted that the House Appropriations Subcommittee on Education had reported its proposals for the 2011-13 state budget, and that President Ross has registered the appropriate level of alarm about the proposals, which add up to a disproportionate cut for the UNC System of almost \$483 million, or 17.4 percent. At Carolina, state funds primarily support undergraduate instruction, so absorbing a cut of this magnitude—more than \$75 million—would inflict long-term damage. We would have no choice, he said, but to reduce the number of course sections and to increase class size. Chancellor Thorp said he is thankful that the House committee recognizes the importance of keeping tuition revenue on campus, fully funding enrollment growth, and allowing F&A receipts to remain on campus, but he is concerned about a number of specific line-item reductions and will ask the General Assembly to allow the University full flexibility in managing cuts in state funding.

Chancellor Thorp reported that the University has reached a settlement with Prof. Bonnie Yankaskas through a successful mediation process.

The chancellor said that this afternoon a lawsuit seeking to compel the University to release certain records pertinent to the NCAA football investigation had come on for hearing before Judge Howard Manning. The plaintiffs have submitted 85 public records requests, many with multiple subparts. The University has turned over about 6,400 documents, totaling more than 23,000 pages and has spent more than 2,000 hours to satisfy the plaintiffs' requests. At issue is in the lawsuit at this point is whether certain records and certain information in other records are protected from disclosure by the Family Educational Rights and Privacy Act (FERPA) or provisions of the North Carolina Public Records Law. The chancellor said that this is an important case that will give guidance on how to mesh North Carolina's public records laws with FERPA.

The chancellor said that there has been some concern among students about when and in what modality AlertCarolina is invoked. He said he has asked General Counsel Leslie Strohm to convene the executive group that is activated during a campus emergency to review our AlertCarolina policies and procedures

Prof. Tom Linden (Journalism & Mass Communication) asked three questions: (1) why not go directly to the people and ask them to support an increase in taxes rather than see drastic cuts in education funding; (2) why not increase the number of out-of-state students as a means of generating additional tuition revenue; and (3) what is the current status of Carolina North. The chancellor replied as to the first question that both he and President Ross have endorsed Governor Perdue's recommendation to continue the 1/2% sales tax which is set to expire, and that he did not think he could do much more than that. As for increasing the number of out-of-state students, the chancellor said that would have been impossible a year ago, but now there are some legislators who are thinking about the possibility. He said it would be premature to take a position on that issue at this time. As for Carolina North, the chancellor noted that a new hangar for our medical operations is being constructed at Raleigh-Durham Airport, which leaves the University with an airport that serves the community, not the University. He noted that plans are in progress to build office space at Carolina North to be financed by funds that are currently being used to pay for rented space off-campus. Both of these steps are financially prudent and do not commit us to future costs.

Prof. Steven Bachenheimer (Microbiology & Immunology) asked for comment on whether there is a move to restrict the University's freedom to raise tuition. Chancellor Thorp replied that there is a special provision in the House budget proposal that would prohibit tuition increases. He observed that this is definitely at odds with the thinking of the Senate Majority Leader, Senator Berger, about tuition increases as a means of responding to higher education budget cuts.

Remembrance of Deceased Colleagues

Prof. Joseph Ferrell, Secretary of the Faculty, read the names of faculty colleagues who have died in the past year. The Council stood in a moment of silent tribute.

Academic Plan

Dean Bill Andrews and Prof. Sue Estroff, co-chairs of the Academic Plan Steering Committee, presented a brief overview of the plan which has now been approved by the Board of Trustees. Chancellor Thorp said that the trustees were “captivated” by the plan. Prof. Andrews’ remarks were guided by a PowerPoint presentation which is posted on the Faculty Governance website.

Prof. Victor Schoenbach (Epidemiology) asked for comment on the role, if any, that the Academic Plan envisions for distance education. Specifically, he asked whether frequent use of the term “the campus” excludes distance education. Dean Andrews replied that several recommendations in the plan call for maximizing available technology, but when the plan refers to “the campus” is does in fact mean the physical campus in Chapel Hill. Using that terminology does not, however, negate distance education in appropriate contexts, he said. Prof. Schoenbach replied that we should not be taking the position that students are not really members of the University community unless they actually reside in Chapel Hill. Dean Andrews reiterated that even as we look for additional means to reach beyond the campus, we still value residential education and the plan embodies that preference.

Prof. Bachenheimer observed that online instruction is likely to increase, even for students who reside in Chapel Hill. Even though are online course offerings are much fewer than is the case on other campuses of the UNC System, there will be an explosion of interest in them, he said. Prov. Bachenheimer asked whether the plan anticipates that likelihood. Prof. Estroff said that the plan does envision that opportunity.

Prof. Virginia Shea (Cell & Molecular Physiology) observed that the Friday Center is mentioned in the plan only in passing. She thought that odd. Prof. Estroff replied that many units on campus are not specifically mentioned in the plan, but omission does not imply being overlooked.

Annual Report of the Committee on Fixed-Term Faculty

Prof. Jean DeSaix (Biology), chair of the Faculty Council Committee on Fixed-Term Faculty, presented the committee’s annual report. Her remarks were guided by a PowerPoint presentation which is posted on the Faculty Governance website.

Resolution 2011-4. On Endorsing the Rank of Master Lecturer

In the absence of Provost Bruce Carney, the secretary of the faculty laid before the Council a resolution endorsing an amendment to the Trustee Policies and Procedures Governing Academic Tenure to add Master Lecturer to the list of authorized title designations for fixed-term faculty appointments. The resolution was accompanied by a letter from Provost Carney explaining that the rationale for the change is to provide for lecturers, most of whom hold appointments in the College of Arts and Sciences, a three-tiered appointment track that recognizes seniority and accomplishment. He wrote that proposals for three-tiered lecturer appointments have been recommended by two separate committees of Arts and Sciences faculty members, beginning in 2008.

Prof. Tim McMillan (African & African-American Studies) asked where the term “Master Lecturer” had originated. Prof. Ferrell replied that this is the title preferred by Provost Carney.

Prof. Kay Lund (Cell & Molecular Physiology) asked whether anyone had considered the fact that the term “master” has gender implications that some women find offensive.

Prof. Jane Thrailkill (English & Comparative Literature) agreed with Prof. Lund and urged that some other title be used instead.

Prof. John Carlson (Nursing) wondered whether people outside the University would understand that Master Lecturer is a higher rank than Senior Lecturer.

Prof. Thrallkill moved to amend the resolution to strike the word “Master” and substitute “University,” so the top tier would be titled University Lecturer. Chancellor Thorp expressed reservations about that because of confusion with the title “University Professor.”

A member of Council suggested that the top rank could be “Distinguished Lecturer.” Chancellor Thorp expressed reservations about that idea as well because the title “Distinguished Professor” has a clear statutory definition—it signifies that the professorship qualifies for matching funds from General Administration.

Prof. Sally Stearns (Health Policy & Management) moved to amend the resolution to call for the ranks of Junior Lecturer, Lecturer, and Senior Lecturer.” A Council member remarked that this would appear to result in confusion about the status of faculty members currently holding the rank of Senior Lecturer. After further discussion, Prof. Stearns asked consent to withdraw her amendment. There being no objection, the amendment was withdrawn.

Dean Karen Gil (Arts & Sciences) said that extensive discussions had gone on as to the appropriate title for the new third tier. None of the ideas put forward had gained consensus support. The proposal now before the Council seemed the best approach in the end. She hoped the Council would support the resolution as presented because the College wants to move forward with a new three-tiered lecturer rank in the upcoming academic year. Delaying the proposal in a search for a more widely acceptable title seems unnecessary, she said.

Prof. Jean DeSaix (Biology) and Prof. Jan Boxill (Philosophy) said they had preferred other titles, but in the end thought it more important to move on with a three-tiered ranking system.

Prof. Lund concluded the discussion by saying she hoped that in the future more consideration would be given to gender neutral language.

Resolution 2011-4 was approved without audible dissent.

Annual Report of the Educational Policy Committee

Prof. Andrea Biddle, chair of the Educational Policy Committee, presented the committee’s annual report.

Prof. Biddle reported that in early April the committee had received from Dean Karen Gil a request to consider a proposal for English 105, a new course on writing and oral communication. The proposed course was approved by the Administrative Boards of the General College and the College of Arts & Sciences in response to last year’s review of the Making Connections General Education curriculum. The review endorsed a one-semester four-credit writing and oral communication course to be required of all entering students, without regard to scores on AP, IB, SAT, or ACT tests. The new course would replace the current six-credit English 101/102 sequence. It would be required of all undergraduate students except community college transfers admitted under the Comprehensive Articulation Agreement or those admitted with transfer credit for a comparable course. Dean Gil said that the administrative boards devoted considerable time to discussing the merits of a three-credit versus four-credit version of the course. In the end, she said that she is recommending a three-hour version.

In response to questions, Prof. Biddle said that AP students would not be exempted from the new course, and that it does not replace or affect English 100. A Council member asked why community college transfer students would be exempted. Dean

Bobbi Owen replied that those students are deemed to have completed all general education requirements.

Prof. Biddle said that the proposal had reached the committee too late for the drafting of a formal resolution for action by the council at this meeting. She moved instead that the Council endorse the recommendation in principle, and that a formal resolution be prepared for final action by the Faculty Executive Committee in time for implementation in the fall semester 2011. The motion was approved.

Resolution 2011-3. On Reporting Contextual Grade Information on Undergraduate Transcripts

Prof. Andrew Perrin, on behalf of the Educational Policy Committee, laid before the Council Resolution 2011-3. He briefly summarized the reports and previous Council resolutions leading up to the proposal, noting that the plan had been described in detail and discussed at some length at the April 23, 2010, Council meeting. Since that time, the Educational Policy Committee and the University Registrar have been working to refine the proposal which is now before the Council for final action.

Prof. Tom Linden (Journalism & Mass Communication) said that we place too much emphasis on grades as it is, and that the level of detail proposed to be reported on undergraduate transcripts goes far beyond what reviewers of graduate school applications need. He said he actually would prefer that we move toward using the same grading system for undergraduates as is now employed for graduate students. He said he disagreed with the entire proposal.

Prof. Joy Renner (Allied Health Sciences) said that the current grading system does not work well for criterion reference grading. Prof. Perrin replied that the proposal is based on a preference for transparency. It does not make any change in existing expectations for grading or grading standards; it only places the grade received in context.

1. Victor Schoenbach (Epidemiology) asked three questions: (1) why the percentile rankings to be reported are listed from bottom rather than the other way around; (2) how are courses with a mix of graduate students and undergraduates handled; and (3) what is meant by the term "section." Prof. Perrin said that student representatives had requested that the percentiles be ranked from top to bottom; that any course which enrolls at least ten undergraduate students will be included; and that he did not have a working definition of "section." University Registrar Christopher Derickson said that the department determines which offerings are deemed sections of the same course.

Prof. Jeffrey Greene (Education) spoke in opposition to the resolution. He said that more time is needed to evaluate the basic idea. Prof. Rebecca New (Education) also opposed the resolution on pedagogical grounds.

Prof. Perrin remarked that the history of the proposal dates back to a report from the Educational Policy Committee in 1999. This is the third Council resolution on the subject, he said.

Prof. Stearns spoke in support of the resolution.

Discussion having concluded, the question was put. Resolution 2011-3 was adopted by a vote of 21 for, 13 against.

Election of the Secretary of the Faculty

Prof. Lissa Broome, acting on behalf of the Advisory Committee, reported that the term of the incumbent secretary of the faculty, Joseph Ferrell, ends June 30, 2011. The Faculty Code provides that the Council elects the secretary of the faculty for a five-year term. The Code calls for the Advisory Committee to place in nomination one name, and that an opportunity is then given for additional nominations from the floor. She nominated Prof. Ferrell for election to a five-year term beginning July 1, 2011. Prof. Coble called for other nominations. There being none, Prof. Ferrell was elected by acclamation.

Valedictory

Prof. Coble said that this being her final Council meeting as chair of the faculty, she would take the opportunity to list some of things that had been accomplished during her term:

- Emeritus faculty have been recognized as valued members of the University community;
- Fixed-term faculty have made great strides;
- The Council has finally acted definitively on the issue of contextual grade reporting;
- The Committee on the Status of Women has achieved ongoing study of salary equity;
- The Faculty Information Technology Advisory Committee has been resuscitated;
- The Copyright Committee has been refocused;
- The Administrative Board of the Library has been restructured; and
- The Council established the Edward Kidder Graham Faculty Service Award.

The Council responded to Prof. Coble's valedictory with a sustained standing ovation.

Adjournment

Its business having been completed, the Council adjourned.

Respectfully submitted

Joseph S. Ferrell

Secretary of the Faculty



The University of North Carolina at Chapel Hill

IN MEMORIAM 2011

Herbert Luther Bodman, Jr.

Professor Emeritus of Middle East History; Ph.D., 1955 (Princeton University); B.A., 1947 (The University of North Carolina at Chapel Hill). Appointed 1960; died February 6, 2011.

Donald Leslie Brockington

Professor Emeritus of Anthropology; Ph.D., 1965 (University of Wisconsin-Madison); M.A. 1957 (Mexico City College); B.A., 1954 (University of New Mexico at Albuquerque). Appointed 1967; died November 1, 2010.

Gillian M. Debrezeny

School of Information and Library Science (SILS) Librarian, University Library; M.L.S., 1974 (The University of North Carolina at Chapel Hill); B.A., 1959 (The University of London). Appointed 1980; died April 23, 2010.

Mary Catherine Dove

Professor Emerita of Nursing; Ed.D., 1973 (University of Kentucky at Lexington); M.N., 1961 (Emory University); B.S.N., 1955 (Emory University). Appointed 1977; died November 22, 2010.

Roberta Ann Dunbar

Associate Professor Emerita of African and Afro-American Studies; Ph.D., 1970 (University of California-Los Angeles); M.A., 1964 (University of California-Los Angeles); B.A., 1960 (Wellesley College). Appointed September 1, 1969; died July 6, 2010.

Thomas Wohlsen Farmer

Sarah Graham Kenan Professor of Neurology and Medicine, Emeritus, M.D., 1941 (Harvard); M.A., 1937 (Duke); A.B., 1935 (Harvard). Appointed 1952; died August 6, 2010.

Linda V. Frank

User Services Librarian Emerita, Health Sciences Library; M.S., 1967 (The University of North Carolina at Chapel Hill); B.A., 1961 (Texas Western College). Appointed 1979; died April 16, 2010.

Shirley Friedlander Weiss

Professor Emerita of City and Regional Planning; Ph.D., 1973 (Duke University); M.R.P., 1958 (The University of North Carolina at Chapel Hill); B.A., 1942 (Rutgers University). Appointed 1957; died August 31, 2010.

Patricia C. Gregory-Lynch

Assistant Professor of Physical Medicine and Rehabilitation; M.D., 1990 (University of Virginia); B.S., 1985 (Georgetown University). Appointed March 1, 2005; died June 13, 2010.

Donald Bales Hayman

Professor Emeritus of Public Law and Government, Ph.D., 1963 (The University of North Carolina at Chapel Hill); M.A., 1947 (University of North Carolina at Chapel Hill); A.B., 1940 (The University of Kansas). Appointed 1948; died May 30, 2010.

Charles Henning Hendricks

Robert A. Ross Distinguished Professor Obstetrics and Gynecology, Emeritus, and Chair of the Department of Obstetrics and Gynecology; M.D., 1943 (University of Michigan) A.B., 1941 (University of Michigan). Appointed 1968; died October 26, 2010.

Melvin David Levine

Thomas E. Castelleo M.D. Distinguished Professor in Development Behavior Pediatrics; M.D., 1966 (Harvard Medical School). Appointed 1985; died February 17, 2011.

Eugene Robert Long, Jr.

Professor of Psychology Emeritus; Ph.D., 1950; M.A. 1947; B.A., 1946 (University of Virginia). Appointed 1948; died July 26, 2010.

George Philip Manire

Kenan Professor of Microbiology and Immunology, Emeritus; Ph.D, 1949 (University of California at Berkeley); B.A., 1941 (North Texas State University). Appointed 1950, died November 4, 2010.

Fred Henry MacIntosh

Professor Emeritus of English; Ph.D, 1955 (Duke University); M.A., 1942 (Duke University); B.A. (University of South Carolina). Appointed 1959; died January 4, 2011

Elizabeth (Betty) C. Meehan-Black

Head of Order Management and Assistant Head of the Monographic Services Department, University Library; M.S.L.S., 1976 (Southern Connecticut State University); B.A., 1970 (The University of Connecticut). Appointed 1986, died March 2, 2011.

Warren A. Nord

Lecturer in Philosophy and Founding Director, Program in Humanities and Human Values; Ph.D., 1978 (The University of North Carolina at Chapel Hill); B.A., 1967 (University of Minnesota-Morris). Appointed January 1, 1978; died June 19, 2010.

Academic Plan 2011

Reach Carolina

AP 4

3/18/11

This is the final DRAFT version of the 2011 Academic Plan, awaiting only the Coda from Provost Carney.

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Edward A. Norfleet

Professor Emeritus and Chair of the Department of Anesthesiology; M.D., 1970 (University of North Carolina at Chapel Hill); 1966, B.S. (The University of North Carolina at Chapel Hill). Appointed 1973; died October 21, 2010.

Claude U. Paoloni

Professor Emeritus of Pharmacy; R.N., 1939 (Pennsylvania Hospital); B.S., 1950 (Philadelphia College of Pharmacy). Appointed 1967; died December 26, 2010.

Mabel Marie Parker

Professor Emerita of Physical Therapy; Certificate in P.T., 1959 (Duke University); M.A., 1940 (University of Michigan Ann Arbor); B.S., 1939 (Western Michigan University). Appointed 1959; died January 18, 2011.

Robert William Peters

Professor Emeritus of Speech and Hearing Sciences; Ph.D., 1953 (The Ohio State University); M.A., 1950 (The Ohio State University); A.B., 1948 (The University of Minnesota). Appointed 1969; died March 25, 2011.

George Rabinowitz

Burton Craige Professor of Political Science; Ph.D., 1973 (University of Michigan); M.A., 1971 (University of Michigan); B.S., 1963 (Hobart College). Appointed 1971; died March 19, 2011.

Isaac A. Reynolds

Professor Emeritus of Accounting; Ph.D., 1957 (The University of North Carolina at Chapel Hill); M.S. in Economics, 1951 (The University of North Carolina at Chapel Hill); B.S., 1948 (East Carolina University); Appointed 1957; died November 15, 2010.

William C. Self

Professor Emeritus of Education; Ed.D., 1956 (The University of North Carolina at Chapel Hill); M.A., 1948 (The University of North Carolina at Chapel Hill); A.B., 1941 (Carawba College). Appointed 1972; died September 16, 2010.

Mason P. Thomas, Jr.

Professor Emeritus of Public Law and Government; J.D., 1951 (The University of North Carolina at Chapel Hill); B.S., 1949 (The University of North Carolina at Chapel Hill). Appointed 1965; died November 23, 2010.

Eugene Ray Watson

Professor Emeritus of Education; Ph.D. Adult Education, 1963 (University of Wisconsin-Madison); M.Sc., 1961 (The University of North Carolina at Chapel Hill); A.B., 1953 (The University of North Carolina at Chapel Hill). Appointed 1963; died December 19, 2010.

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CODA

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Executive Summary

Reach Carolina, the 2011 Academic Plan for the University of North Carolina at Chapel Hill, proposes principles and concrete steps by which faculty, students, and staff can attain levels of accomplishment and distinction befitting Carolina's mission as a leading public university. Recognizing the challenges that budget cuts and the extended recession have placed before us, we set out priorities for the next decade that are boldly aspirational yet grounded in our traditions.

The plan consists of six interlocking priorities. The first recommends ways to ensure that every student at Carolina – undergraduate, graduate, and professional – will have a transformational academic experience here. To reach this goal, we urge the expansion of the First-Year Seminar program, re-engineered lecture courses on major problems and issues of the world, renewed commitments to retention and timely graduation, new academic trajectories, and additional means of challenging our students to aspire to excellence.

The irreducible ingredient for transformative student experiences is our faculty. Carolina must make strategic investment in faculty a priority. This Plan calls on the University to pursue fair and appropriate funding for compensation, benefits, child care, and retirement for faculty and staff, while bolstering programs that enable faculty to reach their full potential as teachers, scholars, artists, researchers, and leaders.

As pressing problems throughout the world demand collaborative, cross-disciplinary solutions, the Plan exhorts UNC-Chapel Hill to make the creative integration of disciplines a priority across the campus. We recommend enhanced facilities, technological systems, and administrative support to foster interdisciplinary activity, including strategically allocated support for short- and long-term exploration in interdisciplinary research and teaching.

To reach the goals laid out in this Plan, Carolina must become a community in which all students, faculty, and staff can achieve the best of which they are capable. Achieving equity and inclusion on our campus means taking thoughtful, well-funded steps that demonstrate our commitment to welcome and respect difference as a vital ingredient of creative change.

Because the University exists to serve not only its students but also the state, nation, and the world, Reach Carolina embraces enthusiastically 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. Enhancing Carolina's global presence – by attracting more faculty with international expertise, augmenting opportunities for global research, and expanding opportunities for students to have an international experience -- remains a University priority in this Academic Plan.

The Plan envisions an Implementation Committee, composed of faculty, students, staff, and administrators, that will use Reach Carolina as a blueprint for future programmatic and budgetary planning. We call for an annual report from the Provost's office that will keep the community informed of our progress in implementing Reach Carolina.

Introduction

Mission

The Academic Plan 2011: Reach Carolina conveys a vision for the UNC-Chapel Hill campus community – students, faculty, and staff – over the next decade. We call on Carolina to reach, that is, to extend our aims and vision beyond our present grasp, to reach the future that beckons us. We seek to reach more students and citizens, and to be a destination of choice for students, faculty, and employees. Looking beyond our current challenges to exciting prospects ahead, Carolina will remain true to our two-century-old tradition: to make our University a model public institution, where teaching, research, and service inform and inspire our students, faculty, the citizens of North Carolina and the United States, as well as a global community.

This Academic Plan reflects the vision and principles of the UNC-Chapel Hill 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.

To fulfill our founding principles — “light and liberty” — our reach, to paraphrase the poet Robert Browning, must always exceed our grasp. We cannot lapse into complacency or 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 evolving mission.

We too “embrace an unwavering commitment to excellence” for Carolina, confident that our faculty, students, and staff expect nothing less from themselves and our University. This Academic Plan charts a bold course that will catalyze positive change, calling us beyond the limits of our own expectations or external constraints. We predicate this Academic Plan on our conviction that Carolina's tradition is to lead by example, to model on our 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 major challenges that, in the current fiscal environment, magnify each other. Primary among these are: declining public resources; sustained enrollment growth; significant changes in the contractual and salary status of the faculty; and, the evolving role of non state funding from federal, private, and corporate, sources in Carolina's present and future. While the influence of these combined forces on faculty, staff, and students cannot be ignored, this Academic Plan proceeds from the knowledge that Carolina has addressed problems and challenges in the past that rival those we face today and remains in the top ranks of public research universities. The global, national, 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 weathered four consecutive years (2007-2011) of substantial cuts in recurring state support. Faculty, staff, and administrative positions have been eliminated or left unfilled, hiring has been suspended, salaries frozen, and degree programs and entire units discontinued in an effort to sustain the core teaching functions and research commitments of the University. At the same time, an increasing number and proportion of faculty, particularly in health affairs, are responsible for generating the funds for their own salaries and benefits, while university wide, fixed-term appointments rather than tenure-track or tenured positions increase steadily. Further budget reductions in our base funding will erode our ability to fulfill our core missions. Recognizing that our elected leaders have made sincere efforts to protect the state's investment in UNC-Chapel Hill, we understand that for the foreseeable future we will continue to share with the people of North Carolina the burden of reduced state support, along with increasing expectations for service to our students and the state.

Carolina's efforts to contribute an increasing proportion of needed support from external sources continue unabated. Despite the impact of the recession on their own portfolios, our loyal and generous Alumni and donors have 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 at Chapel Hill was awarded \$803 million in contracts and grants in 2009-10. This was an unprecedented achievement, representing an annual increase of 12.2% in external grant support for Carolina, and marked the 14th consecutive year of growth in external research funding. The intellectual curiosity and competitive spirit that result in this success benefit not only the University but also 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 application of faculty research to improve 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 beyond even these notable 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 diverse and well-

qualified student applicants to Carolina. Carolina welcomes the opportunity to educate these students from North Carolina's urban centers, rural counties, and from beyond our borders, among them recent high-school graduates, working professionals, and veterans. They bring to Chapel Hill extraordinary qualities and promise. In order for these students to reach for their dreams in Chapel Hill, we rely on and are grateful for the state appropriations that enable us to hire more faculty to address this accelerating need. Because external funding sources rarely support teaching as a principal activity, we must rely on state and tuition finances to sustain our commitment to instruction, especially at the undergraduate level.

Continuing growth in undergraduate and graduate enrollments, however, places demonstrable strain on Carolina's ability to offer current and future undergraduate and graduate students the kind of educational experience that alumni have treasured and that has led to the University's global reputation as a public ivy. Soon our student body will cross the 30,000-student threshold, an increase of 20% over the past decade. The pressure that enrollment growth places on the University's infrastructure is already a matter of attention and concern, prompting careful reassessment of our classroom, library, and laboratory capacities, teaching and learning space use patterns, available office space, and the ways our academic staff are deployed to provide needed services to our students. Absent the resources and infrastructure required to maintain excellence in teaching, learning, and research for a steadily growing faculty and student body, many recommendations of the Academic Plan will be largely infeasible.

Even with careful and creative planning, sustained enrollment growth will alter the balance of small, medium, and large classes that has enabled Carolina traditionally to educate large numbers of students while promoting and enabling individual faculty-student relationships. Because the number of large lecture classes that students are obliged to take appears likely to grow, this Academic Plan seeks to convert this challenge into an opportunity to re-engineer large classes, including advances in technology, to create increasingly student-centered and more intellectually stimulating learning.

As we develop new ways to teach larger classes, the University must re-affirm 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 designed to stimulate 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 foundations, federal agencies, corporations, and private donors. These relationships represent opportunities to form productive partnerships that have funded 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. At the same time, these relationships may challenge the University's tradition of intellectual independence by inviting external interests, expectations, and values to influence how we allocate our time, what we teach, what research is rewarded, and what the purpose of a Carolina education should be. However we assess the actual and potential influence of this shift in funding, it is clear that an increasing proportion of UNC faculty relies either solely or to a considerable extent for their salaries on other than state funding. As a result, time for students, teaching, and engagement with the work of the University community competes with the necessity of acquiring grants and other types of external funding that support not only research

but the salaries of the researchers. When salaries depend on external sources, commitment to the needs of the University—students, colleagues, the University community—can be compromised. Carolina's enduring tradition of shared governance among faculty, administration, and students depends upon our ability to engage in the work of the campus, and an investment in the present and future. Whether faculty will have the time, opportunity and commitment to develop future academic plans rests on how well we accomplish the goals set out here.

This Academic Plan recognizes the enduring challenge and opportunity that external funding—including student tuition, competitive grants from public institutes and private foundations, corporate gifts and sponsorships, and individual donations—constitutes for public higher education in Chapel Hill and elsewhere. We understand that these resources have 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, financial support from a mixture of public and private sources is essential, as is our constant attention to their influence on the campus.

To sustain the public and private partnerships that support and enhance Carolina's enterprise in teaching, research, and service, we believe that the University must continue to foster, invest in, and reward creativity on an expansive scale. The intellectual freedom central to a campus-wide commitment to creative exploration will yield scholarly endeavors that are valued and supported on the basis of inherent quality, as well as applied research that engages with and solves real-world problems. As Carolina seeks to encourage research that generates a wide range of applications, we should maintain support for research across the range of academic disciplines represented by schools, departments, centers, and institutes—wherever faculty, staff, and students make an original contribution to the state of knowledge and/or the state of the art in a discipline, area of research, or analogous field of inquiry. Our centers and institutes produce strong efficiencies in overcoming barriers to interdisciplinary collaboration by providing frameworks that complement schools and departments as well as flexibility for developing new research directions that often fall between established academic units.

This Academic Plan suggests ways the University can promote teaching and research that is transformative for students and rewarding for faculty, and 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 campus community 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. From that starting point, in 2003 UNC-Chapel Hill developed and adopted its first academic plan as 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 Academic Plan spawned innovations that have demonstrably improved the quality of academic life and work on our campus. The 2003 Academic 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:

- a redesigned General Education curriculum;
- expanding the Honors Program and First Year Seminars in the College of Arts and Sciences;
- a Carolina Covenant guaranteeing admission to UNC-Chapel Hill for undergraduates with limited financial resources;
- a Center for Faculty Excellence that enables advances in teaching, research, and leadership;
- programs that enlist Faculty Engaged Scholars and undergraduate Public Service Scholars in projects that contribute to the common good, and
- accelerating the global reach of Carolina research, educational partnerships, and expansion of the global composition of our students and faculty.

Reach Carolina, UNC-Chapel Hill's 2011 Academic Plan, is consciously constructed on the foundations laid by the 2003 plan. The priorities that were identified in 2003 remain central to our current and future aspirations, yet are informed by developments in the intervening years. 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 2011 Academic Plan is composed of six interlocking priorities, each of which is defined briefly and followed by specific recommendations. These six priorities cohere around what is 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-Chapel Hill student underlies this academic plan. At its best, a Carolina education has a transformational effect on the students who graduate from UNC-Chapel Hill. 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, the library, or faculty offices – on our campus.

Carolina's faculty, both tenure-stream and fixed-term, are foundational to the academic experience we seek for every UNC-Chapel Hill 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 pivotal relationship between faculty and student, Reach Carolina outlines the steps that we must take 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. As an institution UNC-Chapel Hill needs to do more to promote the creative integration of the disciplines in the classrooms and laboratories, across departments, schools, centers, and institutes. Reach Carolina calls for renewed efforts to eliminate 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-Chapel Hill channels incentives, resources, and tangible rewards to those who explore and expand their scholarship and pedagogy.

To sustain and nurture optimal student-faculty relationships, 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 equitable, representative, 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, staff, 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. This spirit of engagement impels us to reach out to the world beyond our national borders, continuing the University's expansion of its global collaborations and responsibilities. The 2011 Academic Plan recommends that UNC-Chapel Hill'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.

Future of the 2011 Academic Plan

The goal of Reach Carolina is to provide a blueprint for productive change. To this end, the authors of this Plan consider the implementation of these recommendations and broader initiatives as the second, and arguably most important, phase of our work. We envision an Academic Plan Implementation Committee, composed of faculty, students, staff, and administrators, convened by the Provost and Chancellor, that will use Reach Carolina as a blueprint for future programmatic and budgetary planning. The implementation committee should draw membership from across the campus and be appointed close on the heels of the submission of the Academic Plan in early 2011. This group should be responsible for advising the Provost and Chancellor in setting priorities, determining costs, working out needed details, monitoring progress toward implementation, and remaining inclusive and collaborative with the campus as a whole. We also call for an annual report from the Provost's office to the Carolina community – students, faculty, staff, and Board of Trustees – updating all the stakeholders as to the University's progress in implementing Reach Carolina.

In addition to the Plan steering committee, the campus community has been fully engaged in identifying and specifying the recommendations that follow. Faculty and administrators across all the schools have submitted ideas, priorities, and proposals, as have students and staff. The steering committee met with multiple constituents, soliciting contributions through the revision process, and making successive versions of the plan available to everyone. While it is

impossible to include every idea and point of view submitted for the Plan, the Appendix recognizes the many thoughtful proposals that we received. Two additional appendices contain reference documents that support assertions in the Plan and identify the membership of the Steering committee. Because a number of extant campus programs and entities exemplify aspects of the Plan's recommendations, we have listed a representative – but by no means complete – sample of illustrative models at UNC. All the outstanding programs of research and teaching across the campus deserving of recognition could not be mentioned in the Plan due solely to limitations of space.

DRAFT

THEME ONE

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

As a public research university, UNC has an 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 propose initiatives that will continually reinvigorate the academic experience at Carolina and transform our students' intellectual skills, knowledge of the world, preparation for citizenship, and vision of our common future.

Limited resources remind us to be vigilant, trustworthy, and effective stewards. At the same time we should not undervalue the inherent richness of what Carolina is and can be as a community of teaching and learning. Our students are 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 more deserving, stronger students at all levels. Research and creative activity – the hallmarks 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, informed, 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 UNC grows and diversifies as a global university, Carolina must retain its sense of common identity and purpose. The residential nature and geographic core of our campus should be valued and conserved because it is the launch site for this 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 many kinds of people, classes, research, and engagement. As the University has repeatedly asserted over the last two decades – most recently in the April 2006 Quality Enhancement Plan – one 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. As scholarship evolves, some of these inherited arrangements 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 imagination and exploration in collaborative teaching and learning, that encourages pedagogical experimentation with new technologies and subjects, and that rewards graduate and professional students to contribute in new ways to transformative academic experiences for Carolina's undergraduates

Recommendations

1. Fully engage first-year undergraduate students in the academic life of the University by introducing them to unsolved problems, encouraging them to identify their research interests, and connecting them with faculty and graduate students who will inspire and mentor them.

Resources for the following programs should be marshaled simultaneously in order to benefit the greatest number of each year's entering undergraduate class.

A. 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 at least proportional to their share of total undergraduate enrollment. Faculty who lead First-Year Seminars should receive appropriate teaching credit and support for their teaching. Outstanding graduate and professional student instructors, such as Royster Society Fellows, should have the opportunity to collaborate with faculty in creating and teaching First-Year Seminars. To bolster the creation of these seminars outside the College, the Provost should provide appropriate course-development resources.

B. Pilot innovative lecture courses that enable students and faculty from various schools and departments to focus on major problems of our time. Such courses—team-taught, multidisciplinary, technologically-supported, and research-oriented—should draw on existing strengths in teaching, research, and engagement among our faculty. Where appropriate, they should also be designed to make full and effective use of blended teaching-learning approaches and interactive technologies, and to offer advanced graduate students meaningful opportunities to instruct, mentor, and collaborate with undergraduates. Because many of our current and prospective students are increasingly motivated by a desire to tackle big problems, these courses, if properly conceived and adequately resourced and coordinated, may well become a signature feature of intellectual life at the University, providing life-changing academic experiences that enhance a sense of common purpose and intellectual community among students and faculty. Appropriate space in such courses should be reserved for new undergraduate students. Should these courses succeed in joining students and faculty in common purpose, this initiative should be expanded to include related opportunities—such as subsequent or concurrent seminars, linked research-exposure and research-intensive courses as recommended under the Quality Enhancement Plan, or field-research courses held during Maymester or summer session.

2. Promote and support the success of students at all levels.

A. Invest in efforts to retain and graduate all undergraduate students, with a specific goal of improving the four-year graduation rate for all first-year and transfer students to 80 percent and the six-year graduation rate to 92 percent. Although graduation rates have improved since the publication of the 2003 academic plan, the six-year rate continues to trail those of our major public peers. Two previous retention studies have identified factors that lead students to leave without their degrees and have recommended ways in which the University can better support students who are struggling. Many of these interventions have been wholly or partially implemented, with promising results. We call for a renewed effort to retain and graduate students, appropriately funded and coordinated across all schools, departments, and administrative units that teach, mentor, or benefit from undergraduates. We also call for a focused effort to eliminate disparities in retention and graduation rates among undergraduate students whose academic progress will benefit from proactive attention.

B. Enhance the support, opportunities, and professional preparation of UNC graduate and professional students for increased integration into the teaching and research missions of the University. Strengthening our commitment to graduate and professional education will benefit not only the graduate and professional students themselves but also the faculty members and undergraduates with whom they teach and conduct research. The Provost should charge a task force to assess the role, training, recruitment, and support of graduate and professional students at Carolina. The task force should focus on strategies that will enable UNC to 1) strengthen its best graduate and professional degree programs; 2) bolster the recruitment, training, and support of outstanding post-baccalaureate students; and 3) provide these students opportunities to contribute to innovative teaching and research programs at UNC as they pursue their degrees.

Specifically, the University should require teaching training programs for graduate and professional students. These programs should be regularly assessed to determine best practices across schools and departments. The Center for Faculty Excellence should adapt and disseminate these models to help UNC set a university-wide standard for graduate and professional student training and evaluation as classroom teachers. All UNC graduate and professional students should receive formal training in research and scholarly ethics.

The success of our current students can be an important factor in the recruitment of outstanding future students, as well as a significant influence on the successful recruitment and retention of the best faculty, and the success of the University's research mission. To compete successfully for the best undergraduate, graduate, and professional students, Carolina needs a coordinated fundraising plan to support these students. For undergraduate students, such support must include both need- and merit-based aid; for graduate and professional students, it must include fellowships and funds for research travel, summer support, and dissertation completion.

3. Challenge all undergraduate students to aspire to excellence and to accelerate their intellectual development.

A. Create Bachelor's to 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 students, the increasing number of students who post-pone or launch their educational careers later in life, and to undergraduates who realize, early in their student careers, that advanced training is both desirable and possible for them at UNC. Entering students who bring to UNC 30 or more Advanced Placement credits will find a dual degree a challenging but rewarding academic goal. The four-year Master's degree option will enhance the tuition bargain of a Carolina education. Dual-degree programs that can be satisfied in four years will also 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. Enhanced advising and mentorship from the admissions office, academic advisers, and faculty members will enable undergraduates to decide whether a dual-degree program is right for them.

B. Develop direct-entry undergraduate-professional school matriculation programs that would allow qualified students a defined path from a bachelor's degree to the MD, DDS, JD, PharmD, MSW, MBA, MPH, or other professional degrees. These programs would also attract prospective students to Carolina who have set their sights on these degrees, while encouraging undergraduate students to pursue challenging programs of study that would yield rewards beyond the traditional bachelor's degree. New and broader paths into professional study and degrees will be an important benefit of these proposed programs, encouraging students to expand their intellectual growth in courses outside of their chosen professional pathway. Enhanced advising and mentorship will be important to ensure that all students know about and are able to benefit from direct-entry programs.

C. Expand support for undergraduate research and engaged scholarship. The Office for Undergraduate Research and its Summer Undergraduate Research Program should be expanded to at least 100 students per summer, as recommended in the Quality Enhancement Plan. We should enhance the current infrastructure of the Office for Undergraduate Research and increase the Graduate Mentor Award program, which supports graduate students who supervise and facilitate undergraduate research and scholarship. Research-intensive courses (currently over 160 per year) that are taught in collaboration with Graduate Research Consultants (GRCs) should continue to increase. In addition, the large, multidisciplinary lecture courses proposed previously (see Recommendation 1.B) should involve GRCs from multiple areas of the University and create the opportunity for graduate and undergraduate students to connect for future work. We support the collaboration between the Office for Undergraduate Research and the Center for Public Service to facilitate additional engaged research projects.

D. Support the expansion of the Honors Program and develop alternate opportunities to Honors. We support the Honors Program's aims to reach an optimal enrollment of 10 percent of the entering first-year class, develop a robust and academically rigorous four-year program for Honors, and improve retention of third- and fourth-year students in the Honors Program. This expansion will permit qualified academically-motivated first-year students a measure of exemption from General Education requirements in exchange for enrollment in comparable honors offerings. Merit awards for research and/or study abroad should be available to Honors students on a competitive basis. In order to augment the presence and impact of the Honors experience on third- and fourth-year undergraduates, Carolina should increase the number of classes that qualify for Honors credit and provide more opportunities to build connections with faculty mentors and designated advisers in the Academic Advising Program. Students should have more incentives to undertake a senior Honors Thesis or a comparable intensive senior intellectual experience. In this way, student-faculty partnerships in research will provide support and mentoring for Honors students through their entire four-year experience at UNC.

The University should develop attractive alternatives for students who do not engage in the Honors program. The First Year Fellows Program and the Carolina Research Scholar

Program, for example, can be offered to at least an additional 10 to 15 percent of each enrolling class.

4. Strengthen Carolina's academic technology systems and infrastructure.

A. Enhance support to campus academic technological capacity and libraries to serve the needs of students and faculty. For our students to have a transformative experience, we require technology that expands teaching, promotes research, brings global benefits into classrooms and homes, enhances diversity and interdisciplinary efforts, and operates vital campus functions each day. The current Campus Library Strategic Plan, "To Collect and to Serve," lays out goals that will augment and support pedagogy and research for students and faculty envisioned in this Plan. These goals are to: build strong research collections and connect users to them through a user-centered service program; leverage the Library's information technology expertise and infrastructure to foster innovative academic inquiry and scholarship in the digital realm; revitalize and renovate Library buildings and facilities to make them more responsive to changing user needs and to address safety concerns; and support a library culture characterized by leadership, diversity, flexibility, and collaboration. Appropriate use of innovative pedagogies including e- and blended learning should be supported with training and facilities. These aspirations are entirely compatible with our goals, and are crucial to their realization.

B. Establish a Provost's 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. This systematic review of existing regulations 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 and new models and programs of study, rather than negotiating regulations that inhibit discovery and learning. This committee should be encouraged to examine issues such as the sequencing of undergraduate courses, the principles and efficacy of the current Academic Advising model, the services and programs provided to encourage transfer students' academic success, 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

Carolina continues to attract students at all levels whose life experiences, trajectories, and goals are varied and boundary spanning. 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 wide ranging 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 yet 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.

THEME TWO

Faculty: Prominence, Composition, Recruitment, Development, Retention, and Scholarship

To maintain and augment the University's excellence in teaching, research and service, Carolina must recruit, develop, and support 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 outstanding students at all levels, and bolster the investment of resources from the state of North Carolina, external granting agencies, foundations, corporations, alumni, and donors that UNC-Chapel Hill requires in order to fulfill its mission as a leading public institution. In partnership with its multiple public and private constituencies and supporters, UNC-Chapel Hill's faculty will always be the engine of the University's research, the driver that generates new insights into the past and future and fresh approaches to the challenges and opportunities we face today.

Through their teaching and scholarship, our faculty, including tenure-stream and fixed-term, should exemplify Carolina's ideal of inclusion and intellectual leadership that inspires students in the classroom, clinic, studio, library, or lab; advances disciplinary and interdisciplinary knowledge; 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, retain, and enhance the inclusiveness of our faculty by ensuring that faculty may pursue new ideas in teaching and/or research in an open, stimulating, collaborative, and intellectually rewarding atmosphere with state-of-the-art work space and academic technology.

UNC-Chapel Hill's ability to recruit faculty in the academic marketplace remains strong. However, Carolina's ability to retain its best faculty, those whom it has nurtured and promoted over a sustained period of time, is at risk. Recent trends suggest that Carolina is losing more than half of the faculty members who receive outside offers despite making counter-offers to retain them. Recruitment and retention of faculty members of color and of an array of ethnicities is especially challenging, and requires sustained, informed, and innovative strategies.

To the extent that state employment regulations prevent or restrict UNC-Chapel Hill from rewarding outstanding faculty according to their merits, we will continue to struggle to retain our most productive colleagues. Providing rewards and resources to faculty *before* they receive external offers not only provides incentives for continued productivity but reduces the need for expensive counter-offers and national searches for replacements.

While many factors can affect a decision to leave Carolina for a job elsewhere, salary alone is seldom the primary factor that determines whether faculty come to UNC-Chapel Hill or stay here in the face of attractive offers from other institutions. As employees of the University and the state of North Carolina, faculty and staff morale is affected by the same concerns that all workers have: affordable housing, health insurance, retirement benefits, childcare, and education for dependents, to name only the most obvious. As the cost of housing in the Chapel Hill-Carrboro area escalates, absent a coordinated response on the part of the University, challenges in hiring and retaining both faculty and staff will mount. The University must attend to its role as an

employer in a highly competitive enterprise with a holistic approach to the workplace for staff and faculty. We must incorporate into the workplace affordable child care facilities for faculty, staff, and students with families as well as improved public transportation and access to the workplace from homes in the Triangle, Chapel Hill and Carrboro that are affordable for University employees.

The following recommendations provide specificity about major concerns that affect the morale of faculty as employees of the University and the state of North Carolina. Tenured faculty are acutely aware of and grateful for the opportunities and employment conditions at the University of North Carolina. At the same time, many faculty and staff are also aware of areas of compensation and support in which Carolina does not compare favorably with rival public and private institutions. University faculty and staff realize that UNC-Chapel Hill cannot amend state policies by itself. However, our administration and Board of Trustees' endorsement of and active commitment to policies that will render Carolina more competitive in key areas of compensation will demonstrate to faculty and staff across the ranks the kind of leadership in these areas that we call for in every part of Reach Carolina.

Recommendations

1. **Bring UNC-Chapel Hill faculty salaries to at least the 80th percentile of those of our peer universities.** While faculty have been subject to the same freeze in salary levied on all other state employees during the recession, bringing faculty salaries to at least the 80th percentile of those of our rival and peer institutions remains a central priority. Before the current recession, Carolina set a goal of increasing faculty salaries to the 80th percentile of those at peer institutions, which led to several years of substantial raises, which significantly slowed the losses we had been experiencing as top faculty left UNC-Chapel Hill for dramatically better compensation and opportunities elsewhere. The erosion of salaries during the past several years widens the gaps between UNC-Chapel Hill faculty salaries at all levels and the compensation enjoyed by their counterparts at other major universities. Narrowing these gaps will be critical to enabling UNC-Chapel Hill to recruit and retain outstanding faculty.
2. **Improve health insurance coverage and ensure equity and affordability in health insurance benefits for all faculty and staff dependents.** At a time when salaries are static, increasing health care costs for faculty and staff are particularly daunting. We call on the University to work with the UNC Health Care System to develop an innovative health care delivery system for faculty and staff that will provide improved access and quality of care at a lower price. UNC-Chapel Hill faculty and staff currently have very little choice in health insurance plans and few if any options short of delayed or foregone care or even discontinuing coverage to reduce the out-of-pocket cost of coverage, deductibles, and copayments. To recruit and retain the best faculty, the University must provide competitive health care benefits including health insurance for their families and 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 and co-parented children in all healthcare benefits offered to faculty.

3. **Reinstate the spousal hiring program.** The University should reinstate and sustain a flexible, adequately-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.
4. **Make UNC-Chapel Hill's retirement plan for faculty and staff competitive with the retirement plans of other peer institutions.** Increasing the University contribution to retirement plans is as important as salary levels 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 demonstrating that UNC-Chapel Hill's matching contributions to faculty retirement plans are not competitive with those of our peer institutions. UNC-Chapel Hill 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-Chapel Hill 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.
5. **Enhance childcare services for UNC-Chapel Hill faculty, staff, and students with children.** 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, staff, and students to enroll their children due to limited space and unaffordable costs. The University should work toward expanding the childcare resources at UNC-Chapel Hill while keeping costs at a competitive and affordable level.
6. **Recognize and reward the contributions of fixed-term faculty to the teaching and research missions of the University.** During the past decade, the number of faculty with fixed term and other types of time- or resource-limited appointments has increased at an unprecedented rate. Health Affairs has led the way, increasing from 34% fixed term faculty in 2001 to 44.1% in 2009. Academic Affairs has seen a smaller rise, from 21% fixed term faculty in 2001 to 25.2% in 2009. To accommodate these changes, we must devise a campus wide, equitable framework for hiring, assessment, promotion, and rewards comparable to what we have in place for the existing tenured faculty ranks. Such a system should include policies and procedures that provide for greater opportunities for professional development, recognition of their accomplishments, and enhanced participation in faculty governance and decision-making. Because EPA administrators on the campus can play an important role in the teaching and research enterprise, Carolina should open doors for those whose graduate training qualifies them to make additional significant contributions to teaching and research.

7. **Ensure that salaries and compensation are equitable through continuous monitoring of faculty and staff salaries.** Demonstrated by the current salary equity review launched by the Provost, UNC-Chapel Hill has made a serious commitment to ensure that faculty and staff members at equivalent ranks 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 employees who are paid substantially less than would be expected based on degree year, rank, merit, and/or other important factors. The study findings should be communicated to Deans and department chairs, and to individual faculty members upon request for their specific information.
8. **Endorse and support faculty research and study assignment provisions across the University.** The University's senior administration should develop and foster programs that enable faculty at all levels to qualify for periods of intensive research and/or other justified professional development. The opportunity to devote concentrated attention to scholarly projects is a precious and productive resource for faculty members. For example, during academic year 2009-10 faculty in the College of Arts and Sciences who had these opportunities produced or completed 40 books, 140 journal articles, 20 book chapters, and 15 arts and creative projects. The support for study and research assignment at Carolina lags behind that of our peers, and expansion will help us to retain our best faculty. While a single policy is unlikely to be applicable to all schools at UNC-Chapel Hill, the University should ensure that faculty in any school have the opportunity to apply for internal as well as external fellowships and assignments, awarded on an equitable basis through a well-publicized, peer-reviewed process.
9. **Fund University libraries so they can collect and preserve the scholarly materials that faculty require.** The changing nature of library acquisitions requires a significantly greater investment of continuing funds, to sustain monograph, periodical, and on-line subscription purchasing. We should also invest in maintenance and development of library physical facilities as space where faculty and faculty-student collaborations may be launched and sustained.
10. **Create a pilot 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. This kind of relationship offers faculty a chance to interact with students they might not otherwise encounter, and an opportunity to contribute to the student community. Such an arrangement can be rewarding to faculty as well as students. We propose piloting a voluntary faculty/student mentoring program, available as early as the first year for undergraduates. Such a program would reach 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 the College of Arts and Sciences Academic Advising Program by focusing on guiding students as they recognize, explore, and obtain career objectives that are achievable with a Carolina education.

11. **Work toward developing a tuition waiver or reduction program for children of UNC-Chapel Hill faculty and staff.** Many of our peer 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-Chapel Hill faculty and staff pay the full cost of tuition, room, board, student fees, and all other expenses to attend the University regardless of their parents' time in service at UNC-Chapel Hill or North Carolina residency status. We call on Carolina's administration to work with the Board of Governors on the development of a tuition waiver or reduction program for UNC-Chapel Hill faculty and staff whose children attend Carolina. The availability of this benefit will serve to recruit top faculty to UNC-Chapel Hill, and to recognize, reward, and retain those who have provided their expertise and service to the University.

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 short and long term goals, addressing the quality of professional life and work-place issues in an active manner will also demonstrate to the faculty Carolina's commitment to recruiting and keeping an outstanding faculty.

THEME THREE

Interdisciplinarity in teaching, research, and public engagement

Albert Einstein observed, "The significant problems we face cannot be solved at the same level of thinking we were at when we created them." Many of the central challenges and problems of the 21st century require skills and perspectives from multiple academic and professional 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 service. Major research and funding agencies increasingly solicit and reward interdisciplinary programs and the development of inter- and cross-disciplinary teams. UNC-Chapel Hill must develop equitable, feasible methods of identifying, prioritizing, and promoting inter- and cross-disciplinary scholarship and teaching while maintaining the strengths of its disciplines, departments, schools, and colleges. The opportunity to research and teach from a collaborative standpoint offers faculty, staff, and students the chance to engage in exploratory boundary-crossing research to discover new and productive solutions to challenges and problems, and to open new pathways in scholarship.

Principles and Priorities

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-Chapel Hill should adopt a proactive strategy 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.

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 and the number of nascent and constantly expanding interdisciplinary activities that could be proposed (see Appendix B for specific proposals from UNC faculty), we recommend prioritizing the implementation of proposals based on criteria developed by a faculty workgroup. We place a priority on identifying initiatives with broad support that involve and benefit from existing campus units. The University libraries are particularly valuable foundational resources, both in terms of their collections and resources, and in expert staff in relevant areas. The libraries are positioned to be key collaborators for the path-breaking futures we envision.

Successful interdisciplinary endeavors on our campus require effective and equitable administrative support. Faculty, staff, and students often encounter obstacles rather than incentives when they try to plan activities and events, share facilities, apply for collaborative funding, or undertake teaching initiatives that unite scholars and students from across the University. Difficulties arise when salary support is needed from multiple department or centers with different requirements, and when teaching reaches across schools and departments. Faculty members may not get credit for teaching if their department does not accrue enrollment based funding, or when research overhead goes to an entity other than their home department.

Graduate study often requires the participation of faculty from across the university who may not be eligible to serve on thesis committees or to get credit for the time and effort they contribute. Clinical and professional school faculty who wish to teach undergraduates or participate in University wide initiatives face disincentives, such as the obligation to replace lost clinical revenue or research funding. The University should identify and remove obstacles to collaboration and create visible, fair, and accessible pathways to new forms of inter- and cross-disciplinary teaching and scholarship. A working group of Deans and faculty should assess these barriers and pursue solutions. The University's commitment to interdisciplinary faculty endeavors in research, teaching, and engagement should inform its promotion and tenure decisions.

Faculty, staff, and students need physical space and a technological infrastructure that facilitate collaborations on exciting intellectual enterprises focused on complex problems. Libraries, centers, and institutes should be encouraged and supported to take significant roles in providing space and expertise for interdisciplinary activities. Students should receive advice, mentoring, and support in finding interdisciplinary opportunities in the curriculum and elsewhere on campus. UNC-Chapel Hill should work with the UNC General Administration to facilitate the implementation of new degree and certificate programs created in and administered by Carolina's most innovative units.

Recommendations

1. **Enhance facilities and technological systems for interdisciplinary activity.** 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 and is therefore a barrier to entrepreneurial intellectual activity. UNC-Chapel Hill's Renaissance Computing Initiative (RENCI) and Genome Science Laboratory or the University of Michigan Arts Engine provide models for alternative thinking about how to adapt space and resources to interdisciplinary work. Our libraries have led the way in adapting their space, digitizing collections, and innovative engagement in teaching and research resources. They should play a pivotal role in charting and realizing the enhanced interdisciplinarity we envision. 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 efforts apart from expanding the space needed for such efforts will inhibit progress significantly.
 - 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- or mis-used must be identified and reallocated or made available to units that can make interdisciplinary use of the space. Existing units need incentives that will help them upgrade facilities in exchange for priority access for 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. Rather than following traditional classroom models in which the instructor occupies a position of focus and students are arranged as an audience, we need to design teaching space so as to promote active learning, critical thinking, collaboration, and knowledge creation. Technologies that inspire and enable collaboration and communication should play an important role in redesigning space for interdisciplinary activity.

- 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 space that can be allocated for the life of a project is needed. In the absence of new or redesigned building(s), UNC-Chapel Hill's libraries offer untapped potential for short-term collaborative work, especially in facilitating digital projects. Research centers similar to RENCI, where technology can be shared among campus units, can promote interdisciplinary teaching as well as research. Space for the incubation of new ideas and methods, such as that provided by the Institute for Arts and Humanities, will help to foster important grant proposals, high-quality journal articles, policy briefings, and the like. The planned Innovation Center at Carolina North may be partially dedicated to these space needs, for nascent as well as established collaborative groups.
 2. **Develop strategic programs to support short- and long-term interdisciplinary research and teaching programs.** 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, Ethics, Women's Studies). Yet strong disincentives hamper faculty from different departments and schools who wish to launch and implement path-breaking undergraduate and graduate curricula. In response Carolina should invest in:
 - a. **Expanded joint hiring of interdisciplinary faculty.** Carolina should prioritize the joint hiring of faculty based on interdisciplinary priorities, allowing these hires to hold tenure in one department while more than one unit shares their expertise. 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 departments involved in collaborative hiring should receive incentives for these recruitments (e.g. overhead return, additional teaching assistant funding). Tenure and promotion committees should include representation from multiple units.
 - b. **Scholar or Artist in Residence.** A scholar or artist in residence who coordinates activities with an interdisciplinary theme would provide expertise and help to germinate ideas, perhaps leading to longer-term hiring and investment, in an interdisciplinary area identified by faculty and students as a key area of inquiry. Carolina's Global Research

Institute 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.

c. Provost's award for Pioneering Collaborative Projects. This competitive award would re-assign a team of faculty and, if appropriate, staff and students, for a designated period of time to work on an innovative collaborative project that advances teaching and/or research in two or more units of the University. The award would support excellence in interdisciplinary work, including engaged projects that range from local to global.

3. **Coordinate and expedite collaborative teaching efforts across departments, schools, and disciplines.** The University should develop coordinated policies that foster and expedite interdisciplinarity in teaching as well as research. New policies that enable the funding of cross-school and cross-departmental teaching should be a priority of the Office of the Provost. All UNC-Chapel Hill units should be apprised of the principles, practices, and guidelines for interdisciplinary initiatives to which the University subscribes and supports. The policies to be developed should address:

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 determine 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.

b. Maximize collaboration and resource sharing with other Universities. At present, UNC-Chapel Hill participates in several joint programs and projects with Duke University, North Carolina State University, North Carolina Central University, 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-Chapel Hill and Duke University, 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-Chapel Hill and North Carolina State University. Cooperative agreements among the members of the Triangle Research Libraries Network, which have benefited a number of existing inter-institutional partnerships, should provide a basis for additional productive research endeavors. In the arts, UNC-Chapel Hill's performance arts strengths and Duke University's programs in dance hold potential for another complementary, enhanced area of study.

4. **Facilitate interdisciplinary 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 the senior administration and a minimum of two units on campus. Competitive 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 management 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 from different disciplines so that students from the outset of their Carolina experience see how learning is enhanced when multiple disciplinary perspectives are brought to bear on a subject.

Summary

UNC-Chapel Hill 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 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.

THEME FOUR 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 welcoming and inclusive campus environment in which all individuals can achieve their fullest potential. Our approach to equity and inclusion on campus must proceed from a moral conviction, a social commitment, and an institutional educational priority that recognizes how much Carolina's learning environment is enhanced by students, faculty, and staff from multiple backgrounds and ethnicities interacting together.

For all these reasons, we should not be satisfied with simply meeting federal or state requirements, or measuring our success by the mere presence of individuals in particular groups who study and work at UNC-Chapel Hill. 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 respecting and valuing differences in race, ethnicity, economic background, regional identification, 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

1. **Implementation and communication of our values, expectations, and resources.** To further our goals as an institution, our commitment to diversity and inclusion must be visibly implemented and widely communicated throughout the university community and beyond. To this end, we recommend the following:
 - a. Broaden the mandate and resources of the Office of Diversity and Multicultural Affairs to reflect the University's dedication to more expansive principles of equity and inclusion. Empower the Office of Diversity and Multicultural Affairs and its staff to monitor progress toward University diversity goals.
 - b. Create and maintain a central inclusion and equity website that highlights specific successful programs, such as the Provost Council for Diversity Pipeline (PCDPP), while providing links to related resources from the entire campus community including the various centers and professional school initiatives. This website should be prominently linked to the university's home page to ensure visibility and ease of access.
 - c. Require equity and inclusion training for all faculty and staff participating on search committees for faculty and EPA staff positions.
 - d. Explore and implement new strategies for recruitment that will increase the breadth of representation among Carolina faculty and administrators.
 - e. 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. Provide the means to be successful in inclusive hiring and retention of under-represented faculty. Establish and

implement measures of success and expectations of accountability, while rewarding units for reaching inclusion goals.

- f. Enhance and revise the University equity and inclusion plan to enable units to be more successful in equity and inclusion efforts, so as 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.
 - g. Initiate a comprehensive review of harassment and discrimination policies, particularly the student grievance policy. Establish a network of student grievance mentors to help resolve conflicts and grievances. Establish a task force to examine whether a student ombudsperson is needed.
2. **UNC-Chapel Hill and the State of North Carolina.** Because the core mission of the university is to serve the people of the state of North Carolina, UNC-Chapel Hill must seek to reflect the make-up of the state population. While we can be proud of our progress insofar as our student population is concerned, the diversification of our faculty lags significantly and unacceptably. The same is true in other important areas, particularly disabilities. We aim to be a welcoming campus for people whose abilities to navigate our buildings and grounds necessitate more informed attitudes and assistance. We must redouble our efforts to enroll students and hire diverse faculty and staff who reflect the changing demographics of the state, and to ensure that Carolina is accessible in every way. 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-Chapel Hill should maintain its strategic partnerships with North Carolina high schools with substantial Native American, Latino, and African American populations, expanding them in advantageous directions, such as UNC-Pembroke's First Peoples program and the Project Uplift program in the Office of Diversity and Multicultural Affairs.
 - c. Augment resources for state-of-the-art accessible learning and residential facilities so that UNC-Chapel Hill can earn a national reputation as a model campus for faculty and students with disabilities.
 - d. UNC-Chapel Hill should expand the Carolina Postdoctoral Program for Faculty Diversity and establish new benchmarks for recruitment and retention, particularly in the sciences.
 - e. Peer mentoring should be a well-publicized option for all traditionally and historically underrepresented students, staff, and faculty. For students, peer mentoring opportunities should be available from the outset of an undergraduate's Carolina career.
 3. **Retention and Graduation.** Adhering to Carolina's traditional standards, we should maintain current programs and practices that promote academic success, while investing in additional means of enhancing the retention and timely graduation of students from

underrepresented groups. 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: Using the 2010 Retention Study recommendations as a guideline, Carolina's goal should be to enable all students, regardless of educational background, gender, ethnicity, financial means, or other differentiating factors, to be successful at Carolina. Once accepted, all Carolina students should have the resources and support to graduate in a timely fashion. Efforts to eliminate retention differences between various groups of students should receive funding necessary to make steady and sustained progress in Carolina's rates of graduation. To these ends, Carolina should take the following steps:

- a. Increase funding and strengthen programs, such as the Center for Student Success, Academic Advising, the Carolina Covenant, and Summer Bridge, with proven records of promoting academic success among students from historically underrepresented populations, including students with learning disabilities, African American and Latino males, transfer students, and graduates of underperforming high schools. These resources should be offered to any student who would benefit from guidance or mentoring, particularly those who are not in academic peril but whose learning experience and trajectory could be enhanced.
- b. Establish priority registration for students who have significant commitments outside the University, such as parenting or employment in order to pay for school. Allowing student parents and those who must work more than half time to register for classes early will provide them maximum flexibility in scheduling their classes, which will facilitate their progress toward graduation.
- c. Augment resources to help students from historically under-represented groups engage in study and research abroad.
- d. Examine policies for undergraduate and graduate students that govern continuous enrollment, semester limits, and academic eligibility to determine if more options and advising can be provided for students whose circumstances place them at risk for not graduating in a timely fashion.
- e. Invest strategically in living-learning communities, multicultural programs, and programs that enhance contact between ethnic and racial minority staff and faculty and UNC-Chapel Hill students to augment the integration of minority, transfer, Covenant scholars, and first-generation college students into the Carolina community.

Retention of faculty/staff: As discussed in the Faculty priority section, the retention of an inclusive faculty and staff poses as many challenges as does their recruitment. Because inclusion and equity principles are central to Carolina's mission, we augment the proposals for improvement here. While we face ongoing financial challenges, Carolina should deploy a variety of creative strategies to ensure that we have an equitable and inclusive workplace and community of successful faculty and staff. Promising strategies to improve 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.
- g. Faculty and staff benefits, such as health insurance for dependents, should be equitable, regardless of an employee's family composition.
- h. Charge department chairs and deans to establish and maintain mentoring programs for all new faculty, with particular emphasis on faculty from historically underrepresented populations.

Summary

To ensure that Carolina remains a leading institution of higher education, we must continue our efforts to create and maintain a community in which all people are valued and where the free exchange of ideas is preserved and appreciated. It is imperative that we educate our students to thrive and succeed in increasingly global and diverse communities. We also must appreciate that equity and inclusion require attention to 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.

THEME FIVE

Engaged scholars and scholarship

Since its inception, the University has been instrumental in helping the state, region, and world solve important problems. Over the past century, faculty, staff, and students have found inspiration in teaching, coursework, and research endeavors that engage them as scholars and citizens. Faculty, staff, and students have worked on a wide range of issues, including rural poverty, clean water, health disparities, and the preservation of the history of the state and region. The University has contributed to policy debates at all levels of government, and has helped to develop a health care system that benefits the whole state.

As a premier public university we must continue these mutually beneficial collaborations. Both the common good and Carolina's core academic purposes are enhanced through an integrated blend of discovery, teaching, and action that links our intellectual resources and know-how to society's issues and problems. Engaging core civic, social, and commercial problems draws faculty and students together across disciplines and augments intellectual integration and creativity. As a residential campus within Chapel Hill, we hold dear our mutually beneficial relationships with our neighbors, as well as our obligations as citizens who contribute to the community with projects like Carolina Builds and numerous ongoing Habitat projects.

Engaged scholarship and productive community collaborations are facets of innovation that Carolina should increasingly support over the next decade. Many students, faculty, and staff already are and have been involved in engaged projects, research, and teaching facilitated by the Center for Public Service and other public service and research centers and institutes as well as the College of Arts and Sciences and the professional schools. Carolina can and should do more to inspire, support, and reward those who accept the challenges inherent in making our state, nation, and world a better place.

Recommendations

1. **Recognize and reward engaged scholarship and activities.** Although engaged scholarship and activities take different forms in the various schools, divisions, centers, institutes, and departments of the university, engagement should be understood as scholarly, creative or pedagogical activities for the public good, directed toward persons and groups outside the University. 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. Engaged scholarship and associated activities should be acknowledged and rewarded in a number of different ways.
 - a. **Include engaged scholarship and activities in tenure and promotion criteria for tenure-track and fixed-term faculty.** Because the tenure and promotion policies and criteria for most units on campus do not recognize engaged scholarship, the University should adopt the recommendations of the May 2009 university-wide Task Force on Future Promotion and Tenure Policies and Practices, which call for the inclusion of engaged scholarship and activities in departmental tenure and promotion policies and criteria. Following these recommendations, each academic unit should review and revise its tenure and promotion criteria to include engaged scholarship and

activities appropriate for their discipline. An excerpt from the report and a description of toolkits that have been used to design appropriate criteria are included in the Appendix.

- b. **Encourage and support students' engaged scholarship and activities.** Undergraduate, graduate, and professional students conducting engaged scholarship and activities should receive incentives and support and be encouraged to work with faculty who can provide guidance, help with presentation and publication of student research, and help sustain engaged projects in communities after students graduate.

Through expanded programs such as the Faculty Engaged Scholars and the Public Service Scholar programs, UNC-Chapel Hill should offer competitive grants for faculty who lead engaged projects that involve students. The University should earmark competitive fellowships and awards for graduate students who pursue engaged scholarship and activities.

The University should provide more support for classes across the curriculum that have an engaged, innovative, or entrepreneurial focus or component. Undergraduate students may require more guidance and mentoring about best practices and the ethical considerations that obtain when undertaking effective and productive engagement with communities. A proposed new minor in public service and engagement would provide an academic pathway to learn how to provide valuable and respectful assistance to communities.

- c. **Recognize and reward the staff's contributions to engagement.**

Much of the engaged work at UNC-Chapel Hill is generated and/or supported by our Centers and Institutes, the University libraries, and their professional staffs. EPA non-faculty who are academically prepared and professionally disposed to contribute to engaged scholarship and activities should be encouraged, recognized and supported.

2. Expand the purview of the Carolina Center for Public Service

In the past decade, the Carolina Center for Public Service has done a great deal to promote engaged activities and scholarship. The Center should now be given the charge and resources necessary to be a stronger hub for engaged scholarship and activities at Carolina. The Center should promote and support innovative and engaged scholarship and activities of faculty, staff, and students across the campus. As part of its expanded mission, the Center should:

- a. **Launch a UNC Engagement Council.**

A campus-wide Engagement Council should be established that would set general guidelines for engaged projects and 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. 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.

b. *Facilitate and connect existing engagement initiatives and develop new ones.*

Engagement and engaged scholarship flourish in our public service and instructional centers (such as the Ackland Art Museum, Friday Center, North Carolina Botanical Garden, and Morehead Planetarium and Science Center) and in research centers that have strong public service missions (e.g., The Sheps Center and the Institute for the Environment). Although these units promote engagement activities among many faculty, staff, and students, greater coordination among them would benefit all concerned. Moreover, growing interest in engaged scholarship and activities has generated a number of new opportunities that should be publicized and supported. These initiatives include:

- **Community-Campus partnerships.** The University should expand its support for and commitment to community-campus partnerships while fostering participation from faculty and students across campus in similar partnerships, such as a shared digital library between Carolina, high-school libraries, and county libraries throughout the state.
- **The Chancellor's Roadmap for Innovation and Entrepreneurship** (released October, 2011) promotes opportunities for engagement among faculty, staff, and students, and seeks to provide resources for engaged scholarship. The Academic Plan's implementation committee and the Roadmap's implementation group should work together to ensure that many forms of engaged scholarship are encouraged, recognized, and rewarded across campus.
- **The Campus Y.** The Campus Y has been the center of social justice and social entrepreneurship on campus for 450 years. The University should support the expansion of the Y's social entrepreneurship mission and collaborations with other engagement centers on campus.

3. **Document and publicize Carolina's engagement activities.**

The Carolina Center for Public Service should be provided a means of gathering and collating information at regular intervals to determine the nature and extent of ongoing engaged scholarship and activities at UNC-Chapel Hill. To aid in documentation, academic units, centers, and institutes, and libraries should expand their annual reports and evaluations to enable faculty and staff to record engaged scholarship and activities. To enhance and streamline these efforts the University should consider expanding the RAMSES system to track engaged scholarship and activity proposals, funding, and outcomes.

The scope and impact of Carolina's engaged scholarship should be publicized widely through the *University Gazette* and the University's website. The state and region should know the extent to which the University is engaged in helping to solve significant problems.

Summary

Almost a century ago, in the shadow of a severe recession and the first world war, UNC President Edward Kidder Graham wrote: "The great college is the college that supplies the civilization it serves with a program of guidance—a way out of the difficulties through which people are trying to find their way." Today, in the wake of another severe recession and increasing challenges across the country and world, we affirm this heritage, believing that Carolina can and should be a model of engagement with our national and global communities.

THEME SIX

Extend Carolina's global presence, teaching, research, and public service

Globalization is rapidly changing the social and economic foundations of our state, region, and nation by shifting labor forces and market pressures that, in turn, alter social interaction, cultural practices, and our political economy. As our state's 20th-century economy shifts away from textiles, tobacco, and furniture toward banking, technology, and health care, UNC-Chapel Hill must prepare students to excel in this fast-changing world, whether they live in North Carolina, elsewhere in the United States, or abroad. At the same time, our research must address evolving challenges in this interconnected world to help local communities, the state, the nation, and the world. Our challenge is to enhance Carolina's global prominence while fulfilling our public mission.

Carolina aims to become a leading global university that prepares students for life in an interlinked world while addressing international and regional problems. Education and collaborative research undertaken by UNC-Chapel Hill faculty and students with strategically selected partners around the world are the foundations for our ambitions. Carolina's vision and guiding principles for becoming a global university are detailed in the 2009 *Strategic Roadmap for Globalizing UNC-Chapel Hill*.

Over the past decade, Carolina has made significant strides in its efforts to globalize the campus. During the past two years, over 63% of all tenure-track faculty hires within the College of Arts & Sciences were in positions requiring significant global expertise. International faculty expertise is expanding across the professional schools and key centers and institutes as well. Our global partnerships have increased dramatically, with unprecedented numbers of faculty and students participating in global collaborative research, teaching, and international exchanges. The University's "strategic partnerships" have become increasingly multidimensional, involving faculty members, graduate students, and undergraduates in research, teaching, and engagement as components of the partnership.

Undergraduate student participation in Study Abroad has grown from 750 in 2001 to over 1200 in recent years, even as it has also diversified across the globe. More than one-third of UNC students study abroad before they graduate, giving Carolina one of the highest study abroad participation rates among public research universities. The growth in both the number of students studying abroad and the variety of their destinations is related closely to generous new scholarship programs, the result of the university's accelerating development efforts in the international realm.

Global study opportunities are one reason for the success of Carolina students in competitions for international post-baccalaureate awards. For the most recent academic year, UNC-Chapel Hill ranked third in the country in the number of student and faculty Fulbright scholars. We now have 94 graduates in the Peace Corps, 6th among U.S. schools. Our production of Rhodes Scholars ranks second among public research universities in the U.S. UNC-Chapel Hill leads the nation in Luce Scholarship winners.

The growing emphasis on global education and research is evident across the campus. The dedication of the Gillings School of Global Public Health and the establishment of the Institute for

Global Health and Infectious Diseases marked progress in the globalization of our health professions schools. Currently all campus schools have global programs and partnerships and many offer international degrees. Since its opening in 2007 the FedEx Global Education Center has evolved into a highly visible and vibrant hub for global activity on the UNC-Chapel Hill campus.

Seven Title VI National Resource Centers at Carolina are funded through competitive grants from the U.S. Department of Education, fostering global research, language and non-language course instruction, and outreach. UNC ranks near the top among U.S. universities in the number of such centers. Ranging across the Americas, Europe, Africa, Eurasia, Asia, and the Middle East, Carolina's National Resource Centers earn federal support for global initiatives and business education research. Other centers and institutes in both Academic Affairs and Health Affairs examine population and demographic developments, infectious diseases, and the environment, for example, from a global perspective.

Our global efforts are driven by a commitment to deepening our international presence through partnering, rather than unilateral, undertakings. Problem solving through partnerships, whether in Duplin County or in rural Thailand, is an outgrowth of our institutional history and culture. UNC-Chapel Hill has a longstanding national reputation for collegiality and interdisciplinary collaboration. Three of our Title VI centers collaborate with Duke University, for example. We view collaboration with compatible institutions around the world as the best way to grapple with and ultimately solve today's complex global problems. More than twenty pan-university centers and institutes on campus foster a culture of collaboration in basic and engaged research and interdisciplinary partnerships.

These trends have propelled Carolina to 41st place in the 2010 London Times Higher Education World University Rankings. The Shanghai Jiao Tong University Academic Ranking, which evaluates scientific and research productivity among the world's top 500 universities, ranked Carolina 41st in 2010. Recognition of UNC-Chapel Hill's achievements as a global university encourages us to push forward in research, engagement, undergraduate teaching, and graduate training focusing on global programs.

Recommendations

To build on our momentum, UNC-Chapel Hill must continue its progress toward several key goals listed below.

1. Increase the number of faculty with international expertise.

Enhancing Carolina's global reputation depends on attracting and hiring high-quality scholars, from global settings or with area studies expertise, who will expand the University's global presence through seminal research and first-rate teaching. Preparing students to succeed both professionally and personally in today's rapidly changing world will require a significant investment and expansion in the number of internationally expert faculty to lead this effort. Support for research must enable faculty with international expertise to investigate new ways to pursue scholarship and engagement on a global scale.

Augmenting the faculty's international expertise must include building breadth (across all units and disciplines in the entire University) as well as depth (across all ranks). In particular, the study of globalization as an evolving process requires a broader and deeper faculty base, and the ongoing partnerships of our Centers. Current faculty must receive support and assistance in

expanding their teaching and research to ensure that they have the opportunity to contribute to the expansion of UNC's global mission. Investment in this initiative would support cross-regional scholarly initiatives, expand opportunities for graduate students, support visiting scholars and expand strategic partnerships.

2. Expand UNC's capacity to engage in global research.

To become a leading global university, Carolina must establish selected areas of global research in which to distinguish itself. Since many global problems demand multifaceted and multi-disciplinary responses, we must develop research protocols that build on campus strengths, depending less on narrowly defined fields and piecemeal studies and more on a confluence of interconnected disciplines that can tackle big problems and devise creative solutions. As it selects cross-disciplinary global themes for multi-year development, the Global Research Institute can play an important role in identifying and launching key areas of research. Talent acquisition, expanded opportunities for graduate student participation and study concentration, more effective partnerships, and strategic planning will be essential to determining and building the research areas in which Carolina will become internationally celebrated. Continued success will require innovative leadership, participation in the most productive research networks, careful marshaling of external research funds and opportunities, extensive consultation, and targeted resources, while mandating even greater accountability.

3. Augment global learning opportunities for students.

Expanding high-quality opportunities for Carolina graduate and undergraduate students to study abroad, conduct global field research, and participate in internships must be a high priority. This will require further integration of study abroad programming into the university's curriculum, as well as the provision of additional scholarships and financial aid opportunities for our students. The College of Arts and Sciences and UNC Global should reevaluate existing policies governing Study Abroad faculty compensation and student costs in order to enhance offerings and increase undergraduate and graduate student enrollment.

When students return from their experiences abroad, they should have a robust curriculum available in language, culture, and area studies that enables them to continue to deepen their knowledge of the world. Some units have funded faculty to identify deliberate strategies to globalize the curriculum. This practice should be encouraged to enhance the international curriculum, including continued classes in less-commonly-taught languages.

Carolina's historic strengths in European and Latin American studies must be maintained while we expand our faculty expertise, research, and course offerings in Africa, Asia, the Middle East, and Eurasia. Joint degree programs between global universities and the College of Arts and Sciences, the Eshelman School of Pharmacy and the Kenan-Flagler Business School provide models for additional programs that can provide Carolina students with a more globally expansive curriculum, increase degree-seeking students from abroad at UNC, and pioneer strategic international partnerships.

Digital communication technologies are important resources in expanding opportunities to communicate and collaborate internationally. Faster and more cost-efficient than international travel, these technologies make new global learning and research opportunities available to students who may not have the wherewithal to travel abroad. Carolina should commit to

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enhancing digital communication technologies available on campus and to encouraging their increased use.

Increasing the number of international graduate and undergraduate students on campus can help to diversify the study body at Carolina and deepen all students' understanding of global perspectives. This growth can be achieved through an increase in first year undergraduate student enrollment, transfer enrollment from abroad, and international exchanges, as well as scholarships and financial aid needed for international student recruitment, and services needed for the retention of international students and staff. It is important that Carolina seek to be the best possible host for global students through assistance with transitions, academic advising, counseling, and a welcoming integration into the social fabric of the campus community.

Because of their beneficial impact in terms of research, teaching, and engagement, it is also important to expand the representation of international visiting faculty and scholars.

4. Heighten the value and effectiveness of global partnering.

Carolina's success in attaining world-class stature among global universities depends in large part on its capacity to participate meaningfully in partnerships and exchanges in key regions of the world. Global partners help us build on our current strengths, provide important opportunities to our faculty and students, and facilitate substantial contributions in teaching, research, and/or engagement, while enabling UNC to reach its international objectives.

The University must be strategic in choosing its partners, while being open to new opportunities. Our strategy should be to focus on a limited number of special relationships with other global institutions that share strategic international goals with us. We should seek partnerships that engage the strengths of our intellectual community and enable Carolina to make a positive and noteworthy impact on pressing issues and problems on the global scene.

It is essential that UNC-Chapel Hill identify and invest in appropriate international partnerships that have clear, significant, and mutually beneficial returns. Building new strategic initiatives as well as maintaining existing partnerships should be overseen and coordinated by UNC Global. UNC's strategic partnerships should be supported financially by the Office of the Executive Vice Chancellor and Provost and the Deans of individual schools. At their best, these global partnerships will be multidimensional, providing ample opportunities for teaching, research, and service.

5. Amplify UNC's global impact.

Carolina currently ranks in the top tier among U.S. universities, public and private, with numerous schools and academic departments counted among the best in the nation. We can do much more, however, to insure that Carolina gains a commensurate recognition of quality beyond the United States. Funding opportunities for research – particularly those supporting large-scale international projects outside the United States – go to institutions that are able to leverage their international reputations and global identities to attract the world's most brilliant scholars and researchers.

To build on our existing strengths in the international arena, Carolina needs to develop and execute a globally-focused communication plan that informs targeted audiences as well as the world about the University's international aims and achievements, ongoing initiatives, and future goals. Publicizing Carolina's global mission, priorities, and initiatives, as well as highlighting UNC's rankings relative to other peers in various areas of international endeavors, will help to build pan-university collaboration and foster a sense of common purpose. Collecting, promoting, and publicizing the extraordinary international research and accomplishments of our faculty and students will facilitate greater collaborations on our own campus while helping people in the state, nation, and world appreciate Carolina's leadership as a global university.

6. Apply Global Perspectives to Public Service and Outreach in North Carolina.

The perspectives and resources gained through the continuing globalization of Carolina's teaching and research should be promoted and made accessible to schools, colleges, and communities across North Carolina. International outreach programs, offered through such units as the Center for Global Initiatives' Carolina Navigators, World View, and the Title VI National Resource Centers, should receive the support they need to connect K-12 students and teachers, community college faculty, and local and state residents to the full array of international resources at Carolina.

The benefits of Carolina's international resources should also be made available in an expanding number of global settings. Carolina for Kibera exemplifies the year-round service and collaborations that our international programs can provide to particular communities. These programs also provide valuable, first-hand cross-cultural experiences for faculty and students.

7. Assess to Improve.

UNC Global should prepare a periodic update to the Provost, faculty, and the Board of Trustees designed to highlight the achievements, state the goals, and provide an overview of the activities of faculty, researchers, administrators, staff, and students engaged in international research, teaching and service. The purpose of this update should be to document and assess the depth and breadth of the intellectual and material resources in global studies at the University, noting areas of success as well as opportunities for improvement. The benchmarks and metrics featured in the update should allow the University a) to monitor progress in each global area, b) to compare each area's standing to that of its peers at other universities, and c) to make regular and timely decisions about resource allocations across the spectrum of the University's global programs.

Summary

Consistent with its tradition of academic excellence, Carolina must advance its global mission through research, teaching, engagement, and innovative institutional initiatives with strategically selected global partners. As a public university, Carolina should re-dedicate itself 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.

**Committee on Fixed-term Faculty
Annual Report to the Faculty Council
April 2011**

Members: Kyle Crowder, Jean DeSaix (chair), Kurt Gilliland, Susan Irons, Cal Lee, Joy Renner, Judy Tisdale, and Arrel Toews; assisted by Anne Whisnant, Director of Research, Communications, and Programs in the office of Faculty Governance

Meetings: September 10, 2010; October 8, 2010; November 12, 2010; December 17, 2010; January 14, 2011; February 18, 2011; March 18, 2011; April 15, 2011.

Committee Charge

Resolution 2005-9. On Establishing the Council Committee on Fixed-Term Faculty

The Faculty Council resolves:

Section 1. Pursuant to Section 2-8(b)(1) of the Faculty Code of University Government, the Council Committee on Fixed-Term Faculty is created. The Committee has six members, appointed by the Chair of the Faculty from among sitting members of the Faculty Council at the September meeting of the Council each year. Four of the members are fixed-term faculty members, and two are tenure-track faculty members. The Chair of the Faculty designates the chair of the committee. Members are eligible for reappointment.

Sec. 2. The committee addresses working conditions and the status of full-time and part-time fixed-term faculty members. In this regard it monitors implementation of policies and recommendations concerning fixed-term faculty; reviews school, college, and departmental policies governing such faculty members; and formulates and proposes new policies and procedures for consideration by the Faculty Council. The committee reports to the Council as appropriate to its agenda, but at least annually.

Sec. 3. This resolution is effective upon adoption.

Summary of Activities of the Committee 2010-2011

McKay Coble, Faculty Chair, appointed new members of the committee over the summer; thus the fully formed committee was ready to continue work with the first fall meeting. Conversations continue about the possibility of becoming a committee appointed by the Chancellor so that the committee's functionality is not dependent on the Faculty Chair designating new members from currently seated Faculty Council members.

Fixed-term Faculty Promotional Track

At a majority of its meetings, the committee spent some time discussing evolving policies in Arts and Sciences. Arts and Sciences began updating its policies in 2008 when then Dean Holden Thorp charged a committee to recommend policies which would "provide a more predictable career track for fixed-term faculty and allow departments to reward longevity and extraordinary contributions by fixed-term faculty." During these discussions, Professor Jan Boxill, a member of the Arts and Sciences committee working on this issue, met with our committee, as did Dean Gil from Arts and Sciences. As a result of the Arts and Sciences committee's work, the College implemented new standardized criteria for promotion to Senior Lecturer; the first group of promotions to that rank in the college in several years took place at the end of the fall 2010 semester. A second outcome of the Arts and Sciences' committee's work is the establishment of a third tier in the lecturer sequence. Various committees spent much of the past year at an impasse over what actual title to use. The final choice is "Master Lecturer." A proposal is being presented to Faculty Council today for a vote on the change in the tenure code that the new title requires.

As a sub-note to the promotional track issue, the committee discussed the degree to which a standardization of fixed-term titles across schools would be useful and appropriate. Many of the professional schools have begun to use the professorial titles with a modifier term such as clinical with that modifier term used only in official documents.

University-wide Implementation of Faculty Council Resolutions

Many Faculty Council resolutions request that the Fixed-term Faculty Committee work with the Provost on implementation. Thus Provost Carney joined us for a meeting to discuss progress on several fronts. As a result of that meeting and a subsequent meeting with a subset of our committee, the Provost asked the committee to evaluate the completeness of fixed-term hiring and promotion policies on the Provost's website (Resolution 2006-6). Schools which did not have fixed-term faculty policies posted responded promptly to our request to provide those to the Office of the Provost. Both Provost Carney and Associate Provost Strauss have been steadfast supporters of fixed-term faculty issues, as has been Dean Gil of Arts and Sciences.

Fixed-Term Faculty Grant and Award Opportunities

The committee collated a list of grants, awards and other potential benefits for fixed-term faculty. The list is appended to this report and posted online on the Fixed-term Committee website: <http://faccoun.unc.edu/committees-2/appointed-committees/fixed-term-faculty-committee/>

Proposed Academic Plan and Fixed-term Faculty

Dean Bill Andrews sought comment on the Academic Plan from members of the committee. Several items in the plan address fixed-term issues, specifically the mandate to "Recognize and reward the contributions of fixed-term faculty to the teaching and research missions of the University."

Survey on Resolutions and Best Practices

In order to determine the degree to which past Faculty Council resolutions are being implemented in individual departments, a survey, keyed to resolutions 2003-7 and 2006-6 as well as Best Practices detailed in the 2009 annual report of this committee, was sent to heads of all university departments and units. Data from the survey will be on the Fixed-Term Committee website <http://facoun.unc.edu/committees-2/appointed-committees/fixed-term-faculty-committee/>. Comments included in the survey clearly portray the diversity of fixed-term faculty positions in the university. It is encouraging to note that many departments are following best practices, although the low response rate to date makes it difficult to draw significant conclusions. It is at least possible that the departments responding are those that are more cognizant and proactive concerning fixed-term faculty issues.

In Conclusion

In 1995 fixed-term faculty gained voting privileges in faculty-wide elections and first voted in the 1996 election. In 2004 the Council approved a new title of Senior Lecturer, and today Senior Lecturers in Arts and Sciences are being given five-year appointments. Today, in some places, in the view of one chair responding to our survey, "There is no difference between fixed-term faculty and tenured faculty." Just fifteen years after fixed-term faculty gained voting privileges, a fixed-term faculty member (Jan Boxill) is a candidate for chair of the faculty. While much work remains to be done, we celebrate the progress made, thanks to persistent work by fixed-term faculty advocates as well as supportive good-will from administrators.

Teaching Awards and Support Available for Fixed-Term Faculty

Awards

University Teaching Awards

Each year, UNC recognizes faculty, staff and students for outstanding teaching. The University Committee on Teaching Awards strongly encourages nominations of deserving faculty members and graduate teaching assistants for distinguished teaching awards. The committee reviews the nominees, collects additional information and recommends winners to the Chancellor.

The following University Teaching Awards, for which fixed-term faculty are eligible, are granted annually:

- Mentor Award for Lifetime Achievement
- Distinguished Teaching Awards for Post-Baccalaureate Instruction
- Tanner Award for Excellence in Undergraduate Teaching
- Chapman Family Teaching Awards
- William C. Friday Award for Excellence in Teaching
- Johnston Teaching Excellence Awards

More information on these awards can be found at the Provost's website:

<http://provost.unc.edu/teaching-awards>

Student Undergraduate Teaching Awards

The Student Undergraduate Teaching and Staff Awards (SUTASA) committee grants awards to teaching assistants, professors, and staff members. SUTASA are the only teaching and staff awards funded, nominated, and selected entirely by undergraduate students. Only undergraduate students may submit nominations. Since 1989, the SUTASA committee has awarded six \$1000 teaching assistant awards and three \$5,000 professor awards each year. They also award one \$1000 staff award to a University employee who is not a professor or a TA. Winners are recognized during the Chancellor's Award Ceremony.

More information at the Student Undergraduate Teaching and Staff Awards website:

<http://studentorgs.unc.edu/sutasa/>

For School of Medicine:

UNC Medical School Academy of Educators Teaching Awards

These awards are designed to recognize faculty who excel in undergraduate teaching, but may not be recognized currently because teaching is not their major focus or they do not play a leadership role in the curriculum. The Academy of Educators recognizes recipients at the annual Evening of Scholarship, usually held in mid-May. The awards and criteria are listed below:

- **Clinical and Basic Science Excellence in Teaching Awards:** One award in each category is directed toward great teachers who are not course directors, but who make significant contributions to courses in years one and two.
- **Clinical Preceptor Excellence in Teaching Award** (for faculty at UNC Hospitals): Two awards are given each year: one for faculty in the core clinical curriculum (year three) and

one for faculty in the advanced curriculum (year four). Awards in this category go to faculty who are strong clinical preceptors, but who do not have administrative responsibilities that place them on the Clinical Curriculum Committee.

- **Clinical Preceptor Excellence in Teaching Award** (for off-campus faculty) : Two to four awards are given each year; both for faculty preceptors in the year one and two community weeks and one each for faculty preceptors in years three and four of the clinical curriculum.
- **Medical Student Research Mentor Award**: This award recognizes excellence in training medical students in the fundamentals of medical research and research ethics, not limited to mentors of M.D. or Ph.D. students.
- **Medical Student Advisor Award**: This award recognizes dedication and effectiveness as a medical student advisor for faculty who are not officially part of the Dean's office advising system.
- **Career Goal Advisor Award**: This award recognizes dedication and effectiveness as a medical student career advisor through the residency application process.
- **Innovation in Teaching Award**: This award recognizes innovation in medical student teaching and could include course directors and teachers with administrative responsibilities.
- **Lifetime Achievement Award in Medical Education**: This award is for faculty that have demonstrated sustained excellence in teaching and mentoring medical students over ten years or more.

Support

Graduate Research Consultant (GRC) Program

The GRC offers course grant awards to instructors who submit proposals to teach research exposure courses for undergraduates. The program was developed to increase research opportunities for undergraduates in courses. GRC encourages and supports instructors who want to transform course projects or assignments into research projects.

More information: http://www.unc.edu/depts/our/faculty/faculty_grc.html

Center for Faculty Excellence

The CFE provides training opportunities and professional development workshops for all members of the faculty. It's primary mission is to "support teaching and learning at all levels and in all contexts in which instruction occurs in the university" in order to "to assist instructors on campus to achieve better teaching and learning outcomes." The Center provides assistance to individual faculty and graduate students through one-on-one consultation, its "Explorations in Teaching" series, and its electronic library of best practice. Its website offers a selection of electronic documents, including teaching tips, grading templates, syllabus writing guides and a calendar of ongoing development workshops.

More information: <http://cfe.unc.edu/>

Fellowships

Faculty Arts Fellowships

Fixed-Term Faculty Resources 2

Updated 4/12/2011

The Office of the Executive Director for the Arts and the Institute for the Arts and Humanities award year-long fellowships for faculty pursuing projects related to the performing or fine arts. The fellowships are open to fixed-term faculty who have been at UNC for at least five years. More information: <http://iah.unc.edu/programs/fellowships/faculty-arts-fellowships>

Hamilton Family Fellowship for New Media

The Johnston Center for Undergraduate Excellence and the Hamilton Family Fellowship in Teaching with New Technology offers a semester-long fellowship opportunity for faculty who are interested in teaching with new instructional technologies. More information: <http://www.johnstoncenter.unc.edu/index.php/jcue-funding/jcue-facultyfund/jcue-adresource.html>

Parr Center for Ethics Fellowships

Faculty members and graduate students of UNC Chapel Hill may apply to become a Fellow of the Parr Center for Ethics. Faculty Fellows are appointed for one-year terms, and the appointments are renewable.

More information: <http://parrcenter.unc.edu/involve/becoming.html>

Teaching Enhancements

Ackland Art Museum Course Development Grants

The Ackland Art Museum offers funding to support either new courses that directly engage with the museum's collection or revisions to existing courses that engage with the collection. The maximum grant available is \$10,000. Grants are available to faculty in any discipline. The Ackland's expectation is that the courses developed with these funds will be taught three or more times.

For more information, please contact Caroline Culbert at 962-3342 or culbert@unc.edu.

African Studies Center Course Development Awards

The African Studies Center provides grants of \$2,000-\$4,500 to support faculty who are interested in developing Africa related courses for the curriculum in any field. More information: http://africa.unc.edu/funding/faculty/faculty_funding_main.asp

Center for European Studies Course Development Grants

The CED offers the European Union Center of Excellence Awards to allow faculty to develop new European Union courses or tracks in existing courses. Awards for full EU courses are \$4,500 and \$2,000 for EU tracks. National Resource Center (Title VI) awards of \$4,500 allow faculty to develop courses relevant to the study of modern Western Europe. More information: http://www.unc.edu/depts/europe/research_funding/funding.htm

Experiential Education Course Grants

The Office of Experiential Education offers course development grants to faculty who are interested in creating new courses that fulfill the EE requirement or revising existing courses to meet it.

More information: <http://www.unc.edu/depts/uc/eeresources.html>

Global Studies Course Development Grants

Fixed-Term Faculty Resources 3

Updated 4/12/2011

The Center for Global Initiatives supports faculty who are interested in adding international content to existing courses that have little or no such content; adding comparative cases to courses that are currently area specific; or developing new courses with significant international content. The Center is especially interested in faculty developing globally-oriented service learning courses based at UNC. Awards can be requested to support stipends, supplies or travel reimbursements or a combination of the three categories.

More information: <http://cgi.unc.edu/funding/curriculum-dev.html>

Honors Course Creation Grants

Contact Ritchie Kendall, Assistant Dean for Honors, at rkendall@email.unc.edu for more information.

Southern Studies Course Development Grants

The Center for the Study of the American South supports faculty and student research on innovative topics related to the southern United States with travel grants, summer research stipends, postdoctoral fellowships, and course development awards.

More information: http://www.uncsouth.org/content/funding_opportunities/

Teaching with New Technology Grants

Small grants (up to \$400) to faculty or instructors to support the use of technology in First Year Seminars, Honors seminars, and other courses taught in the Johnston Center. Activities supported by the grants must be scheduled in the Johnston Center.

More information: <http://www.johnstoncenter.unc.edu/index.php/jcue-funding/jcue-facultyfund/jcue-adresource.html>

Ueltschi Course Development Grants

The Office of the Provost and the APPLIES Service-Learning Program award five \$8,000 course development grants and three \$1,500 service-learning mini-grants to instructors to develop courses that successfully connect community-based service into the curriculum and promote the pedagogy of service-learning at UNC. Faculty members, adjunct faculty members, and graduate instructors teaching undergraduate courses in Academic and Health Affairs are eligible and encouraged to apply.

More information: <http://www.unc.edu/apples/faculty/teach/grant.html>

Underhill Course Enhancement Awards

Underhill Grants fund activities designed to enhance and enlarge the intellectual experience of undergraduates at Carolina, particularly first-year students. Grants of up to \$1,000 are available to faculty teaching First Year Seminars or Honors courses in English, Environmental Studies, Folklore, History, Math, Physics, or Biology. The program is particularly interested in activities that might be opened to the larger campus community, but that is not a requirement for funding.

More information: <http://www.unc.edu/depts/jcue/funding/underhill.html>

Research Support

African Studies Center Faculty Conference Travel Grants

The African Studies Center supports faculty who are interested in presenting a paper with substantial Africa content at a conference.
More information: http://africa.unc.edu/funding/faculty/faculty_funding_main.asp

Carolina Asia Center Travel Grants

Grants are available for faculty who wish to travel to locations in South, East and Southeast Asia to broaden and deepen their expertise on topics in the social sciences or humanities relating to Asia (up to \$3,000). Grants are open to all faculty in the College of Arts and Sciences. Proposals must demonstrate how the travel would contribute to curriculum development or research.
More information: <http://carolinaasiacenter.unc.edu/faculty-course-development-and-travel-grants/>

Carolina Center for the Study of the Middle East and Muslim Civilizations Grant

Offers support for projects that increase awareness of the history and culture of the Middle East and Muslim civilizations. Funding for projects that meet this goal will not normally exceed \$250, and the amount of support the Center offers should be matched by funds from at least one other unit on campus. Preference is given to proposals that involve more than one department or school. Also, we look favorably upon proposals that engage faculty, students, and staff, and we discourage using funds to purchase food. Projects must be organized by a person or unit affiliated with UNC.
More information: <http://www.unc.edu/mideast/funding.shtml>

Center for European Studies Faculty Research Travel Awards

The CES makes approximately four awards for faculty research travel related to a project on contemporary European or EU Studies. Domestic travel grants to present papers are \$650, and grants for travel to Europe related to research and publication are for \$2,000.
More information:
http://www.unc.edu/depts/europe/research_funding/fundingfaculty.htm

Center for Global Initiatives Travel Awards

The Center for Global Initiatives supports faculty research and curriculum development, as well as student language training, field research and professional development. Awards offer modest support to faculty and staff who are presenting important scholarly work at major conferences abroad. These awards must be matched by your department, school or unit.
More information: <http://cgi.unc.edu/awards/conference>

Center for Global Initiatives Faculty Working Groups

The Center for Global Initiatives supports the innovative, interdisciplinary research of faculty by funding working groups that meet regularly to critique scholarly works, host speakers, organize conferences and develop grant proposals. The group's core members must represent at least three different UNC departments or schools. Grants of \$5,000 are made for one year with the possibility of renewal. Projects must have financial support from another UNC unit, and matching funds generally do not exceed \$500.
More information: <http://gi.unc.edu/funding/working-groups.html>

Community Economic Development Competitive Grants Program

The Office of Economic and Business Development, with support from the Center for Global Initiatives, sponsors this program to pursue engaged scholarship in community and economic Fixed-Term Faculty Resources 5

Updated 4/12/2011

development. Grants of up to \$25,000 are awarded to faculty research projects with potential to improve the economic competitiveness of both businesses and communities in North Carolina. More information: <http://research.unc.edu/offices/economic-business-development/programs/index.htm>

Fulbright Scholar Program

The Council for International Exchange of Scholars annually sends nearly 800 people to 140 countries through six programs designed to allow faculty, administrators and professionals to lecture, conduct research or participate in seminars. Programs also enable professionals from other countries to come to the U.S.

More Information: <http://cgi.unc.edu/awards/fulbright-scholar>

Fulbright-Hays Faculty Research Abroad Program

Administered by the Institute of International Education, this grant allows faculty to conduct research abroad in modern foreign languages and area studies to improve their knowledge of the languages and cultures in their countries of specialization (excluding Western Europe). Funds support travel expenses, a maintenance stipend and an allowance for research-related expenses overseas. Applicants must have been engaged for the previous two years in teaching relevant to the language or area studies. UNC faculty must apply through the Center for Global Initiatives. More information: <http://cgi.unc.edu/awards/fulbright-hays-fac>

Global Health Faculty Research Partnership Grants (GHP) Program

Through the Office of Global Health, this program fosters the development of multidisciplinary research projects and partnerships in global health. Grants of up to \$5,000 are made to faculty for international travel to establish or maintain research relationships with colleagues in other countries.

More information:

http://www.sph.unc.edu/globalhealth/global_health_faculty_research_partnerships_grants_1135_9145.html

IAH Innovation Grants

All UNC faculty are eligible to apply as individuals or in collaboration with other faculty, staff, students, community partners or professionals as long as the work has relevance to arts and humanities teaching or practice. While each project must be led by a UNC faculty member, the team may include members who are not affiliated with UNC.

More Information: <http://iah.unc.edu/innovation/cfp/cfp-frontpage>

International Research and Exchanges Board (IREX)

IREX sponsors a broad range of fellowship opportunities for masters, pre-doctoral and postdoctoral research, as well as for senior scholars, professionals and policymakers.

More information: <http://www.irex.org/>

Research at Carolina

This searchable database is the primary funding information resource for research and scholarly activities conducted by UNC staff, students and faculty.
Database location: <http://cfx.research.unc.edu/funding>

Other Teaching Opportunities

Burch Seminars

Honors Study Abroad programs and Burch Seminars offer the opportunity for UNC faculty to teach in creating summer or semester courses, domestic and international, in a number of different study abroad locations. For more information, contact Frieda Seeger at seeger@unc.edu or visit <http://www.burchseminars.unc.edu/>.

Semester at Sea

Spend a semester going all the way around the world, teaching on a university ship full of 700 students from all over the U.S. There is a school on the ship for dependent children.
More information: www.semesteratsea.org

See other documents relating to fixed term faculty at:

<http://faccoun.unc.edu/committees-2/appointed-committees/fixed-term-faculty-committee/>



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE OF THE DEAN
205 SOUTH BETHUNE
CAMPUS BOX 3100
CHAPEL HILL, NC 27599-3100

1-919-962-1198
1-919-962-1408
college@unc.edu

April 7, 2011

Andrea Biddle, Chair
Educational Policy Committee
Department of Health Policy and Management
1105E McGavran-Greenberg Hall, CB# 7411
Carolina Campus

Dear Professor Biddle:

I am pleased to forward, for consideration by the Educational Policy Committee, a proposal for ENGL 105, a writing and oral communication course approved by the Administrative Boards of the General College and College of Arts and Sciences on March 30, 2011. The proposed course results from last year's review of the Making Connections General Education curriculum, specifically a recommendation approved by the Boards on October 13, 2010: "To develop a one-semester, four-credit writing and oral communication course, required of all entering students regardless of scores on AP, IB, SAT, or ACT tests."

Effective the fall 2012 semester, ENGL 105 would replace the six-credit ENGL 101/102 sequence; would fulfill the CR Foundations General Education requirement; and would be required of all undergraduate students except those entering Carolina under the Comprehensive Articulation Agreement (CAA) or with transfer credit for a comparable course. Separate sections for honors students, likely ENGL 105I and/or ENGL 105H, will be created. A few sections of ENGL 100 would be scheduled to bridge students (approximately 50 per year) to the new ENGL 105, and for a time a few sections of ENGL 101 would be offered to accommodate students who began the current sequence of composition courses prior to fall 2012.

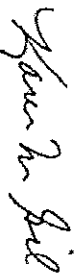
I understand that the Administrative Boards devoted considerable time to discussing the merits of the three-credit versus four-credit version of the course and I appreciate their consideration and advice. However, I also agree with several of the points raised in their discussion concerning how the fourth credit hour would be provided, given the challenges of classroom availability, resources in a constrained budget environment, and the need for current composition instructors to add additional credit and

contact responsibility to their teaching responsibilities. I therefore recommend to the Educational Policy Committee that a three-hour version should be adopted.

I understand that undergraduates at Stanford, Duke, Michigan, Penn State, NC State, the Universities of South California, Washington, and Rochester, are held to a similar one-semester requirement. Steve Farmer, Director of Undergraduate Admissions, believes that great candidates for admission are unlikely to reject Carolina because of this change in the Foundations area of General Education requirements. Steve will be central to communicating the change to entering students. Bobbi Owen and members of her unit are prepared to offer assistance concerning how the new course should be presented and explained to prospective and admitted students.

I am confident that the Department of English and Comparative Literature has sufficient capacity, infrastructure, on-going training for instructors, and administrative oversight to insure consistent, high quality instruction in ENGL 105. If you have any questions about this proposal, please feel welcome to call Senior Associate Dean Bobbi Owen, Associate Dean Erika Lindemann, or me. Thank you for considering this important change in the General Education curriculum.

Sincerely,



Karen M. Gil, Ph.D.

Lee G. Pedersen Distinguished Professor
Dean, College of Arts and Sciences

Enclosure

Cc: Bobbi Owen, Senior Associate Dean for Undergraduate Education
William Andrews, Senior Associate Dean for Fine Arts and Humanities
Erika Lindemann, Associate Dean for Undergraduate Curriculum

The EPC passed the following resolution on 4/13/2011:

The EPC approves, in concept, Dean Gil's recommendation for a 3-credit ENGL 105 composition course to be required of all incoming first-year students except those covered under the North Carolina articulation agreement. EPC recognizes the additional benefits of the proposed four-credit option, but cognizant of constraints and mindful of the benefits of the proposal, we endorse the development by the Department of English and Comparative Literature of a three-credit option to be approved by the Administrative Board of the College. This resolution is contingent upon the Department of English and Comparative Literature's documented willingness to produce a high-quality three-credit course that meets the requirement.

----- Original Message -----

Subject:department endorsement for ENGL 105

Date:Wed, 13 Apr 2011 16:53:33 +0000

From:Taylor, Beverly W <btaylor@email.unc.edu>

To:owenbob@email.unc.edu <owenbob@email.unc.edu>, Lindemann, Erika
<ulinde@email.unc.edu>

Dear Bobbi and Erika,

I'm pleased to learn that the Educational Policy Committee has approved the proposal for a 3-hour version of English 105, a first-year writing and oral communication course to be required of all entering students, with no exemptions through AP, IB, SAT, or ACT scores. Although faculty in the Department of English and Comparative Literature eventually hope to add an hour of credit to include additional educational opportunities for students, we recognize the fiscal and space limitations that make that goal unfeasible at this time. For the department faculty I want to endorse the 3-hour English 105 requirement most heartily.

We expect that the no-exemption policy will enable us to train all Carolina undergraduates to write more successfully. To that end we will develop versions of English 105 for the Writing in the Disciplines program and the Honors Program, to engage and serve even the best prepared entering students who previously might have exempted first-year writing courses.

Thank you for your leadership in bringing this one-course requirement for first-year writing students to the Educational Policy Committee and subsequently to the Faculty Council for approval. If I can provide further support in any way, please let me know.

All best wishes,

Beverly

Beverly Taylor
Chair, Department of English & Comparative Literature

Final Remarks from Chair of Faculty McKay Coble

11/19, 2011 – 5:20 pm

Given at Faculty Council, April 15th, 2011

Activities/Accomplishments for Academic Years 2009-2011

This section of our meeting is meant for our annual report of activities from this academic year. As this is our last meeting together I would like to recap some of the work we have done together over the last two years and thank you for it.

Enfranchisement of Retired faculty- I start with this as it was the first thing that came to me- even before I began in the Office.

Addition of two Emeritus Representatives to the Council: Resolution 2010-1

Voting right of representatives: Resolution 2011-1

I hope this furthers the ongoing dialog about how we can tap the valuable resource that is our body of Emeritus professors.

Contrary to this morning's article I honestly have not been working on this for two decades

Fixed term Faculty three tier system- this is the main reason I ran for the Office of Faculty Chair- to bring us all into a discussion (and it is ongoing) about creating a more appreciative and reasonable environment for our Fixed Term colleagues.

● Old title: Master Lecturer: Resolution 2011-

Clarification of Faculty Code of voting rights Resolution 2011-2

Grading Policy- I inherited this one as many chairs did before me!

Educational Policy Committee has worked patiently for years to come to this answer.

Contextual transcripts- thank you for a very long journey Andy Perrin, Chair Andrea Biddle and committee

Standing Committees: Fixed Term Faculty Committee- collect and help create templates for new system- continue to work with Provost and Deans offices- thank you Jean DeSaix and committee STAND

CSOW- salary, promotion rates equity study- with the help of the Office of Institutional Research- thank you Amy Herring, Barbara Osborne and Committee

Reinstitution of FTAC to assist Vice Chancellor Larry Conrad in his IT efforts

Move to Sakai from Blackboard

On- line evaluations

Faculty advice on IT issues and policies

● Thank you to Larry for realizing that one more password to a busy faculty member is like having a root canal.

Reconstitution of "Copyright Committee"- really to deal with issues of intellectual property rights and Course Hero- to be named

by Chancellor Thorp

Administrative Board of the Library

fructuring the board to a more workable and the election and appointment processes clearer Resolution 2010-1

Other Resolutions:

Resolution 2010-2. On Establishing the Edward Kidder Graham Faculty Service Award (03/19/2010)

Resolution 2010-3. On Enhanced Grade Reporting (04/23/2010)

Resolution 2010-4. On Excused Absences for Religious Observances (09/10/2010)

Resolution 2010-5. On the Making Connections Curriculum

Resolution 2010-6. On Supporting a Resolution of the University of North Carolina Faculty Assembly on Academic Freedom

Thanks to Vin Steponitis, Joe Ferrell and the University Governance committee for their meticulous work on these

We agreed that one of the most valuable things we could do is to inform the FC and in turn the faculty about what mechanisms and resources exist within our system.

Hence we aimed to make each Council meeting as informative as possible inviting chairs and representatives from myriad offices to come and speak.

Sometimes issues found us and sometimes we realized that folks just did not know all they could about the way things work and resources at home: IT- security; Hearings and Grievance; Career Services; Office of Student Affairs; Teaching with Inquiry; H1N1

This approach is due to the thoughtful work of our Agenda Committee

Diversity and inclusion crossed our desks many times and we created a standing commitment to the Office of Diversity and Multi-Cultural Affairs and the Center for Faculty Excellence for an annual workshop. Last year's theme was "Teaching so Everyone Learns"; this year's will be "How to Keep the classroom "safe" - working with safe language and inclusive practices.

All of these efforts were vetted by the Faculty Executive Committee- this dedicated group of colleagues provided exceptional advice not only to me but to the varied guests who sought their sage counsel.

Our meetings nearly always included a frank report from the Provost.

Provost Bruce Carney is simply one of the wisest, kindest, smartest people I know and it is a joy to work with him. If you have to hear bad news it seems a little "not so bad" when you hear it from Bruce.

Provost Carney is not here to affirm this but I hope he remembers the day a Tar Heel reporter asked me what the take away from a particularly active meeting was- and I said to her that no matter how good we get at Carolina we never take "Yes" for an answer.

Administration never stops- ever. Never stops thinking of ways we can move ahead and expand capacity- to make Carolina the best possible place to work and learn.

Academic Plan, Promotion and Tenure, Public Service, engagement- should there be a dance minor? It goes on and on.....

I said recently to another reporter that one of the best parts of this job was meeting the men and women who make up the administration and fill the offices and essential roles that make Carolina work.

I really value that Carolina appreciates and nurtures its own leaders

This includes my dear friend Karen Gil who became Dean while our IAH fellows class cheered on.

Senior Associate Dean Bill Andrews who started his term as dean as started as Chair and who has moved in status as "who is this man and why is he trying thwart my every move!!??" to one of my most treasured advisors and mentor and friend.

Ron Strauss who is just tireless and the MOST dedicated man I have ever met. He also always looks great- there is a portrait in a closet somewhere.....

Holden Thorp who has taken Carolina in his very capable hands and nurtures it like one of his own children.

Sometimes his are necessarily tough hands, wonderfully creative hands, hands that hold up a weary head, hands that shake another's hand in gratitude or congratulations, and always hard working hands that will stop to wave to a student, a friend and play a sassy keyboard when needed.

Diane Leonard, Steve Bachenheimer, Cookie Newsom, Ruth Walden, Lynn Blanchard, Winston Crisp, Dick Mann, Dwight Pinkney, Melissa Manning, Leslie Strohm, Shirley Ort, Carol Tressolini, Lynn Williford, our Senior Associate Deans, Lissa Broome and Jack Evans, Dick Baddour, Abigail Parter, Charles Daye, Jaecque Overton.

sounds like an Oscar speech- I hear the music cutting me off and I haven't named nearly all of the amazing people with whom I have worked over the last two years.

Most especially I have had the honor of knowing my fellows in the Office of Faculty Governance- Katie Turner- who has brought order and style to our work.

Dr. Anne Whisnant who is simply the most capable, intelligent, energetic and giving woman I know.

And Joe Ferrell who is a classic treasure, pure and simple. We do not always see things in the same light but I would rather go back and forth with Joe than agree with most people. He is smart and classy and a true gentleman which means in my mother's tongue- he knows how to "do". His dedication is unwavering and we are lucky that he is willing to serve again as Secretary.

When asked about my "legacy" I gave an answer to the Tar Heel I would like to retract.

I do not leave anything behind because I am the one who has gained the most from our time together.

It has been my complete honor to chair our outstanding faculty and Faculty Council.

Thank YOU for the privilege of working with you.

thing I did not mention is Appreciative Inquiry- I know you are grateful

Special Thanks to another great friend and mentor David Kiel who helped me understand the power of asset based thinking- and we will do one more exercise now.

Final Remarks from Chair of Faculty McKay Coble – UNC Office of Faculty Governance

If you would please complete the questions on your papers- we will pass your thoughts on to our new chair.

Oh, and we went paperless.

Cue last favor- get out there and vote, bring a date!

By [katiel](#) | Posted in [Faculty Council News](#) | [Comments \(0\)](#)