



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Meeting of the Faculty Council and the General Faculty

Friday, April 27, 2007
3:00 p.m.

Hitchcock Multipurpose Room
Sonja Haynes Stone Center for Black Culture and History

Chancellor James Moeser and Faculty Chair Joseph Templeton presiding

AGENDA

- 3:00 Welcome, Opening Remarks, and General Questions
- Chancellor James Moeser
 - Provost Bernadette Gray-Little
- 3:25 Presentation of the 2007 Thomas Jefferson Award
- Chancellor Moeser
- 3:35 Remembrance of Deceased Faculty
- Prof. Joseph Ferrell, Secretary of the Faculty
- 3:45 Resolution 2007-8: On Ratifying An Amendment to the Charter of the Faculty Assembly of The University of North Carolina
- Prof. Bonnie Yankaskas, Faculty Assembly Delegate
- 3:50 UNC Quality Enhancement Plan Annual Update
- Prof. Bobbi Owen, Senior Associate Dean for Undergraduate Education, College of Arts and Sciences
- 4:00 Resolution 2007-9: On Adopting the Achievement Index as the Metric for University-wide Comparative Rankings of Students
- Short presentations:
 - Eve Carson, Student Body President
 - Prof. Joy Kasson, American Studies
 - Prof. Andy Perrin, Sociology
- 4:30 Resolution 2007-7: On Membership of the Council Committee on Fixed-Term Faculty
- Prof. Suzanne Gulledege, Chair, Fixed-Term Faculty Committee
- 4:35 Committee Report: Faculty Committee on Research
- Prof. Harvey Seim, Chair
- 4:50 2007 Faculty Election Results
- Prof. Joseph Ferrell, Secretary of the Faculty
- 5:00 Adjourn

Accreditation Talking Points
(from Association of American Universities)

- **Accreditation -- *Our nation's system of non-governmental, decentralized higher education accreditation should be preserved.*** The current system has facilitated rigorous self-review and peer-review to ensure and improve both the academic quality and the public accountability of universities for over half a century. The Department of Education should withdraw the proposals in its current negotiated rulemaking process to change fundamentally the relationship between the federal government, accreditors, and institutions. And as legislation to reauthorize the HEA is considered, Congress should preserve the current, non-governmental accreditation system.
- **Accreditation -- *Don't federalize accreditation.*** We are deeply concerned about the Department of Education's proposals to have the federal government direct accreditors to impose student outcome standards on institutions. These proposals strengthen the roles of the federal government and accreditors at the expense of universities and faculties and their ability to determine their academic standards. The federal government should not direct non-governmental accrediting agencies how to carry out their responsibilities. Accreditors should remain free to work with institutions to develop outcome measures that are meaningful for the institutions and consistent with their missions. Such collaboration between accreditors and institutions has been underway for several years. Federalizing this process would lead to the homogenization of American higher education and undermine the diversity of institutions, which has been vital to the success of the American system.
- **Accountability -- *Universities recognize the importance of accountability; efforts to improve accountability should focus on providing more information and greater transparency.*** Students and families need more information about tuition prices, graduation rates, student learning outcomes, and other aspects of a college education. That information needs to be both sufficient and accessible. However, burdensome new requirements could raise costs and threaten the excellence that distinguishes U.S. higher education, so any new requirements need to be practical. It is also important to remember that universities are already accountable in a host of ways to taxpayers, legislatures, governors, boards, alumni, donors, and students and their families.
- **Accountability -- *Student performance information.*** There is increasing public interest in having improved information about student performance in colleges and universities to help prospective students make informed choices about which institution to attend. AAU is developing procedures for providing expanded and more accurate information on time-to-degree, retention and graduation rates, and post-graduation outcomes for AAU universities.

UNC-Chapel Hill Office of Faculty Governance

Resolution 2007-7. On Membership of the Council Committee on Fixed-Term Faculty

The Faculty Council resolves:

Notwithstanding the provisions of Resolution 2005-9, members of the Council Committee on Fixed-Term Faculty whose terms on the Faculty Council expire June 30, 2007, shall remain eligible for voting membership on the committee for the 2007-08 academic year.

The University of North Carolina at Chapel Hill



Annual Report of the Faculty Committee on Research
Faculty Council presentation April 27, 2007

Research Committee 2006-07

Through 2007

Kenneth Bollen (Sociology)

Suzanne Kirby (Medicine)

James Hosking (Biostatistics – deceased January 2007)

Through 2008

Sandra Funk (Nursing)

Harvey Seim (Marine Sciences and chair)

Stephen Walsh (Geography)

Through 2009

Aysenil Belger (Medicine)

Anne Skelly (Nursing)

Michael B. Jarstfer (Pharmacy)

Leaving the committee

Laura Janda (Slavic Languages and Literatures)

John B. Stephens (School of Government)

Tony Waldrop (Vice Chancellor for Research and Economic Development), Ex-Officio

The Committee met twice in the Fall 2006 semester and three times in the Spring 2007 semester prior to reporting to the Faculty Council. This year, the committee has focused on addressing the Chancellor's goal of growing the research enterprise at UNC-CH to \$1 billion per year.

Gap funding/bridge support for research teams at UNC-CH

Last year the committee addressed the need for a campus-wide policy on gap funding/bridge support. A new policy was implemented during the Fall 2006 semester that put many of the committee's recommendations into effect.

Growing the Research Enterprise at UNC-CH

It was decided that the committee should provide the faculty's perspective on the strengths the campus should foster and promote and the weaknesses that need to be addressed to enable a significant increase in research funding at Carolina. A strategic plan is needed to guide investment in the research enterprise. The committee chose to develop a report that identifies some of the elements of a strategic plan that are vital to supporting the faculty. The committee engaged Bob Lowman, Associate Vice Chancellor or Research, to better understand existing intramural funding mechanisms, and Karen Stone, Assistant Director of the Carolina Roadmap Program, to better understand the operations and needs of the many Core Facilities. A draft version of the report as it stands as of April 13, 2007 is included below.

Towards a strategic plan for growing the research enterprise at Carolina

Goal: a strategy to enhance the research enterprise at UNC to meet the Chancellor's goal of a funding level of \$1B/yr.

Needed: a clear assessment of investment areas that will enable Carolina faculty to maximize their potential in obtaining research funding. This suggests the development and vetting of a strategic plan.

Guiding principles: Carolina has many strengths; to grow the research enterprise we need to address weaknesses in the current system on campus that supports research and to augment through strategic investment the strengths that are believed to best enable the campus to more effectively compete for research funding.

Our faculty are key to meeting the Chancellor's goal. The following suggestions are offered as ways to promote faculty productivity and support creativity across campus.

Enhance faculty incentives to succeed - Faculty are the engines that drive our research enterprise. Making sure that they have the support they need to carry out their research, the time they need to think (and dream) about new ways to carry out their research, and recognition they deserve (and need) to attract bright colleagues and students and continued investment are critical to accomplishing our goal. It is suggested that:

1. [note \$\$ and that underpaid – work with Steve Allred to get figures] Faculty compensation packages be carefully evaluated.
Is Carolina competitive, not only in terms of salary, but in fringe benefits, sabbatical, start-up and ongoing support, etc? What characteristics are unique and worthy of promotion or enhancement? [include credit for IDR, entrepreneurial?]
2. Invest strategically in new hires.
Is there a need for senior faculty with established programs to fill critical gaps in our areas of expertise? The university should also look at the age pyramid for campus faculty and what it suggests we need.
3. Graduate student support be revisited.
Current policy discourages hiring/supporting graduate students because the cost of graduate students, considering tuition and stipends, is comparable to a postdoc. It is expected that this issue will be of increasing importance and a creative approach is needed that will require the help of the state legislature.
4. Faculty receive increased recognition.
The administration, both central and distributed, should find the best ways to promote nominations of deserving faculty to the National Academies

and other honors to enhance national visibility. The Deans can play a critical role in this process.

5. Implement a campus-wide sabbatical program.

At present no campus-wide sabbatical program exists. A few funded leave programs are available (e.g. Kenan, Pope), yet decisions on sabbatical are largely in department hands and likely quite varied. At minimum the University should collate existing programs; better yet, it could greatly enhance existing programs. [but some discussion of drawback to blanket policy]

6. Evaluate administrative support at departmental level.

Increased funding will come with increased administrative burdens, not only at the Office of Sponsored Research but also in departments....

Expanding the funding base - Given the current funding environment, it is unlikely that the Chancellor's goal of a funding level of \$1B/yr can be met by traditional funding sources. Therefore alternative funding sources must be explored and strategies to reach these funding sources must be developed and implemented.

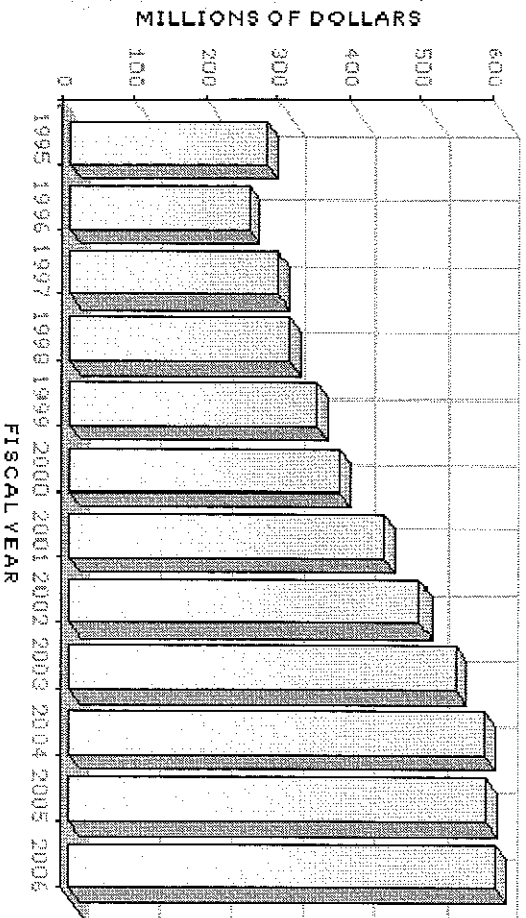
1. Identification of funding sources.

Traditional funding sources are NIH, NSF and other federal sources, and common nonprofit organizations.

Total sponsored research (2006): \$593,390,526.54
Percent from major sources:

Federal:	72%
Private nonprofit:	9%
Foundations:	7%
State	5%
Industry	4%
Other Govt.	3%

Growth of UNC research:



The plateau corresponds directly with decrease or at least flat federal support of academic research.

The glaring weakness of our research portfolio is industrial support. Whereas UNC ranks high in Federal support among peers (top 10), it ranks low (in the 90's) for industry sponsored research.

2. Identify alternative funding sources.

A concerted effort should be mounted to identify private and public companies, private donors, and private nonprofits that have not historically been substantial contributors to UNC.

Specific examples:

- Howard Hughes (HHMI)
- Burroughs Wellcome Trust.
- Stanley Foundation (just gave 100,000,000 to Broad Institute)
- Other disease specific foundations (growth area)
- Defense industry
- Pharma/Biotech industries
- Alternative medicine industry
- Allied health industries

3. Develop strategies to seek alternative funding.

- A. HHMI: Routinely nominate faculty for HHMI investigator status.
- B. Private and public companies
 - 1) Identify faculty that either have connections with industry or that conduct research with potential for translation.

- 2) Develop a program/system/office that can serve as a liaison between industry and UNC.
- 3) Develop ties to regional companies to enrich graduate program through increase support of fellowships
- 4) Encourage and facilitate translation of research into business adventures with UNC acting as a business partner. (Royalties funneled into research enterprise)

C. Private donors

D. Change culture on campus to be more inclusive of alternative funding sources.

Currently, faculty members seek NIH funding and other federal sources of funding almost exclusively at the expense of not seeking industrial funding. This is, in part, because of the culture that counts federal funding as more important during tenure review.

- 1) Promotion and tenure should count equally all sources of funding for research and not over value NIH/NSF funding.
- 2) Consulting activities should be encourage by allowing some time off for consulting as well as counting it as a scholarly activity in promotion documents.
- 3) IP development should encourage by counting it on promotion documents.
- 4) Students should be encouraged to engage in industrial internships.
- 5) Other initiatives to improve relationship to industry:
 - Seminar series, short courses, etc...

Intramural Funding - To reach the Chancellor's goal of garnering \$1 billion in extramural research funding per year, UNC Chapel Hill must provide the supportive environment needed to lay the foundation for research projects that can successfully compete for extramural funding. As federal (and even foundation) funding becomes more scarce and more competitive, stronger evidence from more comprehensive pilot studies and preliminary work is required. Sufficient intramural funding is essential to support this early foundational work. The University's existing programs of intramural funding (e.g., University Research Council awards, Junior Faculty Development awards) are an excellent beginning, but expansion, transparency, and accessibility are needed if we are to meet the \$1 billion goal. Specifically:

1. Dramatically increase funding for the University Research Council (URC) grants program.

To lay the foundation for \$1 billion in extramural funding, we need to greatly increase the number and magnitude of URC awards. We lag significantly behind our peers in intramural funding. Three years ago, when UNC was allocating \$200,000 for URC grants, the University of California, Berkeley, was allocating \$1.8 million for its intramural grant program. Among our peers, the University of Virginia was allocating the least at \$600,000 – three times what UNC was allocating. While the Vice Chancellor has enriched the URC award program by \$50,000 in recent years, at least \$1 million per year is needed to fund this program adequately. It is estimated from evaluations of URC undertaken in recent years that \$1 of URC funding returns approximately \$28 in subsequent extramural funding – an excellent return on the investment. Currently, only about 25 percent of proposals outside the humanities and fine arts can be funded (the humanities and fine arts review panel funds a higher percentage of proposals by making partial awards, so they have been excluded from this analysis). At the same time, reviewers consistently recommend funding about 50 percent of proposals. Significantly enriching the program would increase the number of submissions, increase the success rate for worthy proposals, permit larger awards, and assist us with the recruitment of new faculty (who wisely recognize the importance of intramural funding to jump start their programs of scholarship.) To meet this \$1 million need, new sources of funding need to be explored such as endowments and state funding rather than redistributing indirects (F&A) that are now used to support faculty research in other ways.

2. Increase the number of University Research Council grant submission dates from two to four per year.

For University Research Council grants, increasing the number of submission dates from two a year to four a year will enable faculty to apply for funding when it is most appropriate and critical for their programs of research.

3. Make intramural funding details more transparent.

It is important to make information about what intramural funds exist and how they are disseminated, utilized and evaluated more transparent to the faculty community. For example, for University Research Council grants and Junior Faculty Development Awards, publish information about how much money is available for each award cycle, how many awards are given each cycle, what the success rate is, what the priorities are, who has received the awards in the past, and what the outcomes of those awards are (e.g., are they leading to extramural funding?). It is also important to share information about who serves on the review panel, how they are

selected, and what the process is for rotating membership among interested departments and schools.

4. Expand bridge funding opportunities.

Expand bridge funding opportunities from including only those who are awaiting funding for a competing continuation to include faculty who are awaiting funding of a project related to a currently funded project (e.g., a faculty member might choose to respond to a request for applications (RFA) or a program announcement (PA) that builds on a current project and will employ the same project staff but is not technically a competing continuation).

5. Continue to enhance the collection, organization and distribution of information about intramural funding opportunities on the web.

Significant strides have been made in this area (e.g., GrantSource Library, Research Support Newsletter, access to information via search engines), yet faculty continue to struggle with access to this information. Additional prompts and alerts will help orient busy faculty to these opportunities. Assuring that all faculty receive the Research Support Newsletter and including information about each opportunity's regular schedule of submission dates (in addition to the next submission date) in announcements will allow faculty maximal opportunity to plan their submissions.

Fostering Interdisciplinary Research (IDR) - as witnessed by success in competing for NIH Roadmap funds, UNC-Chapel Hill is in a strong position to develop interdisciplinary research teams by drawing on its many strong disciplinary programs. It is suggest that UNC-CH:

1. [give minimum \$ amount] Significantly increase the University Research Council funding.

As described above under Intramural funding, there is a need to enable more, larger seed and pilot programs with internal funds. This mechanism of development will better establish and position interdisciplinary research groups to go after large externally funded programs.

2. Enable existing Centers to pursue IDR through hires and training.

UNC-Chapel Hill's Centers and Institutes need to be at the heart of any plan to grow the research enterprise. Today, like no time in the past, major funding opportunities lie at the intersection of disciplines. "Big science" and more modest projects often involve researchers from more than one discipline. The Centers and Institutes are the best known representatives of interdisciplinary research. These organizations have the experience and the structure that enables them to bring together researchers from numerous departments and schools. Furthermore, they have the flexibility to change composition as new topics emerge. The Institutes and Centers

are a natural complement to the departments and schools in that the latter often provide the senior staff for the former, while the Institutes and Centers create an environment to develop projects that extend beyond the boundaries of any single department or school.

However, reliance solely on departments for researchers restricts the contributions that Institutes and Centers can make to increasing outside funding. The reason is that the number of faculty positions in departments will at best increase only modestly. Plus there are clear limits on how much additional time faculty can devote to seeking new funding resources given their major responsibilities in the classroom and their other duties. The limit on the number of faculty in departments and the limits on faculty time create obstacles to meeting our target funding goal. It is clear that UNC-Chapel Hill needs to increase the number of people seeking funding.

Because of this, UNC-Chapel Hill should consider allowing Institutes and Centers to hire new faculty and research professors as a way to expand the number of professionals who can serve as PIs on grants and awards. These positions will be based in the Institutes and Centers and these organizations would be responsible for establishing and maintaining their positions. In addition to tapping a bigger pool of talent to bring funding to UNC-Chapel Hill, these new positions could provide personnel who might find it desirable to do some part-time teaching, mentoring of students, or serving UNC-Chapel Hill in other ways without requiring the creation of new permanent positions. We recommend that UNC-Chapel Hill give more thought to the creation of these new positions at Institutes and Centers in a manner that would make them attractive to talented professionals.

1. Foster on-going learning.

IDR requires investigators to expand their interests beyond their traditional roles. Partnering with private interests to pursue areas of mutual interest that are promising, e.g. Odum Institute's work on survey methodology.

UNC-Chapel Hill core facilities - provide faculty with shared access to the most up-to-date instrumentation and technical services, and they do this at the highest levels of expertise. The core facilities directors are usually PhDs; they serve as engines of interdisciplinary research by providing training and services to investigators and by understanding the research of the faculty members they work with. Core facilities foster interdisciplinary and translational research, and are instrumental in the recruitment of new faculty.

But to grow and improve, even just to survive, the core facilities have needs:

1. The Cores need stable funding from the University that will support technical personnel, instrument acquisition, service contracts, software licenses, and service upgrades.
2. They also need access to 21st century administration systems, such as transparent billing procedures.
3. Some have particular need for back-up freezers, off-site storage, and the like.
4. There is also perceived need for new core services, such as systems biology expertise and biohazardous sample sorting.
5. One goal should be the elimination of redundancies through efficiencies like centralizing sources of lab animal coordinators and lab animal workers.
6. University support would also make it possible for core facilities to charge more competitive rates for their services, bringing back to UNC investigators who are sending their work to the heavily subsidized core facilities at Duke.

Maintaining and improving our outstanding cores should be part of the growth plan and should be considered a major attraction for the recruitment of new faculty members and for fostering interdisciplinary research on campus.

Resolution 2007-8. On Ratifying An Amendment to the Charter of the Faculty Assembly of The University of North Carolina.

The Faculty Council resolves:

The amendments to Article II.1 of the Charter of the Faculty Assembly of The University of North Carolina proposed by the Assembly at its meeting on March 23, 2007, and submitted for ratification by the several constituent institutions pursuant to Article IV.2 of the Charter are hereby ratified by the faculty of the University of North Carolina at Chapel Hill.

Resolution 2007-9. On Adopting the Achievement Index as the Metric for University-wide Comparative Rankings of Students.

Submitted by the Educational Policy Committee

Whereas, interdepartmental and inter-instructor variation in grading in undergraduate courses has been identified by the Educational Policy Committee as a serious and ongoing concern; and

Whereas, although departmental and disciplinary grading standard may appropriately vary in consequence of the philosophies and orientations of the disciplines, nevertheless such grading disparities constitute a specific threat to the validity of University-wide comparative rankings of undergraduate students based solely on grades; now therefore

The Faculty Council resolves:

Pursuant to the recommendation of the Educational Policy Committee in its report to the Council of January, 2007, the Achievement Index [as defined in Valen E. Johnson, "An Alternative to Traditional GPA for Evaluating Student Performance," *Statistical Science*, Vol. 12, No. 4 (Nov. 1997), pp. 251-269] is adopted as the preferred metric for University-wide comparative rankings of undergraduate students, including but not limited to the awarding of University distinction.

Pursuant to the conclusions of the Implementation Task Force defined below, the University Registrar is requested to record the student's Achievement Index (AI), or a derivative measure on the official undergraduate transcript in addition to the traditional Grade Point Average (GPA). The Registrar shall also provide appropriate documentation, prepared by the Implementation Task Force, to allow those relying on transcript information to interpret the AI.

The Provost is requested to appoint an AI Implementation Task Force charged with making recommendations concerning the timing of implementation and the institutional and technical steps needed to insure the long-term viability of, and stakeholders' confidence in, the calculation, recording, and dissemination of the AI. The task force is also charged with developing procedures for tracking the impact over time of these changes.

Commentary by the Educational Policy Committee

Grades in college are often used to compare the performance of different students. While comparing students is not the only purpose of grading, and for many faculty it is not a major one, it is a common use that often has very important consequences for students. Like most universities, Carolina currently uses grade-point average (GPA) as a summary measure of student performance. GPA is a problematic measure for comparing student performance because students take different classes and grading practices vary greatly across classes for many reasons, including instructor's philosophy, academic discipline, and class goals. Given the great variety of

goals, teaching methods, and evaluation methods that are legitimately used in the rich set of course offerings at Carolina (and other contemporary universities), it is not surprising that simply averaging grades fails to capture important information about student achievement. The EPC recommendation to adopt the Achievement Index (AI) proceeds from the premise that when grades are used to compare the performance of different students, Carolina should interpret grades in a way that allows those comparisons to be made fairly and accurately. The AI measures the relative academic performance of students independently of instructors' grading patterns. EPC recommends that it be listed on student transcripts as a supplement to GPA and that it be used by the University for purposes that explicitly compare students' academic performance, such as the awarding of University Distinction.

Analyses conducted by EPC show that the current reliance on GPA means that every year about 170 Carolina graduates do not receive the level of University Distinction that they deserve when their academic performance is measured more accurately using the AI. Further, where direct comparison is possible, the academic performance of this group of students is better than that of the students whose GPAs qualified them for Distinction but whose AIs would not have. These results are a good indication of the inequities that occur any time a decision about students is made by applying a GPA cutoff. Those inequities also occur when corporate recruiters use minimum GPAs as a screening tool for interviews or when providers of scholarships, such as the Morehead Foundation, make funding contingent on minimum GPAs. The University may ask recruiters and scholarship providers not to use GPA cutoffs in this way, but its case for doing so is undermined by its own use of GPA and its current inability to offer an alternative measure.

Faculty may sincerely hope that students – despite the pressures and uncertainties that they face – enroll in courses in order to further their intellectual development. However, we should not be surprised that there is sufficient student interest in grade disparities across courses to support a large website, *Pick-a-prof*, where students pay to obtain information about grades broken down by course and instructor's name. The proposed use of a statistically-adjusted composite measure of student academic performance is a modest policy step that will increase equity in the comparative use of grades. This is an important goal, given the role of a college education in our society, and one that should improve the intellectual climate on campus.

The resolution to establish the policy recognizes that many important details must be worked out before the policy is implemented and, therefore, the resolution does not set a date for putting the policy in place. Instead, it requests that the Provost appoint an implementation committee to further specify important features of the policy. Those include: methods for communicating information about AI, policy rules for its use, procedures for accurate record keeping, and methods for monitoring unintended consequences, such as increased competitiveness among students. The Provost is requested to put the policy in place only after the implementation committee has created viable methods for administering the policy and to report back to Faculty Council if serious challenges are encountered in that effort.

1 IN THE STUDENT CONGRESS OF THE UNIVERSITY OF NORTH CAROLINA AT
2 CHAPEL HILL

3
4
5 89-SR-011

6 A RESOLUTION TO OPPOSE THE IMPLEMENTATION OF THE
7 ACHIEVEMENT INDEX

8 22 APRIL 2007 INTRODUCED TO STUDENT AFFAIRS COMMITTEE BY

9 SPEAKER PRO-TEM NICHOLS

10 CHAIR WOMAN CHEN

11 CHAIR WOMAN LLOYD

12 CHAIRMAN GRINSTEAD

13 REPRESENTATIVE PLANTE

14 REPRESENTATIVE ANEN

15 REPRESENTATIVE HUMPHREY

16 REPRESENTATIVE POWERS

17 REPRESENTATIVE SHEWCHUK

18 REPRESENTATIVE WEYNAND

19 REPRESENTATIVE BOLDEN

20 REPRESENTATIVE CLINE

21
22 22 APR SENT TO STUDENT AFFAIRS COMMITTEE

23
24 22 APR REPORTED FAVORABLY TO STUDENT CONGRESS

25
26 24 APR SENT TO FULL CONGRESS

27
28 24 APR PASSED BY VOICE VOTE

29
30

31 **WHEREAS**, the Achievement Index would shift the meaning of grades from a measure of
32 mastery of material towards a measure of relative performance;

33
34 **WHEREAS**, the Achievement Index cannot be adequately explained to prospective and current
35 students, faculty, employers, and graduate and professional schools, because of its complexity
36 and lack of transparency;

37
38 **WHEREAS**, the Achievement Index would create a disincentive to learn cooperatively since an
39 increase in one student's Achievement Index score results in an equal decrease in other students'
40 Achievement Index scores;

41
42 **WHEREAS**, the Achievement Index removes student and faculty sovereignty over grades, since
43 student performance and faculty grade assignment are not the sole determinants of Achievement
44 Index scores;

45
46 **WHEREAS**, the Achievement Index will provide a disincentive for students to study subject
47 material in which they have a relative disadvantage to other students;

48

89-SR-011
Certified correct and proper by
Speaker

49 **WHEREAS**, the Achievement Index seeks to compare performance in fundamentally unlike
50 disciplines for which employers, graduate schools and professional schools already have made
51 allowances;

52
53 **WHEREAS**, the Achievement Index, as an unprecedented and untested measure, may have
54 unanticipated and adverse effects;

55
56 **WHEREAS**, the Achievement Index, which was first presented to the Faculty Council in March,
57 has been only briefly considered by the University community;

58
59 **THEREFORE, BE IT RESOLVED BY THE STUDENT CONGRESS OF THE**
60 **UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL THAT:**

61
62 The student body urges the Faculty Council not to approve the Achievement Index as a metric
63 for University-wide comparative rankings of undergraduate students.

89-SR-011

Certified correct and proper by

Speaker



The University of North Carolina at Chapel Hill

2007 Faculty Elections Results

2,814 members of the Voting Faculty received ballots. 395 ballots were cast. Winners and alternates are listed in the order of number of votes received.

Position	Elected	Alternates
Advisory Committee	Joy S. Kasson	Timothy J. McMillan
	Steven W. Matson	Richard M. McLaughlin
	Charles E. Daye	Clayton T. Koelb
APT: Arts & Sciences	Trudier Harris	Jonathan Hartlyn
		Adam N. Versenyi
APT: Medical School	Peter H. Gilligan	Jordan B. Renner
		John F. Steege
APT: Other Prof. Schools	Janet Mason	Michael Gerhardt
	Carol-Ann E. Troiman	Harold L. Kohn
Athletics	Noelle A. Granger	Ted Mouw
	Helen V. Tauchen	Daniel P. Gitterman
	Glynis S. Cowell	Patrick Akos
Educational Policy	Donna B. Gilleskie	Mark H. Schoenfish
	Lisa Norberg	Marc J. Alperin
	Stuart Elaine Macdonald	
Faculty Assembly	Richard N.L. (Pete) Andrews	George F. Sheldon
Faculty Executive Committee	Valerie Ashby	Bereket H. Selassie
	Carl W. Ernst	John M. Thorp, Jr.
	Douglas G. Kelly	Wesley M. Wallace
	Terry E. Rhodes	Robert G. Anthony, Jr.
Faculty Grievance: Professors	Noelle A. Granger	Frank Tsui
Faculty Grievance: Assoc. Prof.	Beth E. Kurtz-Costes	Edward J. Collins
Faculty Grievance: Asst. Prof.	Flora Holt	Randall Gray Styers
Faculty Hearings	Richard B. Whisnant	Eric L. Muller
	Rosann A. Farber	Zhi Liu
Fin. Exigency: Academic Affairs	Roberta A. (Bobbi) Owen	
	Andrew S. Reynolds	
Fin. Exigency: Health Affairs	Kathleen W. Rao	
	Ross J. Simpson, Jr.	
Honorary Degrees	Jacquelyn D. Hall	James H. Johnson, Jr.
	Jan J. Yopp	Tonu Kalam

Position	Elected	Alternates
Chair, Div. of the Humanities	Linda Wagner-Martin	
Vice-Chair, Div. of the Humanities	Allan Life	
Chair, Div. of Natural Sciences	Patricia G. Gensel	Arthur E. Champagne
Vice-Chair, Div. of Nat. Sciences	Dorothy A. Erie	Jack S. Snoeyink
Admin. Bd. of the Library: Fine Arts	Anne E. McNeill	
Admin. Bd. of the Library: Humanities	A. Reid Barbour	Yaakov S. Ariel
Admin. Bd. of the Library: Natural Sciences	Paul Triesinga	Daniel B. Albert
Admin. Bd. of the Library: Social Sciences	Lars G. Schoultz	Kathleen A. Duval
Admin. Bd. of the Library: Professional Schools	Barbara Gwen Friedman	J. Morgan Jones
Admin. Bd. of the Library: Libraries	Raquel Cogell	Phillip R. Vandermeer
Council: Humanities, Tenured	Richie D. Kendall Lucia Binotti	Clayton T. Koelb Paul H. Ferguson
Council: Humanities, Non-tenured	Nancy Grace Aaron	
Council: Nat. Sciences, Tenured	Kerry S. Bloom Valerie Ashby Douglas G. Kelly	Lawrence G. Rowan Ketan D. Mayer-Patel Louis R. Bartek
Council: Soc. Sci., Tenured	Susan I. Bickford Melinda Meade Andrew Perrin	John W. Sweet
Council: Libraries	Steven J. Malamut	Julia R. Shaw-Kokot
Council: Kenan Flagler, Tenured	Richard S. Blackburn Edward J. Blocher	
Council: Journalism & Mass Communication	John M. Sweeney	
Council: Social Work, Tenured	Vanessa G. Hodges	Iris B. Carton-Laney
Council: Social Work, Non-tenured	Evelyn S. Williams	Rebecca Brigham Margaret L. Morse
Council: Medicine, Tenured	George F. Sheldon Matthew A. Mauro John M. Thorp, Jr. Jane H. Brice William B. Coleman	Paul B. Farel Richard A. Rippe
Council: Medicine, Non-Tenured	Joy J. Renner Tracy M. Heenan Arrel D. Toews Jessica Katznelson	
Council: Dentistry, Tenured	Lorne D. Koroluk David W. Paquette	Ronald P. Strauss
Council: Dentistry, Non-Tenured	Angela Broome Margot B. Stein	Rocio Quinonez Jane H. Southerland Charlotte A. Peterson
Council: Nursing, Tenured	Edward J. Halloran	
Council: Nursing, Non-Tenured	Shiela Rodgers	Valerie Lunsford John R. Carlson
Council: Pub. Health, Tenured	Jo Anne L. Earrp	Carolyn T. Halpern

Voter Participation by Electoral Division

Division	# Eligible	# Voted	% Reponse
Fine Arts	55	13	23.6
Humanities	224	46	20.5
Natural Sciences	283	52	18.4
Social Sciences	209	39	18.7
Libraries	128	30	23.4
Information and Library Science	22	4	18.2
Kenan-Flagler Business School	76	12	15.8
Education	50	7	14.0
Journalism & Mass Communication	39	14	35.9
Law	42	14	33.3
Social Work	57	7	12.3
Government	39	17	43.6
Medicine	1,171	100	8.5
Dentistry	102	12	11.8
Nursing	70	11	15.7
Pharmacy	53	2	3.4
Public Health	194	16	8.2
TOTALS	2,814	395	14.0

Comparative Data Prior Years

Year	# Eligible	# Voted	% Response
2004	2,895	683	23.6
2005	2,897	683	23.6
2006	3,062	676	22.3



The University of North Carolina at Chapel Hill

IN MEMORIAM 2007

Dewey Clifton Brock, Jr.

Chief, Business Administration and Social Sciences (Emeritus), University Library; M.A., 1961 (Florida State University); M.A., 1957 (University of Michigan); B.S., 1951 (Clemson University). Appointed 1959, died November 6, 2006.

William Grant Dahlstrom

Kenan Professor of Psychology Emeritus; Ph.D., 1949 (University of Minnesota); B.A., 1944 (University of Minnesota). Appointed 1953, died June 22, 2006.

Leonard H. Dawson III

Clinical Professor of Health Education Emeritus; M.S.P.H., 1963 (The University of North Carolina at Chapel Hill); A.B., 1960 (University of Kentucky). Appointed 1966, died September 1, 2006.

John Alexander Ewing

Professor of Psychiatry Emeritus and Director of the Center for Alcohol Studies; D.P.M. (London); M.D., 1954 (Edinburgh, Scotland); Ch.B., 1946 (Edinburgh, Scotland); M.B., 1946 (Edinburgh, Scotland). Appointed 1954, died June 3, 2006.

Gilbert Gottlieb

Research Professor of Psychology, Center for Developmental Science; Ph.D., 1960 (Duke University); M.S., 1956 (University of Miami); A.B., 1955 (University of Miami). Appointed August 1995, died July 13, 2006.

Lara G. Hoggard

William Rand Kenan Professor of Music Emeritus; D.Ed., 1947 (Columbia University); M.A., 1940 (Columbia University); A.B., 1934 (Southeastern State College). Appointed 1967, died March 16, 2007.

James D. Hosking

Research Associate Professor of Biostatistics; Ph.D., 1980 (The University of North Carolina at Chapel Hill); M.A., 1978 (The University of North Carolina at Chapel Hill); B.S., 1974 (Georgia Institute of Technology). Appointed August 1980, died January 26, 2007.

Phyllis Howren

Lecturer in English; Ph.D., 1976 (University of Iowa); M.A., 1965 (University of Pittsburgh); B.A., 1961 (Glennville State College). Appointed 1987, died January 26, 2007.

Audrey Earle Johnson

Associate Professor of Social Work Emerita; Ph.D., 1975 (Denver); M.A., 1957 (Chicago); B.A., 1950 (Fisk). Appointed August 1975, died July 21, 2006.

Ridley Roland Kessler Jr.

Librarian (Emeritus), Academic Affairs Library; M.S.L.S., 1970 (The University of North Carolina at Chapel Hill); M.A.T., 1966 (The University of North Carolina at Chapel Hill); A.B., 1964 (The University of North Carolina at Chapel Hill). Appointed September 1, 1970, died January 11, 2007.

Frederick Gridley Kilgour

Distinguished Research Professor of Information and Library Science; B.S., 1935 (Harvard College). Appointed 1990, died July 31, 2006.

Jacob Koomen, Jr.

Clinical Professor of Health Administration Emeritus; M.P.H., 1937 (The University of North Carolina at Chapel Hill); M.D., 1945 (University of Rochester); B.S., 1939 (University of Rochester). Appointed 1959, died May 10, 2006.

June C. McDermott

Clinical Assistant Professor of Pharmacy Emerita; M.B.A., 1988 (Meredith College); M.S., 1980 (The University of North Carolina at Chapel Hill); B.S., 1977 (The University of North Carolina at Chapel Hill). Appointed 1988, died July 30, 2006.

William Ashley McQueen III

Professor of English Emeritus; Ph.D., 1962 (University of Illinois); M.A., 1952 (University of New Mexico); B.A., 1949 (Vanderbilt University). Appointed 1962, died February 9, 2007.

Claude Piantadosi

Professor of Pharmacy Emeritus; Ph.D., 1956 (The University of North Carolina at Chapel Hill); M.S., 1952 (Columbia University); B.S., 1949 (Brooklyn College). Appointed 1957, died January 30, 2007.

Eli Rubinstein

Adjunct Professor of Journalism and Mass Communication Emeritus; Ph.D., 1950 (Catholic University); M.A., 1948 (Catholic University); B.S., Biology, City College of New York. Appointed October 1, 1978, died May 15, 2006.

Eric Schopler

Professor of Psychology and Psychiatry Emeritus; Ph.D., 1964 (University of Chicago); M.A., 1955 (University of Chicago); A.B., 1949 (University of Chicago). Appointed August 1964, died July 7, 2006.

Robert Louis Stevenson

Professor of Journalism and Mass Communication; Ph.D., 1975 (University of Washington); M.A., 1969 (University of Wisconsin); B.A., 1963 (University of Wisconsin). Appointed 1975, died November 25, 2006.

George Brown Tindall

Kenan Professor of History Emeritus; Lit.D., 1971 (Furman University); Ph.D., 1951 (The University of North Carolina at Chapel Hill); M.A., 1948 (The University of North Carolina at Chapel Hill); A.B., 1942 (Furman University). Appointed 1958, died December 2, 2006.

Preston A. Walker

Adjunct Professor of Psychiatry Emeritus and Director of Residency Training; M.D., 1959 (Medical College of South Carolina); B.S., 1955 (University of South Carolina). Appointed 1974, died December 8, 2006.

Fred Boyer Wright

Professor of Mathematics Emeritus; Ph.D., 1953 (University of Chicago); M.A., 1948 (The University of North Carolina at Chapel Hill); B.A., 1947 (The University of North Carolina at Chapel Hill). Appointed 1968, died April 28, 2006.

Clayton E. Wheeler, Jr.

Professor of Dermatology and Medicine; M.D., 1941 (University of Wisconsin); B.A., 1938 (University of Wisconsin). Appointed 1961, died February 7, 2007.



Making Critical Connections

Quality Enhancement Plan

Annual Report #1

EXCELLENCE AT CAROLINA
SACS REAFFIRMATION PROCESS
APRIL 2007



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Making Critical Connections

- The Quality Enhancement Plan, “Making Critical Connections” was developed and adopted in April 2006 as part of the University’s decennial reaffirmation of accreditation process. It focuses on innovative educational programs, undergraduate research, and international activities. The full report is available at: http://www.unc.edu/inst_res/SACS/sacs.html
- An implementation committee was appointed by the Dean of the College of Arts and Sciences in May 2006 and has met twice this year, on October 31, 2006 and on February 15, 2007. It also conducted much business via an e-mail listserv.



Implementation Committee

- Danielle M. Allen, *undergraduate student, Public Policy and Economics, Class of 2009* (as student at large)
- Peter A. Coclanis, *Albert Ray Newsome Distinguished Professor of History and Associate Provost for International Affairs* (as Associate Provost for International Affairs)
- Margaret Jablonski, *Vice Chancellor for Student Affairs* (as Vice Chancellor for Student Affairs)
- James Murphy, *Professor of Economics and Dean of the Summer School* (as Dean of the Summer School)
- Bobbi Owen, *Chair, Professor of Dramatic Art and Senior Associate Dean for Undergraduate Education* (as Senior Associate Dean for Undergraduate Education)
- Patricia Pukkila, *Professor of Biology and Director of the Office of Undergraduate Research* (as Director of Undergraduate Research)
- J. Steven Reznick, *Professor of Psychology* (as Academic Affairs faculty member-at-large)
- Gwendolyn Sancar, *Professor of Biochemistry and Biophysics* (as Health Affairs faculty member-at-large)
- Jay Smith, *Professor of History and Associate Dean for Undergraduate Curricula* (as Associate Dean for Undergraduate Curricula)
- Michael T. Tarrant, *undergraduate student, Political Science and Communication Studies, Class of 2008* (as student at large)
- Lynn Williford, *Assistant Provost for Institutional Research and Assessment* (as Assistant Provost for Institutional Research and Assessment)



Leadership

- Dr. Peter Coclanis, Albert R. Newsome Professor of History and Associate Provost for International Affairs, leads the internationalization implementation;
- Dr. James Murphy, Professor of Economics and Dean of the Summer School, is implementing Maymester;
- Dr. Patricia Pukkila, Professor of Biology and Director of the Office of Undergraduate Research, leads the research implementation;
- Dr. Jay Smith, Professor of History and Associate Dean for Undergraduate Curricula, leads the curricular innovation implementation;
- Dr. Lynn Williford, Assistant Provost for Institutional Research and Assessment, leads the assessment effort.



Goals

- Connecting the learning expected inside the classroom with what happens outside it – and enhancing the connections between and among courses.
- Making research a critical connection between the curriculum and the faculty and the students.
- Internationalizing the undergraduate experience.



Accomplishments: Curricular Innovations

Maymester

- May 15 to May 31, 2007 (final exam: June 1);
- 23 proposals initially accepted from 30 submissions by faculty;
- 500 total available spaces with 300 likely filled;
- Experience from this first Maymester will be evaluated for changes in the program for summer 2008.

Interdisciplinary Cluster Program

- Nine proposals are in the pipeline for formal approval by the Ad Boards with two or three more under consideration (development grants issued).
- Obstacles include the demand on faculty members' time that the clusters represent and getting the required courses taught on a regular basis – clusters are proving to be expensive.

Enhanced Academic Advising

- Five full-time advisors and one support position have been added to the Academic Advising Program.



Accomplishments: Undergraduate Research

- Through the “Making Critical Connections” initiatives, we expect that research will become a distinctive feature of a Carolina education for increasing numbers of our undergraduate students, as appropriate for a research university.
 - Fulltime Associate Director was hired in the Office of Undergraduate Research
 - Four new term-based Professorships, one in each division of the College have been approved. The search process for the first two, led by Senior Associate Dean Bill Andrews, will occur in Fall 2007.
 - A significant increase in course offerings in which students carry out original research projects using Graduate Research Consultants, has occurred, from 14 courses/471 students in 2005-2006 to 41 courses/1,210 students in 2006-2007
 - A significant increase in the number of SURF applicants and in the number of SURFs awarded has occurred. In 2005-06: 150 applicants/62 funded; in 2006-07: 193 applicants/73 funded
 - In 2005-2006, faculty reported that the students they had mentored made 81 presentations at professional meetings, and 355 undergraduates were co-authors on publications – we all anxiously anticipate the numbers for 2006-2007!



Accomplishments:

Internationalization

- Embedding internationalization as deeply as possible in the curriculum is critical in our global society.
 - Funded a fulltime ESL coordinator position in the Writing Center;
 - Co-funded ESL position in the Department of English;
 - Funded salary supplements in the Study Abroad Office staff to enhance offerings in specific geographical areas.

Note: The opening of the FedEx Global Education Center is coincidental - and an enormous benefit to this initiative.



Accomplishments: Assessment

- **Assessment of Program Objectives:**
 - Tracking implementation of program components according to plan submitted to SACS.
- **Participation Goals:**
 - Compiling data on course proposals, registrations in Maymester and other courses;
 - Charting growth in existing activities (e.g., participation in undergraduate research experiences, Study Abroad, etc.) that can be attributed to the QEP's increased emphasis and new programming efforts in those areas;
 - Analyzing first year student course selections in the new General Education curriculum as a basis for later study of student gains in *Making Critical Connections*.
- **Student Learning Outcomes**
 - Compiling baseline data from surveys of students in prior cohorts (e.g., NSSE, UCLA Freshman Survey) concerning experiences, attitudes, and perceptions of learning gains in specific areas;
 - Administering surveys to first year students in the Longitudinal Cohort Study;
 - Administering end-of-course evaluations to Maymester, undergraduate research, and internationalization student and faculty participants in Year 1.



Questions?

EXCELLENCE AT CAROLINA
SACS REAFFIRMATION PROCESS
APRIL 2007



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Roll call sheet
Resolution 2007-9

Achievement Index
Faculty Council
Roll Call

4/27/07

31Y 34W

	Yes	No	NV	Abs
Alperin	✓			
Ammerman				
Arnold		✓		
Bachenheimer	✓			
Bagnell		✓		
Balthrop				
Bandgiwala				
Barreau		✓		
Belger				
Bennett		✓		
Blocher		✓		
Booth		✓		
Boukheifia	✓			
Cairns		✓		
Campbell				
Cantwell	✓			
Chapman		✓		
Chin				
Collichio		✓		
Connolly				
Conway	✓			
Copenhaver		✓		
Couper	✓			
Dalton		✓		
Degener	✓	✓		
DeSaix	✓			
Dupuis				
Eble	✓			
Ewend				
Ferrell	✓			
Fisher		✓		
Gerber		✓		
Gilligan		✓		
Glazner		✓		
Gulledge	✓			
Hendrick		✓		
Hightow				
Hobbs	✓			
Huber				
Jonas	✓			
Kamerei	✓			
Keagy				
Kirsch		✓		
Kramer		✓		
Lastra		✓		
Lefebvre		✓		
Lesneski		✓		

	Yes	No	NV	Abs
Maclean				
Maffly-Kipp	✓			
Marshall				
Matson	✓			
Matthysse	✓			
Mazzocco		✓		
McCombs		✓		
McGrath		✓		
McIntosh	✓			
Moss				
Murphy				
Murray		✓		
Oatley		✓		
Orth				
Papanikolas		✓		
Parsons				
Peirce				
Peterson				
Pruvost	✓			
Rosamond				
Rustoni		✓		
Salmon	✓			
Sandelowski		✓		
Saunders	✓			
Selassie				
Silversmith		✓		
Strom-Gottfried		✓		
Sulk	✓			
Sweeney		✓		
Taylor		✓		
Temple	✓			
Templeton	✓			
Threadgill				
Tiwana	✓			
Trotman				
Votta		✓		
Wallace	✓			
Wasik		✓		
Wegner				
Weil				
Weinberg	✓			
Whisnant	✓			
Wilder				
Wilson	✓			
Wissick		✓		
Yankaskas	✓			

Mooser				
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(only if vote is tied)

NV=Abstain
Abs=Absent

UNC-Chapel Hill Office of Faculty Governance

Resolution 2007-10. On Proposed Revisions to the Code of the Board of Governors Pertaining to Faculty Employment

Presented by the Faculty Executive Committee

Section 1. The Faculty Council of the University of North Carolina at Chapel Hill acknowledges publication of the Final Report of the Code 603/604 Review Committee, dated June 22, 2007, and respectfully requests that implementation of its recommendations not take place before January 1, 2008, to the end that the Council and other appropriate committees of the faculty of the University of North Carolina at Chapel Hill might have adequate time to evaluate the implications of those recommendations for academic tenure and its administration at the school and departmental level in this institution, and to convey to the Executive Vice Chancellor and Provost and through her to the President and Board of Governors such commentary and recommendations as may be deemed appropriate.

Sec. 2. The Secretary of the Faculty is requested to transmit a copy of this resolution to the President of The University of North Carolina.

The University of North Carolina at Chapel Hill



*Adopted as
introduced*

UNC-Chapel Hill Office of Faculty Governance

Resolution 2007-11. On Smoking on Campus

Presented by the Faculty Executive Committee

The Faculty Council endorses in principle a prohibition against tobacco smoking within 100 feet of any campus building with the request that steps toward implementation take into account the needs of those who are nicotine-dependent, with a goal of full implementation ~~not earlier than~~ January 1, 2008. ~~The Council also recommends that implementation policies take into account differing cultural attitudes toward tobacco smoking held by those from abroad who participate in international conferences and similar gatherings on this campus.~~

The University of North Carolina at Chapel Hill



*Adopted
as amended*