



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

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The University of North Carolina at Chapel Hill

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MEMORANDUM

DATE: November 27, 1995
TO: UNCC-CH Faculty, Deans, Directors and Department Chairs
FROM: Jane D. Brown, Chair of the Faculty
RE: Faculty Salary Policy

As you will see in the attached Summary of Proceedings of the November 10 Faculty Council meeting, a resolution on faculty salary policy that included a set of "Principles to Guide Action" was passed after extensive discussion. These "Principles" call for faculty participation in developing salary policies. (see attached)

A working draft of "Mechanisms to Implement Salary Principles" developed by the Executive Committee of the Faculty Council also was discussed but was not voted on. (see attached)

In the interest of full discussion of these and other potential implementing mechanisms, a conference committee has been convened by me, Vice Chancellor Dick Richardson and Vice Chancellor Garland Hershey. The conference committee has been asked to develop implementing mechanisms that, as the Chancellor said at the last Council meeting, "will result in the administration of salaries that promote the goods and purposes of the institution and also treat everyone fairly."

The conference committee is comprised of four members of the Executive Committee of the Faculty Council (Carl Bose, Paul Farel, Pamela Conover, and Sue Estroff); two department chairs and two deans from Health Affairs (Kerry Kilpatrick, Bob Golden, Bill Campbell, and Cindy Freund); and from Academic Affairs (Dick Soloway, Madeline Levine, Steve Birdsall, and Dick Edwards). The committee has been asked to work as quickly as possible to bring recommendations back to the Faculty Council by February at the latest.

I encourage you to discuss the principles and possible mechanisms for implementation with your colleagues -- both informally and formally on occasions like departmental meetings -- and with the conference committee. As we work to make these important improvements in the University community, your participation is especially valuable. Professor Jim Peacock will chair the committee and welcomes your comments. He can be reached at: 966-4106 (FAX 962-1613) for the Department of Anthropology, CB# 3115. Thank you for your interest.

Attachments:

Summary of Proceedings
Resolution on Faculty Salary Policy
Draft of Mechanisms to Implement Salary Principles

SUMMARY OF PROCEEDINGS

MEETING OF THE GENERAL FACULTY AND FACULTY COUNCIL

Friday, November 10, 1995

Assembly Room, Wilson Library

[A complete transcript of the proceedings is available in the faculty section of the campus World Wide Web service.]

Faculty Council Attendance: Present 62; Excused Absences 21; Unexcused Absences 8.

Open Session

I. Memorial Resolution for the late Stamatis Cambanis: Gopinath Kallianpur, Chair, Memorial Committee.

II. Chancellor Hooker.

The Chancellor informed the Council about the University's current plans for the use of the Dubose family house located at the Meadowmont site. The house is a large one of about 27,000 square feet located on 17 acres -- thus buffered from the development about to take place there. In deciding the use of the house, he and others had determined that it would have to generate a substantial amount of revenue. The proposal from the Business School fulfills that criterion: the house would become an executive conference facility wherein the faculty of the Business School would provide training for business executives. The Business School would invest about \$11 to \$13 million to improve the property and the debt would be amortized with the revenue created through the use of the facility. Other departments and schools could use the property as it was available. The Board of Trustees will have ultimate approval authority over the use to be made of the Dubose property.

He applauded the efforts of the Council to arrive at a faculty salary policy "that everyone has confidence in, confidence that it can be equitably, fairly administered, and confidence that it will result in the administration of salaries in such a way as to promote the goods and purposes of the Institution and also treat everyone fairly." If necessary, he is available to work with the Executive Committee of the Faculty Council to find a policy that is widely acceptable and meeting the criteria of fairness. The matter is "very important to me."

The Chancellor noted that over the past decade there has been a steady increase in the average SAT scores of our incoming students. He wanted to emphasize the role of the faculty and its departments in recruiting "the brightest and best from North Carolina and abroad." He thought, for example, that individual departments could establish ties with high school counselors across the state and adopt other measures of communication with high schools.

He wanted to emphasize the importance of the University's representing to the public the kinds and quality of educational services it offers to undergraduates. Other universities have come under assault for failure to do this adequately. "Much of what takes place in education is conditioning of the mind, nurturing of the soul, molding of character in such ways that it is very difficult to measure." However, the challenge is to find the ways to create such a representation to the public. We ignore the challenge at our own peril.

The faculty self-study report prepared last year emphasized the need to create a better intellectual climate for our students on campus; he continues to find it a "compelling assessment" of that need. The recent recruiting letter from a fraternity with its sexist overtones had "outraged" him, but at the same time he thought that it related to the larger issue of intellectual climate. He added, "We can't rest smugly in the knowledge that the fraternity was brought to task for what they did because all of us allowed an atmosphere at Carolina to develop in which a fraternity would think that they could get away with something like that."

Professor Richard Plaff (History) asked for the Chancellor's reaction to the recommendations from the Board of Governors about closing various degree-granting programs, including Music. He thought it a "signal for some serious vigilance on our parts lest there be further erosion."

The Chancellor responded that the campus had been informed over a year ago that this study was underway and had been mandated by the Legislature. Various units had responded with statistical data. The Board of Governors had reviewed five-year graduation rates in various degree-granting programs. Some programs, like Latin American Studies and African Afro-American Studies at the baccalaureate level, had been exempt from review, while at the Masters level the M.A. in Communication Studies and the M.A.T. in French Education had been exempt, as had the Ph.D. in Slavic Languages.

Programs recommended for discontinuation were the Bachelor of Music Education (focusing on K through 12), the Bachelor of Music in Performance and Composition, the B.A. in Italian, the B.A. in Portuguese, the B.S. in Public Health in Health Behavior and Health Education, a pre-professional B.S. degree in Dentistry, and the B.A. in Astronomy. At the Masters level, the Master of Education in Reading Education, a Master of Arts in Teaching Music Education, and the Master of Music in Performance and Composition and Choral Arts, as well as the L.D.A. degree in Dramatic Arts were included for discontinuation. No Ph.D. programs are recommended for removal. The Board of Governors is now receiving comments on these preliminary decisions and will further "refine its list" before final action by the Board of Governors. The Chancellor emphasized that "if we don't begin looking at productivity of our programs and closing some of them ourselves, somebody else is going to do it for us." We have to balance these programs with the need for adequate resources to sustain the quality of programs in increasing demand from students.

Professor Craig Calhoun (Sociology and History and Interim Dean of Graduate School) noted that the exemption of the Ph.D. program in Slavic Languages had come about as a result of evidence presented by the campus that "these kinds of productivity figures might not be appropriate for assessing such a program." The Chancellor replied that he had been arguing for the need to scale back the size of our entering classes of doctoral students in a number of programs in the sciences, though Professor Calhoun had expressed his own fears that such reductions might encourage the Board of Governors to discontinue programs because of small numbers.

Professor Paul Farel (Physiology) expressed a need to be "very, very careful" in defining the value of education to the public. He thought that such definitions should be on our own terms and not superimposed exteriorly. The Chancellor agreed, pointing out that the "earning power" of a degree in Philosophy, for example, was very different from one in Computer Science, but the challenge remains to explain and "engage the argument" with the public. Professor Melissa Bullard (History) was concerned about using the number of majors in a program as a criterion for discontinuing it. Total enrollments should also be examined. The Chancellor thought that the Board of Governors had also looked at "head-count enrollments." The proposal was not to close departments but to eliminate certain majors.

Vice Chancellor Garland Hershey (Health Affairs) said that all the programs marked for discontinuation in Health Affairs had been recommended by the Division of Health Affairs itself and, in some cases, even initiated by the Division. The Chancellor commended those efforts. Professor Pete Andrews (Environmental Sciences & Engineering) noted with relief that only one department offering the Bachelor of Science in Public Health was recommended for cessation. Professor Calhoun pointed out that there had been an error in the press identifying others. Professor Frank Dominguez (Romance Languages) noted that the case in Arts & Sciences was different, and he hoped there would be a chance to respond to the recommendations for closings. The Chancellor replied that thoughtful letters can be sent to the Board of Governors. Interim Provost Dick Richardson noted the alternative offered by the Board of Governors to combine majors, such as Italian and Portuguese. The program in Music Education "has been one that is not a problem," and there will be an opportunity to "speak again to the questions of that Music degree."

III. Chair of the Faculty Jane D. Brown (including report on the Faculty Assembly).

Professor Brown noted the distribution of a questionnaire on ways to improve a personnel information system that could be useful in developing research proposals, and she urged Council members to complete it. One diversity workshop had been conducted for the Council and others are being scheduled. The Faculty Assembly is the body of faculty representatives from all the campuses in the system that meets four times a year. Our delegation includes Professors Lolly Gasaway, Bill Keech, Miles Fletcher, Laurel Files, and herself. The Assembly has been using our own consensual amorous relationship policy as a model for a system-wide policy. The delegation has been joining with others in pushing for salary increases. Three years ago the Assembly adopted a resolution asking each campus to make sure that equal opportunity policies prohibited discrimination on the basis of sexual orientation. She congratulated Professor Bill Kier for winning the 1995 North Carolina Professor of the Year Award and Professor John Sanders for receiving the Board of Governors University Award.

IV. Reports from Executive Committee of the Faculty Council.

A. Resolution Concerning Domestic Partners: Steven Bachenheimer, Chair, Faculty Welfare Committee.

Professor Bachenheimer reminded the Council of the statement on employee benefits for domestic partners that had been presented last month by Professor Paul Farel. There had been a request for a more formal resolution on the matter, and he had volunteered the services of the Faculty Welfare Committee to prepare the resolution. The resolution is in three parts:

Be it resolved that:

1. The Faculty Council support the Statement on Extending Employment Benefits to Domestic Partnerships, and
2. The Faculty Council urge the Chancellor, Provost, Vice-Chancellors and Deans to convey to their colleagues in General Administration, the importance the Faculty place on seeking modification of state policy so as to extend to domestic partners of employees, those benefits currently enjoyed by spouses of employees in the area of health insurance, and
3. The Faculty Council charge its representatives to the Faculty Assembly to work towards adoption of a domestic partners benefits policy statement.

Professor Bachenheimer moved adoption of the resolutions; the motion was seconded.

Professor Ron Link (Law) asked several questions about application of the policy to heterosexual couples as well as homosexual couples, pointing out that at Duke and Stanford the domestic relations policy did not include the former. Referring to the "Statement to Faculty Council on Extending Employment Benefits to Domestic Partnerships, submitted to the Council for discussion last month, Professor Link asked what the definition of domestic partnership meant ("a committed relationship in which the partners consider themselves life partners, share a principal residence and are financially interdependent"); he wanted to know if the definition intended a sexual relationship. Asked by Professor Farel about the intent of his question, he replied "Well, the point is this, a contract based on a sexual consideration is unenforceable in North Carolina." He went on to inquire about the ten "possible criteria" for establishing a domestic partnership that had been listed as a footnote in the earlier "Statement to Faculty Council." How many of these criteria had to be filled in order to establish the relationship? Professor Farel replied that the "Statement," including the ten criteria, was intended, not as a formal policy, but with a sense of inclusion of all members of the University community. Definitions of domestic partnerships would vary according to different groups: the Carolina Club required a statement that the associate member be financially responsible; to qualify for health insurance, a different kind of definition would be required. It was not the intent of his committee to set out a universally applied legal definition.

Professor Link saw an additional difficulty: "If it's not a casual relationship, is there any requirement on the termination of the relationship by either separation or death that there be a division of assets between the former partners?" Professor Brown reiterated that different units would establish the criteria for qualification, depending upon the nature of the service requested. Professor Link read the comments submitted to him by a colleague: "We might think twice about approving a proposal that's unreasonably broad, that sanctions and provides benefits for parties who are in contravention of North Carolina criminal statutes, even though the statutes are archaic and stupid in my mind, that envisions support arrangements that are in all likelihood unenforceable, and that provides no real protection for cohabitants in the event of termination of partnership." The colleague was "outraged" at a policy that designated as a beneficiary a lover but not a brother or sister who was dependent upon and had lived with the deceased.

Professor Joe Ferrell (Institute of Government) thought the present forum inappropriate for investigating what are otherwise legitimate legal questions. He noted that a beneficiary of a life-insurance payment under the state retirement system was not subject to restriction but could be anyone. From a legal standpoint, he thought that "domicile" was the closest analogy to defining a domestic partnership, though even this is "a subjective state of mind." Nonetheless, even though such definitions are difficult, "the law is up to it usually."

Professor Jim Peacock (Anthropology) called for the question. Submitted to a voice vote, the three-part resolution passed.

B. Policy on Faculty Salaries: Jane D. Brown.

1. Resolution on Principles to Guide Action.

Professor Brown reintroduced the "Principles to Guide Action" on Faculty Salary Policy that had been reviewed and discussed at the previous meeting. The resolution (also attached) reads as follows:

The Faculty Council endorses the following principles as guides for determination of faculty salaries and urges the Chancellor to take appropriate action to implement them.

1. All salary decisions should be taken in accord with open, publicly stated criteria. Toward this end, every unit employing faculty should develop, with faculty consultation, a clearly stated and openly discussed statement of policy, including criteria and procedures for determining salaries.
2. These policies should be subject to regular review by the faculty of the units concerned.
3. Administrators should allocate resources to salaries based on equitable recognition of merit, including
 - A. both long- and short-term indicators of merit;
 - B. multiple criteria of merit (e.g., teaching, research and service); and
 - C. attention to actual salary levels, not only percentage amounts of increases.
4. Salary resources are appropriately used to remedy inequities resulting from:
 - A. changing market conditions;
 - B. inadequate funding;
 - C. discrimination;
 - D. compression due to the disparity between internal rates of increase and competing offers; and
 - E. inappropriate disparities arising from other sources.
5. Salaries may vary both within and among different academic fields in accord with prevailing market conditions where this is necessary to meet the mission of the

University. In their pursuit of academic excellence, administrators should weigh market demands against the importance of minimizing disparities to achieve academic community.

6. Where faculty also serve as administrators, administrative merit may be considered when determining that portion of their salary not attributable to their regular faculty duties. Funds that the State designates for faculty salary increases should not be used disproportionately to reward administrators.

There was a motion to adopt the resolutions and a second to the motion.

Professor Jack Boger (Law) reported that in a recent meeting of the faculty of the School of Law there had been a 19-0 vote in opposition to the proposed resolution. Although the faculty was concerned for equity in faculty salaries, there remain many departments in which there appear to be no difficulties in the setting of salaries. It seemed a mistake to impose a "one-fits-all policy" to what may be a "partial problem in some departments." In response to a question from Professor Brown, Professor Boger indicated that the response applied both to principles and mechanisms on salary policy. The faculty of the School of Law also feared "adverse consequences for collegiality" in the principles that might lead to the "politicization" of the faculty. He added, "Why not deal with the departments directly that have the most egregious problems through the Provost, the Chancellor, or some other body?"

Professor Carl Bose (Pediatrics) asked in what way the policies of the Law School are in variance with the principles of the resolution. Professor Boger answered that the "most heated response" had been more toward the proposed mechanisms of implementation than the principles themselves. The Law School was satisfied leaving decisions about salary to the present dean, as it had to her predecessors. Professor Rich Beckman (Journalism & Mass Communication) asked about salaries being tied to market conditions; he thought it "a dangerous connection to make." He questioned standards of hiring based upon those whereby "society" determined "the relative value of people and their professions." He also would welcome more time to discuss the principles with his colleagues before voting. Professor Peacock noted that a set of principles established by the American Association of University Professors in 1972 and revised in 1990 was "essentially the same as our first and second ones [of the resolution]." Therefore, a kind of "shoe-fits-all" policy had been promoted by a national body.

Professor Link asked about how such a market ("changing market conditions") was determined. "There is no undifferentiated market. Is it professors in general, is it professors by discipline, is it women, is it minority hires?" In his School, the only objection about salaries that he knew of regarded an opinion voiced by one colleague that someone else's salary should be higher. "So, if it ain't broke, why fix it?"

Professor Farel supported the principles as a "general goal of openness." He was concerned, however, about the level of support from the community. "I don't think there are very many deans who support either the principles wholeheartedly or the mechanisms." These deans had not been part of the process of formulation. The Faculty Council was acting, not out of legislative power, but moral weight. One dean has indicated that he would ignore principles and mechanisms if they were not "absolutely imposed," and if they were imposed by the Chancellor they would remain a mere "shell." He thought that "we need to involve the Deans and Vice Chancellors more in conversation about both the principles and the mechanisms."

Provost Richardson then summarized a statement in four parts that had been unanimously adopted by Deans and Directors of Academic Affairs on November 9 and forwarded to him. They requested that the Provost communicate to the Council their support of a consultative process determining faculty salaries with appropriate appeal mechanisms; they requested further consultation and discussion between those with experience in setting salaries and faculty representatives before adoption of the mechanisms; they asked for the appointment of a task force to continue that consultative process; and they invited all academic units to discuss the proposed mechanisms and express their response prior to action by the Council.

Professor Jack Evans (Business) recalled the creation of a committee [co-chaired by himself] two years ago to discuss issues similar to the ones leading to the present proposals. He had requested and received, however, a more narrow charge. He wanted to concentrate on gathering background information, and he was reluctant to establish University-wide policy or mechanisms. I supported the idea of involving people in the establishment of mechanisms who have experience in setting salaries as well as others on the "receiving end of those decisions." He thought similar mechanisms from other universities worked effectively at the unit level rather than the "aggregate level."

Professor Calhoun was puzzled by two issues being discussed. He thought the Deans and Directors of Academic Affairs were being "disingenuous to some extent." These issues have been discussed widely over several months. The Evans-Miller Report had been circulated to all Deans and Directors to provide them with information. The issues of salary policy had also been brought to some of the deans as a voluntary effort by many faculty members. He failed to understand the problem in terms of lack of consultation. He was also puzzled by the objection to the principles -- less so to the mechanisms. He thought it important for the University to function as an intellectual community with shared goals and standards; he wondered what was problematic about the principles. He repeated the question of Professor Bose to Professor Boger: "What are the provisions in the Statement of Principles that would hamstring the Law School or any other unit in its operations?"

Professor Boger responded that his colleagues in the Law School saw the mechanisms of implementation as deriving directly from the principles -- both with regard to creating faculty committees to oversee the deans and unit heads, as well as the application of market forces in determining salaries. The principles made up "the first step in the door toward a set of mechanisms with which we might seriously disagree." Professor Henry Hsiao (Biomedical Engineering) had a concern about recruitment of new faculty and the necessity for doing so. "Now, if we need to pay those guys more, does that mean the entire department's salary should be raised? If you recruit less, does that mean your entire department's salary should be decreased?" Professor David Pike (Germanic Languages) wished to turn the question around: "Does building a better University [by hiring from outside] require gouging the people who are already here?" Should the good faculty already here have to "mortgage their financial futures" in order to hire new faculty at market rates?

Professor Sue Estroff (Social Medicine) saw the issue as a "consultative process among professional colleagues." It was not a critique of any dean or department chair but the establishment of a clearly articulated policy called for by the Chancellor. She saw an analogy between this issue and those who might contend that, because there was no problem of racism and integration in a given unit, there should be no policy on racism and integration in general. "We are a community. And these principles are broad principles of consultation and participation." Professor Bill Smith (Mathematics) thought the first two principles dealing with openly and publicly stated criteria for salary policy were wise. The other four deal with matters that "administrators and faculty will discuss and debate and talk about and reason about." Professor Pamela Conover (Political Science) also saw the principles as embodying an "ethical, moral force" on behalf of the community. She called for the question.

The Council then voted 42-14 to terminate discussion and vote. The motion for adoption of the "Principles to Guide Action" then passed on a voice vote.

Professor Farel added a concern that the fifth principle calling for "pursuit of academic excellence" did not make explicit enough the need for racial and ethnic diversity in the faculty as part of that excellence. "We all know that to hire an African American professor at UNC in most fields will require more money than to hire a Caucasian with comparable credentials. And many of us feel that that's a legitimate use of salary resources." Professor Debra Shapiro (Business School) thought the fifth principle implied Professor Farel's idea. Professor Farel was satisfied that the issue had now been made part of the record.

2. Draft of Resolution on Mechanisms to Implement Principles (attached).

Professor Brown indicated that "Mechanisms to Implement Salary Principles" had been circulated as a working draft. No vote was to be taken on the mechanisms at this meeting, but, now

that the "Principles to Guide Action" had been adopted, she wished for reactions and comment about the implementing mechanisms from the floor.

Professor Ferrell was not sure if the mechanisms had been available to faculty outside the Council, and he had no way of knowing the reactions of his colleagues. He suggested postponing any vote until the matter could be discussed at the departmental level. Professor Brown reminded the Council members that they represented divisions within the faculty. "So I think it would be your responsibility to make sure that the departments in your divisions are talking about these policies, and the mechanisms." Professor Smith inquired about the proposal to create a new or existing elective committee of the General Faculty to represent the interests of the faculty as a whole in matters relating to salaries.

Professor Brown reviewed the mechanisms proposed. The first paragraph proposes a pan-University committee, and the Chancellor's Advisory Committee may be "the most likely candidate for this task." It would look at aggregate-level data across the University. It would also perform the external comparison of salaries with peer institutions. The first recommendation calls for a unit-level review at the departmental level to determine salary policies for that unit. These policies would be subject to review "every couple of years." (If these deliberations called for the chair to continue unilaterally to set salaries, that would be acceptable.) The second mechanism calls for a committee at the "school level." This body would look at "aggregate-level data, saying, 'How are we doing across the units within the school? How are resources being allocated? Do the units have policies that are working? Are there problems in distribution?'" It could flag problems like compression. The third mechanism allows that "school level" committee to review the policies of the units and report back to the department heads; it also allows individuals with grievances to present to the committee policies that they regard as not working well.

The fourth mechanism recognizes that the Faculty Grievance Committee will continue to review grievances dealing with individual salaries. The fifth mandates that data are necessary for these committees to function, and the Office of Institutional Research is already putting structures in place to collect such data. The final mechanism says that the implementation of salary policies should make up part of the periodic review of dean, chairs, and other heads. All the mechanisms are provisional, and, after a two-year trial period, their value and effectiveness would again be reviewed by the Council.

Professor Bose believed that the adoption of the principles signaled a "shift in governance" to the units. The Council, however, enjoys only a moral weight and can only recommend change. He thought the principles would have greatest success only if we work "with the governors as the governed and fabricate change with their advice and consent and work together with them to develop change." He thought the Executive Committee "may have erred a bit in not involving people who are aligned with administration more closely along this road." Professor Bullard believed strongly that the principles needed formal mechanisms. The faculty needs a greater voice and to express its will in a "creative tension" with the administration -- "and emphasis on 'creative' there." Professor Barry Lentz (Biochemistry & Biophysics) disagreed. He thought that the mechanisms created too many committees and set up a "legalistic administrative structure where we administer to the administrators how they should be administering to us. It's just too much." In response to Professor Brown's question about the right number of committees, Professor Lentz saw the value of committees at the departmental level only.

Professor Madeline Levine (Slavic Languages) recalled her years as Chair of her Department. The mechanisms creating the "school-level" committee (numbers 2 and 3) she thought "couldn't possibly work." Because there is rarely enough money allocated for raises, the chair tries to solve one problem in one year and postpone another to the next. But such decisions are always difficult. "And I also can't understand how I could get a committee which did not know my department to understand whether or not it was appropriate to throw lots of money to raise a low-paid salary member this year and to ignore a major publication from some one else, how they could believe in me unless they investigated my decision and they re-ran the whole thing -- not knowing my field, not knowing the individuals."

Professor Beckman questioned how a review committee could examine all the student evaluations, every vita in the department, every note submitted to the dean from complaining students, every class missed by a professor. The dean may have that information. Professor Brown replied that in departments like Math and others a committee already undertakes just such a comprehensive review. Professor Steve Leonard (Political Science) was bothered by the absence of faith in the capacity of our administrative colleagues to make good arguments defending their decisions regarding salaries. If such decisions are not defensible, perhaps they are questionable. To conduct our business as a University we have to believe that good judgments by a committee can be made about salary-making decisions.

Professor Miles Fletcher (History) had himself been elected chair of a departmental review committee. He noted the amount of work involved but thought it worthwhile to foster communication and get more equity into the process. He appreciated Professor Levine's concern about having a unit-committee review all the nuances of decision-making, especially when salary increases are so small. He concluded, "Unit-wide committees might not be the perfect solution, but I don't know of any alternatives."

Professor Farel noted the different cultures that have evolved in different units, each with its own set of principles. "What I would like to see is not imposed mechanisms, [but] to trust our colleagues to come up with a set of mechanisms that suits their unit, and then to come back and see in two years whether or not what has developed from that unit really meets the principles."

Professor Brown suggested that the Council accept the offer of the Deans and Directors in Academic Affairs brought by Provost Richardson but include in the review the Division of Health Affairs as well. She proposed that the Executive Committee of the Faculty Council engage in a dialogue with administrators and others who have been setting salaries and then return with a revised list of mechanisms. Professor Estroff emphasized the importance of discussion at individual departments, putting the principles and the proposed mechanisms in the mail boxes of all our colleagues. Provost Richardson said that the chairs have never received an official mailing of these documents, and they, too, need to be brought into the dialogue. Professor Laurel Fries (Health Policy & Administration) urged that chairs be formally mailed the documents under consideration. Professor Brown answered that the chairs should now all have copies.

V. Special Report and Resolution of Committee on University Government to extend Faculty Council voting and office-holding privileges to Full-time Lecturers and Lecturer-Equivalents, first reading and vote: Joseph S. Ferrell, Chair.

Professor Brown, noting the lateness of the hour, postponed the first reading of the resolution until the December meeting.

VI. Annual Reports on Standing Committees:

A. Research: Michael T. Crimmins, Chair.

Because Professor Crimmins was not present, nor other members of the Committee, Professor Brown, in response to an inquiry from Professor Bachenheimer, deferred the report to December.

B. Catalog: Clifton B. Metcalf, Chair.

The report was received without question.

C. Instructional Personnel: Richard J. Richardson, Chair.

The report was received without question.

D. Athletics: Frederick O. Mueller, Chair.

Professor Link had several questions for Professor Mueller in response to the "Resolution Concerning the Location and Number of Faculty Seats in the Smith Center and in Kenan Stadium

and Other Related Issues." These issues were taken up by the Council last year and referred to the Committee on Athletics for consideration. Professor Link thought that the Committee had not been "fully responsive." He referred to the report of the Committee that the number of seats that are given back to the Educational Foundation to solicit new donors was "very small" and wanted exact figures about the number of those seats. Professor Mueller did not have the exact number. Nor did Professor Mueller know if the figures were an "annual figure." Professor Link then pointed to the reference to the 18 persons (faculty-staff) who were moved in their seating assignments from the lower to the upper level of the Smith Center as a result of the new formula that took effect last year. He wanted to know how many younger faculty had been moved. Professor Mueller did not have that information.

The earlier resolution had called upon the Committee to consider "creative ways in which to improve the existing ticket situation," including a division of the ticket-pool into thirds, but the Committee had found that the plan "would not alleviate the problem." Professor Link wondered why it would not, and Professor Mueller replied that it would create an "administrative nightmare" and people would still complain about allocation of seats and about the games assigned to them. In response to Professor Link's question about reduction of cost of seats for faculty-staff beyond the 20% based upon a ruling of the Internal Revenue Service and reducing costs for those assigned to the upper tier, Professor Mueller answered, "We didn't discuss with the Athletic Department the price range for particular tickets. The question you asked [last year] was about the 20% discount. The faculty and staff do receive a 20% discount." Professor Link inquired about the Committee's statement that in Kenan Stadium there had been "no deterioration in the location or number of faculty-staff seats." His anecdotal evidence indicated that some faculty had been moved to less desirable seats. Professor Mueller said that the number of faculty requesting football seats had "decreased greatly over the years: only 1300 faculty-staff requested seats this year." Professor Link wondered why and Professor Mueller did not know the reason.

VII. Old or New Business.

A. Graduate School Reorganization and Graduate Education at UNC: Craig J. Calhoun, Interim Dean, The Graduate School.

Because of the lateness of the hour, the report was not discussed, although it was available at the meeting.

Closed Session

VIII. Presentation of Candidates for Distinguished Alumnus(a) Awards for 1996 University Day: Beverly W. Long, Chair, Committee on Honorary Degrees and Special Awards.

Professor Long presented the names of five persons recommended by the Committee on Honorary Degrees and Special Awards and read short biographical sketches of each. The nominees were approved by the Council.

The Council adjourned at 5:15 p.m.

George S. Lensing
Secretary of the Faculty

Attachments:

Resolution on Faculty Salary Policy (Principles to Guide Action)
Draft of Mechanisms to Implement Salary Principles

**Actions of the Council
1995-96**

<u>Date</u>	<u>Action</u>	<u>Destination</u>
September 8, 1995	Resolution of Recognition and Gratitude for Walter Royal Davis.	To Walter Royal Davis.
October 13, 1995	Second reading on amendment to Faculty Code of University Government: Section IV.B. (1)(b) (Educational Policy Committee). To act as council of advice to University Registrar and to add two students to membership.	--
November 10, 1995	Resolution supporting extension of employment benefits to domestic partnerships, urging administrators to seek health-insurance benefits for domestic partners, and charging Faculty Assembly representatives to work toward adoption of a domestic partners benefits-policy statement.	To Chancellor Hooker, Interim Provost Richardson, Vice Chancellors, Deans, and Chair of Faculty Assembly delegation, Professor Jane Brown.
	"Principles to Guide Action" [in five parts] on determining salary policy.	To Deans, Directors, and Department Heads.

Stamatis Cambanis

1943 - 1995

A Memorial Presented

To the Faculty Council of the

University of North Carolina at Chapel Hill

November 10, 1995

Chapel Hill, North Carolina

STAMATIS CAMBANIS: 1943-1995

Stamatis Cambanis was born on July 8, 1943 in Athens, Greece and died in Chapel Hill on April 12, 1995 after an extraordinarily courageous battle with cancer. After his early school education, he entered the National Technical University of Athens in 1961 from where he received his B.S. degree in electrical and mechanical engineering. Like many talented and aspiring young men and women from all over the world, Stamatis came to the United States, and entered Princeton University for his doctoral studies in 1966. It was in Princeton that Stamatis first became interested in stochastic processes and in the mathematical investigation of random phenomena underlying many practical problems of electrical engineering. He was awarded the Ph.D. degree from the Department of Electrical Engineering in 1969. His dissertation, on series and integral representations of harmonizable processes may be regarded as his first contribution to the theory of random processes. Soon after, Stamatis joined the Department of Statistics at the University of North Carolina at Chapel Hill in a postdoctoral capacity to develop communication theory as a part of the graduate curriculum. He became a permanent member of the faculty in 1971 and was promoted to full professor in 1981.

From 1986 - 93 Stamatis served with distinction as department chairman. His genuine desire to be helpful to students and colleagues alike, his infinite patience in attending to administrative details and his almost inexhaustible energy won the admiration and respect of his colleagues. He was, in my opinion, one of the most effective chairmen the department has ever had.

Stamatis's attitude to research and scholarship can best be seen in the broad spectrum of his scientific interests. He became more and more involved in the fundamental problems in the areas of probability theory and stochastic processes. Perhaps he will be best remembered for his seminal work, presented in a series of papers, on stable processes. These processes have stable distributions with index $0 < \alpha \leq 2$. ($\alpha = 2$ is the Gaussian case.) The non-Gaussian stable distributions have heavier tails than the Gaussian process and have been studied intensively in recent years, largely due to the pioneering work by Stamatis and his co-workers.

Stamatis's theoretical research in other areas of stochastic processes is equally significant. He obtained new representations for general second order processes, valid over finite or

infinite intervals generalizing the well known Karhunen-Kosambi-Loève representation. He then applied these representations to linear mean-square filtering.

Although his work on stable processes and his recent interest in wavelet theory had become his major preoccupations in recent years, Stamatīs never lost sight of the need to relate his work to engineering and statistical applications. His contributions in these areas were no less important. In particular, his work on sampling designs has many applications to detection of deterministic signals in noise, filtering and the estimation of regression coefficients. His publications include 75 papers and the editorship of three books.

Stamatīs was a gifted teacher. In the relatively brief span of a little over 20 years as professor, he supervised eleven Ph.D. students. He was extremely conscientious in his role as a thesis advisor, often working with his Ph.D. students well into the late evening hours.

Stamatīs was one of the founders and administrators of the Center for Stochastic Processes in the Department of Statistics, which was established in 1981. The Center which was supported by AFOSR and later jointly by AFOSR and ARO soon acquired national and international prominence for research in diverse areas of stochastic processes carried out by visitors from all over the world. Among these visitors were many whose interactions with Stamatīs produced some of his most influential work on stable processes. Stamatīs deserves a large share of the credit for adding to the national reputation of the department through the activities of the Center.

Despite the heavy demands on his time, Stamatīs did not spare himself in his service to the scientific profession. For many years he was a member of the editorial board of *SIAM Journal of Applied Mathematics*. From 1983 to 1986 he served as the Associate Editor for Stochastic Processes of the *IEEE Transactions on Information Theory*. From 1990 until a few months before the end, he was a member of the editorial boards of *Advances in Applied Probability* and *Journal of Applied Probability*. As a Trustee and Executive Committee member he played an important part in the founding of the National Institute of Statistical Sciences in the Research Triangle Park.

Stamatīs won many professional honors. He was elected Fellow of the IMS in 1984, of the IEEE in 1989 and member of the International Statistical Institute in 1991. In

recognition of his professional accomplishments, the University of Athens awarded him an Honorary Doctorate in 1987.

In December 1993 Stamatis underwent surgery. In the year that followed, inbetween the intermittent treatments, he maintained a full schedule of departmental and professional activities. He played a major part in organizing the IMS-Bernoulli World Congress held at Chapel Hill in June 1994. Until almost the very end, when he had grown too weak to come to the office, Stamatis continued to take a keen interest in the affairs of the department. His colleagues, friends and visitors would gather around him in his home in the late afternoons. Throughout it all, as he had always been, Stamatis was his cheerful, charming self.

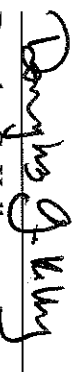
We mourn his loss and shall always cherish his memory. Those who knew Stamatis will never forget his joy of life, his engaging smile and sense of humour and, more than everything, that rare quality, his goodness which made him see only the good in others.

Stamatis is survived by his wife Miranda, his childhood sweetheart whom he married in 1967. They have two sons, Alexis, a medical student at the University of Pennsylvania and Thanassis, a senior at UNC.



Gopinath Kaliampur

Alumni Distinguished Professor



Douglas G. Kelly

Chairman, Statistics

November 10, 1995

**A Resolution Concerning Domestic Partners
for Consideration by the Faculty Council
of the University of North Carolina at Chapel Hill**

Whereas the Faculty Council at its October 13, 1995 meeting, received a statement from a joint *ad hoc* committee of the Executive Committee of the Faculty Council and the Employee Forum urging the extending of those benefits currently enjoyed by spouses of employees, to domestic partners of employees, and

Whereas the Faculty Committee on Welfare takes as part of its mandate the expansion and improvement of benefits available to faculty members, and the promotion of community within the University,

Therefore be it resolved that:

- 1) The Faculty Council support the Statement on Extending Employment Benefits to Domestic Partnerships, and
- 2) The Faculty Council urge the Chancellor, Provost, Vice-Chancellors and Deans to convey to their colleagues in General Administration, the importance the Faculty place on seeking modification of state policy so as to extend to domestic partners of employees, those benefits currently enjoyed by spouses of employees in the area of health insurance, and
- 3) The Faculty Council charge its representatives to the Faculty Assembly to work towards adoption of a domestic partners benefits policy statement.

October 13, 1995

11 September, 1995

Statement to Faculty Council on Extending Employment Benefits to Domestic Partnerships

A domestic partnership is a committed relationship in which the partners consider themselves life partners, share a principal residence and are financially interdependent¹. Neither of the partners is married to someone else, both are over eighteen (18) years of age, both are mentally competent to sign a contract, and they are not related by blood to a degree of closeness that would prohibit legal marriage in North Carolina.

In recent years, the Employee Forum, Student Government, and Faculty Council have all devoted considerable attention and effort in order to ensure that no member of the university community feel excluded or disenfranchised. Chancellor's Policies prohibit discrimination on the basis of gender, race, ethnicity, or sexual orientation. These policies, coupled with recognition of the importance of diversity in fulfilling the university's mission of teaching, scholarship, and service, have gone far to extend the feeling of community. The university manifests its commitment to diversity through its curriculum (e.g., Afro-American Studies, Women's Studies) and other programs (e.g., Bridges, Sonia Haynes Stone Black Cultural Center, Upward Bound).

One segment of the university community that has not enjoyed full recognition and benefits includes individuals who have formed domestic partnerships that, despite being non traditional, are enduring. These individuals, when employed by the university, do not receive benefits equal to those enjoyed by married employees. As a matter of both law and conscience, all employees should have equal access to employment benefits. Consequently, Professor Jane Brown, Chair of the Faculty, formed an ad hoc committee consisting of Linda Cook, Paul Farel, Laura Gasaway, and Peter Schledorn to examine the extension of benefits, previously reserved for married couples, to domestic partners.

In seeking to provide benefits to domestic partners, UNC-CH can look to universities (e.g., Duke University, Princeton University, Southern Illinois University, University of North Dakota, University of Illinois, University of Pennsylvania, University of Washington, Seattle) and private companies (e.g., Kaiser Permanente, RJR Nabisco, SASS, RTI, IBM) that have already done so. The description of a domestic partnership suggested by the committee is based on that used by these and other institutions.

¹ Possible criteria for establishing financial interdependence:

1. Domestic partner registration with a municipal government
2. Joint mortgage, deed or lease,
3. Notarized agreement pertaining to the financial arrangements of the partnership
4. Designation of domestic partner as beneficiary for life insurance,
5. Designation of domestic partner as beneficiary for retirement contract,
6. Designation of domestic partner as primary beneficiary in employee's will
7. Joint ownership of a motor vehicle,
8. Joint checking account or SECU account,
9. Joint credit account,
10. Health care proxy.

MEETING OF THE GENERAL FACULTY AND FACULTY COUNCIL

Friday, November 10, 1995, 3:00 p.m.

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

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

AGENDA

Open Session

- I. Memorial Resolution for the late Stamatis Cambaris: Gopinath Kallianpur, Chair, Memorial Committee.
- II. Chancellor Hooker's remarks: questions or comments on any subject will be invited.
- III. Chair of the Faculty Jane D. Brown (including report on the Faculty Assembly).
- IV. Reports from Executive Committee of the Faculty Council:
 - * A. Resolution Concerning Domestic Partners: Steven Bachenheimer, Chair, Faculty Welfare Committee.
 - B. Policy on Faculty Salaries: Jane D. Brown.
 - * 1. Resolution on Principles to Guide Action.
 - * 2. Draft of Resolution on Mechanisms to Implement Principles.
- * V. Special Report and Resolution of Committee on University Government: Amending The Faculty Code of University Government to extend Faculty Council voting and office-holding privileges to Full-time Lecturers and Lecturer-Equivalents, first reading and vote: Joseph S. Ferrell, Chair.
- VI. Annual Reports of Standing Committees:¹
 - * A. Research: Michael T. Crimmins, Chair.
 - * B. Catalog: Clifton B. Metcalf, Chair.
 - * C. Instructional Personnel: Richard J. Richardson, Chair.
 - * D. Athletics: Frederick O. Mueller, Chair.
- VII. Old or New Business.

Closed Session

- VIII. Presentation of Candidates for Distinguished Alumnus(a) Awards for 1996 University Day: Beverly W. Long, Chair, Committee on Honorary Degrees and Special Awards.

The folders for the candidates for Distinguished Alumnus(a) Awards are available for perusal by interested Council members in 203 Carr Building.

George S. Lensing
Secretary of the Faculty

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

1 These reports are being circulated and will not be discussed formally unless members of the Council have questions.

THE DUE DATE FOR THE NEXT MEETING OF THE AGENDA COMMITTEE IS OCTOBER 27.

COUNCIL MEMBERS: PLEASE REMEMBER TO SIGN THE ROLL AND FIND YOUR NAME TAG ON ONE OF THE SEATS IN THE FIRST SEVERAL ROWS.

November 10, 1995

RESOLUTION ON FACULTY SALARY POLICY

BACKGROUND

The setting of faculty salaries is crucial to the maintenance of academic excellence as well as a matter of ethical, symbolic and material importance in the University. It is, therefore, a legitimate concern of the whole faculty as part of its dual responsibilities for self-governance within the university and accountability to the citizens of North Carolina outside the university. Since the early 1970's, the *American Association of University Professors* has called for university-wide salary policies, and recently, the *Southern Association of Colleges and Schools* reaccreditation self-study has raised specific questions about the way salary allocations are handled at UNC. Before this, a number of UNC faculty groups had also brought forward a variety of issues regarding allocations of salary funds among units and among individual faculty at the *University of North Carolina at Chapel Hill*. These issues were investigated by a committee appointed by the *Executive Committee of the Faculty Council* and chaired by Professors John P. Evans and C. Arden Miller. Taken together, these inquiries reveal the need for clear principles to guide salary allocations. They also call for mechanisms that put these principles into practice. Accordingly, the *Executive Committee of the Faculty Council* has formulated the following statement of principles that it is now submitting to *Faculty Council* for its endorsement.

PRINCIPLES TO GUIDE ACTION

The *Faculty Council* endorses the following principles as guides for determination of faculty salaries and urges the Chancellor to take appropriate action to implement them.

1. All salary decisions should be taken in accord with open, publicly stated criteria. Toward this end, every unit employing faculty should develop, with faculty consultation, a clearly stated and openly discussed statement of policy, including criteria and procedures for determining salaries.
2. These policies should be subject to regular review by the faculty of the units concerned.
3. Administrators should allocate resources to salaries based on equitable recognition of merit, including
 - A. both long- and short-term indicators of merit;
 - B. multiple criteria of merit (e.g. teaching, research and service); and
 - C. attention to actual salary levels, not only percentage amounts of increases.
4. Salary resources are appropriately used to remedy inequities resulting from:
 - A. changing market conditions;
 - B. inadequate funding;
 - C. discrimination;
 - D. compression due to the disparity between internal rates of increase and competing offers; and
 - E. inappropriate disparities arising from other sources
5. Salaries may vary both within and among different academic fields in accord with prevailing market conditions where this is necessary to meet the mission of the University. In their pursuit of academic excellence, administrators should weigh market demands against the importance of minimizing disparities to achieve academic community.
6. Where faculty also serve as administrators, administrative merit may be considered when determining that portion of their salary not attributable to their regular faculty duties. Funds that the State designates for faculty salary increases should not be used disproportionately to reward administrators.

November 10, 1995

SPECIAL REPORT OF THE COMMITTEE ON UNIVERSITY GOVERNMENT

Voting Privileges for Fixed-Term Faculty

In the spring of 1994 the Chairman of the Faculty, on behalf of the Executive Committee of the Faculty Council, asked the Committee on University Government to consider whether full faculty governance privileges should be extended to fixed-term faculty. We reported to the Faculty Council in December 1994 that our preliminary inquiries and discussion made us reluctant to proceed further with this matter without guidance from the Council. Subsequently, on April 12, 1995, the Executive Committee of the Faculty Council adopted a resolution that reads in pertinent part as follows:

Full-time fixed-term faculty after at least two years of continuous full-time service should be granted status as voting members of the general faculty for purposes of representation on Faculty Council and committees of the Council.

The Executive Committee did not suggest how this policy should be accomplished.

The Committee on University Government has developed a workable proposal that will accomplish the policy objective of the Executive Committee's resolution. We express no opinion on the merits. As specified in the charge, we have confined our proposal to the Faculty Council and ad hoc committees established by Council action. Our proposal does not affect selection of standing committees of the General Faculty established by the *Faculty Code of University Government*. Neither does it affect voting privileges within individual schools and departments.

Currently the Faculty Code defines the term "Voting Faculty" as including only persons holding tenure-track appointments and librarians. The Committee on University Government has interpreted this feature of the Code as restricting eligibility for service on committees of the General Faculty to persons eligible to vote in faculty elections. The Code itself does not count fixed-term faculty in establishing the number of Council members allocated to the various voting divisions, and fixed-term faculty are not eligible to vote for or serve on the Council.

Section 2(b) of the *Trustee Policies and Regulations Governing Academic Tenure* establishes the faculty ranks to which academic appointments may be made and the incidents of academic tenure that attach to each authorized rank. With respect to fixed-term appointments, the regulations provide, in pertinent part, as follows

...Appointments may be made to fixed-term faculty ranks with the title designations "Lecturer," Artist in Residence," "Writer in Residence," and any of the faculty rank designations provided in paragraphs (1) through (4) of this subdivision [*i.e.*, instructor, assistant professor, associate professor, or professor] with the prefix-qualifier "Adjunct," "Clinical," or "Research," ... Such an appointment, utilizing any of the foregoing title designations, is appropriate for one who possesses unusual qualifications for teaching, research, academic administration, or public service from an academic base, but for whom none of the professorial ranks nor the instructor rank is appropriate because of limited duration of the mission for which appointed, or because of concern for continued availability of special funding for the position, or for other valid institutional reasons. ...

All appointing units operate under this fundamental description. It would be a mistake, however, to assume that there are uniform institutional policies regulating the circumstances under which fixed-term appointments may be made or that there are uniform procedures for evaluating the qualifications of persons appointed to those positions. The "valid institutional reasons" that lie behind decisions to make fixed-term faculty appointments vary from case to case and from unit to unit, as do the descriptive titles employed. Furthermore, the administrative review procedures for fixed-term faculty appointments differ not only from those employed for tenure-track appointments but also according to whether the appointment originates in the Division of Academic Affairs or the Division of Health Affairs. In the Division of Academic Affairs full-time fixed-term appointments of more than one year duration and all renewals of such appointments are reviewed by the appropriate subcommittees of the Committee on Instructional Personnel. In the Division of Health Affairs, the Health Sciences Advisory Committee reviews all initial fixed-term appointments of one year or more that involve at least 50% effort and any renewal of such appointments at a "higher rank," meaning with a prefix qualifier higher than the current one. Renewals at the same rank are not reviewed by the Committee. In neither division are fixed-term appointments reviewed by the Advisory Committee.

* * * * *

The following is a section by section explanation of the proposal.

Section 1 retains the existing portion of the *Code* that defines the members of the Voting Faculty with the addition of an exception that points to the changes proposed in the subsequent sections. The *Code* governs selection of a number of standing committees of the General Faculty as well as the Faculty Council. It also contains detailed provisions that govern the internal affairs of the College of Arts and Sciences and a few provisions that affect the professional schools. Section 1 makes no change in the basic definition of Voting Faculty and therefore does not make fixed-term faculty eligible to vote for or serve on committees of the General Faculty established by the *Code*, nor does it alter the current rights of faculty to participate in the internal affairs of individual schools and departments.

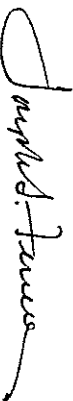
Section 2 adds a new Section II.D.(2.1) to the *Code* applicable only to election of the Faculty Council. The new section qualifies full-time fixed-term faculty who meet minimum requirements as to length of service and whose duties are primarily teaching or research. Visiting faculty are not included, nor are persons in SPA or EPA non-faculty positions whose duties are primarily administrative but who may also hold fixed-term faculty appointments. These persons are appropriately represented by the Employee Forum and are, we believe, active in Forum affairs in many cases. It also excludes persons whose work for the University is less than full time, and persons whose appointments are expected to be or have been of less than three years' duration. Our charge from the Executive Committee suggests that fixed-term faculty should gain the franchise "after at least two years of continuous full-time service." We have modified that somewhat to include fixed-term faculty who are initially appointed to a term of three years or more, and those whose appointments are renewed after serving one or two immediately prior terms that total two years. This fulfills the underlying objective of restricting the franchise to

those full-time fixed-term faculty whose commitment to the University is more than temporary and will be relatively easy to administer.

Section 3 integrates fixed-term faculty into the existing structure of the Faculty Council in a way that requires the least change in related issues such as the size of the Council and apportionment by faculty rank. The existing academic ranks having Voting Faculty status are instructor, assistant professor, associate professor, and professor and the corresponding ranks for librarians. These existing ranks are now used as the basis of apportioning Council members among the electoral divisions. (The *Code* does not actually specify instructors as a separate rank, but we believe this to have been an oversight. In practice, instructors have been counted among the assistant professor rank.) We propose to add "lecturer (or its equivalent)" to the list. The existing provisions of the *Code* direct that in each electoral division any rank having fewer than twenty-five Voting Faculty members (or major fraction thereof) is combined with the least numerous adjacent rank in that electoral division for representational purposes. The effect of Section 3 will be in most cases that the lecturer rank will be combined with instructors and assistant professors. Although we lack information to make a precise prediction, we believe that only the School of Medicine is likely to have enough fixed-term faculty who meet the definition established in Section 2.1 to justify a separate seat for that rank in combination with instructors.

Section 4 makes this change effective for Faculty Council elections conducted in January 1997 for the 1997-98 academic year. Even though it is technically possible to complete General Faculty action on this *Code* amendment during the 1995 calendar year, we do not believe there would be time to identify eligible fixed-term faculty before the 1996 election process begins in January.

COMMITTEE ON UNIVERSITY GOVERNMENT



Joseph S. Ferrell, Chair

Laurel A. Files

Harry Gooder

George Lensing, ex officio

Janet Mason

Royce W. Murray

Jack M. Sasson

William W. Smith

A RESOLUTION AMENDING THE FACULTY CODE OF UNIVERSITY
GOVERNMENT TO EXTEND VOTING AND OFFICE-HOLDING PRIVILEGES
FOR THE FACULTY COUNCIL TO FULL-TIME LECTURERS AND EQUIVALENT
RANKS.

Be it resolved by the General Faculty:

Section 1. Section I.D. of the Faculty Code is rewritten to read:

I.D. Voting and Office-Holding

Except as otherwise provided in this Code, the right to vote for and hold offices established by the Code is limited to ~~M~~members holding faculty ranks of Professor, Associate Professor, Assistant Professor, and Instructor and those librarians who are members of the General Faculty. ~~have the right to vote.~~

Section 2. Section II.D. of the Faculty Code is amended by inserting a new paragraph as follows:

- 2.1) For purposes of serving on the Faculty Council and voting for its members, the Voting Faculty also includes members of the General Faculty holding the rank of lecturer or one of the lecturer-equivalent ranks whose positions satisfy the following criteria:
- a) The position is for full-time service and is not a visiting appointment; and
 - b) The duties of the position are primarily teaching, research, or both; and
 - c) The actual or anticipated length of service in the position is at least three years.
- This criterion is satisfied if (i) the current term of appointment is for three years or more, or (ii) the appointment is a renewal appointment to the same position and the combined length of the current term and the immediately preceding terms is three years or more

Section 2. Section II.B.(4) of the Faculty Code is rewritten to read:

- (4) The elected members of the Council shall be chosen by and from the electoral divisions defined in subsection 5, on the basis of one representative of each ~~professerial rank for each of the ranks of lecturer (or its equivalent), instructor, assistant professor, associate professor, and professor for each twenty-five faculty members or major fraction thereof of the same rank in the respective divisions. If there are too few faculty members in a given rank to qualify for at least one representative, that rank shall be combined with the least numerous adjacent rank for purposes of computing representation and electing representatives. Representation is determined by the composition of the electoral division at the beginning of the fall semester of the academic year in which the election is held.~~

Section 3. This amendment shall become effective for elections conducted for the 1997-98 academic year.

November 10, 1995
Faculty Committee on Research
(Appointive Committee, Chancellor)
Annual Report

Prepared by: Michael T. Crimmins, Chair

The function of the Faculty Committee on Research is to provide advice to the University's administration and the Faculty Council on matters of University policy and its implementation that have impact on research conducted by members of the University community. The Committee is composed of nine faculty members, appointed by the Chancellor, serving staggered three year terms. The Committee generally meets monthly from September through May.

Members: Michael Caplow (1995-97); Michael T. Crimmins (1993-95), Chair; Cora-Jean S. Edgett (1994-96); James Gallagher (1994-96); Kerry Kilpatrick (1993-95); Clayton Koelb (1995-97); Donald Lysle (1995-97); Patricia Pukkila (1995-95); Mark Reed (1995-96). Members leaving the committee during the past year: None.

Report of Annual Activities

The Committee is currently part of a Research Advisory Committee for the Vice Chancellor for Research and Graduate Studies, Professor Thomas J. Meyer. That Committee meets monthly to discuss issues relevant to the research enterprise, e.g. new research, technology transfer, improvement of University services such as Research Services, Development, Contracts and Grants, etc.

The Committee on Research has met only once since the last report was issued last spring. During that meeting, a discussion of the purpose and the charge of the Committee resulted in a consensus to pursue discussions on the issue of teaching and research. In particular, the Committee intends to look into possible ways to evaluate the mentoring activities which research faculty undertake during their research activities. Methods for the evaluation of this teaching will be discussed.

Response to Previous Faculty Council questions or recommendations:

None

Recommendations to Faculty Council

None

November 10, 1995
Catalog Committee
Committee appointed by the Chancellor
Annual Report

Members: Clifton B. Metcalf, chair; Richard J. Beckman, Linda Fisher, Jane Gabin, Bobbi Owen, Robert C. Kanoy, James L. Murphy, Ellen K. Smith.
Members leaving committee during past year: Thomas F. Koonce, Wendy Sarratt.

Meetings during past year: 1-10-95; 2-7-95; 9-13-95; 10-19-95.

Report prepared by: Clifton B. Metcalf, chair, with review by committee.

Committee charge: The Catalog Committee advises the offices of Publications Services and Design Services on the production and distribution of catalogs comprising the University Record and publications used to recruit students.

Previous Faculty Council questions or charges:

1. To present information about the catalog production costs. Information on catalog produced from 1990 to 1994 is enclosed.
2. To examine ways to reduce the number of catalogs printed and to provide users on-line access to catalogs. One-third of catalogs are available on-line, and efforts continue to place others on-line. Some reductions in quantity have been made, but research indicates readers also want a printed copy.

Report of activities:

The committee worked in the following areas:

1. Advised the offices of Publications Services and Design Services in the production of catalogs and admissions materials. Catalogs receiving substantial editorial or graphic design improvements included the Graduate School, the Kenan-Flagler Business School undergraduate curriculum, Law, Social Work, Undergraduate Bulletin, and Dentistry.
2. Completed two-year trial sale of School of Law catalogs through Student Stores.
3. Reviewed publications editorial guidelines for campus units as part of continuing efforts toward consistent communication.
4. Surveyed faculty and administration regarding need for, uses of, format, and content of a faculty listing, finding that a majority of faculty want and will use a listing of faculty and senior administration, and prefer a print document.

Planned activities:

1. Continue to improve the appearance and content of catalogs, bulletins, and admissions materials without significantly increasing costs by exploring consolidation of information, frequency of publication, formats, and removing unneeded text, and increased use of technology, and compatibility of technology between units.
2. Review and analyze the sale of the School of Law catalog.
3. Continue to improve the quality of photography and investigate the possibility of converting to digital systems.
4. Publish editorial guidelines and draft a graphic design manual.

University Record Production Costs 1990 - 1994

Academic Affairs

Includes printing, graphic design, and photography.

	1990	1991	1992	1993	1994
Catalogs					
Business School Undergraduate Bulletin	5,500 copies \$7,535 \$1.37 per copy	DNP	5,500 copies \$7,590 \$1.38 per copy	DNP	2,000 copies ^{1,3,5} \$13,078 \$6.54 per copy
Business School Graduate Bulletin	6,000 copies \$8,520 \$1.42 per copy	6,000 copies \$8,520 \$1.42 per copy	6,000 copies \$9,780 \$1.63 per copy	DNP	4,000 copies \$5,254 \$1.31 per copy
City & Regional Planning	DNP	5,500 copies \$11,160 \$2.03 per copy	DNP	5,500 copies ^{1,3} \$9,626 \$1.75 per copy	DNP
Education	5,000 copies \$11,700 \$2.34 per copy	5,000 copies \$12,725 \$2.55 per copy	5,000 copies \$11,780 \$2.36 per copy	5,000 copies \$11,750 \$2.35 per copy	5,000 copies \$11,243 \$2.25 per copy
Information and Library Science	3,000 copies \$5,514 \$1.84 per copy	3,000 copies \$5,400 \$1.80 per copy	3,000 copies \$5,430 \$1.81 per copy	3,000 copies ^{1,3} \$6,592 \$2.20 per copy	3,000 copies \$5,495 \$1.84 per copy
Journalism & Mass Communication	DNP	5,500 copies ^{1,3} \$9,240 \$1.68 per copy	DNP	5,000 copies ³ \$8,663 \$1.73 per copy	DNP
Law	15,000 copies \$18,990 \$1.27 per copy	13,000 copies ³ \$16,054 \$1.23 per copy	5,000 copies \$9,850 \$1.97 per copy	5,000 copies \$7,283 \$1.46 per copy	5,000 copies ³ \$12,589 \$2.52 per copy
Social Work	DNP	4,000 copies \$6,480 \$1.62 per copy	DNP	DNP	1,000 copies ^{1,3,4} \$9,490 \$9.49 per copy
Statistics	750 copies \$1,387 \$1.85 per copy	DNP	1,000 copies ^{1,3} \$2,550 \$2.55 per copy	DNP	1,000 copies ^{1,3} \$3,447 \$3.45 per copy
Summer School	6,000 copies \$13,020 \$2.17 per copy	5,800 copies \$13,514 \$2.33 per copy	22,000 copies ^{3,4} \$25,784 * \$1.17 per copy	20,500 copies \$25,378 \$1.24 per copy	20,500 copies ² \$9,693 \$0.47 per copy

- 1 Market-oriented text, artwork added.
- 2 Printing bid varied from previous issue.
- 3 New graphic design; desktop technology used.
- 4 Combined with school's handbook.
- 5 Combined with Registrar's class schedule.
- 6 Extensive text changes.

University Record Costs 1990 - 1994
Health Affairs

	1990	1991	1992	1993	1994
Dentistry	4,000 copies \$8,861 \$2.22 per copy	DNP	4,000 copies \$8,560 \$2.14 per copy	DNP	4,000 copies ^{1,3} \$10,940 \$2.73 per copy
Medicine	2,000 copies \$17,789 \$8.90 per copy	DNP	DNP	DNP	DNP
Nursing Undergraduate Bulletin	DNP	4,000 copies \$8,960 \$2.24 per copy	DNP	7,000 copies ^{1,3} \$25,244 \$3.61 per copy	DNP
Nursing Graduate Bulletin	First	published	in 1993	5,000 copies ^{1,3} \$17,900 \$3.58 per copy	DNP
Pharmacy	DNP	DNP	DNP	DNP	DNP
Public Health	DNP	14,000 copies \$13,100 \$0.94 per copy	DNP	15,000 copies ^{1,3} \$27,900 \$1.86 per copy	DNP

Undergraduate and Graduate Bulletins
1990 - 1994

Catalogs	1990	1991	1992	1993	1994
Graduate School	16,000 copies \$40,640 \$2.54 per copy	16,000 copies \$32,560 \$2.03 per copy	11,000 copies \$31,790 \$2.89 per copy	9,000 copies \$28,909 \$3.21 per copy	9,000 copies \$18,965 \$2.11 per copy
Undergraduate School	20,000 copies \$40,448 \$2.02 per copy	31,000 copies ^{1,3} \$51,460 \$1.66 per copy	20,000 copies \$33,800 \$1.69 per copy	20,000 copies \$26,820 \$1.34 per copy	18,000 copies ² \$16,536 \$0.91 per copy

- 1 Market-oriented text, artwork added.
- 2 Printing bid varied from previous issue.
- 3 New graphic design; desktop technology used.
- 4 Combined with school's handbook.
- 5 Combined with Registrar's class schedule.
- 6 Extensive text changes.

ANNUAL REPORT OF THE
COMMITTEE ON INSTRUCTIONAL PERSONNEL
NOVEMBER 10, 1995

This report covers the activities of the Committee on Instructional Personnel for the academic year 1994-95.

The Committee dealt with the following matters during 1994-95:

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 fifteen times during the academic year; the professional schools subcommittee met ten 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 December 9, 1993, the Committee on Instructional Personnel recommended that the minimum stipend for teaching assistants with full responsibility should be \$4,000 per section per semester for the academic year 1995-96 pending the availability of adequate budgetary resources.

2. Academic Calendar:

At its special called meeting on April 28, 1995, the Committee considered and approved the academic calendar for 1996-97 as proposed by the Student Faculty Calendar Committee.

3. Other Business Matters:

The Committee also considered and approved Dean Barbara Moran as a

member of the Advisory Committee on Undergraduate Admissions for a term of three years beginning on 1 July 1995.

Respectfully submitted,

Stephen Birdsall
Fred Brooks
Jane Brown
Melissa Bullard
Richard R. Cole
Richard Edwards
Paul Fulton
Beverly Long
Thomas Meyer
John Nadas
Richard L. McCormick, Chair (1994-95)
Barbara Moran
Richard J. Richardson, Interim Chair (1995-)
Michael Smith
Donald Stedman
Judith Wegner

A handwritten signature in black ink, appearing to be 'R.D.' or similar, located at the bottom of the page.

November 10, 1995
Faculty Athletics Committee
 (Elected by the Faculty)
 Annual Report -1994-95

Members: Lissa L. Broome (1991-96); John P. Evans (1991-96); Connie C. Eble(1992-97); Frederick O. Mueller(Chair), (1992-97); Audreye E. Johnson (1993-98); Edward J. Ludwig (1993-98); William W. Smith (1994-99); Frank T. Stritter (1994-99); Anne H. Fishel (1995-2000); Henry R. Lesesne (1995-2000). Members leaving committee during past year: John J.B. Anderson, C. Townsend Ludington, Jr.

Meetings during past year: 9-6-94; 10-10-94; 11-1-94; 12-6-94; 1-17-95; 2-7-95; 3-14-95; 4-4-95.

Report prepared by: Frederick O. Mueller

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

Previous Faculty Council questions or charges:

The Faculty Council passed a resolution presented by Professor Ronald C. Link, School of Law, concerning the location and number of faculty seats in the Smith Center and Kenan Stadium. The Athletics Committee was directed by the resolution to investigate five specific items and to report the findings to the Faculty Council not later than the Council's November 1995 meeting. Due to the fact that the due date for this report is October 6, 1995, the response to the resolution will not be available until the Council's November 10, 1995 meeting.

Report of activities:

Due to the duplication of activities by the Athletic Department and the Faculty Athletics Committee, the drug sub-committee was eliminated and a member of the athletics committee, Audreye Johnson, was appointed as a member of the Athletics' Department Student-Athlete Development Committee. This committee examines the drug testing and drug education program, in addition to other activities. The main items of discussion centered around the Student Health educational sessions for student-athletes, evaluation of the 1994 freshman orientation meeting, and a continual update, discussion, and evaluation of Carolina ACT(Athletes Coming Together). The Carolina ACT program uses older student-athletes as peer counselors and has been considered successful. Also discussed was trauma counseling through Student Health as it related to the death of lacrosse player, Kevin Reichardt. The committee agreed that all aspects of this tragic situation were handled well.

The academic performance and recognition for Carolina student-athletes was distributed and discussed. This information is detailed in Appendix I.

Continuing the previously established annual practice of the Department of Athletics in conjunction with the Faculty Committee on Athletics and in compliance with the recommendation of the Betts Committee and Article 6.3.2. of the NCAA, the Subcommittee on Academic Support and Development again in 1995 asked fourth-year athletes to evaluate their experience of athletics and academic life at UNC-CH.

The annual evaluation is based on two sources of information: a questionnaire of forty-six items developed and revised over a period of years by the Faculty Committee on Athletics and sent to all students in their fourth year of eligibility, and small group interviews with a randomly selected subgroup of fourth-year athletes. In 1995, 62 of 127 questionnaires were filled in and returned (48.8% response rate). Interviews were conducted with 34 of the respondents (26.7% of the 127 student athletes in their fourth year of eligibility). The interviews, from sixty to ninety minutes each, took place in January 1995. Groups of four to eight students were interviewed by a pair of interviewers, one a faculty member from the Faculty Committee on Athletics and the other a representative of the Department of Athletics.

Both the questionnaires and the interviews indicated that students at the end of their varsity careers valued as highly positive their experiences as student-athletes at Carolina. They were also uniformly complimentary of the work and the staff of the Academic Support Program for Student-Athletes. Most said that their coaches placed emphasis on academic success and that student-athletes who excel academically are highly admired by their peers.

Nevertheless, the students did voice some recurring concerns. They said that, despite the University's written policy, many professors do not excuse absences necessitated by competition and do not allow students to make up legitimately missed work for full credit or with a test or assignment comparable to that required for other students in the course. The other major complaint repeated from previous years was the inability to schedule needed or desired courses that do not conflict with the times set for practice. Other areas of concern were the conditions at study hall, the amount of repetition in the mandatory substance abuse sessions, the perceived preferential treatment of athletes in revenue sports, and the fuller integration of athletes into the general student body.

The subcommittee on academic progress monitored the academic progress of student-athletes in the 1984-1992 cohorts. The report compares female and male athletes with non-athletes for graduation rates, cumulative GPA, those suspended and those withdrawn. Lag time for stability of these reports was six years for male athletes and five and one-half years for female athletes. There was some concern about the class of 1989, and after investigation it was found that 14 athletes, nine football players and 5 track athletes, had not graduated. Ten of these 14 had a reasonable chance to graduate in the future. Telephone calls were to be made to these athletes to let them know that the

Athletic Department is concerned and will help them in any way possible to graduate. Detailed information is in Appendix II.

An in-depth discussion of Proposition 16, new freshman eligibility requirements to be voted on at the NCAA meeting in January 1995, was led by Dick Hiskey. Proposition 16, a sliding scale of SAT scores and GPA, was passed by the NCAA and will go into effect in 1996-97.

Discussion of the report for NCAA Certification. An NCAA certification team visited UNC-CH in the spring of 1995 in order to carry out the mandated NCAA certification process for the UNC-CH Athletic Department. Members of the Committee on Athletics were involved in the process and in September of 1995 the Athletic Department received full certification.

The committee was presented information by John Swofford concerning the additions to Kenan Stadium and the rationale for these additions. The committee expressed concern about parking, additional and improved seating for students, and faculty reaction to spending that much money on the football stadium. Chancellor Hardin stressed that the additions are related to the Title IX report and that additional dressing rooms for female teams, better weight facilities for Olympic sports, and increased space for the Academic Support Program are all part of the stadium plan.

Susan Ehringhaus and Beth Miller, co-chairs of the UNC-CH Title IX Report, made a presentation to the committee and answered questions. The Athletic Department has been and will continue to be responsive to the needs of the female athlete. Lissa Broome recommended that the report be monitored to see that the reports recommendations are met.

Discussion and voting concerning NCAA legislation planned for the national NCAA meeting in January. Information was presented by Dick Hiskey, and after discussion the committee voted on each item. This information is advisory for the Chancellor.

During 1995-96 the committee will continue many of the duties and responsibilities it has been involved in for many years. There will also be discussions concerning Atlantic Coast Conference initial eligibility requirements and partial qualifiers. The committee also plans a number of discussions concerning sportsmanship in athletics on the local and national levels. Members of the committee expressed concern that once again it will have to spend time discussing faculty and staff seating for basketball and football. The committee's goal is to not be involved in these type of discussions after the Faculty Council's November 10, 1995 meeting.

Respectively submitted,

Lissa L. Broome
Connie C. Eble
John P. Evans
Anne H. Fishel
Audrey E. Johnson
Henry R. Lesesne
Edward J. Ludwig
William W. Smith
Frank T. Stritter
Frederick O. Mueller (Chair)

APPENDIX I

ACADEMIC PERFORMANCE AND RECOGNITION

IV. ACADEMIC AWARDS, 1994-95

During the 1994-95 academic year 184 student-athletes who participated in varsity sports achieved a grade point average of 3.0 or better for the academic year. The number achieving this level of academic performance represents 29% of the total of 635 participants during the 1994-95 year.

	<u>Men</u>		<u>Women</u>	
<u>Sport</u>	<u>Number</u>	<u>Sport</u>	<u>Number</u>	
Baseball	5	Basketball	4	
Basketball	3	Cross Country/Track	24	
Cross Country/Track	10	Fencing	20	
Fencing	14	Field Hockey	9	
Football	5	Golf	4	
Golf	4	Gymnastics	6	
Lacrosse	7	Soccer	9	
Soccer	6	Softball	3	
Swimming	11	Swimming	16	
Tennis	6	Tennis	6	
Wrestling	8	Volleyball	4	
Total	79	Total	105	

Carolina student-athletes placed 100 students on the Dean's List during the fall semester of 1994 and 76 in the spring semester of 1995.

The Director of Athletics Scholar-Athlete Awards are presented "for outstanding academic and athletic achievement exemplary of the term student-athlete and representative of the ideals of Carolina athletics". The 1994-95 recipients were: Brian Willman, baseball; Pearce Landry, men's basketball; Gwendolyn Gillingham, women's basketball; Matthew Smith, men's cross country; Jenny Musselwhite, women's cross country; Mark Hill, men's fencing; Susan Harper, women's fencing; Sharon Moore, field hockey; Michael Morton, Jr., football; Brian Brown, men's golf; Amanda Kuhn, women's golf; Jennifer Roberdeau, gymnastics; Stephen Schreiber, men's lacrosse; George Pope, II, men's soccer; Shelley Finger, women's soccer; Amy Hale, softball; Joseph Craft, Jr., men's swimming and diving; Alison Conrad, women's swimming and diving; Peter Morrow, men's tennis; Fredericka Uihlein, women's tennis; Roderick Boyd, men's

track and field; Mary Russell, women's track and field; Katerine Galloway, volleyball; Marcus Taylor, wrestling.

Two students were selected for Atlantic Coast Conference Postgraduate Scholarship Awards. Senior diver Joe Craft and senior women's soccer player Shelley Finger were two of 13 ACC student-athletes who received Weaver-James Postgraduate Scholarships from the ACC for the 1995-96 school year. Craft plans to attend medical school, while Finger, who graduated from Carolina in three and one-half years, will be enrolling in veterinary school.

Pearce Landry was one of five NCAA Division I men's basketball players to receive a postgraduate scholarship from the NCAA. In other recognition, Landry and senior diver Alison Conrad were named co-recipients of the University's Atlantic Coast Conference Senior Scholarship Awards for 1994-95. These awards are given annually to the top male and female academic and athletic performers at each of the ACC's nine schools.

Two Carolina football players were honored with special awards from the College Football Association and Hitachi. Senior Mike Morton was named to the CFA/Hitachi Scholar-athlete Teams as well as to the 1994 Academic All-Atlantic Coast Conference Team. Senior Gray Bovender received the CFA/Hitachi Promise of Tomorrow Scholarship for postgraduate study.

The men's and women's swimming and diving teams were recognized as All-Academic Teams by the College Swimming Coaches Association of America for maintaining team grade point average of 2.75 or above. The women received this designation for the fifth year in a row, while the men were honored for the third time in the past five years.

In May, the football team received an Academic Achievement Special Recognition Award from the College Football association for graduating 70 percent or more of its students within a five-year period. This marked the seventh successive year and the eighth in the last nine years that the Carolina football program has achieved this level of performance.

APPENDIX II

ACADEMIC PROGRESS

1984

	Men				Women			
	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	100		1220		50		2018	
Enrolled (Currently)	0	0.0	10	0.8	0	0.0	5	0.3
Graduated	81	81.0	965	79.1	43	86.0	1592	78.9
Suspended	12	12.0	117	9.6	3	6.0	182	9.0
Withdrawn	7	7.0	128	10.5	4	8.0	239	11.8
Cum GPA (Enrolled only)			1.96				2.5	

1985

	Men				Women			
	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	107		1200		54		1970	
Enrolled (Currently)	0	0.0	3	0.3	0	0.0	9	0.5
Graduated	83	77.6	1014	84.5	52	96.3	1603	81.4
Suspended	10	9.4	107	8.9	0	0.0	134	6.8
Withdrawn	14	13.1	76	6.3	2	3.7	224	11.4
Cum GPA (Enrolled only)			2.33				2.24	

1986

	Men				Women			
	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	115		1216		60		1914	
Enrolled (Currently)	0	0.0	6	0.5	0	0.0	6	0.3
Graduated	88	76.5	1029	84.6	50	83.3	1604	83.8
Suspended	15	13.0	101	8.3	6	10.0	115	6.0
Withdrawn	12	10.4	80	6.6	4	6.7	189	9.9
Cum GPA (Enrolled only)			2.20				2.08	

1987

	Men				Women			
	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	110		1181		72		1798	
Enrolled (Currently)	2	1.8	2	0.2	0	0.0	8	0.4
Graduated	87	79.1	1003	84.9	64	88.9	1530	85.1
Suspended	8	7.3	71	6.0	2	2.8	76	4.2
Withdrawn	13	11.8	105	8.9	6	8.3	184	10.2
Cum GPA (Enrolled only)	2.21		2.76				2.14	

1988

	Men				Women			
	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	117		1237		70		1872	
Enrolled (Currently)	1	0.9	12	1.0	0	0.0	8	0.4
Graduated	98	83.8	1070	86.5	61	87.1	1615	86.3
Suspended	5	4.3	69	5.6	2	2.9	97	5.2
Withdrawn	13	11.1	86	7.0	7	10.0	152	8.1
Cum GPA (Enrolled only)	**		2.32				2.03	

1989

	Men				Women			
	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	115		1194		56		1829	
Enrolled (Currently)	1	0.9	21	1.8	1	1.8	13	0.7
Graduated	83	72.2	998	83.6	47	83.9	1566	85.6
Suspended	13	11.3	59	4.9	3	5.4	73	4.0
Withdrawn	18	15.7	116	9.7	5	8.9	177	9.7
Cum GPA (Enrolled only)	**		2.16		**		2.43	

** Omitted in order to avoid identifying an individual student.

1990

Men

Women

	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	113		1186		80		1877	
Enrolled (Currently)	1	0.9	47	4.0	2	2.5	49	2.6
Graduated	69	61.1	943	79.5	64	80.0	1524	81.2
Suspended	14	12.4	78	6.6	4	5.0	80	4.3
Withdrawn	29	25.7	118	10.0	10	12.5	224	11.9
Cum GPA (Enrolled only)	.*		2.49		2.72		2.47	

1991

Men

Women

	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	107		1094		83		1866	
Enrolled (Currently)	45	42.1	255	23.3	22	26.5	307	16.5
Graduated	31	29.0	651	59.5	44	53.0	1257	67.4
Suspended	14	13.1	55	5.0	2	2.4	76	4.1
Withdrawn	17	15.9	133	12.2	15	18.1	226	12.1
Cum GPA (Enrolled only)	2.35		2.68		2.79		2.80	

. Omitted in order to avoid identifying an individual student.

1992

Men

Women

	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	101		1147		69		1897	
Enrolled (Currently)	80	79.2	976	85.1	60	87.0	1587	83.7
Graduated	0	0.0	21	1.8	1	1.5	32	1.7
Suspended	6	5.9	46	4.0	0	0.0	58	3.1
Withdrawn	15	14.9	104	9.1	8	11.6	220	11.6
Cum GPA (Enrolled only)	2.42		2.92		3.02		2.97	

1993

Men

Women

	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	116		1178		63		2012	
Enrolled (Currently)	96	82.8	1045	88.7	55	87.3	1766	87.8
Graduated	0	0.0	2	0.2	0	0.0	1	0.1
Suspended	7	6.0	41	3.5	2	3.2	46	2.3
Withdrawn	13	11.2	90	7.6	6	9.5	199	9.9
Cum GPA (Enrolled only)	2.59		2.89		2.9			

1994

Men

Women

	Athletes	%	Non-Athletes	%	Athletes	%	Non-Athletes	%
Number (Original)	108		1300		65		2030	
Enrolled (Currently)	97	89.8	1204	92.6	65	100.0	1877	92.5
Graduated	0	0.0	0	0.0	0	0.0	0	0.0
Suspended	3	2.8	38	2.9	0	0.0	40	2.0
Withdrawn	8	7.4	58	4.5	0	0.0	113	5.6
Cum GPA (Enrolled only)	2.27		2.86		2.70		2.92	

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

THEFORE, BE IT RESOLVED THAT [IN CONSULTATION WITH THE EMPLOYEE FORUM] THAT:
The Athletics Committee is directed:

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

October 4, 1995

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

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

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

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

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

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

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

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

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

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

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

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

November 10, 1995 Faculty Council Meeting

September 8, 1995

MEMORANDUM

TO: Faculty Council

FROM: Human Resources Information Systems Team
Leader: Lori Casile

SUBJECT: Human Resources Information Systems (HRIS)

As a part of Business & Finance's efforts to improve key services, a team has been chartered to improve access to Human Resources related information. This team will evaluate and recommend integrated systems and processes for collecting, maintaining, and disseminating Human Resources related information. The group's recommendations will be based upon systematically collected feedback from end users of Human Resources information -- our "customers." The team's sponsor is Laurie Charest; co-sponsors are Steve Jarrell and Roger Patterson.

As faculty members, your input will be invaluable because your perspective on human resources information needs may be different than the needs of university staff or campus administrators. This is your opportunity to tell us about your specific needs as we upgrade major University systems. For example, would an on-line system to make changes in your insurance beneficiaries be helpful? How about a system that would electronically track new faculty appointments in the approval process?

We appreciate having this opportunity today to invite you to share your vision and offer feedback that we need in order to make recommendations that will be consistent with a human resources information system that will serve the needs of all of its customers.

You or faculty members of your department may be contacted to participate in a focus group to discuss HRIS needs sometime in the fall. We would like to urge you to participate in this group or urge your colleagues to do so. This is an opportunity to be heard and ensure that faculty interests are represented in the design recommendation.

Thank you for your support in this important effort as we move forward to improve key services for UNC.

Enclosure: questionnaire

HUMAN RESOURCE INFORMATION SYSTEM QUESTIONNAIRE

Conducted by HRIS Team

The HRIS Team is looking at an information system or series of systems that will allow employees, managers, HR Facilitators, EPA Representatives and others to access data that they need in order to make decisions about hiring, benefits, positions, addresses, and other human resources-related information. We recognize that the HR information needs of employees will vary from those of HR Facilitators and university administrators. Our job is to identify the various groups on and off campus who need information about human resources, and to find out from them just what their needs for human resources information are and how we might get this information to them.

Please assist us in this process by answering the following questions. You may want to discuss the questions with others in your department. We appreciate your help.

1. What do you use and like about the current centralized Human Resources systems and processes?
2. What information would you like to have that you do not currently have access to?
3. What are the most frequently-asked:
 - management questions that are HR-oriented?
 - employee HR questions?
 - questions that require you to call the Human Resources Department?
4. What features would you like to see in an HRIS? e.g. current benefits statements, being able to see the impact of different benefits/retirement choices.
5. Are there additional items that have not been covered here that you would like to share?

Please send your responses and any further suggestions or information to:

Lori Casile, HRIS Team Leader
CB #1045, 725 Airport Road
Phone: 962-2553
E-Mail: dlc.hr725@mhs.unc.edu

Graduate School Reorganization and Graduate Education at UNC:

A Report to the Faculty Council

Craig Calhoun
Interim Dean
The Graduate School

Shortly after Professor Thomas Meyer was appointed Vice-Chancellor for Graduate Studies and Research, he asked me not only to take administrative responsibility for the Graduate School, but to undertake a study of whether its current organization met UNC's needs and how it might be made more effective. This study suggested both different ways in which UNC as a whole might organize to support graduate education and specific reforms in the organization of the Graduate School. The report has been circulated widely and discussed in a range of settings--the Chancellor's Advisory Committee, the Administrative Council, the Administrative Board of the Graduate School, the Executive Committee of the Faculty Council, etc. Administrative decisions have already been taken on some points, but not all. The present briefer report to the Faculty Council is mainly informational, but also an attempt to initiate ongoing consideration of how UNC should approach and strengthen graduate education; it is not a request for action on any specific recommendation or proposal.

Graduate education is basic to the fulfillment of the University's missions of teaching, research and public service. Excellence in graduate education is very closely tied to the high national prestige of the University. Yet, the UNC community has not systematically reconsidered the institutional basis for its provision of graduate education in decades. There has been change. We currently operate 58 PhD programs, 12 professional doctoral programs, and 101 master's programs and other professional degrees. The number of PhD degrees UNC awards annually has increased by 38% in the last decade (from 260 in 1984 to 360 in 1994) and the number is still growing by about 4% per year. Most of this growth has been in graduate (i.e., research) degrees offered in professional schools, especially in the Division of Health Affairs.

Momentous changes will continue. We need to be prepared for a world of transformed funding patterns (including changed proportions of state, federal, and private contributions), increasing nonacademic employment of PhDs, and increasing competition among universities for places among the elite that will retain standing as major centers of research and graduate education.

The most important issues (and in some cases decisions already reached) are:

(1) The position of Dean of the Graduate School has been separated once again from that of Vice-Chancellor for Graduate Studies and Research. Tom Meyer continues as Vice-Chancellor. A search committee is being established to nominate a new dean. (I am not a candidate and plan to continue as Director of the University Center for International Studies.) The Dean of the Graduate School will report to the Vice-Chancellor for Graduate Studies. This will give the Graduate School the leadership it needs to function effectively both on campus and in relation to external constituencies. The partnership between the Dean and the Vice-Chancellor will provide for better attention to the needs of graduate students and graduate programs.

(2) The Graduate School has been reorganized internally. A distinction has been made between two dimensions of the Graduate School's work. On the one hand, there is management of admissions processes, student records, certification for degrees and other tasks that turn largely on information management. Staff handling these report to the administrative director of the Graduate School, who in turn reports to the dean. A major effort is underway to introduce information technology into these tasks, making the Graduate School more efficient and providing more flexibility and better service to graduate programs. On the other hand, the Graduate School is also

responsible for maintaining standards of quality in graduate programs; enhancing those programs by providing funds, recruitment assistance, and special opportunities for graduate students; and handling appeals from graduate students. These responsibilities will be addressed by a team of two Associate Deans and two Assistant Deans, all reporting to the Dean and guided by the Administrative Board of the Graduate School.

The Administrative Board remains a crucial component of the Graduate School. It is the primary faculty body charged with upholding standards of quality in graduate programs and of fairness in the treatment of graduate students. It must approve proposed new programs and substantive changes in existing curricula and other educational policies. It is also the body charged with handling appeals from graduate students. Not least of all, it is the vehicle for campus-wide faculty participation in the program review and assessment process. In this it seeks both to promote the highest quality of graduate programs and to secure consistency across units in the meaning of and standards for degrees. The Board has been reorganized slightly to make its membership (reduced from 21 to 18) more representative of the distribution of graduate students among UNC's different professional schools and the Divisions of the College of Arts and Sciences. The main change has been an increase in the proportionate representation of the Division of Health Affairs and especially the School of Public Health.

A major feature of the internal reorganization of the Graduate School is a change in its approach to fund-raising. Developing new resources for graduate students is a crucial need. The Graduate School no longer approaches this by maintaining its own internal development staff; however, but by working in partnership with other development units at UNC, including especially the Development Office and the Arts and Sciences Foundation. This avoids conflicts, improves efficiency, and saves money. In addition to seeking resources available to the whole campus, the Graduate School focuses also on providing support to departments and programs for their own development efforts, and to graduate students seeking to submit their own proposals for off-campus fellowships and grants.

(3) The biggest issue before us is how to plan strategically for and enhance the quality of our graduate programs. My initial report suggested options of greater centralization (difficult because of lack of funds and possibly contrary to local tradition), significant decentralization (e.g. creating a Graduate School of Arts and Sciences under the Dean of the College of Arts and Sciences and devolving administrative responsibility for graduate programs in the professional schools to their own administrations), and a reformed version of the existing structure. After extensive discussions, the last of these three has been the option chosen by the University's administration. The reformed structure will enable the Graduate School to play a more effective role in promoting high quality graduate education at UNC. Two concerns are basic: assessment and funding.

Program review was pioneered by the Graduate School at a time when UNC had few mechanisms for systematically assessing the performance of its programs. Such assessment has now been recognized in the SACS self-study and more generally to be of vital importance. For the time being, program review continues much as before, though with some enhancement of intellectual guidance and administrative support from the Graduate School. The University would do well, however, to consider whether there ought to be a major new mandate for program review, with the Graduate School still involved but not solely responsible. It would be better to review regularly the entire work of each unit, not only graduate programs (and the College of Arts and Sciences is making a step in this direction this year by introducing an improved review of undergraduate programs in conjunction with graduate program review).

It is also important that program review not be just a general evaluation, but that it assist the University in strategic planning. Funds are limited--and likely to remain limited. We need to have a fair and effective mechanism for figuring out where to invest our resources. I hope this will mean determining which of our programs are of real distinction, or can be with modest additional

support, and backing them strongly. Conversely, we need to determine which of our programs are not good investments in times of scarcity. And if we are to invest in upgrading some of our less strong programs, we need the guidance of careful program reviews in making such decisions. This program review process should be mandated at a high level in the University (e.g. by the Chancellor or Provost), should be carried out by a committee of knowledgeable faculty (with appropriate staff support), and should provide information in a manner (and on a schedule) appropriate to informing real investment (i.e. budgetary) decisions.

UNC's graduate programs are seriously underfunded if we wish to remain a first-rank research university. Our financial support for graduate students has fallen below the levels needed to compete effectively with the top universities we consider our peers. In addition to offering low teaching assistant stipends, we offer comparatively few fellowships, we fail to provide student employees with health insurance, and we are very limited in our capacity for out of state tuition remission. Our slippage in the recent National Research Council report on PhD programs reflects, among other things, funding problems. UNC still has many distinguished programs, but in many fields we are losing ground. Action is needed to determine how to strengthen our programs. In the absence of massive increases in funding, this will have to involve better strategic choices among programs. The University needs to improve its ability to make such decisions effectively--and also in a way that encourages trust in the fairness of the process. Program review should play an important role in this effort.

Funding problems are not the only reason we need to avoid complacency and improve our ability to innovate sensibly. We need to respond to the increasing proportion of graduate students seeking nonacademic employment, for example. While this is especially an issue for the sciences, it is of some significance throughout the University. At the same time we need to ask whether our graduate curricula, examination structures, and advising efforts work as well as possible in preparing future undergraduate teachers (as distinct from specialists in narrow research fields). Indeed, we need to make sure all of our graduate students who have full responsibility for course sections have had appropriate training and that we can document that for the legislature, the public, and the parents of our undergraduates. In this and in other ways, how well we do our jobs internally will (quite legitimately) affect how we are perceived by those external agents that control our budgets.

(4) Somewhat alarmingly, when I began to work on my report I discovered not only that the organization of the Graduate School had not been reconsidered systematically since a time when the campus had only a handful of PhD students and only a minority of the faculty had doctorates, but that there was no record of a mission statement for the Graduate School. The report recommended the following:

The Graduate School of the University of North Carolina at Chapel Hill exists to support and enhance the quality of graduate education carried out by the faculty of UNC's College of Arts and Sciences and its various professional schools. It seeks to ensure the highest standards of excellence in all of UNC's graduate programs, and through its Dean to articulate the overall role of graduate education in the life of the University.

To this end, it provides administrative support services in the areas of admissions and recruitment, record-keeping, monitoring of registration eligibility and other aspects of student status, and certification for degrees. It also maintains data on graduate programs campus-wide, undertakes to present that data to the University's administration and various constituencies in accessible form, and to provide public information on graduate education at UNC. The Graduate School manages special programs for all graduate students including orientation, education in the ethical conduct of research, assistance in application for external funding, and provision of enrichment activities. Through its Administrative Board, it hears and adjudicates appeals from graduate students concerning all matters

pertaining to their academic programs, instruction, and advising. It establishes standards and guidelines for graduate degrees, and works with graduate programs to help them meet both those minimal standards and higher goals of excellence. In addition to handling student appeals, the Administrative Board of the Graduate School is charged with approving proposals for new degree programs, with monitoring educational policy including approving changes in the curricular structures of existing degrees, and with advancing the quality of graduate education through participation in the academic program review process. The Graduate School also seeks to support graduate education through working with other units to secure funds for fellowships, traineeships, and other forms of financial aid, and administering competition for such assistance where appropriate.

However the Graduate School is organized, and however well it does its work, it remains crucial to recognize that it does not do the actual teaching of graduate students. This is done by the faculty of the College of Arts and Sciences and the various professional schools. The faculty needs to take responsibility for continuously rethinking UNC's approach to graduate education, the place of graduate students in the University, and how we can best achieve and maintain the highest possible intellectual standards. With transformations afoot in funding sources, job markets, and public relations challenges, this rethinking will be need to be creative.

RESOLUTION ON FACULTY SALARY POLICY

BACKGROUND

The setting of faculty salaries is crucial to the maintenance of academic excellence as well as a matter of ethical, symbolic and material importance in the University. It is, therefore, a legitimate concern of the whole faculty as part of its dual responsibilities for self-governance within the university and accountability to the citizens of North Carolina outside the university. Since the early 1970's, the *American Association of University Professors* has called for university-wide salary policies, and recently, the *Southern Association of Colleges and Schools* reaccreditation self-study has raised specific questions about the way salary allocations are handled at UNC. Before this, a number of UNC faculty groups had also brought forward a variety of issues regarding allocations of salary funds among units and among individual faculty at the *University of North Carolina at Chapel Hill*. These issues were investigated by a committee appointed by the *Executive Committee of the Faculty Council* and chaired by Professors John P. Evans and C. Arden Miller. Taken together, these inquiries reveal the need for clear principles to guide salary allocations. They also call for mechanisms that put these principles into practice. Accordingly, the *Executive Committee of the Faculty Council* has formulated the following statement of principles that it is now submitting to *Faculty Council* for its endorsement.

PRINCIPLES TO GUIDE ACTION

The *Faculty Council* endorses the following principles as guides for determination of faculty salaries and urges the Chancellor to take appropriate action to implement them.

1. All salary decisions should be taken in accord with open, publicly stated criteria. Toward this end, every unit employing faculty should develop, with faculty consultation, a clearly stated and openly discussed statement of policy, including criteria and procedures for determining salaries.
2. These policies should be subject to regular review by the faculty of the units concerned.
3. Administrators should allocate resources to salaries based on equitable recognition of merit, including
 - A. both long- and short-term indicators of merit;
 - B. multiple criteria of merit (e.g. teaching, research and service); and
 - C. attention to actual salary levels, not only percentage amounts of increases.
4. Salary resources are appropriately used to remedy inequities resulting from:
 - A. changing market conditions;
 - B. inadequate funding;
 - C. discrimination;
 - D. compression due to the disparity between internal rates of increase and competing offers; and
 - E. inappropriate disparities arising from other sources
5. Salaries may vary both within and among different academic fields in accord with prevailing market conditions where this is necessary to meet the mission of the University. In their pursuit of academic excellence, administrators should weigh market demands against the importance of minimizing disparities to achieve academic community.
6. Where faculty also serve as administrators, administrative merit may be considered when determining that portion of their salary not attributable to their regular faculty duties. Funds that the State designates for faculty salary increases should not be used disproportionately to reward administrators.

**MECHANISMS TO IMPLEMENT SALARY PRINCIPLES
(WORKING DRAFT, 10/31/95)**

A new or existing elected committee of the *Faculty Council* shall be charged with representing the interests of the faculty as a whole in matters relating to salaries. It shall report annually to the *Faculty Council* on the overall status of salaries at *University of North Carolina at Chapel Hill*, including the pan-university implementation of salary principles, the adequacy of funds to address salary needs, and the comparative status of the University relative to other institutions.

The Faculty Recommends:

1. At the level at which salary recommendations are made--either the school, departmental or other subunit level--the faculty should formulate, through a process of its own choosing, a salary policy in consultation with its administrative head (e.g. dean, chair or subunit head); together, they should either reaffirm or modify this policy at least every two years. These salary policies may address any particular or general concerns of the faculty of the school, department or subunit so long as the policies are consistent with the basic salary principles endorsed by the *Faculty Council*.
2. In the College of Arts and Sciences, in each professional school, and in every other unit employing faculty, the faculty should elect a special Faculty Salary Committee that selects its own chair. This committee should be charged with reviewing the implementation of salary principles for the unit as a whole and its constituent subunits. When necessary based on such reviews, this committee should make recommendations for change to, where appropriate, the department or subunit head, the Dean, and the Provost.
3. To facilitate these reviews, all administrators (e.g. deans, chairs and subunit heads) who make salary recommendations should report annually to their school Faculty Salary Committee about salary policy and distributions for which they have direct administrative responsibility, identifying and explaining any apparent inequities in policy, procedures or the resulting salary distribution. Any faculty member should also be able to raise questions and contribute information to the review process of the Faculty Salary Committee of the College or professional school in which she or he holds an appointment.
4. Individual grievances, as defined by the *Faculty Code*, should continue to be reported to the *Faculty Grievance Committee* according to its procedures.
5. Data needed for the purpose of comparing salaries both among units at UNC-CH, and between UNC-CH and other universities, should be compiled annually and maintained to show trends over time. The data should distinguish both state and nonstate funds, nine and twelve month salaries, and should identify administrative and other salary supplements as such. This information, organized and presented in readily useable form, should be made publicly available and archived in multiple campus locations including Davis Library and the Health Sciences Library.
6. Regular evaluations of deans, chairs and other subunit heads should include an appraisal by their school Faculty Salary Committee of their performance in implementing the salary policies for which they have direct administrative responsibility.

The recommendation of these mechanisms is **provisional**. Their efficacy will be reviewed by *Faculty Council* in the Spring of 1998, at which time they may be permanently adopted, amended, replaced, or eliminated.



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

Secretary of the Faculty
The University of North Carolina at Chapel Hill
(919) 962-2146
FAX: (919) 962-5479

Office of Faculty Governance
CB# 9170, 203 Carr Bldg.
Chapel Hill, NC 27599-9170

November 27, 1995

Dean Cynthia Freund
School of Nursing
CB# 7460, 214 Carrington Hall

Dear Cynthia:

I am taking this means to notify you of the passage of the "Resolution Concerning Domestic Partners" by the Faculty Council on November 10. A copy is attached. I direct your attention in particular to the second part of the resolution.

Thank you very much.

Sincerely,

George S. Lensing
Secretary of the Faculty

Enclosure

GSL:dpt



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Office of Faculty Governance
CB# 9170, 203 Carr Bldg.
Chapel Hill, NC 27599-9170

November 27, 1995

Dean Michael A. Simmons
School of Medicine
CB# 7000, 125 MacNider Building

Dear Michael:

I am taking this means to notify you of the passage of the "Resolution Concerning Domestic Partners" by the Faculty Council on November 10. A copy is attached. I direct your attention in particular to the second part of the resolution.

Thank you very much.

Sincerely,

George S. Lensing
Secretary of the Faculty

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CB# 9170, 203 Carr Bldg.
Chapel Hill, NC 27599-9170

November 27, 1995

Dean Stephen S. Birdsall
College of Arts & Sciences
CB# 3100, 203 South Building

Dear Stephen:

I am taking this means to notify you of the passage of the "Resolution Concerning Domestic Partners" by the Faculty Council on November 10. A copy is attached. I direct your attention in particular to the second part of the resolution.

Thank you very much.

Sincerely,

George S. Lensing
Secretary of the Faculty

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CB# 9170, 203 Carr Bldg.
Chapel Hill, NC 27599-9170

November 20, 1995

Professor Jane Brown
Chair, Faculty Assembly Delegation
CB# 9170, 204 Carr Building

Dear Jane:

You are of course aware of it, but I want officially to notify you of the "Resolution Concerning Domestic Partners" passed by the Faculty Council on November 10. I direct your attention in particular to the third part of the resolution, herein attached.

Thanks, Jane.

Sincerely,

George S. Lensing
Secretary of the Faculty

Enclosures

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November 21, 1995

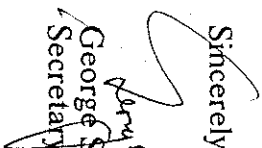
Provost Richard Richardson
Office of the Provost
CB# 3000, 104 South Building

Dear Dick:

I am taking this means to notify you of the passage of the "Resolution Concerning Domestic Partners" by the Faculty Council on November 10. A copy is attached. I direct your attention in particular to the second part of the resolution.

Thank you very much.

Sincerely,


George S. Lensing
Secretary of the Faculty

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Chapel Hill, NC 27599-9170

November 21, 1995

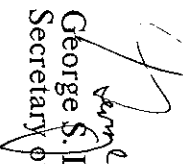
Chancellor Michael Hooker
Chancellor's Office
CB# 9100, 103 South Building

Dear Michael:

I am taking this means to notify you of the passage of the "Resolution Concerning Domestic Partners" by the Faculty Council on November 10. A copy is attached. I direct your attention in particular to the second part of the resolution.

Thank you very much.

Sincerely,


George S. Lensing
Secretary of the Faculty

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Chapel Hill, NC 27599-9170

November 27, 1995

Vice Chancellor H. Garland Hershey
Vice Chancellor for Health Affairs
CB# 8000, 214 South Building

Dear Garland:

I am taking this means to notify you of the passage of the "Resolution Concerning Domestic Partners" by the Faculty Council on November 10. A copy is attached. I direct your attention in particular to the second part of the resolution.

Thank you very much.

Sincerely,

George S. Lensing
Secretary of the Faculty

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Chapel Hill, NC 27599-9170

November 27, 1995

Dean Judith Wegner
School of Law
CB# 3380, Van Hecke-Wettach Hall

Dear Judith:

I am taking this means to notify you of the passage of the "Resolution Concerning Domestic Partners" by the Faculty Council on November 10. A copy is attached. I direct your attention in particular to the second part of the resolution.

Thank you very much.

Sincerely,

George S. Lensing
Secretary of the Faculty

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November 27, 1995

Dean Richard L. Edwards
School of Social Work
CB# 3550, 301 Pittsboro St.

Dear Richard:

I am taking this means to notify you of the passage of the "Resolution Concerning Domestic Partners" by the Faculty Council on November 10. A copy is attached. I direct your attention in particular to the second part of the resolution.

Thank you very much.

Sincerely,

George S. Lensing
Secretary of the Faculty

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Chapel Hill, NC 27599-9170

November 27, 1995

Michael R. Smith, Director
Institute of Government
CB# 3330, Knapp Building

Dear Michael:

I am taking this means to notify you of the passage of the "Resolution Concerning Domestic Partners" by the Faculty Council on November 10. A copy is attached. I direct your attention in particular to the second part of the resolution.

Thank you very much.

Sincerely,

George S. Lensing
Secretary of the Faculty

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Chapel Hill, NC 27599-9170

November 27, 1995

Dean Paul Fulton
Kenan-Flagler Business School
CB# 3490, 012 Carroll Hall

Dear Paul:

I am taking this means to notify you of the passage of the "Resolution Concerning Domestic Partners" by the Faculty Council on November 10. A copy is attached. I direct your attention in particular to the second part of the resolution.

Thank you very much.

Sincerely,

George S. Lensing
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Chapel Hill, NC 27599-9170

November 27, 1995

Dean Barbara B. Moran
School of Information and Library Science
CB# 3360, 100 Manning Hall

Dear Barbara:

I am taking this means to notify you of the passage of the "Resolution Concerning Domestic Partners" by the Faculty Council on November 10. A copy is attached. I direct your attention in particular to the second part of the resolution.

Thank you very much.

Sincerely,

George S. Lensing
Secretary of the Faculty

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Chapel Hill, NC 27599-9170

November 27, 1995

Dean Michel Ibrahim
School of Public Health
CB# 7400, 168 Rosenau Hall

Dear Michel:

I am taking this means to notify you of the passage of the "Resolution Concerning Domestic Partners" by the Faculty Council on November 10. A copy is attached. I direct your attention in particular to the second part of the resolution.

Thank you very much.

Sincerely,

George S. Lensing
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Chapel Hill, NC 27599-9170

November 27, 1995

Dean John H. Stamm
School of Dentistry
CB# 7450, 104 Brauer Hall

Dear John:

I am taking this means to notify you of the passage of the "Resolution Concerning Domestic Partners" by the Faculty Council on November 10. A copy is attached. I direct your attention in particular to the second part of the resolution.

Thank you very much.

Sincerely,

George S. Lensing
Secretary of the Faculty

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Chapel Hill, NC 27599-9170

November 27, 1995

Dean William H. Campbell
School of Pharmacy
CB# 7360, 200 Beard Hall

Dear William:

I am taking this means to notify you of the passage of the "Resolution Concerning Domestic Partners" by the Faculty Council on November 10. A copy is attached. I direct your attention in particular to the second part of the resolution.

Thank you very much.

Sincerely,

George S. Lensing
Secretary of the Faculty

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TRANSCRIPT

MEETING OF THE FACULTY COUNCIL

Friday, November 10, 1995

Assembly Room, Wilson Library

[A complete transcript of the proceedings is available in the faculty section of the campus World Wide Web service.]

Faculty Council Attendance: Present 67; Excused Absences 18; Unexcused Absences 6.

Chancellor Hooker: I want to invite those of you who are standing to find an empty seat and please be seated.

I. Memorial Resolution for the late Stamatias Cambanis: Gopinath Kallianpur, Chair, Memorial Committee.

We have a memorial resolution for Professor Stamatias Cambanis. I want to acknowledge Professor Cambanis' son, Thanassis, who is with us today, and let me please call on Professor Kallianpur to read the memorial minutes.

[Professor Kallianpur read the memorial.]

Chancellor Hooker: May I ask you please to stand for a moment of silence? [There was a moment of silence.] Thank you, Professor Kallianpur.

II. Chancellor Hooker's remarks.

I have a number of remarks to make. Let me begin by speaking briefly about the property that the University was bequeathed in the, by the Dubose family in the middle of the Meadowmont site. Everybody is familiar with the discussions that have taken place regarding the development of Meadowmont. I suspect that many of you have had an opportunity to go to a reception at one time or another at the Meadowmont estate which the University owns, and some of you haven't. I had wanted to have pictures here today, an aerial photo, and I discovered that we don't an aerial photo of Meadowmont, so you could see it in relation to the rest of the property that is to be developed. The property that the University has consists primarily of a manor house, a very large manor house, I think it's a 27,000 square foot house. It's gargantuan by anybody's standards -- and the immediate property surrounding it of about 17 acres. There is a sufficient plot of land around it that it will be buffered from the development to take place there, but the development that will about our Meadowmont property as it is intended will be largely single-family houses and large lots of land, so even once it is developed we'll still have a very handsome piece of property. The question is: what to do with it? And, as many of you can appreciate, it is both a blessing and a curse to have this property, because, a blessing because it is a marvelous piece of land and manor house, a curse because it is very expensive to maintain, and we have to find some use to make of it that will generate quite a substantial amount of revenue annually. The Board of Trustees and the Chancellor over the past year or more have been casting about for ideas. A number of ideas have come forth. The

only one that is presently before me that looks like it satisfies overriding criteria of being capable of generating external support is a proposal from the Business School to convert it into an executive conference facility where the Business School faculty would teach executives from corporations, much as, say, Harvard, as many of you may be familiar with that program, or Duke, the Fuquay School at Duke does, Michigan does. These universities that do these executive programs successfully can make them quite profitable for their universities. So they at least have the promise of throwing off a sufficient volume of revenue to support the maintenance of the property. The Business School proposes to use the existing manor house to provide seminar space and dining space, and then the participants would be housed in a building to be constructed adjacent to the existing house. And the Business School anticipates putting, I think, about \$11 to \$13 million of capital improvement into the property, and to amortize that with that with the revenue that is generated from their seminars. The Board of Trustees has not received the proposal yet, has not received a recommendation from me and won't for some time. But as I say, to alert you to the idea that is being developed, because it is something, an asset that belongs to the entire University; it does not belong to the Business School. And if we accept the proposal of the Business School, then its use will redound primarily to the benefit of the Business School, although I've said that there has to be enough time carved out for other departments or schools so that they could make use of the property to do so. And the Dean of the Business School has cheerfully agreed to that condition. So I wanted to bring that to your attention because you will hear about it at some time in the future, and I don't want it to go to the Board of Trustees without the Faculty Council knowing about it, and knowing the use that's being proposed.

Let me say something about the salary policy which you will discuss later today. Having an effective salary policy that everybody has confidence in, confidence that it can be equitably, fairly administered, and confidence that it will result in the administration of salaries in such a way as to promote the goods and purposes of the Institution and also treat people fairly, everyone fairly. It is very important to me and I just wanted to affirm that if more discussion is required following today, that I look forward to working with the Executive Committee of the Faculty Council to further design a salary policy that is acceptable to everybody and meets the criteria that I enumerated. It is crucially important for us, I think, to have a salary policy in which everybody has confidence.

Let me say something about admissions. I was reviewing this morning the admissions profile of the past decade and was pleased to note that there has been a steady increase in the average SAT of our incoming students. And I recognize that the SAT is not a great measure of the preparedness of prospective students, probably class standing weighted by some assessment of the institutions that our students are coming from. Institutions that our students are coming from provides a better measure, but it is the one subjective or one commensurable criterion that we have that enables us to compare across universities and across high schools, and it does provide at least the illusion of objectivity. And I'm concerned that this past year there was a slight dip in the incoming class as measured by the SAT. And that led me to reflect on and wonder

about what involvement the faculty has, and particularly departments have, in recruiting the brightest and best from North Carolina and abroad. And I just want to affirm that is something in which I have a great interest and which I will be talking with the Executive Committee of the Faculty Council about getting our faculty more actively involved than they are now. And I have no idea what involvement you presently have in recruiting the brightest and best. But I do know that it is possible with the support of departments to establish very good ties with high school counselors across the state, and it seems to be high school counselors who exercise the greatest influence on students regarding their selection, their choice of colleges. And I would like to promote and encourage -- I will do so -- activities from our departments that reach out to high schools across the state and particularly to high school counselors and to influential teachers to encourage them to send us their brightest and best students.

An area that I would also like to focus on and will do in conversation with Executive Committee is that of output measures that assess -- this is going to sound like a business talk -- but assess the value-added from the education that we provide. Universities have come under assault from various quarters around the country over the last couple of years, or last five years, for not being able to measure what we do, or the quality of what we do, in educating undergraduates, in such a way that we can demonstrate that we have done a good job with our students. And as you know, it is exceedingly difficult to measure what takes place in the four or five years of an undergraduate education, to compare it with where students are when they come in and look at where they are as they go out. There isn't a standardized test that students take as they enter and that they take as they leave so that we can measure the two performances, and there couldn't be. Much of what takes place in education, one hopes, is conditioning of the mind, the nurturing of the soul, the molding of the character in such ways that it is very difficult to measure, even difficult to talk about. And yet you and I share a conviction that it happens and we have a greater or lesser degree of satisfaction that it has happened well. But I think we cannot afford simply to say to the outside world, "It's not possible to measure what we do." I think the challenge is upon us to find ways to measure what we do, to be able to therefore assess what we do and to determine whether we do it well, whether we do it better than we used to, or better than somebody else does it, and this is an area where I want to work with Faculty Council, because I think we ignore this challenge at our peril. We will be held to account for our activities for the expenditures that we make in education and I think we had best, in our interest, begin asking the difficult to ask questions, and far more difficult to answer questions, "How do you measure what goes on in an undergraduate education with respect to the quality of it?"

Let me say something also in that regard about the intellectual climate on campus. As you know, this was an issue which was raised by the faculty in its self-study report for the reaccreditation, and Pamela Conover did a very good job of writing her section of that report which I read, which was much larger, longer than what was finally included in the report. It is really a compelling assessment of the challenge of providing an intellectual atmosphere on campus that you and I can be proud of. I've had conversations with Dick Richardson who has enlightened me

about the difficulty or the risk of taking the world as I remember it as a student and trying to apply those standards to today's world, because the students just are different from my generation of students. Dick has convinced me of that. But I'm also convinced that we can do much, and should do much, to improve the intellectual climate of the campus, and I think that pertains both, or relates both, to our being willing to measure what we do, or to undertake the challenge of measuring what we do, and it relates also to my challenge to us all to become more involved in recruiting the brightest and best students. Because really the creation of an intellectual tone or an intellectual atmosphere or at least an atmosphere of expectation begins with the admissions process itself. So as we, over the course of this year, look at our curriculum and look at the intellectual climate on campus, I would like us to relate that also to the recruitment process for our students, and I just want to affirm with respect to intellectual climate or intellectual atmosphere that that is another issue in which I've taken a great person interest.

Finally, let me say something about the letter from the fraternity, the recruitment letter that surfaced in The Daily Tar Heel. As all of us, I'm outraged by what I read, but I'm not willing to hold the fraternity itself entirely to blame for that letter. I hold us all to blame. It relates, again, to the issue of the intellectual climate. For a fraternity to release a letter like that, and I understood, actually, that this is the second year that that letter was sent, not the first year, and not to see something profoundly wrong with it, is a sad commentary, not just on those fellows in that fraternity, but on the whole atmosphere that we have allowed to develop, in society. And I'm not condemning the campus at Chapel Hill. But if we know that that kind of thing is part of what defines the atmosphere of the broader society, or the sub-culture of fraternities, and we've done nothing about it, then we have failed in our obligation. And so I just wanted to -- while I'm outraged by the letter and while I'm pleased that the student judiciary system and the fraternity director in the Office of Student Affairs are looking at this, and while I hope they will take appropriate sanctions -- I did want to add the observation that we can't rest smugly in the knowledge that the fraternity was brought to task for what they did because all of us allowed an atmosphere at Carolina to develop in which a fraternity would think that they could get away with something like that or that something like that was not profoundly wrong. So I did want to say that. And, Madam Chairman, I think that is what I had to say in the way of remarks. I would be delighted to discuss anything that's on anybody's mind.

Professor Richard Pfaff (History): I was struck, as I'm sure many of you were today, by reading the proposal for the closure of various degree programs at the University, and I was particularly struck by the inclusion of Music, on both the bachelor's level and Masters, simply because it's one of the seven liberal arts as they were originally comprised -- that's why there's a Duke University. I hope this is a signal for some serious vigilance on all our parts lest there be further erosion of this sort. Can you comment at all on this issue? Chancellor Hooker: Yes, I found out about this at the same time you did. I read it in The News & Observer this morning. And so I fairly quickly tried to get to the background and then I discovered that the campus was informed over a year ago

that this study was underway, it was legislatively mandated, the Board of Trustees had undertaken it. The campus knew full well that it was underway, and the campus had a fair amount of input. It was mostly provision of statistical data regarding enrollments and so forth, and I my understand is that -- I haven't seen the actual study that the Trustee committee, or the Board of Governors committee, was using, but I saw a precis of it, and what they were looking at, was five-year graduation rates in various programs, degree programs, baccalaureate, Masters, and Ph.D. And I've got the material here that I picked up at the Board of Governors meeting this morning. They, there's a category called "exempted from review" for Carolina. These are programs that apparently fell below the threshold but for some reason they did not decide to look further at. One was Latin American Studies. Another is Afro-American Studies. That's at the baccalaureate level. At the Masters level, M.A. in Communication Studies, M.A.T. in French Education. And at the doctoral level, the Ph.D. in Slavic Languages. Those they did not look at. The programs that were recommended by the committee for discontinuation were the Bachelor of Music Education, focused on K-12; that's in the Music Department. The Bachelor of Music in Performing and Composition. Those are the two Music programs at the baccalaureate level. The B.A. in Italian, the B.A. in Portuguese, the Bachelor of Science in Public Health in Health Behavior and Health Education -- I'm not familiar with that program, and the material I had didn't have any other information about it. The special pre-professional Bachelor of Science in pre-professional Medicine, which I gather is for pre-med students, and apparently that's not a very popular major with students because medical schools don't like it. There was similarly a pre-professional Dentistry Bachelor of Science degree recommended for closure, and the B.A. in Astronomy. At the Masters level, there's a Master of Education in Reading Education, literacy studies; a Master of Arts in Teaching Music Education; and the Master of Music in Performance and Composition and in Choral Arts - - sounds like it pretty well covers the waterfront in Music in the Masters program. And, again, I don't have anything about the data behind that. And in Dramatic Arts, an L.D.A. degree in Dramatic Arts -- and I'm just not familiar with what an L.D.A. degree is. And nothing at the doctoral level was recommended for discontinuation.

My understanding is that the Board of Governors committee now will receive comment and refine its list and then will come back to the Board of Governors with a recommendation for discontinuing these programs. As I say, we have known about this for a long time. And I'm not sure what the campus did to respond, but it reinforces a perspective that I've had for some time in dealing with legislatures in public universities, and that is that if we don't begin looking at the productivity of our programs and closing some of them ourselves, somebody else is going to do it for us. And I would much rather the judgments be made on campus by the faculty than that the judgments be made by the Board of Governors or by the Legislature. I just didn't realize that it was happening this quickly in North Carolina. But it intensifies my conviction that we should examine all of our programs and look at the productivity of them; that is, by productivity I mean simply the number of students that they've turned out over the last five years, say. And ask ourselves whether it can be justified to continue them given our knowledge that there are other programs

but the value of a Philosophy degree is not measured in terms of what the person earns on the first job. I said it's a, the real problem is you can't, in business terms, you can't establish the net present value of a saved soul. But just saying that and while it is convincing to you that that's important, that that should be the end of the discussion, just produces looks of incredulity in legislators. And so we have to recognize the gulf between our understanding between the value of a liberal arts education and the questions that we are getting from the public. And we have to engage the argument. We cannot duck it, because we will duck it at our peril. So thank you. That's the point I was trying to make. please.

Professor Melissa Bullard (History): I was a little concerned about the categories by which this report to the Board of Governors is being presented, namely that, it seemed, at least from what you said, that the number of majors became the defining element for a department. And in two examples that you gave, the two languages, Portuguese and Italian, I think that would be very unfortunate to judge their usefulness in the University solely by the number of majors that are graduated. Because, as we know, the study of foreign language is absolutely essential in the creation of an educated person. Also those language programs send many students abroad. I would rather look at enrollments, rather than look at the number of majors. It would seem to me that that was being done. Chancellor Hooker: I haven't seen the report that the committee was using so I don't really know what all the criteria were. I do know that one of them was the average number of majors over the last per year or the last five years. But presumably they were looking also at head count enrollments. And the proposal was not, of course, to close these departments. It was to eliminate the majors. So, one could argue that it is crucially important to keep the department because of the importance of foreign language instruction, but that it is not necessarily important, or that important, for those reasons, to keep the major. I'm not making that argument. I'm just telling you that there's a difference between turning out majors and providing service courses to other majors.

Vice Chancellor Garland Hershey (Health Affairs): All of the Health Affairs programs that you identified were programs that we had recommended, or agreed to, be closed down. I suspect that's the case for at least some of the ones in Academic Affairs as well. So what we're hearing about is not necessarily a decision by the Board of Governors to do something that we disagree with, but something that in some cases we initiated. In other instances there have been discussions and mutual agreement to close those majors. Chancellor Hooker: That's good to know. I'm glad you said that. And I applaud us for having jumped in front of the curve on that and would recommend that we continue to do so.

Professor Pete Andrews (Environmental Sciences & Engineering): The reason that case, a potential translation problem danger, for example, the one in Public Health, I'm relieved to hear affected only the B.S.P.H. in one department because there are other departments where actually the undergraduate program is quite important, and dropped it. Professor Calhoun: That was a typo. Professor Andrews: In the paper? Yeah, it would send a very

different message to the community of potential applicants among others.

Professor Frank Dominguez (Romance Languages): That agreement was certainly not the case in Arts and Sciences, and I want to ask you whether we're going to have a chance to respond to this closure. Chancellor Hooker: Well obviously we can send a letter to the Board of Governors. That's not at issue. But it needs to be a very thoughtful letter. We need to understand what the criteria were that they were using, and we need to be able to respond to the criteria, because I'm assuming that those criteria derived from the legislative mandate to close unproductive programs.

Interim Provost Dick Richardson: We do have one, one on the Italian question. I think the Chancellor pointed to an important alternative. The Board is making available to us, in that particular instance, simply the combining of those two languages into a degree. In other words, these are not closing down majors, even, in every instance. In some instances they're simply saying that it seems reasonable for them to offer a combination program. So consolidating is an alternative that we still have open to us. We have responded last year to the request for these programs. I spoke with the Department of Music this morning. That Music Education degree has been one that is not a problem. There is an opportunity, I think, for us to speak again to the question of that Music degree. But we have written responses last year. Last year responses were written to their initial invitation that they were interested in looking these over. Chancellor Hooker: Let me make clear. I'm not objecting to the discontinuation of majors or closing doctoral programs. I just think that we should do it, rather than turning it over to someone who's going to do a far less thoughtful job of it, then very likely end it. Thank you very much.

III. Chair of the Faculty Jane D. Brown (including report on the Faculty Assembly).

Professor Brown: As you notice, we have a very full agenda today. We also have a new seating arrangement. I'm sorry to keep moving you around. Actually I have a seating chart now. In case you can't find your seat today you could look and see where we put you. Just come on in. The Council members who haven't arrived, take their seats. I have just a few details before we get into the business of the day. That you noticed a green sheet there. This is from the Human Resources. They are doing a team on how to improve their information systems. This has some relevance to the further conversation we're going to have today about salaries. They're interested in creating a personnel information system that helps us do our work. It may also help us do research proposals. They're hoping to get an information system that would allow us to calculate more clearly benefits, project benefits into the future, look at job classifications and things like that. And so if you have any interest in this, I encourage you to either call them or try, you need to, there's not enough room on this questionnaire to adequately answer it, so to get in touch with them and say you're interested and you have some ideas about what you'd like to see in such an information system. Let's see if I can get this volume

turned down a bit. I simply wanted to say that one of the diversity workshops was held, and I heard that it was excellent. I'm sorry, I apologize for having scheduled those so quickly. It was difficult to get time to do that this late in the semester. So there will be other opportunities we'll schedule and give you more warning so that you can get those on your calendar. There will be one offered on December 8th, if that's free, but I don't know what time of day, because Council members are supposed to be here that day. So we'll look into that.

I also have been putting off reporting about Faculty Assembly, and it's actually relevant to do that today. The Faculty Assembly is the group that brings faculty representing all campuses from the System together four times a year. We meet down at General Administration. We talk about issues that are of concern to faculty across the System. Our delegation this year is Lolly Gasaway, Bill Keech, Miles Fletcher, Laurel Files, and myself. And we are open to any suggestions you have about issues that you think the faculty in the System should be talking about. What typically happens is President Spangler opens the meeting with whatever is of concern to him at this point, and then we break into subcommittees to consider various issues. This year, for example, we have been talking about the consensual amorous relationship policy that the Board of Governors is concerned about now. You will probably be happy to hear that, or maybe even surprised to hear, that the policy that we developed here last year is now being used as a model for what the System might want to do, what we might want to have at all the campuses. And we're learning more about that every day, what they're going to do, how they're going to move on that. The other thing that we've done in the Assembly is to press for more adequate salary increases. We've had good success in working together as campuses across the System to ask General Administration to carry our need for salary increases forward. Last time, however, we were somewhat campus non grata, having raised tuition to support salary increases. President Spangler spoke forcefully against tuition increases, and we hold our tongue to some extent. But it was not a pleasant occurrence. We'll continue to work on that.

The other thing that I thought I should mention is that three years ago the Faculty Assembly passed a resolution calling for each campus to make sure that their equal opportunity policies prohibited discrimination on the basis of sexual orientation in educational and employment opportunities. So three years ago the Faculty Assembly called for policies that we have in place already on this campus. They encouraged all campuses to have such policies. The Welfare Committee of the Faculty Assembly has also addressed the issue of access to group health insurance for domestic partners in the past. They kind of dropped the issue last year, but I talked to the head of that Welfare Committee, and he's willing to take it up again if we ask him to do so. So please let us know if there is anything else that you think the Faculty Assembly should be addressing. We'll be happy to forward that.

Finally, I wanted to congratulate two of our faculty members who have received public recognition for outstanding work. I know many of us do, but these two have been public, and I think are especially noteworthy. Professor Bill Kier won the 1995 North Carolina Professor of the Year Award, which is quite excellent.

And John Sanders, who is often a member of this body, who keeps us honest about faculty government and has for many years, was just named, just given the Board of Governors University Award for distinguished service. So I want to congratulate both of those colleagues.

IV. Reports from Executive Committee of the Faculty Council.

Professor Brown: Now, we have a packed agenda today. And what I'd like to do -- and I'd also wanted to apologize for you might have gotten these materials late. We have extra copies here. Part of it was because we were trying to get, rewrite some materials in time to vote on them today. So we were a little late getting it to you. It was in the mail by Tuesday this week. How many of you didn't get materials ahead of time? Ah, not as many as I had feared. Okay. If it's okay with you, can we consider that you got the materials and that we could vote on these resolutions? Technically, we're supposed to have resolutions 24 hours in advance. Could we suspend those rules for those of you who didn't get those? Are there any objections to that? You've had time to read them now. And think about them. Well, we'll have further conversation, and you can think about it as we converse. Thank you.

A. Resolution Concerning Domestic Partners: Steven Bachenheimer, Chair, Faculty Welfare Committee.

Professor Brown: Domestic partnerships. This is the topic that we had, I think, an excellent discussion about at our last meeting in October. What we asked for was the Welfare Committee to bring this back to us in resolution form so that we could vote on it.

Professor Bachenheimer: So just to review. There was presentation of a statement concerning employee benefits for domestic partners presented last month, by Paul Farel. The statement was developed by a joint ad hoc committee with members of the Executive Committee, I believe, and the Employee Forum. There was a request from the floor, I believe from Howard Reisner, who was here, that actually a formal resolution be brought forward for the Council to act on. I volunteered the Welfare Committee to put together such a proposal, and that's what you see before you. You'll see attached to the resolution the statement from the last Council meeting. So you've all had a chance to look at it. I'd like to urge you to just consider it as a package, and I'd like to move its adoption. Great. Is there a second? Very great. Any further discussion? We did discuss this pretty thoroughly the last time.

Professor Ron Link (Law): Some questions. First, does the proposed policy apply to heterosexual couples as well as homosexual couples? Professor Brown: Yes it does. Professor Link: Is it typically the case that domestic partner policies cover heterosexuals as well as homosexuals? Professor Brown: It varies. Some do and some do not. Professor Link: What does Duke's do? Professor Brown: It does not. Professor Link: What does Stanford's do? Professor Brown: I don't know. Who knows? Professor Link: It does not. Let me ask what the first sentence of the definition of domestic partnership means? Professor Brown:

I'll call on the Committee members as well. Paul and Lolly, who helped draft this.

Professor Lolly Gasaway (Law): Which sentence are you asking about? Professor Link: The first sentence of the first paragraph, "A domestic partnership is..." Could you explain that to me? Professor Paul Farel: Can you express probably a little more clearly what part you find confusing? Professor Link: Does it usually contemplate a sexual relationship? Professor Farel: Does a marriage usually contemplate a sexual relationship? I'm not sure yet what the intent of the question is. I'm not sure what you're getting at. Professor Link: Well, what's your answer? Professor Farel: Well, this is not a court of law. I mean if you can tell us where you're heading, perhaps we can discuss your role, and then determine whether or not you want to consider that. Professor Link: It wouldn't be as much fun. [laughter] Professor Brown: Come on, Ron, let's just have a conversation. Professor Link: Well, the point is this, a contract based on a sexual consideration is unenforceable in North Carolina. [Unidentified person]: Then by your own account, that's true of marriage. Professor Link: There's an exception for marriage. And there are considerations other than that. I'm simply relating what the cases generally have held, but my colleague may disagree with me.

Professor Gasaway: What contract do you see there, Ron? Professor Link: "A committed relationship in which the parties consider themselves life partners" -- partners certainly sounds to me like agreement; an agreement, of course, is a contract. "Share a principal residence and are financially interdependent." I'll tell you where I'm going with this point in a bit. Professor Brown: How about right now? Professor Link: Well, let me turn to the, on the simple question of the administrability of a policy like this. Why don't I ask this, and turn to footnote 1. I'll come back. The "possible criteria for establishing financial interdependence" -- are all of those required to be met? Some of those? One of those? Professor Farel: We, first of all, this isn't a policy, it's a statement, and -- I don't know whether that's a legal distinction that means anything, but I think it was meant to express the feeling of the Council that we wanted to include all members of the University community in whatever we could and that no segment of the University community feel excluded. So this wasn't a policy in that sense. This was merely just a statement of support for all our colleagues. In our joint ad hoc committee we discussed whether or not we wanted to try to define a domestic partnership, and really the definition of a domestic partnership will depend upon what you're defining it for. The definition for, and the constraints put out by the Carolina Club, for example, are different from those that are in there for the UNC gym pass, the UNC One Card or gym pass. The Carolina Club requires that there be a statement of financial responsibility that the associate member has to be able to pay the bill. For health insurance, there would be a different kind of definition, as for dental insurance, probably. So this is just meant to be an outline of the kinds of things which would be considered in that definition. But I think the crucial issue is the committed relationship, in which the partners consider themselves life partners. It's not a casual relationship.

Professor Link: If it's not a casual relationship, is there any requirement on the termination of the relationship by either separation or death that there be a division of assets between the former partners? Professor Farel: Let me ask the Chair. I find this line of questioning somewhat offensive because I think we've tried to be open and honest in our discussions. And I have no idea where Professor Link is going. If he finds the policy, or, I'm sorry, the statement, objectionable, I think he should come out and say so. I'm not sure where we're going with this discussion.

Professor Link: I'm simply trying to illustrate the difficulties with this policy. Professor Brown: But it's not a policy, Ron. What we're doing is saying that we believe that benefits that are now extended to married partners of employees should be extended to partners in committed relationships. And that's what this says.

Professor Link: Well I'm trying to understand what---. Professor Brown: There is already a policy---. Professor Link: Well, I'm trying to understand what a committed relationship is. Professor Brown: These definitions are based on lots of other policies that have been formulated, and so these give us some criteria so that in some, in different cases across campus, different pieces could be used to define the partnership, to define it. And so it's at this point flexible so that some don't want to go into the whole, don't want to have all of these things, all of these criteria met, and some situations, they do. So they could do that. And they could establish which ones they want to use and which ones they don't.

Professor Link: Who would make that determination as to what the test was? Professor Brown: The unit. At this point, the Carolina Club has decided how they're going to define it. The people who administer the UNC One Card have figured out how they want to do it. Do they want to ask people for marriage licenses, then they'll have to use more of these criteria to find out.

Professor Link: Well, if you would like to be engaged on the merits, I think the merits are this. The difficult question to me in the policy is the heterosexual couple, because a very simple alternative is available if these folks want benefits, and that's simply marriage. A homosexual couple is much more difficult because they don't have that option available to them. And I will read you in close one of my colleagues who's certainly a rather conservative, says this: "We might think twice about approving a proposal that's unreasonably broad, that sanctions and provides benefits for parties who are in contravention of North Carolina criminal statutes, even though the statutes are archaic and stupid in my mind, that envisions support arrangements that are in all likelihood unenforceable and provides no real protection for cohabitants in the event of termination of partnership." To read it closely, my comment, I think you will find it would not apply if, say, I had a dependent sister who lived with me, a disabled dependent sister who lived with me. I could not designate her as beneficiary under these policies. So my colleague said this: "If it means that I would be able to choose a joint survivor benefits plan for my lover, but not my brother, I am outraged."

Professor Joe Ferrell (Institute of Government): I think a couple of points about the policy. First of all, this is not the forum for investigating, I think, some very legitimate legal questions that Professor Link raises. That would be appropriate if and when the organizations that extend health insurance coverage, for example, get into that issue. In terms of many of the things

are designated, the life insurance beneficiary, designation of the beneficiary from the retirement system, at least under the state retirement system, as far as I'm aware, I could designate anybody who had any kind of a relationship as my beneficiary in the state retirement system the same benefits upon death as a spouse. From a legal standpoint, the closest analogy I can think of in these criteria is the idea of domicile, which is every bit as difficult to establish. As Professor Link will recognize, legal domicile is a subjective state of mind; it is where you intend to reside. Since the law cannot read your mind, it can only look at objective evidence. So if I want to look at where your legal residence is, I ask you many of the questions that you see here to find the fact to emphasize where my legal residence is. It is a very difficult thing to determine, but the law is up to it usually. And you've dealt with that particular concept for hundreds of years without too much difficulty. And I have confidence that we'll be able to deal with this just as easily. Professor Brown: Thank you. We have many things to discuss today, so----

Professor Jim Peacock (Anthropology): In light of Professor Ferrell's points, which, I think clarify the ambiguities, and in light of the direction of the resolution which is really a quest for a policy rather than statement of a policy, I call the question. Professor Brown: Is there any objection to calling the question? If there is, we need a two-thirds vote to call the question. Seeing no objection, we will vote on the resolution as a set of resolutions. All those in favor of the resolution, say aye. Any opposed. [There were some noes.] The motion carries. Thank you.

B. Policy on Faculty Salaries: Jane D. Brown.

Professor Brown: Now, another interesting topic. Salaries. You all have this in front of you. Two pieces: the Resolution on Faculty Salary Policy, the Background, and Principles to Guide Action, and Mechanisms.

As soon as we last met, members of the Executive Committee of the Faculty Council have made only minor changes to the principles, given our conversation that we had at our last meeting. So what we proposed today is that we vote on these principles. We can have further discussion about those. I'd like to keep that to the minimum if possible so we can have further discussion on the mechanisms which we haven't discussed before. We do not propose that we vote on the mechanisms today because this is our first conversation about those. And what we would like to do is to listen to the conversation about that and bring them back to you, if there is sentiment that we do need the mechanisms. That's still a question, I think, about whether these principles will lead us far enough down the path we want to go. I hear some people already adamantly saying, No. So we will certainly have the discussion of the mechanisms, but first I'd like to talk about the principles and see if we're ready to vote on those.

1. Resolution on Principles to Guide Action.

Do I hear a motion to vote on the Principles? [It was moved and seconded.] Okay. So further discussion on the Principles as rewritten? Professor Jack Boger (Law): I would rise to report a

discussion that our Law faculty had yesterday in which we, in fact, found ourselves in opposition to going forward with these Principles at this time. Almost everyone present at that meeting -- there was a 30-40 minutes discussion of these principles -- shares the underlying concern for equity in faculty salaries and the procedures to set those salaries, shares the belief that if there are difficulties in some departments and some schools now that cannot be addressed within those departments or schools internally, that the University has clear responsibility for looking into those difficulties, and to redress them. However, the Law faculty, really by a 19 to zero vote of those who were present, and Lolly Gasaway wasn't present and might well have voted to the contrary. [Professor Gasaway: I would have voted to the contrary.] had the following point of view. There are many departments in which there appear not to be difficulties right now with the setting of salaries, either the procedures or the outcomes. And to propose this sort of one-fits-all universal policy response to what may be a partial problem in some departments seems to be a mistake.

Professor Brown: Are you speaking, just to be clear, are you speaking about the principles or about the mechanisms? Professor Boger: About the principles as well as about the mechanisms. We actually took a separate vote on the mechanisms and on whether there needs to be a University-wide statement of principles at this point, and it's really the latter vote, whether there needs at this point to be a University-wide set of principles that we received in fact a unanimous vote from everybody from senior tenured chaired faculty to the junior-most untenured faculty. The thought was is was not simply inefficient or even broad to have a universal solution for partial problems, but that in fact it might have unintended consequences. There might well be departments such as ours where the people are relatively satisfied both with the current principles in place and with the implementation of those principles. And to move down the road toward what the mechanisms suggest -- I know the mechanisms themselves are not in stone -- would risk, as the Law faculty saw it, sort of adverse consequences for collegiality there. The politicization of the faculty, the polarization of the faculty in a way that might be adverse. And so the question that was really put to this body, coming back, and I'm really a reporter for that, is: why a universal, one-fits-all solution if there's not a universal problem? Why not deal with the departments directly that have the most egregious problems through the Provost, the Chancellor, or some other body [some chuckles] rather than adopt a policy in which the various units or schools themselves, plus we're getting down some road of changes that may not be required. Professor Brown: Doesn't the Law School at this point have a very open policy? Professor Boger: It is satisfied with the policy, that's right. Professor Brown: Okay. Response to that?

Professor Carl Bose (Pediatrics, Medicine): Well, my question would be, in what way are the Law School's policies in variance with these principles outlined? Professor Boger: I don't think we made a, you know, point by point, a narrow analysis or comparison although we did look at them in some places where some faculty saw that. The basic response, the most heated response, came to the mechanisms, in which you set out a faculty committee -- [Professor Bose: Which I can understand.] Of course. -- to the dean who

would actually superintend and supervise the dean's sort of choices. In our department at least we find no need for that and are confident both with the Dean's choices, but this present Dean and previous Deans, but with leaving those kinds of questions in the hands of a single administrator. But there was great opposition as well to the establishment of a single ... University set of principles, with various faculty members objecting to different ones of the principles. So, you know, some objected to 1 and 2, some to 3, 4, and 5.

Professor Rich Beckman (Journalism & Mass Communication):

Well these are separate questions. I have two questions. What is on point #5, and maybe I'm reading it incorrectly, but it seems that if salaries are somehow tied to the market conditions that what I read is that a, if we need to hire a Professor of Plumbing versus a Professor of Journalism, and we know that a plumber makes more money than a journalist [Professor Brown: Yeah, unfortunately.], then I'm a little concerned about the, how that balances out. I'm not sure that the University should place the same standards in terms of hiring faculty as society has determined and in turn set the relative value of people and their professions. Professor Brown: You're speaking for the community part of the balance, rather than the market? Professor Beckman: Well I'm saying that I think that's a dangerous connection to make. It says here that prevailing market conditions have some tie-in to salaries. I'm just not sure what that means, and I'm a little bit afraid of it. My second point is that -- [Professor Phillip Bromberg (Medicine): By Professor of Plumbing, did you mean a Professor of Surgery? (laughter)] I was trying, searching for a Professor we didn't have. My second point is, since I just got this document on Wednesday, and if indeed I represent 25 people in my department, I would like to have more time to talk to them before I vote on this document. Professor Brown: Are you talking principles or mechanisms? Professor Beckman: I'm talking -- well, I hadn't seen either one, so-- [Professor Brown: You were in Africa, right?] Right. Professor Brown: Okay, good. Let's have further response.

Professor Peacock: This is just a point of information, but it does pertain to the first speaker. And that is, that in 1972, and then revised in 1990, the AUP adopted a set of principles which are essentially the same as our first and second ones. So there is a kind of shoe-fits-all that at least a national body has discovered. Professor Link: Since examples have been asked for about the Law faculty's concern with the statement of principles, I'll give one in response to the comment about markets, and that was the question, what market do you mean? There is no undifferentiated market. Is it professors in general, is it professors by discipline, is it women, is it minority hires? That was just one. The feeling was there may be other latent problems in here. I'll simply reinforce what Jack said. I've been here now 24 years through five different deanships, and our practice has always been, as Jane says, an open one, that the Dean sets the salaries, publishes to the faculty the salaries, anybody's invited to discuss them with the Dean. And to my knowledge the only objection that has ever been raised is somebody going in and saying, "I think somebody else's salary should be higher." So, if it ain't broke, why fix it?

Professor Farel: I think the general goal of openness is one that will do us a great deal of benefit, and we owe a debt of gratitude to the people who really pushed this decision forward. But I'm concerned about actually getting changes implemented. That, from what I've heard from our discussions I don't think there're very many deans who support either the principles wholeheartedly or the mechanisms. And part of it, even though they might do all the things that we ask for, they don't support them now, and part of that is because they were not involved in the formulation. Faculty Council has no legislative power. We can't force anybody to do anything. We just have a kind of moral weight. And we've heard from at least, from one dean, who said that if it's not absolutely imposed, he would ignore it. And if it were imposed by the Chancellor, it would be a shell. We need to work out some way of actually getting what we want affected at the change. And to do that, I think we need to involve the Deans and Vice Chancellors more in conversation about both the principles and the mechanisms. So I'm hoping that whatever we pass today can be considered as a talking point for these further discussions. And I think this would be necessary to actually get what we're talking about translated into effective action.

Professor Brown: Dick, can I call on you at this point, did you want to bring forward that proposal? Provost Richardson: Well, it's hardly a proposal. But the Deans and Directors -- I think, in fact, it was prepared yesterday -- unanimously requested me to present to the Council words to that effect. Namely, that they would like to communicate to the Council their support for consultative processes of faculty salary determination, the implementation of fair and appropriate appeal mechanisms, and access to relevant salary information. But they would also like for me to express their desire for further consultation and discussion between those with experience in setting salaries and faculty representatives before adoption of mechanisms prescribing procedures for implementation of salary principles that were currently under consideration, and asked that a task force be appointed as soon as possible to engage in such a process and invite all academic units to discuss the proposed mechanisms and express their views on the advisability of the implementation prior to action of the Faculty Council's recommendation on this subject.

Professor Jack Evans (Business): Nearly two years ago when the notion of creating a committee to study a number of these issues was proposed, those of us being asked to serve on the committee were asked to come forward with something along the lines of what is now being proposed. I asked that the charge to the committee be written more narrowly for two reasons. Number one, I wanted to concentrate first on gathering some background information so we could understand what the situation was. Second, I was particularly worried about taking on the challenge of trying to come forward with a recommended policy or mechanism that we could agree in advance would apply in all of the situations where we wanted to apply them, namely across the entire University. And that we could also decide, after the fact, retrospectively, whether it had or had not been implemented and followed appropriately in any instances that one wanted to test. And my answer to that was, a) that's going to be a very difficult challenge, b) I see that fundamentally as an administrative challenge that, as our Provost has just said, really I would hope would involve people who have

experience in setting salaries as well as involving some of us who are on the receiving end of those decisions. I think there's wisdom in taking the information that has been gathered and then using a mechanism that involves people in the administrative challenges to deal with this. There are some mechanisms that I'm aware of that are of use in other institutions that I think do a good job at a unit level of creating a consultative process that provides advice to a chair or a dean or a director so that the effect that's sought from these policies can be achieved but without the challenge of trying to do that at this aggregate level.

Professor Calhoun: I don't have a brief for any particular principle or mechanisms but I'm puzzled by two of the issues in the discussion. First, it seems to me that the Deans and Directors currently, of Academic Affairs, are being disingenuous to some extent. It's not as though this issue arose in the last month or there has been no opportunity for them to consider the matter whether it would be appropriate to have salary policies open and clearly stated in their units or for the campus as a whole. And, indeed, the Evans/Miller report which was the precipitating factor for the effort of the ECFC to make a proposal of Principles to Guide Action on salaries was circulated to all of the Deans and Directors so that they certainly had the information that suggested there was an issue that needed attention. Though I haven't been a part of it, I understand there has been a certain amount of voluntary effort on members of the faculty to bring this to the attention of at least some of the deans as well. What I'm puzzled by is the idea that the problem is one of lack of consultation as simply a need for a more extended process by a task force. Now, with that in mind, and the objections that Jack Boger reports in the Law School, I'm also puzzled by objections to principles. I'm much less puzzled by concerns about mechanisms, though frankly I think the mechanisms that are imposed are of a pretty nonproblematic, non-threatening nature, but they are, nonetheless, mechanisms. They do attempt to set a kind of specific policy, and so I can see the point of debate about that. I still am waiting for a serious answer, not to the question of what, if this were a court of law, would be the precise contractual definitions and variety of terms, but rather to what is problematic about principles, indeed, even at the level of the University. I rather strongly believe that it's important for the University to function as an intellectual community and to have certain standards as a University, not simply as a number of different units which, indeed, are not fully autonomous. In that connection, the statement of Principles uses the word "should" recurrently precisely because it's an expression of Faculty Council sentiment as to what should be the case in a variety of units, and it does not legislate any specific remedies or procedures or mechanisms precisely because the Faculty Council doesn't have the role of such legislation. So, I would like to ask again the question that was asked by Carl Bose, "what are the provisions in the statement of Principles that would hamstring the Law School or any other unit in its operations? And I'm particularly surprised that this comes from the Law School because I admire its Dean and I had thought it was something like a model, indeed, for fairness in these procedures.

[Professor Brown asked Jack Boger if he would like to respond to this.] Professor Boger: I'd be happy to respond. I can't

speaking for everybody on the faculty who didn't concur in this, but I think, Craig, that there was the perceived sense that the principles are fairly clearly and closely linked to mechanisms to follow. Indeed, Jane said we want to move quickly if possible through the principles to get to a discussion of the mechanisms which will follow. So the faculty saw this as not simply a statement about principles in general, but it's tied to something that's not enacted. When they looked at it in that light, I know people focused on part of section 2, for example, that requires regular review by the faculty, we would tie that to the kind of mechanisms that talk about a faculty committee to address salaries and to oversee what the Deans or the unit heads are doing, one sees that that principle is susceptible at least to interpretations that these mechanisms reflect. It would involve greater faculty autonomy vis-a-vis the decisions of the Dean. And in #5 as we suggested, there is a great deal of concern written by four or five very respected liberal members of our faculty about what market forces mean and how that might be used and so forth. So I don't think it was simply frivolous on the part of the Law faculty. They're worried that these principles were not simply an affirmation of particularly #1, public, openly stated criteria ["open, publicly stated criteria"], to which I think we all might have subscribed, but the first step in the door toward a set of mechanisms with which we might seriously disagree. Professor Brown: So you would say your faculty would agree with #1 under the principles? Is that what you're saying? Professor Boger: I shudder to speak, but we didn't vote on that. But I really can't speak for them, since they took a vote deliberately on, "Are we opposed to the adoption of Principles, and so on, for the University as a whole." And the answer, 19 to zero, with people like Lolly Gasaway not present, who might have made it 19 to 1 or 2.

Professor Henry Hsiao (Biomedical Engineering): I do have a concern with what's not mentioned here, and that is the recruitment of new faculty. Nowhere in this thing does it say: how do we pay, how do we recruit new faculty? Now if we need to pay those guys more, does that mean the entire department's salary should be raised? If you recruit less, does that mean your entire department's salary should be decreased? New faculty -- we have to get those people here. If you use a policy that inhibits getting good faculty here, I don't know if that's a good idea.

Professor David Pike (Germanic Languages): I'd like to just turn the question around and say, does building a better University require gouging the people who are already here, whose credentials may be just as good or better than the people you're bringing in from the outside. Now we could focus on that problem all we want. But maybe it's time to ask what needs to be done to take care of the good people who are here, who have done their work over many years, who may or may not be thinking about leaving, but who don't think that they ought to mortgage their financial futures so that the University can bring in another person who may not be any better. So if you talk about that particular problem, that's what I take the market discussion here to mean as much as anything in a single department. Let's keep the other side of the equation in mind, because I think there are a lot of people on campus unlike, evidently, the Law School who don't think they've been treated fairly.

Professor Sue Estroff (Social Medicine): I just wanted to make a couple comments. This is about process. This is about fairness. It's not about a problem Per Se. It's about ending the plantation. It's about consultative process among professional colleagues. It's not a critique of any dean. It's not a critique of any department chair. It's coming into the late 20th Century to say that we can have civilized conversations and a clearly articulated policy called for by the Chancellor and called for by any rational organization to have principles. I am distressed to hear some colleague say, it's sort of analogous to, "Well, we don't have problems with integration or racism over here, so we don't want to have any laws for everybody." You know? We are a community. And these principles are broad principles of consultation and participation. And even the deans now are saying, "Yes, we want to be involved in this process." So I call upon all of you to move beyond your personal experience with your own department chair and become engaged in a more reasoned, civil discourse about what role we as adult, alleged adult, professionals in this community want to play in allocating resources. That's really the bottom line here. There's no trick about pulling people into mechanisms. These are principles of community and professionalism, and I would hope that we can come to some agreement about this, otherwise I really have a great deal of distress about our ability to engage in any business.

Professor Bill Smith (Mathematics): When I look at this, I see two very good principles, and I think the typical thing that a University committee of the faculty does is, we manage to stretch it out to six things, but those first two principles simply say salary decisions are going to be made in accord with an open, publicly stated criteria which will be developed with faculty consultation and that those principles would be reviewed by faculty. I think when you look at numbers 3, 4, 5, and 6 -- at least when I look at them -- you look at things that administrators and faculty will discuss and debate and talk about and reason about in trying to carry out the University policy. The important ones are #1 and 2. "Should" is probably not strong enough a word, you might ought to say "ought to" -- but you couldn't say that in a faculty document -- and the reason we ought to is because it's a wise thing to do. It makes for good decisions. It makes for good operation of the University to follow principles 1 and 2. I see 3, 4, 5, and 6 as being some of the things that faculty and administration in an open, publicly stated way are going to talk about. I just, I would hope the Council will adopt this policy, and I think you do have problems with procedures when you move into that, and I think you'll have a long discussion of it, but the policy, I think, there's no question about it, 1 and 2 especially. Why? And furthermore, there're things that this University, and mention was made of the Association of University Professors document, and I think that's stated in little more general terms and basic principles which, in fact, this University has held to for four decades. And, in fact, ignores. And perhaps the size or the way we are now we're not following well enough, and think it's well and good that we restate these as being wise principles.

Professor Brown: Okay, let's, can we try to complete this part of the conversation? We have slipped in mechanisms as well.

But I --- there is a motion on the floor to vote on the principles. Are we close to that?

Professor Pamela Conover (Political Science): Yes, these are the principles we saw last time with very minor revisions to reflect some of the comments made by this group. We had a very full discussion at that time. I think the ethical, moral force behind these principles is the one of community, that if we believe these principles are right, they are principles that ought to apply to the University as a whole. And because we have had a full discussion previously, and we have continued that discussion today, and we have a very full agenda, I would like to call the question.

Professor Brown: Is there any objection to calling the question at this point? Professor Farel: I'm sorry, I'll need to object. Professor Brown: Paul? Okay. Professor Peacock: It's a two-thirds vote, no discussion. Professor Brown: Okay, so we need to take a vote on calling the question. All those in favor of calling the question, say aye. [shouts of aye] Opposed: Noes. We need to vote on that, we need to have hands. Okay, hand vote. All those in favor of calling the question, stopping debate. Jane Brown: I got 19. George Lensing: 23. Okay. Who's doing the addition? [Someone said, 42.] I can't do it in my head. I'm a journalist, not a mathematician. Okay, all those opposed to stopping debate. OK. I got 4. Professor Lensing: 10. Okay, what's two-thirds? Fifty-six. Forty-two out of 56 is what? Okay, we have stopped debate. So now we go to the motion. All those in favor of adopting these principles -- so, what we are doing is adopting this sheet of principles, and this would lead us forward in conversation at that point. All those in favor of adopting these principles say aye. Any opposed. [There were some.] I think it carries. Okay, so we have adopted these principles, and now we have a conversation about the mechanisms.

2. Draft of Resolution on Mechanisms to Implement Principles.

Do we have a problem? Is there a problem? Okay, Paul. Professor Farel: I just think it's important to get on the record about the principles that it says we were striving for academic excellence, but unless we take former Provost McCormick's definition of excellence as including diversity, the use of salary in order to achieve diversity on the faculty might be overlooked here. Because academic excellence will be weighed in the market demands, but we all know that to hire an African American professor at UNC in most fields will require more money than to hire a Caucasian with comparable credentials. And many of us feel that that's a legitimate use of salary resources. I'm concerned within the principles that it's not explicitly stated, and I would just like to have the people who wrote the principles state what their intention was, had they thought of that.

Professor Debra Shapiro (Business School): It seems to me the concern you just expressed may be addressed in principle #5 which says administrators should weigh market demands into their salary making decisions. Professor Farel: Excuse me, but the preceding clause is "in pursuit of academic excellence." And unless one says, "excellence includes diversity" I don't think it's clear. Professor Brown: Could we assume that at this point in the record?

Professor Farel: If it's in the record, sure. If there's general consensus. Professor Brown: Would there be general consensus about that, that excellence would include diversity and should be taken into account here as a part of market demand and community in the interest of... Professor Link: Objection. Professor Brown: Oh, boy. We're still on principles. We just passed these principles. So I want to stop the debate on this. I think you've made the point about that, and I think that's on the record about - and you have objection to it. We've passed the principles. We closed debate on the principles. And he was out of order [referring to Professor Farel] I'm sorry. [laughter]

So, now let's talk about mechanisms. And we have half an hour left. I have child care at 5:00, but I was committed to getting us out of here by 5:00. It looks like we will not be out of here by 5:00. But let's see if we can talk about mechanisms, remembering the Provost's possibility of engaging in further conversation with administrators about this in the future, that we don't want to vote on this, but I would like a preliminary conversation about this to get some sense of the body, and then we will continue looking at the mechanisms.

Professor Ferrell: Had you not cut off the debate on the policy I think I would observe [laughter] whether the Council was really ready to vote on the issue, whether you knew the minds of your colleagues in the departments. It was impressive to me that the only delegate here who said that the issues had been discussed in the department reported a vote which frankly surprised me. The issue has not been discussed in my department at all. Whether these documents have been made available to anyone on our faculty who's not a member of the Council I do not know. I simply would have no way of telling you what my colleagues think about either the policies or the procedures. So my suggestion is on the procedures, which I think are the most difficult and probably controversial part of the whole thing, is that the Council should postpone voting on these until you have had an opportunity to discuss this issue in your departments and inform yourself and then come back. I think you will be better prepared to decide what the mind of your colleagues is. Professor Brown: Great. I think that's exactly our intention, that the Executive Committee brought the mechanisms forward today, not for a vote, but for initial conversation, and then we've held the Faculty Council responsible for taking these back, serving as the representatives that you are. Take these back to your units and talk about them. Just as you did in the Law School, which we applaud you for. Thank you for doing that, and letting us know of the outcome as well. Professor Ferrell: I would just ask, the question is, whether the Council wishes to take this back for discussion at the departmental level? Is that the question? Professor Brown: No, I think that's assumed, that it will be done. You are the representatives of the departments. It is your responsibility. [unidentified person]: Not on an official one-to-one basis. Make clear to people that they are not elected as representatives of departments. Professor Brown: That's true. [unidentified person]: Is every department represented here, Jane? Professor Brown: No. That's also accurate. But you are representatives of divisions, so I think it would be your responsibility to make sure that the departments in your divisions are talking about these policies, and the mechanisms.

Professor Bill Smith: The way we just had a good discussion is one reason to keep the size of the Council as it is. But I was going to ask the Executive Committee why, in their wisdom, in this draft you suggested a new or existing elective committee of the Faculty Council, rather than referring to a committee of the General Faculty. Professor Brown: Well, I was going to go through these, and in the interest of time I decided not to. Maybe, should I? Maybe I could go through them very quickly. [Unidentified person: As they come up.] No, what I was going to do is just say, "This is what I think these mean at this point." Then you'll get a sense of what I think the picture is of these mechanisms.

The first paragraph is about a pan-University committee, and we've already begun some conversation with the Chancellor's Advisory Committee as the most likely candidate for this task. And what I would envision in that committee doing is something like Jack Evans and Arden Miller did in their committee, was to look at aggregate-level data across the University, how are we doing? And also to do the external comparison. How competitive are we remaining? And how are resources being allocated across the University? Number 1 suggests it goes back to the unit level, back to the departmental level, and says that the faculty in consultation with the administrative head would create policies for the unit, such as the Law School has already done. That those policies would be reviewed every couple of years. And that that is left necessarily flexible so that departments who want to say, "We want the chair to continue to it," that's fine. As long as the faculty has said, "We want the chair to continue to do it." That would be okay. And Arts and Sciences has already gone through this process, and a number of departments have already said, "We want the chair to do it." But that would have to be reviewed every two years. And then we have, we're proposing another level committee, at the school level, so there's an intervening level, which would look again at aggregate-level data, saying, "How are we doing across the units within the school? How are resources being allocated? Do the units have policies that are working? Are there problems in distribution?" It may flag problems like compression, suggesting that the unit as a whole address issues of compression.

Number 3 is related to that level of a committee, saying that they will review the policies of the units, consider that, may feed back to the department heads, "This is a concern, can you tell us more about that?" The last sentence in that paragraph suggests that faculty members, and some suggest that we should also say, units -- that's kind of taken care of already -- should be able to raise questions and contribute information to that review process. We're thinking about that as an also aggregate level, not individual grievances at that point, but that it would come back and say, "The policies aren't working." That an individual could say to that next level, "The policies aren't working. This isn't quite how we anticipated." Or, "There's a cohort of us who are suffering from compression. We'd like you to consider that."

Four says that there would still be a Faculty Grievance Committee to look at individual grievances. Five is the need for data that these committees can use. The, what is it called, the Office of Institutional Research has already begun looking at what kind of data these committees would need and starting to put those

structures into place to collect those data and make them accessible. And finally, that, deans, chairs, and other heads who are making these, who are setting the salaries, would be responsible and that would be considered in their reviews. Okay. And finally, one of the most important points, I think, is that this is provisional, that we would do this on a two-year trial basis, that we would look to see, "Does it work? Can we live with it?" And in two years we would say, "Yes, we can." Or we could say, "No, there are missing pieces." Or we can say, "Get rid of it. Let's go back to where we were." So that's a brief summary. And this is about the twelfth draft of this. This has gone through many permutations. It is much more flexible, much broader, much, allowing much more for the cultures of individual departments, the cultures of the schools to be operation here. So that we would get to a place where we would say, "This works for us, but it doesn't work for them." And that's fine. As long as faculty are involved in declaring that.

Professor Bose: I just want to say a word about the process and then sort of make a recommendation. I think that what we've done is to take a very thoughtful approach to principles and then how one might enact those principles. But in reality what we're suggesting is a shift in governance. In, to many units. Perhaps not some, but in many units these decisions were made in a vacuum without a great deal of faculty input. And we're saying to the administrators of those units that we don't like the way you've conducted your business. In some cases we're saying, "We don't like the result of the way you've conducted your business." And I think a lot, that may be part of the impetus for these policies, or principles and mechanisms, but not entirely. Some people are saying, "We don't like the way you've conducted business, even though the outcome has generally been favorable to most faculty." The danger in this approach is that we can only recommend change. And I think we all need to recognize that we can only, we are only empowered to recommend change. We carry with that, as I think Paul said, great moral weight, and that will have impact, I think. But I think the greatest likelihood of success is if we work with the governors as the governed and fabricate change with their advice and consent and work together with them to develop change. Now that may not be as radical as some would like. And the process may move slowly. I'm pleased to hear from the Provost that there are deans that are willing to participate in that process. And I think on the Executive Committee we may have erred a bit in not involving people who are closer aligned with administration more closely along this road. I think we would have been farther along had we done that. I think we need now to do that. And I think we need to have a dialogue with deans, chairs, and say, "Here are the principles by which we think you should act. Help formulate mechanisms that will enact those principles." There will be a much greater likelihood of success by that process, I think.

Professor Bullard: I'd like to speak to Carl's observations and say to them from the perspective of a person who has been working for four plus years very closely with various administrators about these very problems, getting ideas, getting input and things like that, it's very appropriate at this point that the Faculty Council should be considering and has just considered, voted on the principles, and now be considering mechanisms, because the faculty needs to give, needs to have a

voice and express its will which then and can exist in what I call in creative tension -- and emphasis on creative there -- with the administration. Because what we're trying to do is to facilitate channels of communication between faculty and administration to bridge some of the gaps that have developed over the last number of years, and to provide some very reasonable means whereby important issues of University policy, and certainly salaries are a very important issue in the University's policy, can be openly discussed, and there can be input going in both directions. So I think the timeliness of this, and also the flexibility of these mechanisms, are highly appropriate and it's high time we do it.

Professor Barry Lentz (Biochemistry & Biophysics): I think that my main reaction to this is that it creates too many committees. I'm already on too many committees. And it's too legalistic. The whole idea in the first two principles that there should be open discussion that's the essence of what's in those principles. And there's got to be a simpler way of encouraging open discussion and looking at data and having a discussion of the data. I think that data collection is a very good idea. And having all of these committees, and all of this legalistic administrative structure where we administer to the administrators how they should be administering to us. It's just, it's too much. Professor Brown: How many committees do you see? Professor Lentz: Well I see committees, I mean, it depends on how I read this, but I could see potentially a committee at every departmental level. I mean that's a lot of committees. And if you don't mean that, then just precisely what is meant? And if you don't mean that, then how do you have really frank discussions? I'd rather just say, "Let's have a departmental faculty meeting with the chair every year in which we look at data and have an honest discussion of salary and give the chair some feedback." And if chairs aren't doing -- Professor Brown: You could decide that as a department, that you want to do it that way. That's fine. That's in these mechanisms. It says a department could decide they want to have one meeting a year about it. That would be fine. Professor Lentz: Okay.

Professor Madeline Levine (Slavic Languages): I've been a chair for far too long, from 1979 to 87, and again since 1993, and I fully support principles 1 and 2, but I fail to understand how mechanisms 2 and 3 could possibly work. I think the problem for many of us who are saddled with this responsibility of setting salaries when there is not enough money to make an equitable decision for anyone in the department, is from year to year to go limping along thinking, "Well this year I'll try to take care of one problem, and next year I'll deal with another." We have a 2% salary increase, and I can tell you it was not easy to decide among the various merits of people who are incoming and very low paid, very meritorious, people who have published very well, done extraordinary teaching, and mine is only a very small department. It was a very difficult decision. And I think how would I go and appear before a college-wide faculty and somehow explain how I implemented the policies and principles adopted in my department, which, by the way, has said, "You deal with it. We don't want to know about it. That's why you're a chair." But, you know, how would I report?

Professor Brown: You would complain about not enough resources to go around. Professor Levine: But what's the good of

that? This is a serious committee. This mechanism says I am supposed to explain what are the problems, what are the inequities. And I also can't understand how I could get a committee which did not know my department to understand whether or not it was appropriate to throw lots of money to raise a low-paid salary member this year and to ignore a major publication from someone else, how they could believe in me unless they investigated my decision and they re-ran the whole thing. Not knowing my field, not knowing the individuals. And then what you're doing is asking people to do a full-scale review of qualifications. And let me just say that I speak to this also as co-chair of the Faculty Hearings Committee, on which I've now served, I'm on my fifth year of service. And I have seen plenty of grievances about very serious issues. And over and over again, we're looking only at the process. Process is policy and principles. But as soon as you move slightly off process and want to go into details, you are treading very carefully on the line of reviewing academic decisions about professional matters that no one outside the discipline or department can possibly do, and certainly, in this issue, no committee, let us say in the College, that is trying quickly to review salary decisions -- and I don't how many units, forty to sixty units -- and so I think the mechanisms give a promise that can't be fulfilled and will probably be a source of difficulty if enacted this way, leading to enormous dissension, tension and hostility.

Professor Beckman: I'm just wondering whether the committee that wrote these is counting on me as a faculty member to have access to all of the documentation that I would need to even attempt to do this. Am I going to see all of the student evaluations that now only go to the Dean? Am I going to review every vita in the department? Am I going to see notes that the Dean made when students came in and complained about a professor? Or am I going to look at how many classes a professor missed? If the Dean has that information now and I don't, and whether I agree or disagree with him, at least he has all that information. I mean, am I going to -- Professor Brown: In some departments that is exactly what's going on. In the Math Department, for example, they are looking at complete vitas every year. Six faculty in the Math Department independently look at everybody else's vitas. Professor Beckman: Are they looking at student evaluations? Professor Brown: And then they make recommendations to the chair. I'm not sure. But the point is, as I understand it, is that we, as the School of Journalism in this case, could decide how we want to do it. Do we want to be, do we want to elect a dean to do it, or do we want to have some input into the process? And how much of it do we want to have. Professor Beckman: Maybe we don't need a dean at all. Maybe we could just---. Professor Brown: Okay, we are going to need to stop. Let's see, who will be the last three hands: Steve, then Miles, and then Paul.

Professor Steve Leonard (Political Science): I'm a little bothered by the absence of faith in the capacity of our colleagues to both make good arguments in defense of decisions that they arrive at, and also at the capacity of colleagues to judge those arguments in defense of decisions that have been made. I think that if administrators feel uncomfortable making arguments in front of committees in defense of decisions that they have made, perhaps those decisions are questionable. And if we don't trust the

judgment of our colleagues to decide whether the arguments made in defense of the decisions are adequate or not, I don't know how we can conduct our business here as an intellectual community. There are a number of committees on which I serve that require me to make decisions about what is going on in other disciplines outside my own. Unless my judgment or unless my capacity to make a reasoned judgment about what's going on in those other disciplines is respected, there's no way that I can even say anything about endeavors taking place in disciplines outside my own. So I would expect that administrators should be capable and willing to defend the decisions they make, and I would expect that most of us, as highly educated people, would be capable of recognizing a good argument when it's presented to us.

Professor Miles Fletcher (History): I'd like to address the issue that was raised about the burden of committee work that the mechanisms would impose. I found myself last spring elected to the first elected salary committee in the History Department, and then that committee turned around and elected my chair of that committee, my colleagues did that. [laughter] And, you know, it's a lot of work, it's a lot of bother that I wish sometimes I didn't have to deal with, but basically I believe in this kind of openness in communication and I'm willing to put in the effort. And these new mechanisms will mean more work for some people, or a redirection of effort, but I think the overall goal of trying to foster more communication, and to get more equity into this salary process is worth it. I think Madeline's point is well taken about the difficulty of having a unit committee review one's own work through this work on the History Department's salary committee which is advisory to the chairman. I've come to appreciate even more the difficulties involved in recommending salary increases especially when the increases are so small. But I think some kind of mechanism is needed to address or to prevent some of the problems that have occurred in the past. Unit-wide committees might not be the perfect solution, but I don't know of any alternatives.

Professor Farel: I just wanted to review with Professor Leonard about trusting your colleagues with a slightly different slant. I think that we have many different cultures that have developed in the different units on campus, and we have a set of principles. What I would like to see is not imposed mechanisms, to trust our colleagues to come up with a set of mechanisms that suits their unit, and then to come back and see in two years whether or not what was developed from that unit really meets the principles, rather than trying just one-size-fits-all.

Professor Brown: Here's what I'll propose. Steve, do you want to respond? I said last three comments. I think we've had a pretty full discussion here. What I would like to propose is to accept Dick McCormick's proposition [laughter], excuse me. [Unidentified person: Just deal on a first name basis from now on.] Dear Provost. I would like to propose that we accept the Provost's offer and that we include the Health Affairs -- you're not, that was Academic Affairs' invitation --. [Interim Provost Richardson: That's correct.] I would definitely like to have the Health Affairs colleagues, the equal partners in this, be included as well. So what I would propose is the Executive Committee of Faculty Council take on in the next month, if possible -- it may go

longer than that, to engage in dialogue with administrators, the people who have been setting salaries, and see if we can come up with a set of mechanisms that we can then bring back to Council and have further conversation about, and see if we can vote on, see if we can come up with something that will work, taking into account the concerns that have been expressed here today. Do I hear an objection to that? Or a counteroffer.

Professor Estroff: Can I just add emphasis that that's a small piece of it, that consultation with all of our colleagues and going back to department and talking these and putting it in everybody's box, and being in their face about responding to them, is as important as these meetings with the deans. What's going to make this work or not is if we want it to work and we implement it. Sitting on these committees, doing all these things. We've got to consult with our colleagues and find out what they think and to let them see the principles and mechanisms.

Provost Richardson: I think in that context, Jane, and this is just a comment, that we received a request the other day that the chairs have never received an official mailing of this statement that I'm aware of, and the chairs in particular feel strongly, some of them, that they've not been brought together in a group. I met with one group of six chairs, to the Chair of the Advisory Committee, two weeks ago. I believe they need to be specifically brought into the discussion as well as the deans. I would like to say that the Council, the Executive Committee, could not have been any more outreaching to me than it could have been. I've had far more than I've wanted to. [laughter] Professor Brown: Very great. Thank you. We will persist in communicating with you and others who want to be communicated with, and I encourage you all as representative of the Faculty to take these back and talk about them, and then give that feedback to me or other members of the Executive Committee: what are you hearing, do you have alternative suggestions about what might work?

Professor Laurel Files (Health Policy & Administration): Will the suggestion that was just made be followed up? Will there be a formal mailing to chairs, of this? My chair saw it mentioned in the newspaper. He never got it. He got it from me and he saw the newspaper. Professor Brown: They all should have them. They have been sent to all chairs and directors and they may just not be there yet because of the mail problem. Professor Files: Well, that's true. I got this a half hour before the meeting. Professor Brown: Right. So they should be on their way to all the chairs, department heads and directors. So they should be receiving them. Okay.

Could we, we need a little bit more time because shortly --- anybody who really needs to go and has child care at \$5 a minute, go. And I have to pick up Lilly, so.

- V. Special Report and Resolution of Committee on University Government to extend Faculty Council voting and office-holding privileges to Full-time Lecturers and Lecturer-Equivalents, first reading and vote: Joseph S. Ferrell, Chair.

Professor Brown: I think we're going to have to put off voting on fixed-term faculty. Okay. The only thing we necessarily

must do today is the candidates for Distinguished Alumnus Awards, and the rest of it we can put off until the next meeting. Can we do that? Okay. Let's do one other thing. If you can bear with me on this. Let's wait until the shuffling stops.

VI. Annual Reports of Standing Committees:

There are four annual reports of standing committees we may be able to talk about quickly. There are no resolutions on any of them, and what we have proposed is that if there are no resolutions on any of them, we simply ask are there any comments.

A. Research: Michael T. Crimmins, Chair.

Professor Bachenheimer: I have a comment about the Faculty Committee on Research. Professor Brown: Is Mike here, is Mike Crimmins still here? No, he's not. Any member of the Research Committee still here? We may need to put that off, then, Steve, since there's no one here. Professor Bachenheimer: Well, are you saying that you'll bring it back in December? Professor Brown: Yes. Professor Bachenheimer: Fine. Professor Brown: Yes, we'll do that, Steve. Professor Lensing: Unless it's a question that we could take to them, Steve. Professor Bachenheimer: Well, it's just some general comments about the report. I think it would be better if some members of the Committee could be here. Professor Brown: Okay, let's do that. We'll bring it back in December. I'm sorry that we ran out of time, but we will bring it back.

B. Catalog: Clifton B. Metcalf, Chair.

Professor Brown: Are there comments about the catalog report? Thank you, Clifton. Thank you for your good work on that.

C. Instructional Personnel: Richardson J. Richardson, Chair.

Professor Brown: Dick Richardson said he didn't want to say a thing about that. Unless somebody has a comment.

D. Athletics: Frederick O. Mueller, Chair.

Professor Brown: Professor Link: I might as well make it three for three. Just a couple of questions, Fred. I appreciate the written report. I have some concerns the Athletics Committee is not fully responsive to the Faculty Council legislation. Let me ask just a few specific questions directed to your page 16. [Professor Mueller: I have no resolutions.] Your report on that effort related to the resolutions. Page 16, item 1, first long paragraph, the last sentence: "These numbers are very small," relating to the number of tickets which the Athletic Department has in perpetuity. What are those numbers? Do you recall? Professor Mueller: I don't have an exact number. All I was told is those numbers were small. Professor Link: And were those small numbers an annual figure, as the ones that come up if somebody doesn't renew, and they're a resell? Or is that total in the aggregate that is subject to? Professor Mueller: I don't know have an answer for you, Ron. I could find out for you. But I don't have an exact number. Professor Link: I would appreciate it, because my guess is annually there aren't very many people who don't renew,

but in total practically all those seats are committed to the Ram's Club. And my thought is that this is sort of a generational thing. When the first generation that built the Smith Center dies, when they make their heirs beneficiaries, many of them may not want renewal.

And then down a couple of paragraphs, about 18 folks moved up, 18 moved down. Was there any attempt to ascertain how many young faculty were bumped, even only a few of those? I had specifically three of our young faculty who were only bumped a couple of rows, but they were quite unhappy with that. Professor Mueller: We didn't separate the faculty and staff. We just know that 18 faculty or staff moved from the upper to the lower or the lower to the upper levels. Professor Link: Item 3. The Committee agrees that the proposed plan is not administratively feasible. Why not? Professor Mueller: That was one of the items you mentioned that we thought would be just an administrative nightmare. You go into those types of things and people will get half tickets for part of the games, and then get the other half, and they wouldn't be happy with the half they got this year. So after a long discussion we decided it would be a real problem, and would not alleviate the problem. Professor Link: What do you see, and then would not alleviate the problem -- What do you see as the problem? Professor Mueller: The Committee felt that this wouldn't alleviate the problem that people would still complain about the tickets they were getting and where they were sitting. I mean it's a continuous thing. Just changing that would not help it. Professor Link: Item 4. If the IRS limits the faculty discount 20%, that would not prevent the Athletic Department from reducing the price of upper level seats and then putting a 20% discount on that, would it? Right now, they're charging the same rate for the worst seats and the best seats. Professor Mueller: We didn't discuss with the Athletic Department the price range for particular tickets. The question you asked was about the 20% discount. So, the faculty and staff do receive a 20% discount. Professor Link: And, finally, item 5, information from the ticket office reveals no deterioration in football seats. Was there any attempt to ascertain faculty facts about this? I've got some anecdotal evidence of colleagues started on the 30 ended up in the end zone. When they did the fund drive and Professor Mueller: The Committee was twice advised that the number of faculty requesting football has decreased greatly over the years. Only 1300 faculty and staff requested football tickets this year. There are about 3500 tickets that are available in Kenan Stadium that are not being used. Professor Link: To what did the Committee ascribe that, because it would seem to me that if the team is improving over the decade of the 80s, the demand would increase. Professor Mueller: I have no idea why faculty are not going to football games. Professor Link: It could be that their seats got worse. Professor Brown: Thank you, Fred.

Now we will go into closed session. All the Faculty Council members, please stay. No, I'm sorry. All faculty may stay. Professor Pfaff: Not may, must. Professor Brown: Must.

VII. Old or New Business.

- A. Graduate School Reorganization and Graduate Education at UNC: Craig J. Calhoun, Interim Dean, The Graduate School.

[Copies of his report to the Faculty Council were available at the meeting.]

Closed Session

VIII.

Presentation of Candidates for Distinguished Alumnus(a) Awards for 1996 University Day: Beverly W. Long, Chair, Committee on Honorary Degrees and Special Awards.

Professor Long: Let me make an appeal first. When you're not busy in committee meetings, I hope you'll talk to your colleagues about nominees for honorary degrees. Those nominations will be due in January. And there are wonderful people out there on whom we could confer those degrees if you would just nominate them, do please do.

I present five candidate for Distinguished Alumnus and Alumna Awards for 1996 and ask your approval.

[Professor Long read the names and a brief biographical sketch for each. The slate of five was unanimously approved. The names will now be approved by the Board of Trustees.]

Professor Brown: And I understand the folders are available in our offices. Professor Lensing: They're here now. Professor Long: And they've been up there all week. Professor Brown: Thank you all for your patience and civility.

The meeting adjourned at 5:15 p.m.

George S. Lensing
Secretary of the Faculty

**Actions of the Council
1995-96**

<u>Date</u>	<u>Action</u>	<u>Destination</u>
September 8, 1995	Resolution of Recognition and Gratitude for Walter Royal Davis.	To Walter Royal Davis.
	Second reading on amendment to Faculty Code of University Government: Section IV.B. (1)(b) (Educational Policy Committee). To act as council of advice to University Registrar and to add two students to membership.	
October 13, 1995	No resolutions.	--
November 10, 1995	Resolution supporting extension of employment benefits to domestic partnerships, urging administrators to seek health-insurance benefits	To Chancellor Hooker, Interim Provost Richardson, Vice Chancellors, Deans, and Chair of Faculty Assembly

for domestic partners, and charging
Faculty Assembly representatives
to work toward adoption of a domestic
partners benefits-policy statement.

delegation, Professor Jane
Brown.

"Principles to Guide Action" [in five
parts] on determining salary policy.

To Deans, Directors, and
Department Heads.

SUMMARY OF PROCEEDINGS

MEETING OF THE GENERAL FACULTY AND FACULTY COUNCIL

Friday, November 10, 1995

Assembly Room, Wilson Library

[A complete transcript of the proceedings is available in the faculty section of the campus World Wide Web service.]

Faculty Council Attendance: Present 62; Excused Absences 21; Unexcused Absences 8.

Open Session

- I. **Memorial Resolution for the late Stamatis Cambaris:** Gopinath Kallianpur, Chair, Memorial Committee.
- II. **Chancellor Hooker.**

The Chancellor informed the Council about the University's current plans for the use of the **Dubose family** house located at the **Meadowmont** site. The house is a large one of about 27,000 square feet located on 17 acres -- thus buffeted from the development about to take place there. In deciding the use of the house, he and others had determined that it would have to generate a substantial amount of revenue. The proposal from the Business School fulfills that criterion: the house would become an executive conference facility wherein the faculty of the Business School would provide training for business executives. The Business School would invest about \$11 to \$13 million to improve the property and the debt would be amortized with the revenue created through the use of the facility. Other departments and schools could use the property as it was available.

He applauded the efforts of the Council to arrive at a **faculty salary policy** "that everyone has confidence in, confidence that it can be equitably, fairly administered, and confidence that it will result in the administration of salaries in such a way as to promote the goods and purposes of the Institution and also treat everyone fairly." If necessary, he is available to work with the Executive Committee of the Faculty Council to find a policy that is widely acceptable and meeting the criteria of fairness. The matter is "very important to me."

The Chancellor noted that over the past decade there has been a steady increase in the average **SAT** scores of our incoming students, though there was a slight dip in the average scores of this year's entering class. He wanted to emphasize the role of the faculty and its departments in recruiting "the brightest and best from North Carolina and abroad." He thought, for example, that individual departments could establish ties with high school counselors across the state and adopt other measures of communication with high schools.

He wanted to emphasize the importance of the University's **representing to the public the kinds and quality of educational services** it offers to undergraduates. Other universities have come under assault for failure to do this adequately. "Much of what takes place in education is conditioning of the mind, nurturing of the soul, molding of character in such ways that it is very difficult to measure." However, the challenge is to find the ways to create such a representation to the public. We ignore the challenge at our own peril.

The faculty self-study report prepared last year emphasized the need to create a **better intellectual climate for our students** on campus; he continues to find it a "compelling assessment" of that need. The recent recruiting letter from a fraternity with its sexist overtones had "outraged" him, but at the same time he thought that it related to the larger issue of intellectual climate. He added, "We can't rest smugly in the knowledge that the fraternity was brought to task for what they did because all of us allowed an atmosphere at Carolina to develop in which a fraternity would think that they could get away with something like that."

Professor Richard Pfaff (History) asked for the Chancellor's reaction to the recommendations from the Board of Governors about closing various degree-granting programs, including Music. He thought it a "signal for some serious vigilance on our parts lest there be further erosion."

The Chancellor responded that the campus had been informed over a year ago that this study was underway and had been mandated by the Legislature. Various units had responded with statistical data. The Board of Governors had reviewed five-year graduation rates in various degree-granting programs. Some programs, like Latin American Studies and African Afro-American Studies at the baccalaureate level, had been exempt from review, while at the Masters level the M.A. in Communication Studies and the M.A.T. in French Education had been exempt, as had the Ph.D. in Slavic Languages.

Programs recommended for discontinuation were the Bachelor of Music Education (focusing on K through 12), the Bachelor of Music in Performance and Composition, the B.A. in Italian, the B.A. in Portuguese, the B.S. in Public Health in Health Behavior and Health Education, a pre-professional B.S. degree in Dentistry, and the B.A. in Astronomy. At the Masters level, the Master of Education in Reading Education, a Master of Arts in Teaching Music Education, and the Master of Music in Performance and Composition and Choral Arts, as well as the L.D.A. degree in Dramatic Arts were included for discontinuation. No Ph.D. programs are recommended for removal. The Board of Governors is now receiving comments on these preliminary decisions and will further "refine its list" before final action by the Board of Governors. The Chancellor emphasized that "if we don't begin looking at productivity of our programs and closing some of them ourselves, somebody else is going to do it for us." We have to balance these programs with the need for adequate resources to sustain the quality of programs in increasing demand from students.

Professor Craig Calhoun (Sociology and History and Interim Dean of Graduate School) noted that the exemption of the Ph.D. program in Slavic Languages had come about as a result of evidence presented by the campus that "these kinds of productivity figures might not be appropriate for assessing such a program." The Chancellor replied that he had been arguing for the need to scale back the size of our entering classes of doctoral students in a number of programs in the sciences, though Professor Calhoun had expressed his own fears that such reductions might encourage the Board of Governors to discontinue programs because of small numbers.

Professor Paul Farel (Physiology) expressed a need to be "very, very careful" in defining the value of education to the public. He thought that such definitions should be on our own terms and not superimposed exteriorly. The Chancellor agreed, pointing out that the "earning power" of a degree in Philosophy, for example, was very different from one in Computer Science, but the challenge remains to explain and "engage the argument" with the public. Professor Melissa Bullard (History) was concerned about using the number of majors in a program as a criterion for discontinuing it. Total enrollments should also be examined. The Chancellor thought that the Board of Governors had also looked at "head-count enrollments." The proposal was not to close departments but to eliminate certain majors.

Vice Chancellor Garland Hershey (Health Affairs) said that all the programs marked for discontinuation in Health Affairs had been recommended by the Division of Health Affairs itself and, in some cases, even initiated by the Division. The Chancellor commended those efforts. Professor Pete Andrews (Environmental Sciences & Engineering) noted with relief that only one department offering the Bachelor of Science in Public Health was recommended for cessation. Professor Calhoun pointed out that there had been an error in the press identifying others. Professor Frank Dominguez (Romance Languages) noted that the case in Arts & Sciences was different, and he hoped there would be a chance to respond to the recommendations for closings. The Chancellor replied that thoughtful letters can be sent to the Board of Governors. Interim Provost Dick Richardson noted the alternative offered by the Board of Governors to combine majors, such as Italian and Portuguese. The program in Music Education "has been one that is not a problem," and there will be an opportunity to "speak again to the questions of that Music degree."

III. Chair of the Faculty Jane D. Brown (including report on the Faculty Assembly).

Professor Brown noted the distribution of a questionnaire on ways to improve a personnel information system that could be useful in developing research proposals, and she urged Council members to complete it. One diversity workshop had been conducted for the Council and others are being scheduled. The Faculty Assembly is the body of faculty representatives from all the campuses in the system that meets four times a year. Our delegation includes Professors Lolly Gasaway, Bill Keech, Miles Fletcher, Laurel Files, and herself. The Assembly has been using our own consensual amorous relationship policy as a model for a system-wide policy. The delegation has been joining with others in pushing for salary increases. Three years ago the Assembly adopted a resolution asking each campus to make sure that equal opportunity policies prohibited discrimination on the basis of sexual orientation. She congratulated Professor Bill Kier for winning the 1995 North Carolina Professor of the Year Award and Professor John Sanders for receiving the Board of Governors University Award.

IV. Reports from Executive Committee of the Faculty Council.

A. Resolution Concerning Domestic Partners: Steven Bachenheimer, Chair, Faculty Welfare Committee.

Professor Bachenheimer reminded the Council of the statement on employee benefits for domestic partners that had been presented last month by Professor Paul Farel. There had been a request for a more formal resolution on the matter, and he had volunteered the services of the Faculty Welfare Committee to prepare the resolution. The resolution is in three parts:

Be it resolved that:

1. The Faculty Council support the Statement on Extending Employment Benefits to Domestic Partnerships, and
2. The Faculty Council urge the Chancellor, Provost, Vice-Chancellors and Deans to convey to their colleagues in General Administration, the importance the Faculty place on seeking modification of state policy so as to extend to domestic partners of employees, those benefits currently enjoyed by spouses of employees in the area of health insurance, and
3. The Faculty Council charge its representatives to the Faculty Assembly to work towards adoption of a domestic partners benefits policy statement.

Professor Bachenheimer moved adoption of the resolutions; the motion was seconded.

Professor Ron Link (Law) asked several questions about application of the policy to heterosexual couples as well as homosexual couples, pointing out that at Duke and Stanford the domestic relations policy did not include the former. Referring to the "Statement to Faculty Council on Extending Employment Benefits to Domestic Partnerships," submitted to the Council for discussion last month, Professor Link asked what the definition of domestic partnership meant ("a committed relationship in which the partners consider themselves life partners, share a principal residence and are financially interdependent"); he wanted to know if the definition intended a sexual relationship. Asked by Professor Farel about the intent of his question, he replied "Well, the point is this, a contract based on a sexual consideration is unenforceable in North Carolina." He went on to inquire about the ten "possible criteria" for establishing a domestic partnership that had been listed as a footnote in the earlier "Statement to Faculty Council." How many of these criteria had to be filled in order to establish the relationship? Professor Farel replied that the "Statement," including the ten criteria, was intended, not as a formal policy, but with a sense of inclusion of all members of the University community. Definitions of domestic partnerships would vary according to different groups: the Carolina Club required a statement that the associate member be financially responsible; to qualify for health insurance, a different kind of definition would be required. It was not the intent of his committee to set out a universally applied legal definition.

Professor Link saw an additional difficulty: "If it's not a casual relationship, is there any requirement on the termination of the relationship by either separation or death that there be a division of assets between the former partners?" Professor Brown reiterated that different units would establish the criteria for qualification, depending upon the nature of the service requested. Professor Link read the comments submitted to him by a colleague: "We might think twice about approving a proposal that's unreasonably broad, that sanctions and provides benefits for parties who are in contravention of North Carolina criminal statutes, even though the statutes are archaic and stupid in my mind, that envisions support arrangements that are in all likelihood unenforceable, and that provides no real protection for cohabitants in the event of termination of partnership." The colleague was "outraged" at a policy that designated as a beneficiary a lover but not a brother or sister who was dependent upon and had lived with the deceased.

Professor Joe Ferrell (Institute of Government) thought the present forum inappropriate for investigating what are otherwise legitimate legal questions. He noted that a beneficiary of a life-insurance payment under the state retirement system was not subject to restriction but could be anyone. From a legal standpoint, he thought that "domicile" was the closest analogy to defining a domestic partnership, though even this is "a subjective state of mind." Nonetheless, even though such definitions are difficult, "the law is up to it usually."

Professor Jim Peacock (Anthropology) called for the question. Submitted to a voice vote, the three-part resolution passed.

B. Policy on Faculty Salaries: Jane D. Brown.

1. Resolution on Principles to Guide Action.

Professor Brown reintroduced the "Principles to Guide Action" on Faculty Salary Policy that had been reviewed and discussed at the previous meeting. The resolution reads as follows:

The Faculty Council endorses the following principles as guides for determination of faculty salaries and urges the Chancellor to take appropriate action to implement them.

1. All salary decisions should be taken in accord with open, publicly stated criteria. Toward this end, every unit employing faculty should develop, with faculty consultation, a clearly stated and openly discussed statement of policy, including criteria and procedures for determining salaries.
2. These policies should be subject to regular review by the faculty of the units concerned.
3. Administrators should allocate resources to salaries based on equitable recognition of merit, including
 - A. both long- and short-term indicators of merit;
 - B. multiple criteria of merit (e.g., teaching, research and service); and
 - C. attention to actual salary levels, not only percentage amounts of increases.
4. Salary resources are appropriately used to remedy inequities resulting from:
 - A. changing market conditions;
 - B. inadequate funding;
 - C. discrimination;
 - D. compression due to the disparity between internal rates of increase and competing offers; and
 - E. inappropriate disparities arising from other sources.
5. Salaries may vary both within and among different academic fields in accord with prevailing market conditions where this is necessary to meet the mission of the University. In their pursuit of academic excellence, administrators should weigh

market demands against the importance of minimizing disparities to achieve academic community.

6. Where faculty also serve as administrators, administrative merit may be considered when determining that portion of their salary not attributable to their regular faculty duties. Funds that the State designates for faculty salary increases should not be used disproportionately to reward administrators.

There was a motion to adopt the resolutions and a second to the motion.

Professor Jack Boger (Law) reported that in a recent meeting of the faculty of the School of Law there had been a 19-0 vote in opposition to the proposed resolution. Although the faculty was concerned for equity in faculty salaries, there remain many departments in which there appear to be no difficulties in the setting of salaries. It seemed a mistake to impose a "one-fits-all policy" to what may be a "partial problem in some departments." In response to a question from Professor Brown, Professor Boger indicated that the response applied both to principles and mechanisms on salary policy. The faculty of the School of Law also feared "adverse consequences for collegiality" in the principles that might lead to the "politicization" of the faculty. He added, "Why not deal with the departments directly that have the most egregious problems through the Provost, the Chancellor, or some other body?"

Professor Carl Bose (Pediatrics) asked in what way the policies of the Law School are in variance with the principles of the resolution. Professor Boger answered that the "most heated response" had been more toward the proposed mechanisms of implementation than the principles themselves. The Law School was satisfied leaving decisions about salary to the present dean, as it had to her predecessors. Professor Rich Beckman (Journalism & Mass Communication) asked about salaries being tied to market conditions; he thought it "a dangerous connection to make." He questioned standards of hiring based upon those whereby "society" determined "the relative value of people and their professions." He also would welcome more time to discuss the principles with his colleagues before voting. Professor Peacock noted that a set of principles established by the American Association of University Professors in 1972 and revised in 1990 was "essentially the same as our first and second ones [of the resolution]." Therefore, a kind of "shoe-fits-all" policy had been promoted by a national body.

Professor Link asked about how such a market ("changing market conditions") was determined. "There is no undifferentiated market. Is it professors in general, is it professors by discipline, is it women, is it minority hires?" In his School, the only objection about salaries that he knew of regarded an opinion voiced by one colleague that someone else's salary should be higher. "So, if it ain't broke, why fix it?"

Professor Farel supported the principles as a "general goal of openness." He was concerned, however, about the level of support from the community. "I don't think there are very many deans who support either the principles wholeheartedly or the mechanisms." These deans had not been part of the process of formulation. The Faculty Council was acting, not out of legislative power, but moral weight. One dean has indicated that he would ignore principles and mechanisms if they were not "absolutely imposed," and if they were imposed by the Chancellor they would remain a mere "shell." He thought that "we need to involve the Deans and Vice Chancellors more in conversation about both the principles and the mechanisms."

Provost Richardson then summarized a statement in four parts that had been unanimously adopted by Deans and Directors of Academic Affairs on November 9 and forwarded to him. They requested that the Provost communicate to the Council their support of a consultative process determining faculty salaries with appropriate appeal mechanisms; they requested further consultation and discussion between those with experience in setting salaries and faculty representatives before adoption of the mechanisms; they asked for the appointment of a task force to continue that consultative process; and they invited all academic units to discuss the proposed mechanisms and express their response prior to action by the Council.

Professor Jack Evans (Business) recalled the creation of a committee [co-chaired by himself] two years ago to discuss issues similar to the ones leading to the present proposals. He had requested and received, however, a more narrow charge. He wanted to concentrate on gathering background information, and he was reluctant to establish University-wide policy or mechanisms. He supported the idea of involving people in the establishment of mechanisms who have experience in setting salaries as well as others on the "receiving end of those decisions." He thought similar mechanisms from other universities worked effectively at the unit level rather than the "aggregate level."

Professor Calhoun was puzzled by two issues being discussed. He thought the Deans and Directors of Academic Affairs were being "disingenuous to some extent." These issues have been discussed widely over several months. The Eynans-Miller Report had been circulated to all Deans and Directors to provide them with information. The issues of salary policy had also been brought to some of the deans as a voluntary effort by many faculty members. He failed to understand the problem in terms of lack of consultation. He was also puzzled by the objection to the principles -- less so to the mechanisms. He thought it important for the University to function as an intellectual community with shared goals and standards; he wondered what was problematic about the principles. He repeated the question of Professor Bose to Professor Boger: "What are the provisions in the Statement of Principles that would hamstring the Law School or any other unit in its operations?"

Professor Boger responded that his colleagues in the Law School saw the mechanisms of implementation as deriving directly from the principles -- both with regard to creating faculty committees to oversee the deans and unit heads, as well as the application of market forces in determining salaries. The principles made up "the first step in the door toward a set of mechanisms with which we might seriously disagree." Professor Henry Hsiao (Biomedical Engineering) had a concern about recruitment of new faculty and the necessity for doing so. "Now, if we need to pay those guys more, does that mean the entire department's salary should be raised? If you recruit less, does that mean your entire department's salary should be decreased?" Professor David Pike (Germanic Languages) wished to turn the question around: "Does building a better University [by hiring from outside] require gouging the people who are already here?" Should the good faculty already here have to "mortgage their financial futures" in order to hire new faculty at market rates?

Professor Sue Estroff (Social Medicine) saw the issue as a "consultative process among professional colleagues." It was not a critique of any dean or department chair but the establishment of a clearly articulated policy called for by the Chancellor. She saw an analogy between this issue and those who might contend that, because there was no problem of racism and integration in a given unit, there should be no policy on racism and integration in general. "We are a community. And these principles are broad principles of consultation and participation." Professor Bill Smith (Mathematics) thought the first two principles dealing with openly and publicly stated criteria for salary policy were wise. The other four deal with matters that "administrators and faculty will discuss and debate and talk about and reason about." Professor Pamela Conover (Political Science) also saw the principles as embodying an "ethical, moral force" on behalf of the community. She called for the question.

The Council then voted 42-14 to terminate discussion and vote. The motion for adoption of the "Principles to Guide Action" then passed on a voice vote.

Professor Farel added a concern that the fifth principle calling for "pursuit of academic excellence" did not make explicit enough the need for racial and ethnic diversity in the faculty as part of that excellence. "We all know that to hire an African American professor at UNC in most fields will require more money than to hire a Caucasian with comparable credentials. And many of us feel that that's a legitimate use of salary resources." Professor Debra Shapiro (Business School) thought the fifth principle implied Professor Farel's idea. Professor Farel was satisfied that the issue had now been made part of the record.

2. Draft of Resolution on Mechanisms to Implement Principles.

Professor Brown indicated that "Mechanisms to Implement Salary Principles" had been circulated as a working draft. No vote was to be taken on the mechanisms at this meeting, but, now

that the "Principles to Guide Action" had been adopted, she wished for reactions and comment about the implementing mechanisms from the floor.

Professor Ferrell was not sure if the mechanisms had been available to faculty outside the Council, and he had no way of knowing the reactions of his colleagues. He suggested postponing any vote until the matter could be discussed at the departmental level. Professor Brown reminded the Council members that they represented divisions within the faculty. "So I think it would be your responsibility to make sure that the departments in your divisions are talking about these policies, and the mechanisms." Professor Smith inquired about the proposal to create a new or existing elective committee of the General Faculty to represent the interests of the faculty as a whole in matters relating to salaries.

Professor Brown reviewed the mechanisms proposed. The first paragraph proposes a pan-University committee, and the Chancellor's Advisory Committee may be "the most likely candidate for this task." It would look at aggregate-level data across the University. It would also perform the external comparison of salaries with peer institutions. The first recommendation calls for a unit-level review at the departmental level to determine salary policies for that unit. These policies would be subject to review "every couple of years." (If these deliberations called for the chair to continue unilaterally to set salaries, that would be acceptable.) The second mechanism calls for a committee at the "school level." This body would look at "aggregate-level data, saying, 'How are we doing across the units within the school? How are resources being allocated? Do the units have policies that are working? Are there problems in distribution?'" It could flag problems like compression. The third mechanism allows that "school level" committee to review the policies of the units and report back to the department heads; it also allows individuals with grievances to present to the committee policies that they regard as not working well.

The fourth mechanism recognizes that the Faculty Grievance Committee will continue to review grievances dealing with individual salaries. The fifth mandates that data are necessary for these committees to function, and the Office of Institutional Research is already putting structures in place to collect such data. The final mechanism says that the implementation of salary policies should make up part of the periodic review of dean, chairs, and other heads. All the mechanisms are provisional, and, after a two-year trial period, their value and effectiveness would again be reviewed by the Council.

Professor Bose believed that the adoption of the principles signaled a "shift in governance" to the units. The Council, however, enjoys only a moral weight and can only recommend change. He thought the principles would have greatest success only if we work "with the governors as the governed and fabricate change with their advice and consent and work together with them to develop change." He thought the Executive Committee "may have erred a bit in not involving people who are aligned with administration more closely along this road." Professor Bullard believed strongly that the principles needed formal mechanisms. The faculty needs a greater voice and to express its will in a "creative tension" with the administration -- "and emphasis on 'creative' there." Professor Barry Lentz (Biochemistry & Biophysics) disagreed. He thought that the mechanisms created too many committees and set up a "legalistic administrative structure where we administer to the administrators how they should be administering to us. It's just too much." In response to Professor Brown's question about the right number of committees, Professor Lentz saw the value of committees at the departmental level only.

Professor Madeline Levine (Slavic Languages) recalled her years as Chair of her Department. The mechanisms creating the "school-level" committee (numbers 2 and 3) she thought "couldn't possibly work." Because there is rarely enough money allocated for raises, the chair tries to solve one problem in one year and postpone another to the next. But such decisions are always difficult. "And I also can't understand how I could get a committee which did not know my department to understand whether or not it was appropriate to throw lots of money to raise a low-paid salary member this year and to ignore a major publication from some one else, how they could believe in me unless they investigated my decision and they re-ran the whole thing -- not knowing my field, not knowing the individuals."

Professor Beckman questioned how a review committee could examine all the student evaluations, every vita in the department, every note submitted to the dean from complaining students, every class missed by a professor. The dean may have that information. Professor Brown replied that in departments like Math and others a committee already undertakes just such a comprehensive review. Professor Steve Leonard (Political Science) was bothered by the absence of faith in the capacity of our administrative colleagues to make good arguments defending their decisions regarding salaries. If such decisions are not defensible, perhaps they are questionable. To conduct our business as a University we have to believe that good judgments by a committee can be made about salary-making decisions.

Professor Miles Fletcher (History) had himself been elected chair of a departmental review committee. He noted the amount of work involved but thought it worthwhile to foster communication and get more equity into the process. He appreciated Professor Levine's concern about having a unit-committee review all the nuances of decision-making, especially when salary increases are so small. He concluded, "Unit-wide committees might not be the perfect solution, but I don't know of any alternatives."

Professor Farel noted the different cultures that have evolved in different units, each with its own set of principles. "What I would like to see is not imposed mechanisms, [but] to trust our colleagues to come up with a set of mechanisms that suits their unit, and then to come back and see in two years whether or not what has developed from that unit really meets the principles."

Professor Brown suggested that the Council accept the offer of the Deans and Directors in Academic Affairs brought by Provost Richardson but include in the review the Division of Health Affairs as well. She proposed that the Executive Committee of the Faculty Council engage in a dialogue with administrators and others who have been setting salaries and then return with a revised list of mechanisms. Professor Estroff emphasized the importance of discussion at individual departments, putting the principles and the proposed mechanisms in the mail boxes of all our colleagues. Provost Richardson said that the chairs have never received an official mailing of these documents, and they, too, need to be brought into the dialogue. Professor Laurel Files (Health Policy & Administration) urged that chairs be formally mailed the documents under consideration. Professor Brown answered that the chairs should now all have copies.

- V. **Special Report and Resolution of Committee on University Government to extend Faculty Council voting and office-holding privileges to Full-time Lecturers and Lecturer-Equivalents, first reading and vote:** Joseph S. Ferrell, Chair.

Professor Brown, noting the lateness of the hour, postponed the first reading of the resolution until the December meeting.

- VI. **Annual Reports on Standing Committees:**

- A. **Research:** Michael T. Crimmins, Chair.

Because Professor Crimmins was not present, nor other members of the Committee, Professor Brown, in response to an inquiry from Professor Bachenheimer, deferred the report to December.

- B. **Catalog:** Clifton B. Metcalf, Chair.

The report was received without question.

- C. **Instructional Personnel:** Richard J. Richardson, Chair.

The report was received without question.

- D. **Athletics:** Frederick O. Mueller, Chair.

Professor Link had several questions for Professor Mueller in response to the "Resolution Concerning the Location and Number of Faculty Seats in the Smith Center and in Kenan Stadium

and Other Related Issues." These issues were taken up by the Council last year and referred to the Committee on Athletics for consideration. Professor Link thought that the Committee had not been "fully responsive." He referred to the report of the Committee that the number of seats that are given back to the Educational Foundation to solicit new donors was "very small" and wanted exact figures about the number of those seats. Professor Mueller did not have the exact number. Nor did Professor Mueller know if the figures were an "annual figure." Professor Link then pointed to the reference to the 18 persons (faculty-staff) who were moved in their seating assignments from the lower to the upper level of the Smith Center as a result of the new formula that took effect last year. He wanted to know how many younger faculty had been moved. Professor Mueller did not have that information.

The earlier resolution had called upon the Committee to consider "creative ways in which to improve the existing ticket situation," including a division of the ticket-pool into thirds, but the Committee had found that the plan "would not alleviate the problem." Professor Link wondered why it would not, and Professor Mueller replied that it would create an "administrative nightmare" and people would still complain about allocation of seats and about the games assigned to them. In response to Professor Link's question about reduction of cost of seats for faculty-staff beyond the 20% based upon a ruling of the Internal Revenue Service and reducing costs for those assigned to the upper tier, Professor Mueller answered, "We didn't discuss with the Athletic Department the price range for particular tickets. The question you asked [last year] was about the 20% discount. The faculty and staff do receive a 20% discount." Professor Link inquired about the Committee's statement that in Kenan Stadium there had been "no deterioration in the location or number of faculty-staff seats." His anecdotal evidence indicated that some faculty had been moved to less desirable seats. Professor Mueller said that the number of faculty requesting football seats had "decreased greatly over the years: only 1300 faculty-staff requested seats this year." Professor Link wondered why and Professor Mueller did not know the reason.

VII. Old or New Business.

A. Graduate School Reorganization and Graduate Education at UNC: Craig J. Cathoun, Interim Dean, The Graduate School.

Because of the lateness of the hour, the report was not discussed, although it was available at the meeting.

Closed Session

VIII. Presentation of Candidates for Distinguished Alumnus(a) Awards for 1996 University Day: Beverly W. Long, Chair, Committee on Honorary Degrees and Special Awards.

Professor Long presented the names of five persons recommended by the Committee on Honorary Degrees and Special Awards and read short biographical sketches of each. The nominees were approved by the Council.

The Council adjourned at 5:15 p.m.

George S. Lensing
Secretary of the Faculty

Actions of the Council 1995-96

<u>Date</u>	<u>Action</u>	<u>Destination</u>
September 8, 1995	Resolution of Recognition and Gratitude for Walter Royal Davis.	To Walter Royal Davis.

Second reading on amendment to
Faculty Code of University
Government: Section IV.B.
(1)(b) (Educational Policy
Committee). To act as council of
advice to University Registrar and
to add two students to membership.

October 13, 1995

No resolutions.

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November 10, 1995

Resolution supporting extension of
employment benefits to domestic
partnerships, urging administrators
to seek health-insurance benefits
for domestic partners, and charging
Faculty Assembly representatives
to work toward adoption of a domestic
partners benefits-policy statement.

To Chancellor Hooker,
Interim Provost Richardson,
Vice Chancellors, Deans, and
Chair of Faculty Assembly
delegation, Professor Jane
Brown.

"Principles to Guide Action" [in five
parts] on determining salary policy.

To Deans, Directors, and
Department Heads.