MEETING of the GENERAL FACULTY
and the FACULTY COUNCIL

Friday, January 20th, 2006 at 3:00 p.m.

* * * *The Hitchcock Multipurpose Room (Room 106), Sonja Haynes Stone Center for Black Culture and History* * * *

Chancellor James Moeser and Professor Judith Wegner, Chair of the Faculty, will preside.

AGENDA

Time	Item
3:00	*Faculty Council Convenes.*

- Comments from the Chancellor.

- Questions and Comments from the Faculty Council.

3:20	Annual Reports to the Faculty Council.

- Faculty Assembly Delegation.

- Committee on University Governance.

3:30	Resolution 2006-1 Amending the *Faculty Code of University Government as it Relates to the Membership of the University Committee on Copyright.*

3:40	Briefing and Discussion: Difficult Dialogues Initiative.

Professor Wegner, Professor Bill Andrews and Professor Margaret Holt.

UNC Chapel Hill was one of 27 universities nationwide who were successful in securing funding from the Ford Foundation in connection with the launch of its recent Difficult Dialogues Initiative. (http://www.fordfound.org/news/more/dialogues/index.cfm) Excerpts from our campus's application are available online for the information of the Faculty Council. Among other things, our campus will work to develop discussion and moderator materials concerning the issue: how religious belief and intellectual inquiry intersect in a public university setting. In pursuing this objective, we will be working with a consultant from the National Issues Forums Network, Professor Emerita Margaret Holt (University of Georgia and Kettering Foundation). We hope that members of the Council will be personally interested and will become involved in this initiative, since in important ways it is an outgrowth of our work on "controversy in the classroom" over the past two years. We'll devote an hour of the Faculty Council meeting to

Additional agenda background materials and documents pertaining to meetings of the Council may be found at
www.unc.edu/faculty/faccoun

(a) providing background and answering questions about the National Issues Forums model (using a "starter tape" on immigration or health care). (See www.nifi.org for written materials on these subjects.)

(b) raising with you some of the questions that we'll be using in focus groups (relating to the intersection of religious belief and intellectual inquiry).

(c) asking your advice on key people/places to be involved in constructively framing an issue for dialogue related to academic freedom and religious beliefs, other resources/reports/information that can be brought to bear on this topic; how the Faculty Council and its members might be involved in the ongoing work.

4:40   **Report on Sustainability at UNC Chapel Hill.**

- http://sustainability.unc.edu

5:00   *Adjourn.*

Joseph S. Ferrell
Secretary of the Faculty

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REPORT TO THE UNC-CH FACULTY COUNCIL

FACULTY ASSEMBLY, UNIVERSITY OF NORTH CAROLINA

January 9, 2006

The Faculty Assembly is the elected body of representatives of the faculty of the sixteen campuses of the University of North Carolina. The Faculty Assembly was formed in 1972 when all 16 public senior institutions were placed under one Board of Governors. According to its Charter, the Faculty Assembly has the following objectives:

1. The Faculty Assembly of the University of North Carolina shall gather and exchange information on behalf of the faculties of the constituent institutions of The University of North Carolina.

2. The Assembly shall, through appropriate channels, advise the Board of Governors of The University of North Carolina, the General Assembly, and other governmental agencies and officers on matters of university-wide importance.

3. The Assembly shall advise and communicate with the President of the University of North Carolina with regard to the interests of the faculties and other matters of university-wide importance.

The Assembly has an expanded website located at http://uncfacultyassembly.northcarolina.edu. UNC -Chapel Hill has five delegates elected from the faculty to represent this campus as part of the Assembly with terms as follows: Steve Bachenheimer (2008), Lolly Gasaway (2007), Jim Murphy (2006), Bonnie Yankaskas (2006) and Judith Wegner (ex officio) (2006). Louis Bartek, Joseph Ferrell, and Fleming Bell serve as alternates. The delegates have been organized into standing committees on the following topics: academic freedom and tenure; budget; development; governance; planning/programs/administration; technology; welfare/benefits, and a caucus for historically minority institutions. In addition, an ad hoc task force co-chaired by Professor Bonnie Yankaskas has been considering issues of the Assembly's organization and governance structures.

The Faculty Assembly traditionally meets four times per academic year in the UNC General Administration Building in Chapel Hill. During the current academic year, fall meetings were held on September 16 and November 18; spring meetings will be held on February 17 and April 7. Meetings generally include presentations by the University system president and other administrative personnel who are part of General Administration (including those responsible for budget, legislative relations, academic oversight, and faculty welfare). In addition, the Assembly's committees meet separately and report to the afternoon plenary session.

During the last year, the Assembly adopted resolutions in support of academic freedom, developed a statement on shared governance standards designed to provide campuses with benchmarks for good governance practices, discussed priorities to be shared with President Erskine Bowles, and adopted a resolution on textbook costs to be shared with campuses and with the Board of Governors' task force on this subject. The Assembly and its committees have also discussed a wide range of topics including: tuition levels, budget, long-range strategic planning, legislative relations, technology, professional development, health benefits, early retirement policies, the search for the new University President, and faculty relations with General Administration and the Board of Governors. The Assembly also sponsored a professional development program to foster exchanges of insights among incoming faculty leaders on the various campuses. Steve Bachenheimer, one of our delegates, represents the Faculty Assembly on a special Optional Retirement Program Investment Advisory Committee. That group will make recommendations on investment benchmarks, numbers of providers, and transition to new fund offerings. Other faculty assembly delegates have worked with General Administration on the UNC Health Care Initiative.

Respectfully submitted,

Judith Welch Wegner

Appendix: Faculty Assembly Shared Governance Document (April 2005)
Faculty Assembly Resolution on Textbook Costs (November 2005)
Board of Governors Proposed Textbook Resolution (January 2006)

Annual Report of the
COMMITTEE ON UNIVERSITY GOVERNMENT
For Presentation to the Faculty Council on
January 20, 2006

Current Members:

Joseph S. Ferrell, Secretary of the Faculty (ex officio)
Elizabeth Gibson, School of Law (2006)
Carol Jenkins, Health Sciences Library (2007)
Michael Lienesch, Political Science (2008), chair
Mary Lynn, School of Nursing (2008)
Janet Mason, School of Government (2006)
William Smith, Mathematics (2007)
Vincas Steponaitis, Anthropology (2006)

Members leaving the committee this year: William Andrews, English (2007), Don
Higginbotham, History (2005)

Meeting Dates: February 1, 2005; March 9, 2005; April 6, 2005; October 12, 2005;
November 21, 2005; December 12, 2005.

Annual Report prepared by: Michael Lienesch, chair. This report covers the period
from January 2005 through December 2005.

Committee Charge. Section 4-19 of *The Faculty Code of University Government* reads
as follows:

4-19. **Faculty Committee on University Government.** (a) The Faculty
Committee on University Government consists of seven members appointed by the
chancellor. The secretary of the faculty serves as an ex officio member.

(b) The committee is concerned with the continuing development, adaptation,
and interpretation of *The Faculty Code of University Government.* Subject to the powers
of the University's Board of Governors and president, and of the Board of Trustees and
the chancellor of the University of North Carolina at Chapel Hill, the *Code* represents
legislation enacted by the faculty regarding forms of internal organization and procedures
at this institution which are deemed necessary for its fair and effective operation.

(c) The committee periodically reviews the existing *Code* and solicits
suggestions for its improvement; based on its review the committee recommends
appropriate amendments in the *Code* for consideration and vote of the General Faculty.
As provided under Article I of the *Code*, the committee considers and reports on other
proposals to amend the *Code* and also periodically makes appropriate adjustments of the
elective representatives in the Faculty Council. The committee considers and reports on
special questions of University governance which are referred to it by the chancellor or
members of the faculty. The committee is especially concerned with maintaining internal
forms and procedures of academic administration which reflect principles of democracy
and equity, vision and adaptability, and quality and responsibility, toward achieving the
intellectual aims of the University.

Report of Activities. *Resolutions Presented and Adopted.* The committee presented the following resolutions, which were approved by the General Faculty on the dates indicated:

Resolution 2005-1. Amending *The Faculty Code of University Government* as it Relates to The Duties of the Faculty Grievance Committee (approved on first reading on January 14, 2005, and adopted on second reading on February 11, 2005).

Resolution 2005-2. Amending *The Faculty Code of University Government* to Abolish the Committee on Instructional Personnel and to Delete References to It, to Provide for Faculty Review of Tenure and Promotion Recommendations, to Provide for Faculty Consultation With Respect to Appointments and Promotions Conferring Permanent Tenure and Appointments to Full-Time Fixed-Term Faculty Positions, and to Establish a Standing Committee on Fixed-Term Faculty (approved on first reading on January 14, 2005, and adopted on second reading on February 11, 2005).

Resolutions Presented. The committee presents today the following resolution, which it recommends for approval on first reading at today's meeting (with a vote on second reading to follow in February):

Resolution 2006-1. Amending *The Faculty Code of University Government* as it Relates to the Membership of the University Committee on Copyright.

Ongoing. In response to a request from the chair of the faculty, the Committee has continued its review of Articles 6-13 of *The Faculty Code of University Government* with the intention of proposing amendments that will promote consistency among provisions and bring the *Code* in line with current faculty governance and University practices.

Appendix 1
Report of the Committee on University Government on Resolution 2006-1.

The Committee on University Government proposes this Resolution, as requested by the Chancellor in a letter to the committee of April 21, 2005, to add the UNC Press Director or designee as an ex officio member of the committee on copyright. Since the UNC Press Director's designee currently serves as a member of the committee, this resolution reflects present practice and establishes permanent ex officio membership on the committee for the Director or designee.

Respectfully submitted,
Committee on University Government

Joseph S. Ferrell, Elizabeth Gibson, Carol Jenkins, Michael Lienesch (Chair), Mary Lynn, Janet Mason, William Smith, Vincas Steponaitis.

Resolution 2006-1. Amending the *Faculty Code of University Government* as it Relates to the Membership of the University Committee on Copyright.

The General Faculty Resolves:

Section 1. Section 4-25 of the *Faculty Code of University Government* is amended to read as follows:

§ 4-25. University Committee on Copyright. (a) The University Committee on Copyright is appointed by the chancellor. It consists of (i) faculty members, (ii) one or more graduate students, serving one-year renewable terms, and (iii) members from campus units, such as the campus libraries and the Office of Technology Development, that are involved in intellectual property matters. <u>The Director the University of North Carolina Press, or the Director's designee, is an ex officio member.</u> Faculty members constitute a majority of the members of the committee.

(b) The committee represents to the chancellor and the University community the concerns of faculty and other users and creators of scholarly information. The committee's functions include:

1) monitoring trends in such areas as institutional or consortial copyright use policies, changes in copyright ownership models, and guidelines for fair use of information in all formats;

2) identifying areas in which policy development is needed and recommending to the chancellor new or revised institutional policies and guidelines;

3) cooperating with the administration to propose and monitor the application of University policies and guidelines regarding ownership and use of copyrighted or licensed scholarly works; and

4) assisting in identifying educational needs of the faculty and others related to compliance with copyright policies and guidelines, and advising on appropriate ways to address those needs.

Section 2. This Resolution shall become effective upon adoption.

Institutionalizing Difficult Dialogues: Freedom of Conscience in the Public University

The University of North Carolina at Chapel Hill's Proposal to the Difficult Dialogues Program

The Problem

Since September 11, 2001, the University of North Carolina at Chapel Hill has been the site of multiple controversies that have drawn national as well as local attention to this question: can academic freedom and religious conviction co-exist on a public university campus? This proposal to the Ford Foundation requests support to assist UNC-Chapel Hill in its plans to move beyond authorizing the principle of diversity to the more difficult task of institutionalizing the practice of dialogue on our campus through programs that center on faculty training, curricular renovation, and student engagement.

On September 15, 2005, UNC-Chapel Hill Chancellor James Moeser underlined his dedication to the goals of this Difficult Dialogues Initiative (DDI) in his State of the University address. "This University," he stated, "was created at the beginning of the American republic to be a laboratory for democracy. We can show America how to have civil discourse about difficult topics."

As the nation's oldest public university, UNC-Chapel Hill is committed to maintaining its state-wide and national identity as a place where diversity of opinion is protected and encouraged. As the flagship campus of the University of North Carolina system, UNC-Chapel Hill is a highly selective public university. Incoming first-year students usually represent the top 10% of their graduating high school classes. UNC students are well-traveled: more Carolina undergraduates study abroad than from any other public institution in the United States. The UNC-Chapel Hill campus also differs from many campuses in the area of religious and spiritual beliefs. Student surveys indicate that a very high proportion of Carolina students hold religious belief as fundamentally important in their lives. In this respect, many UNC undergraduates reflect the cultural environment of their upbringing in the "Bible Belt" of the southern United States. The blend of intellectual achievement and spiritual grounding among many of our students makes Carolina a unique "laboratory" where we can investigate the sources and symptoms of what many think are inevitable conflicts between religious faith and free inquiry. Our campus has witnessed a number of controversies in this area, especially in recent years.

In the 1960s UNC-Chapel Hill was on the front lines of national debate when the University opposed North Carolina's notorious "Speaker Ban Law" that barred suspected Communists from speaking on campus. In the summer of 2002, when a national controversy erupted over the University's decision to assign Approaching the Qur'an to its incoming first-year class as part of a required summer reading program, we realized that academic freedom in the post-9/11 world faced a new challenge on the religious front. In partial response to critics of the Approaching the Qur'an assignment, the University made discussion of this book an occasion for additional dialogue among our first-year students on the controversy that had arisen as a result of the assignment itself. While this dialogue proved a valuable exercise, it did not lead to a sustained dialogue that focused on the relationship between academic freedom and religious conviction.

In 2003 another serious constitutional issue involving freedom and faith emerged on our campus. A three-member Christian fraternity lost its status as an officially recognized student organization when it refused to sign the University's standard non-discrimination policy. The fraternity brought suit in federal court alleging that the University had unlawfully abridged the students' First Amendment rights to freedom of association, freedom of speech, and free exercise of religion. The issue has not yet been resolved.

In the spring of 2004 a third round of debate over religious faith and freedom of expression took place on our campus. In this instance, an instructor was disciplined by her department for publicly

accusing a student of hate speech after he expressed in her class his objection to homosexuality based on his religious beliefs. To some in the University, the censure this instructor received from her department and from the University administration has had a chilling effect on academic freedom. To others in our community, the instructor was not justified in attacking a student for expressing a viewpoint based on personal ethical and religious belief. The University's Faculty Council responded to the controversy by sponsoring a forum for faculty discussion of the issue. A useful and productive exchange ensued, but, again, it did not generate sustained, systematic campus dialogue on the issues arising from the matter emerged.

The political and legal repercussions of these widely-reported incidents have identified UNC-Chapel Hill a test site for those who seek to exploit real or perceived conflicts between freedom of religious expression and association on the one hand and, on the other, freedom of inquiry, freedom of speech, and freedom from discrimination. The impetus of our proposal to the Ford Foundation is to counter efforts to polarize our community and to promote civil, informed, and productive discourse.

The Process to Date

When the Ford Foundation issued its call for proposals for Difficult Dialogues Initiatives, UNC-Chapel Hill recognized an important opportunity to build on new programs and undertakings on the campus that are bringing matters of religious faith into the realm of academic inquiry. Recently established campus programs include:

1) In 2002-2003 the University's Society of Fellows, a select group of doctoral graduate students in a variety of disciplines, organized a forum on "Faith and Public Life: An Exploration of the Relationship between Private Religious Belief and Public Policy." This initiative brought together students, faculty, and professionals from the private sector (including pastors, attorneys, and administrators of foundations) to explore issues relating to secularism, religious faith, and the separation of church and state.

2) Campus workshops and subsequent web publications by the UNC-Chapel Hill Center for Teaching and Learning, supported by the Academy of Distinguished Teaching Scholars and the Faculty Council, in Summer 2004 continuing through Fall 2005, on "Teaching Controversial Subjects," and "Managing Classroom Conflict," assist faculty in addressing issues of freedom of speech and academic inquiry in the classroom.

3) Sociology Professor Christian Smith conducted a National Study of Youth and Religion (2005), a project funded by the Lilly Endowment that examines the shape and influence of religion and spirituality in the lives of U.S. adolescents.

4) In 2005, UNC-Chapel Hill became one of the first public colleges or universities in the United States to establish a minor in the "Study of Christian Cultures."

5) The Parr Center for Ethics, recently founded to encourage attention to ethics on campus and in the broader University community, sponsors workshops hosted by more than 50 Fellows from UNC-Chapel, invites speakers to campus, and in a variety of other ways supports inquiry and discussion of topics such as teaching applied ethics.

6) A cross-disciplinary symposium on "Is there a Tomorrow? — Rapture, Extinction, and Democracy" hosted by the Johnston Center for Undergraduate Excellent in Spring 2005.

7) A weekend seminar on "The Book of Genesis, Evolution, and Social Conflict" is planned for Spring 2006 and sponsored by the Program in the Humanities and Human Values - Adventures in Ideas continuing education program for UNC alumni and friends.

UNC-Chapel Hill is ready to mobilize its considerable resources to implement a structure to institutionalize dialogue on matters of religious faith and intellectual inquiry. With the support of the Ford Foundation, we plan substantive improvements to the way in which "difficult dialogues" are conducted on campus and in the greater University community.

The Steering Committee to address the Difficult Dialogues Initiative opportunity was convened in Spring 2005, in response to the Ford Foundation's initial call for proposals. When UNC-Chapel Hill was chosen as one of the finalists, the Steering Committee increased the frequency of meetings to once a week or more, with discussions continuing outside meetings to develop this proposal. The Steering Committee is comprised of UNC-Chapel Hill faculty and staff representing key components of the University. Co-Principal Investigator is William L. Andrews, E. Maynard Adams Professor of English and Senior Associate Dean for the Arts and Humanities in the College of Arts and Sciences. Judith Welch Wegner, Professor of Law and Chair of the Faculty, is also Co-Principal Investigator. Other members of the Steering Committee are: Julia Wood, Associate Director of the Institute for the Arts and Humanities, representing faculty continuing education; Jay Smith, Associate Dean for Undergraduate Curricula and Professor of History in the College of Arts and Sciences, representing curricular renovation; Virginia Carson, Director of the Campus Y, representing extra-curricular student life; and Ed Neal, Director of the Center for Teaching and Learning, representing faculty development and program evaluation.

The Process Going Forward

Although University-wide in its scope and impact, the primary focus of the UNC-Chapel Hill Difficult Dialogues Initiative (DDI) will be the College of Arts and Sciences, where 87% of the undergraduate credit hours are taught and 75% of UNC-Chapel Hill students choose their majors.

The Initiative will be led by co-Principal Investigators William L. Andrews and Judith Wegner. All other members of the Steering Committee have specific roles in implementing the goals, objectives, and activities of the Difficult Dialogues Initiative. Their involvement assures the collaboration of the following UNC-Chapel Hill units and more:

The College of Arts and Sciences; the Institute for the Arts and Humanities; the University Center for Teaching and Learning; The Parr Center for Ethics; the University Writing Program; the Academy of Distinguished Teaching Scholars; the Faculty Council; the First-Year Seminar Program in the College of Arts and Sciences; the Office of Student Affairs; the Office of the Vice-Chancellor for Research and Economic Development; and the Office of the Provost.

A DDI Program Coordinator will be created to serve as executive director of the program, responsible for coordinating communication and collaboration among program principals, departments, and units; helping to plan and implement all activities; creating and maintaining an overall schedule for the two-year project, and assuring financial management, budgetary reconciliations, and grants management. A part-time Graduate Assistant will assist in administering the project.

The highly-regarded National Issues Forums Network will be contracted in Year 1 to conduct focus groups and gather baseline data on campus and in the larger community; frame the campus's key issues; coordinate identification of multiple options for interventions; conduct workshops and other hands-on opportunities for faculty and instructors to refine their skills in leading difficult dialogues;

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develop moderator and discussion guides, facilitation techniques, and other materials; and test and refine activities and materials as needed to meet program objectives.

Goals and Objectives for the Difficult Dialogues Initiative (DDI)

The overall goal of the Initiative is to enhance the intellectual atmosphere and augment the institutional opportunities for "difficult dialogues" throughout our campus. Our purpose is not to change people's beliefs. Rather, we intend to create and institutionalize models of dialogue based on mutual respect, tolerance, and an informed exchange of ideas and beliefs. We believe that this outcome will enhance both the likelihood and the quality of thoughtful discussions, inside and outside our classrooms, that allow questions of faith and personal moral conviction a respectful and responsible hearing within an academic community dedicated to free inquiry.

Too often, matters of religious belief and academic inquiry seem to fall prey to the "clash of cultures" binaries that spur students and faculty to debate with the goal of trouncing one another in verbal sparring matches. While UNC-Chapel Hill in no way opposes healthy debate on issues, the prevalent notion of debate as yielding a winner and a loser is not a productive way to engage questions about the compatibility of academic freedom and religious conviction on our campus. Instead of debate, therefore, Carolina's Difficult Dialogues Initiative seeks the following outcomes:

1. Freedom of expression for a wide range of viewpoints;
2. Respectful attention to a wide range of viewpoints;
3. Intellectually serious analysis and defense of multiple viewpoints; and
4. A search for common ground, without ignoring genuine differences, among diverse viewpoints.

The DDI will seek common ground, however tentative or provisional, among differing viewpoints and, through appropriate forums and media, share findings throughout the campus community and with audiences in the wider academic and public spheres. We have learned from the controversies we have encountered in Carolina's history that a university cannot be content simply to espouse principles of free inquiry, open discussion, and support of diversity. Nor should we wait for fresh controversies to inflame passions to the point that genuine dialogue has an even harder time obtaining a hearing. UNC-Chapel Hill believes that, as the nation's oldest public institution, we have a historic obligation and opportunity to be proactive rather than reactive. With the support of the Ford Foundation we will create models by which productive dialogue and inquiry can co-exist on our campus. Consistent with our responsibility to our many publics, we will also make available to the widest possible audience the outcomes and best practices of the programs that we create under the auspices of the Difficult Dialogues Initiative (DDI).

The UNC-Chapel Hill Difficult Dialogues Initiative will pursue four separate objectives in order to achieve our goal of productive and informed dialogue on campus:

Objective 1: Ground the DDI through development of baseline information describing current understanding of the relationship of religious belief and intellectual inquiry among Chapel Hill students, faculty, and staff.

Objective 2: Provide faculty development and training to help faculty facilitate constructive discussions of controversial issues in the classroom.

Objective 3. Renovate and enrich the UNC-Chapel Hill curriculum to incorporate more opportunities for faculty and students to discuss diverse opinions, scientific inquiries, religious and spiritual beliefs, and ethics in a respectful environment.

Objective 4. Develop extra-curricular student life activities that stimulate informed discussions of controversial subjects and encourage the exchange of ideas and beliefs in a mutually respectful atmosphere.

The activities, timeline, responsible coordinators, expected outcomes, and pre- and post-test evaluative measures for each of the Objectives are detailed below.

Objective 1: *Ground the DDI through development of baseline information describing current understanding of the relationship of religious belief and intellectual inquiry among Chapel Hill students, faculty, and staff.*

It is expected that the outcome of Objective 1 will be to root DDI activities in an informed understanding of tensions between religious belief and intellectual inquiry as those tensions are currently perceived by faculty and students at UNC-Chapel Hill. Grounding the Initiative by conducting surveys and documenting baseline assumptions will avoid the use of stereotypes and misperceptions regarding the sources of such tension on campus. Objective 1 activities will be coordinated by Judith Welch Wegner, Professor of Law and Chair of the Faculty with the assistance of the National Issues Forum, in the Spring and Summer of 2006.

Activities for Objective 1

(1) Gather benchmark data on faculty and student beliefs about the role of religious and spiritual beliefs in college contexts, through incorporation of relevant questions into surveys developed by the Higher Education Research Institute at UCLA as part of surveys of entering first-year students and faculty.

(2) Compile baseline data regarding student and faculty viewpoints that will illuminate the extent to which assumptions, experiences, concerns of students (largely drawn from the majority Christian population of North Carolina) and faculty (drawn from diverse backgrounds across the world) are similar or different.

(3) Create a standard set of data that will provide a benchmark for measuring longitudinal changes in students over their college career, and permit assessment of possible changes in viewpoints based on participation in DDI programs.

(4) Develop and test a "Dialogue Starter Kit" embodying the model of "issues" and "moderator" materials created by the "National Issues Forums." (http://www.nifi.org) and the Kellogg Foundation. This will create a means of convening groups to discuss contested issues. Carolina's focus will be on the interplay of religious belief and intellectual inquiry so that the campus community can engage with each other about the fundamental underlying assumptions, and appreciate why there may be several contrasting core "approaches" to the intersection of religious belief and intellectual inquiry.

(5) Evaluate the extent to which models used to generate dialogue on other contested issues can be adapted for use in dealing with volatile tensions concerning the intersection of religious belief and intellectual inquiry

(6) Provide a set of core materials and strategies that can be piloted and deployed relatively quickly in order to engage members of the campus community in important dialogue, and to spur their interest in participating in more in-depth activities and training to be launched as part of the more

extensive faculty training, curriculum development, and student activities initiatives central to the DDI

(7) Provide a set of core materials and strategies that can be shared with other campuses that are funded through the Ford Foundation's "Difficult Dialogues" program, as well as with other interested campuses around the country. In particular, UNC-Chapel Hill will share information about DDI with sister institutions [involved in the Ford Foundation initiative nationwide].

Evaluation for Objective 1

(1) Use baseline survey data to compare responses to surveys conducted at later dates (outcome data) to determine if there are changes in student and faculty approaches to dialogues as a result of DDI activities.

(2) Evaluate and perfect "starter kit" materials for participants and moderators using existing approaches developed by the National Issues Forum.

(3) Evaluate effectiveness of "workshop starter kit" by using simple pre-workshop survey and post-workshop evaluations by participants.

Objective 2: *Promote the University's mission, as stated in its charter, of preparing the rising generation for the "honourable discharge of the social duties of life, by paying strictest attention to their education" through encouraging faculty to engage with students in honest and informed discussions of difficult topics.*

The expected outcome of Objective 2 will be faculty with increased abilities to facilitate open, constructive, and informed dialogues with and among students about matters of religious faith and freedom of inquiry. Faculty will also have greater confidence in their abilities to initiate and manage difficult discussions in their classrooms. Activities will be organized and coordinated by Julia Wood, Associate Director of the Institute for the Arts and Humanities, and Ed Neal, Director of Faculty Development in the Center for Teaching and Learning. The Parr Center for Ethics will be closely involved in Objective 2 activities as part of their mission to support and encourage attention to ethics on campus and the broader community, through funding of Faculty Fellows, organizing workshops, and coordinating with other campus units. Programming to develop faculty commitment to and skill in engaging difficult dialogues will begin in Summer 2006 and be ongoing.

Activities for Objective 2

(1) Provide development and training to help instructors and faculty facilitate constructive discussions of controversial issues in their classrooms, and increase faculty's understanding and appreciation of the wide and diverse range of views and opinions held by members of the University community.

(2) Prepare faculty to model (to one another and to students) effective participation in difficult dialogues about religious and cultural issues, so that respect for others is promoted and safeguarded.

(3) Provide to faculty workshops and one-on-one coaching in best practices of facilitating constructive discussion of difficult topics in classrooms and throughout the University community.

(4) Hold campus-wide forums in which highly-respected faculty publicly assert the value of faculty openness to understanding and appreciating religious and ethical beliefs that differ from their own, advocate greater inclusion of dialogues about controversial issues on campus, and explicitly demonstrate application of the principles of academic inquiry to matters of religious faith and

ethical belief. These forums will be recorded so that current faculty and future faculty have access to the models.

(5) Publish articles about the Difficult Dialogues Initiative, including examples of productive classroom dialogues, in campus and community publications.

Evaluation for Objective 2

(1) Numbers and departments of faculty attending workshops, forums, and other DDI events.
(2) End-of-course student evaluations asking whether there were any discussions of controversial issues during classes.
(3) End-of-course student evaluation questions asking what students learned from any classroom "difficult dialogues" and student assessments of such discussions.
(4) Survey of faculty asking if they encourage discussion of controversial issues in classes, their assessments of any such discussions, and their personal comfort level with leading such discussions.

Objective 3: Renovate and enrich the UNC-Chapel Hill curriculum to incorporate more opportunities for faculty and students to discuss diverse opinions, scientific inquiries, religious and spiritual beliefs, and ethics in a respectful environment.

This objective will focus on University classrooms so that freedom of inquiry and respect for diversity can be maintained and enhanced in the intellectual life of the campus. Students and faculty will become better informed about sensitive issues involving religious faith and freedom of inquiry on the University's campus and in our globalized world. While learning the historical tensions and conflicts that have marked the relationship between religion and intellectual life in world history, students will recognize that conflict and silence are not the only ways that religious faith and free intellectual inquiry can interact. Students will develop expressive skills, both oral and written, that they can use to articulate their religious and/or ethical views while recognizing the conscientious claims of those who may differ.

The outcome will be to augment understanding and mutual respect among faculty and students whose views of religion or spirituality may differ markedly. Jay Smith, the Associate Dean for Undergraduate Curricula, will oversee the curricular innovations forecast by the DDI, which will begin in the Spring term, 2006, when course development grants are made available to teams of faculty interested in developing interrelated courses on these themes.

Activities for Objective 3

(1) Use Course Development Grants to increase UNC-Chapel Hill course offerings that highlight themes of religious pluralism and freedom of conscience. To ensure widespread student participation, the new courses will meet various requirements (e.g., Diversity, Global Issues, Moral Reasoning, Literary Analysis) in the University's revised general education curriculum to be implemented in 2006.
(2) Use Course Development Grants to revise and expand the reach of existing courses, such as "Catholicism in America" or "The Liberal Tradition in American Religion."
(3) Conduct workshops for students, faculty, and interested members of the University community that, by building on ideas generated within the classroom, will provide a forum for more intensive exploration of subjects and themes treated in courses.
(4) Create new Course Clusters that (a) stress the many ways in which religious impulses have led to progressive and widely hailed changes in politics, intellectual life, and social policy, and (b) relate the historical (and ongoing) struggles of scientists/intellectuals and broad intellectual

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movements that have been constrained or persecuted by religious authorities. Reflecting the expertise and interests of UNC faculty from a broad range of departments and schools, the clusters will vary widely in subject content, but will likely include the following:

Religion and Social Change: A course cluster that would include a Women's Studies course on "Women and Islam," and a Music course on "Gospel Music in the African-American Community," a History course on "Evangelicals and Social Reform in 19th century America," and a Geology course on "The Earth through Time," and a History course on "Galileo and the Scientific Revolution."

Scientific Discovery: A course cluster that would include a Religious Studies course on "Arabic Science in the Middle Ages," a Geology course on "The Earth through Time," and a History course on "Galileo and the Scientific Revolution."

Evolution: A course cluster that would include a Biology course on "The Evolution of Vertebrates," a History course on "Historical Time," a Psychology course on "Mind and Body," and a Philosophy course on "Selfhood, Mortality, and Identity."

(6) Incorporate into the University Writing Program (a two-semester composition sequence taken by 85% of UNC-Chapel Hill students) a training program for teaching assistants and faculty that will demonstrate how issues of religious belief and freedom of inquiry can be integrated into classroom discussions and writing assignments.

Evaluation for Objective 3

(1) Number and types of new courses developed through Course Development Grants.
(2) Written course evaluation questions asking students to rate the effectiveness of course topics and themes, as well as the effectiveness of discussion techniques used in class.
(3) Exit polls after workshops and forums measuring student opinions about effectiveness and relevance of DDI activities.
(4) Evaluation questions asking students and faculty to rate the effectiveness of Course Clusters.
(5) Evaluation questions asking teaching assistants and faculty to rate the effectiveness of revisions to the University Writing Program.

Objective 4: *Develop extra-curricular student life activities that stimulate informed discussions of controversial subjects and encourage the exchange of ideas and beliefs in a mutually respectful atmosphere.*

This objective will enable students and student leaders to become citizens capable of productive dialogue when confronted with fundamental differences in a pluralistic society. The objective will also institutionalize a structure ensuring that student leaders develop skills and model productive dialogue and dispute resolution techniques when difficult issues on campus arise. It is expected that students will report numerous opportunities to learn the skills of respectful and productive dialogue and facilitation of discussions; students will report a stronger confidence in their own ability to conduct respectful discussions of difficult topics; and student organizations representing different faith or ethnic traditions will interact more productively than in the past. Emerging leaders in these organizations will expect to build bridges with other organizations through the Campus InterFaith Alliance and similar efforts. We also expect that students in the residence halls will report an atmosphere of respectful discussion of faith issues and become aware of the ability of resident advisors and other staff to provide productive assistance when difficult issues arise. Objective 4 activities will be organized and coordinated by Virginia Carson, Director of the Campus Y, with the support of Margaret Jablonski, the Vice-Chancellor for Student Affairs, and Melissa Exum, Dean of Students, beginning in Summer 2006 and continuing.

Activities for Objective 4

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(1) Establish recurring opportunities for student leaders to build relationships among and between various campus organizations, ethnic, and cultural groups that will provide a foundation for dialogue on difficult issues.

(2) Student affairs personnel will support and help to plan workshops for student leaders that focus on the skills of respectful discussion and facilitation of dialogue on difficult issues. Examples are the STRETCH Conference (Students Reaching Toward Change) held in October by Campus Y, Carolina Leadership Development and UNC Student Government; the leadership training for Campus Y officers, co-chairs and various committees (more than 200 students over an academic year); and the organizational training work of the Carolina Union student organization staff.

(3) Student affairs personnel will support and encourage student efforts to build ties among faith organizations, such as the InterFaith Alliance. This new student venture engages all faith-based student organizations in outreach activities and campus discussions of faith issues designed to foster trust and build relationships between and among students of different faiths.

(4) The Department of Housing and Residential Education will expand its training of student and graduate student Resident Advisors in respectful dialogue about faith issues and other difficult topics. The Resident Advisors will then design programming for the students in the residence halls that allows for discussion and debate in a productive manner.

(5) The Dean of Students Office and Student Affairs personnel will institute the Student Organization Council to bring together the elected and emerging leaders of major student organizations on campus for a recurring series of programs. These students will be encouraged a) to build relationships among their organizations that promote productive dialogue on campus around difficult topics and b) to set the expectation that student leaders and organizations encourage and model respectful dialogue.

(6) Campus Y and other major student organizations will design and implement programs open to all students to examine issues of faith in public life, conflicts between faith concerns and the pursuit of research or academic inquiry, and similar topics. Student leaders will model and help the audience practice respectful dialogue about difficult topics.

Evaluation for Objective 4
(1) Participants in the various leadership training efforts such as the STRETCH Conference, student organization training and similar opportunities will assess the increase in their skill levels and confidence in handling difficult issues.

(2) Quantitative measures will assess the number of joint efforts and programs by student organizations of differing faiths, cultural traditions, and/or ethnic composition.

(3) Students in the residence halls will be surveyed regarding their training and participation in discussions of difficult issues and their awareness of resources to assist in such discussions.

(4) Emerging leaders in student life will be surveyed as to knowledge of and expectations about opportunities available to develop and practice skills of productive dialogue and facilitation.

Broad Outcomes Expected from DDI

1. Faculty and students will develop motivation and skills necessary to engage in a free, informed, and respectful exchange of beliefs and ideas in multiple settings on a university campus.

2. Classes and student activities will reflect the University's commitment to open and respectful dialogue on all issues, including those that engage diverse religious beliefs and ethical decisions and values.

UNC Chapel Hill Sustainability Policy

The University of North Carolina at Chapel Hill recognizes that one of the great challenges of our time is to make decisions and investments that simultaneously advance economic vitality, ecological integrity, and social welfare.

In order to support the University community in addressing this challenge, the University is committed to fostering and demonstrating approaches to sustainability. University policies, practices, and curricula should, when possible, embody approaches that reduce life cycle costs, restore or maintain the functioning of natural systems, and enhance human well-being.

Carolina seeks continuous improvement in the planning, construction, and operation of capital facilities; providing transportation systems that support multiple modes of transportation; procuring and managing energy, water, and materials; stewarding natural resources; and researching and teaching sustainability principles and approaches. Budget planning, staffing, metrics of success, and performance reviews reflect these University priorities.

Strategies for achieving sustainability include:

- ➤ Developing and implementing policies and practices that preserve natural resources; conserve energy, water, and materials; reduce waste and emissions; and lessen overall environmental impact;

- ➤ Promoting human health and well-being (e.g., by providing safe and healthy workspaces and residences and developing new bike and walking routes);

- ➤ Developing an understanding of the local, regional, and global impacts of the University's activities on the health of the planet and the well-being of its current and future inhabitants;

- ➤ Fostering linkages among and within campus departments, both operational and academic;

- ➤ Developing and monitoring indicators of progress toward sustainability;

- ➤ Promoting awareness of sustainability goals and fostering sustainability literacy among the entire campus community;

- ➤ Collaborating with off-campus organizations, including local governments, businesses, citizen groups, agencies, and schools in cooperative efforts to provide a healthy regional environment;

- ➤ Advocating for policy change that will allow the support of environmentally and socially responsible companies;

- ➤ Promoting and celebrating accomplishments.

As a leading research university, UNC will influence generations of students and a range of communities from local to global. Campus operations and course offerings that incorporate sustainability will help maintain our competitive edge in recruitment, funded research, and development.

Sustainable Energy, Environment and Economic Development (SEEED)

A NEW CAROLINA RESEARCH AND ACTION INITIATIVE

Sustainable Energy, Environment and Economic Development (SEEED) is a new collaborative initiative that has been formed at UNC–Chapel Hill to address challenges at the intersection of energy, environment and economic development. SEEED brings together experts from the Carolina Center for Competitive Economies (C3E) of UNC's Kenan-Flagler Business School, the Carolina Environmental Program (CEP), and UNC's Department of Public Policy. It will address issues relating to increasing energy costs, global climate change and the imperative for sustainable economic development. Its goal is to formulate solutions to these problems that will also create opportunities for economic development in a context of increasing competition among states and nations.

Participants in this collaboration believe that an effective response both to global warming and to energy costs will require coordinated policies at the community, state, regional, national and global levels. It also must recognize the essential role of economic activity in creating sustainable policies. While the SEEED program's scope covers all levels of governance, it recognizes the unique relationship between The University of North Carolina at Chapel Hill and the citizens of North Carolina. As a result, North Carolina will serve as the collaborative's first full case study for state-level policies to be integrated with community, regional, national and global strategies.

Background

Many parts of the United States will be affected by projected climate changes, as a consequence of their geographic location, natural and built features, and economic base. Rising sea levels are likely to cause increasing flooding on the nation's coastal plains, threatening tourism and fishing economies and port infrastructures. Increased frequency and ferocity of hurricanes,

especially in the Southeast, could inflict tens of billions of dollars in damages. Changing rainfall patterns could significantly affect the viability of current agricultural and forest crops. Large swaths of ecologically sensitive areas are vulnerable to temperature-induced habitat transformation. And changes in weather and climate could have major consequences for the adequacy of water and energy infrastructures, and for the health of children, retirees and other populations. The debate among experts is not about whether these will occur, but rather about where they will occur and how severe they will be. At stake in this warmer world are the protection of ecosystems' and citizens' health, and the ability to sustain economic prosperity in the long run.

The climate changes we are beginning to experience also present a unique opportunity to develop new clusters of businesses and industries related to renewable energy, carbon sequestration, transportation and related applications. Governments around the world have begun to identify such businesses as targets for recruitment and start-up support, and have begun to provide assistance to some of their existing businesses to retool to be competitive in a more carbon-constrained world.

Traditional economic development incentives, transportation, land use and environmental protection policies need to be evaluated in the context of these emerging trends. SEEED will include such evaluations as well, with the goal of formulating alternative regulatory, market-based and voluntary measures if warranted.

The prospect of climate change will interact with other major trends shaping North Carolina's and the nation's economic future as well. Oil and natural gas prices will rise as global demand increases, underscoring the future importance of new energy technologies. Some major traditional industries will continue to decline due to global

Carolina Environmental Program

economic competition and energy costs, increasing the importance of identifying and developing promising new ones. And continued population growth and urbanization will have significant implications for transportation investment, other infrastructure planning, public service delivery and economic development strategies.

The Carolina Center for Competitive Economies (C3E), the Carolina Environmental Program (CEP) and the UNC Department of Public Policy provide a distinctive and strong combination of expertise to address this multi-disciplinary issue that lies at the intersection of the environmental and ecological sciences, engineering, economic development and public policy.

C3E is considered the premier applied research and policy center focusing on economic development in North Carolina. It has conducted economic development studies across the state for seven years, including several pertinent cluster-based analyses such as *Vision 2030* in 2001; the RTRP vision study (2003); the Advantage West vision study (2003); the Northeast North Carolina vision study (2004); and a benchmarking exercise for Advantage Carolina (underway). We will incorporate findings from these and other C3E projects into our climate change and economic development work.

CEP personnel have particular expertise in climate change modeling for policy, carbon-reduction strategies and risk assessment of ecological and human health impacts from climate change. These researchers come from a broadly interdisciplinary faculty network at Carolina. CEP researchers developed the first U.S.-based Carbon Reduction (CRed) program, in collaboration with the home program housed in the United Kingdom. The goal of this initiative is to reduce carbon dioxide emissions by 60 percent over the next several decades.

The UNC Department of Public Policy includes faculty expertise in economic development and environmental policy, including the mitigation of global climate change.

With recognized expertise in sustainable business practices, economic development, public policy analysis and advanced scientific modeling, as well as a history of successful collaboration with each other and other universities, the SEEED faculty research group will develop and carry through the following research and outreach agenda:

- Estimate the major potential costs and benefits of climate change scenarios for North Carolina, the Southeast region and the nation. Those changes affect economic outcomes and business and policy decisions;

- Identify the connections between climate change and economic development for communities in these same regions, and for their major economic sectors;

- Define present best practices and technologies for shifting toward a more sustainable and lower-carbon economy, based on our extensive contacts with institutions around the globe;

- Develop policy options for communities, states, regions and national governments that are proactive rather than reactive, and are best suited to mitigate the effects of climate change; and

- Develop materials for dissemination that can be used to educate legislators, regulators, businesses and the general public about the nature of the problem and what needs to be done to address it.

Elaborating the research agenda

- *Conduct cost-benefit analyses of climate change scenarios and their effects on states, using North Carolina as our first case study.*

While such analyses have been conducted recently for the United States, there are few systematic analyses of the economic costs and benefits associated with potential climate change impacts in specific states, which is the governmental level at which many economic activities develop and are promoted. Nor are there many studies yet of efforts to mitigate and adapt to these potential effects and to generate economic opportunities from them. Several national and regional climate change impact studies will have bearing on this project, and these reports will provide valuable information in the development of our estimates. Much of our intended work in this area will involve compiling and assessing this disparate scientific and economic information, and linking it with information specific to individual state (again, using North Carolina as the first case study), regional and national economies.

- *Identify the connections between climate change and economic development for communities, examining the major economic sectors.*

Climate change and policies to address it have the potential for large impacts on both the economy and the environment. Preparing for climate change now is an opportunity to identify promising new technologies that can be developed, for existing businesses to implement more profitable and environmentally sustainable practices, and for states and the nation to develop an economic and environmental global competitive advan-

tage as anticipated trends unfold. Failing to deal with it proactively could leave states' industries and communities with higher costs and long-term damage to their economic competitiveness and associated quality of life.

- *Research and define present best practices and technologies for encouraging movement to a more sustainable and lower-carbon economy.*

We will analyze the principal economic sectors of the states and nation and determine how well each could potentially utilize available or anticipated technologies and practices as they begin to address climate change. Examples of sectors for potential emphasis could include agriculture and hog and poultry farming, fishing and coastal economies, forestry and tree farming, renewable energy development, traditional energy, high-tech and biotechnology, health care, transportation and tourism. Of related interest will be the opportunities and challenges for urban planning and smart growth and for energy efficiency and conservation.

- *Develop policy options for state, regional and national economic development in anticipation of state and national climate change mitigation policies, potential energy price changes and other anticipated changes.*

Promoting any of these promising new technologies and practices may have implications for local, state and national public policy, and for negotiations between this country and others in the global climate change policy community. Important changes are already visible, largely because of market pressures such as rising oil prices and expectations of future policy change. The key elements of a new national policy framework might well include such changes as binding and gradually tightening caps on greenhouse gas emissions by U.S. businesses, rising taxes on fossil fuel use, subsidies and other incentives for alternative energy sources, tax credits for carbon sequestration, and other related measures. Some states have already introduced policy incentives which could be models for state-level action, or which will affect firms doing business in those states—let alone those engaged in export competition to the European Union and to other countries participating in international greenhouse gas reduction agreements. An anticipatory response by states could help to lower those states' transition costs as businesses begin their adaptation early.

Our research will help to develop the foundations for coordinated state, regional and national climate response plans that recognize the central role of economic development in sustainable policies. It will include a systematic examination of policy initiatives already undertaken by

states, their consequences, and their strengths and weakness as models for consideration in other states such as North Carolina. It will also include examination of state-level policies, and their interactions with national policies, detailing their potential as incentives or barriers for economically beneficial adaptation to anticipated opportunities and risks of climate change. Finally, we will examine how national policies influence the ability of our nation's businesses to respond to changes in the global market as international climate change policies are introduced.

In addition to our research findings, a major activity will be to distill technical scientific and economic data and research into reports that policy makers, businesses and communities can understand and implement. This will be followed by extensive engagement with key policy makers and business communities in the states and nation, creating regional and national forums that place The University of North Carolina at Chapel Hill at the center of a growing community of decision-makers seeking to understand both the economic challenges and opportunities presented by the need to reduce atmospheric greenhouse gases.

Core faculty

Core faculty of the SEEED research group include Michael Luger, director of the C3E and professor of Public Policy, Business and Planning; Richard Andrews, Thomas Willis Lambeth Distinguished Professor of Public Policy and professor of Environmental Sciences and Engineering and of City and Regional Planning; and Douglas Crawford-Brown, director of the Carolina Environmental Program and professor of Environmental Sciences and Engineering and of Public Policy. The group will draw on additional faculty and graduate student expertise as needed.

Michael Luger is director of the Carolina Center for Competitive Economies in UNC's Kenan-Flagler Business School, and professor of Public Policy, Business and Planning. An economist with particular expertise in regional economic development, state and local policy, infrastructure finance, and science and technology policy, he is one of the leading experts on economic development in North Carolina. He also has served as a consultant to the Asian Development Bank, the N.C. Department of Transportation, New York City, the World Bank, Research Triangle Institute, the National Center for Economic Alternatives and the Urban Institute, and has served as an expert witness in North Carolina and Pennsylvania. He also has taught in UNC's Department

of City and Regional Planning and in the Economics Departments of Duke University and the University of Maryland. For further information: *http://www.kenan-flagler.unc.edu/KI/econDevelopment/econDev.cfm.*
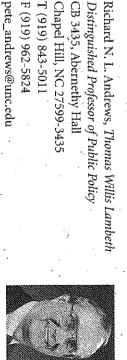
Richard (Pete) Andrews is Thomas Willis Lambeth Distinguished Professor of Public Policy in the Department of Public Policy, Department of Environmental Sciences and Engineering, Department of City and Regional Planning, and Carolina Environmental Program. An expert on environmental policy and planning, his research areas include U.S. and comparative environmental policy and the roles of environmental considerations and of public policy influences in business decision-making. His recent studies include a book on the long-term historical development of U.S. environmental and natural resource policies, a research program on voluntary environmental performance improvement initiatives by businesses, studies on sustainable business enterprises, and a current project on the development, implementation and impacts of the North Carolina Clean Smokestacks Act. He was a senior staff member and drafter of the NC 2000 report (*The Future of North Carolina*), and has also taught and conducted research at the University of Michigan School of Natural Resources and as a guest professor at the leading business universities in Vienna, Prague, Sophia (Bulgaria) and Bangkok. For further information: *http://www.unc.edu/~andrewsr/.*

Douglas Crawford-Brown is director of the Carolina Environmental Program and professor in the Departments of Environmental Sciences and Engineering and of Public Policy. His research expertise includes environmental modeling of the carbon cycle, risk assessment, and the role of environmental science and philosophy in public policy. His research focuses on risk assessment in support of water and air quality policy, on policy simulations for global warming, and on the relationship between risk, policy and law in the U.S. and European Union, including current studies on local and regional carbon reduction strategies in the United Kingdom and the United States. He directs the CEP Field Site in International Environmental Assessment and Energy Policy at Cambridge University in the

United Kingdom, where he and his team are assisting the Cambridge Sub-region in developing policies for a 60 percent reduction in carbon dioxide emissions by 2025. He directs a similar effort in North Carolina. For further information: *http://www.unc.edu/~dcrawfor/doug.htm.*

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Credits

This document is a collaboration between the CEP, the Carolina Center for Competitive Economies (C3E), and the Department of Public Policy.