

MEETING OF THE GENERAL FACULTY AND THE FACULTY COUNCIL

Friday, October 11, 1996, 3:00 p.m.

* Assembly Room, 2nd Floor, Wilson Library *

Chancellor Michael Hooker will preside. Attendance of elected Council members is required.

AGENDA

- I. Memorial Resolution for the late Robert Addison Bain: Joseph M. Flora, Chair, Memorial Committee.
- II. Introduction of Dr. Susan T. Kitchen, Vice Chancellor for Student Affairs: Chancellor Michael K. Hooker.
- III. Remarks by Chancellor Hooker.
- IV. Question Period. [The Chancellor invites and responds to questions and comments on any topic.]
- V. Presentation of the Hettleman Awards: Chancellor Hooker.
- VI. Chair of the Faculty Jane D. Brown.
- VII. Mr. Aaron M. Nelson, Student Body President.
- VIII. Briefing on Faculty Council procedures, and expectations: Joseph S. Ferrell, Secretary of the Faculty.
- IX. Final action on *Faculty Code* Amendment concerning voting and office-holding privileges by fixed-term faculty on standing committees: James L. Peacock, Chair, Committee on University Government. [Attached to September Agenda]
- * X. Resolution on Privatization: Jane D. Brown.
- XI. Annual Reports of Standing Committees:
 - * A. Advisory Committee on Undergraduate Admissions (includes resolution): Stephen S. Birdsall, Chair.
 - * B. Athletics: Frederick O. Mueller, Chair.
- XII. Task Force on Intellectual Climate: Pamela J. Conover, Chair.
- XIII. Old or New Business.

Joseph S. Ferrell
Secretary of the Faculty

* Copies of these documents are being circulated to all members of the Faculty Council and to Chairs and Deans, so that all faculty members may have the opportunity to read them. Council members: please bring your copies to the meeting and discuss with your constituents ahead of time.

THE DUE DATE FOR THE NEXT MEETING OF THE AGENDA COMMITTEE IS OCTOBER 18.

COUNCIL MEMBERS: PLEASE REMEMBER TO SIGN THE ROLL AND FIND YOUR NAME TAG ON THE TABLE AT THE FRONT OF THE ROOM, AND TO SIT IN THE FIRST THREE ROWS.

A RESOLUTION AMENDING THE FACULTY CODE OF UNIVERSITY GOVERNMENT TO EXTEND VOTING FACULTY PRIVILEGES TO CERTAIN FIXED-TERM FACULTY, TO ESTABLISH ADDITIONAL QUALIFICATIONS FOR ELECTION TO CERTAIN POSITIONS, AND TO EXPAND THE MEMBERSHIP OF THE FACULTY GRIEVANCE COMMITTEE.

Section 1. General requirements for voting and office-holding.

(a) Section I.D. of the *Faculty Code*, as amended on February 23, 1996, is rewritten to read:

~~"Except as otherwise provide in this Code, the right to vote for and hold offices established by the Code is limited to members holding faculty ranks of Professor, Associate Professor, Assistant Professor, and Instructor and those librarians who are members of the General Faculty. Except as otherwise provided in this Code, the Voting Faculty comprises (i) all members of the General Faculty having tenured or probationary-term appointments, (ii) librarians who are members of the General Faculty, and (iii) fixed-term faculty whose positions satisfy the following criteria:~~

- a) ~~The position is for full-time service and is not a visiting appointment; and~~ ^{employ/visit +} include
- b) ~~The duties of the position are primarily teaching, research, or both; and~~
- c) ~~The actual or anticipated length of service in the position is at least three years. This criterion is satisfied if (i) the current term of appointment is for three years or more, or (ii) the appointment is a renewal appointment to the same position and the combined length of the current term and the immediately preceding terms is three years or more.~~

Only members of the Voting Faculty are eligible to hold offices established by the Code."

(b) Section II.D.(2.1) of the *Faculty Code*, as enacted on February 23, 1996, is repealed.

Sec. 2. Chair of the Faculty. [deleted by Amendment]

Sec. 3. Secretary of the Faculty. The second sentence of Section III.B.2 of the *Faculty Code* is rewritten to read:

"The Advisory Committee shall nominate one member of the faculty having permanent tenure to the Faculty Council, which, after opportunity has been given or nominations from the floor, shall proceed to elect a Secretary of the Faculty.

Sec. 4. Advisory Committee. [deleted by Amendment]

Sec. 5. Faculty Grievance Committee. Section IV.B.(1)(d)(i) of the *Faculty Code* is rewritten to read:

"(i) The Faculty Grievance Committee shall consist of nine-ten elected members. At all times three of the members shall have been Professors when elected, three shall have been Associate Professors, ~~and three~~ shall have been Assistant Professors, and one shall have held a fixed-term faculty appointment. A member's promotion in rank during a term of office shall not terminate his or her membership. The term of office shall be three years. One Professor, one Associate Professor, and one Assistant Professor shall be elected each year. One person holding a fixed-term appointment shall be elected in 1997 and every third year thereafter."

Sec. 6. College of Arts & Sciences.

(a) Section VI.D.(7) of the Faculty Code is rewritten to read:

"7) All members of the General Faculty holding appointments in the departments within the College of Arts and Sciences are members of the Arts and Sciences Faculty. Only members holding the faculty ranks of Professor, Associate Professor, Assistant Professor, and Instructor have the right to vote for and hold the offices of Division Chair and Vice Chair."

(b) Section VI.E.(4) of the Faculty Code is rewritten to read:

"4) The Chair, after consultation with the Voting Faculty of the department (as defined in Section I.D. of the Faculty Code) shall: (i) prepare and transmit the departmental budget; (ii) formulate and administer departmental personnel policies, including recommendations for appointments, increases, and promotions, provided that in making such recommendations, consultation shall be required only with the assembled full professors; (iii) prepare programs of course offerings and schedule the duties of the departmental staff; (iv) formulate and implement educational policies; and (v) maintain instructional facilities, including library resources."

(c) Section VI.E.(5) of the Faculty Code is rewritten to read:

"5) The Department shall hold regular meetings at least once every three months. Special meetings may be called by the Chair. He or she shall call a special meeting upon the request of one-half of the voting members of the department. The Chair shall preside at all meetings. A Secretary of the departmental faculty shall be elected by the Department and shall keep an accurate record of its proceedings. Those members of the department who are members of the Voting Faculty as defined in Section I.D. of the Faculty Code shall vote in departmental meetings or on departmental matters, except that voting privileges with respect to matters affecting faculty appointments, reappointments, and promotions shall be limited to members holding tenured or probationary-term appointments."

Sec. 7. This amendment shall not affect the eligibility of any person holding office on July 1, 1996, to complete the term to which he or she was elected.

Sec. 8. Upon final approval, this resolution shall become effective retroactively for all elections and appointments conducted or made pursuant to the Faculty Code on or after July 1, 1996.

Oct. 11, 1996

CHANCELLOR'S TASK FORCE ON INTELLECTUAL CLIMATE

Chair: Pamela Conover, Political Science, CB#3265, 2-0424, conover.ham@mhs.unc.edu

FACULTY ROLES AND REWARDS

This committee will seek to: (1) identify the kinds of activities and behaviors that are rewarded now, with what, and by whom; (2) identify key changes in the present reward system that would have the greatest influence on faculty activities; (3) propose innovative reward structures for departments and individual faculty who engage in activities that enhance the intellectual climate; and (4) devise ways to modify expectations within the local culture about faculty life cycles and responsibilities. **CHAIR:** Laurie McNeil, Physics and Astronomy, CB# 3255, 2-7204, mcnell@physics.unc.edu

FIRST YEAR EXPERIENCE

This committee will focus on the socialization process in intellectual skills and attitudes from high school to the college setting. The purview of this committee is thus wide-ranging, with the following broad themes to be addressed through three interacting subcommittees: (1) Student Recruitment Through Orientation (how can we maximize learning skills and seriousness of academic purpose?); (2) Freshman Academic Programs (how can we strengthen student-faculty contact and nurture students' power of analytic thinking and powers of expression?); and (3) Living and Learning or the Extra-Academic Experience (how can we best make a variety of campus resources available to First Year students? Is there a role for a Freshman Campus?) **CHAIR:** Leon Fink, History, History, CB# 3195, 2-8080, lfink.ham@mhs.unc.edu

IN THE CLASSROOM

This committee will focus on institutional issues which facilitate or impede student-faculty interaction in the classroom. Our objective is to find mechanisms which can support new and existing efforts to provide a strong educational environment -- one which emphasizes learning how to learn, active student roles in inquiry oriented courses, and independent student scholarship. We will examine ways to use electronic technology to enhance student-faculty interaction and to expand educational services to the North Carolina community. We will also explore institutional devices which would support a continuing reexamination of the educational milieu, as well as those which could be useful in the facilitation and evaluation of educational innovations. **CHAIR:** Marshall H. Edgell, Microbiology and Immunology, CB# 7290, 2-0147, marshall@med.unc.edu

OUTSIDE THE CLASSROOM

This committee will identify current obstacles to intellectual exchanges outside the classroom and also identify examples of such exchanges that now exist. The committee will then suggest ways to enhance faculty-student exchanges in venues outside formal instruction (e.g. residence halls, Greek system, coffee houses, bookstores, advising system); it will also propose strategies to foster participation in informal discussions and public events (e.g. visiting speakers, conferences, plays and concerts). **CHAIR:** Lloyd Kramer, History, CB# 3195, 2-5554, lkramer@unc.edu

PUBLIC SPACES

This committee will identify the kinds of public space needed to facilitate intellectual discourse and faculty/student contact on campus at various scales: within departments, among departments and disciplines, and across the university. After assessing the availability and accessibility of public space, it will develop recommendations for future planning of space utilization and development that better support intellectual engagement on campus. **CHAIR:** Melinda Meade, Geography, CB# 3220, 2-3922, meade@geog.unc.edu

SERVICE AND COMMUNITY BASED LEARNING

The goal of this committee is to positively affect the intellectual climate of undergraduates at UNC-CH by increasing the availability of service learning experiences; improving the quality of service and community-based learning opportunities; and enhancing the ability and motivation of faculty to integrate these kinds of learning experiences into their teaching and courses. Service learning and other community-based learning allow students to make meaningful contributions to the community; apply classroom knowledge to real-life problems; improve and promote citizenship; and enhance self-esteem and career development. **CHAIR:** Donna Lefebvre, Political Science, CB#3265, 2-0429, lefebvre@nando.net

PLEASE JOIN IN A CAMPUS-WIDE DISCUSSION OF THESE ISSUES BY CONTACTING ANY OF THE ABOVE COMMITTEE CHAIRS OR ACCESSING THE TASK FORCE'S WEB PAGE: <http://www.unc.edu/campus/signs/fcc/>

CHANCELLOR'S TASK FORCE ON INTELLECTUAL CLIMATE

Committee Memberships

FACULTY ROLES AND REWARDS

Carl Bose (Pediatrics); Larry Churchill (Social Medicine); Janice Dodds (Nutrition); Jack Evans (Business); Darryl Giess (English); Berton Kaplan (Epidemiology); Laurie McNeil (Physics and Astronomy); Jim Peacock (Anthropology); George Rabinowitz (Political Science); Allan Steckler (Health Behavior and Education); Ruel Tyson (Religious Studies); Judith Wegner (Law); Brent Wissick (Music)

FIRST YEAR EXPERIENCE

Robert Adler (Business); Bobby Allen (Honors Program); Tomas Baer (Chemistry); Margaret Barrett (Student Affairs); Doris Betts (English); Leon Fink (History); Helen Hills (Art); Dionysios "kie" Kakouras (undergraduate student); Robert Kirkpatrick (English); Mark McCombs (Math); Pip Merrick (Biology); Ed Neal (Center for Teaching and Learning); David Reckford (undergraduate student); Dwight Rogers (Education); Chandra Taylor (undergraduate student); Wayne Thompson (University Housing); Bryan Winbush (undergraduate student)

IN THE CLASSROOM

Arten Anderson (post-doctoral fellow, Physics); Martha Arnold (Center for Teaching and Learning); Deborah Bender (Health Policy and Administration); David Dill (Public Policy); Marshall Hall Edgell (Microbiology and Immunology); Howard Fried (Biochemistry and Biophysics); William Glaze (Environmental Sciences and Engineering); Marcia Harris (Student Affairs); Reginald Hildebrand (African and Afro-American Studies); Donald Hornstein (Law); Janet Knight (undergraduate student, Biology); Stuart Macdonald (Political Science); Ellen Peirce (Business); Patricia Pukkila (Biology); Joe Schuch (OIT)

OUTSIDE THE CLASSROOM

John Blanchard (Director of Athletic Academic Affairs); Marya DeVoro (graduate student, English); Erica Eisdorfer; Laurel Files (Health Policy and Administration, and Associate Dean of the Graduate School); Miles Fletcher (History, and Associate Dean for Honors); Karla Henderson (Recreation and Leisure Studies); Gerald Horne (History, Communication Studies, and Director of the Black Cultural Center); Lloyd Kramer (History); Sheng Lee (undergraduate student); Donald Luse (Director of the Student Union); Sarah Manekin (undergraduate student); Della Pollock (Communication Studies, and Director of the Cultural Studies Program); Marilyn Scott (German); Wayne Thompson (University Housing); Oliver Wagner (Campus Ministries); James Whittle (undergraduate student); Carolyn Wood (Ackland Art Museum); Candice Wooten (undergraduate student)

PUBLIC SPACES

Phil Berke (City and Regional Planning); Thomas Clegg (Physics and Astronomy); Norris Johnson (Anthropology); Vincent Kopp (Anesthesiology); Wayne Kuncel (Student Affairs); Melinda Meade (Geography); Aaron Nelson (Student Body President); Susanna Rinehart (Dramatic Art); Thomas Sayre (alumnus); Elin Slavick (Art); Robert Vanderbeck (graduate student); Reyna Walters (undergraduate student)

SERVICE AND COMMUNITY BASED LEARNING

Diane Calleson (graduate student, and Public Service Roundtable); Linda Carl (Service Learning Coordinator in the Office of Vice-Chancellor of Health Affairs); Carolyn Cooper (Nursing); Heidi Fleischhacker (undergraduate student); Zenobia Hatcher-Wilson (Director of the Campus Y); Takie Hondros (undergraduate student, co-president of the Campus Y); Donna Lefebvre (Political Science); Jim Leloudis (History); Mary Morrison (a.p.p.l.e.s. Director); Erin Parrish (undergraduate student, a.p.p.l.e.s. coordinator); Joel Schwartz (Political Science); Mike Smith (Director of the Institute of Government); Rachel Willis (Economics); Cindy Wolf-Johnson (Director of the N.C. Fellows and Leadership Office/Student Affairs)

October 11, 1996

General Faculty and Faculty Council Meeting

A RESOLUTION CONCERNING PRIVATIZATION

RESOLVED that the Faculty Council endorses the resolution on privatization adopted by the Employee Forum on May 1, 1996.

Discussion: The Employee Forum has urged that any market-based privatization efforts undertaken by the University be guided by certain principles, and that efforts to realize savings through privatization should not result in less favorable wages, benefits, or working conditions for employees. It is appropriate that the Faculty Council, acting on behalf of the General Faculty, join with the Employee Forum in affirming those principles and opposing actions detrimental to University workers.

A copy of the Employee Forum resolution is attached.

**RESOLUTION OF THE EMPLOYEE FORUM
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

May 1, 1996

WHEREAS, the Mission of the Employee Forum is to address constructively the concerns of the Employees of the University of North Carolina at Chapel Hill; and

WHEREAS, the primary purpose of these Employees' work is to support the University's mission to discover and disseminate knowledge; and

WHEREAS, in fulfilling this mission the University justifiably seeks the most effective and efficient means available, including searching for those opportunities where privatization might be beneficial; and

WHEREAS, the Administration, faculty, and Employees of the University are in the primary position to determine where these opportunities may exist; and

WHEREAS, as a public organization, the University serves as a model of the State's social and cultural values; and

WHEREAS, the University must balance and blend the values of economic efficiency with values of justice, education, social responsibility and its responsibilities as a model Employer, in order to maintain the positive sense of community that has pervaded campus life;

THEREFORE BE IT RESOLVED that in utilizing competitive, market-based privatization efforts four principles must guide the University's actions:

1. Privatization must be based on clearly defined goals including quality and cost-effectiveness criteria rather than ideology. How best to handle or deliver a service must be based on the specific conditions and values served by each program, including both tangible and intangible aspects.
2. Privatization must be based on a long-term perspective rather than focused on short-term gains. Consideration must be given to the organizational knowledge that long-term Employees bring to the University's core educational functions.
3. Privatization must include adequate monitoring and auditing provisions.
4. Decisions on privatization must take into consideration not only the impact on the University but also the impact on Employees affected and the public at large. The decision-making process must be open and should include wide participation from the University community. Decisions must remain open to influence by the University community and support values espoused by that community.

BE IT FURTHER RESOLVED that the Employee Forum strongly opposes efforts to realize savings through cuts in the wages, benefits or working conditions of University workers resultant from the privatization process.

October 11, 1996

Advisory Committee on Undergraduate Admissions

Ex-Officio Committee, Chair of Faculty
1995-96 Annual Report

Members: Stephen Birdsall (Chair)-(Tenure as Dean); Donald Jicha (Tenure as Associate Dean-General College); Craig W. Turner (Vice Chair-Fine Arts, 1994-97); David Halperin (Vice Chair-Humanities 1995-98); Lawrence G. Rowan (Vice Chair-Basic & Applied Natural Sciences, 1994-96); Stanley Black III (Vice Chair- Social Sciences, 1994-97); William A. Campbell (Academic Dean-Sch. Pharmacy, 1993-96); Barbara Moran (Academic Dean-Sch. Information and Library Science, 1995-98).

Ad Hoc Members: Peter Coclanis (Tenure as Assoc. Dean-General Education); John Edgerly (Director-U. Counseling Center, 1994-97); John Evans (Sch. Business, Tenure as ACC/NCAA Faculty Rep.); Soyini Madison (Communications Studies, 1995-96); Frederick Mueller (Phys. Ed.-Tenure as Chair of U. Faculty Committee on Athletics); Dixie Spiegel (Sch. Education, 1995-96); Warren Wogen (Mathematics, 1995-96).

Ex Officio Members: Edith Wiggins (Tenure as Interim VC & Dean-Student Affairs); Jane Byron (Director-Learning Disabilities Center, 1994-97); Carolyn Cannon (Tenure as Assoc. Dean-Academic Services); James Walters (Tenure as Director-Undergraduate Admissions); David Lanier (Tenure as U. Registrar), Laura Thomas (Tenure as Director of Disability Services); Eleanor Morris (Tenure as Director-Student Aid Office); Herbert Davis (Tenure as Assoc. Director-Undergraduate Admissions); Barbara Polk (Tenure as Assoc. Director-Undergraduate Admissions); Anthony (Tony) Strickland (Tenure as Assoc. Director-Undergraduate Admissions); Sue Klapper (Tenure as Asst. Director-Undergraduate Admissions); Victoria Pineles (Tenure as Asst. Director-Undergraduate Admissions); Timothy Sanford (Tenure as Director-Institutional Research).

Members leaving committee during past year: None.

Meetings during past year: 9/13/95; 10/11/95; 11/15/95; 2/15/96; 4/17/96

Report prepared by: Stephen S. Birdsall, Dean (Chair), and James Walters, Director of Undergraduate Admissions

Committee charge: Approves policies and procedures applicable to the Undergraduate Admissions Office which are not inconsistent with policies adopted by the Board of Trustees or applicable faculty legislation.

Previous Faculty Council questions or charges:

Complete review of University self-study issues, i.e., consider the effectiveness of current admissions criteria.

Report of activities:

[See comparative statistics (attached).]

[See the Office of Undergraduate Admissions 1995-96 Annual Report for additional information (attached).]

1. Conducted annual reviews of admissions actions by the Admissions Subcommittees on Athletics, Persons with Disabilities, Exceptional Minorities, and review of the business of the Sub-Committee on Professional School Admissions Policies.
2. Discussed the implications for admission of undergraduates should a decision be made to increase undergraduate campus enrollment significantly.
3. Heard a presentation by Professor Plante (Mathematics) concerning the basic mathematical skills of first-year students and the relation between the level of such skills and placement tests used to evaluate the students. Following discussion, the committee concluded that, effective with the entering freshman class of fall 1997, students will be required to present the results of the SAT Math Level II examination prior to enrollment.
4. Discussed the remaining issue raised in the University self-study, namely the effectiveness of current admission criteria. Current criteria include a weighting of high school class rank, grade point average, difficulty of the high school curriculum taken, SAT scores, the quality of a written essay, and indicators of extracurricular activities and evidence of leadership. These factors are combined to establish an Admissions Index. The Index is calibrated with the grade point average of students from the same high school at the end of the first year at UNCUT, not the graduation rate of these cohorts, as stated in the self-study. Following the first year at UNC-CH, other factors local to the University or particular to the student become more important than high school measures. Following discussion the Committee endorsed the existing criteria as an effective way to evaluate potential success at the University, based on the students' high school records.

Resolution for action by Faculty Council:

That the Faculty Council endorses the value of continuing faculty involvement in Admissions Office recruitment efforts directed toward top student applicants.

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
1992-1993-1994-1995-1996
FRESHMAN CLASS PROFILE DATA

I. Application Data

	APPLICATIONS						ADMITS						MATRICULATIONS					
	1992	1993	1994	1995	1996		1992	1993	1994	1995	1996		1992	1993	1994	1995	1996	
Total	16580	15041	15661	16063	15799		5735	5997	6142	5570	5825		3211	3331	3497	3238	3276	
<i>FRESHMAN</i>																		
% Change 1991-92-93-94-95	+7.50%	-9.29%	+3.96%	+2.51%	-1.70%		+4.80%	+4.37%	+2.69%	-9.32%	4.40%		+2.15%	+3.61%	+4.75%	-7.41%	1.20%	
<i>SUB GROUPS</i>																		
In-State	6418	6138	6701	6739	7098		4122	4197	4369	4175	4279		2615	2658	2757	2677	2656	
Out-of-State	10162	8903	8960	9324	8701		1613	1780	1773	1395	1546		596	673	740	561	620	
African American	1249	1244	1453	1533	1590		702	690	804	725	748		347	360	440	393	387	
Asian American	945	1092	1138	1070	1096		313	396	387	284	354		134	177	192	159	179	
Native American	94	70	70	101	91		52	39	39	59	48		27	21	20	30	22	
Puerto Rican/Hispanic	340	344	342	366	415		60	78	61	62	91		30	30	27	30	39	
Total	2999	3011	3011	2591	2417		1310	1329	1242	1244	1204		773	955	894	908	928	
<i>TRANSFERS</i>																		
% Change 1991-92-93-94-95	-4.37%	+40%	0%	-13.95%	7.20%		+31.61%	+1.43%	-7.0%	+1.7%	3.30%		+11.39%	+19.06%	-6.8%	+1.55%	+2.20%	

II. Freshman Class School Background

	1992	1993	1994	1995	1996
NC Public School Graduates	2375	2345	2485	2364	2328
Out-of-State Public Graduates	391	545	546	442	490
Private/Parochial School Graduate	393	416	404	407	418
Foreign/Service Dependent School	52	25	62	25	40

III. Freshman Class Distribution by Sex

	1992	1993	1994	1995	1996
Men	1245	1275	1436	1250	1208
Women	1966	2056	2123	1998	2068

IV. Percent of Admitted Who Enrolled Freshman

	1992	1993	1994	1995	1996
North Carolina	63%	63%	63%	64%	63%
Non-Residents	34%	36%	41%	39%	38%
Non-Residents (Alumni)	55%	54%	55%	51%	53%
TOTALS	56%	56%	57%	58%	58%

V. High School Senior Class Rank

	1992	1993	1994	1995	1996
Top Tenth	2456 (76.5%)	2341 (70.3%)	2529 (72.3%)	2378 (73.4%)	2378 (73.0%)
Second Tenth	515 (16.0%)	633 (19.0%)	706 (20.1%)	617 (19.0%)	612 (19.0%)

VI. SAT Means

1991 - 1120
1992 - 1122
1993 - 1126
1994 - 1128
1995 - 1142
1996 - 1222

VII. Freshman Class Distribution by Residency

	1992	1993	1994	1995	1996
NC Residents	2615	2659	2753	2677	2655
Non-Resident Alumni	131	109	108	90	516
Non-Residents	465	563	636	471	105
TOTAL Class	3211	3331	3497	3238	3276

TOTAL Alumni Children	532	541	528	442	478
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Source: Office of Admissions and Office of Institutional Research

OFFICE OF UNDERGRADUATE ADMISSIONS

ANNUAL REPORT
1995-1996

ADVISORY COMMITTEE ON UNDERGRADUATE ADMISSIONS

Office of Undergraduate Admissions

Annual Report for 1995-1996

I. Introduction

The Office of Undergraduate Admissions at the University of North Carolina at Chapel Hill is responsible for the recruitment of all undergraduate students and the processing of all undergraduate applications for admission to the University. For the past year, this included processing 18,216 undergraduate applications from international and domestic freshman and transfer applicants. This also included processing 137 applications for admission to the Continuing Studies Division and 970 readmission applications.

Recruitment efforts included high school visitations, college day and night programs, admissions presentations, mailings and correspondence to targeted groups, and on-campus visitation programs.

II. Mission

The mission of the Office of Undergraduate Admissions is to admit academically talented students with diverse characteristics and distinctive qualities who will benefit from and contribute to the intellectual environment of the University.

III. Freshman Admissions

The Office of Undergraduate Admissions received 15,799 applications for admission to the freshman class. This number is 1.7 percent less than the number of students who applied for admission in 1995. North Carolina residents increased to 7,098 compared to 6,739 the previous year.

Each application was considered on the basis of rank in class, difficulty of courses selected, grade average, competition within the school, evidence of substantial leadership or involvement in the school and community, recommendations, and standardized test scores. Admission was granted to 5,825 freshman applicants, and 3,276 enrolled. The percentage of students granted admission who enrolled for the fall 1996 semester was 56.2 compared to 58.1 for 1995.

Scholastic Aptitude Test scores for the 50th percentile of enrolled freshmen was 1,222 (recentered SAT scale), compared to 1,142 in 1995. Of the enrolled new freshmen for whom class rank was reported, 2,378 graduated in the top tenth of their high school class and 612 graduated in the second tenth.

It is interesting to note that since 1984 the average SAT score for the entering freshman class has risen each year and the number of students in the top 10 percent of their class has risen from 61 percent to 74 percent.

IV. Transfer Admissions

The junior transfer class was one of the more academically qualified to enroll in recent history. In general, North Carolina residents who enrolled in the Division of Academic Affairs presented 3.0 grade point averages or better.

We received 2,417 sophomore and junior transfer applications for 1996. Of these applicants, 1,213 were either denied admission for academic reasons, space limitations, or withdrew their application. A total of 900 transfer spaces were available for the 1996 fall term.

V. Class Distribution by State of Residence, Sex and Race

Of the 3,276 freshmen, 2,677 were residents of North Carolina. The 1996 entering freshman class was composed of 2,068 women and 1,208 men as compared to the 1995 entering freshman class which was composed of 1,988 women and 1,250 men.

For the 1996 entering freshman class, we received applications from 1,590 black students. Of these, 748 were granted admission and 387 enrolled. For the 1995 freshman class, we received 1,533 applications from black students. Of these, 725 were granted admission and 393 enrolled. The University continues to provide a summer academic program (the Bridge Program) for minority and disadvantaged students. During the summer of 1996, 60 members of the 1996 entering freshman class participated in the Bridge Program.

VI. Recruitment Functions

The Undergraduate Admissions Office is pleased with the successes of this past year, and hopes to continue with programs that will attract top students to the campus.

A. High School Visitation/College Day/Night/Fair Programs

During the fall of 1995, the admissions staff visited high school students and counselors and participated in 180 college day/night programs. These programs allowed us to visit with students from 353 public and private high schools across North Carolina.

In addition, during the fall of 1995 and through the following spring, members of the admissions staff participated in 42 special admissions presentations, parents night programs, and guidance counselor workshops.

B. Community College Visitation

We visited 38 North Carolina junior and community colleges to answer questions from students or college administrators. We distributed course planning outlines during the college day programs to prospective transfer students and to community college and two-year school counselors.

C. Campus Visitation

1. Tour Guide Program

Last fall was the eighth year we instituted an application, interview, and selection process for our new tour guides. Our five member Tour Guide Advisory Board, together with staff members in Undergraduate Admissions, interviewed and selected 30 outstanding new guides from an applicant pool of 130. The new guides underwent two intensive training periods and accompanied experienced guides on campus tours before being scheduled for their own tours.

We had 65 tour guides who volunteered their time and conducted over 1000 regularly scheduled tours and over 50 specially arranged tours last year.

2. Group Information Sessions for Prospective Students

Over 26,000 people visited the Office of Undergraduate Admissions last year and 14,400 of them attended our information sessions. These sessions were given by the admissions staff ten times a week throughout the year.

D. Prospect File and High Ability Recruitment

The number of annual records residing on the Prospect File this year totaled 134,281. This file is comprised of all individuals who have requested information about the University as well as high school students who have sent their SAT and/or ACT test score results to us.

We answered 62,200 requests from prospective students, parents, organizations, and others interested in admissions materials and academic information about the University. All individuals who called or wrote for information, visited the campus, or were personally contacted by Undergraduate Admissions were placed on our prospect file.

Increasing our yield of high ability students is crucial to maintaining the quality of the class. We are fortunate to have an in-house analyst who wrote the programs to implement the following recruitment programs:

1. Targeted Correspondence

Our goal was to make these students aware of the University's outstanding reputation and encourage them to visit the University, to talk to our admissions staff, students, and faculty. Listed below were the targeted groups who were sent personalized letters, applications with descriptive brochures, and course descriptions.

- a. 783 high scorers on the PSAT, who indicated UNC-CH as one of two colleges in which they are interested.
- b. 118 North Carolina National Achievement Semifinalists/Commended Students.
- c. 385 North Carolina National Merit Semifinalists.
- d. 13,889 North Carolina juniors who send us SAT/ACT scores.

2. Carolina Contact

Carolina Contact is now in its thirteenth year. Personal letters were sent from UNC-Chapel Hill students to over 800 admitted high school seniors who were in the top one-third of our admitted group, based on a combination of rank, SAT, leadership, and course selection. These letters included an acknowledgement of the seniors as excellent students whom the University was anxious to enroll. We believe contact with superior Carolina students who have common interests and experiences provided the biggest incentive for our targeted high school seniors to choose Carolina.

Over 450 of these high-achievers attended two on-campus programs in March and April. Seventy-eight percent (78%) of these high ability students who attended Carolina Contact enrolled. Activities included a luncheon with faculty members, campus tours, and individual sessions with faculty members in the students' chosen academic areas. In a fair-like setting academic advisors, University representatives from Honors, Scholarships and Student Aid, Housing, Career Planning and Placement, and students from campus organizations were available to explain programs and answer questions.

3. Carolina Close-Up

For the fifth year, the Office of Admissions sponsored three "Carolina Close-Up" campus visitation days in March and April, 1996. Each session was booked with between 300 and 500 accepted freshmen and parents in attendance. The program includes tours, academic information sessions and an enrolled student information panel. The program was targeted to increase the enrollment yield of our admitted freshmen, in addition to providing good information to students and their parents.

E. Publications

The Office of Undergraduate Admissions, in conjunction with the Offices of Publications and Design Services, will continue to upgrade our existing family of publications.

We revised the information included in our acceptance packet to newly admitted freshmen and transfers. A detailed brochure entitled Now That You Have Been Admitted... These Are The Steps To Follow, outlines in concise steps the enrollment process for new students. In this same packet we included Student Health's medical history form, an updated General College Sheet and redesigned the Enrollment Deposit Card. This information was sent to students with their letter of acceptance in a newly designed window envelope.

Our freshman class profile brochure was updated and distributed to North Carolina guidance counselors, out-of-state counselors who requested applications, and campus officials.

During 1995-96, we rewrote and redesigned our admission viewbook, and application packet. A two year supply of these top quality materials came off the press in May, 1996. Also our application of admission materials for international students was rewritten and designed.

We rewrote and redesigned our invitation to the Carolina Contact and Carolina Close-Up programs. Carolina Contact is our recruitment program for our top-flight students. Carolina Close-Up is our yield visitation program for the remainder of our admitted accepted freshman pool.

New in 1995 was a totally revamped brochure for the University's ever-increasing multicultural populations. It is an exciting piece and a long overdue effort, last printed in 1988. A full color piece, the brochure highlights the University's commitment to achieving excellence by attracting the brightest students from all segments of the population. The piece brings the University to the pinnacle of publications and marketing success. The brochure will be updated, improved, and reprinted in 1997.

Also new for 1996 was a campus visitation brochure which is a colorful visitor's guide to UNC for prospective students and their families. This piece expands upon a "personalized" form letter which confirms a visitor's time of arrival along with other pertinent details regarding a scheduled campus tour and group information session.

We sent a summer mailing to over 9,000 rising North Carolina seniors who sent us SAT/ACT scores in the spring. In our mailer we thank them for sending their scores to Chapel Hill and invite them to visit our campus for a tour and information session.

We continue to print academic information on each undergraduate major as described in the General College's Undergraduate Majors Manual. This information has been well received by prospective students and is available in a self-serve information center in our reception area along with applications and other academic information.

We will continue to send a letter to children of alumni parents applying for freshman admission over the Director of Admissions' signature. Our objective is to give alumni children and parents at the beginning of the application process a better understanding of freshmen admissions and alumni ties consideration.

We will resume our agreement with The College Digest by contributing timely articles and significant profiles of the many facets of the University to this national publication for the college-bound high school student. The New York based magazine presents nearly 50 top ranked institutions from across the United

states to a variety of high school audiences, including special editions for minority populations.

F. Alumni/Admissions Letter Program

Special letters are written to sons and daughters of UNC alumni when their applications for admission are received. A special letter is sent to the alumni parent at the same time. Additionally, a special admissions information packet is available for the Alumni Association Office for alumni who desire such information at an early stage.

G. Minority Recruitment

The Undergraduate Admissions Office continued to offer programs, on-campus and off, to acquaint minority students with the educational opportunities available at the University. Last year we wrote to over 1,000 students on our prospect file prior to visiting their high schools. High school visits totaled 323, of which minority staff members participated in 159. In addition, the minority staff, with the help of some black faculty volunteers, wrote or called the top twenty percent of our accepted minority applicants, concentrating primarily on Pogue, Morehead, Chancellor's scholarship and National Merit finalists.

On-campus visitations programs also continue to play a key role in our ability to recruit outstanding students. In concert with the Office of University Affairs, we were able to bring approximately 2,000 students to campus for Project Uplift, Honors Day, National Merit/National Achievement Day, and Decision Day programs. The first three programs targeted outstanding scholars by inviting high test-scorers and students ranking in the top fifteen percent of their graduating class to campus. Decision Days targeted all accepted minority student.

If we are to remain competitive with our peer institutions, we will need more scholarship programs to reflect the current recruitment atmosphere and the University's commitment to academic excellence and diversity in the student population. Strong recruitment programs, including personal contact, can effect the number of high ability students that pay enrollment deposits, but our surveys and the literature shows that there is no substitute for merit-based scholarships.

VII. Application Processing Functions

A. Transfer Credit and Evaluations

We prepared 1,247 credit evaluations for students with two or more years of course work. These evaluations were for newly admitted junior transfers, and Continuing Studies students. In addition, evaluations were made for 85 sophomore transfers, 375 new freshmen, and 115 re-admitted students. We prepared 2,700 summer school course approval forms and awarded credit for 2,400 current students.

B. Residency

Staff members read and made decisions on 1,334 "long form" residency applications. Because residence is often crucial to admission, these decisions were carefully made, often involve research into the law and frequently require further questions and/or documentation.

C. Athletic Certification

Approximately 600 applications were received from students who were interested in varsity athletics. Since the NCAA has instituted the new Initial Eligibility Clearinghouse, we no longer are directly responsible for the certification of entering freshmen athletes. We continue to be totally responsible for certifying new transfer athletes. Freshmen are cleared for certification by the Clearinghouse, then their eligibility status is entered into our database and their forms filed for future reference.

D. Readmissions

During the 1995-1996 academic year, the readmissions counselor reviewed 970 readmission applications, 137 continuing studies applications, and 475 resident status applications for currently enrolled students or students who were accepted to re-enroll.

E. International Students

For the 1996 fall term, we received 235 international student applications for the freshman class. In the fall of 1991, the Faculty Advising Committee on Undergraduate Admissions officially established an international student enrollment quota or limit of 50 places. This action enables us to formally admit toward an annual enrollment goal of foreign students. For 1996, we admitted 81 international students and enrolled 42 from 16 different countries.

F. Continuing Studies Division

Enrollment in the Continuing Studies Division is limited to non-traditional adult students, who live within a commuting distance, and need to pursue a degree on a part-time basis. Priority is also given to University employees who desire to take courses.

G. Advanced Placement

Credit is granted on the basis of scores (3,4,5) on the Advanced Placement Tests of the College Board. In 1996, 2,749 students submitted a total of 5,292 examinations. Credit was granted to 2,550 of these examinations, resulting in the awarding of 8,744 semester hours of credit. The decision of the Department of English to only honor scores of 5 has resulted in a considerable reduction of AP credit hours granted.

VIII. Computer Systems and Student Information System

The computer system installed within the Department of Undergraduate Admissions is being augmented with personal computer technology. University funding has made it possible to have a PC workstation for all admission staff members.

This will aggressively expand a windows environment and provide the professional staff members with a knowledge base comparable to that of professional staffs from major competitors, high school administrations and other peers. Office products and software interfaces will be developed to provide enhanced integration between new technology and data management functions. Basing future technologies in the windows arena will enable our office to reap the many benefits found in personal computer local area networking.

To network personal computers together, the building will have to be rewired. We have followed the guidelines set down by the University's networking systems group and will be installing the universal cabling standards as suggested. However, we will be implementing token ring network interface cards over the suggested Ethernet cards due to compatibility issues with our existing hardware infrastructure (the IBM AS400).

Once wired, the personal computers will be connected together and also connected to our existing computer system. This will allow the personal computers access to the prospective student data base and the University's student information system. The glue of the network is called a network operating system which manages the connections and is planned to be installed next year.

Staff training and education has become and will continue to be a major issue as personal computers are implemented. Although the University does offer short orientation courses free to all departments, we are already realizing the need for more detailed training and trouble assistance. As we develop experts within the department, those individuals that become the most proficient utilizing a specific piece of software will be asked to train and provide assistance to those in need of help. We may need to allocate funds for sending some staff members to advanced training offered by outside sources if necessary. They could then share their expertise with others through in-house training seminars and planned demonstrations.

The Automatic Accept Refuse Module (AARMs) is now in the fourth year of operation. Primarily used as a screening tool, the AARMs component is being used to evaluate applications with preliminary decisions before the review process begins. This aided our decision makers by setting a reference point as to an individual's numerical measurements in relation to known accept/reject criterion. Although we have not felt comfortable in letting the computer make the decision without manual review, there may be some future cases in which clear cut accept/reject decisions will be allowed to be administered by the system alone.

We continue to support existing systems and review other universities' software in forecasting where we would like to be in our

data processing future. The projects noted below represent our current operating environment as well as future and planned systems. This strategy is segmented into phases which are sub-systems that are to be implemented as funding and staff resources permit.

The following projects are those currently supported:

CURRENT SYSTEMS SUPPORTED

- A. The Prospective Student Data Base
- B. Support of SAT/ACT Exam Data
- C. The IA Package Bridge Program
- D. Advanced Placement Evaluation System
- E. Juniors Post Card Mailing Program
- F. Application Fee Collection Accounting System
- G. Year End Prospect File Purge
- H. Morehead Candidates System
- I. Applicant File Data Base
- J. Minority Recruitment System
- K. Project Uplift Reception Program
- L. Carolina Closeup Reception Program
- M. Carolina Contact Reception Program
- N. College Board Student Search System
- O. High School Counselor Data Base
- P. Automatic Accept Reject Module
- Q. PC Workstation Project
- R. AS/400 PC/Support Project
- S. Survey Data Entry Programs
- T. AS/400 Server Installation Project
- U. Jackson Hall Wiring Installation

The following projects are those slated for future development:

SYSTEMS PLANNED FOR INSTALLATION

- A. AARM Module Expansion
- B. UADM Visitors Welcome Program
- C. SAT-SDQ/ACT-SPS Onling Data Base
- D. Integration of UNC Common Application
- E. Electronic College Transcript Exchange Program
- F. College Board Expan Software Installation
- G. Major Sheet Automation Project
- H. Bar Code Reader Project
- I. Expansion of Applicant Data Base
- J. Expansion of Student Search System
- K. Expansion of Prospective Student Data Base

IX. Actions of the Advisory Committee on Undergraduate Admissions

- A. Annual reviews and admission actions by the Admissions Subcommittees on Athletics, Persons with Disabilities, and Exceptional Minorities.
- B. Established a new subcommittee of the Advisory Committee,

Subcommittee P, comprised of representatives from all UNC schools and colleges and co-chaired by the Associate Dean of the General College/Associate Dean of Arts and Sciences. The subcommittee was formed as a result of the SACS Task Force recommendation to improve communication between divisions of the University regarding student intra transfer. Also the formation of this subcommittee will allow for proper planning for changes in a school/department that may affect other divisions of the University. Subcommittee P will meet once each semester.

- C. Discussed undergraduate admission issues raised by the University SACS Self Study report. Discussions centered on the subjects of intellectual admission criteria, attracting North Carolina's brightest students, and the success of transfer students to UNC.
- D. Held discussions on the proposed future growth of the University at the undergraduate level.
- E. Approved a policy requiring all entering freshman to submit the results of the SAT II Math II C examinations for placement purposes only beginning with the fall, 1997 term.

FRESHMAN CLASS PROFILE 1996
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

	APPLICATIONS		ADMITS		MATRICULATIONS	
	1995	1996	1995	1996	1995	1996
TOTAL FRESHMAN	16063	15799	5570	5825	3238	3276
% CHANGE		-1.70%		4.40%		1.20%
SUB GROUPS:						
IN-STATE	6739	7098	4175	4279	2677	2656
OUT OF STATE	9324	8701	1395	1546	561	620
AFRICAN AMERICAN	1533	1590	725	748	393	387
ASIAN AMERICAN	1070	1096	284	354	159	179
NATIVE AMERICAN	101	91	59	48	30	22
PUERTO RICAN/HISPAI	366	415	62	91	30	39
TOTAL TRANSFERS	2591	2417	1244	1204	908	928
		-7.20%		-3.30%		2.20%

FRESHMAN CLASS SCHOOL BACKGROUND

	1995	1996
NC PUBLIC	2364	2328
OUT OF STATE PUBLIC	442	490
PRIVATE/PAROCIAL	407	418
FOREIGN/SERVICE DEP	25	40

FRESHMAN CLASS BY SEX

MEN	1250	1208
WOMEN	1988	2068

ADMITTED - ENROLLED PERCENTAGES

NORTH CAROLINA	64%	63%
NON RESIDENTS	39%	38%
NON RESIDENTS (ALUMNI)	51%	53%
TOTALS	58%	56%

HIGH SCH SR CLASS RANK

	1995	1996	
TOP TENTH	2378	2,417	74%
SECOND TENTH	617	612	19%
SAT MEANS			

FRSHMN CLASS BY RESIDENCY

1986	1087	NC	2677	2655
1991	1120	NON RES	471	516
1992	1122	NR ALUM	90	105
1993	1126			

TOTAL ALUMNI CHILDREN

1994	1128			
1995	1142		442	478
1996	1222			



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

Office of the Dean
College of Arts And Sciences

The University of North Carolina at Chapel Hill
CB# 3100, 203 South Building
Chapel Hill, N.C. 27599-3100

September 25, 1996

*Corrected
Version
for Joe*

*Ferrell -
replaces Undergrad Admission
Report*

Professor Joseph S. Ferrell
Secretary of the Faculty
CB 9170, 202 Carr Building
Carolina Campus

RE: 1995-96 Annual Report
ADVISORY COMMITTEE ON UNDERGRADUATE ADMISSIONS
(Ex Officio Committee)

Dear Professor Ferrell:

Attached is the 1995-96 Annual Report for the Advisory Committee on Undergraduate Admissions (Ex Officio) prepared for presentation at the Faculty Council meeting scheduled for October 11, 1996.

Sincerely yours,

Stephen S. Birdsall
Dean

SSB/nk

Attachment

CC: James Walters
Director of Undergraduate Admissions

October 11, 1996

Advisory Committee on Undergraduate Admissions

Ex-Officio Committee, Chair of Faculty

1995-96 Annual Report

Members: Stephen Birdsall (Chair)-(Tenure as Dean); Donald Jicha (Tenure as Associate Dean-General College); Craig W. Turner (Vice Chair-Fine Arts, 1994-97); David Halperin (Vice Chair-Humanities 1995-98); Lawrence G. Rowan (Vice Chair-Basic & Applied Natural Sciences, 1994-96); Stanley Black III (Vice Chair- Social Sciences, 1994-97); William A. Campbell (Academic Dean-Sch. Pharmacy, 1993-96); Barbara Moran (Academic Dean-Sch. Information and Library Science, 1995-98).

Ad Hoc Members: Peter Coclanis (Tenure as Assoc. Dean-General Education); John Edgerly (Director-U.Counseling Center, 1994-97); John Evans (Sch. Business, Tenure as ACC/NCAA Faculty Rep.); Soyini Madison (Communications Studies, 1995-96); Frederick Mueller (Phys. Ed.-Tenure as Chair of U. Faculty Committee on Athletics); Dixie Spiegel (Sch. Education, 1995-96); Warren Wogen (Mathematics, 1995-96).

Ex Officio Members: Edith Wiggins (Tenure as Interim VC & Dean-Student Affairs); Jane Byron (Director-Learning Disabilities Center, 1994-97); Carolyn Cannon (Tenure as Assoc. Dean-Academic Services); James Walters (Tenure as Director-Undergraduate Admissions); David Lanier (Tenure as U. Registrar), Laura Thomas (Tenure as Director of Disability Services); Eleanor Morris (Tenure as Director-Student Aid Office); Herbert Davis (Tenure as Assoc. Director-Undergraduate Admissions); Barbara Polk (Tenure as Assoc. Director-Undergraduate Admissions); Anthony (Tony) Strickland (Tenure as Assoc. Director-Undergraduate Admissions); Sue Klapper (Tenure as Asst. Director-Undergraduate Admissions); Victoria Pineles (Tenure as Asst. Director-Undergraduate Admissions); Timothy Sanford (Tenure as Director-Institutional Research).

Members leaving committee during past year: None.

Meetings during past year: 9/13/95; 10/11/95; 11/15/95; 2/15/96; 4/17/96

Report prepared by: Stephen S. Birdsall, Dean (Chair), and James Walters, Director of Undergraduate Admissions

Committee charge: Approves policies and procedures applicable to the Undergraduate Admissions Office which are not inconsistent with policies adopted by the Board of Trustees or applicable faculty legislation.

Previous Faculty Council questions or charges:

Complete review of University self-study issues, i.e., consider the effectiveness of current admissions criteria.

Report of activities:

[See comparative statistics (attached).]

[See the Office of Undergraduate Admissions 1995-96 Annual Report for additional information (attached).]

1. Conducted annual reviews of admissions actions by the Admissions Subcommittees on Athletics, Persons with Disabilities, Exceptional Minorities, and review of the business of the Sub-Committee on Professional School Admissions Policies.
2. Discussed the implications for admission of undergraduates should a decision be made to increase undergraduate campus enrollment significantly.
3. Heard a presentation by Professor Plante (Mathematics) concerning the basic mathematical skills of first-year students and the relation between the level of such skills and placement tests used to evaluate the students. Following discussion, the committee concluded that, effective with the entering freshman class of fall 1997, students will be required to present the results of the SAT Math Level II examination prior to enrollment.
4. Discussed the remaining issue raised in the University self-study, namely the effectiveness of current admission criteria. Current criteria include a weighting of high school class rank, grade point average, difficulty of the high school curriculum taken, SAT scores, the quality of a written essay, and indicators of extracurricular activities and evidence of leadership. These factors are combined to establish an Admissions Index. The Index is calibrated with the grade point average of students from the same high school at the end of the first year at UNC-CH, not the graduation rate of these cohorts, as stated in the self-study. Following the first year at UNC-CH, other factors local to the University or particular to the student become more important than high school measures. Following discussion the Committee endorsed the existing criteria as an effective way to evaluate potential success at the University, based on the students' high school records.

Resolutions for action by Faculty Council:

That the Faculty Council endorses the value of continuing faculty involvement in Admissions Office recruitment efforts directed toward top student applicants.

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
1992-1993-1994-1995-1996
FRESHMAN CLASS PROFILE DATA

I. Application Data

	APPLICATIONS					ADMITS					MATRICULATIONS				
	1992	1993	1994	1995	1996	1992	1993	1994	1995	1996	1992	1993	1994	1995	1996
Total FRESHMAN	16580	15041	15661	16063	15799	5735	5997	6142	5570	5825	3211	3331	3497	3238	3276
% Change 1991-92-93-94-95	+7.50%	-9.29%	+3.96%	+2.51%	-1.70%	+4.80%	+4.37%	+2.69%	-9.32%	4.40%	+2.15%	+3.61%	+4.75%	-7.41%	1.20%
SUB GROUPS															
In-State	6418	6138	6701	6739	7098	4122	4197	4369	4175	4279	2615	2658	2757	2677	2656
Out-of-State	10162	8903	8960	9324	8701	1613	1780	1773	1395	1546	596	673	740	561	620
African American	1249	1244	1453	1533	1590	702	690	804	725	748	347	360	440	393	387
Asian American	945	1092	1138	1070	1096	313	396	387	284	354	134	177	192	159	179
Native American	94	70	70	101	91	52	39	39	59	48	27	21	20	30	22
Puerto Rican/Hispanic	340	344	342	366	415	60	78	61	62	91	30	30	27	30	39
Total TRANSFERS	2999	3011	3011	2591	2417	1310	1329	1242	1244	1204	773	955	894	908	928
% Change 1991-92-93-94-95	-4.37%	+4.0%	0%	-13.95%	7.20%	+31.61%	+1.43%	-7.0%	+1.7%	3.30%	+11.39%	+19.06%	-6.8%	+1.55%	+2.20%

II. Freshman Class School Background

	1992	1993	1994	1995	1996
NC Public School Graduates	2375	2345	2485	2364	2328
Out-of-State Public Graduates	391	545	546	442	490
Private/Parochial School Graduate	393	416	404	407	418
Foreign/Service Dependent School	52	25	62	25	40

III. Freshman Class Distribution by Sex

	1992	1993	1994	1995	1996
Men	1245	1275	1436	1250	1208
Women	1966	2056	2123	1998	2068

IV. Percent of Admitted Who Enrolled Freshman

	1992	1993	1994	1995	1996
North Carolina	63%	63%	63%	64%	63%
Non-Residents	34%	36%	41%	39%	38%
Non-Residents (Alumni)	55%	54%	55%	51%	53%
TOTALS	56%	56%	57%	58%	58%

V. High School Senior Class Rank

	1992	1993	1994	1995	1996
Top Tenth	2456 (76.5%)	2341 (70.3%)	2529 (72.3%)	2378 (73.4%)	2378 (73.0%)
Second Tenth	515 (16.0%)	633 (19.0%)	706 (20.1%)	617 (19.0%)	612 (19.0%)

VI. SAT Means

1991 - 1120
1992 - 1122
1993 - 1126
1994 - 1128
1995 - 1142
1996 - 1222

VII. Freshman Class Distribution by Residency

	1992	1993	1994	1995	1996
NC Residents	2615	2639	2753	2677	2655
Non-Resident Alumni	131	109	108	90	516
Non-Residents	465	563	636	471	105
TOTAL Class	3211	3331	3497	3238	3276

TOTAL Alumni Children	532	541	528	442	478
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Source: Office of Admissions and Office of Institutional Research

OFFICE OF UNDERGRADUATE ADMISSIONS

ANNUAL REPORT
1995-1996

ADVISORY COMMITTEE ON UNDERGRADUATE ADMISSIONS

Office of Undergraduate Admissions

Annual Report for 1995-1996

I. Introduction

The Office of Undergraduate Admissions at the University of North Carolina at Chapel Hill is responsible for the recruitment of all undergraduate students and the processing of all undergraduate applications for admission to the University. For the past year, this included processing 18,216 undergraduate applications from international and domestic freshman and transfer applicants. This also included processing 137 applications for admission to the Continuing Studies Division and 970 readmission applications.

Recruitment efforts included high school visitations, college day and night programs, admissions presentations, mailings and correspondence to targeted groups, and on-campus visitation programs.

II. Mission

The mission of the Office of Undergraduate Admissions is to admit academically talented students with diverse characteristics and distinctive qualities who will benefit from and contribute to the intellectual environment of the University.

III. Freshman Admissions

The Office of Undergraduate Admissions received 15,799 applications for admission to the freshman class. This number is 1.7 percent less than the number of students who applied for admission in 1995. North Carolina residents increased to 7,098 compared to 6,739 the previous year.

Each application was considered on the basis of rank in class, difficulty of courses selected, grade average, competition within the school, evidence of substantial leadership or involvement in the school and community, recommendations, and standardized test scores. Admission was granted to 5,825 freshman applicants, and 3,276 enrolled. The percentage of students granted admission who enrolled for the fall 1996 semester was 56.2 compared to 58.1 for 1995.

Scholastic Aptitude Test scores for the 50th percentile of enrolled freshmen was 1,222 (recentered SAT scale), compared to 1,142 in 1995. Of the enrolled new freshmen for whom class rank was reported, 2,378 graduated in the top tenth of their high school class and 612 graduated in the second tenth.

It is interesting to note that since 1984 the average SAT score for the entering freshman class has risen each year and the number of students in the top 10 percent of their class has risen from 61 percent to 74 percent.

IV. Transfer Admissions

The junior transfer class was one of the more academically qualified to enroll in recent history. In general, North Carolina residents who enrolled in the Division of Academic Affairs presented 3.0 grade point averages or better.

We received 2,417 sophomore and junior transfer applications for 1996. Of these applicants, 1,213 were either denied admission for academic reasons, space limitations, or withdrew their application. A total of 900 transfer spaces were available for the 1996 fall term.

V. Class Distribution by State of Residence, Sex and Race

Of the 3,276 freshmen, 2,677 were residents of North Carolina. The 1996 entering freshman class was composed of 2,068 women and 1,208 men as compared to the 1995 entering freshman class which was composed of 1,988 women and 1,250 men.

For the 1996 entering freshman class, we received applications from 1,590 black students. Of these, 748 were granted admission and 387 enrolled. For the 1995 freshman class, we received 1,533 applications from black students. Of these, 725 were granted admission and 393 enrolled. The University continues to provide a summer academic program (the Bridge Program) for minority and disadvantaged students. During the summer of 1996, 60 members of the 1996 entering freshman class participated in the Bridge Program.

VI. Recruitment Functions

The Undergraduate Admissions Office is pleased with the successes of this past year, and hopes to continue with programs that will attract top students to the campus.

A. High School Visitation/College Day/Night/Fair Programs

During the fall of 1995, the admissions staff visited high school students and counselors and participated in 180 college day/night programs. These programs allowed us to visit with students from 353 public and private high schools across North Carolina.

In addition, during the fall of 1995 and through the following spring, members of the admissions staff participated in 42 special admissions presentations, parents night programs, and guidance counselor workshops.

B. Community College Visitation

We visited 38 North Carolina junior and community colleges to answer questions from students or college administrators. We distributed course planning outlines during the college day programs to prospective transfer students and to community college and two-year school counselors.

C. Campus Visitation

1. Tour Guide Program

Last fall was the eighth year we instituted an application, interview, and selection process for our new tour guides. Our five member Tour Guide Advisory Board, together with staff members in Undergraduate Admissions, interviewed and selected 30 outstanding new guides from an applicant pool of 130. The new guides underwent two intensive training periods and accompanied experienced guides on campus tours before being scheduled for their own tours.

We had 65 tour guides who volunteered their time and conducted over 1000 regularly scheduled tours and over 50 specially arranged tours last year.

2. Group Information Sessions for Prospective Students

Over 26,000 people visited the Office of Undergraduate Admissions last year and 14,400 of them attended our information sessions. These sessions were given by the admissions staff ten times a week throughout the year.

D. Prospect File and High Ability Recruitment

The number of annual records residing on the Prospect File this year totaled 134,281. This file is comprised of all individuals who have requested information about the University as well as high school students who have sent their SAT and/or ACT test score results to us.

We answered 62,200 requests from prospective students, parents, organizations, and others interested in admissions materials and academic information about the University. All individuals who called or wrote for information, visited the campus, or were personally contacted by Undergraduate Admissions were placed on our prospect file.

Increasing our yield of high ability students is crucial to maintaining the quality of the class. We are fortunate to have an in-house analyst who wrote the programs to implement the following recruitment programs:

1. Targeted Correspondence

Our goal was to make these students aware of the University's outstanding reputation and encourage them to visit the University, to talk to our admissions staff, students, and faculty. Listed below were the targeted groups who were sent personalized letters, applications with descriptive brochures, and course descriptions.

- a. 783 high scorers on the PSAT, who indicated UNC-CH as one of two colleges in which they are interested.
- b. 118 North Carolina National Achievement Semifinalists/Commended Students.
- c. 385 North Carolina National Merit Semifinalists.
- d. 13,889 North Carolina juniors who send us SAT/ACT scores.

2. Carolina Contact

Carolina Contact is now in its thirteenth year. Personal letters were sent from UNC-Chapel Hill students to over 800 admitted high school seniors who were in the top one-third of our admitted group, based on a combination of rank, SAT, leadership, and course selection. These letters included an acknowledgement of the seniors as excellent students whom the University was anxious to enroll. We believe contact with superior Carolina students who have common interests and experiences provided the biggest incentive for our targeted high school seniors to choose Carolina.

Over 450 of these high-achievers attended two on-campus programs in March and April. Seventy-eight percent (78%) of these high ability students who attended Carolina Contact enrolled. Activities included a luncheon with faculty members, campus tours, and individual sessions with faculty members in the students' chosen academic areas. In a fair-like setting academic advisors, University representatives from Honors, Scholarships and Student Aid, Housing, Career Planning and Placement, and students from campus organizations were available to explain programs and answer questions.

3. Carolina Close-Up

For the fifth year, the Office of Admissions sponsored three "Carolina Close-Up" campus visitation days in March and April, 1996. Each session was booked with between 300 and 500 accepted freshmen and parents in attendance. The program includes tours, academic information sessions and an enrolled student information panel. The program was targeted to increase the enrollment yield of our admitted freshmen, in addition to providing good information to students and their parents.

E. Publications

The Office of Undergraduate Admissions, in conjunction with the Offices of Publications and Design Services, will continue to upgrade our existing family of publications.

We revised the information included in our acceptance packet to newly admitted freshmen and transfers. A detailed brochure entitled Now That You Have Been Admitted... These Are The Steps To Follow, outlines in concise steps the enrollment process for new students. In this same packet we included Student Health's medical history form, an updated General College Sheet and redesigned the Enrollment Deposit Card. This information was sent to students with their letter of acceptance in a newly designed window envelope.

Our freshman class profile brochure was updated and distributed to North Carolina guidance counselors, out-of-state counselors who requested applications, and campus officials.

During 1995-96, we rewrote and redesigned our admission viewbook, and application packet. A two year supply of these top quality materials came off the press in May, 1996. Also our application of admission materials for international students was rewritten and designed.

We rewrote and redesigned our invitation to the Carolina Contact and Carolina Close-Up programs. Carolina Contact is our recruitment program for our top-flight students. Carolina Close-Up is our yield visitation program for the remainder of our admitted accepted freshman pool.

New in 1995 was a totally revamped brochure for the University's ever-increasing multicultural populations. It is an exciting piece and a long overdue effort, last printed in 1988. A full color piece, the brochure highlights the University's commitment to achieving excellence by attracting the brightest students from all segments of the population. The piece brings the University to the pinnacle of publications and marketing success. The brochure will be updated, improved, and reprinted in 1997.

Also new for 1996 was a campus visitation brochure which is a colorful visitor's guide to UNC for prospective students and their families. This piece expands upon a "personalized" form letter which confirms a visitor's time of arrival along with other pertinent details regarding a scheduled campus tour and group information session.

We sent a summer mailing to over 9,000 rising North Carolina seniors who sent us SAT/ACT scores in the spring. In our mailer we thank them for sending their scores to Chapel Hill and invite them to visit our campus for a tour and information session.

We continue to print academic information on each undergraduate major as described in the General College's Undergraduate Majors Manual. This information has been well received by prospective students and is available in a self-serve information center in our reception area along with applications and other academic information.

We will continue to send a letter to children of alumni parents applying for freshman admission over the Director of Admissions' signature. Our objective is to give alumni children and parents at the beginning of the application process a better understanding of freshmen admissions and alumni ties consideration.

We will resume our agreement with The College Digest by contributing timely articles and significant profiles of the many facets of the University to this national publication for the college-bound high school student. The New York based magazine presents nearly 50 top ranked institutions from across the United

ates to a variety of high school audiences, including special editions for minority populations.

F. Alumni/Admissions Letter Program

Special letters are written to sons and daughters of UNC alumni when their applications for admission are received. A special letter is sent to the alumni parent at the same time. Additionally, a special admissions information packet is available for the Alumni Association Office for alumni who desire such information at an early stage.

G. Minority Recruitment

The Undergraduate Admissions Office continued to offer programs, on-campus and off, to acquaint minority students with the educational opportunities available at the University. Last year we wrote to over 1,000 students on our prospect file prior to visiting their high schools. High school visits totaled 323, of which minority staff members participated in 159. In addition, the minority staff, with the help of some black faculty volunteers, wrote or called the top twenty percent of our accepted minority applicants, concentrating primarily on Pogue, Morehead, Chancellor's scholarship and National Merit finalists.

On-campus visitations programs also continue to play a key role in our ability to recruit outstanding students. In concert with the Office of University Affairs, we were able to bring approximately 2,000 students to campus for Project Uplift, Honors Day, National Merit/National Achievement Day, and Decision Day programs. The first three programs targeted outstanding scholars by inviting high test-scorers and students ranking in the top fifteen percent of their graduating class to campus. Decision Days targeted all accepted minority student.

If we are to remain competitive with our peer institutions, we will need more scholarship programs to reflect the current recruitment atmosphere and the University's commitment to academic excellence and diversity in the student population. Strong recruitment programs, including personal contact, can effect the number of high ability students that pay enrollment deposits, but our surveys and the literature shows that there is no substitute for merit-based scholarships.

VII. Application Processing Functions

A. Transfer Credit and Evaluations

We prepared 1,247 credit evaluations for students with two or more years of course work. These evaluations were for newly admitted junior transfers, and Continuing Studies students. In addition, evaluations were made for 85 sophomore transfers, 375 new freshmen, and 115 re-admitted students. We prepared 2,700 summer school course approval forms and awarded credit for 2,400 current students.

B. Residency

Staff members read and made decisions on 1,334 "long form" residency applications. Because residence is often crucial to admission, these decisions were carefully made, often involve research into the law and frequently require further questions and/or documentation.

C. Athletic-Certification

Approximately 600 applications were received from students who were interested in varsity athletics. Since the NCAA has instituted the new Initial Eligibility Clearinghouse, we no longer are directly responsible for the certification of entering freshmen athletes. We continue to be totally responsible for certifying new transfer athletes. Freshmen are cleared for certification by the Clearinghouse, then their eligibility status is entered into our database and their forms filed for future reference.

D. Readmissions

During the 1995-1996 academic year, the readmissions counselor reviewed 970 readmission applications, 137 continuing studies applications, and 475 resident status applications for currently enrolled students or students who were accepted to re-enroll.

E. International Students

For the 1996 fall term, we received 235 international student applications for the freshman class. In the fall of 1991, the Faculty Advising Committee on Undergraduate Admissions officially established an international student enrollment quota or limit of 50 places. This action enables us to formally admit toward an annual enrollment goal of foreign students. For 1996, we admitted 81 international students and enrolled 42 from 16 different countries.

F. Continuing Studies Division

Enrollment in the Continuing Studies Division is limited to non-traditional adult students, who live within a commuting distance, and need to pursue a degree on a part-time basis. Priority is also given to University employees who desire to take courses.

G. Advanced Placement

Credit is granted on the basis of scores (3,4,5) on the Advanced Placement Tests of the College Board. In 1996, 2,749 students submitted a total of 5,292 examinations. Credit was granted to 2,550 of these examinations, resulting in the awarding of 8,744 semester hours of credit. The decision of the Department of English to only honor scores of 5 has resulted in a considerable reduction of AP credit hours granted.

VIII. Computer Systems and Student Information System

The computer system installed within the Department of Undergraduate Admissions is being augmented with personal computer technology. University funding has made it possible to have a PC workstation for all admission staff members.

This will aggressively expand a windows environment and provide the professional staff members with a knowledge base comparable to that of professional staffs from major competitors, high school administrations and other peers. Office products and software interfaces will be developed to provide enhanced integration between new technology and data management functions. Basing future technologies in the windows arena will enable our office to reap the many benefits found in personal computer local area networking.

To network personal computers together, the building will have to be rewired. We have followed the guidelines set down by the University's networking systems group and will be installing the universal cabling standards as suggested. However, we will be implementing token ring network interface cards over the suggested Ethernet cards due to compatibility issues with our existing hardware infrastructure (the IBM AS400).

Once wired, the personal computers will be connected together and also connected to our existing computer system. This will allow the personal computers access to the prospective student data base and the University's student information system. The glue of the network is called a network operating system which manages the connections and is planned to be installed next year.

Staff training and education has become and will continue to be a major issue as personal computers are implemented. Although the University does offer short orientation courses free to all departments, we are already realizing the need for more detailed training and trouble assistance. As we develop experts within the department, those individuals that become the most proficient utilizing a specific piece of software will be asked to train and provide assistance to those in need of help. We may need to allocate funds for sending some staff members to advanced training offered by outside sources if necessary. They could then share their expertise with others through in-house training seminars and planned demonstrations.

The Automatic Accept Refuse Module (AARMS) is now in the fourth year of operation. Primarily used as a screening tool, the AARMS component is being used to evaluate applications with preliminary decisions before the review process begins. This aided our decision makers by setting a reference point as to an individual's numerical measurements in relation to known accept/reject criterion. Although we have not felt comfortable in letting the computer make the decision without manual review, there may be some future cases in which clear cut accept/reject decisions will be allowed to be administered by the system alone.

We continue to support existing systems and review other universities' software in forecasting where we would like to be in our

ata processing future. The projects noted below represent our current operating environment as well as future and planned systems. This strategy is segmented into phases which are sub-systems that are to be implemented as funding and staff resources permit.

The following projects are those currently supported:

CURRENT SYSTEMS SUPPORTED

- A. The Prospective Student Data Base
- B. Support of SAT/ACT Exam Data
- C. The IA Package Bridge Program
- D. Advanced Placement Evaluation System
- E. Juniors Post Card Mailing Program
- F. Application Fee Collection Accounting System
- G. Year End Prospect File Purge
- H. Morehead Candidates System
- I. Applicant File Data Base
- J. Minority Recruitment System
- K. Project Uplift Reception Program
- L. Carolina Closeup Reception Program
- M. Carolina Contact Reception Program
- N. College Board Student Search System
- O. High School Counselor Data Base
- P. Automatic Accept Reject Module
- Q. PC Workstation Project
- R. AS/400 PC/Support Project
- S. Survey Data Entry Programs
- T. AS/400 Server Installation Project
- U. Jackson Hall Wiring Installation

The following projects are those slated for future development:

SYSTEMS PLANNED FOR INSTALLATION

- A. AARM Module Expansion
- B. UADM Visitors Welcome Program
- C. SAT-SDQ/ACT-SPS Onling Data Base
- D. Integration of UNC Common Application
- E. Electronic College Transcript Exchange Program
- F. College Board Expan Software Installation
- G. Major Sheet Automation Project
- H. Bar Code Reader Project
- I. Expansion of Applicant Data Base
- J. Expansion of Student Search System
- K. Expansion of Prospective Student Data Base

IX. Actions of the Advisory Committee on Undergraduate Admissions

- A. Annual reviews and admission actions by the Admissions Subcommittees on Athletics, Persons with Disabilities, and Exceptional Minorities.
- B. Established a new subcommittee of the Advisory Committee,

Subcommittee P, comprised of representatives from all UNC schools and colleges and co-chaired by the Associate Dean of the General College/Associate Dean of Arts and Sciences. The subcommittee was formed as a result of the SACS Task Force recommendation to improve communication between divisions of the University regarding student intra transfer. Also the formation of this subcommittee will allow for proper planning for changes in a school/department that may affect other divisions of the University. Subcommittee P will meet once each semester.

- C. Discussed undergraduate admission issues raised by the University SACS Self Study report. Discussions centered on the subjects of intellectual admission criteria, attracting North Carolina's brightest students, and the success of transfer students to UNC.
- D. Held discussions on the proposed future growth of the University at the undergraduate level.
- E. Approved a policy requiring all entering freshman to submit the results of the SAT II Math II C examinations for placement purposes only beginning with the fall, 1997 term.

FRESHMAN CLASS PROFILE 1996
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

	APPLICATIONS		ADMITS		MATRICULATIONS	
	1995	1996	1995	1996	1995	1996
TOTAL FRESHMAN	16063	15799	5570	5825	3238	3276
% CHANGE		-1.70%		4.40%		1.20%
SUB GROUPS:						
IN-STATE	6739	7098	4175	4279	2677	2656
OUT OF STATE	9324	8701	1395	1546	561	620
AFRICAN AMERICAN	1533	1590	725	748	393	387
ASIAN AMERICAN	1070	1096	284	354	159	179
NATIVE AMERICAN	101	91	59	48	30	22
PUERTO RICAN/HISPAI	366	415	62	91	30	39
TOTAL TRANSFERS	2591	2417	1244	1204	908	928
		-7.20%		-3.30%		2.20%

FRESHMAN CLASS SCHOOL BACKGROUND

	1995	1996
NC PUBLIC	2364	2328
OUT OF STATE PUBLIC	442	490
PRIVATE/PAROCHIAL	407	418
FOREIGN/SERVICE DEP	25	40

FRESHMAN CLASS BY SEX

	1995	1996
MEN	1250	1208
WOMEN	1988	2068

ADMITTED - ENROLLED PERCENTAGES

	1995	1996
NORTH CAROLINA	64%	63%
NON RESIDENTS	39%	38%
NON RESIDENTS (ALUMNI)	51%	53%
TOTALS	58%	56%

HIGH SCH SR CLASS RANK

	1995	1996	
TOP TENTH	2378	73%	2,417
SECOND TENTH	617	19%	612
SAT MEANS			

FRSHMN CLASS BY RESIDENCY

	1995	1996
NC	2677	2655
NON RES	471	516
NR ALUM	90	105

TOTAL ALUMNI CHILDREN

	1995	1996
	442	478

October 11, 1996
Faculty Athletics Committee
(Elected by the Faculty)
Annual Report -1995-96

Members: John P. Evans (1991-96); Connie C. Eble(1992-97); Frederick O. Mueller(Chair), (1992-97); Audrey E. Johnson (1993-98); Edward J. Ludwig (1993-98); William W. Smith (1994-99); Frank T. Stritter (1994-99); Anne H. Fishel (1995-2000); Henry R. Lesesne (1995-2000); Richard A. Rosen (1996-2001); Karla A. Henderson (1996-2001). Members leaving committee during past year: Lissa L. Broome; John P. Evans (will be ex officio member as delegate to ACC)

Meetings during past year: 9-5-95; 10-3-95; 11-7-95; 12-5-95; 1-16-96; 2-6-96; 3-12-96; 4-2-96.

Report prepared by: Frederick O. Mueller, Chair

Committee charge: "The Faculty Athletics Committee is concerned with informing the faculty and advising the Chancellor on any aspect of athletics, including, but not limited to, the academic experience for varsity athletes, athletic opportunities for members of the University community, and the general conduct and operation of the University's athletic program. The Committee will report on its activities at least once each academic year to the Faculty Council." (The Faculty Code of University Government)

Previous Faculty Council questions or charges:

NONE

Report of activities:

The committee invited Garland Hershey, Chair, NCAA Certification Steering Committee, to discuss the NCAA Certification final report. He informed the Committee that the response from the visiting committee was very good and that full certification was expected. The Athletic Department did receive full certification in the fall of 1995. A copy of the summary of the NCAA Committee on Athletics Certification is included in this report as Appendix I.

The committee spent a good deal of time discussing a resolution from professor Ronald Link concerning the location and number of faculty seats in the Smith Center and Kenan Stadium. A copy of the resolution and The Faculty Committee on Athletics response is included with this report as Appendix II.

The Committee was informed by John Swofford of the Agent Education Program of the UNC-CH Department of Athletics, and of all the steps taken to inform the athletes about agents.

The subcommittee on academic progress continued to monitor and discuss the academic progress of student athletes, which started with the class of 1984. There was

also a discussion of the Board of Governors Report on athletic graduation rates. It was recommended that the Department of Athletics include in the report to the Board of Governors a section on the Department of Athletics commitment to academic excellence and improved graduation rates. Detailed information is included in Appendix III.

A discussion of legislation that will be voted on at the NCAA national convention in January 1996. This discussion, usually held during the December meeting, is helpful for the Committee members, but also for the official party that will be casting the UNC-CH vote.

The Committee discussed and approved the Mission and Goals Statement of the Department of Athletics.

The committee was concerned about sportsmanship on the Carolina Campus, in the Atlantic Coast Conference, and across the nation. Jack Evans is currently the Chair of the ACC Committee on Sportsmanship and will keep the Committee informed of the progress of his committee. The committee will try to monitor sportsmanship on the Carolina Campus and will support the efforts made by Chancellor Hooker.

The subcommittee on Academic Support and Development presented the results of the 1995 exit interviews of graduating athletes. The athletes are asked to evaluate their experience of academic and athletic life at UNC-CH. The annual evaluation is based on a questionnaire sent to all graduating seniors, and on small group interviews with a randomly selected subgroup. The results of this years evaluation was very positive and the committee members accepted the report. The academic performance and recognition for Carolina student-athletes was distributed and discussed, and is detailed in Appendix IV.

During the 1996-97 academic year the committee will continue many of the duties and responsibilities it has been involved in for many years - academic progress of athletes, graduation rates, exit interviews, NCAA legislation, and many items that unexpectedly surface during the year.

Respectively submitted,

Connie C. Eble
John P. Evans
Anne H. Fishel
Karla A. Henderson
Audrey E. Johnson
Henry R. Lesesne
Edward J. Ludwig
Richard A. Rosen
William W. Smith
Frank T. Stritter
Frederick O. Mueller (Chair)

APPENDIX I
NCAA COMMITTEE ON ATHLETICS CERTIFICATION

SUMMARY OF ACTIONS TAKEN BY THE NCAA COMMITTEE ON ATHLETICS CERTIFICATION:

University of North Carolina, Chapel Hill

During its October 22-23, 1995, meeting, the NCAA Committee on Athletics Certification reviewed written materials related to the self-study of athletics completed by the University of North Carolina, Chapel Hill, and the campus evaluation visit conducted by peer-review team members April 24-27, 1995.

Certification Status

Based upon the information submitted, the committee determined that the institution should be certified.

This classification means that the institution is considered to be operating its athletics program in substantial conformity with operating principles adopted by the Association's Division I membership and that any problems identified during the course of the self-study and the peer-review team's evaluation were considered to be not serious enough to affect the institution's certification status.

Strategies for Improvement

As a normal part of their evaluations, institutions and peer-review teams recommend strategies designed to improve the quality of athletics programs. The Committee on Athletics Certification then determines whether each recommendation should be included in the committee's certification decision.

In this instance, the committee noted the series of recommended plans for improvement identified in the institution's self-study report. The committee received the self-study report with the understanding that any plans for improvement outlined by the institution in its report will be implemented as soon as practicable but not later than the time of the institution's next certification self-study.

In addition, the committee considered recommendations of the institution and the peer-review team and determined that the institution shall be required to:

1. Review travel and recruiting moneys to assure equitable treatment of men's and women's teams. Future budget allocations may need to be amended to alleviate potential problems.
2. Develop a written procedure by which the athletics department will both regularly monitor the available athletics opportunities for women and make adjustments as appropriate.
3. Review the availability of student-athlete welfare programs to ensure equitable treatment for all student-athletes.

Actions taken by the institution in response to these strategies for improvement noted above will be examined in the next regular certification cycle, without interim campus visits or additional communication with the committee, unless specifically noted above as part of the committee's action.

APPENDIX II
PROFESSOR RONALD LINK RESOLUTION

RESOLUTION CONCERNING THE LOCATION AND NUMBER OF FACULTY SEATS IN
THE SMITH CENTER AND IN KENAN STADIUM AND OTHER RELATED ISSUES

THEREFORE, BE IT RESOLVED THAT [IN CONSULTATION WITH THE EMPLOYEE FORUM] THAT:

The Athletics Committee is directed:

- (1) To consider ways in which to improve the location and number of faculty [and staff] seats in the Smith Center, including but not limited to the possibility that when Educational Foundation ticket holders die or do not reorder their tickets, those specific seats would be reassigned to the faculty [and staff] and be added to the faculty [and staff] seat quotas.
- (2) To consider whether the allocation of seats to Educational Foundation donors forever (as was done for most donors, i.e. those who gave \$10,000 or more) violates any provisions of law, including but not limited to the North Carolina Constitution (Art. I, Sec. 33: "No hereditary emoluments, privileges, or honors shall be granted or conferred in this State." Art. I, Sec. 34: "Perpetuities and monopolies are contrary to the genius of a free state and shall not be allowed.") or the common law Rule Against Perpetuities;
- (3) To consider creative ways in which to improve the existing ticket situation, within the confines of the seats presently allocated to the faculty [and staff], including but not limited to a three tier system in which the faculty ticket pool would be divided into thirds, with each ticket holder receiving one-third of the games from the best pool, and one-third of the games from the second-best pool, and one-third of the games from the poorest pool. Within each pool, the existing formula would be used to allocate the best tickets or the most desirable games to those with the highest formula numbers, etc.;
- (4) To consider ancillary matters, including the following:
 - (a) To consider ways in which to make parking available to the faculty [and staff] in lots presented reserved to donors;
 - (b) To consider whether there should be a greater discount for faculty [and staff] tickets, either across the board or for upper level tickets;
 - (c) To consider whether the requirement that faculty [and staff] season ticket applicants purchase a ticket for one or more exhibition games (this season, for example, Croatia), in order to secure tickets to real games, should be eliminated;
 - (d) To consider whether the scheduling of weeknight starting times later than 7:30 p.m. should be eliminated;
- (5) To review the history of faculty [and staff] seating in Kenan Stadium to ascertain whether there has been a similar deterioration in the location or number of faculty [and staff] seats and to consider ways in which any deterioration could be alleviated; and
- (6) To report the findings and recommendations of the Athletics Committee to the Faculty Council not later than the Council's November 1995 meeting.

October 4, 1995

Faculty Committee on Athletics response to Faculty Council Resolution (passed in the Spring of 1995) concerning faculty-staff seating in the Smith Center and Kenan Stadium

Item 1. The Department of Athletics, in planning for the opening of the Smith Center, met with interested groups concerning seating plans, including the Educational Foundation and UNC-CH faculty, staff, and students. Ticket locations utilized today were developed from those discussions. To ensure that necessary funds were available to build the facility certain seating commitments were made to the Educational Foundation. The Educational Foundation was also granted the right to reuse seats which became available to solicit new donors for the Endowment Program and thereby keep up with the increasing scholarship costs. These numbers are very small.

No faculty-staff member has been turned down for basketball seating applications under the present plan. Also, on average, only one game per season have all student tickets been picked up during the three day allocation period.

In 1989, 200 seats were added in the lower level and a majority of these went to students. Students now have approximately 2,000 seats on the lower level. The few remaining additions went to faculty-staff.

At the present time there are 1,000 faculty-staff seats in the lower level and 2500 in the upper level. During the 1994-95 basketball season 18 faculty-staff were moved from the upper level to the lower level, and 18 were moved from the lower to the upper level as a result of the change in the seating priority formula removing rank from consideration. There has not been a decrease in faculty-staff seating in the Smith Center or in the lower level of the Smith Center.

Item 2. At the time of building the Smith Center the Athletic Department was advised by University legal counsel, after consultation with the State of North Carolina Attorney General, that the Educational Foundation seating allocation plan did not violate North Carolina law. The Faculty Committee on Athletics confirmed that this legal advice was sought and received at the time of the Smith Center's construction.

Item 3. The Faculty Committee on Athletics agrees that the proposed plan presented in the resolution would not be administratively feasible and would not alleviate the problem. The Committee also agrees that it is not its charge to create seating plans for the Smith Center.

Item 4a. Present parking arrangements with the Educational Foundation are a direct result of funding provided by the Foundation to construct parking near the Smith Center. A specific commitment to make parking available to Foundation members was made by the University in return for capital investment by the Foundation for basketball parking. There are spaces available in the Craige parking deck for non-Foundation members.

Item 4b. Instructions to the Athletic Department from the University Business Office, based on Internal Revenue Service ruling, limit the faculty-staff ticket discount to 20%. Faculty-staff receive the 20% discount.

Item 4c. This request was made last year by a number of groups and has been implemented for the 1995-96 season. The Athletic Department would prefer to not include exhibition games in the season ticket package, but it may not always be economically feasible to exclude these games from the season ticket package. The Athletic Department will try its best not to include these games.

Item 4d. The Director of Athletics agrees with this concept and with the assistance of the basketball coach tries to minimize these games. The Department, however, is obligated through its Atlantic Coast Conference television contract to honor television starting times. The Director of Athletics will continue to try and limit the number of weeknight games beginning after 7:30 P.M.

Item 5. Information from the ticket office reveals no deterioration in the location or number of faculty-staff seats in Kenan Stadium. The number of faculty-staff seats purchased has decreased from approximately 3,500 in the early 1980's to approximately 1,300 this year. There are 3,500 seats in Kenan Stadium available for faculty-staff.

APPENDIX III
ACADEMIC PROGRESS

APPENDIX III

1984

Men

	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	100		1220		50		2018	
Enrolled (Currently)	0	0.0	6	0.5	0	0.0	4	0.2
Graduated	81	81.0	971	79.6	43	86.0	1596	79.1
Suspended	12	12.0	115	9.4	3	6.0	181	9.0
Withdrawn	7	7.0	128	10.5	4	8.0	237	11.7
Cum GPA (Enrolled only)			2.04				1.96	

Women

1985

Men

	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	106		1200		54		1971	
Enrolled (Currently)	0	0.0	4	0.3	0	0.0	8	0.4
Graduated	83	78.3	1015	84.6	52	96.3	1611	81.7
Suspended	9	8.5	106	8.8	0	0.0	132	6.7
Withdrawn	14	13.2	75	6.3	2	3.7	220	11.2
Cum GPA (Enrolled only)			2.04				2.20	

Women

1986

Men

	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	115		1216		60		1914	
Enrolled (Currently)	0	0.0	3	0.3	0	0.0	1	0.1
Graduated	89	77.4	1031	84.8	50	83.3	1607	84.0
Suspended	14	12.2	101	8.3	6	10.0	116	6.1
Withdrawn	12	10.4	81	6.7	4	6.7	190	9.9
Cum GPA (Enrolled only)			2.03				2.12	

Women

1987

Men

	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	111		1181		72		1797	
Enrolled (Currently)	1	0.9	6	0.5	0	0.0	7	0.4
Graduated	87	78.4	1012	85.7	64	88.9	1536	85.5
Suspended	10	9.0	66	5.6	2	2.8	72	4.0
Withdrawn	13	11.7	97	8.2	6	8.3	182	10.1
Cum GPA (Enrolled only)	* *		2.56				2.21	

Women

. Omitted to avoid identifying an individual student.

1988

Men

	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	117		1237		70		1872	
Enrolled (Currently)	1	0.9	8	0.7	0	0.0	6	0.3
Graduated	98	83.8	1077	87.1	61	87.1	1623	86.7
Suspended	5	4.3	67	5.4	2	2.9	94	5.0
Withdrawn	13	11.1	85	6.9	7	10.0	149	8.0
Cum GPA (Enrolled only)	*. *		2.05				2.12	

Women

1989

Men

	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	115		1194		56		1829	
Enrolled (Currently)	2	1.7	11	0.9	0	0.0	8	0.4
Graduated	86	74.8	1011	84.7	48	85.7	1577	86.2
Suspended	12	10.4	57	4.8	3	5.4	71	3.9
Withdrawn	15	13.0	115	9.6	5	8.9	173	9.5
Cum GPA (Enrolled only)	2.40		2.11				2.33	

Women

*. * Omitted to avoid identifying an individual student.

1990

Men

	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	114		1185		80		1877	
Enrolled (Currently)	2	1.8	17	1.4	0	0.0	23	1.2
Graduated	75	65.8	984	83.0	68	85.0	1559	83.1
Suspended	12	10.5	75	6.3	3	3.8	78	4.2
Withdrawn	25	21.9	109	9.2	9	11.3	217	11.6
Cum GPA (Enrolled only)	1.98		2.36				2.34	

Women

1991

Men

	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	107		1094		83		1866	
Enrolled (Currently)	4	3.7	40	3.7	1	1.2	45	2.4
Graduated	70	65.4	884	80.8	70	84.3	1550	83.1
Suspended	15	14.0	49	4.5	2	2.4	77	4.1
Withdrawn	18	16.8	121	11.1	10	12.1	194	10.4
Cum GPA (Enrolled only)	2.12		2.39		**		2.52	

Women

** Omitted to avoid identifying an individual student.

APPENDIX III

1992

Men

	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	105		1143		73		1893	
Enrolled (Currently)	46	43.8	245	21.4	19	26.0	297	15.7
Graduated	29	27.6	702	61.4	43	58.9	1230	65.0
Suspended	6	5.7	42	3.7	0	0.0	54	2.9
Withdrawn	24	22.9	154	13.5	11	15.1	312	16.5
Cum GPA (Enrolled only)	2.37		2.63		2.95		2.80	

Women

1993

Men

	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	117		1177		66		2009	
Enrolled (Currently)	91	77.8	995	84.5	55	83.3	1656	82.4
Graduated	3	2.6	21	1.8	3	4.6	43	2.1
Suspended	5	4.3	42	3.6	0	0.0	50	2.5
Withdrawn	18	15.4	119	10.1	8	12.1	260	12.9
Cum GPA (Enrolled only)	2.68		2.95		2.92		2.97	

Women

1994

Men

	Men				Women			
	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	116		1292		77		2018	
Enrolled (Currently)	101	87.1	1133	87.7	71	92.2	1734	85.9
Graduated	0	0.0	0	0.0	0	0.0	0	0.0
Suspended	3	2.6	35	2.7	0	0.0	43	2.1
Withdrawn	12	10.3	124	9.6	6	7.8	241	11.9
Cum GPA (Enrolled only)	2.43		2.86		2.80		2.94	

1995

Men

	Men				Women			
	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	104		1151		75		1915	
Enrolled (Currently)	95	91.4	1090	94.7	73	97.3	1807	94.4
Graduated	0	0.0	0	0.0	0	0.0	0	0.0
Suspended	0	0.0	0	0.0	0	0.0	0	0.0
Withdrawn	9	8.7	61	5.3	2	2.7	108	5.6
Cum GPA (Enrolled only)	2.38		2.86		2.94		2.91	

APPENDIX IV
ACADEMIC PERFORMANCE AND RECOGNITION

ACADEMIC PERFORMANCE AND RECOGNITION

A total of 222 student-athletes earned a 3.0 grade point average or better in the fall semester of 1995. This is over 33 percent of the student-athlete population of UNC and represents the highest number of student-athletes reaching this level since the University has kept records. Included in this group were six students with perfect 4.0 grade point averages. That group included Brandon Coonse of the men's track and cross country teams, Joseph Hummel of the wrestling squad, Jennifer Lacoff of the gymnastics team, Colleen Lefferts of the softball squad, Shelley Talbert of the women's track team and Jason Wells of the men's fencing squad. Eight more student-athletes had 3.9 or higher grade point averages.

*Three student-athletes were inducted into Phi Beta Kappa in the fall semester of 1995. They included Alison Baker of women's lacrosse, Roger Componovo of men's soccer and Rachel Poston of women's golf. This triumvirate joined fellow Tar Heel student-athletes Sharon Moore (field hockey and women's lacrosse), Tracy Noonan (women's soccer) and Sonja Trojak (women's soccer) who were inducted into this prestigious honor society previously.

*The University of North Carolina men's and women's swimming and diving team once again earned top honors from the College Swimming Coaches Association of America for their academic exploits during the 1995-96 school year. The CSCAA cites any college swimming program with All-Academic Team Honors for maintaining a team cumulative grade point average of 2.75 or above during any semester or full school year period. The Carolina women's team was so honored for the sixth successive year in 1995-96 as the Tar Heel contingent compiled a 2.97 grade point average which the CSCAA rates in the "commendable" category. Carolina has now gained honors from the CSCAA for the women's team in 1990-91, 1991-92, 1992-93, 1993-94, 1994-95 and 1995-96. The Tar Heel men's team went even one better than its female counterpart as the Heels compiled a 3.02 GPA for the 1995-96 school year, an effort which rated in the "excellent" category as defined by the CSCAA. The Tar Heel men previously had been honored in the 1990-91 and 1991-92 school years as well as in the fall semester of 1994.

"The Dean's List in the fall semester of 1995 included an impressive total of 109 student-athletes. This is the second-highest total for student-athletes on a Dean's List in school history. In the fall semester of 1994, there were 117 student-athletes named to the Dean's List.

*Five Tar Heel student-athletes were named to Academic All-America teams by GTE and the College Sports Information Directors of America. Softball player Christine Kubin was named to the GTE University Division first-team Academic All-America Softball Team. Four Tar Heel athletes were named to the CoSIDA/GTE District III At-Large Academic All-America Team--men's lacrosse player Rob Tobin, men's golfer Mark Wilson, women's golfer Rachel Poston and women's track and cross country runner Susanna Matsen.

*Several student-athletes were awarded postgraduate scholarships during the past school year. Sharon Moore (field hockey and women's lacrosse) and Russell Babb (football) were awarded Weaver James Postgraduate Scholarships from the Atlantic Coast Conference. The Sears Director's Cup Postgraduate Scholarship was awarded to George Simpson, a tutor in the academic support unit. The College Football Association/Hitachi Postgraduate Scholarship was awarded to James Shipp, a student trainer for the football team.

"Sharon Moore of the field hockey and women's lacrosse teams and Rob Tobin of the men's lacrosse squad were named as the Atlantic Coast Conference Senior Scholarship Award winners from UNC.

*Russell Babb of the football team received the Jim Tatum Award from the Atlantic Coast Conference.

*A special award was given by the UNC Department of Athletics to recognize student-athletes who work in the Carolina ACT (Athletes Coming Together) peer mentoring program and the leaders of the Atlantic Coast Conference Outreach Program.

*The University of North Carolina presented women's cross country runner Susanna Matsen with the annual Jim Tatum Service Award.

*One student-athlete from each of Carolina's 25 intercollegiate sports (men's and women's indoor and outdoor track are combined for these awards) were named winners of the Athletic Director's Scholar-Athlete Award at the University of North Carolina for 1995-96. The list of those winners follows here:

Russell Babb.....	Football	Matt Branum.....	Men's Swimming & Diving
Kim Schroll.....	Field Hockey	Kari Haag.....	Women's Swimming & Diving
Brandon Coone.....	Men's Country	John Carter.....	Men's Fencing
Susanna Matsen...	Women's Cross Country	Margaret Moncure.....	Women's Fencing
Maurice Smith.....	Men's Track & Field	Dave Leonardis.....	Wrestling
Monique Hunt.....	Women's Track & Field	Brian Whitlock.....	Baseball
Laurie Lemanski.....	Women's Volleyball	Kristine Kubin.....	Softball
Eddie Pope.....	Men's Soccer	Mark Wilson.....	Men's Golf
Tracy Noonan.....	Women's Soccer	Rachel Poston.....	Women's Golf
Dante Calabria.....	Men's Basketball	Brint Morrow.....	Men's Tennis
Tonya Jackson.....	Women's Basketball	Ariana Cervenka.....	Women's Tennis
Rob Tobin.....	Men's Lacrosse	Danielle McCully.....	Women's Lacrosse
Christa Abrams.....	Women's Gymnastics		

- . 97 student-athletes were named to the Dean's List in the Spring Semester of 1996
- . 219 student-athletes had a 3.0 or above in the Spring
- . Christine Kubin (softball) was named to Academic All-America 1st Team, and Rob Tobin (Men's Lacrosse) was named second team by CoSIDA. Beside Kubin and Tobin, District III Academic All-America's included Susanna Matsen (Women's Track), Rachel Poston (women's Golf) and Mark Wilson (Men's Golf)
- . Mark Wilson was named winner of the Ben Hogan Award by the Golf Coaches Association. The award goes to the top male golfer scholar-athlete in the country
- . Susanna Matsen was an April initiate into Phi Beta Kappa
- . 208 Carolina student-athletes were named to the ACC Honor Roll, the most in school history

Kay White
a.p.p.l.e.s. Program Chair
a.p.p.l.e.s. Service Learning Program
CB# 5210 Carolina Student Union
University of North Carolina at Chapel Hill
(919) 962-0902

UNC Faculty
c/o Prof. Jane Brown
Chair of the Faculty
Office of Faculty Governance
CB# 9170
University of North Carolina at Chapel Hill

October 11, 1996

Dear UNC Faculty:

I am writing to recognize faculty members who, through the a.p.p.l.e.s. Program, have contributed to the University and to the North Carolina community. In addition, I encourage you to participate in the a.p.p.l.e.s. Program.

In 1990, five UNC-CH students initiated the a.p.p.l.e.s. Program (a.p.p.l.e.s. stands for assisting people in planning learning experiences in service). Since the program's inception, a.p.p.l.e.s. has been the only student-initiated, student-coordinated, and entirely student-funded service-learning organization in the nation. We have served as a model for other universities that wish to incorporate service-learning into their curriculum, including the University of Illinois, N.C. State, and Duke University. In Spring 1996, we were invited to address the UNC Board of Governors, the UNC Board of Visitors, and the UNC Board of Trustees. Our program has been featured in local and state media. In total, we have worked with thirty-five UNC-CH faculty members, facilitated more than 50,000 hours of community service and placed 1,300 UNC-CH students in 183 community organizations throughout the state.

Since Fall 1991, the a.p.p.l.e.s. Program has sponsored semester classes in which the students complement their academic material with community service experience. For example, Prof. Anne Dunbar's African Studies class on Culture, Gender, and Participatory Development engaged students with immigrating African families and with migrant and seasonal farmworkers. Prof. Kay Losey's English 300 students teach writing to other students through the English as a Second Language Program.

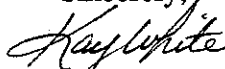
Our three-year-old Summer Internship Program (originally named NC-CASP) is another way in which faculty participating in a.p.p.l.e.s. help to fulfill the University's service mission. During Summer 1996, eleven UNC-Chapel Hill students were sent into communities throughout the state. Each intern engaged in challenging service internships in organizations such as the Children's Law Center in Charlotte and the Buncombe Alternative Sentencing Program in Asheville. Each summer intern complemented their internship experience with an academic component sponsored by a UNC Faculty member. Sam Sejjal, a senior political science and chemistry major, interned with the National Summerbridge Program in Wake County. Summerbridge is a tuition free program that targets motivated middle school students with limited educational opportunities. Sam served as one of the faculty which is composed entirely of high school and undergraduate students. He taught two science classes focusing on political and environmental issues of the Neuse River and one class on current social issues. Prof. Michael Lienesch served as his faculty advisor for Political Science 99. Sam is required to write a 15 to 20 page research paper on the perspective of middle school kids on public policy issues. Each intern received a \$2,000 stipend provided by a \$8,000 grant from the UNC Parents' Council, student fees, and some of the internship site organizations.

In Spring 1995, we hired a full time Service-Learning Coordinator, Ms. Mary Morrison. In addition to bringing more expertise and organization to a.p.p.l.e.s., Mary has also provided a link to North Carolina communities. As a result, she has been invited to participate in the Triangle Leadership Program, the Strategic Planning Task Force for Chapel Hill and Carrboro School System, and received the Rotary Paul Harris Fellow Award for service to the community. Currently, the a.p.p.l.e.s. Program is working to create a University EPA position for Mary.

As a result of the hard work of staff, students, the Center for Teaching and Learning, and faculty and community advisors, the a.p.p.l.e.s. Program has received tremendous success and support. The a.p.p.l.e.s. Program would like to thank those faculty members, listed below, who have contributed extra time and efforts inside and outside the classroom. You have provided a unique learning experience to your students. We appreciate your dedication to service-learning.

For those of you who are interested in the program, please call or drop by the a.p.p.l.e.s. office. Our phone number is 962-0902, and we are located in Suite 108D in the Student Union. You may also leave a message for me on my email, kfwhite@gibbs.oit.unc.edu. I look forward to working with you.

Sincerely,



Kay White
Economics Major/ History Minor
a.p.p.l.e.s. Summer Program Chair 1995-6
a.p.p.l.e.s. Program Chair 1996-7

Faculty members who have participated or who are participating in a.p.p.l.e.s. semester courses are:

*African/Afro-Amer
Studies*
Prof. Anne Dunbar

American Studies
Prof. Joy Kasson

Communication Studies
Prof. Robert Cox

Economics
Prof. James Wilde
Prof. Rachel Willis

School of Education
Prof. Gerald Unks

English
Prof. Kay Losey
Mr. Chris Mullen

History
Prof. Peter Filene
Prof. Jim Leloudis

International Studies
Prof. Dick Ulin

*Journalism and Mass
Communication*
Prof. Jay Anthony
Prof. Anne Johnston

Philosophy
Prof. Jan Boxill

Political Science
Prof. Pam Conover
Prof. Donna LeFebvre
Prof. Joel Schwartz

Psychology
Prof. Parinda Khatri
Prof. Janis Kupersmidt

*Recreation
Administration*
Prof. Deb Bialeschki
Prof. Karla Henderson

Sociology
Prof. Judith Blau
Prof. Richard Cramer
Prof. Kathy Harris
Prof. Anthony Obersall

Faculty members who have participated in the Summer Program are:

Communication Studies
Prof. Gorham Kindem

School of Education
Prof. Carol Malloy

*Journalism and Mass
Communication*
Prof. Lucila Vargas

*Maternal and Child
Health*
Prof. Trude Bennett
Prof. Lewis Margolis

Political Science
Prof. Donna LeFebvre
Prof. Michael Lienesch
Prof. Joel Schwartz
Prof. Gordon Whitaker

Psychology
Prof. John Schopler

Public Health/Nursing
Prof. Chris Harlan

*Recreation
Administration*
Prof. Deb Bialeschki

Religious Studies
Prof. Peter Kaufman

And these administrators and community members deserve special thanks for all they have contributed to the creation and longevity of a.p.p.l.e.s.:

Ms. Martha Arnold
Ms. Diane Calleson
Prof. Anne Dunbar
Assoc. Vice-Provost Ned Brooks

Prof. Donna LeFebvre
Ms. Anna Mercer McLean
Provost Dick Richardson
Prof. Joel Schwartz

Ms. Val Smith
Prof. Rachel Willis
Ms. Susan Worley

**STANDING COMMITTEES OF THE FACULTY
SCHEDULE OF REPORTS TO THE FACULTY COUNCIL
1996-1997**

<u>Focus Topics</u>	<u>Faculty Council Meeting</u>	<u>Report Due Date</u>
	<u>September 6, 1996</u>	<u>August 16, 1996</u>
Focus on Faculty Governance	-----	
	<u>October 11, 1996</u>	<u>September 20, 1996</u>
Focus on Student Life	Advisory Committee on Undergraduate Admissions: Stephen S. Birdsall, Chair. Athletics: Frederick O. Mueller, Chair	
	<u>November 15, 1996</u>	<u>October 18, 1996</u>
Focus on State of the Faculty	Advisory: Janet Mason, Chair Status of Women: Abigail T. Panter, Chair Faculty Welfare: Steven L. Bachenheimer, Chair Honorary Degrees and Special Awards: Weldon Thornton, Chair (Closed Session)	
	<u>December 6, 1996</u>	<u>November 8, 1996</u>
Focus on State of the Faculty	Task Force on Minority Faculty & Student Recruitment & Retention: Harold Wallace & Linda Lacey, Co-Chairs Status of Minorities & the Disadvantaged: Audrey E. Johnson, Chair Status of Black Faculty and Students: William A. Darity, Jr., Chair Faculty Hearings: S. Elizabeth Gibson, Co-Chair Faculty Grievance: John C. Boger, Chair Instructional Personnel: Richard J. Richardson, Chair	
	<u>January 10, 1997</u>	<u>December 6, 1996</u>
Focus on Academic Life	Substance Abuse Task Force: Dr. William R. Jordan, Chair Scholarships, Awards, and Student Aid: W. James McCoy, Chair	
	<u>February 14, 1997</u>	<u>January 24, 1997</u>
Focus on Academic Life	Educational Policy: Anthony N. Passannante, Chair Established Lectures: Arne L. Kalleberg, Chair Research: James J. Gallagher, Chair Administrative Board of the Library: Evelyn H. Daniel, Chair Buildings and Grounds: David R. Godschalk, Chair Honorary Degrees and Special Awards: Weldon Thornton, Chair (Closed Session)	
	<u>March 21, 1997</u>	<u>February 28, 1997</u>
Focus on University Affairs	University Government: James L. Peacock, III, Chair Executive Committee of the Faculty Council: Jane D. Brown, Chair Task Force on Intellectual Climate: Pamela Conover, Chair	
	<u>April 25, 1997</u>	<u>April 4, 1997</u>
Focus on University Affairs	Faculty Assembly Delegation: Jane D. Brown, Chair	

No report scheduled: Catalog Committee

revised 10/09/96

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STANDING COMMITTEES AND TASK FORCES OF THE FACULTY 1996-97

STUDENT LIFE COMMITTEES

ATHLETICS. 1997: Connie C. Eble, Frederick O. Mueller (Chair); 1998: Audrey E. Johnson, Edward J. Ludwig; 1999: William W. Smith, Frank T. Stritter; 2000: Anne H. Fishel, Henry R. Lesesne; 2001: Karla A. Henderson, Richard A. Rosen; ACC Representative: John P. (Jack) Evans.

ADVISORY COMMITTEE ON UNDERGRADUATE ADMISSIONS. Acting Vice Chair, Fine Arts to be elected, David J. Halperin (Vice Chair, Humanities), Dirk Frankenberg (Vice Chair, Basic & Applied Natural Sciences), Stanley W. Black III (Vice Chair, Social Sciences), Cynthia Freund (Academic Dean), Barbara B. Moran (Academic Dean), **Stephen S. Birdsall** (Chair) (Dean, College of Arts & Sciences), Donald C. Jicha (Assoc. Dean, Gen. College); ad hoc members: Peter A. Coclanis (Assoc. Dean, Gen. Ed.) (Russell Van Wyk alt. 1996-97), John W. Edgerly (Director, U. Counseling Ctr.), Richard G. Hiskey (Chemistry), Frederick O. Mueller (Phys. Ed.), Dixie L. Spiegel (Ed.), + 2 to be appointed; ex officio members: Susan T. Kitchen (VC, Student Affairs), Jane S. Byron (Director, Learning Disabilities Ctr.), Carolyn C. Cannon (Assoc. Dean, Academic Services), James C. Walters (Dir., Undergrad. Admissions), David C. Lanier (U. Registrar), James Kessler (Handicapped Coordinator), Eleanor S. Morris (Dir., Student Aid Office), Herbert L. Davis (Assoc. Dir., Undergrad. Admissions), Anthony (Tony) R. Strickland (Asst. Dir., Undergrad. Admissions), Sue O. Klapper (Asst. Dir., Undergrad. Admissions), Timothy R. Sanford (Director, Institutional Research).

STATUS OF MINORITIES AND THE DISADVANTAGED. 1997: William A. Darity, Jr., Judith E. Tintinalli; 1998: Evelyn H. Huber, **Audrey E. Johnson** (Chair), Svein U. Toverud; 1999: D. Soyini Madison, Joyce W. Sparling, Adam N. Versenyi, Gang Yue; ex officio members: James Kessler, Harold G. Wallace; student members: Neil Bagchi, Kimberly Diehl, Michael Farmer (undergraduate); Sharon Holt (graduate).

STATE OF THE FACULTY COMMITTEES

ADVISORY. 1997: Jaroslav T. (Jerry) Folda III, **Janet Mason** (Chair), Stephen F. Weiss; 1998: Paul Debreczeny, Bernadette Gray-Little (Vice Chair), Gregory Strayhorn (Slayton A. Evans, Jr., Alternate 1996-97); 1999: I.R. Stirling Haig, II, Linda Lacey, Gilbert C. White, II; ex officio members: Joseph S. Ferrell (Secretary), Jane D. Brown.

STATUS OF WOMEN. 1997: Catherine Marshall, Laurie E. McNeil, **Abigail T. Panter** (Chair), Brent S. Wissick; 1998: Allen F. Glazner, Karla A. Henderson, Rebecca S. Wilder; 1999: Susan J. Navarette, Debra L. Shapiro, Michael J. Symons.

FACULTY WELFARE. 1997: Francois M. Seillier-Moiseiwitsch, Julia T. Wood, Lawrence A. Zelenak; 1998: Edward J. Blocher, Lynn D. Glassock; 1999: James E. Allen, **Steven L. Bachenheimer** (Chair), Diane K. Kjervik, Ruth C. Walden.

TASK FORCE ON MINORITY FACULTY AND STUDENT RECRUITMENT AND RETENTION. Harry Amana, Vince Rozier, Daniel Bell, Linda Brooke, Ned Brooks, Jane Brown, Jan Boxill, Marila Cordeiro-Stone, Jeff Feiss, Chris Fordham, Mavis Gragg, Henry Hsiao, Carol Malloy, Sonya Ramsey, Tim Sanford, Lillie Searles, Chandra Taylor, Marilyn Yarborough, **Linda Lacey** (Co-Chair), **Harold G. Wallace** (Co-Chair).

STATUS OF BLACK FACULTY AND STUDENTS. 1998: Roberta Ann Dunbar, David S. Newbury; 1999: **William A. Darity, Jr.** (Chair), D. Soyini Madison, Anita Brown-Graham.

FACULTY HEARINGS. 1997: **John V. Orth** (Chair, Spring 1997) (Lars G. Schoultz, Alternate 7-1-12-31-96); 1998: Marie M. Bristol (William F. Finn, Alternate 1996-97); 1999: **Genna Rae McNeil** (Co-Chair, Fall 1996); 2000: **S. Elizabeth Gibson** (Co-Chair, Fall 1996); 2001: Beverly W. Taylor; 1996-97 Alternates: William F. Finn, James H. Johnson, Jr., Robert E. Gallman, Jo-David Fine.

FACULTY GRIEVANCE. 1997: Lee G. Pedersen, **John (Jack) C. Boger** (Chair), Terence V. McIntosh; 1998: Cary M. Grant, Reginald F. Hildebrand, Erika C. Lindemann; 1999: Patricia Z. Fischer, Evelyne H. Huber, Megan M. Matchinske.

INSTRUCTIONAL PERSONNEL. Stephen S. Birdsall (Dean, Arts & Sciences), Alan Feduccia (Chair, Basic & Applied Nat. Sci.), Melissa M. Bullard (Chair, Social Sciences), Richard R. Cole (Dean, Journalism), Richard L. Edwards (Dean, Social Work), Paul Fulton (Dean, Business School), Beverly W. Long (Chair, Humanities), Linda Dykstra (VC Grad. Studies & Research), **Richard J. (Dick) Richardson** (Chair) (Interim Provost), Barbara B. Moran (Dean, Library Sci.), Thomas Warburton (Acting Chair, Fine Arts), Michael R. Smith (Director, Inst. of Govt.), William Burke (Dean, Education), Judith W. Wegner (Dean, Law); ex officio member: Jane D. Brown, Chair of the Faculty.

ACADEMIC LIFE COMMITTEES

HONORARY DEGREES AND SPECIAL AWARDS. 1997: David O. Moltke-Hansen (3-1/2 year Alternate), **Weldon Thornton** (Chair); 1998: William D. Huffines, Linda L. Spremulli; 1999: Susan A. Klebanow, Joseph S. Pagano; ex officio member: Joseph S. Ferrell (Secretary). [Vice Chair/Chair Elect to be elected.]

SCHOLARSHIPS, AWARDS, AND STUDENT AID. 1997: Richard D. Rust, Francis M. Whang; 1998: Idris Assani, Eugenia Eng, Laurice Ferris, Evelyne H. Huber, Philip C. Singer; 1999: M. Deborah Bialeschki, Melody F. Harrison, **W. James (Jim) McCoy** (Chair); ex officio members: Eleanor S. Morris, Frederic W. Schroeder, Jr., James Walters, Kermit Williams; student members: Sean Behr, Edwin Burwell, Bethany Chism (undergraduate); Daniel Hicks (graduate).

EDUCATIONAL POLICY. 1997: James E. Ketch (Fine Arts), Sara Mack (Humanities), Michael Lienesch (Social Sciences); 1998: Arthur E. Champagne (Natural Sciences)(2-yr. Alt. for Linda A. Dykstra), James L. Leloudis (Social Sciences), **Anthony N. (Tony) Passannante** (Chair) (Health Affairs); 1999: Paul D. Fullagar (Natural Sciences), Judith L. Meece (Professional Schools in Academic Affairs), Jack M. Sasson (Humanities); ex officio member: David C. Lanier, University Registrar; student members: Marianne Reeves (Graduate) + 1 Shelby Bao, Alex Smith (undergraduate)(1 more than mandated).

ESTABLISHED LECTURES. 1997: **Arne L. Kalleberg** (Chair), Roberta (Bobbi) Owen, J.F. Camilla Tulloch; 1998: John J.B. Anderson, Norris B. Johnson; 1999: Lawrence Grossberg, Merle H. Mishel; student members: Stephen Lastelic, Tandy Meng (undergraduate); Kevin Farley (graduate).

RESEARCH. 1997: Cora-Jean S. Edgell, **James J. Gallagher** (Chair), Mark L. Reed III (leave Fall 1996); 1998: Michael Caplow, Clayton Koelb, Donald T. Lysle; 1999: Arne L. Kalleberg, James L. Leloudis, Susan T. Lord; ex officio member: Thomas J. Meyer (VC of Research & Graduate Studies).

ADMINISTRATIVE BOARD OF THE LIBRARY. 1997: Mary Pardo, Raleigh C. Mann, Paul J. Kropp, **Evelyn H. Daniel** (Chair); 1998: Linda S. Drake, Donald L. Madison (Health Affairs representative appointed by the Chair of the Faculty), Terry E. Rhodes, Peter M. Smith, Richard Superfine, James A. Wilde; 1999: James M. Coggins, David A. Hammond, M. Catharine Newbury, Jack M. Sasson; ex officio members: Craig J. Calhoun (Interim Dean of the Graduate School), Joe A. Hewitt (University Librarian), Richard J. (Dick) Richardson (Interim Provost); student members: 1 undergraduate to be appointed; Venetia Thomas, Dara Whalen (graduate).

BUILDINGS AND GROUNDS. 1997: Thomas A. Bowers, Elizabeth A. Chenault, James L. Murphy (2-yr. Alternate), Sharon P. Turner (2-yr. Alternate); 1998: **David R. Godschalk** (Chair), William D. Mattern, A. Wayne Pittman; 1999: Thomas B. Clegg, Jo Ann B. Dalton, David W. Owens; ex officio members: Wayne R. Jones, Bruce L. Runberg, Gordon H. Rutherford, Edward J. Willis; student members: Christian Charnaux, Larry Smar (undergraduate); Kristin Komives (graduate).

TASK FORCE ON INTELLECTUAL CLIMATE. Subcommittees and their Chairs are: Faculty Roles and Rewards: **Laurie McNeil** (Chair); First Year Experience: **Leon Fink** (Chair); In the Classroom: **Marshall H. Edgell** (Chair); Outside the Classroom: **Lloyd Kramer** (Chair); Public Spaces: **Melinda Meade** (Chair); Service and Community Based Learning: **Donna LeFebvre** (Chair).

SUBSTANCE ABUSE TASK FORCE. **William Jordan** (Chair), Ron Binder, Jane Brown, Judith Cowan, John Edgerly, Julian Keith, Don Luse, Ralph Pendergraph, Mary Sechriest, Susan Spalt, David Whichard, Holly B. Blanton, L.C. Bruce, Randy Cox, Paul Fulton, Katherine Kraft, Robert Monk, Ladell Robbins, William Small, Matt Sullivan, William Bakewell, Amy Bowles, Pamela Conover, Fulton Crews, Craig Foster, Don Gold, Wayne Kuncel, Aaron Nelson, Fred Schroeder, Katherine L. Smith, Marshall Wade, Ollie Wagner, Harold Wallace, Robert G. Wright.

UNIVERSITY AFFAIRS COMMITTEES

AGENDA. (terms expire June 30, 1997) Carl R. Anderson, Donna H. LeFebvre, Carol C. Hogue, Barry R. Lentz, Bobbi A. Owen; ex officio members: **Jane D. Brown** (Chair), Joseph S. Ferrell (Secretary), Chancellor Michael Hooker.

FINANCIAL EXIGENCY AND PROGRAM CHANGE. 1997: Jennifer S. Conrad (Academic Affairs), Richard W. Pfaff (Academic Affairs), Marie M. Bristol (Health Affairs), Donald L. Madison (Health Affairs); 1998: Stanley W. Black III (Academic Affairs), William D. Huffines (Health Affairs); 2000: Michela Gallagher (Academic Affairs), Nancy Raab-Traub (Health Affairs); Peter I. Kaufman, Linda C. Wagner-Martin (Academic Affairs); Jo Ann B. Dalton, Edward A. Norfleet (Health Affairs). [Chair to be elected; 1995-96 Chair: Philip A. Bromberg].

NOMINATING. 1997: Jaroslav T. (Jerry) Folda III, Janet Mason, Stephen F. Weiss, Connie C. Eble, Frederick O. Mueller, James E. Ketch, Sara Mack, Michael Lienesch, Lee G. Pedersen, John C. (Jack) Boger, Terence V. McIntosh, John V. Orth, Jennifer S. Conrad, Richard W. Pfaff, William F. Finn (Alternate for Marie M. Bristol), Donald L. Madison, David O. Moltke-Hansen, Weldon Thornton; ex officio members: Joseph S. Ferrell (Secretary), Jane D. Brown. (Chair to be elected.)

UNIVERSITY GOVERNMENT. 1997: Douglas Kelly (Alt. 1996-97 for Harry Gooder; retired), Janet Mason, Royce W. Murray; 1998: Jack M. Sasson; 1999: William I. Burke, Jean Goeppinger, **James L. Peacock III** (Chair), ex officio member: Joseph S. Ferrell.

EXECUTIVE COMMITTEE OF THE FACULTY COUNCIL. (Elected by the Faculty Council) 1997: Richard N. (Pete) Andrews, Bonnie Yankaskas (Alt. 1996-97 for Harry Gooder, who retired), Carol G. Jenkins, James L. Peacock III; 1998: Carl L. Bose, Pamela J. Conover, Paul B. Farel, Lillie L. Searles; 1999: Sue E. Estroff, Darryl J. Gless, Laurie E. McNeil, Joseph S. Pagano; ex officio members: Joseph S. Ferrell (Secretary), **Jane D. Brown** (Chair).

FACULTY ASSEMBLY DELEGATION. (Elected from the Faculty Council) 1997: Nancy H. Lane (Alternate for Laurel A. Files), Laura N. (Lolly) Gasaway; 1998: W. Miles Fletcher; 1999: George Rabinowitz; ex officio member: **Jane D. Brown** (Chair).

CATALOG. (no terms) Richard J. Beckman, Linda J. Fisher, Jane S. Gabin, Robert C. Kanoy, **Clifton B. Metcalf** (Chair)(Assoc. Vice Chancellor for University Relations), James L. Murphy, Roberta A. (Bobbi) Owen, Ellen K. Smith, + 2 to be appointed; ex officio members: Dana D. Bayley, Vicky R. Gless, Scott Jared; student members: Brenda Chae, Taylor Laumann (undergraduate). [Note: This is last year's Committee. Chairmanship is technically vacant because Assoc. Vice Chanc. position not yet filled; the Committee may disband soon.]

October 10, 1996

rsm

Joseph S. Ferrell
Secretary of the Faculty

Report to the Faculty



"Spaces scaled to fit the people using them act as catalysts for creativity and growth. When we walk into environments that feel right, we feel confident. We understand immediately how to use them. And we have a better sense of our own worth because of it." Neil P. Frankel

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■ Mission Statement

The Classroom Hotline is provided by ATN Instructional Support as a free resource for the Teaching Faculty. Our mission is to address your technology needs through self-service, public teaching facilities and a multitude of support services.

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■ Executive Summary

It has been 12-months since the consolidation of classroom support services arm under one roof and one name: ATN Classroom Hotline. We feel the transition has helped to put our customer, the Teaching Faculty, first as we address the growing demand for all levels of technology and the improvement of campus-wide teaching conditions in the typical classroom.

A short-list of refinements delivered in response to faculty input includes:

- Permanent placement of basic technology in more than 80 General Purpose Classrooms. (Fewer than 17% of General Purpose Classrooms without basic technology - down from 65% one year ago.)
- Expanded Classroom Hotline business hours. 7:30am to 7:30pm Monday through Friday.
- Support telephones in the campus' largest Multimedia Classrooms.
- Redesigned control system interface (and work toward a universal campus standard for interface design).
- Redesign of Multimedia (Smart) Classroom model (along with a 50% reduction in cost of a Multimedia Classroom).
- Upgraded three rooms to Multimedia Classrooms.
- Initiated an on-line, web-based discussion board for faculty interested in sharing ideas and concerns associated with instructional technology and classrooms.

We feel these improvements, in conjunction with continued feedback and recommendations from you, our customer, help tailor the comprehensive services we provide in support of the UNC Faculty.

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Minutes of the General Faculty and Faculty Council.

Friday, October 11, 1996, 3:00 p.m.

[An edited transcript of the proceedings is available on the campus World Wide Web: Campus Sites and Services; Governance Bodies; Faculty Council.]

Faculty Council Attendance

Present (62): Anderson, Andrews, Barefoot, Beck, Beckman, Bentley, Bose, Lubker, Bromberg, Brown, Chambers, Conley, Conover, Crumley, Dalton, Dodds, Eckel, Estroff, Farel, Favorov, Fletcher, Foshee, Fox, Frankenberg, Gless, Hattem, Herman, Hodges, Hogue, Holmgren, Howard, Irene, Jenkins, Johnstone, Lentz, Leonard, Loeb, Matson, Mauriello, G. McNeil, L. McNeil, Owen, Pagano, Panter, Passannante, Peacock, Pielak, Platin, Rabinowitz, Rinehart, Rutledge, Searles, Shapiro, Shea, Skelly, Stidham, Strauss, Tauchen, Tysinger, Weber, White, Yankaskas.

Excused Absences (17): Anderson, A. Bailey, L. Bailey Jefferson, Bangdiwala, Brink, Danis, Evens, Jackson, Ji, Lachiewicz, LeFebvre, Maffly-Kipp, Mandel, Mill, Salgado, Stuck, Williams.

Unexcused Absences (5): Crimmins, Loda, Pike, Renner, Rosenman.

Memorial Resolution

Professor Joseph M. Flora presented a memorial resolution for the late Robert Addison Bain. Adopted.

Hettleman Awards

Chancellor Hooker presented the 1996 Hettleman Awards to Cori E. Dauber, Associate Professor of Communication Studies; Shannon C. Kenney, Associate Professor of Medicine; H. Holden Thorp, Associate Professor of Chemistry; and Jianqing Fan, Associate Professor of Statistics.

Chancellor's Remarks

Academic enhancement funds. Chancellor Hooker reported on the use that the University will make of the academic enhancement funds made available to UNC-CH in the 1996-97 state budget.

The 1995 General Assembly included in the 1995-96 budget act a special provision authorizing UNC-CH and NC State to increase tuition by up to \$400 per academic year for all students. The special provision also authorized an additional tuition increase of up to \$2,600 for students in law, medicine, dentistry, pharmacy, and the business school's MBA program. Our board of trustees accepted this invitation by increasing tuition across-the-board by \$400 per year for all students. The legislation earmarked 35% of the revenue generated by this increase for student aid; the remainder was used for faculty salaries and library resources. The Law School added to the general \$400 increase another \$600 and the Business School and the Pharmacy School added another \$2,600. The revenue generated by those increases was earmarked by the legislation for enhancing those schools.

At the University's urging, the 1996 General Assembly matched the additional money that students and their parents were being asked to pay in the general \$400 tuition increase with a special appropriation for "academic enhancement." The total appropriation of \$17.8 million was divided between UNC-CH and NC State in proportion to tuition increases. Our share of the total is \$9,149,200. Since this appropriation was funded from recurring revenue, it is intended to be a permanent addition to our budget.

For the 1996-97 fiscal year the University has allocated the \$9 million in academic enhancement funds to four areas: (1) faculty salaries, (2) graduate student health insurance, (3) academic technology, and (4) outreach to the public schools. The faculty salary component made available an additional \$773,000 for faculty salary increases effective September 1, which is equivalent to an average increase of 0.5%. The cost of graduate student health insurance has not been finally ascertained, but will be between \$2.5 million and \$4 million. One million dollars has been earmarked for projects that will enhance the ability of the public schools to use computer technology and to reduce the attrition rate among new school teachers. The amount available for academic technology will depend on the cost of graduate student health insurance, but it could be as much as \$4,876,000.

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plans to meet this challenge. We have indicated that UNC-CH has very limited capacity to increase our day-time student population. We can, however, make better use of our physical plant in the evenings and on weekends. To that end, we have begun working to develop a bachelor of liberal studies program that would be offered at those times. We are also working to develop courses and degree programs that can be offered at distant locations in North Carolina via digital technology. We will be challenged, however, to ascertain whether traditional liberal arts disciplines can be effectively taught in this matter. Much of the vitality and vibrancy of a liberal arts education stems from personal interactions in the academy. Nevertheless, we recognize that digital technology is changing the ways in which the academy interacts with the world at large.

School construction bond issue. Chancellor Hooker urged support of the state bond issue for public school construction.

Privatization. The on-going study of "privatizing" or "out-sourcing" some of our staff support functions has been particularly troubling to our housekeepers and groundskeepers. The University already depends on the private sector for many, many services. The University cannot refuse to consider privatization because we have been directed to do so by the General Assembly. We must, however, be acutely aware of the human cost of this effort. At some point, the damage done by anxiety and disruption will be greater than any potential savings. That is already the case with respect to our housekeepers and perhaps other employees as well.

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Professor George Rabinowitz observed that, quite aside from technological improvements in classrooms, many faculty are dismayed at the conditions of existing classrooms: fixed seating that does not allow students to interact with each other, blackboards no longer capable of sustaining chalk. Although he supports upgrading classrooms for new technology, he observed that "it is almost a prior condition that our classrooms can be used for everyday efforts." Chancellor Hooker replied that the administration is aware of the problem and is moving as rapidly as we can.

Remarks by the Chair of the Faculty

Professor Brown called attention to the work of the Legislative Liaison Committee headed by Prof. Dirk Frankenberg (Marine Sciences) and Prof. Jan Elliott (Journalism & Mass Communication). This is an ad hoc group that helps to present the faculty's view to the General Assembly. She asked that faculty members who have an interest in joining in this effort contact Prof. Frankenberg or herself.

Professor Brown next touched on a number of issues that the faculty will be asked to address in the coming year. Chancellor Hooker has initiated a series of conversations with the Executive Committee of the Faculty Council about the impact of impact of technology on the university and how the university might more effectively go about reallocating resources to respond to the challenges of the external environment. Prof. Pete Andrews and Ms. Carol Jenkins, both ECFC members, are working to develop a statement that responds to these issues, especially to the question of resource reallocation. The faculty are also involved in this institution's response to several initiatives from General Administration. One of these is development of appropriate performance measures for higher education as part of the Office of State Budget and Management's move toward presenting the state budget to the General Assembly in a format that emphasizes measures of performance rather than line items. Another is how to facilitate the transfer of academic credits from UNC constituent institutions to the community colleges and vice versa. A third is the question of post-tenure review. This was advocated by our own recent self-study. President Spangler has recently initiated a process that may lead to the development of procedures for post-tenure review throughout the University System.

Remarks by the President of the Student Body

Mr. Aaron Nelson spoke to the Council about several of his initiatives. The Out-of-State Student Association has been formed to address issues of particular concern to out-of-state students, such as transportation to and from the airport, how to make do during university holidays when the dormitories and food service close, and where to store belongings over the summer. The Ambassador Program has been formed as a means of establishing liaison between

students and the state at large, and especially with members of the General Assembly. A student audit fee committee has been set up to monitor student fees and how they are spent.

On the academic front, student government has proposed a number of priorities for use of funds that may become available for technological improvements on campus. One of the most exciting is an interactive graduation plan that would allow students to establish a specific academic goal and plan the course work needed to achieve it over a four-year period. Student government is also interested in expanding the number of available minors. Finally, student government is committed to gender equity in faculty hiring and promotion and in building community among students, faculty, and staff.

Remarks by Undergraduate Honor Court Representatives

Ms. Susanna Maxon, Chair of the Undergraduate Honor Court, spoke of her commitment to make the Honor Code one of the strongest underpinnings of the intellectual climate at UNC. She has worked with the Office of Undergraduate Admissions to include greater emphasis on the Honor Code in materials sent to high school guidance counselors, and with campus tour guides who will be giving greater emphasis to the Honor Code. Other activities have included plaques in strategic locations across campus, printing the Honor Code on Student Stores receipts, and distributing Honor Code pencils. Ms. Maxon emphasized that cooperation among the faculty, the attorney general's staff, and the Honor Court is absolutely essential.

Ms. Maxon introduced Ms. Lane Dill, a member of this year's Honor Court. Ms. Dill asked for the faculty's help in getting students to think daily about what honor is, and how it affects their daily activities. Members of the Honor Court and the attorney general's staff will be seeking out members of the faculty to talk about the influence of the Honor Code in the classroom. Some of the matters to be raised include statements in syllabi and classroom introductions. The Honor Court earnestly seeks the faculty's cooperation and assistance in this effort.

Remarks of the Secretary of the Faculty

Professor Ferrell pointed out that the Office of Faculty Governance has a new telephone and voice mail system. It is now possible to dial direct and leave voice mail messages to the chair of the faculty, the secretary of the faculty, and either of the administrative assistants in the office. He stated that it is his intention to move rapidly toward distributing memoranda and other documents of interest to the faculty via email and the University's Internet homepage.

Copies of the *Faculty Code of University Government* were not routinely distributed to new faculty members this year and perhaps not last year as well. Copies can be obtained by telephoning or emailing the Office of Faculty Governance.

In response to question about excused absences for the September Council meeting which was canceled due to Hurricane Fran, Prof. Ferrell declared that there would be "plenary indulgence for all."

Final Action on Faculty Code Amendment

On April 26, 1996, the General Faculty approved on first reading an amendment to the *Faculty Code* extending faculty voting and office-holding privileges to certain fixed-term faculty members. This matter was now before the General Faculty for second reading. Professor James Peacock, Chair of the Committee on University Government, moved approval, which was duly seconded. Professor Paul Farel moved to amend § I.D., which is the portion of the amendment specifying the criteria for determining when a fixed-term faculty member gains voting privileges. As presented, one of the criteria was that "the duties of the position are primarily teaching, research, or both." Professor Farel moved to amend this clause to read "the duties of the position include teaching, research, or both." Professor Ferrell observed that the clause with this amendment would be redundant because there are no fixed-term faculty who undertake no teaching or research at all. Professor Farel disagreed. He knows of instances in which persons whose duties are primarily administrative hold fixed-term faculty appointments with no teaching or research duties. Professor Rich Beckman asked Prof. Ferrell if the reason for the original wording was to exclude some people from voting and office-holding. Prof. Ferrell replied that the intent was to include among the voting members of the General Faculty "only those persons who are primarily engaged in teaching or research." Prof. Stuart Bentley noted that there are a number of faculty members in the Medical and Dental schools whose primary responsibilities are clinical service. He thought they should have faculty status equivalent to the research faculty, and that the *Code* amendment as originally presented accomplished that. He knew of no faculty who do no teaching or research. Prof. Philip Bromberg suggested that Prof. Farel thinks that there are "worthy individuals who don't do teaching or research." Prof. Farel disagreed. He was

referring to persons whose duties are primarily "service." Prof. Bromberg then suggested that instead of mentioning only teaching and research, the criterion should speak of the three categories of teaching, research, and service or any combination of them. Prof. Farel stated that he "wanted to restrict membership as a voting member of the faculty to people who are involved in teaching or research, at least to some extent." Prof. Bob Golden said there are some faculty members in Health affairs who do not contribute to our teaching or research missions. He mentioned Kaiser Permanente physicians as an example. Prof. Bromberg pointed out that the criterion that requires "full-time service" would exclude those individuals. Several members then discussed whether clinical faculty would qualify under the amendment either as originally proposed or as amended. Prof. Ferrell stated that the Committee on University Government had discussed that issue at length before proposing the amendment in its original form. He said "it was the understanding of the Committee on University Government that to the extent that clinical practice in the University involves the training of students, it constitutes teaching." He also pointed out that the determination of who qualifies for faculty voting privileges is done at the school or department level. Therefore, if the department considers an individual as part of the teaching or research faculty that person is added to the list of voting faculty. Otherwise, he or she is not included.

Debate having concluded, Prof. Brown put amendment #1 to a voice vote. She declared it approved with a few no votes. There was no call for division and so the amendment was adopted.

Professor Farel returned to the question of what constitutes full-time service and asked for clarification. Prof. Ferrell replied that that it means 75% effort, which is the minimum effort for membership in the state retirement system or TIAA. Prof. Farel thought that the amendment would be clearer if the term "full-time service" in criterion (a) were changed to read "full-time employment." Prof. Peacock, who had moved the main motion, agreed to that change, whereupon Prof. Farel moved the amendment, which was duly seconded. Prof. Brown put amendment #2 to a voice vote. It was approved with no audible dissent and so was adopted.

Debate having concluded, Prof. Brown put the main motion, as amended, to a voice vote. It was approved with no audible dissent and so was adopted on second and final reading.

The text of the amendments is attached.

Resolution on Privatization

The Council endorsed a resolution on privatization recently adopted by the Employee Forum (May 1, 1996). The Forum resolution is attached.

Annual Reports of Standing Committees

Undergraduate Admissions. The report of the Committee on Undergraduate Admissions asked the Council to adopt a resolution endorsing faculty involvement in Admission Office efforts to recruit the brightest students to Carolina. Prof. Peacock moved adoption of the resolution. Chancellor Hooker said that nothing is more important in attracting bright students than faculty participation in recruitment. He hoped the Council would adopt the resolution unanimously. Mr. Jim Walters, Director of Undergraduate Admissions, said that recent market research done by his office showed that prospective students don't think they had they kind of contact with faculty here at UNC that they got at Duke, Wake Forest, and Virginia, for example. The Admissions Office is working on ways to involve more faculty in contacts with the more than 25,000 prospective students and their parents who visit the University in the space of every twelve months. Prof. Genna Rae McNeil urged support of the resolution. She has spoken to minority students at luncheons for National Merit Scholars who are members of racial or ethnic minorities and has had students tell her that this kind of contact with faculty during the recruitment process was very influential in their decision to enroll at Carolina.

Prof. Ron Strauss noted that most of the effort in recruiting racial and ethnic minorities is directed toward the Black community. He wondered what efforts are being directed at the Latino or Hispanic community. Mr. Walters noted that minority student recruitment goals have been established for UNC-CH by the Board of Governors, and that those goals identify only two racial groups for aggressive recruitment: African-Americans and Native Americans. The faculty several years ago encouraged the Committee on Undergraduate Admissions to take an aggressive stance in recruiting Hispanic students and we have been doing that, but these efforts have not been documented in our formal affirmative action reports.

Discussion having concluded, the resolution was unanimously adopted *viva voce*.

Athletics Committee. The report was received as presented.

Task Force on the Intellectual Climate

Professor Pamela Conover called the Council's attention to a document describing the charge and listing the members of committees of the Task Force on the Intellectual Climate. She urged Council members "go out, talk to your constituents, and come back to us and tell us what they think and what you think" about the issues being addressed by the Task Force.

Adjournment

The business of the Council and General Faculty having concluded, the meeting was adjourned at 5:18 p.m.

Joseph S. Ferrell
Secretary of the Faculty

Attachments

ACTIONS

Text of Faculty Code Amendments

I. THE GENERAL FACULTY

D. Voting

Except as otherwise provided in this *Code*, the Voting Faculty comprises (i) all members of the General Faculty having tenured or probationary-term appointments, (ii) librarians who are members of the General Faculty, and (iii) fixed-term faculty whose positions satisfy the following criteria:

- a) The position is for full-time employment and is not a visiting appointment; and
- b) The duties of the position include teaching or research; and
- c) The actual or anticipated length of service in the position is at least three years. This criterion is satisfied if (i) the current term of appointment is for three years or more, or (ii) the appointment is a renewal appointment to the same position and the combined length of the current term and the immediately preceding terms is three years or more.

Only members of the Voting Faculty are eligible to hold officers established by the *Code*.

[As amended February 23, 1996, and October 11, 1996.]

III. OFFICERS OF THE FACULTY

B. The Secretary of the Faculty

(1) [No change]

(2) The Secretary of the Faculty shall serve for a term of five years and shall be eligible for reelection. The Advisory Committee shall nominate one member of the faculty having permanent tenure to the Faculty Council, which, after opportunity has been given for nominations from the floor, shall proceed to elect a Secretary of the Faculty.

[As amended October 11, 1996.]

IV. STANDING COMMITTEES

A. [No change]

B. The continuing standing committees of the faculty are of three types: elective, appointive, and ex officio.

(1) ELECTIVE COMMITTEES. [material not changed has been omitted]

(d) *Faculty Grievance Committee*

(i) The Faculty Grievance Committee shall consist of ten elected members. At all times three of the members shall have been Professors when elected, three shall have been Associate Professors, three shall have been Assistant Professors, and one shall have held a fixed-term faculty appointment. A member's promotion in rank during a term of office shall not terminate his or her membership. The term of office shall be three years. One Professor, one Associate Professor, and one Assistant Professor shall be elected each year. One person holding a fixed-term appointment shall be elected in 1997 and every third year thereafter.

[The remainder of this subsection is unchanged.]

[As amended October 11, 1996.]

Text of Resolution on Privatization

Resolved that the Faculty Council endorses the resolution on privatization adopted by the Employee Forum on May 1, 1996. The text of the Employee Forum Resolution is as follows:

WHEREAS, the Mission of the Employee Forum is to address constructively the concerns of the employees of the University of North Carolina at Chapel Hill; and

WHEREAS, the primary purpose of these Employees' work is to support the University's mission to discover and disseminate knowledge; and

WHEREAS, in fulfilling this mission the University justifiably seeks the most effective and efficient means available, including searching for those opportunities where privatization might be beneficial; and

WHEREAS, the Administration, faculty, and Employees of the University are in the primary position to determine where these opportunities might exist; and

WHEREAS, the University must balance and blend the values of economic efficiency with values of justice, education, social responsibility and its responsibilities as a model Employer, in order to maintain the positive sense of community that has pervaded campus life;

THEREFORE BE IT RESOLVED that in utilizing competitive, market-based privatization efforts four principles must guide the University's actions:

1. Privatization must be based on clearly defined goals including quality and cost-effectiveness criteria rather than ideology. How best to handle or deliver a service must be based on the specific conditions and values served by each program, including both tangible and intangible aspects.
2. Privatization must be based on a long-term perspective rather than focused on short-term gains. Consideration must be given to the organizational knowledge that long-term Employees bring to the University's core educational functions.
3. Privatization must include adequate monitoring and auditing provisions.
4. Decisions on privatization must take into consideration not only the impact on the University but also the impact on Employees affected and the public at large. The decision-making process must be open and should include wide participation from the University community.

BE IT FURTHER RESOLVED that the Employee Forum strongly opposes efforts to realize savings through cuts in the wages, benefits or working conditions of University workers resultant from the privatization process.

Text of Resolution on Student Recruitment

That the Faculty Council endorses the value of continuing faculty involvement in Admissions Office recruitment efforts directed toward top student applicants.

**ACTIONS OF THE COUNCIL
1996-97**

Date	Action	Destination
September 8, 1996	-----	
October 11, 1996	Seconding reading of Amendments to <i>Faculty Code of University Government</i> to allow fixed-term faculty to serve on and vote for certain standing committees.	Secretary of the Faculty.
	Resolution on Privatization	Chancellor.
	Resolution on Student Recruitment	Office of Undergraduate Admissions.

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Remarks by the Chair of the Faculty

Professor Brown called attention to the work of the Legislative Liaison Committee headed by Prof. Dirk Frankenberg (Marine Sciences) and Prof. Jan Elliott (Journalism & Mass Communication). This is an ad hoc group that helps to present the faculty's view to the General Assembly. She asked that faculty members who have an interest in joining in this effort contact Prof. Frankenberg or herself.

Professor Brown next touched on a number of issues that the faculty will be asked to address in the coming year. Chancellor Hooker has initiated a series of conversations with the Executive Committee of the Faculty Council about the impact of technology on the university and how the university might more effectively go about reallocating resources to respond to the challenges of the external environment. Prof. Pete Andrews and Ms. Carol Jenkins, both ECFC members, are working to develop a statement that responds to these issues, especially to the question of resource reallocation. The faculty are also involved in this institution's response to several initiatives from General Administration. One of these is development of appropriate performance measures for higher education as part of the Office of State Budget and Management's move toward presenting the state budget to the General Assembly in a format that emphasizes measures of performance rather than line items. Another is how to facilitate the transfer of academic credits from UNC constituent institutions to the community colleges and vice versa. A third is the question of post-tenure review. This was advocated by our own recent self-study. President Spangler has recently initiated a process that may lead to the development of procedures for post-tenure review throughout the University System.

Remarks by the President of the Student Body

Mr. Aaron Nelson spoke to the Council about several of his initiatives. The Out-of-State Student Association has been formed to address issues of particular concern to out-of-state students, such as transportation to and from the airport, how to make do during university holidays when the dormitories and food service close, and where to store belongings over the summer. The Ambassador Program has been formed as a means of establishing liaison between students and the state at large, and especially with members of the General Assembly. A student audit fee committee has been set up to monitor student fees and how they are spent.

On the academic front, student government has proposed a number of priorities for use of funds that may become available for technological improvements on campus. One of the most exciting is an interactive graduation plan that would allow students to establish a specific academic goal and plan the course work needed to achieve it over a four-year period. Student government is also interested in expanding the number of available minors. Finally, student government is committed to gender equity in faculty hiring and promotion and in building community among students, faculty, and staff.

Remarks by Undergraduate Honor Court Representatives

Ms. Susanna Maxon, Chair of the Undergraduate Honor Court, spoke of her commitment to make the Honor Code one of the strongest underpinnings of the intellectual climate at UNC. She has worked with the Office of Undergraduate Admissions to include greater emphasis on the Honor Code in materials sent to high school guidance counselors, and with campus tour guides who will be giving greater emphasis to the Honor Code. Other activities have included plaques in strategic locations across campus, printing the Honor Code on Student Stores receipts, and distributing Honor Code pencils. Ms.

Maxon emphasized that cooperation among the faculty, the attorney general's staff, and the Honor Court is absolutely essential.

Ms. Maxon introduced Ms. Lane Dill, a member of this year's Honor Court. Ms. Dill asked for the faculty's help in getting students to think daily about what honor is, and how it affects their daily activities. Members of the Honor Court and the attorney general's staff will be seeking out members of the faculty to talk about the influence of the Honor Code in the classroom. Some of the matters to be raised include statements in syllabi and classroom introductions. The Honor Court earnestly seeks the faculty's cooperation and assistance in this effort.

Remarks of the Secretary of the Faculty

Professor Ferrell pointed out that the Office of Faculty Governance has a new telephone and voice mail system. It is now possible to dial direct and leave voice mail messages to the chair of the faculty, the secretary of the faculty, and either of the administrative assistants in the office. He stated that it is his intention to move rapidly toward distributing memoranda and other documents of interest to the faculty via email and the University's Internet homepage.

Copies of the Faculty Code of University Government were not routinely distributed to new faculty members this year and perhaps not last year as well. Copies can be obtained by telephoning or emailing the Office of Faculty Governance.

In response to question about excused absences for the September Council meeting which was canceled due to Hurricane Fran, Prof. Ferrell declared that there would be plenary indulgence for all.

Final Action on Faculty Code Amendment

On April 26, 1996, the General Faculty approved on first reading an amendment to the Faculty Code extending faculty voting and office-holding privileges to certain fixed-term faculty members. This matter was now before the General Faculty for second reading. Professor James Peacock, Chair of the Committee on University Government, moved approval, which was duly seconded. Professor Paul Farel moved to amend § I.D., which is the portion of the amendment specifying the criteria for determining when a fixed-term faculty member gains voting privileges. As presented, one of the criteria was that the duties of the position are primarily teaching, research, or both. Professor Farel moved to amend this clause to read the duties of the position include teaching, research, or both. Professor Ferrell observed that the clause with this amendment would be redundant because there are no fixed-term faculty who undertake no teaching or research at all. Professor Farel disagreed. He knows of instances in which persons whose duties are primarily administrative hold fixed-term faculty appointments with no teaching or research duties. Professor Rich Beckman asked Prof. Ferrell if the reason for the original wording was to exclude some people from voting and office-holding. Prof. Ferrell replied that the intent was to include among the voting members of the General Faculty only those persons who are primarily engaged in teaching or research. Prof. Stuart Bentley noted that there are a number of faculty members in the Medical and Dental schools whose primary responsibilities are clinical service. He thought they should have faculty status equivalent to the research faculty, and that the Code amendment as originally presented accomplished that. He knew of no faculty who do no teaching or research. Prof. Philip Bromberg suggested that Prof. Farel thinks that there are worthy individuals who don't do teaching or research. Prof. Farel disagreed. He was referring to persons whose duties are primarily service. Prof. Bromberg then suggested that instead of mentioning only teaching and research, the criterion should speak of the three categories of teaching, research, and service or any combination of them. Prof. Farel stated that he wanted to restrict membership as a voting member of the faculty to people who are

involved in teaching or research, at least to some extent. Prof. Bob Golden said there are some faculty members in Health affairs who do not contribute to our teaching or research missions. He mentioned Kaiser Permanente physicians as an example. Prof. Bromberg pointed out that the criterion that requires full-time service would exclude those individuals. Several members then discussed whether clinical faculty would qualify under the amendment either as originally proposed or as amended. Prof. Ferrell stated that the Committee on University Government had discussed that issue at length before proposing the amendment in its original form. He said it was the understanding of the Committee on University Government that to the extent that clinical practice in the University involves the training of students, it constitutes teaching. He also pointed out that the determination of who qualifies for faculty voting privileges is done at the school or department level. Therefore, if the department considers an individual as part of the teaching or research faculty that person is added to the list of voting faculty. Otherwise, he or she is not included.

Debate having concluded, Prof. Brown put amendment #1 to a voice vote. She declared it approved with a few no votes. There was no call for division and so the amendment was adopted.

Professor Farel returned to the question of what constitutes full-time service and asked for clarification. Prof. Ferrell replied that that it means 75% effort, which is the minimum effort for membership in the state retirement system or TIAA. Prof. Farel thought that the amendment would be clearer if the term full-time service in criterion (a) were changed to read full-time employment. Prof. Peacock, who had moved the main motion, agreed to that change, whereupon Prof. Farel moved the amendment, which was duly seconded. Prof. Brown put amendment #2 to a voice vote. It was approved with no audible dissent and so was adopted.

Debate having concluded, Prof. Brown put the main motion, as amended, to a voice vote. It was approved with no audible dissent and so was adopted on second and final reading.

The text of the amendments is attached.

Resolution on Privatization

The Council endorsed a resolution on privatization recently adopted by the Employee Forum (May 1, 1996). The Forum resolution is attached.

Annual Reports of Standing Committees

Undergraduate Admissions. The report of the Committee on Undergraduate Admissions asked the Council to adopt a resolution endorsing faculty involvement in Admission Office efforts to recruit the brightest students to Carolina. Prof. Peacock moved adoption of the resolution. Chancellor Hooker said that nothing is more important in attracting bright students than faculty participation in recruitment. He hoped the Council would adopt the resolution unanimously. Mr. Jim Walters, Director of Undergraduate Admissions, said that recent market research done by his office showed that prospective students don't think they had the kind of contact with faculty here at UNC that they got at Duke, Wake Forest, and Virginia, for example. The Admissions Office is working on ways to involve more faculty in contacts with the more than 25,000 prospective students and their parents who visit the University in the space of every twelve months. Prof. Genna Rae McNeil urged support of the resolution. She has spoken to minority students at luncheons for National Merit Scholars who are members of racial or ethnic minorities and has had students tell her that this kind of contact with faculty during the recruitment process was very influential in their decision to enroll at Carolina.

Prof. Ron Strauss noted that most of the effort in recruiting racial and ethnic minorities is directed toward the Black community. He wondered what efforts are being directed at the Latino or Hispanic community. Mr. Walters noted that minority student recruitment goals have been established for UNC-CH by the Board of Governors, and that those goals identify only two racial groups for aggressive recruitment: African-Americans and Native Americans. The faculty several years ago encouraged the Committee on Undergraduate Admissions to take an aggressive stance in recruiting Hispanic students and we have been doing that, but these efforts have not been documented in our formal affirmative action reports.

Discussion having concluded, the resolution was unanimously adopted *viva voce*.

Athletics Committee. The report was received as presented.

Task Force on the Intellectual Climate

Professor Pamela Conover called the Council's attention to a document describing the charge and listing the members of committees of the Task Force on the Intellectual Climate. She urged Council members to go out, talk to your constituents, and come back to us and tell us what they think and what you think about the issues being addressed by the Task Force.

Adjournment

The business of the Council and General Faculty having concluded, the meeting was adjourned at 5:18 p.m.

Joseph S. Ferrell Secretary of the Faculty

Attachments

ACTIONS

Text of Faculty Code Amendments

I. The General Faculty

D. Voting

Except as otherwise provided in this Code, the Voting Faculty comprises (i) all members of the General Faculty having tenured or probationary-term appointments, (ii) librarians who are members of the General Faculty, and (iii) fixed-term faculty whose positions satisfy the following criteria:

- a) The position is for full-time employment and is not a visiting appointment; and
- b) The duties of the position include teaching or research; and
- c) The actual or anticipated length of service in the position is at least three years. This criterion is satisfied if (i) the current term of appointment is for three years or more, or (ii) the appointment is a renewal appointment to the same position and the combined length of the current term and the immediately preceding terms is three years or more.

Only members of the Voting Faculty are eligible to hold officers established by the Code.

[As amended February 23, 1996, and October 11, 1996.]

III. Officers of the Faculty

B. The Secretary of the Faculty

(1) [No change]

(2) The Secretary of the Faculty shall serve for a term of five years and shall be eligible for reelection. The Advisory Committee shall nominate one member of the faculty having permanent tenure to the Faculty Council, which, after opportunity has been given for nominations from the floor, shall proceed to elect a Secretary of the Faculty.

[As amended October 11, 1996.]

IV. Standing Committees

A. [No change]

B. The continuing standing committees of the faculty are of three types: elective, appointive, and ex officio.

(1) Elective Committees. [material not changed has been omitted]

(d) Faculty Grievance Committee

(i) The Faculty Grievance Committee shall consist of ten elected members. At all times three of the members shall have been Professors when elected, three shall have been Associate Professors, three shall have been Assistant Professors, and one shall have held a fixed-term faculty appointment. A member's promotion in rank during a term of office shall not terminate his or her membership. The term of office shall be three years. One Professor, one Associate Professor, and one Assistant Professor shall be elected each year. One person holding a fixed-term appointment shall be elected in 1997 and every third year thereafter.

[The remainder of this subsection is unchanged.]

[As amended October 11, 1996.]

Text of Resolution on Privatization

Resolved that the Faculty Council endorses the resolution on privatization adopted by the Employee Forum on May 1, 1996. The text of the Employee Forum Resolution is as follows:

WHEREAS, the Mission of the Employee Forum is to address constructively the concerns of the employees of the University of North Carolina at Chapel Hill; and

WHEREAS, the primary purpose of these Employees' work is to support the University's

mission to discover and disseminate knowledge; and

WHEREAS, in fulfilling this mission the University justifiably seeks the most effective and efficient means available, including searching for those opportunities where privatization might be beneficial; and;

WHEREAS, the Administration, faculty, and Employees of the University are in the primary position to determine where these opportunities might exist; and

WHEREAS, the University must balance and blend the values of economic efficiency with values of justice, education, social responsibility and its responsibilities as a model Employer, in order to maintain the positive sense of community that has pervaded campus life;

THEREFORE BE IT RESOLVED that in utilizing competitive, market-based privatization efforts four principles must guide the University's actions:

Privatization must be based on clearly defined goals including quality and cost-effectiveness criteria rather than ideology. How best to handle or deliver a service must be based on the specific conditions and values served by each program, including both tangible and intangible aspects.

Privatization must be based on a long-term perspective rather than focused on short-term gains. Consideration must be given to the organizational knowledge that long-term Employees bring to the University's core educational functions.

Privatization must include adequate monitoring and auditing provisions.

Decisions on privatization must take into consideration not only the impact on the University but also the impact on Employees affected and the public at large. The decision-making process must be open and should include wide participation from the University community. .

BE IT FURTHER RESOLVED that the Employee Forum strongly opposes efforts to realize savings through cuts in the wages, benefits or working conditions of University workers resultant from the privatization process.

Text of Resolution on Student Recruitment

That the Faculty Council endorses the value of continuing faculty involvement in Admissions Office recruitment efforts directed toward top student applicants.

ACTIONS OF THE COUNCIL

1996-97

Date Action Destination

September 8, 1996 -----

October 11, 1996 Seconding reading of Amendments to Faculty Secretary of the Faculty.

Code of University Government to allow

fixed-term faculty to serve on and vote for certain
standing committees.

Resolution on Privatization Chancellor.

Resolution on Student Recruitment Office of Undergraduate Admissions.

I. Memorial Resolution for the late Robert Addison Bain: Joseph M. Flora,

Chair, Memorial Committee.

A man of many talents, Robert Bain was above all a consummate teacher. That was evident to his colleagues when he joined the English Department in September 1964. Perhaps it was his three years teaching high school in his native Illinois that prepared him for an exceptional tenure in classrooms on this campus. Bob Bain cherished his roots in the public schools, and worked regularly with high school teachers throughout the state; he was a favorite with North Carolina principals in the Principals' Executive Program, sponsored by the Institute of Government. It is a pleasure to note that the University named him a Gordon Bowman professor in recognition of his excellence in the classroom.

To state that teaching was his priority is not to imply that he was an anachronism in a research university. Bob Bain was deeply learned, an effective researcher, a respected critic and author. But the article, the book always served his teaching, sometimes providing students opportunities to publish their first essays. The needs of his students came first. He was never too busy to talk to them when they came to see him, and students often returned to his Greenlaw office years after graduation to renew friendships begun in the classroom. Undergraduates and graduates alike prized his generosity and his concern. No student ever had a better mentor.

Like Ernest Hemingway, Bob had had a brief but valuable apprenticeship in his youth working as a newspaper reporter. He learned to value precision in writing—the clear thesis, the sharp paragraph, the exact word. His motto was "Strive for clarity; pray for grace." It was therefore a stroke of administrative genius when in 1967 the chairman of the Department tapped him to serve as Director of Freshman Composition. Bob was immensely effective in the special teaching that goes with this difficult position, training inexperienced graduate students to work at the demanding task of helping their students to be effective writers. For him, the position was more than paying professional dues. He remained passionately committed to the writing program. As a full professor, he defined himself as a professor of American literature and composition. He was the inevitable choice in 1985-86 and again in 1991 to serve as Director of Composition when the then director was on leave. In his last semester of teaching, just last fall, Bob chose freshman English for one of his assignments. You see the poetry in that. You would have wanted your son or daughter to be in his section.

Bob made his mark as an administrator in the College of Arts and Sciences as well as in the Department. In 1991 he served as Acting Associate Dean of General Education. He preferred his three years as Assistant Dean in the General College since that position kept him in regular contact with students.

Make no mistake, Bob Bain loved this university. He deliberately chose to have his memorial service in Gerrard Hall. But he did not love unquestioningly. Believing principle more important than expediency, he did not hesitate to let administrators know when he thought they had erred. His letters to them did not mince words. The letters could sting. But they also reminded their readers that education is not a business, that teaching and students are worth our best efforts.

An important part of Bob's effectiveness as teacher was his delightful sense of humor. He posted his office door with cartoons and witticisms. Students arriving outside office hours have been seen to take ten or so minutes to read the offerings. His colleagues prized Bob's humor (sometimes naughty), and they miss keenly hearing his jolly laughter in the corridors of Greenlaw Hall.

Four years ago, Bob Bain decided to change the pattern of his life. He was not ready to give up teaching and research, but he decided that he had had his fill of committee and departmental meetings. Retired, he could teach a semester a year, have more time for writing and some time for travel—especially to Spain, which he had come to love during a semester in 1982 when he was a visiting professor at the University of Salamanca. The decision was wise, for he got a taste of that good life before lung cancer abbreviated it a year ago. Even in that decline, however, he was a teacher, teaching his family and friends to let go even as he was doing that. To the very end, while under hospice care in his home, he was exceedingly generous with his time and energy—lovingly saying goodbye to family, friends, and students. They, in turn, prized—and can still prize—his sharp intelligence, his courage, and his abiding sense of humor. They know that UNC is better because he passed this way.

Doris Betts

Erika Lindemann

Bill McQueen

Joe Flora, Chair

[There was a moment of standing silence in memory of Professor Bain.]

University of North Carolina at Chapel Hill

Next topic

Beginning of Document



To UNC-CH Home Page

II. Chancellor Hooker.

Presentation of the Hettleman Awards:

Each year we are privileged to confer the Philip and Ruth Hettleman Awards for outstanding scholarly and artistic achievement by young faculty. 1986 was the first year of this award. Established by the late Philip Hettleman, UNC alumnus and resident of New York State, Philip and Ruth Hettleman. The award recognizes outstanding young faculty who themselves symbolize the aspirations and excellence of the entire faculty in advancing the frontiers of knowledge and understanding across a broad range of disciplines. I am honored to announce the awards as follows - and let me ask you please to come forward when I announce your award.

1. Corey Dauber, Department of Communication Studies [applause]
2. Shannon Kenney, Department of Infectious Diseases [applause]; and
3. Holden Thorp, Department of Chemistry [applause]

Professor Jianqing Fan of the Department of Statistics is out of the country and has already received his award.

Introduction of Dr. Susan T. Kitchen, Vice Chancellor for Student Affairs:

It gives me great pleasure to introduce our new Vice Chancellor for Student Affairs, who comes to us from the University of Maryland Baltimore campus. [applause] I have worked with Sue in a previous post and I can tell you that she is fantastic.

Remarks:

Let me remind you that tomorrow is University Day and it would be a delight to see all of you. I have been assured that we're going to hear the best University Day talk that's ever been given. Just to turn up the burner a little bit Doris Betts is our University Day speaker, and I know that this will be a labor of love for her and the love that she put into her talk will pour out of it I am sure.

I'm sorry that [Provost] Dick Richardson is not here. He had to at the last minute to represent me at another meeting. I want to thank him for the work that he's done over the past year. Dick has done a superb job, and it's just been a joy to work with him as it is with [Executive Vice Chancellor] Elson [Floyd] and with all the people that I associate with on a daily basis. I can say the same for Jane Brown. It has been a joy to work with her, and it has also been very gratifying to work with your Executive Committee. This is my fourth Faculty Council committee, actually ninth if you count all the ones that I worked with at UMass, and I've never worked with a Faculty Council committee that has given me the degree of sympathetic response that I have from this committee. I think it's fair to say that as regards this University and where we want it to go, we are exactly where we want it to go, we are exactly in sync with each other. And I think that bodes well for us all, and it makes life a lot more fun. So my thanks go to all those people.

Jane has asked me to report to you on a report that I made to the Advisory Budget Commission. This commission initiates the budget process every year with visits to every state agency. They report back to the Governor on the needs of those agencies and that initiates the budget development process from the

Governor's perspective. The University budget request was approved by the Board of Governors this morning. So that is already in process. But as regards the Governor's recommendations to the General Assembly, this is the first step of that process.

The first thing that I did was to report to the Commission on the uses that we have made of the enhancement funds that we were given by the Legislature this year. I want to make sure that everybody appreciates the significance of the budget increase that we got in the form of the \$9 million academic enhancement funds. This appropriation is the result of an effort that I undertook 364 days ago, University Day last year. We had just been through the tortuous process of passing the tuition increase that had been approved by the Legislature. The Legislature had given our Board permission to approve an across-the-board tuition increase of \$400. And it occurred to me that it would be a show of good faith if the Legislature were to match the money that students and their parents were putting into the University to enhance faculty salaries and to enhance the Library, by giving us a general fund appropriation that would match that amount. And so checking with Representative Brubaker, Speaker of the House, and Senator Basnight, President Pro Tempore of the Senate, I found that the legislative leadership would be supportive of the idea. In my University Day address last year I issued a challenge to the Legislature, and, *mirabile dictu*, they gave us a budget that matched the revenue that we go from the tuition increase. As we were working to secure this appropriation, I at several points got inquiries from members of the Appropriations Committee and from the leadership about what the University would do with the money. And I wrote them a fairly lengthy letter explaining that we had three priorities. First was faculty and staff salaries. Next was graduate student health insurance if they didn't get funded in the general budget. After that the other two priorities were technology on campus, improving our use of technology and our capacity to use technology by providing more infrastructure for the campus, and then the other priority was outreach to the public schools, recognizing that probably nothing is more important right now in this state than securing our future by improving the quality of our public schools. Those ideas were persuasive and the Legislature gave us the appropriation. So I wanted to report to the Advisory Budget Commission on the uses of the funds.

I also took the occasion to say to them what I will say to you - how important it is to have these funds. This appropriation was funded with recurring revenues, which means that it will be a permanent increase in our budget. It was the Legislature's intention, recognizing that the tuition increase was permanent, that these funds should be permanently put into our budget. And so they have been. And for that reason they will be available to us to use on an annual basis for one-time expenditures that will significantly enhance our capacity to improve in various areas where we recognize the need for improvement, and where we recognize the need for investment that will keep us abreast of the changes taking place in the world of higher education, and in the external world. It is, if you calculate it in these terms, and it is accurate to do so, it is the equivalent of a \$200 million endowment, because it would take about that much money to generate that level of annual income for discretionary spending. So I told the ABC Commission how grateful we were for that money; that it was my intention to report annually to the Legislature on the use of every penny of that money, so that the Legislature would understand that their investment in the University was returning dividends to the people of North Carolina.

We have decided to use the enhancement appropriation this year in four areas. The first is to add a half a percent increase to the faculty salary increase. We and NC State were left out of the half a percent salary increase funds provided to other campuses in part because we had the benefit of the \$400 increase last year and had gotten the enhancement funds this year. So that was the first use of the funds. The second use of the funds, because they did not fund graduate student health insurance in the general budget, will be to provide graduate student health insurance. The exact cost of that remains to be seen, but it is in somewhere in the \$2.5 to \$4 million dollar range. We will try again to get that into our base budget next year. While that's wonderful for our graduate program, it still leaves us at the bottom of the list of top twenty universities in terms of level of support that we give to graduate students. So it is a beginning,

but it is certainly not the end of our effort to improve the level of support for graduate students. The other two areas, then, where we will apply these funds for this year are in building our capacity to use technology on the campus and there we are still working to try to identify the programs to be funded. Aaron Nelson in the Student Government this week send me a list of requests of , I think, about eight areas , all of which are good, all of which would be good investments. And Elson and Dick will work with Aaron to try to fund as many of those as we can, as fully as we can.

We also recognize that many of you are in the position that I was in a couple of years ago. That is, you've got a computer, you use it for word processing, but not for very much else. And you've always thought that it would be nice to enhance your lectures with the use of graphics, but you really don't know how to go about doing that. And the only reason I can say that I was in that situation and I'm not now is because I spent enough time in our Institute for Academic Technology, which is headed by Bill Graves, to now understand how I could build an introductory Philosophy course that would be enhanced or enriched by use of a CD ROM based imagery and computer graphics. So we want everybody to have the experience, if they want it, that I've had over the past year. The Provost is developing a program of grants to faculty members to encourage them to use, to explore the use of technology in your own teaching. And I'm optimistic that that will be a great benefit to us. We recognize that we have a long way to go in bringing ourselves up to the level of Western Carolina, for example, in wiring our residence halls for technology. We don't really have, we didn't get enough money out of the Legislature to do that, but the Board of Trustees has decided to enable us to borrow to accelerate the wiring of the residence halls, so that every student in her residence hall room can sit down at a PC and plug into the Internet. Right now, Old East and Old West are the only residence halls in which students can do that.. We have a number of other residence halls where we have common rooms, computer rooms, but not in students rooms. And just not to embarrass us, but simply to state the truth, most universities now, public and private, have given that level of access to their students in their residence halls. Western Carolina was the first in this state to do so. Wake Forest does and has gotten a lot of good, well deserved publicity this year for that.

The other area that I mentioned to the Advisory Budget Commission was outreach to the public schools. And there we have two projects that are well along this year. The first is something that goes under the acronym LEARN North Carolina. If I can remember it, it's Learners and Educators Assistance Resource Network of North Carolina. What it is is an effort on our part , a partnership of the Institute of Academic Technology and the School of Education to teach public school teachers how to use computers in the classroom.. We have four pilot sites: Chatham County, Johnston County, Charlotte-Mecklenburg, and Buncombe County-Asheville. And the project, as I say, is underway now. It will be expanded next year. And, again, I hope that's something the Legislature will see fit to incorporate into our base budget.

The second project we're doing with the public schools is one that I am passionate about, and that is to work to reduce attrition among new school teachers. Probably you've read in the newspaper that if you project in North Carolina the past two years' attrition forward for five years, those attrition rates have us losing more than 50% of our new school teachers within five years. And that's just unacceptable. It is very often the brightest and best who leave the teaching profession simply because they're able to easily get a job elsewhere. In fact I overheard two bank executives talking at a cocktail party in Charlotte a month ago, and they were saying that the best recruiting ground that they have for new young bank executives in their training programs is public school teachers, because they work hard, they're bright, and they make great bank employees. Well, I don't wish ill to the banking industry in North Carolina, but we're eating our seed corn if we take teachers out of public schools and send them into the banking industry. That is shortsighted. So we want to work to reduce attrition among public school teachers. And the thing that we think we can do first is by linking them electronically with each other, that is giving them a computer, a modem, and paying their phone bill, we can enable them to overcome the sense of isolation that they feel. And I have been acutely sensitized to this because my wife's daughter was last

year a first year teacher in Charlotte, and I talked with her almost daily about the frustrations that she was experiencing. And the thing that was most hurtful to her was that she felt like she was alone in the Universe, that nobody understood her problem, and nobody had a problem like hers, and it was just terribly daunting. Well, the truth is that virtually every new teacher encounters problems they didn't expect, and that's something that we're going to address. But whatever our success in the future in addressing that, the truth is that now they are not well prepared for a lot of the problems that they encounter, so we're going to link them electronically to each other so that they can talk at the end of the day, via email, about their frustrations, give coaching tips to each other, and we will link them with master teachers in the schools who can give presumably even better coaching tips to them, and with faculty here in the School of Education to monitor and mentor the process. That's something that I think will go a long way to overcoming the sense of isolation and frustration that new teachers feel. By the way, our North Carolina Teachers Fellows Program, which takes the brightest and best from our public high schools who are willing to go into the teaching profession, gives them tuition support here, is a program that has the highest attrition rate, so that our best are the ones who are frustrated most and first and leave soonest. So, we're working with the North Carolina Teaching Fellows, last year's graduating class from Carolina. And they are our pilot project.

Another thing that I talked with the Advisory Budget Commission is something that I have mentioned to you before, and that is the 40,000 student increase that is projected for North Carolina between now and I think the next school year of 2010. Present projections show there'll be 40,000 more high school graduates in the year 2010 than there are this year. That will put an enormous burden on public universities to absorb those students. The Legislature is acutely aware of this phenomenon that is looming on the horizon. They have begun asking us what we are going to do about it. There are campuses in the state that can expand enrollments, UNC-Charlotte, for example, has plans to double its enrollment, UNC-Wilmington can increase substantially its enrollment, and on some other campuses as well. But we can't. We, as you know, are bulging at the seams. Our classrooms are overscheduled as it is. So we are not in a position to do very much to absorb more students, but we can do something. We can make better use of our plant, physical plant, which is underutilized after 5 p.m. in the evenings. And so we have begun working to develop a baccalaureate program, a bachelor of liberal studies that could be offered in the Evening College or in a weekend college and thereby absorb some of this 40,000 increase that's anticipated. But we also can, I think, possibly, develop programs that we teach via digital technology at distant locations in the State of North Carolina. You may have seen an announcement in yesterday's paper that we have agreed to join a project that IBM has created called Global Campus, IBM Global Campus. So far we have only an affirmation to work together. We haven't really agreed to anything beyond that except that we know that IBM has the infrastructure to deliver distance education and we have the capacity to supply content. Wake Forest is also working with IBM, and so is the California State University System. And there are some areas that we know right away will be served by this project. For example, the Board of Governors just this morning appropriated, I think it was \$350,000, to the School of Public Health here to do an MPH program for public health practitioners who are out in public health agencies in the State of North Carolina and who want to get their Master's degree, upgrade their skills and knowledge. And that will all be done via distance learning. It will be done via email, CD ROM, interactive video, and IBM can supply the backbone for that program. So that's an example. We know that in continuing medical education, continuing dental education, there will be immediate applications. What we don't know is whether there will be much to offer in the traditional liberal arts disciplines. If you've given any thought to putting liberal arts courses on email or digital technology, taking the live human contact out of it, you see what a challenge it is to sustain the vitality of it, the vibrancy of it, and the essence of it that makes it meaningful education. And I am not convinced yet that it can be done in a way that sustains a level of quality that makes it acceptable. But I suspect it can. I've toyed with doing it, for example, in an introductory Logic course. That's probably the only Philosophy course I'm willing to concede that could be digitized and taught as effectively with electronic technology as it can with a professor in a live classroom. But I'm convinced that you could

teach Logic that way. And there are probably other liberal arts courses that will work that way as well. But the one thing that we confront is a sea change in the external environment where this digital technology is going to be everywhere with us, and it's going to change all of the rules by which universities interact with the external world. I'm going to say more about that the next time we get together. But I did want to make you aware of it and to say something about the IBM partnership.

Just a couple of other things. Let me encourage you, if you haven't done so, to support the bond issue that is before us in the upcoming election. There is a public referendum to approve a school construction bond. This is something that was discussed in including with the higher education bond bill a couple of years ago. It was not - I wasn't around so I'm not sure what the reasoning was. But I know that at that time public school teachers, principals, superintendents, boards of education, were very supportive of higher education's bond bill, and we should now be supportive of theirs, not as tit-for-tat, quid pro quo, but rather because that is our future. Public schools educate the students who come to us, and there is a desperate need right now for school construction funding throughout the State of North Carolina. And so I am lobbying with you to support the bill and to persuade others to support it as well.

There is a resolution on the Agenda regarding privatization, and let me just say something about that. The issue of privatization is one that is vexing for me. And it should be for all of us. It is a significant morale issue for our housekeepers and lately our groundskeepers. I'm not sure how they [the groundskeepers] entered the picture or why their anxieties have been elevated, but they have. We had, yesterday, day before yesterday, a recognition luncheon for a lot of the maintenance workers, police, groundskeepers, and food service workers who worked above and beyond the call of duty during the hurricane to keep students fed and to maintain the safety on the campus. And when I walked around before the lunch the anxiety in the room was palpable, and when I spoke to people, it was palpable. People are afraid of privatization because they are afraid of their jobs. And I deplore that that's the current mood on campus. If I could do it, I would just decree that we're not going to privatize housekeeping, we're not going to privatize groundskeeping, but it's not within my power. This is an issue that's before the Legislature. It's an issue that's before the Board of Governors. And it's a complex issue. We already privatize, I think, about a hundred different services. Some of them, let me just read you a list: vending services, refuse pickup services, dumpster rental, elevator maintenance services, pest control, towing services, international mailing services, bookbinding services, banking, carpet installation, hazardous waste disposal, elevator maintenance, food service, furniture upholstery, travel services, laundry services, microfiche services, child care services, and of course, we have privatized the Lenoir Hall food service and the Carolina Inn. Very often, as in these cases, it makes sense to privatize, and nobody is hurt by our doing so. The Carolina Inn is a good example. The last year we operated the Carolina Inn we lost hundreds of thousands of dollars on the operation of it. We then closed it, refurbished it, and outsourced, privatized the running of it, contracted it out to a hotel company, Doubletree. And this year, after all expenses are paid, including the amortization of the cost of renovation, we will make between \$300,000 and \$400,000 profit in a profit-sharing plan with Doubletree. Every penny of that will come here to the Library for its use. So that is new money. It will go into the Library budget sorely needed. And I think it's fair to say that the employees at the Carolina Inn are reasonably happy. While the housekeepers there make less than our housekeepers, they participate in a bonus program, an incentive bonus program, that will result probably in their making as much or maybe more, and they have significant job advancement possibilities. So, I'm satisfied that the contracting out the running of the Carolina Inn was a good idea.

As you know, lately the public has come to expect that government can do everything better, faster, cheaper, just like private industry. Corporations discovered that they could save money and improve quality if they focused on their core competencies, to use the jargon of the day, and contracted out everything else. That's what led to the Legislature's looking at this issue. It's something that's in virtually every legislature in the country. It's not unique to North Carolina, certainly. And they are asking of

universities and other state agencies how you do what you do better, faster, cheaper. We cannot escape from addressing that question. But in answering it we have to work assiduously to make sure that there is another consideration, and that is that in the changes that we make and change we must if we're to survive and thrive in the changes that we make we are attentive to the human aspect of the consequences of change. And it's for that reason, that I say that if I had it within my power I'd just say with respect to housekeeping, we're not going to privatize it. Because the human cost of doing so, in anxiety and disruption is greater than the value that can be realized. Now I may be proved wrong on that, but I'm convinced, in talking with housekeepers that the human cost of doing this, of creating the anxiety we've already created, [is not what we should be doing] in a community that values community, that values the human interactions, relationships that are established, and where the strength of the Institution comes largely from our feeling in a sense of a community. What makes academic communities strong is a sense of common purpose, common interests, common mission. Anything we do that undercuts or damages that sense of community ultimately affects the quality of what we do, the quality of education, the quality of academic research. And so, this is a perplexing, challenging, and troublesome issue for me, and I just wanted to give you some perspective on the things that I think about it.

Finally, you also have a report from the Intellectual Climate Task Force today, and I want to acknowledge especially Pamela Conover and her subcommittee chairs for the enormous amount of energy and enthusiasm. I've never seen anything quite like it. I am convinced that it's going to be self generating, that as they get moving on the substance of their work, the commitment, the quality, the enthusiasm will only grow. And I hope that they will focus on one issue that arises when you think about the IBM partnership and the digitization of liberal arts education, or baccalaureate education, and that is that even if you and I both know, that even if you could put our courses into digital format, and enable the student in Kansas to get a degree from the University of North Carolina at Chapel Hill without ever setting foot on campus, you would have lost something that is at the very essence of liberal arts education, and that is what goes on outside the classroom in the context of an academic community. John Dewey observed that most of the skills that we employ in life are not ratiocinative skills. They're rather the kinds of skills that you acquire, that you learn by doing, I think was Dewey's locution that you acquire in the course of interacting with other people, being in a residential campus setting. So we recognize that a very great deal of the education that takes place here takes place outside the classroom. It takes place in interaction between faculty member and student, student and student, dormitory roommates, athletics, intramural athletics, student government activities, The Daily Tar Heel, the things that students are involved in. So that a very great deal of education here for which we are responsible happens outside the classroom, and I don't think we pay enough attention to it. I don't think we spend enough time asking ourselves, how could we make it better, are there parts of it that need to be improved, and it's in that regard that I trouble and am troubled so over the issue of student drinking. Because I know we are failing our students and we are failing to meet the expectations of their parents and society if we don't address that question. And I don't pretend that it's easy. Sometimes I get very pessimistic about my ability to do anything about that issue. But I know that we have a moral imperative to address the issue. And so [the Task Force needs to] address all of the issues associated with education takes place in a residential setting that goes on outside course content. It doesn't necessarily go on outside the classroom, but it goes on outside course content. So I hope the Task Force will look at that. I know that they will, and I look forward to engaging with them in discussion of those issues and with you as well as their work moves along. Let me stop there and apologize for being a little wordy. I didn't intend to go on this long and address questions.

Questions:

Professor Carole Crumley (Anthropology): Chancellor Hooker, there is lots of anticipation and great interest in the rumor that there will be a new environmental program. Can you let us know when we

might know something more about that?

Chancellor: Now I'm sorry Dick is at the other meeting. We fully intend to enable the creation of an environmental program that will have a strong undergraduate student component. The problem is, as you might have guessed, is one of resources. We don't have an appropriation that would enable us to fund that program. But I believe that if there was ever an example of a need that argued for a reallocation of resources, this is it. The challenge is to work with deans and chairs and to identify resources that can be reallocated. One of the challenges of environmental studies, as you appreciate, is that it cuts across a number of schools. In fact, it's hard to think of a school here that doesn't have some potential involvement with environmental studies. So, you're talking about providing the resources, the money, for something that is not housed in one school. If it was housed just in Public Health, then you could reallocate resources within Public Health and the Dean presumably would know how to do that. But we're talking about reallocation across the campus that is much more difficult to do. And, so that's where we are stuck right now, but I'm convinced that we have to do it. And that it is a test of adequacy for our ability to manage our own activities whether we can do this successfully.

Professor Miles Fletcher (History): Last year on several occasions the issue of the state of our classrooms came up, and, of course the issue of classrooms relates to issues of intellectual climate and pedagogical use computer technology. I've heard informally about various projects underway to renovate classrooms and to upgrade them technologically. I wonder if you could tell us what's been done, what's being done, and what's planned in the near future.

Professor Jane Brown: There's a handout over here from Joe Schuch that outlines what's been going on,

Chancellor Hooker: Right. I knew that we had prepared one; I didn't know that it was here. That was the very first question that I got in my very first meeting of the Faculty Council last year. And as a result of being sensitized, I went over to Venable, looked at my old chemistry classroom, and then went around and looked at all my old classrooms, and I agree that there is a crying need. We have greatly accelerated renovations. We will accelerate it again if the Legislature appropriates roughly the same amount of money this next year for classroom renovation as we had last year, which is really a blessing that the State Legislature is appropriating this much money. I know that per square foot the University of North Carolina System is getting more than any other public university in the country for renovation and repair right now. And so we'll move again quickly. With respect to retrofitting classrooms for technology, we're focusing first on the new buildings to make sure that we don't miss the opportunity to wire them the first time correctly. And we're going back and looking at plans to do that. And then the Technology Task Force will identify other classrooms. And this may require some reshuffling of the uses of classrooms and the designation of classrooms or the priority designation for some departments. Because what you want to do is to do some "smart classrooms," in the jargon of the day that could be used by every department. That's what we're trying to do.

Professor Fletcher: How much money is allocated for renovations?

Chancellor Hooker: It's \$125 million system-wide. Elson, do you remember what our appropriation was?

Vice Chancellor Elson Floyd: Approximately \$7 million that can be put in this effort.

Professor Fletcher: For this year?

Chancellor Hooker: Yes. Anything else? Well, again, I apologize for going on so long. Thank you.

[The following exchange actually occurred later in the proceedings but is reported here instead.]

Professor George Rabinowitz (Political Science): This is really moving backward a little bit, but in all the talk about classrooms, I assumed there was going to be massive renovations in classrooms aside from any technological improvements in the classrooms. I know several faculty in the Department this year who have been dismayed by their classroom assignments because the seating has been very antiquated—fixed chairs, not allowing students to interact with each other. Blackboards that were no longer capable of sustaining chalk. And other unusual irregularities that make for, really, problems when you wanted make your classes what they should have been. It's just environments where students can interact and do serious things. And I agree that with this massive infusion of money—and I'm not anti-technological at all—that we need to really upgrade our classrooms so we could use computers effectively. But it is almost a prior condition that our classrooms can be used for everyday efforts. And I can vouch that a lot of the classrooms don't serve that purpose now.

Professor Brown: I agree. [To Chancellor Hooker:] Do you want to comment on that?

Chancellor Hooker: You're obviously correct. We are a 200 year old campus, and some of our buildings show it. Probably every classroom that was built before the last ten years needs renovating. We are moving as quickly as the Legislature appropriates money to enable us to do so, and we have a priority list. And probably the classrooms that you referred to, as bad as they are, are not very high on the priority list, because there are others that are more crying out for renovation. We're moving as rapidly as we can. As I say, I was very frustrated this summer, because I thought the day after classes ended, the workmen would swarm over campus and we would be well underway, and it took six weeks. But we are cognizant of the problem. We're moving as quickly as we can. And we have accelerated this classroom renovation to the highest priority for use of renovation funds. And we did that directly as a result of this meeting last year.

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III. Chair of the Faculty Jane D. Brown.

Thank you, Chancellor Hooker. I want to thank you publicly as well for your hard work in the Legislature this year. We appreciate it. I'd like to say thank you also to the students who paid greater tuition this year so that, with the Chancellor's help and the Legislature's help, many of us got raises unlike anything we've seen in the past decade, this year. So we really appreciate it. Thank you very much. I also want to say as a result of that we now probably know more personally than ever before how important it is to be involved in elections, the statewide elections and our local elections, and it matters who represents us in the Legislature. So I encourage us all to be fully involved in this election year and to make sure we get friends of education at both the local, state, and federal level. So do please be involved.

I have one very specific way you can be involved. Dirk Frankenberg and Jan Elliott are co-chairs of the Legislative-Liaison Committee. It is kind of an ad hoc committee that does a lot of good work over in Raleigh for the faculty and the University. And they're looking for fresh recruits, those of you who would like to go over and meet legislators, learn how it really works over there in Raleigh. If you would see either Dirk, who's here on the front row, or me, let me know. I'll be happy to sign you up. And I've learned a lot doing it, and it's clearly educational and sometimes edifying as well.

I start with a number of thank you's here. I want to thank Edith Wiggins, who is not here now. But I wanted to appreciate who's been for us the last couple of years, as the Interim Vice Chancellor for Student Affairs. And now she is going to be on the Town Council, so we'll get to see her on Monday nights on cable, at least. And so I wanted to thank her for all she's done for us. And I also want to welcome Sue Kitchen as well. We're very happy that you've chosen Carolina as your new home, and we look forward to working with you. Thank you. I also want to thank our colleagues on the staff, as the Chancellor already mentioned, who worked so diligently to keep the campus open after Fran. I hope you all are recovered fully from the effects of Fran. I know some of you suffered worse damage than others. And I thank us all for being a community about cleaning up afterward and taking care of each other.

I also want to welcome all the new Faculty Council members here today. About a third of you are brand new. There also, for the first time in the history of the Council, are fixed-term faculty members of the Council. So I'd like all the new members, all the new members of the Council, to stand up and be recognized at this point. Would you stand up so we can welcome you. [applause] Great. And I want to thank all of you for agreeing to participate. It is generous to take these Friday afternoons to be with us and to think about these issues outside of your own department and your own work. So I thank you very much for being one of us.

We've created a new Faculty Council directory that's on this yellow sheet of paper. I hope that's accessible for you so you can talk with each other. You can see who else in your unit represents faculty, so you can be in communication with each other. You also see noted on this Directory who is on the Executive Committee, the ECFC. These are people who are meeting twice a month outside of the Council meetings to be looking at what are the issues we should be addressing, how we should be addressing them. So please contact those people if you have something you want to have done by the Faculty Council. And I am always available. I don't check my email as often as I should. The best way to reach me is to call me at home in the evenings. And that's just fine. There's where I am. So please feel free to do that.

Now what I'd like to do very quickly is to review briefly what the Council did last year and to bring you up-to-date about what has happened to some of the recommendations we made last year, and also to forecast some of what we will be doing this year. Last year we resolved our support for extending

benefits to domestic partners of University faculty employees. We also had a resolution that asked that I take that to the Faculty Assembly and ask them to move forward on asking the State to extend other kinds of benefits, including insurance benefits, to domestic partners of faculty and employees. The Faculty Assembly is looking into that, and other campuses are currently, other campuses in the System currently are working on similar initiatives. North Carolina State is, I know, Greensboro is, and Appalachian already has. So that's had some effect.

The other, second thing that we did, we spent an awful lot of time, and we were successful finally in creating a set of principles and mechanisms for allocating salaries. You'll be happy to know that units have now begun submitting their policies to the Provost's office, and the Faculty Welfare Committee, under the direction of Steve Bachenheimer, will be looking at those policies and will be reporting back to us about the policies and also about how we are achieving fair and equitable distribution of salaries across campus. We/he will be working with Tim Sanford's Office of Institutional Research to develop a more systematic accounting of our distribution of salaries. So I hope many of you are, have participated in that process, and we will be hearing more about how successful our work was.

We also welcomed a report to the, by the Task Force on Women at Carolina. That is still underway, and there is now a group that is being formed to follow through on those many recommendations and the creation of a Women's Center. So you will be hearing more about that this year as well.

We just talked about the state of the classrooms. Miles brought that up. I do have a handout from Joe Schuch. Joe Schuch is now the manager of what is called the ATN Classroom Resources. And they have refashioned themselves, apparently, due to our feedback, and others. They have committed themselves to supporting teaching faculty. And they have a web page, and they're encouraging faculty to be in communication with them about what we need. So I encourage you do that. The Center for Teaching and Learning also has a new web page and are also encouraging faculty to be in touch with them about what we need to support teaching. So I encourage you to get on the Web at least long enough to talk to the Center for Teaching and Learning and ATN.

The Chancellor mentioned a new Task Force on Instructional Technology. This is headed by Tom Meyer. I'm on it. A number of other people are on it. And what we've been charged to do is to send out a request for proposals for technology initiatives, teaching technology initiatives. You should be getting that call for proposals soon; every faculty member should be. And what we're looking for are initiatives that we can fund this year that are visible, that we will be able to say, this is working, this is something that we want to invest more money in the future. I think what we're looking for this first year are demonstration projects. We want to be able to see where does this work, what kinds of things should we be investing in the future, what may not work, what should we be investing in the future. And I think these are critical questions, because some of us have a lot of concern that, as the Chancellor was articulating as well, that some of it just isn't going to work to digitize. And some of it may. And I think it's real important for us now to be looking at what will and will not work. And so we can be investing our money as appropriately as possible.

And finally, we'll talk about the Intellectual Task Force again. Pamela will give us an update on where we are. That will be coming up again this year. That was something that we initiated last year. You also have a tentative agenda of standing committee reports. What we have done this year is, again, try to organize the Council meetings thematically so that we would be discussing issues, we will cluster committee reports around thematic issues, so that we would be thinking about one domain of the, our University life at a time, if possible. This sometimes works and sometimes doesn't. Last year we spent a lot more time on salaries than we expected to, so it kind of threw us off schedule. But this is our start, and we'll see how it goes, because other things always come up.

You have a list of faculty committees in a new format. Thank you, Rosemary, for putting this together. It's a remarkable list of faculty who are involved in a number of different committees who are working for us on a number of different issues. And what we've done is to organize them by domain here. So we have Student Life, State of the Faculty, Academic Life, and University Affairs. And so over the course of the semester we'll be having reports from these committees and from task forces and will be looking at which issues those committees and task forces generate that we should pay attention to. I've also highlighted the chairs of those committees and task forces, so if you have input, I know all of these people would welcome your cooperation, participation, ideas.

So, a couple of other things that I know are coming up that are going to require our concentrated attention and participation. In November we begin two sessions on the State of the Faculty. The Advisory Committee is going to bring us a draft set of principal features for a meaningful system of post-tenure review. This was recommended by our own Self-Study, and now has been asked for on each campus by General Administration. We are on a short deadline from General Administration to get faculty input on what these should look like, on what post-tenure review should look like here on campus. And so I encourage you, you will get a draft of that in your Council packet next time. I encourage you to look at those, to talk with other faculty about what they look like, if you have had experience with this in your own units to really reflect upon how this has worked. In December we will hear the report of the Task Force on Recruitment and Retention of Minority Students, Faculty, [and Administrators]. They've been working for more than a year, and I look forward to their recommendations.

Okay, there's one final thing that I would really encourage you to be thinking about, and seeing if you would like to participate with us on this. The Chancellor alluded to the Executive Committee of Faculty Council. Over the past year we've been having a series of dinner conversations with the Chancellor about the future of the University. The Executive Committee has had some fascinating conversations with the Chancellor about what our external environment looks like, how we are going to have to change in the future to accommodate to our external environment, to pressures from the Legislature to be more accountable, to the increase in technology, the need to use technology, and so on. He makes it sound as though we are totally simpatico. I'm not quite sure I agree with you at this point. [chuckles]

Chancellor Hooker: With regards to ends, not necessarily as to means for achieving.

Professor Brown: Okay. So we're going to continue, we will be continuing this conversation. If any of you would like to participate with us, I'd be happy to look at how we might do that. It may end up in a retreat sometime this semester to have a longer time to talk about what our future looks like, how we can agree on a vision, how we're going to agree on how we get there. I've asked Pete Andrews and Carol Jenkins, or they have agreed to take on the task of looking more closely at what a process might look like. That, how can the faculty be included in deciding what our future looks like, how can we be included in moving resources around. How can we be included in deciding whether environmental studies or cultural studies or these other kinds of initiatives that are being proposed, how do we involved in deciding which of these gets funded, how they get funded, how do we organize them across campus. So I think these are critical issues. We've had, in the past year, we've had initiatives from General Administration that say, if we don't take charge now about what this is going to look like in the future, it's going to be done for us. General Administration in just the past year has asked us, to come up with a set of measures for performance-based budgeting; has come up with, is developing a workload accountability system. Has begun to work on how we're going to facilitate the transfer of credits from community colleges to our college, to our campus. And they're going to mandate a system of post-tenure review. So these are critical issues to who we are as faculty and who we are as the University, and who we are as a University of the future. So I want us to be involved in that discussion.

So, this year I begin my third and final year as Chair of the Faculty, and so we also have to be looking for a new Chair of the Faculty. So if you want to step forward, I would love to hear about that. And I want to say that it has been a fascinating two years. I consider, as I look at this coming year, that this will probably be my most challenging. I see we have many new issues on the agenda, really fundamentally important issues. When I said, when I began as Chair of Faculty Council, I said that I believed this Council, this body, is so important, because you do represent faculty from all across campus. You represent 2,200 other faculty on campus. And I also believe that why this is so important is because none, not one of us is as smart as all of us. And so what we can do here as a body is quite extraordinary, I think, if we can figure out how to organize ourselves in the most productive way. So probably for me to stop making speeches and us to get on with the work would be helpful. And that's part of what I'm going to be looking for over the year, is how to involve you more consistently in the meetings as well as outside the meetings. So I encourage you all to participate and thank you again for your participation already and your generosity in being here today, and through the year.

Now, our theme today, and I think it's extremely appropriate, that we begin with this theme, the theme today is Student Life. I think this is the heart and soul of the University our students. And I was reminded, and, this is a little unusual, to think about, I was thinking about who students are, and I saw that I have one at home now who is the kind of student who I hope that we provide for here at the University. I have a six-year old daughter who just began elementary school, and you have never seen anyone so open to going to school, to the thrill of discovering what we know about human beings and the world and how it works. So every night she comes home and she makes me be the student, and she's the school teacher, and she teaches me what she learned that day. And so the other day I learned, I relearned mathematical notations for greater than and less than in first grade and I thought, wow, that's great. So, what I get here from my daughter, Lily, is that what I would hope we would be encouraging, supporting and providing here is still that thrill of learning. Is that that's what we do for our students today. And what I also understand from having worked with the students in Student Government - I've asked Aaron Nelson and some representatives from Honor Court to come speak with us today - is that these are just extraordinary students. I've had the pleasure of working with three student body presidents now, and I am just thrilled about who they are. I've already told Aaron Nelson I'll be his campaign manager when he runs for President of the United States. He is so good. So let me ask Aaron to come speak to us. He's going to talk, he also produced this six-month report of what they've already accomplished in Student Government in the first six months of his term, and I hope today he'll tell us about the next six months. Thank you, Aaron.

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IV. Mr. Aaron M. Nelson, Student Body President.

Mr. Nelson: Thank you, Jane, and I'm not running. [laughter] I'm a Philosophy major from Raleigh and I thank you for this opportunity to address the Council. I wanted to take this opportunity to give a brief update on we in Student Government have been up to, to touch on some of our priorities for the next six months, as well as talk about how Student Government and the Faculty Council can work together. More specifically, how faculty and students can work together to accomplish common goals.

In the Executive Branch we've just completed our October report. And what that is, is a close analysis at all the promises that we made during the campaign, how we were going to go about accomplishing them, where we are after finishing six months, and where we needed to be in the next six months to make sure that what we had promised we were going to follow through with. Two of the specific projects that I wanted to highlight are the Out-of-State Student Association and the Ambassador Program. The Out-of-State Student Association we have put together is to advocate and organize around the issues of out-of-state students. These are folks who are traditionally left out of the entire process. The Legislature doesn't care a great deal about them because they're not voting in this State, although we've been registering them en masse, and they're not paying the same amount of taxes, and they're only 18% of the undergraduate population, so why should we listen. So what they've done is to organize around the issues of out-of-state students: how to get transportation to and from the airport, what to do over fall break when we close the residence halls. What do you do if you live in California? Where do you go? Where do you store your stuff over the summer? So we hope that that is going to be successful. It's had two meetings already, and they are excitedly working.

We've also put together the Ambassador Program, which some of you may or may not have heard about. That is an effort to identify students from across the State of North Carolina, at least one student for every member of the General Assembly. And what we're going to ask those student to do is serve as our liaisons, from the students, both to the Legislature as well as back to the State of North Carolina. What we realize in Student Government, and as students, is that the people around the state have forgotten what we do good here at Carolina. They think their tax money is going to something strange in Chapel Hill, and they can't figure out how it's benefiting them in Cabarrus or Buncombe or Transylvania Counties. And so what we need to do is find students from those places, so that on fall break or spring break and Christmas they can go home to their PTA's and county commissioners and town councils and tell the story of UNC-Chapel Hill. How the local boy whose father owns a hardware store on Rural Route 7 made well. And also when it comes time for us to take our story to the Legislature, we have somebody who has already established a relationship with Senator So-and-So, or Representative Whomever, and we've begun that. We've had these students; there are about 120 of them right now, and they have begun a letter writing campaign introducing themselves to the members of the State Legislature. And we're hoping that that will have great success. We're anxious to work with the Employee Forum as well as the Faculty Council in increasing our state relations and our relations with the folks over there in Raleigh.

One of the other things we've done is, in response to students' concern over student fees and how they are spent, is to establish a student fee audit committee. And what that is, it's a group of students and the Director of SAFO [Student Activities Fund Office] and Dean Schroeder, who take a close look at our student fees and how they are spent. We have had presentations given to us by Student Health, Transportation and Parking. I believe we're having somebody from ATN come and speak with us soon. Student Legal Servicesóthings like that to make sure that the money we're paying in we're getting the benefit from. And we're hoping that that is really going to work out well.

There are some things we're also working on on the academic side, and I guess that you all are concerned about that as well. Chancellor Hooker did mention our technology priorities. And we did forward those on to him. And Jane has a copy of those. They're in the back of that October report. And we're excited about them. The one that we're most excited about and we'd love to see is an interactive graduation plan. Right now what we have, as I'm sure you're all aware, is this worksheet that you work on, where I go in and after I take a class I fill out what I've taken. That doesn't allow me to plan for the future. And so I end up picking courses in the middle of the night the day before Caroline opens up and I'm allowed to call her. And so what I'd like to see is that there be a way that we can plan for four years. If I'm going to pursue this Philosophy major that I want to take a certain class the first semester of my junior year. And it be interactive, so that we don't have to spend as much time with our advisors, that it be on the Net, and that I can type in what I'd like to see. They pull it up and they say, you can't take Philosophy 287; that's way above your level. And I say, well I didn't realize. And then we can interact like that. And we'd love to see that happen to help students in planning for the future, so that we're not just taking classes whimsically as we're hitting F5, and that's what you hit to make Caroline stall while you make flip madly trying to find a class.

There're other things that we are working on, and that is students interested in expanding available minors. It is my understanding that two new ones have been added to our curriculum, and that is absolutely thrilling, but we'd like to see other things. Our students are interested in graduating maybe with a Poli. Sci. minor, which is not currently available here. As well as student input in class selection. I know that we started a Hinduism class this year to six hour intensive study. It happened this summer. But similar things like that, that students are interested in taking a class and we make sure that we are serving the needs of the students if there are things that they want to take and that they have that opportunity to do that. In working with the Faculty Council, previous administrations, we haven't had it so much. I would be remiss if I didn't tell you that one of the students' frustration with Faculty Council is, you outlast us. We submit a proposal and three years go by, and the person who submitted the proposal has graduated and you haven't finished with it. It's in a committee and it went to another committee. And so I just wanted to express that frustration, that we're now putting freshmen submitting the proposals. [laughter] They will be here for four years. These things get done. But I don't know what can be done to speed up the process, or if you all are happy with the process. But that's a frustration to us as students.

Professor Philip Bromberg (Medicine): Redshirt.

Mr. Nelson: Redshirt. [laughter] Some of the things that also I believe have to do with the Faculty Council that we're committed to in Student Government, and that is minority faculty recruitment and retention. This was on my platform, actually, and something that I'm really concerned about, as well as gender equity in faculty hiring and promotion. We would love to work with the faculty to work toward the goal of parity. We want to see that equal numbers of male and female professors be full professors, that they be associate professors on equal levels, and that the promotion level and promotion rates and the granting of tenure also be something that is, that male and female, that there's gender equity, I guess just explains it.

Let me introduce Mandy Nixon. She's the Faculty Council liaison from us, from Student Government. She is a freshman. [laughter] Computer Science major from Charlotte. Many people were very interested in actually being a liaison. So she'll be at all of your meetings. I hope that you'll feel free to bring information to her or to me and so that we can work together.

I wanted to say a thank you to Dr. Pamela Conover, specifically, and the Chancellor's Task Force on Intellectual Climate and all the chairs of its subcommittees. They have gone out of their way to make a special effort to reach out to students and keep us included in the process and make sure that our input is

heard. Dr. Conover came and spoke to us at Student Congress last Wednesday and invited student participation and gave us the Web site and is allowing us to give input. If anybody is ever interested in watching Congress, we're every other Wednesday on that same cable television that you can find the Town Council on. And I just wanted to say a special thank you it meant a lot. I don't recall a time that I've been here that somebody has come and asked specifically for that sort of input. And so, I thank you, and I think that the students are really going to respond.

One of our focuses in Student Government, as I wrap up, is building community. And how we can make students at this University feel that this is home, not just a place you pass through for four or five years, but a place that you want, that you believe in, that you care about. And I think once we've done that, then we can make them really want to contribute to the University. I think building relationships between Faculty Council and the Employee Forum and the Administration and surrounding communities of Carrboro and Chapel Hill are what are critical to building that community, and I hope we can do that. Last year, to be frank, I think that we were divided. Students felt that they paid this \$400; faculty benefited from it, and staff threw up their hands because they had been left out again. This year I think that we've been brought together, both out of our own initiatives, and, unfortunately, through tragedy. In taking our case to the State Legislature I want you all to know that students have/had as one of their top priorities faculty salary increases. And we thank you all for your support of tuition remissions, increase for graduate students as well as graduate health care. I think that that is an opportunity that we can work hard together. And Jane Brown is right. Voting is the way to do it. We've registered 2,500 new voters on campus as of today, the last today to register. [applause] We will be publishing that like crazy to let everybody know that we are going to be turning out en masse.

I just wanted to say just one last thing, that I look forward to a new spirit of camaraderie as we all work together dealing with the issues that affect both of us, and that we will weigh in on your behalf, and we would love it if you would weigh in at times on our behalf. That there're some things that neither of us could do separately, but maybe together that we can do it, and that, I think is like faculty salary increases and you all fighting for our low tuition, etc. I wanted to take an opportunity just to say , thank you, and to apologize for something. Thank you for joining the students and other members of the University community at the University Day of Action. I think it was an absolutely amazing day to see people come together in tragedy and crisis and work for the common thing that unites us all, and that's our University. It will be one of my most memorable experiences at this University. And I learned a lot out there, as well as I think other students did as we fulfilled the third part of our mission, service. The apology is for the fact that faculty were not included in the decision-making process. As a group that is traditionally left out of the loop, students, it's not acceptable that we would not remember another group. And so I wanted to apologize, that we should be the first, as a group that's left out, to make sure that we had included everyone, and that I had not mentioned faculty or thought about faculty that morning when I came to the Chancellor with that idea.

On the issue of housekeepers, students are working very hard on this as well, and groundskeepers, and HVAC, and everybody, and I agree with the Chancellor that there's a human cost, and that we should not be looking just at efficiency. There are many ways for this University to be efficient. We could put Dick Richardson on the floor of the Dean Dome and have him teach 22,444 people Poli 41, and be very efficient about it. And it would cost us probably not as much money, but that's not what we're about here. We're about something else. And I think the University can be proud about being about something else other than efficiency and money. And, with that, I went too long as well, and I wanted to know if anybody had any questions. Well, then, thank you. [applause]

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V. Honor Court

Professor Brown: Susanna Maxon and Lane Dill are here to represent the Student Honor Court.

Ms. Maxon: Hi, I'm Susanna Maxon. I'm Chair of the Undergraduate Honor Court. I'd like to introduce to you Lane Dill, who's a member of the Honor Court as well. And we're not going to take very much of your time. But I just wanted to let you know a little bit about our mission this year as we approach ways that we can help improve the academic climate at UNC. And we want to play our part in this grand goal, to change the academic integrity on campus, and we want to do our part to nurture the intellectual climate here. My main goal is to make the Honor Code one of the strongest parts of the University. To make a reason, one reason, that people would want to come here. A lot of you'll hear about a lot of other universities, and you'll hear about sports, and you'll hear about maybe the location, but I want also people to talk about, when they talk about Carolina, that we have a really strong tradition here of student self governance and a really strong Honor Code. And this is something that we can be proud of, and rest our work on.

Briefly, I want to recap a few of the steps that we've taken so far to slowly change the culture of academic integrity on campus and to kind of rework the vision and ideal of academic integrity into something that's a lot more positive than it might have been in the past. Instead of being focused on as a punitive thing, we want it to be something that we can feel pride in, that every time we make positive decisions, that we're really working to strengthen the entire University. And the flip side, of course, is that every time someone makes a poor decision, they're really undercutting the base of our University. So I have worked with the Admissions Department to include a greater emphasis on the Honor Code in the publications that are sent out to all the guidance counselors across the state and also across the nation. We're working with tour guides to include a greater emphasis on the Honor Code. And Carolina Contact. We're going to go and try to attract students in that way as well. Some of you have seen, perhaps, the Honor Code plaques that have been put up in Davis Library and the Undergraduate Library. Also in Steele Building and I think a few other administrative buildings. And we're working to get more plaques. Just to kind of reinforce this culture of integrity. Then I've also just taken some small things to make the Honor Code ubiquitous. We have Honor Code pencils now. Student Stores is printing the Honor Code on receipts. The Honor Code is heavily emphasized in the Carolina Week-by-Week. We have some tee-shirts running around. But the most important thing, and the reason I'm here today, is that we need you to serve as the vital link between what we say and what actually happens. And, you know, I could just be saying a lot of nice ideals up here, but the cooperation between the faculty and the Attorney General's staff and the Honor Court is just absolutely essential. And I would just ask for your faith in us that we will do our best, and that we can work together to promote this. Because I think there're a lot of students, myself included, that really care about this as a positive way that we can help our University. And so, at this point, I've asked Lane Dill to come and talk with you a little bit about some of our plans to work with the faculty. So I'd like to introduce Lane.

Ms. Dill: Thank you all for letting us come today. I'm going to be heading a committee this year on faculty relations. As Chancellor Hooker and Aaron and Susanna have all stated, we're all in this together working to promote community and to promote the intellectual climate. The promotion of honor on campus is both an intellectual activity as well as something that needs to be done. And what I mean by saying that is that, we as the Honor Court are trying to define honor. We're trying to define how that works into our everyday lives. We need that, we need to educate students on that, and we need your help in doing that. You all have been here for longer than we have, and we need your input as far as what can be done in the classroom to promote honor, and how we can define it to student in a way that is clear, concise, and right to the point. We want students to be thinking daily about what honor is, and what their daily actions have to do with honor. To that extent, we'll be sending members of the Honor Court and

the Attorney General's staff to talk with specific professors about the influence of honor in the classrooms. We've asked these members of the Honor Court to go to the professors that they know well, that they feel like they can have an intellectual conversation about what honor is and how we can implement it in the classroom. So, what we really would like to ask is for you to encourage these students and help us out in determining exactly what we can do to promote honor in your classrooms. We'll be looking at syllabi statements. We'll be looking at introductions in classrooms, and any other ideas that you might have. So, please, let us have your cooperation so that this could be a mutual effort to promote the intellectual climate as has been stated before, we would really appreciate it. And if you all have any comments or suggestions, we would love to hear them. Thank you very much. [applause]

Professor Brown: You'll also notice a letter back there from A.P.P.L.E.S., the coordinator for A.P.P.L.E.S., who is also thanking faculty for being involved in that. That's our service learning project on campus, and it's quite extraordinary as well. More than a thousand 300 students have contributed more than 50,000 hours of community service through A.P.P.L.E.S. in just the past five years. And this is a student-initiated, student-funded organization, program. They pay for it by their own fees, and help run it, and quite a wonderful program. There's also a flyer back there to nominate our best students for the 1997 All USA Academic Team. So I encourage you to pick up a flyer and get that to your best students so they can apply. And one last invitation. And that is that on Wednesday I will be going to a public hearing about the attributes we'd like to see in the next President of the UNC System. And this is the one opportunity faculty have to contribute to this process. The faculty are involved only in a first-level committee. And then there are two more committees that do not include faculty. So if any of you have special characteristics that you'd like to see in the next President of the System, I will be happy to hear those and convey them. Or, if you'd like to go testify yourselves, I'll be happy to give you information about where to go and when to be there. Any comments, questions, celebrations, concerns you want to talk with me about before we move on?

Now, it's my pleasure to introduce Joe Ferrell, who is the new Secretary of the Faculty. I am pleased to have him with us. And he also has agreed to be our parliamentarian. Now I don't know about you, but parliamentary rules sometimes scare me, and it is my commitment in this body that we use these rules only to facilitate and move communication. And so I do not want to have us use these rules to stymie, confuse, obfuscate. So Joe and I are in partnership about that.

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VI. Briefing on Faculty Council procedures and expectations: Joseph S.

Ferrell, Secretary of the Faculty.

It is my intention to be as brief. First of all, a couple of housekeeping matters. If you find errors in the Faculty Council directory, e-mail corrections to either me or Rosemary so you will get some practice in using your e-mail. Because one of the objectives I want to try to strive for over the next two or three years is to reduce the amount of paper that comes into your inbox and to substitute e-mail messages with attachments, to the extent that we can. That's going to mean two things. First of all, I have to know your correct e-mail address, and that's not necessarily the one in the phone book. And second, you're going to have to learn how to download documents from Pine - God help you! [chuckles] All right.

Attendance at Faculty Council meetings. The Code says that you are expected to attend. What we would like to know in the Office of Faculty Governance is, if you cannot attend, we would just like for you to tell us that. And your telling constitutes an excused absence. We don't go into the details of why. The Code says that if you have missed two meetings without having told us about it, we're supposed to report that to the Council., and what I'm really going to assume is, if you missed two meetings and didn't tell us about it, I'm going to assume you have just sort of resigned by not showing up. So, how do we find out who was here? The check-in list. After each Council meeting I will send you an e-mail stating that our records show that you were absent.

We have a new telephone system. It is now possible to leave a voice mail message just for Jane, or just for me, or just for Rosemary. The numbers are on the top of the Faculty Council directory. That's a change from last year. If you like to go through computer driven menus - you know, punch 1 or punch 2, you will just love our new system. If you hate it, you will hate it. But it's more efficient. [laughter]

The Faculty Code: If you don't have a copy of The Faculty Code, send me an e-mail or call Rosemary and leave a voice mail message. [chuckles] And one will appear in you mailbox in the mail. We need to get a new edition of this. I don't know if we have enough money in the budget to do it. But it is getting confusing to me to know what's current and what's not, because there have been so many amendments.

On the question of parliamentary procedure: The Faculty Council generally operates in an informal manner of discussion, question, answer, give-and-take. The only time when procedure is important is when we are being asked to take action on some formal proposal, like amending The Code or adopting a resolution or giving official sanction to some very complex document. At that point, procedure does become a means, not to confuse you, but to keep you from getting confused. Some people like to say that Robert's Rules of Order are really Robert's Rules of Disorder. I don't think anybody really follows Robert's Rules of Order, because so few people really understand them. That includes me. But I do know a good bit about legislative procedure, and one of my little publications is a simplified set of rules for small governing boards, because Robert's Rules are so hard to understand and apply. But what I will try to do, if we get confused about what is the question before us, is to tell you what the current question is, so that you can at least be clear about that. And if that's not what you want to talk about, you need to vote on the matter on the floor or else set it aside with a proper motion. So that's what I'll try to do on procedure. Thank you.

[Unidentified member]: Are we all one down from Fran in terms of excused absences? [laughter]

Professor Ferrell: Everybody gets a plenary indulgence. [laughter]

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VII. Final action on Faculty Code Amendment concerning voting and

office-holding privileges by fixed-term faculty on standing committees: James L. Peacock, Chair, Committee on University Government.

Professor Brown: This is the second reading. Unfortunately what we circulated to you didn't include amendments that had occurred at the first reading, so there is a new version of it, and that's the one we're voting on. It's on blue paper. Jim Peacock is the new Chair of the Committee on University Government.

Professor Peacock: Yes. This has been thoroughly discussed, and therefore, I move approval.

Professor Brown: Is there a second? [seconded] Any discussion?

Professor Paul Farel (Physiology): One of the reasons that we started, I think, talking much more about this is that in Health Affairs there're lots and lots of faculty in fixed-term appointments. And if you looked at an individual and what that individual does, it would be very hard to distinguish him or her from an individual who has a tenure-track appointment. One of these, under Section I, a) - b). It says "The duties of the position are primarily teaching, research, or both." And in Health Affairs I'm under the impression that Dr. Golden [Chair, Dept of Psychiatry] can probably speak to this better than I can that there're lots of people who have external appointments, whose primary duty is service. That is, they work in clinics, and that they do teaching, but it might be ancillary. They participate in clinical studies and trials, but that's really not mostly what they do. Mostly what they do is service, and usually delivery of health care. I'm a little concerned that these people would be excluded from participation in faculty governance with the Code written as it states here. I'd like a clarification.

Professor Brown: Which section, Paul?

Professor Farel: This is Section I.D. And you go under that, and then there's a b with a little half bracket. And it says, "The duties of the position are primarily teaching, research, or both." One way around that, is to say instead "include teaching, research, or both," so that it doesn't exclude people whose job description is primarily service.

Professor Brown: So would you want to move an amendment?

Professor Farel: Well, I would just like to know whether I'm correct in the way I'm stating the problem, and whether there really is a concern. I would be more comfortable with a language that, instead of "primarily" said "includes."

Professor Brown: So you're asking would it be more appropriate to say "The duties of the position include teaching, research, or both." Anyone want to speak to that?

Professor Sue Estroff (Social Medicine): On behalf of Carl Bose who had the same concern as Paul, but Carl had to leave. [Professor Bose, who attended the earlier part of the meeting but was called away,] is suggesting an amendment to the same item so that it would say, "The duties of the position include significant contribution in the areas of teaching or research." So, it speaks to Paul's issue of "include."

Professor Farel: It's a question of inclusion.

Professor Brown: So, it's basically the same suggestion. And it would be your suggestion as saying, "The duties of the position include significant contributions in teaching, research, or both"?

Professor Estroff: No. In the areas of teaching or research.

Professor Brown: In the areas of teaching or research.

Professor Estroff: That way, as I read it, "include" doesn't limit it to teaching or research, and it doesn't require both. Therefore, a person who did clinical work predominantly, and/or some of either of the other, could be included.

Professor Brown: So it takes out the "primarily," so that it doesn't have to be research or teaching primarily, but they have to do at least some of that.

Professor Estroff: I'm interpreting Carl's amendment, which I didn't understand when we started, but now I'm afraid I do, [laughter] but I think that's what he meant.

Professor Brown: Okay. Would anybody else like to speak to that?

Professor Peacock: Somebody needs to move an amendment.

Professor Brown: Okay.

Professor Ferrell: There is, at the present time, a motion on the floor to approve the proposal the way it's presented.

Professor Brown: Good. And if someone wants to propose that as an amendment, then we should be talking about the amendment.

Professor Farel: I'd like to propose an amendment that would substitute the word "include" for "are", so that the sentence would read: "The duties of the position include teaching, research, or both." [seconded]

Professor Brown: So now we're discussing that amendment. It has been seconded. [The second criterion would be revised to read] "The duties of the position include teaching or research or both."

Professor Brown: Any further discussion on this amendment?

Professor Ferrell: I'd like to make an observation since I was the Chair of the Committee at the time this was put forward. With the amendment there is no point to paragraph (b) at all, because I don't believe we have any fixed-term faculty positions that do not include at least some teaching or some research. So, therefore, the effect of the change would be to qualify as a voting member of the faculty anyone with a fixed-term faculty position, and we would not look into, as a practical matter, the nature of the duties of that position.

Professor Brown: Does anyone want to question that assumption?

Professor Farel: I know there are instances where, for administrative reasons, people have been offered positions, EPA positions, with a fixed-term appointment, where the duties don't include either teaching or research.

Professor Rich Beckman (Journalism & Mass Communication): Joe, could you tell us if that was the reasoning behind this point originally to exclude people?

Professor Ferrell: The reason for the paragraph as originally written, was to include among the voting members of the General Faculty only those persons who are primarily engaged in teaching and research.

Professor Beckman: So can you explain to us why others are being excluded?

[Professor Ferrell did not respond]

Professor Brown: I think the question is, are we excluding people, do we want to exclude people who have only, who are fixed term, who work only in a service capacity? And Joe suggested that there are none of those. Is that correct?

Professor Ferrell: No, I did not suggest there are none.

Professor Stuart Bentley (Pathology & Laboratory Medicine): There is a substantial proportion of faculty in the Medical School and Dental School, in particular, whose primary responsibilities are clinical service. That's clinical work and teaching. These people, I think should have an equivalent status on the faculty to the research faculty.

Professor Brown: And would they be included if we adopted this amendment?

Professor Bentley: From the way I understood the amendment, everybody who was a non tenure-track faculty would be included in if the amendment went through as was.

Professor Brown: If they do any teaching or research.

Professor Bentley: I didn't know of any faculty who don't do any teaching or research.

Professor Philip Bromberg (Medicine): If I understand Paul correctly, he thinks that there are worthy individuals who don't do teaching or research.

Professor Farel: No, whose position is primarily service.

Professor Bromberg: Whose position is primarily service?

Professor Farel: Yes, but [whose duties also include teaching or research].

Professor Bromberg: But the only three categories I hear so far are teaching, research, and service. And no one is standing up to say, for administration. So suppose that we left (b) not as is, but are referred to all three legs of the three-legged stool, teaching, research, or service. Will that satisfy your concern?

Professor Farel: I'm sorry, would you say that again?

Professor Bromberg: Instead of specifying primarily teaching, research, or both, and then to construct the phrase so that you have three categories: teaching, research, or service. And any mixture of the three.

Professor Farel: I had wanted to restrict membership as a voting member of the faculty to people who are involved in teaching or research, at least to some extent. I think I would be a little bit uncomfortable

if somebody were a voting member of the faculty who didn't participate in any of those activities, at least to some extent.

Professor Brown: So, and that's what is reflected in your amendment that says the duties of the position include teaching, research, or both.

Professor Bob Golden (Psychiatry): There are some faculty members in Health Affairs who do not contribute to our teaching or research missions. As part of our alliance with, for example, Kaiser HMO, we are required to give faculty positions to Kaiser physicians, some of whom in some situations do not participate in teaching or research.

Professor Bromberg: [The first criterion requires] full-time service, so we don't have to worry about Kaiser.

Professor Golden: But they enjoy faculty status.

Professor Bromberg: But they're not full-time University employees. They don't get a check from the University.

Professor Judy White (Medical Allied Health Professions): My concern has to do with using the words "primarily" or "significantly", in that I'm not quite sure who is going to make that decision. For you to take my particular position and clock hours, whether you did it by the usual percentage of 40 hours. Of course, it's not 40 hours. But if you did it that way, I might fall into that category. Although I do teaching, who decides what is primarily teaching? Even though I am, on the percentage scale, only 30 or 40% clinical administration and 20% clinical service, I may be teaching in the clinic environment, but not in a didactic classroom as well. So my concern had to do with the comment earlier about "significant." And if you used the description "primarily," I just would like to know who is going to define what "primarily" is. And I do not want to discuss percentage of whatever that is. That's just a concern.

Professor Estroff: Well, I was going to say I thought that the phrase "significant contribution" sort of took care of one of these problems if we added service. And I know that Carl's original intent was to add service. And, in this earlier skirmish I don't know what happened to it. But I would be happy to have all three of them there. That's how we do everything around here. And we'll figure it out -- I mean I think that we can argue ad infinitum about "significant" or "primarily" or this or that. I prefer to use Paul's language. Just so that it includes, let's have all three. So I'm wondering if you would accept adding "service"?

Professor Farel: I have a strong feeling that members of the voting faculty should participate in teaching or research to some extent. Their job might be primarily service, but as Bob Golden was saying, we have people who, and I think this is going to be harder to define than it is as to where they get their checks, but we have people who do totally service and don't really participate in the primary mission of the University that distinguishes us from other institutions, which is participation in teaching and research. So, again, I prefer to leave it as it is.

Professor Estroff: Can I just say, I think every person that I know who you say does that also teaches. Everybody teaches at some point, even if inadvertently. [laughter] I sometimes do myself. Those people are connected with us for a reason. So, I don't think we can say it's just "service" only, purely, because a student just might happen to walk by and hear them say something and learn something. They're teaching.

Professor David Hattem (Psychiatry): I'm one of the new Faculty Council members who's a fixed-term person, so we're discussing stuff that's relevant to me in particular. And the point I wanted to make was that there are a lot of fixed-term people in the Medical School and the Dental School who do primarily service, many of whom also do teaching, some of whom also do research, but some of whom do only clinical work. And the point that I want to emphasize, or I want to add, is that when you do clinical work on behalf of the University, what you're doing is serving the community. And when you serve the community, you serve the University. And this is one of the University's primary goals, is to serve the community. So, I think that my, you know, I would speak in favor of it, excuse me, including, of being inclusive in all respects in terms of faculty appointments, as long as they are full-time service.

Professor Brown: So you are speaking to include service.

Professor Hattem: Yes. In effect, I guess, the, I guess the way that that would be done is leaving out line (b) entirely, basically.

Professor Peacock: That's Joe's point. Omit b.

Professor Brown: Okay, well we need to vote on the amendment on the floor. Are we ready to do that? The amendment on the floor is to change (b) to read, "The duties of the position include teaching, research, or both."

Professor Beckman: Question: Could you define teaching? Are we talking about being assigned to a class or a laboratory? Is that what we're talking about?

Professor Brown: Or maybe Sue's talking about "inadvertent" teaching? [laughter]

Professor Ron Strauss (Dentistry): I think that when we're talking of teaching in the clinical setting, it may not be in the traditional classroom setting. It may be a mentorship teaching, it may be preceptorship. The Dental School has very, very few for whom this would not be the case. Almost all of our service people, have as their mission both service and teaching.

Professor Brown: So these are the clinicians?

Professor Strauss: These are the clinician-preceptors. That's one of the guidelines, actually. There are a couple of people who provide only emergency servicesóit's a very limited number. And I'm not sure, I might agree with Paul, I'm not sure that they share the same commitment to the goals of the University. But they are really providing a specific, discrete service.

Professor Bromberg: Are they full time?

Professor Strauss: Yes.

Professor Ferrell: I think I can answer the question about clinical teaching. It was the understanding of the Committee on University Government that to the extent that clinical work in the University involves the training of students, it involves teaching. As a practical matter, the ruling as to who qualifies under this language, is done at the departmental level. What happens is, we [the Office of Faculty Governance] send the faculty lists that are generated by administrative data processing to deans and department chairs with the request that they check off who goes on the list of voting faculty. So to the extent that the department views the individual as a part of the teaching and research faculty, they're on the voting faculty list. If the department does not view them as such, they are not on the list. That's the way it

works.

Professor Brown: Are we ready to vote on this? Is everybody clear about what the amendment is? Okay. All those in favor of the amendment, say, aye. All those opposed, say, no. [a few no's] I think it passes. Okay, very good.

Now we return to the original motion, as amended. Any further discussion on that?

Professor Farel: I'm sorry to keep doing this, but Joe's comment about what full-time service means, whether that means getting a check from the University, and if that's what full-time service means, I think it should be explicit, because that's not what it meant to me when I read it.

Professor Ferrell: The phrase if full-time service means 75% effort It means eligibility for membership in the State Retirement System or TIAA.

Professor Farel: Well, then, full-time employment I think would be clearer.

[Unidentified Member]: If the position is full-time employment, instead of full-time service, is that the suggested change?

Professor Brown: Yes. Would you consider that a friendly amendment?

Professor Peacock: Since I made the motion, yes.

Professor Brown: Good. Does that second it? [seconded] Any further discussion? We're changing, or rather, there's a friendly amendment to change the wording in criterion (a) to "the position is for full-time employment," rather than "service." Any discussion about that? All those in favor of that friendly amendment to change it to "employment" rather than "service," say, aye. All opposed. That carries.

Professor Brown: Now, back to the original motion. Any further discussion?

Professor Debra Shapiro (Kenan-Flagler Business School): I have a question. How does (b) read now?

Professor Brown: It now reads, "The duties of the position include teaching, research, or both." Any further discussion? Okay. All those in favor of the motion as amended, please say, aye. Any opposed, say, no. Very great. We just accomplished some business here. [laughter] Our first of the day.

Professor Brown: Now in The Faculty Code it actually says that we are allowed to go on until 5:45. My preference is to quit as close to 5:00 as possible, since I have child care responsibilities at 5:30. I would request that we could proceed for ten more minutes if you could do that. Thank you.

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VIII. Resolution on Privatization: Jane D. Brown.

Professor Brown: The resolution on privatization comes to us from the Employee Forum. They asked us if we would endorse this. They passed it at their May meeting. The resolution has already been endorsed by the Committee on Privatization, and the Employee Forum. So, what we would be voting on today, if anyone wants to move it, is to endorse their resolution. Would anyone care to move this resolution? [An unidentified member so moved] Is there a second? [seconded] Discussion? Hearing no discussion, I'll call the vote. All those in favor, say, aye. Any opposed, say, no. [1 no] Okay. We are moving quickly. [laughter]

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IX. Annual Reports of Standing Committees:

A. Advisory Committee on Undergraduate Admissions (includes resolution): Stephen S. Birdsall, Chair.

Professor Brown: Undergraduate Admissions has a resolution. Another protocol that we put into place last year was if the standing committee brought something forward that did not have a resolution, we would not need a full oral report at the Council. However, this does have a resolution.

Dean Steven Birdsall: Let me speak just to the resolution. Very briefly, the purpose of this is addressing the question of what can we do to attract to Carolina more of the very brightest students each year. And looking at that and discussing it among the Admissions Office, in addition to more merit scholarships, clearly the key is more faculty participation in the recruitment process. Therefore, the resolution calls on the Faculty Council to endorse faculty involvement in Admissions Office efforts to recruit the brightest students to campus.

Professor Brown: Would someone like to move that?

Professor Peacock: So moved..

Professor Brown: And is there a second? [seconded] Good. Discussion?

Chancellor Hooker: I just wanted to say I don't think anything is as important in attracting bright students as faculty participation in recruitment. So I heartily endorse that we pass it unanimously.

Professor Brown: Steve, how do you use us faculty in admissions recruiting?

Dean Birdsall: Let me defer to Jim Walters. Basically we use faculty in a number of different ways already, but they seem to want to encourage an expansion of that. We talked about it last year.

Mr. Jim Walters (Director, Undergraduate Admissions): Yes, we did. I'll be very brief. We did some, we do every other year market research, and I won't bore you with that whole report, of course. But one of the things that we discovered is that students' perceptions of us are that they feel they didn't have the contacts with faculty compared to some of our primary competitor institutions. We weren't graded very well at all in that regard. Now, I'll mention places like Duke and Wake Forest and the University of Virginia, which are three primary competitor schools. We need to try and create ways to involve faculty in the process. We do, of course, already, in, for instance, our Friday yield programs in the spring, where we bring in large numbers of admitted students and their parents. We have hundreds of faculty involved in that process. We need to involve hundreds more. Every year 25,000 students and parents visit us. And many of these folks want to, when they're here on the tour, meet with academic departments. And we need to do a better job with faculty.

Professor Genna Rae McNeil (History): I want to urge people to support this, because I've seen the results through the minority recruitment weekend. I've spoken a couple of times to the minority students at luncheons where they have the National Merit Scholars who racial and ethnic minorities, and have had the experience now three years of having students come and, they're in my classes, saying because of that particular experience and having time with faculty during the day, and then someone at the luncheon with whom they could interact, that they made the decision to come to Carolina.

Professor Ron Strauss (Dentistry): Just a question. I totally applaud the concept of involving faculty

members, but the statistics in this report make it very clear that it's all black faculty that are involved in this minority effort. And I'm wondering, is there any effort being extended toward the Latino or Hispanic community? When the report refers to disadvantaged or minority students, it's clear that it means only black students. I just wonder if that was inadvertent. Or is that actually the way we define minority students?

Professor McNeil: Let me just speak to my experiences that there have been Native Americans [involved in the interactions I have had with recruiting].

Mr. Walters: I'd like to speak to that because that gentleman has raised some very interesting questions. The minority student recruitment goals that are in point of fact established for us by the Board of Governors of the sixteen-campus system, have identified only two racial groups for affirmative action, that is, aggressive recruitment. That's African-Americans and Native-American students. The Advisory Committee on Undergraduate Admissions struggled with this issue in terms of Hispanic students several years ago. The affirmative action plans for neither this Institution and nor the System as a whole have included Hispanic students as a goal. Now at the same time we were encouraged by the faculty several years ago, through the Committee, to be aggressive in our recruitment of Hispanic students, even though there's no accounts kept in the formal affirmative action program that the System has. We could question that, and some have, particularly when we see the Hispanic population growing. I think part of the problem was that blacks and native Americans were the only two groups that were targeted by the federal consent decree. And I think it had to do with the population of the state at that time. Well, we've seen some swings, some change, particularly in the Hispanic population. So, we do, in fact - I won't go through all this - we buy Hispanic names as part of our search efforts, and we have ongoing recruitment programs, but they don't show up in the formal affirmative action type figures that we have.

Professor Brown: Any further comments? Ready to vote on this? Okay. All those in favor of the resolution to include faculty in the Admissions Office recruitment effort, say, aye. Any opposed, say, no. Very good. Any further comments about the report? Thank you, Steve, and Jim.

B. Athletics: Frederick O. Mueller, Chair.

Professor Brown: Faculty Athletics Committee. [Professor Fred Mueller, chair of the committee] is here. Are there questions or comments? [There were none.] There are no resolutions. Thank you for being here, Fred.

Professor Mueller: Enjoyed the conversation.

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X. Task Force on Intellectual Climate: Pamela J. Conover, Chair.

Professor Conover: What I wanted to do today was to bring you up to speed on what the Task Force is doing and to issue the same challenge to you that I issued to Student Government on Wednesday night. You have received in your packet a description of the committees of the Intellectual Climate Task Force, as well as the membership of that group. We have been working very hard. The Chancellor named the chairs of those committees in May, and we met all summer planning work for the Committee. The remaining members were named in September, and they have begun their deliberations. I can say that I don't think I have ever had such a wonderful experience as I did this summer working with that group of chairs. They are absolutely wonderful, and they are coming up with some terrific ideas. And you can, if you have questions about what we're doing, please ask one of us. But what I want to put to you is a charge. And that is to take seriously your role as both representatives and as leaders. You have a responsibility to represent the faculty of this University, and I would like for you to go out, talk to your constituents, and to come back to us and tell us what they think and tell us what you think. And I would also ask you to take very seriously your role as leaders on this campus and the serious responsibility you have for creating a dialogue on this subject and for raising the consciousness of the rest of the faculty about the extreme importance of this topic to the future of our University. What you can do, specifically, is, you've received the description. There are e-mail addresses for all of us. Please offer your advice, find out ideas from faculty in your department and other departments, ask them to offer their advice. You can send it to any of us through e-mail, or, we would really like for you to use our Web page. Each committee has a discussion platform. It seems very appropriate if we're talking about bringing technology to the University, that we begin by conducting this dialogue, at least in part, in that fashion. So, also encourage others to do the same. And, as I promised, I'll be brief. So I and my task force look forward to hearing from each and every one of you. Every idea is important, and we want to hear all of them this fall. Thank you. Professor Brown: Pamela, that was brief. Thank you. [applause]

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XI. Old or New Business.

Professor Brown: Any other business, new or old? I have an invitation for you. Lawrence Ferlinghetti will be reading his poetry tonight at 7:00 p.m. in the Hanes Art Auditorium. We're going to give him a Distinguished Alumni Award tomorrow at University Day. I hope we see you all in regalia tomorrow at University Day. Thank you very much. We'll see you in November. Please return your name tags.

The meeting adjourned at 5:18 p.m.

Joseph S. Ferrell

Secretary of the Faculty

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