

MEETING OF THE FACULTY COUNCIL
Friday, December 6, 1996, 3:00 p.m.

*** Assembly Room, 2nd Floor, Wilson Library ***

RECEPTION (THANKS TO THE CHANCELLOR), PRECEDING MEETING, AT 2:15 P.M. IN THE WILSON LIBRARY
FOYER.

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

AGENDA

Type	Time	Item
ACT	3:00	Memorial Resolution for the late Robert Haig; Joseph Flora, Chair, Memorial Committee.
INFO	3:03	Remarks by Chancellor Hooker.
INFO	3:15	Question Period. [The Chancellor invites questions or comments on any topic.]
INFO	3:25	Chair of the Faculty Jane D. Brown.
		Annual Reports of Standing Committees: The State of the Faculty
INFO	3:35	Faculty Hearings: S. Elizabeth Gibson & Genna Rae McNeil, Co-Chairs Fall 1996. *
INFO	3:40	Faculty Grievance: John C. Boger, Chair. *
DISC	3:45	Instructional Personnel: Richard J. Richardson, Chair. *
ACT	3:55	Old or New Business.
DISC	4:00	Discussion of Recommendations of the Task Force on Intellectual Climate.

Council members will break into 6 discussion groups headed by the chairs of the subcommittees:

1. In the Classroom: Marshall Edgell, Chair.
2. Outside the Classroom: Lloyd Kramer, Chair.
3. First Year Experience: Leon Fink, Chair.
4. Public Spaces: Melinda Meade, Chair.
5. Service & Community Based Learning: Donna Lefebvre, Chair.
6. Faculty Roles & Rewards: Laurie McNeil, Chair.

KEY: Joseph S. Ferrell
Secretary of the Faculty

ACT = Action

INFO = Information

DISC = Discussion

* Copies of these documents are being circulated only to members of the Faculty Council and to Chairs and Deans who are encouraged to share them with other faculty. Council members: please bring your copies to the meeting and discuss with your constituents ahead of time.

The minutes of the November 15 Faculty Council meeting will be mailed separately. Both the Minutes and Transcripts will appear on the Campus Web.

The next Faculty Council meeting is on January 10.

MINUTES OF THE FACULTY COUNCIL

Friday, December 6, 1996, 3:00 P.M.

Attendance

Present (57): C. Anderson, Andrews, L. Bailey, Bangdiwala, Barefoot, Beck, Beckman, Bentley Brice, Brink, Bromberg, Brown, Chambers, Conley, Dalton, Dodds, Eckel, Estroff, Evens, Farel, Fletcher, Foshue, Fox, Frankenberg, Hatten, Herman, Hodges, Holmgren, Howard, Irene, Jackson, Jenkins, Johnstone, Lachiewicz, Lefebvre, Lentz, Leonard, Loda, Loeb, Maffly-Kipp, Mauriello, G. McNeil, L. McNeil, Mill, Owen, Pagano, Panter, Passanante, Peacock, Rabinowitz, Renner, Rutledge, Salgado, Seales, Skelly, Strauss, Weber, White, Williams.

Excused absences (21): J. Anderson, A. Bailey, Bose, Crumley, Danis, Eckel, Favorov, Gless, Hogue, Ji, Mandel, Matson, Pielak, Platin, Rinehart, Shapiro, Shea, Stidham, Tauchen, Tysinger, Yankaskas.

Unexcused absences (4): Crimmins, Pike, Rosenman, Stuck.

Memorial Resolution

Professor Joseph Flora presented a memorial resolution for the late Robert Louis Haig. Professor Emeritus of English. Adopted.

Chancellor's Remarks

Chancellor Hooker distributed a report of the proposals that have been funded by the Chancellor's Task Force for Instructional Technology. He had hoped to get 20 good proposals, 120 were received and he was enormously pleased with the submissions--so much so that he added \$200,000 to the \$1.26 million originally made available for this purpose. He is now trying to identify additional sources of money to enable even more of the submissions to be funded. He singled out the Department of Music's digital classroom submission for special praise.

The Chancellor next commented on the University's budget priorities for the 1997 General Assembly. His highest priority this year will be, as it was last year, faculty salaries. His objective is to bring UNC-CH up to the level of the University of Virginia at the full professor and associate professor ranks. Last year our average salary at the full professor rank was about \$10,000 below Virginia. We are on a par with UVA at the assistant professor rank. Other expansion budget priorities include permanent funding in the continuation budget for graduate student health insurance; technology; libraries; reduction in the percentage of overhead receipts for sponsored research retained by the state; and more funding for graduate student tuition remissions. Our list of capital projects includes renovation of the House Undergraduate Library (\$6 million), an addition to Beard Hall (\$9 million), renovation of the Institute of Government (\$16 million), an addition to Hill Hall for the music library (\$8 million), and permission to build a new Student Services Building as a self-liquidating project (\$18 million). On another front, we are seeking greater freedom in managing our own construction contracts, beginning with the design phase.

Finally, the Chancellor reported that the work going on at the Old Well is to remove many layers of lead-based paint.

Chair of the Faculty's Remarks

Professor Brown reported that the recent modifications in Faculty Major Disability and Parental Leave Policies were the result of recommendations from the Faculty Welfare Committee.

Professor Brown asked for volunteers to serve on a focus group about transportation and parking and noted that she had had difficulty this year finding people who were interested in serving on the Parking Committee.

Professor Brown next turned to the work currently in progress that focuses on the University's intellectual climate. She has talked with a number of students about this and has found that they have several concerns. Some think that there is an implication that undergraduate students are not serious about their work. Others fear that the underlying motive is to weaken the Greek system. Some regret the impression that Carolina is mostly a party school. She said that is not how she or the Executive Committee sees this effort. The purpose is to examine how the faculty can participate in creating an environment that stimulates the faculty as well as our students; that makes the faculty want to interact with students in a way that is challenging and invigorating.

Annual Reports of Standing Committees

Faculty Hearings: Genna Rae McNeil Co-Chair [S. Elizabeth Gibson, Co-Chair]. Professor McNeil [History] observed that the Faculty Hearings Committee deems it a privilege to be able to protect due process and opportunities for faculty members to be heard on matters dealing with impermissible grounds for denial of tenure and disciplinary proceedings involving suspension or termination of employment. The committee takes its responsibilities very seriously and is eager to advise and talk with faculty members about their concerns. One should not wait until disaster strikes before thinking about the Hearings Committee. Professor McNeil also urged faculty members to agree to stand for election to the committee if asked. Diversity on the committee is very important with respect to the disciplines, with respect to gender, with respect to race and ethnicity, and with respect to experience at the University.

Faculty Grievance: John C. Boger, Chair. Professor Boger commented briefly on the committee's written report. There were no questions or comments.

Instructional Personnel: Richard J. Richardson, Chair. Professor Brown noted that the Provost was unavoidably absent due to oral surgery. She asked for questions or comments on the written report.

Professor Barry Lenz [Biochemistry & Biophysics] raised the question of additional days having been added to the academic calendar (a matter within the jurisdiction of the Committee on Instructional Personnel). He regretted that this question had not been brought to the Council before the decision was made and implemented. He asked how our calendar compares with peer institutions such as the University of Virginia or the University of Michigan.

Professor Brown said that it is her understanding that adding five days to the calendar puts us out of line with our peer institutions.

Professor Bobbi Owen (Dramatic Art) wondered whether there is a move toward General Administration establishing a standard calendar for all 16 institutions, rather than allowing each institution to set its own. She noted several of the problems associated with lengthening the calendar. Chancellor Hooker replied that we don't know what General Administration intends to do in this regard, but Professor Lenz is correct in suggesting that we are at the high end of the range among public research instructional days. He hopes that General Administration will allow UNC-CH to benchmark other institutions in the top 20 public research universities.

Professor Jack Sasson [Religious Studies] asked whether consideration had been given to eliminating fall break altogether or reducing it to one day.

Mr. Aaron Nelson [Student Body President] noted that fall break was originally created in response to national studies showing that the suicide rate for students was highest in mid-fall due to stress levels. Universities around the country instituted the fall break to address that situation.

Professor Pete Andrews [Environmental Sciences & Engineering] spoke of the need to coordinate our calendar with Duke, NC State and maybe even our own Law School.

Mr. David Lanier [University Registrar] replied that the calendar changes mandated by General Administration will mean that all UNC System schools will have similar calendars, but it will be virtually impossible to coordinate with Duke.

Professor Lenz said that we should be making a case to General Administration that demands on the faculty in a research institution should be taken into account in matters of this nature. Chancellor Hooker replied that he understood the point but sometimes he works best who works behind the scenes.¹

Old or New Business.

The Secretary of the Faculty, Professor Ferrell, called attention to the beginning of the nomination process for faculty elections in the spring. He asked members of the faculty who have an interest in standing for election to any of the elective committees or to the Council to make that known to him or some member of the Nominating Committee. He also complimented the University Gazette for coverage of Faculty Council meetings and said that the official minutes would likely be somewhat shorter than in the past if the Gazette's coverage continued to be this good.

Adjournment.

There being no further business, the Council adjourned at 4:10 p.m.

Discussion of Recommendations of the Task Force on Intellectual Climate.

Following adjournment, members of the Council formed six discussion groups for discussion of the work of the six subcommittees of the Task Force on Intellectual Climate.

Joseph S. Ferrell

Secretary of the Faculty

ACTIONS OF THE COUNCIL

1996-97

Date	Action	Destination	
September 8, 1996	meeting canceled due to adverse weather	No action;	
October 11, 1996	to allow fixed-term faculty to serve on and vote for certain standing committee	Second reading of Amendments to Faculty Code of University Government	-----
		Secretary of the Faculty	
		Resolution on	
		Privatization	Chancellor
November 15, 1996		Resolution on Student Recruitment	Office of Undergraduate Admissions
University Government		Resolution on Charge of Faculty Welfare Committee	Committee on
December 6, 1996		No formal actions	

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Joseph S. Ferrell
Secretary of the Faculty

ANNUAL REPORT OF THE
COMMITTEE ON INSTRUCTIONAL PERSONNEL
DECEMBER 6, 1996

This report covers the activities of the Committee on Instructional Personnel for the academic year 1995-96.

The Committee dealt with the following matters during 1995-96.

1. Personnel Matters:

The Committee on Instructional Personnel operates through two separate subcommittees: the Subcommittee for the College of Arts and Sciences chaired by the Dean, and the Subcommittee on Professional Schools chaired by the Provost. The College subcommittee met twelve times during the academic year; the professional schools subcommittee met eleven times.

At these meetings all recommendations from the Schools or departments and curricula involving tenure track appointments of any kind and all reappointments at the rank of lecturer or above were reviewed. In making these reviews both subcommittees sought to ensure uniformity of procedural practice and consistent attention to the respective roles and missions of each of the appointing units.

At its meeting on 2 November 1995, the Committee on Instructional Personnel recommended that the minimum stipend for teaching assistants with full responsibility should be \$4,100 per section per semester for the academic year 1996-97 pending the availability of adequate budgetary resources.

2. Academic Calendar:

At its meeting on 11 April 1996, the Committee considered and approved the academic calendar for 1997-98 as proposed by the Student Faculty Calendar Committee.

3. Other Business Matters:

The Committee also considered and approved Dean Cynthia Freund as a member of the Advisory Committee on Undergraduate Admissions for a term of three years beginning on 1 July 1996.

Respectfully submitted,

Stephen Birdsall
Fred Brooks (1995-96)
Jane Brown
Melissa Bullard
William Burke, Interim Dean (1996-)
Richard R. Cole
Linda Dykstra (1996-)
Richard Edwards
Alan Feduccia
Paul Fulton
Beverly Long
Thomas Meyer (1995-96)
Barbara Moran
John Nadas
Richard J. Richardson, Chair
Michael Smith
Donald Stedman
Thomas Warburton, Interim Chair (1996-)
Judith Wegner

INTELLECTUAL CLIMATE DISCUSSION GROUPS
FACULTY COUNCIL
6 December, 1996

I. INSIDE THE CLASSROOM -- Assembly Room (where Fac. Council meets)

Carl Anderson *
Richard Beckman
Richard Brice
John Conley
Marion Danis
Oleg Favorov
Steve Leonard
Steven Matson
Abigail Panter
Jordan Renner
Virginia Shea
Dennis Williams

II. OUTSIDE THE CLASSROOM -- Room 501, NC Collection Gallery (2nd floor, same as Assembly rm.)

John Anderson
Stuart Bentley
Janice Dodds
Sue Estroff
Miles Fletcher
Dirk Frakenberg
Darryl Glass *
Vanessa Hodges
William Jackson
Ben Loeb
Laurie Matfily-Kipp
John Rutledge

III. FRESHMAN YEAR EXPERIENCE -- Room 710, Friends of Library Room (3rd Floor)

Lela Brink
Sarah Chambers
Robert Dalton
Terence Evens
Donald Fox
Genna Rae McNeil
Bobbi Owen *
David Pike
Susanna Rinehart
Lillie Searles
Bonnie Yankaskas
David Weber

IV. PUBLIC SPACES -- Room 711, Staff Lounge (3rd Floor)

Shrikant Bangdiwala
Martha Barefoot
Carl Bose
Douglas Holmgren
Paul Lachiewicz
Frank Loda
Sally Mauriello
Michael Mill
Joe Pagano
Jim Peacock *
George Rabinowitz
Julian Rosenman
Marie Salgado

V. SERVICE AND COMMUNITY BASED LEARNING -- Room 711c, off Staff Lounge (3rd Floor)

L'Tanya Bailey
Melinda Beck
Edwin Brown
Paul Farel *
Brian Herman
Robert Johnstone
Donna Lefebvre
Tony Passannante
Anne Skelly
Ronald Strauss
Barbara Tysinger
Judy White

VI. FACULTY ROLES AND REWARDS -- Room 901D, Seminar Room in Manuscripts Dept (4th floor)

Richard Andrews
Ann Bailey
Phillip Bromberg
Michael Crimmins
Vangie Foshee
David Hattam
Carol Jenkins
Barry Lentz *
Stanley Mandel
Laurie McNeil
Debra Shapiro
Gary Struck

* = FACILITATOR

ACTIONS OF THE COUNCIL
1996-97

Date	Action	Destination
September 8, 1996	No action; meeting canceled due to adverse weather	----
October 11, 1996	Second reading of Amendments to Faculty Code of University Government to allow fixed-term faculty to serve on and vote for certain standing committee	Secretary of the Faculty
	Resolution on Privatization	Chancellor
	Resolution on Student Recruitment	Office of Undergraduate Admissions
November 15, 1996	Resolution on Charge of Faculty Welfare Committee	Committee on University Government
December 6, 1996	No formal actions	----

Robert Louis Haig came to the Department of English as a full professor in September 1967. Having earned his Ph.D. at Indiana University, he took a position at the University of Illinois, where he rose through the ranks from instructor to professor. At Illinois, he had established himself as an important scholar of eighteenth-century British literature. His The Gazetteer (1735-1747), a study of an important eighteenth-century newspaper, was even then highly regarded. By now it has become a minor classic, valued not only for its scholarly substance but also for the grace with which it is written. With the two senior professors in his field here about to retire, the choice of Robert Haig to bolster the Department was widely applauded. Indeed, his selection had the blessing of both retiring professors, something of a sensation in the Department since those two seldom agreed about anything.

Professor Haig's appointment at Chapel Hill followed a cluster of five junior appointments from the University of Illinois. The group became known as the Illinois Mafia. In his history of the English Department published in 1974, Dougal MacMillan remarked that "the invasion from Illinois that was so pronounced a few years ago has not been as extensive or as dangerous as was at first feared. And the persons involved have shown a tendency to adapt themselves readily to their new environment. I suppose if we were botanists we might call this condition favorable ecology."

Certainly, Bob Haig found the Department a welcoming place and never regretted coming here. Though Hoosier born and trained, he quickly learned to identify with Dean Smith's hoopsters. Annually he wagered a bet with his best friend from Indiana, pitting our Dean against their Bobby Knight. From loyalty to that friend, J. R. Constantine, he was a proud card-carrying member of the Eugene V. Debs Society. Constantine, you see, had edited Debs's correspondence. In the best sense, Bob Haig was a team player.

Nurtured on the eighteenth-century satirists, he was also a man of keen wit, gifted at repartee. He was a special friend of William Harmon and the late Richard Harter Fogle. Their coffee breaks were legendary, marked by lengthy pauses, legend has it, since no speaker wished to venture a statement that did not meet the group's standard for wit.

But not all of Bob's colleagues got to know this side of him or his great charm or his bravery in fighting some fierce personal battles. For he was a private man, keeping those struggles hidden from all but his closest friends.

In over a quarter century, he never spoke a word at Faculty Council; indeed, he seldom if ever so much as attended a Council meeting. Folks in South Building would not have known him if they passed him on campus. They could have no sense of the scope and precision of his learning or the special humor that enabled Bob to laugh at himself. One administrator did get to sample that charm, though. Bob was surprised one day to receive a call from South Building, saying that Dean Gillian Cell wished to have lunch with him. He arrived at her office at the appointed time. The secretary notified the Dean that Professor Haig was waiting. When the Dean entered, she registered puzzlement. The only person in the room was Bob Haig. Dean Cell had expected that man to be Sterling Haig, with whom she wished to talk about the chairmanship in Romance Languages! The Dean quickly recovered and told Bob Haig that she and he would indeed have lunch. It was a pleasant occasion. Bob

laughed later to his friends that he need not, however, have bought a new suit for it!

But while administrators knew little about Bob Haig, he kept up with them and with what was happening in higher education. He subscribed to Lingua Franca and The Chronicle of Higher Education. He knew that the academies were changing drastically from what they had been during Dougald MacMillan's tenure; indeed, he attended Departmental meetings regularly, though he seldom spoke at them. All the same, he had strong opinions about the cultural wars taking place in the nation and especially in English departments everywhere. His reaction was often marked by Swiftian derision. Then again, he could view the conflict with some detachment, knowing that the eighteenth century had its own battle of the books. You have probably guessed that in the latest version of this battle he sided with the ancients. Like his intellectual forbears, he had little patience with the presumptuousness of "metaphysical systems." Yet by his very presence he helped keep the discourse here civil, and his incisive retorts in private leavened attitudes. His training had taught him that the preacher of Ecclesiastes had probably got it right: there is nothing new under the sun.

Caring for the health of the body politic, Bob was glad to take a turn serving as Director of Graduate Studies, but his greatest value to the Department was as teacher. He loved his subject, he enjoyed teaching it, and he taught it well. He was especially skilled at teaching Shakespeare to undergraduates. These things sustained him when much else failed.

Haig had a great streak of courage and determination. A lifelong smoker, he conquered that addiction about seven years ago. And when alcohol became a threat, he decided that it, too, would have no claim on him. Neither struggle was easy. Nor was the battle against depression, which led Bob to take his retirement in December 1994. He fought as well the lung cancer that would claim him as it would his good friend and colleague, Bob Bain. Did he remember Samuel Johnson's deathbed resolve, "I will be conquered; I will not capitulate"? Those closest to him admired the bravery others had not seen.

When Bob retired, he wished no fuss and fought any attempt at celebration. But Charlotte McFall, then our administrative assistant, found just the right gesture. She got a blank tie, which all of the faculty and staff then signed. Bob was delighted and had the tie framed. The next year, as he faced his impending death, he wanted no traditional memorial service, but he reached out to touch the groups that mattered most to him, his students and his colleagues. First, his graduate students were invited to go to his office to take whatever books they wanted. Following Bob's death, and as he wished, his beloved Grace Haig hosted a party at his condominium. His colleagues, students, and friends were invited to celebrate him and each other. Each guest was invited to select a book from Bob's library. It might be an eighteenth-century classic, a critical study, a popular novel, a mystery novel, or a book written by a colleague, for he regularly bought those. Bob, in his turn, had found a gesture that would remind his guests of his great affection for the Department and would remind them of his special qualities. To a discerning eye, it was clear that Bob Haig not only loved deeply but was also deeply loved.

--Connie Eble, Albrecht Strauss, Joe Flora (chair)

December 6, 1996
Faculty Hearings Committee
(Elected Committee)
Annual Report

Members: William F. Finn (alternate for Marie M. Bristol, 1998); S. Elizabeth Gibson (2000); Genna Rae McNeil (1999); John V. Orth (on leave, fall 1996; 1997); Lars G. Schoultz (fall 1996 alternate for John V. Orth, 1997); Beverly W. Taylor (2001). Co-chairs: S. Elizabeth Gibson and Genna Rae McNeil (fall 1996); John V. Orth (spring 1997). Members leaving committee during past year: Madeline G. Levine (1996).

Meetings during past year: None.

Report prepared by: S. Elizabeth Gibson (co-chair) with review by full committee.

Committee charge: According to the *Faculty Handbook* (p. 54), the Faculty Hearings Committee “[c]onducts hearings (a) on the request of a faculty member who has been notified before the end of his or her tenure or term of appointment that he or she is to be discharged, and (b) on the request of the Chancellor to make inquiry into the fitness of a faculty member to continue in his or her position.” The rules governing the conduct of Committee hearings are specified in the document entitled *Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill*.

Previous Faculty Council questions or charges: None.

Report of activities: Because the Committee has received no requests for a hearing by a faculty member or by the Chancellor, it has no activity to report for the past year.

Recommendations for action by Faculty Council: None.

December 6, 1996
Faculty Grievance Committee
(Appointive Committee -- Chair of the Faculty)
Annual Report

Members: John Charles Boger (1994-97), Chair; Patricia Z. Fischer (1996-99); Cary M. Grant (1995-98); Reginald F. Hildebrand (1995-98); Evelyne H. Huber (1996-99); Erika C. Lindemann (1995-98); Terence V. McIntosh (1994-97); Megan M. Matchinske (1996-99); and Lee G. Pedersen (1994-97); Members leaving committee during the past year: Pamela A. Cooper; Laurie L. Mesibov ; and, John E. Semonche, Outgoing Chair.

Meetings during past year: 9-8-95; 12-1-95; 2-19-96; 4-22-96; 9-25-96; and 10-29-96.

Report prepared by: John Charles Boger, (Chair) and John E. Semonche (Outgoing Chair).

Committee charge: "The Committee is authorized to hear, mediate, and advise with respect to the adjustment of grievances of all persons designated as members of the Faculty." (The Faculty Code of University Government)

Previous Faculty Council questions or charges: None

Report of activities:

In the 1995-96 academic year, the previous chair, John E. Semonche, received seven inquiries about bringing matters before the Grievance Committee. All those who inquired were sent a copy of the procedures of the committee, along with a preliminary form calling for a brief explanation of the grievance. Only one of the seven, a faculty member who had discussed matters with the previous chair of this committee, filed a formal grievance. A subcommittee composed of three members, during a number of meetings with the concerned parties, was able to prompt agreement upon a suitable resolution. As part of the resolution, the chair was asked to contact the grievant to make sure that the agreement worked out had been followed. This was done, and the grievant indicated satisfaction with the work of the committee and its effect on procedures in the grievant's unit of the University.

One of the other inquiries, however, posed questions that the full committee was asked to address. After being assured by University counsel that no current regulations covered the matter, the committee did agree that if a grievance has been filed with the committee, the subsequent termination of the grievant's appointment with the University will not automatically strip the committee of jurisdiction. An amendment to this effect was placed in the procedures of the committee.

During the 1996-97 year, present chair Boger has received three inquiries about possible grievances to date. All potential grievants have engaged in preliminary discussions with the chair. One grievant has since advanced through the formal grievance process; a subcommittee report containing extensive findings and recommendations on the grievance, was approved by the full committee on October 29th. Further discussions with the grievant, the respondents, and the relevant administrative officials, based on that report, are ongoing. The second potential grievant decided, after numerous discussions with the chair and with relevant administrative officials, not to pursue a formal grievance at this time. The third inquiry has not been followed up by the potential grievant.

The 1996-97 subcommittee that heard the formal grievance has made two procedural recommendations on the administrative review of sexual harassment allegations; those recommendations will be forwarded in due course to appropriate administrative officials.

The committee also had been asked to consider whether fixed-term faculty, who were the subject of a proposed amendment to the Faculty Code allowing them to vote for and serve on committees of the General Faculty, should be empowered to sit on the Faculty Grievance Committee. Answering yes, the committee recommended that a tenth seat be created for the purpose of representing the fixed-term faculty. This recommendation was furthered to the Committee on University Government and approved by the Faculty Council at its April 26, 1996 meeting.

Recommendations for action by Faculty Council: None

Chancellor's Task Force For Instructional Technology Faculty Awards

Number	Title	Principal Investigator	Department	School/ Division	Amount
1	Computer Assisted Teaching in Introductory Geology Labs	Paul Fullagar	Geology	CAS	\$21,325
2	Carolina Courses OnLine	Norman Loewenthal	Continuing Ed	DCE	\$123,678
3	Software & Support Material to Teach the Scientific Method	Marshall Edgell	Biology	CAS	\$30,000
4	Information Skills Building Instruction	Julia Shaw Kokot	Health Sci Lib	HSL	\$11,500
5	Computer-Mediated Communication Communication: An On-Line Graduate Course	Sheila Englehardt	Nursing	SON	\$23,186
6	Digital Technology in Music Classroom	John Nadas	Music	CAS	\$142,498
7	Multimedia Database Prototype	Margaret Moore	Health Sci Lib	HSL	\$49,620
8	The 5th Estate: Internet Publishing in a Real World Environment	Debashis Aikat	Journalism	SOJMC	\$23,600
9	OnLine Writing Center	Kimberly Abels	Writing Center	CAS	\$46,630

Number	Title	Principal Investigator	Department	School/Division	Amount
10	Evaluation of an Internet Multimedia Studio	B. Dempsey, S. Haas, D. Sonnenwald, H. Tibbo	Library Science	SILS	\$74,817
11	Initiating an Internet-based PharmD Curriculum	The Working Group	Pharmacy	SOP	\$97,405
12	Distance Learning Assistance	Martha Keever	Learning Center	CAS	\$34,000
13	Learn 21	Michel Ibrahim	Nutrition	SOPH	\$63,871
14	Integrating WWW Technologies to Support Combined Local/Distance Learning	John Smith	Computer Science	CAS	\$30,000
15	English Department Initiative in Technology: Enhancing Instruction in Composition and Literature	Darryl Gless	English	CAS	\$84,873
16	Integrating Education Resources and Patient Care	John Loonsk	Medicine	SOM	\$77,702
17	Enhanced Electronic Syllabus in Pathology	Howard Reisner	Medicine	SOM	\$22,000
18	Paideia Virtual Community	Terry Roberts	Education	SOE	\$18,719
19	Ackland On-Line	Gerald D. Bolas	Ackland		\$17,652
20	NC Resources in Southern Historical & Folklife Collections	Michael Taft	Library	AAL	Combined

Number	Title	Principal Investigator	Department	School/Division	Amount
21	19th Century American Sheet Music Digitization	Ida Reed	Library	AAL	Combined
22	NC Collection Photography Database	Jerry W. Cotten	Library	AAL	Combined
23	Planning Documents Web Access Project	Linda Drake	Library	AAL	Combined
TOTAL LIBRARY PROJECTS					\$33,700
24	Technology for Linguistics Phonetics Training at UNC	Henry Gerfen Yetunde Laniran	Linguistics	CAS	\$29,969
25	3-D animation for Teaching Synthesis of Complex Ideas	Stephen C. Bayne	Dentistry	SOD	\$24,500
26	Intranet-Based Library of Instructional Materials for Dental Education	Ronald J. Hunt	Dentistry	SOD	\$39,120
27	Enhanced Instructional Technology Use In Health Science Education: Pilot Program in Dentistry	Jacintha Kompella	Dentistry	SOD	\$50,090
28	Science Policy Modeling & Visualization Technology	Douglas Crawford-Brown	Environmental Stud	SOPH	\$30,000
29	Anatomical Teaching & Display of Intracerebral Vasculature	Elizabeth Bullitt	Medicine	SOM	\$30,000
30	Substance Abuse Education Website	Fulton T. Crews	Alcohol Studies	SOM	\$29,839
TOTAL FACULTY AWARDS					\$1,260,294



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September 27, 1996

Chancellor Michael Hooker
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599

Dear Chancellor Hooker:

I truly enjoyed meeting and sitting with you at the Freedom Forum breakfast last week, and I was impressed by your remarks. You obviously are bringing much energy and forward-thinking to Chapel Hill.

As promised, enclosed are copies of the weights and a description of the variables we use to determine the U.S. News rankings. Also included is a copy of this year's hot-off-the-press guidebook.

Again, I extend an invitation for you to visit us at U.S. News whenever you are in the D.C. area.

Best wishes,

A handwritten signature in cursive script that reads "J.J. Thompson". A long horizontal line extends from the end of the signature to the right.

J.J. Thompson

**U.S. NEWS UNDERGRADUATE RANKINGS CRITERIA - AMERICA'S BEST COLLEGES 1997
PUBLISHED IN SEPTEMBER 1996**

Ranking Category	National Universities & Regional Liberal Arts - Category Weight		Regional Universities & Regional Liberal Arts - Category Weight		Subfactor	National Universities & Regional Liberal Arts - Subfactor Weight		Regional Universities & Regional Liberal Arts Subfactor Weight	
	1996	1995	1996	1995		1996	1995	1996	1995
Academic reputation	25%	25%	25%	25%	Academic reputation survey	100%	100%	100%	100%
Student Selectivity (Fall '95 entering class)	15%	15%	15%	15%	Acceptance rate	15%	15%	15%	15%
Faculty Resources ('95/'96 academic year data)	20%	20%	20%	20%	% in top 10% H.S. class	10%	10%	10%	10%
					% in top 25% H.S. class	35%	40%	0%	0%
					SAT/ACT scores	0%	0%	35%	40%
					Avg. faculty compensation-all ranks, adj. for regional cost of living differences	40%	35%	4%	35%
Retention rate	20%	25%	25%	25%	% with PhD or highest degree in field	35%	35%	35%	35%
					full-time faculty as % of total faculty	15%	15%	15%	15%
					student/faculty ratio, excluding law, medical, other stand-alone grad schools	5%	5%	5%	5%
					% undergrad classes excluding class-sections 1-19 students	5%	5%	5%	5%
Financial Resources (Fiscal year '95 data)	10%	10%	10%	10%	% undergrad classes excluding class-sections 50 plus	30%	30%	30%	30%
					6-year graduation rate, avg of 4 cohorts ('86-'89)	10%	10%	10%	10%
					first-year retention rate, avg of 4 cohorts ('91-'94)	80%	80%	80%	80%
					Education expenditure per student	20%	20%	20%	20%
Alumni Giving ('94 and/or '95 data)	5%	5%	5%	5%	Other E & G expenditure per student	80%	80%	80%	80%
					% of undergrad alumni who gave, 2 year average	20%	20%	20%	20%
					Value Added	100%	100%	100%	100%
TOTAL	100%	100%	100%	100%	Actual graduation rate compared with expected graduation rate based on fall 1989 entering test scores and ed. expenditures	100%	0%	100%	0%
					100%	100%	100%	100%	

Ranking methodology

How does U.S. News determine its categories? The 1,422 accredited four-year schools in the survey were divided into categories based on classifications by the Carnegie Foundation for the Advancement of Teaching. These classifications are the accepted standard in higher education. To simplify, several categories were combined and some larger ones were subdivided by region.

How did U.S. News determine this year's rankings? The magazine mailed surveys of academic reputation to some 4,200 college presidents, deans and admissions directors. They were asked to rate by quartile all schools in the same categories as their own; some 65 percent of recipients completed questionnaires. The resulting reputational rankings counted for 25 percent of the overall total. These scores were combined with the following attributes of academic quality:

Selectivity. This counted for 15 percent of the final total and was determined by the following data for the fall 1995 entering class: (1) acceptance rate of applicants; (2) "yield"—percent of those accepted who actually enrolled; (3) either average or midpoint recentered score on SAT I or composite ACT; and (4) high school class standing of entering freshmen. For national universities and national liberal arts colleges, class standing represented the share of freshmen in the top 10 percent of their high school classes; for regional schools, the top 25 percent.

To ensure consistency of the data for test scores and class standing, the colleges were asked whether the statistics they provided included results for *all* first-time, first-year entering students for whom information was available. If a school provided inclusive information on test scores but not on high school class standing—or the reverse—*U.S. News* increased either the weight given class standing or test scores of entering freshmen.

For schools that do not require entrance exams but reported inclusive data, the scores were used only if they were submitted for more than 50 percent of enrolled freshmen. Otherwise, the weight of high school class standing was increased.

Another caveat: For colleges whose high school class standing data represented less than 51 percent of incoming freshmen, *U.S. News* increased the weight of their test scores in determining student selectivity. If a school did not submit data on exam scores or high school standings, or if neither attribute met the above standards, its acceptance rate and yield were used to determine selectivity.

Faculty resources. This counted for 20 percent. Based on data from the '95 academic year, the ranking was computed from (1) the ratio of full-time-equivalent students to full-time-equivalent faculty, excluding stand-alone graduate schools; (2) the percent of full-time faculty with doctorates or other

terminal degrees; (3) the percent of faculty with part-time status; (4) the average salary—including benefits—for all full-time faculty (salary was adjusted for area cost-of-living differences as determined by indexes supplied by Runzheimer International); and (5) class size—excluding sections—as determined by two components: the percent of classes with fewer than 20 students and the percent with more than 50.

Financial resources counted for 10 percent and was determined by a school's total fiscal 1995 expenditures for its education program (instruction, student services and academic and institutional support, including libraries, computers and administration) divided by total full-time-equivalent enrollment. All other fiscal '95 spending—including research, financial aid, public service and operations and maintenance—was counted separately on a per-student basis.

Retention counted for 20 percent of the final score for the national universities and national liberal arts colleges and 25 percent for all regional schools. It was based on the average percent of students in a school's 1986-to-1989 freshman classes who graduated from that school within six years and the average percent of freshmen entering in 1991 to 1994 who returned the following fall.

Value added. This counted for 5 percent of the final score for only the national universities and liberal arts colleges. A predicted graduation rate was estimated for each school based on test scores of its 1989 entering class and the school's educational expenditures and then compared with the actual six-year graduation rate of the same class.

Alumni giving. This counted for 5 percent of the final total and was based on the two-year average percent of a school's living undergraduate alumni who contributed to its 1994 and/or 1995 fund drive.

Final rankings were determined this way: First, the data used to calculate the attributes—reputation, selectivity, faculty resources, financial resources, retention, alumni giving and, for the national categories only, value added—were converted into percentiles. The highest score for each data point received a score of 100. Next, all the other scores were taken as a percentage of that score, weighted and totaled. Once the attribute scores were derived, they were ranked numerically. The weighted percentile scores were totaled for all categories. For national universities, the attribute ranks were weighted and summed instead of the percentile scores. For all categories, the school with the highest score became No. 1. Its score was converted to 100. The rest of the scores were converted to a percentage of that achieved by No. 1 and ranked in descending order.

BY ROBERT J. MORSE
AND J. J. THOMPSON

leave campus of debt—and the annual directory financial aid, including award packages

What does "value tables for national liberal a
For years, researchers have been searching for value added by educating students. They have created a major step toward consultation with measure focused between a school's rate—based upon entrance exam scores, educational expenditures and its actual graduation words, the mean educational value of freshman orientation. Research shows



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Office of the Provost

Campus Box 3000, 104 South Building
Chapel Hill, NC 27599-3000
(919) 962-2198 FAX: (919) 962-1593

November 26, 1996

President C. D. Spangler, Jr.
University of North Carolina
General Administration
CB #9000, 910 Raleigh Road
Carolina Campus

Dear President Spangler:

Attached is the requested list of "principal features of a meaningful system of post-tenure review" as requested in your memorandum dated August 7, 1996. This statement was prepared by the Advisory Committee (a campus-wide elected committee of the faculty). The document in draft form was reviewed by the University's Faculty Council and University officials.

The Advisory Committee has requested that I convey the strong hope that any directive regarding post-tenure review will:

- take into account the different missions of constituents of the University system, and
- be general enough to allow individual campuses and, where appropriate, individual units, to develop their own post-tenure review procedures.

These features are deemed essential by the faculty and I strongly agree.

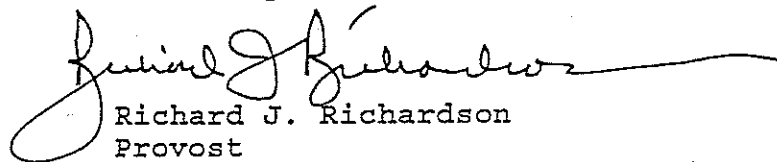
Academic tenure has served the university system well over the years. I emphasize a portion of the statement which concludes that "A system of post-tenure review should not abrogate, in any way, the due process criteria or procedures for dismissal or other disciplinary action established under the *Trustee Policies and Regulations Governing Academic Tenure*."

President C. D. Spangler, Jr.
November 26, 1996
Page 2

Our survey of the review mechanisms currently in place indicated there is now substantial monitoring of the performance of faculty with tenure. Although we all acknowledge that much can be done to correct the public perceptions involving tenure and always stand ready to more effectively monitor the performance of all the faculty, we must at the same time put forth the strongest defense that the tenure system has been an integral factor in building a University with an international reputation which serves the State of North Carolina magnificently. Our defense of the tenure system goes beyond the boundary of the campus at Chapel Hill and extends to all the schools in the system.

We look forward to continued work with the Task Force and General Administration on this matter.

Sincerely,



Richard J. Richardson
Provost

RJR:lan

Attachment

bc: Chancellor Hooker
Dean Birdsall
✓ Prof. Jane Brown
Prof. Janet Mason



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

RECEIVED

NOV 20 1996

OFFICE OF THE PROVOST

Department of Psychology
College of Arts & Sciences

The University of North Carolina at Chapel Hill
CB# 3270, Davie Hall
Chapel Hill, N.C. 27599-3270

MEMORANDUM

TO: Richard Richardson, Provost
Office of the Provost

FROM: Janet Mason and Bernadette Gray-Little *BGL*

DATE: November 20, 1996

RE: Post-Tenure Review

On behalf of the Chancellor's Advisory Committee, we submit the attached list of "Principal Features of a Meaningful System of Post-Tenure Review."

As you know, the process through which the committee has developed this list included substantial opportunities for input from faculty members and administrators. The comments we received resulted in substantial modifications in our original draft.

The committee encourages you to communicate to the system-wide committee at General Administration, along with the preamble and list of features, the Advisory Committee's strong hope that any directive from General Administration regarding post-tenure review will:

- take into account the different missions of constituents of the University system, and
- be general enough to allow individual campuses - and, where appropriate, individual units - to develop their own appropriate post-tenure review procedures.

We perceive that this also is the strong desire of the faculty at large.

The committee appreciates the support it has received in working on this task. If you have questions, please call Bernadette at 2-3088, or, after this week, Janet at 6-4246.

cc: M. Hooker

Principal Features of a Meaningful System of Post-Tenure Review

Preamble

Academic tenure is designed to secure faculty members' academic freedom and to aid the University in attracting and retaining faculty members of high quality. Tenure is awarded only after a comprehensive assessment of a faculty member's performance and potential, and consideration of institutional needs and resources. A post-tenure review system will help to preserve the freedom and excellence that are central to the spirit and purpose of the academy.

Periodic review of the performance of all University faculty members and administrators is an essential and accepted element in maintaining excellence in carrying out the University's mission. The performance of all faculty members, including those with tenure, is reviewed in a variety of ways and for a variety of purposes, such as work assignment, faculty development, merit salary increases, and allocation of other resources. Review procedures and standards for untenured faculty members and tenured associate professors tend to be clearer and more consistent than those for full professors. The University, faculty members, and those whom the University serves would benefit from a more consistent system of reviewing the performance of faculty members after they receive tenure and, especially, after they become full professors.

Here we propose principal features of a system of periodic post-tenure review for purposes of general review, faculty development, recognition and rewards, and continuing accountability.

Principal Features

1. The goals of a system of post-tenure review should be to promote faculty development, ensure faculty productivity, and provide accountability. A system of post-tenure review should not abrogate, in any way, the due process criteria or procedures for dismissal or other disciplinary action established under the Trustee Policies and Regulations Governing Academic Tenure.
2. A system of post-tenure review should provide a systematic and consistent process for the periodic, comprehensive review of all tenured faculty members. Post-tenure review should:
 - use criteria consistent with the Mission of each academic unit,
 - be conducted a least once every five years,
 - include evaluation by faculty peers, and
 - include a mechanism for faculty response to peer evaluation.
3. Deans, directors, and chairs should:
 - initiate and oversee the review process,
 - work with faculty members, where appropriate, to construct and implement development plans to correct deficiencies or advance goals, and
 - monitor the fulfillment of development plans.
4. Faculty development plans must be flexible and individualized. They should take into account the individual faculty member's intellectual interests, abilities, and career stage, and they should be integrated into later reviews.
5. Post-tenure review should have direct consequences for faculty members. Post-tenure review should provide a basis for rewarding meritorious performance, responding constructively to deficiencies, or instituting appropriate sanctions.
6. A system of post-tenure review, including the faculty development plans arising from it, must be accompanied by the University administration's assurance that it will provide the resources necessary to support and facilitate a meaningful review system.

UT sets stage in nationwide tenure reform

By **JIM SCHUTZE**

Houston Chronicle Dallas Bureau

DALLAS — University of Texas regents whittled down the job security of senior professors by voting unanimously Thursday to require an employment review every five years for all faculty members who have been granted academic tenure.

The changes in UT policy come just ahead of proposed legislation that would require similar changes at all state-supported institutions. The new policy puts Texas "in the forefront of institutions that have comprehensive serious evaluations nationally," according to Mel Hazlewood, staff director for the Texas Senate Education Committee.

UT System Chancellor William Cunningham, urging the board to enact the new policy, vowed that the

See **TENURE** on Page 20A.

new five-year reviews will not amount to so-called "term tenure," in which faculty members have to earn their tenure from scratch every five years.

"In term tenure, the burden of proof is on the faculty member to demonstrate why he or she should be given a new contract at the end of the period," Cunningham said. He said the burden under the new policy will be on the administration to prove whether someone should lose tenure and be fired.

But critics of the new policy were quick to dismiss the distinction. Faculty members will interpret the five-year review as a form of recertification for tenure, according to professor Alan Cline of UT-Austin. The effect will be to drive off top members of the faculty, he said.

"The administration says this isn't a duck, but we hear quacking," Cline said after the vote was taken. "The good professors will say, 'I want to go somewhere where there's no quacking,' and the not-so-good ones will say, 'I can't take any chances,' which is just the kind of behavior tenure was supposed to get away from."

Looming over the proceedings in Dallas was the likelihood that the legislature soon will take up the issue. There has been growing sentiment among lawmakers in favor of reforms to water down tenure protections in Texas. One critic of tenure reform told the regents they

DECEMBER 2 1996
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were wasting their time because the new policy probably would not pass muster with the Legislature.

Not mentioned during the meeting, however, was the fact that the plan already had been presented for approval to a key legislator. The UT plan adopted Thursday probably will comply with all the key provisions of legislation to be introduced in the next session by state Sen. Teel Bivins, R-Amarillo, new chairman of the Senate Education Committee, according to Hazlewood.

Bivins was traveling Thursday and unavailable for comment. But Hazlewood said Bivins met with Cunningham last week to look at the new policy, and liked what he saw.

"It does pass muster," Hazlewood said.

Hazlewood said Bivins will introduce a new law requiring changes in tenure policies at all state schools. The changes specifically would require that professors undergo some form of "post-tenure review" at least every five years. Under the proposed legislation, the five-year reviews must include student and peer evaluations.

Debate at Thursday's meeting was orderly and calm.

"I strongly believe that the vast majority of our faculty members are hard-working and conscientious individuals," Cunningham said, "and I believe they will want to excel in their reviews."

College and university teachers serve an apprenticeship of seven or more years before they are granted or denied tenure. Ninety-nine percent of public four-year institutions nationally have tenure, and 65 per-

cent of faculty are tenured. The traditional purpose of tenure has been to encourage creativity by shielding professors from political pressure.

The argument for tenure reform in Texas, at least in the Legislature, has been that tenure protects extreme incompetence — the professor who sleeps through classes, the one who does no research or reading to keep up with the field, and so on.

But Charles Zucker, executive director of the Texas Faculty Association and an opponent of tenure reform, said after Thursday's vote that the extreme incompetents are never the ones the administration goes after.

"The typical administrator doesn't go after the faculty member who's coming to class drunk," Zucker said. "He goes after the person who got up in the Faculty Senate meeting and was critical of the administrator."

Several members of the board of regents expressed their hope that the new policy will have less to do with getting rid of bad professors than encouraging all to do better work. Don Evans, a Midland energy magnate, said, "I want to help the members of our faculty be the very best that they can be."

A key element of the new policy is that the job reviews every five years involve the possibility of dismissal. Critics of the plan presented their own proposal on Thursday, which would have included five-year reviews without the possibility of dismissal. Their plan was not discussed by the board.

TRANSCRIPT
MEETING OF THE FACULTY COUNCIL
FRIDAY, DECEMBER 6, 1996, 3:00 P.M.

Faculty Council Attendance:

Present (57): C. Anderson, Andrews, L. Bailey, Bangdiwala, Barefoot, Beck, Beckman, Bentley Brice, Brink, Bromberg, Brown, Chambers, Conley, Dalton, Dodds, Eckel, Estroff, Evens, Farel, Fletcher, Foshee, Fox, Frankenberg, Hattem, Herman, Hodges, Holmgren, Howard, Irene, Jackson, Jenkins, Johnstone, Lachiewicz, LeFebvre, Lentz, Leonard, Loda, Loeb, Maffly-Kipp, Mauriello, G. McNeil, L. McNeil, Mill, Owen, Pagano, Panter, Passannante, Peacock, Rabinowitz, Renner, Rutledge, Salgado, Searles, Skelly, Strauss, Weber, White, Williams.

Excused absences (21): J. Anderson, A. Bailey, Bose, Crumley, Danis, Eckel, Favorov, Gless, Hogue, Ji, Mandel, Matson, Pielak, Platin, Rinehart, Shapiro, Shea, Stidham, Tauchen, Tysinger, Yankaskas.

Unexcused absences (4): Crimmins, Pike, Rosenman, Stuck.

Memorial Resolution for the late Robert Louis Haig: Joseph Flora, Chair, Memorial Committee.

Robert Louis Haig came to the Department of English as a full professor in September 1967. Having earned his Ph.D. at Indiana University, he took a position at the University of Illinois, where he rose through the ranks from instructor to professor. At Illinois, he had established himself as an important scholar of British literature. His The Gazetteer (1735-1747), a study of an important eighteenth-century newspaper, was even then highly regarded. By now it has become a minor classic, valued not only for its scholarly substance but also for the grace with which it is written. With the two senior professors in his field here about to retire, the choice of Robert Haig to bolster the Department was widely applauded. Indeed, his selection had the blessing of both retiring professors, something of a sensation in the Department since those two seldom agreed about anything.

Professor Haig's appointment at Chapel Hill followed a cluster of five junior appointments from the University of Illinois. The group became known as the Illinois Mafia. In his history of the English

Department published in 1974, Dougald MacMillan remarked that the "invasion from Illinois that was so pronounced a few years ago has not been as extensive or as dangerous as was at first feared. And the persons involved have shown a tendency to adapt themselves readily to their new environment. I suppose if we were botanists we might call this condition "favorable ecology."

Certainly, Bob Haig found the Department a welcoming place and never regretted coming here. Though Hoosier born and trained, he quickly learned to identify with Dean Smith's hoopsters. Annually he wagered a bet with his best friend from Indiana, pitting our Dean against their Bobby Knight. From loyalty to that friend, J. R. Constantine, he was a proud card-carrying member of the Eugene V. Debs Society. Constantine, you see, had edited Debs's correspondence. In the best sense, Bob Haig was a team player.

Nurtured on the eighteenth-century satirists, he was also a man of keen wit, gifted at repartee. He was a special friend of William Harmon and the late Richard Harter Fogle. Their coffee breaks were legendary, marked by lengthy pauses, legend has it, since no speaker wished to venture a statement that did not meet the group's standard for wit.

But not all of Bob's colleagues got to know this side of him or his great charm or his bravery in fighting some fierce personal battles. For he was a private man, keeping those struggles hidden from all but his closest friends.

In over a quarter century, he never spoke a word at Faculty Council; indeed, he seldom if ever so much as attended a Council meeting. Folks in South Building would not have known him if they passed him on campus. They could have no sense of the scope and precision of his learning or the special humor that enabled Bob to laugh at himself. One administrator did get to sample that charm, though. Bob was surprised one day to receive a call from South Building, saying that Dean Gillian Cell wish to have lunch with him. He arrived at her office at the appointed time. The secretary notified the Dean that Professor Haig was waiting. When the Dean entered, she registered puzzlement. The only person in the room was Bob Haig. Dean Cell had expected that man to be Stirling Haig, with whom she wished to talk about the chairmanship in Romance Languages! The Dean quickly recovered and told Bob Haig that she and he would indeed have lunch. It was a pleasant occasion. Bob laughed later to his friends that he need not, however, have bought a new suit for it!

But while administrators knew little about Bob Haig, he kept up with them and with what was happening in higher education. He subscribed to Lingua Franca and The Chronicle of Higher Education. He knew that the academies were changing drastically from what they had been during Dougald MacMillan's tenure; indeed, he attended Departmental meetings regularly, though he seldom spoke at them. All the same, he had strong opinions about the cultural wars taking place in the nation and especially in English departments everywhere. His reaction was often marked by Swiftian decision. Then again, he could view the conflict with some detachment, knowing that the eighteenth century had its own battle of the books. You have probably guessed that in the latest version of this battle he sided with the ancients. Like his intellectual forbears, he had little patience with the presumptuousness of "metaphysical systems." Yet by his very presence he helped keep the discourse here civil, and his incisive retorts in private leavened attitudes. His training had taught him that the preacher of Ecclesiastes had probably got it right: there is nothing new under the sun.

Caring for the health of the body politic, Bob was glad to take a turn serving as Director of Graduate Studies, but his greatest value to the Department was as teacher. He loved his subject, he enjoyed teaching it, and he taught it well. He was especially skilled at teaching Shakespeare to undergraduates. These things sustained him when much else failed.

Haig had a great streak of courage and determination. A lifelong smoker, he conquered that addiction about seven years ago. And when alcohol became a threat he decided that it, too, would have no claim on him. Neither struggle was easy. Nor was the battle against depression, which led Bob to take his retirement in December 1994. He fought as well the lung cancer that would claim him as it would his good friend and colleague, Bob Bain. Did he remember Samuel Johnson's deathbed resolve, "I will be conquered; I will not capitulate"? Those closest to him admired the bravery others had not seen.

When Bob retired, he wished no fuss and fought any attempt at celebration. But Charlotte McFall, then our administrative assistant, found just the right gesture. She got a blank tie, which all of the faculty and staff then signed. Bob was delighted and had the tie framed. The next year, as he faced his impending death, he wanted no traditional memorial service, but he reached out to touch the groups that mattered most to him, his students and his colleagues. First, his graduate students were invited to go to his office to take whatever books they wanted. Following Bob's death, and as he

wished, he beloved Grace Haig hosted a party at his condominium. His colleagues, students, and friends were invited to celebrate him and each other. Each guest was invited to select a book from Bob's library. It might be an eighteenth-century classic, a critical study, a popular novel, a mystery novel, or a book written by a colleague, for he regularly bought those. Bob, in his turn, had found a gesture that would remind his guests of his great affection for the Department and would remind them of his special qualities. To a discerning eye, it was clear that Bob Haig not only loved deeply but was also deeply loved.

Connie Eble, Albrecht Strauss, Joe Flora, Chair. Chancellor Hooker: Please stand for a moment of respectful silence.

Chancellor Hooker

Jane has given me thirteen minutes. [laughter] I put a couple of handouts on the back table. I hope that you found them. The first one is an unveiling of sorts. These are the Chancellor's Task Force for Instructional Technology Faculty Awards. This is the program that I announced to you earlier, that comes courtesy of the Legislature's budget increase – the so-called academic enhancement funds that were given to us by the Legislature in the last budget in recognition of the contribution that students and their parents are making to the cost of education, the increased contribution representing a \$400 per student tuition increase that was levied this fall. And when I was arguing with the Legislature for this appropriation, I was asked what would I do with the money, and, as I've told you, I said that the first priority would be graduate student health insurance. The second priority would be technology investment on campus to bring us up to speed in comparison with other major universities. And the third priority would be outreach to the public schools. This represents an investment in the second priority, that is, that of instructional technology, and, as most of you know, the way the program came about, we issued a request for proposals. Dick Richardson appointed a committee – or perhaps I appointed it – but Dick constituted it, and these are the first awards, there's represented here about, well, 1.25, 1.26 million dollars. I was enormously pleased with the submissions that we received. When we decided to do this, I thought if we got 20 good proposals, it would be a real victory. We got 120 good proposals. And so, what I've done is to go back, when I saw how good the proposals were – I went back and added a couple of hundred thousand dollars. That didn't satisfy the need; there are a lot more good proposals. We're scrounging now to come up with more discretionary money that we can put into the pot, and the task

force will go back to the proposals and do another review and make more awards. But I wanted you to see, before the semester ended, the kind of awards, the kind of projects that are being funded, and we have listed here also the amounts. I think the largest is probably the Department of Music, the digital technology classroom. We are, in Music, as we are in just about every area, behind the curve of the best universities. I recently had occasion to visit the Music Department at the University of Kentucky, and saw their very impressive digital music technology. And this will help to bring us up to speed. And that is there reason for the size of the grant, is that this is just an expensive area, and when you're building from virtually nothing, it takes a lot of money to do so. So I thank all of those who submitted proposals. I congratulate those who already know now that they have submitted a winning proposal, and I wish well those who are still waiting to hear from the committee. I just couldn't be more pleased with these grants, and I think that you'll see major results come from them. And I think this is the beginning of a shift of focus on campus in the way that we use technology to enhance undergraduate education. And graduate education and research will be secondary beneficiaries of what we're doing. Let me also say something to those of you who didn't even think of submitting a proposal because you couldn't imagine how you might use a technology grant. I'm probably in your camp – I can't imagine what I would do as a Philosophy teacher to make use of a grant like this, and so I want to make sure that people understand that good teaching, even great teaching, can take place with no more technology than even a piece of chalk and a blackboard. I understand that. But we are in an era when good teaching can be in many cases enhanced by technology.

I also put on the table a copy of the criteria that U.S. News and World Report uses to rate universities in its annual rating. I realized from some discussions that I've had with a number of members of faculty who were expressing some reservations about the Chancellor's apparent obsession with jumping over Virginia and Michigan in the U.S. News and World Report rating to be the best public university. And I wanted you to see that if we were setting out to improve Carolina, as we should always be working to do, these are roughly the measures that we would use. And that all of us will benefit from our effort to climb in the rankings. For example, just to be self-interested about it, faculty salaries are one of the measures, or total faculty compensation, that is used. Another measure that's used is the quality of the student body, measured by the quality of the incoming class. So all of these are indices with respect to which we should want to move up in the rankings, and we will all benefit from the exercise to do so. The U.S. News and World Report is simply a way of keeping score, and it is also an acknowledgment that whatever we may think of ratings like this –

and there seems to be an American obsession now with ranking things – whatever we may think of that obsession, the truth is that the public pays attention, prospective students pay attention to these rankings. Universities will tell you that they can track their admissions pool, application pool, by where they are in the U.S. News and World Report survey, and whether they climb or fall in the succeeding year. And so the world does pay attention to it, and so, for that reason we need to do so as well.

We are beginning now to put together our budget priorities for the next session, full session, of the Legislature. I have already begun speaking with members of the Legislature about our budget priorities. As you understand, we are part of the general University System. The Board of Governors has established its priorities in consultation – the President recommended them to the Board in consultation with the chancellors, and you've probably already seen some notice of that in the Press. As I talk with members of the Legislature, obviously in talking with them I will emphasize various areas of importance to us all, consistent with the Board of Governors' priorities, but paying, making special emphasis with respect to those that are of greatest importance to us. My highest priority this year will be, as it was last year, salaries. My objective is to get us up to the level of Virginia at the Full Professor rank. We are, last time I looked, and we don't know what Virginia's salaries are this year, but last year we were about \$10,000 on the average per faculty member below the University of Virginia – at the Full Professor level. Now, at the Assistant Professor level we were, I think, about dead even with them last year, which I think is very wise for us to have put our investment dollars in attracting the best faculty at the entry level rank. But it is foolish of us to under-compensate, relative to the competition, our senior faculty. And so my objective is to Full Professor and Associate Professor salaries up to the level of the University of Virginia. That's the indexical institution that we use: it's public; it's nearby; the Legislature understands that we are in economic competition with the State of Virginia, so it's a fairly easy sell to make that we ought to be paying salaries that are competitive with the University of Virginia. Other priorities that I'm emphasizing: the graduate student health insurance – we funded it this year, but we funded it out of the enhancement money that we received, so it would be good to free up those enhancement dollars to invest elsewhere. And that's a priority of mine. Another priority is for technology. The Board of Governors has asked the Legislature for a substantial amount of funding for technology – I think if the full amount were funded, there would be in excess of \$3 million, as I recall, coming to this campus. So it is an important item for us. Libraries continue to be a priority. Another which we had last year is reduction in the overhead receipts for sponsored research. Right now the State

recaptures 10% of our overhead funds, and some states will give, en--, incentive funding to their public universities to encourage them to get grants and contracts from outside. And while we would like to have incentive funding, we'll begin with, at least, their not taking the money away from us and providing a disincentive for our faculty to compete for grants and contracts. So, that is another priority. An additional priority is graduate student tuition remissions. We did get a number this year from the Legislature. We are asking for more next year. Another area that we are seeking some help from the Legislature is in the area of, what we are calling, regulatory relief. That means that, in particular, we would like to be enabled to manage our own construction contracts and our process for designing buildings. There is, we think, a possibility of doing it with considerable greater speed and less cost if the General Administration is able to oversee construction projects on the campus. I've seen this done in other state universities and it works very well. With respect to capital budget, we are asking for a number of projects. One is the renovation of the House Undergraduate Library; that's a \$6 million item. Another is addition to the Beard Hall School of Pharmacy; that's an 8, \$9 million item. We are asking permission to build a new Student Services building; that would be \$18 million. That would be a self-liquidating project. Another is the Institute of Government building, which will virtually double the size of the Institute of Government. And, finally, the Hill Hall Music Library addition, which is, I think, is an \$8 million item. So those are all the capital projects. There're in the Que. Obviously they will not all be funded this year, but we expect that eventually they will. They are all easily defensible priorities.

And finally, some of you may have noticed that today a construction fence has gone up around the Old Well. It looks unsightly, and I wanted to explain that to you. We've decided to dismantle the Old Well and replace it with a fully digitized holographic image [laughter], thus we will have the world's first virtual Old Well. The truth is, the paint had begun to peel, and we're replacing the paint. It's lead-based paint, so we had to build a fence around it to keep it -- but not the white columns. If you've been eating little chips of paint from the white columns, that's okay. It's the dome that's lead-based paint. So, in order to remove it, we have to keep the children away from it.

Thanks for your attention. I'd be happy to answer any questions or address any topics that anyone wants. Okay. Thank you, Jane.

Chair of the Faculty Jane Brown

Thank you. I like a virtual Old Well. It sounds good. I will begin with a couple of announcements and invitations. I invite you all to December Commencement. There are still seats available for you, and Cat Williams says up to the last moment you can decide to come. So please do come. If you do decide ahead of time, let her know, or Jane Smith in Special Projects. But our students appreciate your being there, and it is, I find it a more manageable Commencement experience. It's smaller, more intimate – you get to meet parents, and so it's fun.

And I also wanted to tell you that some of what we do here in the Council actually makes a difference. You may have gotten in your mail memo from the Chancellor that Faculty Major Disability and Parental Leave Policy(ies) have been changed as a result of the Faculty Welfare Committee's recommendations. So I appreciate you for doing that and thank you to the Welfare Committee as well. So, we do actually get some results.

I also, on the back table passed out what was actually sent to General Administration, to President Spangler, regarding the post-tenure review, that came from our discussion at the last meeting. I wanted to appreciate your participation in that discussion, and also thank the Advisory Committee for leading us through that and doing the background work necessary for us to then create a set of recommendations that I think will have us in good stead at this point. You may have noted that other states are doing this. I just saw that the University of Texas system has adopted a post-tenure review policy that mandates post-tenure policy every five years and is much more restrictive about – that loss of tenure could result and so on. So this is happening, and I appreciate that we're involved in the conversation I think in a reasonable way. So, thank you, Janet [Mason] and the rest of the Advisory Committee.

And also have an invitation that some of you may be eager to respond to. I've got a request for volunteers for a focus group about transportation and parking. So if any of you would like to participate, please let me know. [chuckles] I've also – it's been interesting – I've had trouble finding people who wanted to serve on the Parking Committee this year [laughter], and it may be that it's such a thankless task that – but if any of you are interested, I'd like to know. This is the one issue in my term as Chair of the Faculty that I've managed to not have to deal with. [laughter] We've done

salary; we've done basketball tickets. We haven't done parking. If you want to take it up, let me know.

The other thing we're going to talk about today is the intellectual climate, and I'd like to put this in a little bit of context for how I've been thinking about it. One of the things that the Executive Committee of Faculty Council, the Executive Committee of your Council, has been doing, is looking at the future. We've been working with the Chancellor about thinking about who we want to be in the future, and how do we want to get there, and how can we be using our resources most effectively to be what we already are now, and what we want to be in the future. And I'm going to bring more of that conversation to the Council in the future as well, but I think that what we're talking about as the intellectual climate is a piece of that conversation. It's about who we are now, and how can we be even better in the future. What is it about who we are that we want to make sure we preserve. Now, I've talked with a number of students who have been concerned that the whole impetus for the Intellectual Climate is that we don't think they're good enough, or that we're bashing the Greek system is some way, or that we think we're afraid this has become a party school, and we don't want it to be. Now, that is not how I have approached this or how I think the Executive Committee has thought about it – or how the Council was thinking about it when we asked for a Task Force last spring. What I think we're doing here is looking at how we, as faculty, can participate in creating a climate here, of creating an environment, creating a community, that stimulates us as well as the students, that makes us want to be with the students in a way that is challenging, invigorating, and is part of why we all want to be faculty members here. So that – I think it's a much more positive kind of approach that I would like to encourage and have us take into these discussion groups this afternoon. That what I see here is the possibility that we look at our reward systems; we look how we are compensated, what our incentives are, about being with students, for students here. And we're looking at that in a number of different domains. So, there are a number of, I think, very exciting proposals being made in these subcommittees of the Task Force, and that's what you're going to be talking about in the sub-groups today. Some of them you may not like, and that's what I'd like you to say today. You may have other ideas that are even better. That's what I'd like you to bring to these groups today. What we're looking for here is a set of recommendations that will allow us as faculty to do what we do best, and why we're here. And so I appreciate your bringing all that you are to those discussions today. There are – and then to take this back to what the Executive Committee is looking at in terms of: so, how are we going to pay for some of this in the future? That's going to be the next question. Some of these proposals don't cause anything. Some of them

are a regular part of what we already do, and we simply say we want to do more of that. Some of them, like putting benches outside classrooms, can be simply a part of how we take care of our facilities and so on. But some of them are going to cost money, like freshman year seminars, like a new Freshman Experience, and so on. And so, that's part of what we're going to have to do in the future, is to look at: what do we give up to pay for that? If, as the Chancellor has been telling us, our resources are basically finite and fixed at this point. What are we going to give up to make that happen? Are we going to want to give something up to make that happen? Is it compelling enough to do that? So that's what's on the table today.

And then, and finally I will end with an apology. I realized yesterday that my flight to L.A., so that I can make a presentation tomorrow, is at 6:00 tonight, and the only way I can get there is to leave at 4:00. So, I'm really sorry I won't be here for these discussions. But I've been in a lot of these discussions, and so it's now your turn, and I expect a full report. What we've also done is to set up a facilitator and a note taker in each of the groups, so we'll have a full account of what occurs in the groups.

Annual Reports of Standing Committees:

Faculty Hearings: Genna Rae McNeil Co-Chair [S. Elizabeth Gibson, Co-Chair].

Professor McNeil [History]: It has been my privilege this semester to co-chair the Faculty Hearings Committee. I served on that Committee for several years. And I want to reiterate to those of you who've been on the faculty for awhile, and to say to those who are new to the faculty, that this Committee is a committee of your colleagues who deem it a privilege to be able to protect due process and opportunities for you to be heard if you have concerns about your relationship to the University, particularly dealing with impermissible grounds for denial of tenure, and those considerations that have to do with suspension or termination of employment. We also take very seriously our responsibility to advise and talk with any faculty members who particular concerns if they wish to make a decision about whether or not they want to appeal a particular decision that has been made in a department, or if they think something may be amiss. So we urge you not to simply wait until there's been what we would characterize as a disaster in a career before you think about the Hearings Committee. And we also urge persons who have not had an opportunity to serve on that Committee to be willing to stand for membership on the Committee. Diversity on that Committee is very important with respect to the disciplines, with respect to gender, with respect to race and

ethnicity, and with respect to experience at the University. For the past year we have not any, we have not had any cases. We are pleased about that because that represents for us that we have not had problems that faculty members deem to be sufficiently serious that they need to bring to us. However, we will continue to be available for faculty members and we thank you for the trust that you've placed in us as members of the Hearings Committee. If there are any questions, I'd certainly like to answer them.

Faculty Grievance: John C. Boger, Chair.

Professor Boger: The Grievance Committee has trod its relatively silent path for the course of the last year, and I put before you a report that I think is self explanatory. We've had a number of persons inquire of the prior Chair, John Semonche, and a number inquire of me about grievance procedures. Two of those have proceeded to formal grievance hearings in the last year. There are some minor procedural recommendations that have come out of this last year's meetings of our Committee. I stand ready to answer any questions you have about those or anything else provoked by the report. If nothing, thank you.

Instructional Personnel: Richard J. Richardson, Chair.

Professor Brown: Dick Richardson isn't here today. He's unfortunately having gum surgery. Worst than being Provost! [chuckles] Instructional Personnel Committee: any comments about that? As you note at the bottom of this report, this is the Committee that ultimately signs off on the academic calendar, and we've never talked about what has just occurred this past year, that we added five, we were asked to add five days to the academic calendar for the year. And so, the calendar has been changed. There's also now a proposal to add five more days to the academic calendar, and some of you wanted to ask questions about that.

Professor Barry Lentz [Biochemistry & Biophysics]: Thank you. You've done a wonderful job of prefacing my question. I read all of this about the academic calendar and I was a little disappointed that nothing was said here about the deliberations, and how we fit into that. And especially about how we fit, our Institution fits, with regard to our sister institutions, comparable institutions like the University of Virginia and the University of Michigan. And I was wondering if the Committee had done any surveys to find out where we fit now and where we will fit when all of this occurs.

Professor Brown: What I've heard from other faculty, from faculty, and Barry included, is that other research universities have shorter calendars than we already did, and by adding five days on we are exceeding most of our peers.

Vice Chancellor Elson Floyd: David Lanier is here, as well, as the University Registrar. What General Administration has been seeking to do is to add more instructional days to all of the institutional calendars in order to add more days. And that is a very arduous task in terms of the Board wanting to add more instructional days. As you know, that was a big issue this year because we were asked to provide 150 days total, 75 days for both fall and for the spring. And we were able to do that – not without difficulty. There was considerable difficulty associated with it. And so I think, because of the push by the Board of Governors, and the Legislature to some extent, we will probably have much more inquiry about the actual days of instruction on each of the campuses and try to get them in a much more uniform way.

Professor Bobbi Owen (Dramatic Art): I think one of the questions we wondered was whether the System was going to a calendar as opposed to each university having any autonomy, and what might happen in terms of summer sessions. The struggle that the Calendar Committee had was so much between it takes a few days to turn the residence halls around. It takes days to do final exams and grade them and get the students informed about the grades for the next semester, that we need some time to do that. Are we faced with one Summer Session instead of two summer sessions? Are we going to be forced to make hard choices to put us in line with the other System schools, whereas our mission is different?

Chancellor Hooker: The short and honest answer is we don't know what the General Administration's going to do. Barry's absolutely correct. If you look at other research universities, we are in the middle or at the high range, the high end of the range of instructional days. And what we're hoping that the General Administration will let us do is benchmark other universities in the top 20 list of the public universities, or research universities, which is what they often do. But it's all very much up in the air right now.

Professor Jack Sasson [Religious Studies]: Yes, just a question I'm sure has been raised in the Calendar Committee. I'm wondering if at any one time there's been a discussion to sort of skip over fall break and Thanksgiving. Right now we have so many little short hops.

Mr. Lanier: That was discussed quite a bit, that was one of the recommendations, and one proposal that was on the table at one time was to reduce fall break to just one day.

Professor Sasson: Or not even at all?

Mr. Lanier: But that eventually got tossed out of the proposal.

Mr. Aaron Nelson [Student Body President]: May I comment? Fall break was originally created, actually, through studies that have been brought to us, suicide rates for students at that time was the highest that they were finding because of the stresses that were going on. And so universities

across the System and United States were creating fall breaks to allow students some time to go home. So we thought it was important to keep fall break. Some schools--

Professor Sasson: Is that including the time when we started in August, as early as that, or--

Mr. Nelson: Fall break is not that old

Mr. Lanier: It was created in the mid '70s.

Mr. Nelson: Yes. Some schools, like ECU, doesn't do; but I think they would love to have it.

Professor Pete Andrews [Environmental Sciences & Engineering]: The Committee may also have considered this, but I would hope that they would also consider any way we could get closer coordination between our calendars at Duke and NC State and maybe even our own Law School. There are a number of students that take, try to take courses back and forth, and find really serious obstacles to that with the differences in calendars. We do have an open enrollment arrangement with Duke and State, and it would be nice if students could use that effectively.

Mr. Lanier: Well, I can speak to that, too. When we put the calendar together, I get Duke's calendar and State's calendar and some of the other system's calendars. And this will force the System schools to be very close because we're all going to be pressing the same beginning and ending dates because of the Christmas holiday. We're all, all are trying to finish before Christmas, because no one wants to have exams after Christmas -- and go back to the old calendar. So all of the System schools will be almost lock step because of this now. We have so little flexibility in what we do. It is going to really hurt our attempt to stay with Duke, because Duke still has 70 or 71 days in its fall calendar, and we now have 75, so we've got almost a week difference between us. And Duke traditionally likes to start as close to Labor Day as possible. So, at one time, you remember, we were reducing days in our calendar. We got as low as 67 days in our academic calendar in the fall term. And that was an effort to move the start later in August and to match Duke. And that only lasted a year or two. And so we recognize our attempts to stay with Duke, but this is going to make it almost impossible. We'll be starting at least a week earlier than them in every semester.

Professor Andrews: Perhaps we can encourage them to try to stay with us. But, uh --[laughter] that would be great.

Professor Lentz: Well, I suppose my question was more in the form of a challenge to our Administration not to sit still for this. We ought to be working very hard to get these people to understand that a research institution has a number of other demands on the faculty than some of our sister institutions in our System. So, when I was referring to sister institutions, I was talking about other research institutions. And I hope we can not sit still for it and argue with these.

Chancellor Hooker: I took it to be such a challenge, Barry, but sometimes he works best who works behind the scenes.

Old or New Business.

Professor Brown: So, any other old or new business?

Professor Ferrell: I have a couple of announcements. We've just gotten through one election cycle nationally, and it is not too soon to be thinking about the faculty election cycle, which I call to your attention. As you probably know, the candidates who will run for election to the Advisory Committee and all of the other elected faculty committees will soon be chosen by the Nominating Committee, which is composed of the retiring members of the elective committees. I'm told by my predecessor in this Office that often the Committee has to really scratch their heads to think of good candidates for these jobs. We would like some help. If you have an interest in standing for election to one of the elective committees of the faculty or you know someone you would like to see stand for election, please drop me a note and just make that suggestion. It might actually be taken! [chuckles] The second thing I want to just point out to you – when you get the Minutes of the last Faculty Council meeting, you will see that they are shorter than they have customarily been. I read the Gazette very carefully after every meeting, and I have decided, particularly after the last meeting, that the report of what went on here was better than I could have done, and I didn't see any reason to do try to improve on it. [chuckles] So, what you'll find on the home page is the Transcript, if you are interested in exactly what you said, or exactly what someone else said, you can pick it up off the Internet. But as long as the Gazette continues to do as job as it is, the faculty Minutes that you get in the mail are going to be shorter than they used to be.

Professor Brown: Is there any comment about that? Does anyone want them longer? [laughter] Well, all right.

Discussion of Recommendations of the Task Force on Intellectual Climate.

Professor Brown: When you came in, there was a sheet saying what assignment you've been made into the subcommittees, and, Pamela, do you want to come up and tell us what our, what the task is?

Professor Pamela Conover [Political Science]: Those of you who aren't members of the Faculty Council can participate in this, too, because I'm going to read off where these various committees are meeting, and your task is to talk about some initial ideas that the Committee on the Task Force

on Intellectual Climate have come up with. Let me stress that none of these are recommendations set in stone yet, and, indeed, they're all still under discussion and there's still lots of room for new ideas. But we have facilitators who are not members of the Task Force to aid in the discussion, and then knowledgeable members from the Task Force, in most cases chairs of the relevant committees, to provide background information. Let me read where each of these groups is meeting, and those of you who aren't members of the Faculty Council are welcome to come and participate in the discussions as well.

1. **Inside the Classroom:** [Marshall Edgell, Chair] That committee is going to meet right here in the Assembly Room.
2. The discussion of **Outside the Classroom** [Lloyd Kramer, Chair], which has to do with all the activities that bridge the two will meet in room 501, the North Carolina Collection gallery. And that's on the second floor, the same as the Assembly Room is.
3. **The Freshman Year [First Year] Experience** [Leon Fink, Chair] will meet in room 710, the Friends of the Library room. And that's on the third floor.
4. **Public Spaces** [Melinda Meade, Chair]: Will meet in room 711, and that's the staff lounge. Also on the third floor.
5. **Service & Community Based Learning** [Donna LeFebvre, Chair] will meet in room 711C, off the staff lounge, on the third floor.
6. And **Faculty Roles & Rewards** [Laurie McNeil, Chair]: will meet in room 901D, the seminar room in the Manuscripts Department on the fourth floor.

I'm going to dismiss you and send you off, but having had experience in sending students to groups before [laughter], I know what the temptation is, and we would really like for you to spend an hour or so on this lovely afternoon talking about this very important topic. So thank you. Let's go.

Professor Brown: Have a happy holiday. Hope to see you at Commencement as well.

The meeting adjourned at 4:10 p.m.

Joseph S. Ferrell
Secretary of the Faculty

ACTIONS OF THE COUNCIL
1996-97

Date	Action	Destination
September 8, 1996	No action; meeting canceled due to adverse weather	---
October 11, 1996	Second reading of Amendments to Faculty Code of University Government to allow fixed-term faculty to serve on and vote for certain standing committee	Secretary of the Faculty
	Resolution on Privatization	Chancellor
	Resolution on Student Recruitment	Office of Undergraduate Admissions
November 15, 1996	Resolution on Charge of Faculty Welfare Committee	Committee on University Government
December 6, 1996	No formal actions	---