

MEETING OF THE FACULTY COUNCIL
Friday, January 10, 1997, 3:00 p.m.

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

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

AGENDA

<i>Type</i>	<i>Time</i>	<i>Item</i>
INFO	3:00	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.
		Reports of Standing Committees & Task Forces: Focus on Academic Life
DISC	3:35	Chancellor's Committee on Greek Affairs: Vice Chancellor Sue Kitchen.*
DISC	3:50	Substance Abuse Task Force: Dr. William R. Jordan, Chair.
DISC	4:05	Scholarships, Awards, and Student Aid: W. James McCoy, Chair.*
DISC	4:20	Task Force on Minority Faculty & Student Recruitment and Retention: Linda Lacey & Harold Wallace, Co-Chairs
INFO	4:40	Status of Minorities & the Disadvantaged (Community & Diversity): Audrey E. Johnson, Chair.
INFO	4:45	Bus Tour for New Faculty: Mike Smith.
ACT	4:55	Old or New Business.

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 December 6 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 February 14.

● The Committee on Community and Diversity is responsible for fostering community and promoting pluralism in the university, encouraging social interaction, mutual acceptance, and respect among various groups on campus.

The Committee will be especially attentive to matters generated by discrimination on the basis of age, disability, religion, socio-economic status, national or ethnic origin, or sexual orientation. The Committee is appointed by the Chancellor and will include five faculty nominated by the Chair of the Faculty and two students nominated by the President of Student Government.



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

Office of Greek Affairs
Division of Student Affairs
e-mail: rshbinder@email.unc.edu

The University of North Carolina at Chapel Hill
CB# 5100, 01 Steele Chapel Hill, N.C. 27599-5100
919 966-4041 FAX: 962-2090 Pager 216-1252

Chancellor's Committee on Greek Affairs
Fall 1996 Report on Deferred Rush

During the summer of 1996, the Chancellor's Committee on Greek Affairs was charged with studying deferred rush and making a recommendation by the end of Fall Semester 1996. This report constitutes the Committee's recommendation.

The Chancellor's Committee on Greek Affairs began the study with the following four goals:

1. To comprehensively study the issue;
2. To maximize input, particularly by students;
3. To do the "homework" necessary to produce a quality study; and
4. To keep an open mind as to the study outcome.

To study the issue comprehensively, we established seven subcommittees, one to examine each component of deferred rush. The subcommittees were as follows:

1. Definitions (What constitutes deferred rush?);
2. Enforcement (How do we expect to enforce deferred rush?);
3. Data (What data do we need to study this issue?);
4. Survey (Whom should we survey?);
5. Historical Perspective (What did deferred rush look like at UNC in the past?);
6. Finances (How will deferred rush affect finances?); and
7. Alternatives (What are some alternatives to deferred rush?)

To maximize the opportunity for student and faculty participation, we sent the list of subcommittees and their chairs to all fraternity and sorority presidents and their advisors; distributed it at Interfraternity Council (IFC), Panhellenic Council, and National Pan-Hellenic Council (NPHC) meetings; and included it in a letter to the editor in *The Daily Tar Heel*. The members of each subcommittee thoroughly studied their area, with countless hours spent researching each aspect of deferred rush. The monthly Chancellor's Committee meetings were used to review each subcommittee's progress and to seek further input from those present. Attendance at these meetings, including coverage by the media, was standing room only. The Committee was very pleased with the amount and quality of input, especially by students.

After long and careful study, the Committee submits its findings on the following pages.

Part I

UNC should not institute deferred rush for the following reasons:

1. Deferred rush creates a semester-long, underground, uncontrolled rush that hinders the intellectual climate. Peer institutions with deferred rush support this finding.
2. The data do not support the argument that fall-term pledging negatively affects achievement or retention.
3. Students much prefer a 2-week period of controlled rush to 15 weeks of uncontrolled rush.
4. To be effective, deferred rush requires two university rules: student groups may not pledge first-term freshmen, and no first-term freshmen may join student groups. Both rules would be difficult to adopt and to defend legally.
5. Deferred rush requires a "strict silence" system where no members may speak to potential new members prior to rush. This system would counteract efforts to integrate new students to the campus (2,600 student members being prohibited from speaking to 3,200 first-term freshmen is problematic).
6. The First Amendment to the U. S. Constitution stipulates the right to freedom of association. Considerable speculation exists, therefore, that a legal challenge would be mounted if UNC adopted deferred rush.
7. Chapters that lost a semester's worth of dues from new members would experience considerable financial difficulty. This hardship deserves serious thought, especially in light of the recently imposed sprinkler system requirement.
8. The data show a considerable, and growing, portion of first-term freshmen delaying their decision to join a Greek group. Students are the best judges as to when to join a Greek group.
9. UNC's experience with deferred rush points toward the difficulty in making such a system work.
10. No national fraternity or sorority supports deferred rush.

Part II

As the Committee studied deferred rush, we found a number of interrelated issues. These have a negative impact on rush, alcohol use, and the intellectual climate. The Committee studied these issues as well. After careful consideration, we strongly recommend that UNC take the following actions:

1. The interim reforms adopted this summer have proven to be quite effective and therefore are to be extended indefinitely. These reforms were as follows:

- a. IFC and Panhellenic rush were limited to no more than the first 2 weeks of school.
 - b. IFC chapters were limited to \$5,000 each in rush expenses each semester (similar to Panhellenic's \$3,000 per-chapter limit).
 - c. All rush functions were required to be totally free of alcohol. This rule applied to *everyone* attending the function.
 - d. Pledges were required to attend an alcohol and drug abuse seminar (in addition to two programs already required, one on risk management and fire safety and one on date rape prevention).
2. IFC and Panhellenic fall rush to coincide and conclude on the same day.
 3. Alleged violations of dry rush be referred to the Greek Judicial Board.
 4. IFC to present a plan for structured rush, to include open house dates for potential rushees, no parties, and no alcohol, to begin Fall Semester 1997.
 5. UNC to seek alternative social outlets for those students who have previously used fraternity rush events as social outlets.
 6. By Fall Semester 2000, all fraternities and sororities shall achieve a 2.5 chapter GPA.
 7. By Fall Semester 2000, all pledges shall be fully initiated no later than 8 weeks after rush.
 8. Fraternities and sororities shall conduct mandatory study hours for new members.
 9. IFC, Panhellenic, and NPHC shall annually produce a major program or lecture series, open to the campus, that improves the intellectual climate.

Part III

To maximize the effectiveness of the work already done, we propose that the Chancellor's Committee on Greek Affairs be charged with developing a comprehensive strategic plan for fraternities and sororities by the end of Spring Semester 1997. This plan shall include but not be limited to the following:

1. Identification of the various components of the Greek Community (e.g., scholarship, leadership, services, alumni involvement);
2. An assessment of how well each component is currently functioning;
3. A determination of what each component should ideally be achieving; and
4. A determination of how each component can achieve its ideal, including what further services UNC should be providing to fraternities and sororities.

Building the Best Fraternity and Sorority Community through Continuous Improvement
 1. Scholarship, 2. Community Service, 3. Campus Involvement, 4. Sisterhood/Brotherhood

January 10, 1997
COMMITTEE ON SCHOLARSHIPS, AWARDS, AND STUDENT AID
Appointed Committee, Chancellor

Annual Report, 1995-96

Members: Idris Assani (1995-1998), Gillian M. Debrezeny (1993-96), Eugenia Eng (1995-98), Laurie Ferris (1995-98), Kaja Finkler (1993-96), Evelyne H. Huber (1995-98), W. James McCoy, Chair (1993-96), Richard D. Rust (1994-97), Philip C. Singer (1995-98), Francis M. Whang (1994-97). **Ex Officio Members:** Eleanor S. Morris, Frederic W. Schroeder, James C. Walters, Kermit R. Williams. **Student Members:** Rachelle Holmes, Tara Kennedy, Kimberly Miller, James Sealey. **Members Leaving the Committee:** None.

Meetings During 1995-96: October 25, 1995; February 22, 1996; April 24, 1996.

Report Prepared by: W. James McCoy, Chair, and Eleanor S. Morris, Director of Office of Scholarships and Student Aid.

Committee Charge: The Committee establishes policy for scholarship and student aid funds, monitors the operations of the Office of Scholarships and Student Aid, and advises the Chancellor on matters regarding scholarships and other forms of student aid.

Previous Faculty Council Questions or Charges: None

Report of Activities: The Committee on Scholarships, Awards, and Student Aid considered or took action on the items listed below:

1. Reviewed and monitored operations of the Office of Scholarships and Student Aid. The attached Operations Report provides information about the programs for which the Committee has oversight responsibility.
2. Advised the Office of Scholarships and Student Aid in the establishment of procedures for administering grants from revenue generated by the tuition increase for Academic Enhancement.
3. Considered the distribution of funds from trademark royalty income for need-based and academic scholarships. Based on projected income of approximately \$1.6 million, and with almost \$1 million in short-term investment, the Committee approved the expenditure of \$1.8 million for need-based scholarships in 1996-97 and \$343,000 for academic scholarships. The Committee authorized the remaining \$457,000 to be held in temporary investment as a reserve for scholarships if income from trademark royalties should decrease.

4. Selected, through a subcommittee of the full Committee, recipients of academic scholarships for 1996-97. The academic and leadership records of more than 300 entering freshmen were reviewed, and 82 awards were offered to the most outstanding students. A total of 41 students accepted the scholarships, a yield of 50%. Among the Scholars who enrolled, 33 were from North Carolina and received scholarships ranging from \$2,500 to \$5,000 per year. Eight were from out-of-state with \$10,000 annual awards.

5. Adopted a statement of Scholarship and Financial Aid Policies to guide the Office of Scholarships and Student Aid in administering the University's scholarship and financial aid programs. The new statement, which replaces a document last reviewed by the Committee in 1986, was developed by a subcommittee chaired by Richard D. Rust.

During the coming year, the Committee will continue its oversight of operations of the Office of Scholarships and Student Aid, allocate funds from trademark royalties to need-based and academic scholarships, and select entering freshmen for academic scholarship awards. The Committee will begin consideration of procedures for a competitive scholarship program, to be in place by the fall of 1998, with an increased number of academic scholarships and with educational enhancements designed to attract the most talented undergraduate students to the University.

Recommendations for Action by Faculty Council: None.

3
OPERATIONS REPORT
OFFICE OF SCHOLARSHIPS AND STUDENT AID
The University of North Carolina at Chapel Hill
1995-96

I. AWARDS FROM UNIVERSITY-CONTROLLED SOURCES

Scholarships

	<u>Number</u> <u>Awards</u>	<u>Amount</u>
<u>University Funds</u>		
Johnston Awards Program		
Undergraduate Scholarships	233	\$ 821,239
Nursing Undergraduate Scholarships	24	88,405
Nursing Graduate Scholarships	15	100,000
Nursing Continuing Studies Awards	3	734
Nursing Continuing Education Awards		<u>65,000</u>
		\$ 1,075,378
 Other Distinguished Scholarships	 123	 \$ 421,259
 Academic (non-need-based) Undergraduate Scholarships		
College Fellows Awards	37	\$ 102,500
Pogue Scholarships	58	382,875
Chancellor's Scholarships	13	13,500
William R. Davie Scholarships	36	77,200
Herbert W. Jackson Scholarships	33	43,500
Other Academic Scholarships	9	<u>86,038</u>
		\$ 705,613
 General (need-based) Undergraduate Scholarships		
Escheats Scholarships	189	\$ 175,007
Minority Presence Scholarships	103	112,460
North Carolina Scholarships	437	435,837
University Trademark Scholarships	809	1,177,462
Employee-Dependent Scholarships	20	29,204
Other General Scholarships	1,112	<u>1,177,553</u>
		\$ 3,107,523
 Restricted Scholarships	 25	 \$ 36,197
 Departmental Undergraduate Scholarships		
Art	8	\$ 5,350
Business Administration	38	47,300
Classics	2	8,000
Communications Studies	1	1,000
Clinical Laboratory Science	3	5,000
Dental Hygiene	7	10,530
Drama	29	15,740
Journalism and Mass Communication	54	57,000
Mathematics	1	4,400
Music	56	46,750
Nursing	40	40,705
Pharmacy	85	98,360
Physical Therapy	13	16,540
Public Health	16	18,960
Recreation	1	<u>900</u>
		\$ 376,535

Number
Awards

Amount

Graduate and Professional Schools Scholarships

Dentistry

Law

Medicine

Minority Presence Graduate Scholarships

76	\$ 161,324
122	280,525
648	944,266
16	<u>16,000</u>
	\$1,402,115

Federal Funds

Health Professions Scholarships

Dentistry

Public Health

12	61,539
10	<u>11,254</u>
	\$ 72,793

• Total Scholarships

4,517 awards	\$7,197,413
--------------	-------------

Grants

University Funds

Native American Grants

Other Grants

27	\$ 45,152
299	<u>208,640</u>
	\$ 253,792

State Funds

N. C. Student Incentive Grants

Other State Grants

94	\$ 82,457
30	<u>17,659</u>
	\$ 100,116

Federal Funds

Pell Grants

Supplemental Grants

2,108	\$3,237,433
1,792	<u>809,660</u>
	\$4,047,093

• Total Grants

4,350 awards	\$4,401,001
--------------	-------------

College Work-Study Jobs (Federal)

On-Campus Jobs

Community Service Jobs

Work-Study Graduate Assistantships

562	\$ 411,831
75	57,738
34	255,058

• Total College Work-Study

671 awards	\$ 724,627
------------	------------

LoansUniversity Funds

Long-term loans
Short-term loans

Number
Awards

Amount

85	\$ 88,152
2,459	<u>893,890</u>
	\$ 982,042

Federal Funds

Perkins (National Direct) Loans
Health Professions Student Loans

1,750	\$4,456,160
-------	-------------

Dentistry
Medicine
Pharmacy

56	241,129
19	108,853
49	<u>180,318</u>
	\$4,986,460

• Total Loans

4,418 awards	\$5,968,502
--------------	-------------

TOTAL AWARDS FROM UNIVERSITY-CONTROLLED SOURCES

\$18,291,543

II. AWARDS FROM OUTSIDE SOURCESScholarships

National Merit Scholarships
National Achievement Scholarships
National Science Scholarships
Various sponsored scholarships
N.C. Teaching Fellows
N.C. Nurse Scholarships

206	\$ 329,700
22	32,250
28	26,656
3,261	5,118,049
224	1,063,922
72	<u>348,000</u>

• Total Scholarships

3,813 awards	\$ 6,918,577
--------------	--------------

LoansFederal Family Educational Loans

Subsidized Stafford Loans
Unsubsidized Stafford Loans
Parent Loans (PLUS)

5,889	\$27,916,478
3,375	14,750,175
424	<u>2,218,273</u>
	\$44,884,926

Other Loans

N.C. Teachers' Scholarship-Loans
N.C. Health, Science, Math Loans
N.C. Nurse Education Loans
N.C. Principal Fellows Loans
N.C. Social Work Loans
Private Foundation Loans
Other educational loans

64	\$ 127,000
53	321,786
7	16,200
14	280,000
5	25,000
20	44,800
142	<u>639,034</u>
	\$ 1,453,820

• Total Loans

9,993 awards	\$46,338,746
--------------	--------------

TOTAL AWARDS FROM OUTSIDE SOURCES

\$53,257,323

TOTAL FUNDS AWARDED OR HANDLED BY OFFICE OF SCHOLARSHIPS & STUDENT AID

\$71,548,866

COMPARISON OF FINANCIAL AID AWARDS

1992-96

	1992-93	1993-94	1994-95	1995-96
University Scholarships	\$5,240,858	\$5,659,117	\$6,539,154	\$ 7,124,620
Federal Scholarships	154,872	345,018	364,633	434,699
State Scholarships	1,201,718	1,305,876	1,384,862	1,411,922
Private Scholarships	3,867,602	4,748,530	4,744,382	5,144,749
University Grants	123,418	203,559	257,037	253,792
Federal Grants	4,149,984	4,003,589	3,986,569	4,047,093
State Grants	123,008	122,215	152,220	100,116
Federal College Work-Study	845,109	829,426	744,051	724,627
University Loans	451,728	828,939	807,729	982,042
Federal Loans	3,568,337	4,112,972	4,709,850	4,986,460
Federal Family Education Loans	23,357,317	30,309,941	38,727,913	44,884,926
State and other loans	1,601,586	877,533	1,150,739	1,453,820

\$44,685,537

\$53,346,715

\$63,569,139

\$71,548,866

Number of Students

8,950

9,424

10,226

10,611

Average award

\$ 4,993

\$5,661

\$6,216

\$6,743

Distribution of funds by source:

Federal	72%	74%	76%	77%
University	13%	13%	12%	12%
State	4%	4%	4%	3%
Private	$\frac{11\%}{100\%}$	$\frac{9\%}{100\%}$	$\frac{8\%}{100\%}$	$\frac{8\%}{100\%}$

Distribution of funds by type:

Scholarships	23%	23%	21%	20%
Grants	10%	8%	7%	6%
Loans	65%	67%	71%	73%
Work-Study Jobs*	$\frac{2\%}{100\%}$	$\frac{2\%}{100\%}$	$\frac{1\%}{100\%}$	$\frac{1\%}{100\%}$

*Only federal Work-Study jobs are included in this distribution. Student earnings from other campus jobs are not listed.

DISTRIBUTION OF FINANCIAL AID FUNDS

1995-96

All Funds		In-State	Out-of-State	Total
Freshmen	1,583	293	1,876	
Sophomores	1,211	230	1,441	
Juniors	1,623	212	1,835	
Seniors, and 5th year	<u>1,894</u>	<u>273</u>	<u>2,167</u>	
	6,311	1,008	7,319	
Total Undergraduate	\$27,143,972	\$8,529,020	\$35,672,992	
Average Awards	\$4,301	\$8,461	\$4,874	
Graduate Students	958	764	1,722	
	\$7,622,958	\$8,329,411	\$15,952,369	
Business (MBA)	88	150	238	
	\$ 977,287	\$2,642,663	\$3,619,950	
Dental (DDS)	217	7	224	
	\$3,189,445	\$ 334,282	\$3,523,727	
Law (JD)	453	84	537	
	\$4,728,884	\$1,382,758	\$6,111,642	
Medical (MD)	552	19	571	
	<u>\$6,148,175</u>	<u>\$ 520,011</u>	<u>\$6,668,186</u>	
Total Graduate/Professional	2,268	1,024	3,292	
	\$22,666,749	\$13,209,125	\$35,875,874	
Average Awards	\$9,994	\$12,900	\$10,898	
University Scholarship Awards		Amount		
Need-based Funds				
Undergraduate students		\$4,438,426		
Graduate and professional students		<u>794,306</u>		
		\$5,232,732	(73.4%)	
Non-need based Funds				
Undergraduate students		\$1,119,079		
Graduate and professional students		<u>772,809</u>		
		\$1,891,888	(26.6%)	
Total University Scholarships			\$7,124,620	

UNC UNIVERSITY FUND

1995-96

The University Fund was established in 1971 by members of the faculty to provide scholarship funds to students who have the ability to study here but lack the financial resources to meet expenses. Faculty and staff members have given to the fund over the years through monthly bank drafts or by direct contributions.

Awards from the University Fund are made to students with great financial need, to reduce the amount of loan burden or work obligations these students must accept to meet the costs of study at Chapel Hill. The majority of the June 30, 1996 balance will be awarded in 1996-97.

Balance Forward 7/1/95

\$24,707

Income:

Bank drafts

\$ 1,820

Direct gifts

13,928

Investment income

425

\$40,880

Expenditures:

Scholarships to 13 students

- 800

Balance 6/30/96

\$40,080

LOAN COLLECTIONS

1993-96

Principal and Interest Collected on Student Loans

National Direct/Perkins Student Loans

1993-94
\$3,579,5341994-95
\$3,805,5191995-96
\$3,832,468

Health Professions Student Loans (all funds)

495,980

417,410

475,294

University Loans (including short-term loans)

865,372826,553932,824

\$4,940,886

\$5,049,482

\$5,240,586

Accounts Receivable

National Direct/Perkins Student Loans

\$24,871,794

\$25,644,880

\$26,568,316

Health Professions Student Loans (all funds)

3,888,818

4,077,404

4,200,065

University Loans

776,600774,090782,217

\$29,537,212

\$30,496,374

\$31,550,598

Default Rates

National Direct/Perkins Student Loans

2.23%

2.26%

2.2%

Health Professions Student Loans

.58%

.26%

.24%

Dentistry

.82%

1.02%

1.85%

Medicine

.15%

.57%

.21%

Pharmacy

Number of Accounts in Repayment

National Direct/Perkins Student Loans

5,701

5,447

5,163

Health Professions Student Loans

645619613

6,346

6,066

5,776

CUMULATIVE LOAN INDEBTEDNESS

1991 - 1996

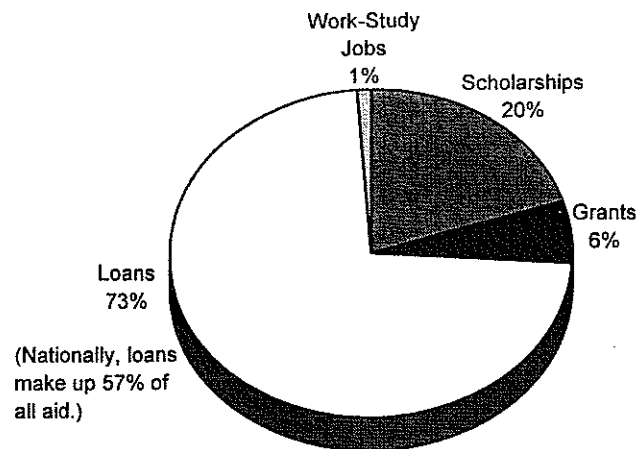
These figures represent total loan indebtedness at various class levels and in specified programs for students who have borrowed from loan programs awarded by or handled through the Office of Scholarships and Student Aid. Cumulative debt includes amounts received from the University or from other schools prior to attending the University. Loan programs include the need-based Perkins, National Direct, Health Professions, University and Stafford Student Loans, as well as non-need-based Supplemental, Law Access, HEAL, Unsubsidized Stafford and other private educational loans.

Average Total Borrowed at UNC-CH and any Prior Institutions

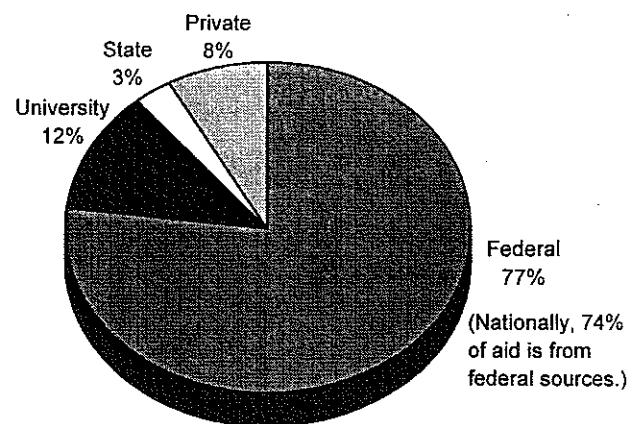
	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>	<u>1995-96</u>
Freshmen	\$ 1,932 (\$ 1,565)	\$ 2,172 (\$ 2,090)	\$ 2,782 (\$ 2,625)	\$ 2,987 (\$ 2,625)	\$ 3,001 (\$ 2,625)
Sophomores	\$ 3,376 (\$ 2,777)	\$ 3,570 (\$ 2,897)	\$ 4,587 (\$ 4,020)	\$ 5,608 (\$ 5,377)	\$ 6,068 (\$ 6,125)
Juniors	\$ 4,716 (\$ 4,000)	\$ 5,269 (\$ 4,400)	\$ 6,315 (\$ 5,500)	\$ 7,352 (\$ 6,599)	\$ 9,005 (\$ 8,617)
Seniors	\$ 5,770 (\$ 4,502)	\$ 6,784 (\$ 5,571)	\$ 7,914 (\$ 6,911)	\$ 9,406 (\$ 8,669)	\$ 10,755 (\$ 10,108)
Graduate	\$ 15,980 (\$ 15,341)	\$ 16,950 (\$ 15,400)	\$ 18,064 (\$ 16,690)	\$ 17,975 (\$ 17,000)	\$ 22,504 (\$ 20,859)
Third Year Law	\$ 23,214 (\$ 23,784)	\$ 24,399 (\$ 23,058)	\$ 24,658 (\$ 24,728)	\$ 25,190 (\$ 25,485)	\$ 29,815 (\$ 30,141)
Fourth Year Medical	\$ 27,486 (\$ 28,127)	\$ 29,265 (\$ 29,229)	\$ 30,080 (\$ 31,309)	\$ 29,843 (\$ 31,596)	\$ 33,018 (\$ 34,766)
Fourth Year Dental	\$ 31,936 (\$ 32,596)	\$ 38,939 (\$ 44,889)	\$ 37,898 (\$ 36,377)	\$ 36,351 (\$ 36,470)	\$ 39,138 (\$ 44,474)

Note: Figures in parentheses are medians.

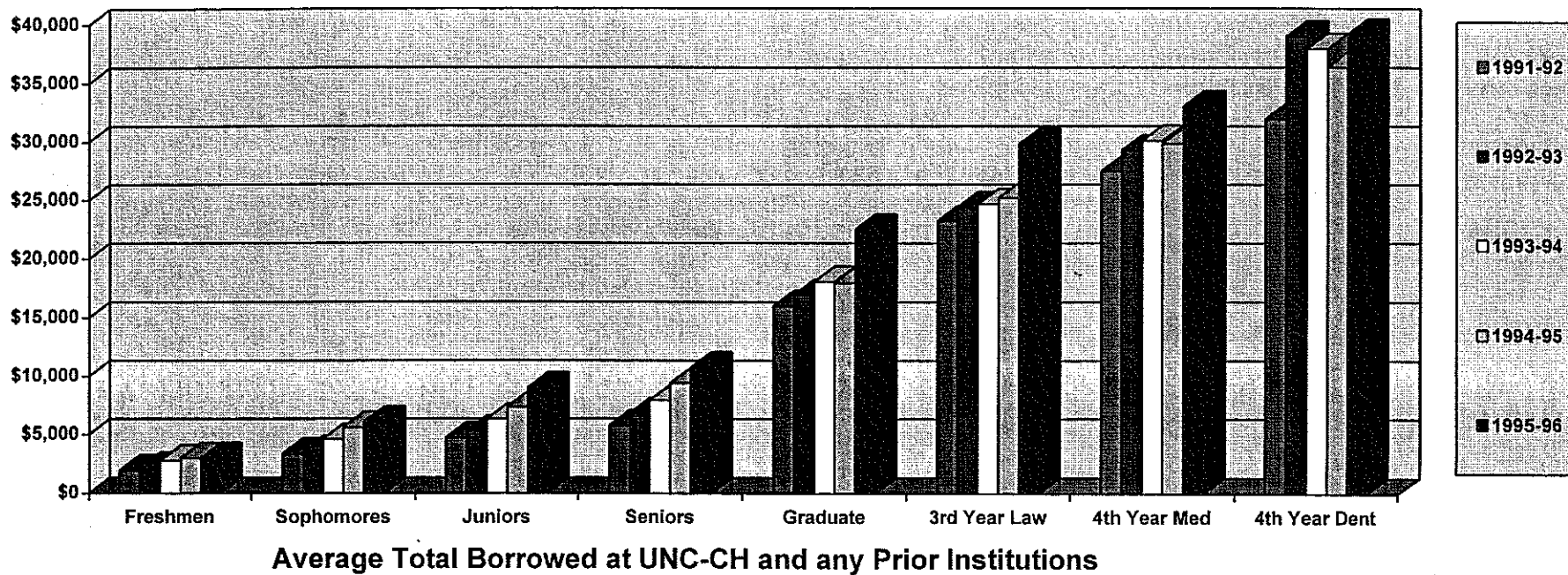
Distribution of Funds by Type



Distribution of Funds by Source



Cumulative Loan Indebtedness



DRAFT

Task Force on Minority Faculty and Student Recruitment and Retention

Members: Daniel Bell, Ned Brooks, Jane Brown, Jan Boxill, Jeff Feiss, Christopher Fordham, Mavis Gragg, Henry Hsiao, Carol Malloy, Vince Rozier, Tim Sanford, Lillie Searles, Marila Cordeiro Stone, Chandra Taylor, Marilyn Yaborough, Linda Lacey, Co-Chair, and Harold Wallace, Co-Chair. Members leaving committee during past year: John Hatch, and Edith Wiggins.

Charge to the Task Force:

The purpose of this Task Force is to survey and assess the effectiveness of the academic and support programs aimed at increasing the numbers of minority (African American, Native American, Hispanic, Asian American) students and faculty who are part of the academic community of the University of North Carolina at Chapel Hill. The long-term goal is to increase the pool of qualified minority graduate students available for faculty positions. The Task Force will:

1. Inventory and assess the effectiveness of academic and support programs directed at the recruitment and retention of minority undergraduate, graduate, and professional students in both the Division of Academic Affairs and the Division of Health Affairs.
2. Survey the Division of Academic Affairs and the Division of Health Affairs to determine the extent, nature and effectiveness of programs directed at the recruitment and retention of minority faculty.
3. Identify areas that are not covered by existing programs, but that could potentially be important to the goal of increasing the numbers of minority faculty who are part of the University Community.
4. Determine whether peer institutions have successful programs in place that could serve as models for either the modification of existing programs at UNC-CH or the institution of new programs.
5. Evaluate whether changes in the emphasis of certain programs or in the allocation of resources to support them would improve the recruitment and retention of minority students and faculty.

Some Preliminary Recommendations:

It is important to note that any modifications in recruitment strategies, plans, procedures or programs must be accompanied by serious efforts to improve the quality of the campus environment for minority students, faculty and staff. The recommendations outlined below attempt to address the general campus environment, statewide recruitment activities, campus visitation programs, and general activities that are related to the recruitment, admission and graduation of minority students.

General Campus Environment:

- In light of the raging debates about "affirmative action", prepare and release an unequivocal statement on the University's policies and philosophy, as they relate to equal educational opportunities for minority students and equal employment opportunities for minority faculty and staff.

DRAFT

- Continue and expand support for the Campus Diversity Training Project that seeks to improve interaction and understanding among diverse groups at the University.
- Sponsor a University-wide workshop on race relations for key officials and faculty members, using experts in the field
- Establish race relations groups or committees in each school or college within the University.
- Encourage development of and enrollment in diverse courses.
- Develop successful programs for reducing social separation in University Housing.
- Improve social climate by developing plan for dialogue, orientation and training programs, and informal activities.
- Continue and expand support for the Office of Student Counseling that currently provides academic support for African American and Native American students. Expanding the program to include other minority students will require an increase in resources.

Outreach: High School Visits and Community Activities:

- Where possible, increase visits to high schools with large percentages of minority students.
- Involve more faculty and staff in outreach activities.
- Expand the number of minority Alumni groups involved in community efforts to recruit students. Establish regional programs to involve minority alumni, faculty, staff and students in orientation sessions for potential Minority students and their parents.
- Expand advertising and coverage in special media, including large urban newspapers, minority newspapers, radio and television, and special videos.
- Expand support and information network to include ministers and community leaders.
- Explore the possibility of establishing a Parent's Council to advise the University in its efforts.
- Establish Faculty Coordinators in each University department or school to act as liaison with recruitment and orientation activities.
- Encourage coordination and collaboration among all parties involved in recruitment and outreach.

DRAFT

Campus Visitation:

- Encourage coordination and collaboration among sponsors of on-campus recruitment programs.
- Develop summer-camp type experiences for seventh through ninth grade students around mini-academic courses and general orientation to college.
- Develop a third visitation program, in the spring term, which is directed toward rising sophomores and rising juniors.
- Begin on-campus educational programs to explain the goals and scope of the minority student recruitment and support programs.

General Related Activities:

- Take all necessary actions to accelerate the Admissions and Financial Aid decisions.
- Establish a comprehensive, well endowed merit scholarship program for minority students.

Explore the possibility of establishing a strong referral system for two-year institutions, especially those with minority traditions.

Some Observations:

- It has become apparent that our final recommendations will call for coordination, collaboration, and the sharing of resources among various offices, programs, and schools that are engaged in the recruitment and support of minority students. It is important to note that there are several examples of such cooperation:
- The Science and Math Achievement and Resourcefulness Track, designed to help freshmen, intending to pursue majors in science or mathematics, effectively utilize their academic potential, is a cooperative effort. This initiative is supported by a partnership that includes the School of Medicine, the College of Arts and Sciences, the Office of Student Counseling, North Carolina Careers Access Program, Medical Education Development Program, and the Office of Minority Affairs.
- The Health Professions Partnership Initiative is a comprehensive recruitment effort, beginning in junior high school, that is supported by a similar partnership. The additional partners are the Schools of Nursing, Dentistry, and Education, including the Center for Mathematics and Science and the Math Science Education Network Pre-College Program.

January 10, 1997

Status of Minorities and the Disadvantaged

proposed name change

The Committee on Community and Diversity

(Appointed Committee)

Annual Report

Members: Faculty - Harry Amara (1997), Evelyn H. Huber (1998), Audrey E. Johnson - Chair, 96/97 (1998), Joyce W. Sparing (Fall 1996), Svein U. Toverud (1998), Adam N. Versenyi (1999), and Gang Yue (1999): Undergraduate Students - Neil Bagchi, Kimberly Diehl, and Jermaine Hatley for Michael Farmer: Graduate Student - Sharon Holt (no show); Ex officio Members: Harold G. Wallace and James Kessler.

Meetings Fall 1996: Three (four are planned for the Spring), following responses from members regarding time convenience (initial list of members changed), and the proposed changes to this committee. The Committee on Black Faculty was proposed for a name change to **Committee on the Status of Black Faculty and Students**. This committee's name proposed was changed as titled.

The chair has had telephone contact and attended a meeting of the Black Faculty and Students Committee. Notices of this committee's meetings have been shared with the Black Faculty and Students chair, Professor William Darity. Verbal agreement has been to complement the work of each committee. How has to be devised.

Report prepared by: Audrey E. Johnson (Chair) following meeting/ discussion with committee members and invited guest.

Committee Charge: Time has been spent on the charge, and how to implement the committee's task. The committee offers the following proposed underlined charge changes: The Committee on Community and Diversity is responsible for fostering community and promoting pluralism (~~delete - celebrating diversity~~) in the university, encouraging social interaction, mutual acceptance, and respect among various groups on campus. (~~delete It~~) The Committee will be especially attentive to matters generated by discrimination on the basis of age, disability, religion, socio-economic status, national or ethnic origin, or sexual orientation. The Committee is appointed by the Chancellor and will include five faculty nominated by the Chair of the Faculty and two students nominated by the President of the Student Government.

Report of Activities: The Committee supports the name change with recognition of the continuing and changing nature of diversity in academe as articulated in the above charge, and the impact of community within and outside of the university. The student groups' **MASALA** has become one umbrella of diverse interaction upon which the committee has focused. Another concern of the committee is the lack of content in courses which reflect

the diversity of the students and faculty, and provide limited recognition of the contributions of diverse population groups as noted in the charge of the committee.

The Committee will continue to explore ways and means of improved implementation of the promotion of diversity. The direction of this promotion will evolve from consideration of students, faculty, and community. Assistance will be sought from those willing to share in the process.

Recommendation for actions by Faculty Council: Approval of the committee charge as presented.

Motion: For the faculty to approve the committee charge as stated in the report.

Jan. 10, 1997

From:

Linda Lacey, Co-Chairperson, Task Force on Diversity
Sub-Committee to Promote Diversity between Senior Staff and Faculty

Re:

Update on Task Force Activities

I. Why Promote Diversity within the University?

- a. The United States is a highly diverse country. We consist of many ethnic groups who must learn, to live, work and play in supportive environments. The University can play a vital role in preparing students to work and live in multicultural environments. Students learn from us by how we govern ourselves. Promoting diversity among students, staff and faculty *presents a role model of how an institution can cultivate excellence while being inclusive of all Americans.*

- b. *To achieve and maintain excellence in higher education*, we need a learning environment that provides opportunities to exchange a wide variety of perspectives, theories and strategies. Diversity of faculty and students plays a major role in providing alternative ways to examine the world in which we live. Cooperative learning is at its best among individuals who come from different regions of the country and the world, different life styles, and from different racial and ethnic backgrounds.

- c. As a university, we have a role to play in promoting mutual respect and racial acceptance. Students who graduate from this institution will require skills in working and living among those who are different from themselves.

II. What approach is being used by the sub-committee to develop our report?

- We are investigating how faculty and administrators promote diversity

Activities: Through e-mail and mailout questionnaires we have tried to identify problems, constraints and successful strategies to recruit and retain minority faculty and senior administrators. E-mail questionnaires were sent to all chairpersons of departments and deans of schools. We received a total of 36 responses. We are in the process of sending questionnaires and arranging for interviews with select senior administrators.

- We are assess existing programs that directly or indirectly address diversity issues

Activities: We have identify 4 key programs. We hope to suggest ways these programs can expand diversity efforts. We have distributed questionnaires to collect some basic information. We also intend to hold person-to-person interviews with staff of the programs.

Programs include:

- a) The Equal Opportunity Office
- b) The Carolina Post-Doc program
- c) Diversity Training Workshop Efforts
- d) Bridges: Academic Leadership for Women

- We are also learning about successful efforts outside UNC-CH

Activities: We wanted to learn about what other universities were doing. Tasks primarily include literature reviews and internet readings since we did not receive a budget for travel or other expenses related to the task force.

III. Who is the audience for our report?

1. The Chancellor's and Provost Office
2. Chairpersons and Deans
3. Faculty
4. Administrators

IV. What successful strategies have worked among departments and schools to attract and retain minority faculty at UNC-CH? What have departments and schools suggested to promote diversity?

- The Carolina Post-Doc program is viewed as a key way to identify qualified minority scholars. However, funding is needed to hire Post-Docs in situations where a faculty position is not available.
- Multiply efforts are needed to identify minority faculty candidates. Departments have identified and recruited moveable minority faculty at other institutions, relied on professional directories; recruited minority faculty at professional meetings and NFS review panels, and advertised in journals that have a strong minority readership.
- Develop scholars from within. Recruit and nurture minority graduate students throughout the educational process to ensure that they can become potential candidates for positions.
- To retain minority faculty, one has to: a) protect them from serving on too many university committees; b) seek ways to promote their research agenda and c) provide a supportive work environment.

I cannot provide recommendations at this time. I will say that top level leadership is required to increase the number of non-white faculty and senior administrators. Directives and incentives are needed from the Chancellor, Provost and Dean of the College of Arts and Sciences.



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Office of the Provost

MEMORANDUM

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

TO: Deans, Directors and Department Chairs in Academic Affairs
and Health Affairs

FROM: Richard J. Richardson, Provost
Richard J. Richardson

RE: Bus Tour for New Faculty

DATE: November 20, 1996

I want to make you aware of an excellent opportunity for our new faculty members and to ask for your input.

At the suggestion of the Public Service Roundtable, Chancellor Hooker has approved funding for a three-year pilot project to launch a bus tour of the state for new faculty members. As you know, many of our faculty come here from other states. They choose Carolina because of its outstanding reputation, but they often move here with little understanding of our state's unique culture, history and economy.

The first tour is set for May 12-16, 1997 -- the week following commencement. About 30 faculty and a few key administrators who have been with the university less than three years will be invited to join the tour. The selection process will begin in January; you will receive more details later next month.

This five-day bus tour will give new faculty members a head start on learning about the state that we serve. Our goals are to:

- Develop among faculty an awareness of the state's unique geography, economy, culture, government and politics, history, educational systems, and health and social issues.
- Learn about our students by understanding the communities they call home.
- Promote understanding across disciplines and create a support network for junior colleagues.
- Encourage research and public service that will address state problems.
- Show how Carolina is connected to the entire state.
- Introduce faculty to the North Carolina that some of them otherwise will never see.

To make this project successful, we need your help in identifying potential sites that highlight the University's connections to the state and the public service it provides. Priority will be given to those places where participants can hear about the site, experience how the site relates to the state and to the University, and talk with people from the local community.

If you have suggestions for potential bus tour sites, please send them to Donna Warner, assistant director of the Public Service Roundtable, CB 3330, by Dec. 6, 1996. You can also call her at 962-1575 or e-mail her at: warner.io@mhs.unc.edu.

cc: Chancellor Hooker

Executive Vice Chancellor Elson Floyd

Vice Chancellor Matthew Kupiec

Vice Chancellor H. Garland Hershey

Professor Michael Smith, Director, Institute of Government

The University of North Carolina at Chapel Hill is a constituent institution
of The University of North Carolina

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Minutes of the Faculty Council
January 10, 1997

Attendance

Present (58): J. Anderson, Andrews, L. Bailey, Bangdiwala, Barefoot, Beck, Beckman, Bluestein, Bose, Brice, Brink, Bromberg, Brown, Chambers, Dalton, Danis, Dodds, Eckel, Estroff, Fletcher, Foshee, Fox, Glass, Hattem, Herman, Hodges, Hogue, Howard, Irene, Jackson, Jenkins, Johnstone, Lefebvre, Lentz, Leonard, Loda, Matfily-Kipp, Matson, G. McNeil, Mill, Owen, Pagano, Panter, Passamante, Peacock, Platin, Renner, Rinehart, Salgado, Searles, Shea, Skelly, Strauss, Stidman, Stuck, Tauchen, Tysinger, White, Yankaskas.

Excused absences (17): Bentley, Conover, Crumley, Evens, Farel, Favorov, Frankenberg, Holmgren, Ji, Lachiewicz, Mandel, Mauriello, L. McNeil, Rabinowitz, Rutledge, Shapiro, Williams.

Unexcused absences (9): C. Anderson, A. Bailey, Conley, Crimmins, Pielak, Pike, Rosenman, Weber.

Chancellor's Remarks

Chancellor Hooker reported on his recent trip to Thailand for the purpose of attending the annual meeting of the Board of Directors of the Kenan Institute Asia. The Institute assists in placing MBA students in Thai companies for the first summer of their program. The Chancellor expressed his view that each undergraduate student should have the opportunity for some study or work abroad before graduation. The Kenan Institute Asia is a strong base to build upon in southeast Asia.

The Chancellor next reported on a meeting with Governor Hunt as part of the inaugural weekend. Attending were the Governor, President Spangler, the Chair of the Board of Governors, and the chancellors. He takes it as a good sign that Governor Hunt chose to begin his inaugural weekend with a meeting focused on higher education. Without detracting from the importance of improving K-12 education in North Carolina, the Chancellor believes it is time for the state to redouble its efforts in higher education and he was pleased to hear Governor Hunt echo those sentiments.

The Chancellor regrets that the funding available for faculty leaves is so limited. Obtaining more money for this purpose is among his highest priorities.

Resolution of Appreciation for Anne Barnes

Professor Brown presented a resolution expressing the faculty's profound gratitude and best wishes to former state representative Anne Barnes who served eight consecutive terms in the General Assembly, beginning with the 1981 session. The resolution was unanimously adopted.

Remarks by Chair of the Faculty Assembly

Professor Brown introduced Professor Peter Petschauer of Appalachian State University who is the current president of the University of North Carolina Faculty Assembly. Professor Petschauer reported on the status of proposals before the Board of Governors concerning early retirement and post-tenure review.

The proposal to encourage early retirement was objected to by one member of the Board of Governors and has been temporarily postponed.

A draft of principles governing post-tenure review will soon be presented to all faculty senates throughout the UNC System. Professor Petschauer expects the draft to embody several principles: (1) the purpose will be to enhance performance of tenured faculty members by rewarding outstanding performance; (2) a faculty member whose performance is found deficient must provide a clear plan and timetable for improvement; (3) there will be serious sanctions for failure to improve unsatisfactory performance; (4) review will be on an annual basis; (5) review will be by faculty peers; (6) there will be considerable latitude for each institution to work out its own procedures.

Professor Miles Fletcher [History] asked whether the early retirement proposal would apply to faculty with TIAA-CREF. Prof. Petschauer replied that it would.

Professor Richard (Pete) Andrews [Environmental Sciences] noted the steady growth of studies being undertaken by General Administration either on its own initiative or upon direction of the General Assembly and asked whether Professor Petschauer agreed that faculty councils' need to be more attentive to and involved in assessing the implications of such studies.

Professor Petschauer observed that it is tempting to oppose studies whose ostensible purpose seems to be at odds with one's own view of higher education, but he has come to recognize that "sometimes the legislature sees

things that we don't see." It is also true that the Board of Governors doesn't always see things the same way faculties do, but they are our champions in relating to the General Assembly and faculties need to recognize that sometimes they, too, see things that faculties do not see or do not want to see. He cited the issue of post tenure review as an example. This was initiated by the Board of Governors, not the legislature.

Chancellor Hooker observed that every state university in the county is under increasing examination by its legislature. He believes this stems from the Dening Revolution which has been embraced by the business community. To compete effectively in a world economy, we must do everything "better, faster, cheaper." It will be much to our benefit if we can "get in front of this curve and begin to affect it." The two areas in which the University has the most work to do in this regard are research and graduate study. It is difficult to explain to a legislator why a faculty member should spend half of his or her time doing research. It's not impossible to explain, but it takes time and the explanations must be built on a solid foundation. Similarly, many legislators do not understand why the University spends so much time on our graduate students, half of whom come from out-of-state. He is attempting to explain the benefits of research and graduate study in practical terms.

Professor Petschauer observed that "it is not just your chancellor's job to defend research. It is also your job."

Remarks by Vice Chancellor for Student Affairs

Vice Chancellor Sue Kitchen reviewed the recent report of the Committee on Greek Affairs concerning deferred rush. Essentially, the committee recommended that rush not be delayed until the spring semester, but that several reforms be put into place for fall rush. These have been agreed to by the Greek organizations and will be implemented. The major recommendations are: (1) all rush events must be free of alcohol, (2) rush will be delayed until two weeks after the beginning of the semester and will be limited to two weeks, (3) rush events must be "structured," that is to say, focused on students who are interested in joining a Greek organization rather than large parties attended by everyone; (3) initiation must be completed within eight weeks, and (4) the University will make a concerted effort to increase activities during the first two weeks of the semester that will aid in the socialization of the 80% of the freshman class who are not interested in joining Greek organizations.

Substance Abuse Task Force

Dr. William Jordan, vice-chair of the Board of Trustees, spoke to the Council on the work of the Chancellor's Task Force on Substance Abuse of which he is chair. Dr. Jordan noted that the Task Force was instrumental in the decision to delay Greek rush for two weeks. Now, students come to the University from across the state and are suddenly immersed in what seems to a perpetual party for the first several weeks. The University has abdicated to the Greek organizations the initial social experiences that students have. This needs to be changed.

Dr. Jordan also spoke of the need for the University to do a better job of letting entering freshmen know what the University expects of them. North Carolina high school students must work hard for three and a half years to build the kind of record that is needed for admission to UNC. It's a cause for celebration when they are accepted at Chapel Hill. Then, they arrive on campus and the first message they get is PARTY TIME! "We haven't done a very good job of letting students know that we expect intellectual achievement when they get here. We must promote ourselves as a serious academic institution, which we are."

Dr. Jordan said we also need to let entering students know that there is a tremendous discrepancy between perception and reality as concerns alcohol and drug use among students. Things are not nearly so bad as many believe. For example, 35% of students prefer social events that do not include drugs or alcohol, but only 18% of those who go to social events refrain from alcohol or drugs. So one problem with the misconception is that it seems to be self-fulfilling.

The Task Force is still at work but hopes to have a report soon. Dr. Jordan emphasized that the Task Force is likely to make some fairly specific recommendations, and that it will expect that there will be real consequences for those who break the rules. There must be consequences for "naive" drinkers, and students with serious drinking or drug problems should be forced into counseling. At some point, continued violations must result in separation from the University.

Dr. Jordan concluded by saying that he thinks the Task Force should be made a permanent body. "I'm convinced we can change the atmosphere on this campus. I'm also convinced that nothing we do will be any good until we do change the atmosphere."

Annual Reports of Standing Committees

Scholarships, Awards, and Students Aid. Professor James McCoy, Chair, presented the report. Ms. Eleanor Morris [Director of Student Aid] responded to questions. Professor Jane Brown asked about the 45% of the

recent tuition increase that was earmarked for student aid. Ms. Morris said that every qualified student received a grant of \$400 or the prorated amount based on course load.

Professor Miles Fletcher [History] spoke of the need for a central source of information about "prestige" scholarships, specifically the Marshall, Rhodes, Luce, Truman, and Beinecke Scholarships. Responsibility for distributing information about and receiving applications for these awards is now scattered among various units. Information about some of them is not sufficiently distributed. He suggested that a central office be established for this purpose and that it be located in Graham Memorial when renovations are complete for the Center for Excellence in Undergraduate Education.

Provost Richard Richardson responded that he has taken action to set up in the Office of the Provost the office that Professor Fletcher is advocating. It will be headed by Anne Repp. There will be a faculty advisory committee.

Professor Sarah Chambers [History] suggested that scholarships that are available for travel abroad might also be coordinated in this office.

Professor Susanna Rinehart [Dramatic Art] emphasized the need to encourage students to apply, even when the student herself thinks she is unlikely to be chosen.

Task Force on Minority Faculty and Student Retention. Dr. Harold Wallace [Special Assistant/Minority Affairs] and Professor Linda Lacey [City & Regional Planning] presented a draft report from the Task Force on Minority Faculty and Student Retention.

The Provost remarked that one major problem he has been facing is the need to find jobs for spouses. He suggested that the Task Force might want to address this issue.

Professor Carl Bose [Pediatrics] suggested that the Task Force might want to review the function and utility of the affirmative action office.

Professor Bobbi Owen called attention to the increasing numbers of first-generation students from Asia and elsewhere and hoped that some efforts would be directed toward them.

Professor Larry Keith [Medicine] spoke of minority recruitment efforts in the Medical School which have resulted in the second year Medical School class being 20% minority and the first year 19%.

Status of Minorities and the Disadvantaged. Professor Audrey Johnson [Social Work] presented the report of the Committee on the Status of Minorities and the Disadvantaged. The report included a resolution requesting that the name of the committee be changed to the Committee on Community and Diversity and its charge revised to reflect a new focus for its work.

Professor Johnson moved adoption of the resolution which passed unanimously. The resolution was referred to the Committee on University Government for preparation of an appropriate amendment to the Faculty Code. The full text of the resolution is attached to these minutes.

Bus Tour for New Faculty

Professor Michael R. Smith, Director of the Institute of Government, reported to the Council on a bus tour for new faculty. This has been recommended by the Public Service Roundtable. It will give new faculty an opportunity to see the State of North Carolina and meet its people. Professor Smith's remarks were illustrated by slides.

Old or New Business.

There was no old or new business.

Joseph S. Ferrell
Secretary of the Faculty

Resolutions Adopted January 10, 1997

Resolution 97-1. Appreciation for Anne Craig Barnes

The Faculty Council resolves:

Whereas Anne Craig Barnes was elected to eight consecutive terms in the House of Representatives of the North Carolina General Assembly, beginning with the 1981 session, from a district comprising most of Orange and Chatham counties; and

Whereas Anne Barnes served with distinction as chair of the Committee on Corrections in the 1985 and 1987 sessions and as chair of the Committee on Education in the 1991 and 1993 sessions; and

Whereas Anne Barnes was been consistently ranked by the North Carolina Center for Public Policy as among the most influential members of the General Assembly during her tenure; and

Whereas Anne Barnes represented the people of Orange and Chatham Counties with wisdom, vigor, and effectiveness; and

Whereas Anne Barnes was among the most faithful friends of The University in the General Assembly; now therefore

The faculty of The University expresses its profound gratitude to Anne Craig Barnes for her distinguished career of public service and extends to her its best wishes in her retirement.

Resolution 97-2. Name and Charge of the Committee on the Status of Minorities and the Disadvantaged.

The Faculty Council resolves:

The name of the Committee on the Status of Minorities and the Disadvantaged should be changed to the Committee on Community and Diversity.

The charge of the Committee should be as follows: The Committee on Community and Diversity is responsible for fostering community and promoting pluralism in the university, encouraging social interaction, mutual acceptance, and respect among various groups on campus. The Committee will be especially attentive to matters generated by discrimination on the basis of age, disability, religion, socio-economic status, national or ethnic origin, or sexual orientation. The Committee is appointed by the Chancellor and will include five faculty nominated by the Chair of the Faculty and two students nominated by the President of Student Government.

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	
January 10, 1997	Resolution 97-1. Of Appreciation for Anne Craig Barnes	Chair of the Faculty for transmittal to Ms. Barnes
	Resolution 97-2. On the Name and Charge of the Committee on the Status and Minorities and the Disadvantaged	Committee on University Government

A RESOLUTION HONORING ANNE CRAIG BARNES, FORMER MEMBER OF
THE GENERAL ASSEMBLY OF NORTH CAROLINA

Whereas Anne Craig Barnes was elected to eight consecutive terms in the House of Representatives of the North Carolina General Assembly, beginning with the 1981 session, from a district comprising most of Orange and Chatham counties; and

Whereas Anne Barnes served with distinction as chair of the Committee on Corrections in the 1985 and 1987 sessions and as chair of the Committee on Education in the 1991 and 1993 sessions; and

Whereas Anne Barnes was consistently ranked by the North Carolina Center for Public Policy as among the most influential members of the General Assembly during her tenure; and

Whereas Anne Barnes represented the people of Orange and Chatham Counties with wisdom, vigor, and effectiveness; and

Whereas Anne Barnes was among the most faithful friends of The University in the General Assembly; now therefore

Be it resolved by the Faculty Council of The University of North Carolina at Chapel Hill that the faculty of The University expresses its profound gratitude to Anne Craig Barnes for her distinguished career of public service and extends to her its best wishes in her retirement.

January 10, 1997