

MEETING OF THE GENERAL FACULTY AND FACULTY COUNCIL

Friday, December 8, 1995, 3:00 p.m.

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

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

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

AGENDA

- I. Memorial Resolution for the late Berthe Marie Marti: Philip A. Stadter, 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.
- IV. 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. [attached to this Agenda] [postponed from November]
- V. Annual Reports of Standing Committees: <sup>1</sup>
  - \*\*A. University Government: Joseph S. Ferrell, Chair.
  - \* B. Research: Michael T. Crimmins, Chair.
  - \*\*C. Advisory Committee on Undergraduate Admissions: Stephen S. Birdsall, Chair.
  - \*\*D. Scholarships, Awards, and Student Aid: W. James McCoy, Chair.
- VI. Old or New Business.

George S. Lensing  
Secretary of the Faculty

- \* Postponed from November meeting. Report was circulated prior to that meeting.
- \*\* 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.
- <sup>1</sup> 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 DECEMBER 1.

COUNCIL MEMBERS: PLEASE REMEMBER TO SIGN THE ROLL AND FIND YOUR NAME TAG ON ONE OF THE SEATS IN THE FIRST SEVERAL ROWS. (SEE SEATING CHART ON TABLE BY THE DOOR.)

December 8, 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 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 ~~professoraal 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.

### Berthe Marie Marti 1904-1995

Berthe Marti died June 4, 1995 at the age of 91. She had come to Chapel Hill in 1963, after teaching for more than thirty years at Bryn Mawr College. Her teaching left an indelible impression on her students. Extraordinarily demanding--when asked by students whether she wanted them to translate closely and faithfully or idiomatically and flowingly, she would invariably reply, "Both"-- by her enthusiasm and encouragement she won a devoted following of undergraduates and graduate students. Her interests were broad, and here in Chapel Hill she taught just about every undergraduate and graduate Latin poetry course.

Born in Vevey, Switzerland, she studied in Lausanne before coming to Bryn Mawr on a special scholarship for European students, earning her Ph.D. in 1933. Her first major project was an edition of the commentary on Lucan composed by the twelfth-century scholar Arnulf of Orleans, whose exploration of Lucan's rhetoric and characterization is important for the study of the literary criticism of the Middle Ages. This text appeared in 1958. The Spanish College at the University of Bologna, founded by Cardinal Albornoz in 1367, was the subject of her next major publication. Her edition of the statutes of the College, a major source for the history of the later medieval university, was published in 1966.

Prof. Marti's work on commentaries led in 1962 to her joining in founding the Catalogus Commentariorum et Translationum, a survey of classical works and the medieval and renaissance

commentaries devoted to them. She remained on its editorial board till her death.

In classical Latin, she focused on the Silver Age. Her 1945 article on Lucan, “The meaning of the Pharsalia,” has become a classic, redefining how we look at the literature of the first century. Numerous other articles on Lucan and Seneca, as well as her Martin Classical lectures, Imitation and Originality in the Latin Epic of the Silver Age, are testimony to her insight into these authors.

Prof. Marti was a Fellow of the American Academy in Rome and a director of the American Philological Association, and was an elected Fellow of the Medieval Academy. Her work was recognized by a Fulbright grant, a Guggenheim Fellowship, and other awards.

The Romans admired the seriousness and moral integrity of Stoic thought, and Berthe shared this admiration. It gave her an inner toughness and discipline which was evident throughout her life, and especially in her later years, as she resisted the effects of a debilitating respiratory condition.

Berthe always appreciated the chance the Bryn Mawr European Fellowship had given her to leave Switzerland and explore new opportunities, and she wished to give similar opportunities to other young students. In her will, she established a fund to offer awards for study at the American Academy in Rome for students from Bryn Mawr College and the University of North Carolina at Chapel Hill. In this way she combined her love of the two institutions where she taught, of the American Academy in Rome, and of her students.

Her example as an outstanding scholar, teacher, and loyal friend is an inspiration to us all.

Berthe Marie Marti 1904-1995

“The first thing we noticed about Berthe was her energy. We had enticed her from Bryn Mawr with an offer that could not be refused: one semester in Rome, one in Chapel Hill; and so in January, when the rest of us were succumbing to winter doldrums she blew in from Rome (rather like Mary Poppins, I thought; others compared Proserpina)--blew into Chapel Hill full of energy and high spirits, ready to teach again. It was exactly what was wanted.”

So wrote one of the colleagues of Berthe Marti, who died June 4, 1995 at the age of 91. She had come to Chapel Hill in 1963. At that time she had already had a full career of over thirty years teaching at Bryn Mawr College, and many would have been tempted to settle back and look forward to a quiet retirement. Not Berthe. She was a scholar who loved to teach, one who left an indelible impression on her students. Extraordinarily demanding--when asked by students whether she wanted them to translate closely and faithfully or idiomatically and flowingly, she would invariably reply, “Both”--by her enthusiasm and encouragement she won a devoted following of undergraduates and graduate students. She in return followed their careers, read drafts of their articles, and sent gifts for their children’s birthdays. Her interests were broad: the fragments of early Latin, Latin epic of the first century A.D., medieval Latin commentaries on classical authors, and the medieval university. Here in Chapel Hill she taught just about every undergraduate and graduate Latin poetry course.

She had early established her reputation as a scholar. Born in



Vevey, Switzerland, she did her undergraduate work at the University of Lausanne, and came to Bryn Mawr on a special scholarship for European students. She earned her Ph.D. there in 1933. At Bryn Mawr Berthe Marti was able to teach Medieval Latin, and to make use of the magnificent collection of incunables left to the college by Howard Goodhart, whose daughter had been one of Berthe's students.

In the 1930's her first major project was an edition of the commentary on Lucan composed by the twelfth-century scholar Arnulf of Orleans. Orleans was one of the most important centers for the teaching of classical authors in the late twelfth century. Arnulf's commentary on Lucan's epic poem Pharsalia betrays the influence of French twelfth century Neoplatonist thought, and its exploration of Lucan's rhetoric and characterization makes it an important source for the study of the literary criticism of the Middle Ages. Berthe's text of Arnulf, edited from seven manuscripts and published in 1958 as Arnulfi Aurelianensis Glosule super Lucanum, occupies 530 pages.

Prof. Marti's work on commentaries led in 1962 to her joining in founding the Catalogus Commentariorum et Translationum, a survey of classical works and all the commentaries devoted to them composed in the middle ages or the renaissance. She was a charter member of the editorial board of the Catalogus and remained on it till her death, participating in the preparation of seven volumes.

The Spanish College at the University of Bologna, founded by Cardinal Albornoz in 1367 to enable twenty-four Spanish compatriots to study in the higher faculties of law or theology at Bologna, was the subject of her next major publication. A fifteenth

century manuscript owned by Howard Goodhart contained the statutes, which had previously been known only from an incunable in the British Library, and which are a major source for the history of the later medieval university. Prof. Marti's edition of these statutes was published in 1966.

In classical Latin, she focused on the epic poets and the silver age. Her 1945 article on Lucan, "The meaning of the Pharsalia," has become a classic: Berthe succeeded in reviving interest in Lucan, in redefining how we look at the literature of the first century, and in provoking debate and discussion that has now continued for half a century. Other valuable articles on Lucan and Seneca, as well as her Martin Classical lectures, Imitation and Originality in the Latin Epic of the Silver Age, delivered at Oberlin in 1973, are testimony to her insight into these authors.

In 1945 she was made a Fellow of the American Academy in Rome. This venerable institution, devoted to providing the best persons in the fields of classics, archaeology, medieval and renaissance studies, music, art, and architecture with the opportunity to spend two years in Rome, from that time became her second home. She regularly spent as much time as she could at the Academy, sharing in and enriching its intellectual and social life. Students and colleagues benefited from her support and introductions to scholars of all nations. In 1950-51 she served as Classicist in Residence. She was a member of the American Philological Association for over sixty-five years, and served as a Director for five years. She was also a member of the Medieval Academy of America, and was elected one of the one hundred thirty

Fellows of the Academy in 1977. In addition she held a Fulbright grant, a Guggenheim Fellowship, and other awards.

Long a friend of the University Library, she made a major contribution to its classics collection when upon the death of her longtime friend Berthold Ullman she was instrumental in persuading a benefactor, Gertrude Weil, to purchase the printed books in his library for the University.

The Romans admired the seriousness and moral integrity of Stoic thought, and Berthe, with her Calvinist background, shared this admiration. It gave her an inner toughness and discipline which was evident throughout her life, and especially in her later years, as she resisted the effects of a debilitating respiratory condition. But this Stoicism could manifest itself in less serious ways. One summer when she was in her sixties, after a term in Italy, Berthe was picking cherries at her family home in Lausanne, when the ladder slipped, and she fell, badly breaking her ankle. Berthe immediately thought of the summer school course that she was scheduled to teach in a few weeks in Chapel Hill. She insisted with the doctors that the bones be riveted with the newest technique and that she return quickly to the United States to teach. Ignoring the pain and inconvenience, she was soon rolling through the halls of Murphey to her classes.

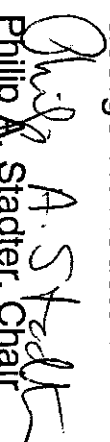
To Berthe, being Swiss meant being thrifty and living simply. She often stated that she was saving her money to help future Latin students. She herself always appreciated the chance the Bryn Mawr European Fellowship had given her to leave Switzerland and explore new opportunities, and she wished to give similar opportunities to other young students. In her will, she established a fund at Bryn

Mawr College to offer awards for study at the American Academy in Rome for students from Bryn Mawr College and the University of North Carolina at Chapel Hill. In this way she combined her love of the two institutions where she taught, of the American Academy which was her base in Rome, and of her students.

Her example as an outstanding scholar-teacher and a loyal and critical friend is an inspiration to us all.

David M. Ganz

George W. Houston

  
Philip A. Stadler, Chair  
Marti Memorial Committee  
For the Department of Classics

Bibliography of Berthe M. Marti

BOOKS

Arnulfi Avreliaensis Glosyle sive Lycanvm (Monographs of the American Academy in Rome, vol. 18). Rome 1958)

The Spanish College at Bologna. An Edition of its Fourteenth Century Statutes, with translation, introduction, and notes. Philadelphia. University of Pennsylvania Press, 1966.

ARTICLES

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"Three New Glosses from Vacca's Commentary on Lucan," Classical Philology 36 (1941) 64-65

"Arnulfus and the Faits des Romains," Modern Language Quarterly 2 (1941) 3-23

"Literary Criticism in the Mediaeval Commentaries on Lucan," Transactions of the American Philological Association 72 (1941) 245-54

"Seneca's Tragedies: A New Interpretation," Transactions of the American Philological Association 76 (1945) 216-45

"The Meaning of the Pharsalia," American Journal of Philology 66 (1945) 352-76 (translated as "Sinn und Bedeutung der Pharsalia," in Lucan [Wege der Forschung], ed. W. Rutz, Darmstadt 1970, 103-132)

"The Prototypes of Seneca's Tragedies," Classical Philology 42 (1947) 1-16

"Vacca in Lucanum," Speculum 25 (1950) 198-214

"A Crux in Dante's Inferno," Speculum 27 (1952) 67-70

"Seneca's Apocolocyntosis and Octavia: a Diptych," American Journal of Philology 73 (1952) 24-36

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"Gomez versus the Spanish College at Bologna," Didascaliae. Studies in honor of Anselm M Alharada New York 1961 293-319

Luitpold Wallach. Ithaca, Cornell University Press, 1966, pp. 239-57

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"La Structure de la Pharsale," Lucain, Fondation Hardt, Vandoeuvres-Genève 1970, 3-50

"1372: The Spanish College versus the Executors of Cardinal Albornoz's Testament," Studia Albornotiana 12 (1972) (= El Cardinal Albornoz y el Colegio de España) 93-129

"Lucan's Narrative Techniques," La Parola del Passato 160 (1975) 74-90

#### REVIEWS

Numerous Reviews in American and European Journals

\*\*\*REVISED VERSION\*\*\*

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.

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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 professorial rank for each of the ranks of lecturer (or its equivalent), instructor, assistant professor, associate professor, and professor for each twenty-five faculty members eligible to vote in Council elections (or major fraction thereof) of the same rank in the respective divisions. If there are too few eligible 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.

# DISTRIBUTION OF FACULTY

## UNC-CH 1995

	Total			Lect	Tot Non	Grand
	Prof Assoc	Asst Instr	Voting Lect			
College of Arts and Sciences						
Division of Fine Arts						
Art	7	5	4	0	16	0
Dramatic Art	3	5	4	4	16	4
Music	7	14	4		25	1
Division of Humanities						
Comm. Studies	8	4	8		20	0
Classics	11	2	3		16	0
Hum & Hum Values					0	1
Comp. Literature	1	1			2	0
English	32	14	6		52	0
American Studies	2		2		2	0
Linguistics	3	0	2		5	0
German	4	4	2		10	0
Philosophy	11	6	3		20	2
Religious Studies	6	4	3		13	0
Romance Lang.	16	9	2	2	29	1
Slavic Lang.	3	3	1		7	1
Public Policy					0	1
General College					0	1
Asian Studies	1	2			3	1
Div'n of Natural Sciences						
Psychology	22	5	10		37	12
Marine Sciences	4	1	1		6	1
Chemistry	27	3	4		34	0
Biology	20	12	3		35	8
Geology	10	3	1		14	1
Physics-Astronomy	17	6	5		28	1
Operations Res.	5		1		6	0
Computer Science	9	6	5		20	3
Statistics	9	1	3		13	0
Mathematics	27	2	2		31	2
Microelectronics	1				1	0
Research Services					0	2
Inst. Marine Sci.	6	1			7	0
Extension Div'n					0	1
Dev. Disabilities	1				1	0
Div'n of Social Sciences						
Women's Studies	1				1	0
Anthropology	8	7	2		17	0
African & Afro Am.	1	4	2		8	0
City & Reg Planning	10		2	1	12	2
Economics	13	9	6		33	1
Geography	5	4	4		13	1
History	35	7	8		50	1
Phys Educ	7	4	1		12	4



# DISTRIBUTION OF FACULTY UNC-CH 1995

	Prof	Assoc	Asst	Instr	Voting	Lect	Equiv	Tot	Non	Grand
	Total					Lect		Tot		Grand
						Equiv		Non		Total
						Voting		Voting		Total
Political Science	17	10	5	5	32	1		1		33
Sociology	14	5	5		24			0		24
Leisure Studies	2	3			5		1	1		6
Aero-Space Studies	1		2		3			0		3
Naval Science	1	1	1	2	5			0		5
<b>TOTAL ARTS &amp; SCIENCES</b>	<b>393</b>	<b>167</b>	<b>115</b>	<b>9</b>	<b>684</b>	<b>36</b>	<b>40</b>	<b>76</b>		<b>760</b>
School of Library & Inf Sci	5	4	5		14	1		1		15
Academic Affairs Library	1				1	1	3	4		5
Health Affairs Library					0		1	1		1
Kenan-Flagler Business Sch	32	24	13	2	71	2	5	7		78
Education	35	9	5		49	1	14	15		64
Journalism	13	12	4		29		1	1		30
Law	30	4			34		6	6		40
Chancellor's Office	1				1			0		1
Social Work	12	9	1	1	23		20	20		43
Institute of Government	15	11	7		33	4		4		37
<b>TOTAL PROF. SCH. ACAD.</b>	<b>144</b>	<b>73</b>	<b>35</b>	<b>3</b>	<b>255</b>	<b>9</b>	<b>50</b>	<b>59</b>		<b>314</b>
<b>TOTAL ACADEMIC AFFAIRS</b>	<b>537</b>	<b>240</b>	<b>150</b>	<b>12</b>	<b>939</b>	<b>45</b>	<b>90</b>	<b>135</b>		<b>1074</b>
Vice Chancellor	1				1		1	1		1
Health Careers Access					0		1	1		1
Health Services Res					0		3	3		3
Inst. of Nutrition					0		1	1		1
Highway Safety					0		2	2		2
Dentistry										
Dean's Office	1				1					1
Dental Ecology	5	3	3		11		18	18		29
Endodontics	2	2	1		5		2	2		7
Operative Dentistry	4	5			9		1	1		10
Diagnostic Sciences	2	3	2		7		5	5		12
Oral Surgery	5	1			6		4	4		10
Orthodontics	2	1	2		5		5	5		10
Pediatric	4	4			8		2	2		10
Periodontology	7	3	1		11		1	1		12
Prosthodontics	3	6	4		13		4	4		17
Nursing	8	21	9		38	3	19	22		60
Pharmacy	8	18	13		39		15	15		54
Public Health										
Dean's Office	1				1	1	1	2		3
Comp. & Info. Services					0		1	1		1
Health Policy & Admin	7	7	5	1	20		5	5		25
Biostatistics	10	4	4		18		6	6		24
Comm. Health Serv.					0		2	2		2

# DISTRIBUTION OF FACULTY

## UNC-CH 1995

	Prof				Total				Lect			Tot Non	Grand
	Assoc	Asst	Instr	Voling	Voling	Lect	Equiv	Voling	Total				
Env. Sciences & Eng.	20	5	3	28	1	5	6	34					
Epidemiology	8	5	10	23		3	3	26					
Health Behaviour	6	4	1	12	1	2	2	14					
Maternal & Child Health	2	4	4	10		1	1	11					
Pub Health Nursing	2	2	2	6	1	4	5	11					
Nutrition	5	5	4	14		9	9	23					
Medicine													
Administration				0		1	1	1					
Cell Bio & Anatomy	16	2	2	20		14	14	34					
Microbiology & Immun.	16	7	4	28	1	4	4	32					
Biochemistry	14	9	4	27		4	4	31					
Pathology	17	18	6	41	1	8	9	50					
Pharmacology	9	10	1	20		6	6	26					
Physiology	15	2	2	19		6	6	25					
Environmental Medicine				0		1	1	1					
Medicine	55	27	28	110		54	54	164					
Dermatology	3	2	1	6		3	3	9					
Neurology	7	2	1	10		5	5	15					
Family Medicine	9	5	6	20		12	12	32					
OB/GYN	8	6	8	22		11	11	33					
Ophthalmology	4		2	6		1	1	7					
Pediatrics	23	18	20	61		16	16	77					
Early Adolescence				0		1	1	1					
Psychiatry	12	13	4	29	1	37	38	67					
Radiology	8	8	5	21		3	3	24					
Radiation Oncology	4	2	2	8		2	2	10					
Surgery	31	17	23	71		9	9	80					
Emergency Medicine	1	1	5	8	1	1	1	9					
Anesthesiology	9	4	7	20		7	7	27					
Medical Allied Health	4	16	11	33	1	19	20	53					
Biomedical Engineering	4		2	33		6	6	11					
Molecular Biology	2	1		5		1	1	1					
Child Dev.				0		1	1	1					
Alcohol Studies				0		3	3	3					
Teaching Laboratories				0		1	1	1					
Thurston Arthritis Ctr				0		1	1	1					
Study of Dev & Lrng				0		1	1	1					
Social Medicine	6	4	1	11		5	5	5					
Physical Med. & Rehab		1		1		1	1	2					
AHEC support				0		1	1	1					
Hlth Prom & Disease Prv				0		2	2	2					
TOTAL DIV/N HEALTH AFF	385	278	213	882	6	362	371	1253					
GRAND TOTALS	922	518	363	1821	54	452	506	2327					

	Voting Faculty		Council Members	
	Tenure Trk	All	Current	Projected
Fine Arts	57	62	3	2
Humanities	179	196	7	6
Nat Sci	233	279	10	8
Soc Sci	215	226	8	7
Libraries	100	100	4	3
Bus Admin	71	78	3	2
Educ	49	64	2	2
Journal	29	30	1	1
Law	34	40	2	1
Soc Work	23	43	1	1
IOG	33	37	2	1
Medicine	586	836	24	25
Dentistry	75	117	3	4
Nursing	38	60	2	2
Pharm	39	54	2	2
Pub Health	132	174	5	5
<b>TOTALS</b>	<b>1893</b>	<b>2396</b>	<b>79</b>	<b>73</b>

December 8, 1995  
COMMITTEE ON UNIVERSITY GOVERNMENT  
(Committee of the General Faculty appointed by the Chancellor)

ANNUAL REPORT

**Current Members:** Joseph S. Ferrell (1995-98), chair; Jack Sasson (1995-98), Laurel Files (1993-96), William Smith (1993-96), Harry Gooder (1994-97), Janet Mason (1994-97), Royce Murray (1994-97); George Lensing (ex officio).

**Members leaving the committee this year:** Beverly W. Long.

**Meetings this year:** April 21, 1995; May 5, 1995; May 12, 1995; September 22, 1995; September 29, 1995.

**Annual Report prepared by:** Joseph S. Ferrell (chair) without review by the full committee.

**Committee charge.** "The Committee shall be especially concerned with the continuing development, adaptation, and interpretation of the *Faculty Code of University Government*. Subject to the powers of the University's Board of Trustees and the Chancellor of the University of North Carolina at Chapel Hill, the *Code* represents legislation enacted by the faculty regarding forms of internal organization and procedures at this institution which are deemed necessary for its fair and effective operation. The Committee should periodically review the existing *Code* and solicit suggestions for its improvements, and should recommend appropriate amendments in the *Code* for consideration and vote of the General Faculty. As provided under Article I of the *Code*, it should consider and report on other proposals to amend the *Code* and shall also periodically make appropriate adjustments of the elective representatives in the Faculty Council. The Committee may also consider and report on special questions of University governance which may be referred to it by the Chancellor or members of the faculty. The Committee shall be especially concerned with maintaining internal forms and procedures of academic administration which reflect principles of democracy and equity, vision and adaptability, and quality and responsibility, toward achieving the intellectual aims of the University." *Faculty Code of University Government*, § IV.B.(2)(a).

**Previous questions or charges.**

1. Consider establishment of a faculty committee on Records and Registration.
2. Develop an amendment to the Code extending voting privileges for Faculty Council to certain fixed-term faculty.
3. Consider the advisability of reducing the size of the Faculty Council.

**Report of activities.**

*Records and Registration.* In 1994-95 the Committee developed a tentative proposal for restructuring the Educational Policy Committee in response to the request of the University Registrar for a separate committee on records and registration matters. This

proposal was transmitted to the General Faculty by the Educational Policy Committee on its own initiative. The portion of the proposal that would have extended the jurisdiction of the EPC to the Division of Health Affairs was rejected by the General Faculty; the remainder of the proposal was approved. Accordingly, the Committee on University Government reported and the General Faculty approved a *Code* amendment that added to the EPC two student members appointed by the Chair of the Faculty and expanded its charge to include rendering advice to the University Registrar.

*Voting privileges for fixed-term faculty.* The Committee completed work on a proposed *Code* amendment that would extend voting privileges for Faculty Council to fixed-term faculty who meet specified criteria as to length and conditions of service. This topic was the subject to a Special Report submitted to the General Faculty in November, 1995.

*Size of the Faculty Council.* At the request of the Chair of the Faculty, the Committee has discussed the question of reducing the size of the Faculty Council below the 70-member standard currently specified in the *Code*. The Committee has not reached consensus on the merits of this proposal and requests guidance from the Council in this regard.

#### **Recommendations for action by Faculty Council.**

*Resolved,* That it is the sense of the Faculty Council that the number of elected and ex officio voting members of the Council should be fewer than 70, but not fewer than 25, and that the Committee on University Government is requested to develop a proposal for consideration and vote by the General Faculty to implement this resolve.

December 8, 1995

## Advisory Committee on Undergraduate Admissions

Ex-Officio Committee, Chair of Faculty  
1994-95 Annual Report

**Members:** Stephen Birdsall (Chair)-(Tenure as Dean); Donald Jicha (Tenure as Associate Dean-General College); Craig W. Turner (Vice Chair-Fine Arts, 1994-95); Maria Salgado (Vice Chair-Humanities 1992-95); David Halperin (Vice Chair-Humanities 1995-98); Lawrence G. Rowan (Vice Chair-Basic & Applied Natural Sciences, 1994-96); Stanley Black III (Vice Chair- Social Sciences, 1994-97)(Melinda S. Meade-Acting Vice Chair, 1994-95); William A. Campbell (Academic Dean-Sch. Pharmacy, 1993-96); Donald Stedman (Academic Dean-Sch. Education, (1992-95)).

**Ad Hoc Members:** Peter Coclanis (Tenure as Assoc. Dean-General Education); John Edgerly (Director-U Counseling Center, 1994-97); John Evans (Sch. Business, Tenure as ACC/NCAA Faculty Rep.); Patricia Gensel (Biology, 1992-95); Richard Hiskey (Chemistry, 1994-97); Soyini Madison (Communications Studies, 1995-96); Frederick Mueller (Phys. Ed.- Tenure as Chair of U. Faculty Committee on Athletics); Dixie Spiegel (Sch. Education, 1994-95); Warren Wogen (Mathematics, 1992-95).

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

**Members leaving committee during past year:** None.

**Meetings during past year:** 9/4/94; 10/12/94; 1/18/95; 2/15/95; 3/22/95; 4/19/95

**Report prepared by:** Stephen S. Birdsall, Dean (Chair), and James Walters, with review of full committee.

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

### Previous Faculty Council questions or charges:

Provide selected data for previous years to assist in understanding trends in these admissions characteristics.

### Report of activities:

[See comparative statistics and maps of freshman class distributions by county and state of origin (attached).]  
[See the Office of Undergraduate Admissions 1994-95 Annual Report for additional information (attached).]

1. Conducted annual reviews and admissions actions by the Admissions Subcommittees on Athletics, Persons with Disabilities, and Exceptional Minorities.
2. Approved a policy allowing the Office of the Summer School to admit as visiting students for the summer, rather than refer to undergraduate admissions as re-admits, the following types of students: (1) those who attended UNC-CH and transferred to another college at which they are seeking a degree and from which they expect to graduate; (2) those who last attended UNC-CH over five years ago and never graduated, and who simply wish to take a summer course of interest rather than work toward degree completion.
3. Examined the International Baccalaureate (IB) Examination program and urged the various academic departments in the College of Arts and Sciences to establish credit and course placement policies for IB examinations submitted for college credit. Recommended that a score of 5 on the IB - Higher Level examinations be honored for college placement and credit.
4. Reviewed a request for special consideration for students who present special talent in the area of competitive debate. It was agreed by the committee that debate may be considered as a factor in admission decisions, but no specific number of admissions spaces would be set aside for this area of talent.
6. Reviewed in detail the 1994 freshman class "yield" increase and discussed with the Office of Undergraduate Admissions its plan to "control" the 1995 freshman class yield in terms of final enrollment.

7. Developed and approved a freshman admissions policy for home-schooled students which is as follows: The University of North Carolina requires the SAT and SAT II (achievement tests) with 50% of the decision being based on the SAT II. The home-schooled student will be required to submit the results of the SAT and five subject areas of the SAT II: English, Math, American History, a choice of a foreign language and a choice of a science. To be competitive, a student must score above the national mean on at least four of the five achievement tests. (At the present time, the State of North Carolina's minimum subject requirements are not applicable to any private school and, therefore, are not applicable to students who are home-schooled.)
8. Reviewed the recommendation by the Board of Visitors' Task Force on Undergraduate Admissions that non-competitive development admissions be expanded. The Committee recommended that such an expanded program of non-competitive admissions not be implemented.
9. Went on record supporting the position that the proportion of out-of-state freshmen, currently limited to 18%, be increased.
10. Began detailed review of suggestions and issues directly related to undergraduate admissions as raised by the self-study task force report on Undergraduate Programs. These suggestions and issues may be summarized as:
  - A. review the effectiveness of current admissions criteria;
  - B. consider increasing the weight given to intellectual criteria in admissions considerations;
  - C. increase efforts to attract the brightest students from North Carolina;
  - D. change Admissions Committee structure to improve coordination and communication of intra-institutional admissions.

As a status report on the Committee's discussions and decisions to date regarding these suggestions and issues, the following is offered:

- A) **effectiveness of current admissions criteria.** This issue remains under discussion.
- B) **increasing the weight of intellectual criteria**

Three factors enter into the admissions decision for each student. The first factor is an indicator of accomplished academic success. It is comprised of such variables as the rigor of the student's course of study, high school class rank, and high school quality. Rigor of a student's course of study indicates how challenging were the courses taken from among the set available, with Advanced Placement and honors courses being clear indicators of more difficult material attempted. Class rank is a measure of relative accomplishment within a school and within a cohort of students at that school. Quality of school is, in this context, a reflection of the academic success of UNC-CH students admitted from that school in previous years.

The second factor is a rough indicator of the potential for academic success. Recognized as an inadequate measure by itself, this factor is defined by the SAT (or ACT) score achieved. When combined with rank in class, this factor becomes a more reliable indicator of potential for academic success at UNC-CH.

The third factor is evidence of leadership. Examples are academic and non-academic extracurricular activities, participation in civic, religious, or other organizations, responsible positions held, and other indicators of personal responsibility.

Frequently described as holding an average or approximate 60:20:20 weighting in the admissions decision, respectively, all three factors are reviewed for each student who applies for admission. In practice, however, the factors reflecting academic accomplishment and academic potential (Factors 1 and 2) are sufficiently persuasive for most student applicants that the "20 percent" for leadership does not enter significantly into the decision to admit. That is, the leadership factor is used primarily as a tie-breaker between equally qualified student-applicants. It grows in importance only after the most academically qualified applicants have been accepted and the competition for the remaining positions in the Freshman Class increases.

Two additional questions were considered by the Committee:

- 1) Will a student-applicant with no leadership indicators but with the very strongest academic indicators be admitted? The answer is very probably "yes" although this possibility actually occurs rarely, and a total lack of demonstrated interest in non-academic activities will draw extra attention from Admissions Office staff.

- 2) Should there be a service leadership factor in admissions decisions? The Committee agreed that such indicators should remain a consideration in admissions decisions. Admission should not be solely on the basis of intellectual factors as the institution has an obligation, through its students, to contribute to the civic and moral leadership, as well as to the intellectual leadership, of the State and nation.

**C) attract the brightest students from North Carolina**

The Committee reviewed data provided by the Admissions Office and concluded that UNC-CH is already highly successful in enrolling NC students of given quality who were also accepted for admission to selected competitors such as Duke, Wake Forest, Vanderbilt, and North Carolina State University. In every case, applicants from North Carolina accepted for admission to UNC-CH who are equivalent to those accepted for admission to each of these competing schools, chose to enroll at Carolina in a greater proportion than those who chose our competition.

What additional efforts might be considered?

- 1) organize a faculty phone campaign or letter-writing campaign directed at top NC applicants who have been accepted encouraging them to enroll;
- 2) increase faculty participation in Carolina Contact and Carolina Close-Up programs;
- 3) increase the number of merit-based scholarships; improve marketing of these scholarships;
- 4) develop a case for the advantages of UNC-CH as a research university that also addresses other concerns by students who chose to matriculate elsewhere; (the Admissions Office will work on this)

**D) improve coordination and communication of intra-institutional admissions**

The Admissions Committee has added a new Subcommittee, comprised of representatives from the College of Arts and Sciences and each professional school that offers an undergraduate degree program. The responsibility of the new Subcommittee will be to present and discuss planned changes in admissions policy and any other admissions-related changes under consideration in each professional school. The Subcommittee will meet each semester and will report to the full Advisory Committee on Undergraduate Admissions the substance of the Subcommittee discussions. This Subcommittee will begin its work during 1995-96.

**Recommendations for action by Faculty Council:**

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



UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
1991-1992-1993-1994-1995  
FRESHMAN CLASS PROFILE DATA

**I. Application Data**

	APPLICATIONS					ADMITS					MATRICULATIONS				
	1991	1992	1993	1994	1995	1991	1992	1993	1994	1995	1991	1992	1993	1994	1995
Total <b>FRESHMAN</b>	15337	16580	15041	15661	16063	5460	5735	5997	6142	5570	3142	3211	3331	3497	3238
% Change 1991-92-93-94-95	NA	+7.50%	-9.29%	+3.96%	+2.51%	NA	+4.80%	+4.37%	+2.69%	-9.32%	NA	+2.15%	+3.61%	+4.75%	-7.41%
<b>SUB GROUPS</b>															
In-State	6197	6418	6138	6701	6739	4051	4122	4197	4369	4175	2583	2615	2658	2757	2677
Out -of-State	9140	10162	8903	8960	9324	1409	1613	1780	1773	1395	559	596	673	740	561
African American	1226	1249	1244	1453	1533	685	702	690	804	725	343	347	360	440	393
Asian American	809	945	1092	1138	1070	266	313	396	387	284	122	134	177	192	159
Native American	61	94	70	70	101	32	52	39	39	59	14	27	21	20	30
Puerto Rican/Hispanic	287	340	344	342	366	63	60	78	61	62	29	30	30	27	30
Total <b>TRANSFERS</b>	3136	2999	3011	3011	2591	896	1310	1329	1242	1244	685	773	955	894	908
% Change 1991-92-93-94-95	NA	-4.37%	+4.0%	0%	-13.95%	NA	+31.61%	+1.43%	-7.0%	+1.7%	NA	+11.39%	+19.06%	-6.8%	+1.55%

10/17

**II. Freshman Class School Background**

	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>
NC Public School Graduates	2336	2375	2345	2485	2364
Out-of-State Public Graduates	397	391	545	546	442
Private/Parochian School Graduates	383	393	416	404	407
Foreign/Service Dependent Schools	25	52	25	62	25

**III. Freshman Class Distribution by Sex**

	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>
Men	1195	1245	1275	1436	1250
Women	1947	1966	2056	2123	1998

**IV. Percent of Admitted Who Enrolled Freshman**

	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>
North Carolina	64%	63%	63%	63%	64%
Non-Residents	36%	34%	36%	41%	39%
Non-Residents (Alumni)	57%	55%	54%	55%	51%
TOTALS	58%	56%	56%	57%	58%

**V. High School Senior Class Rank**

	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>
Top Tenth	2381 (75.7%)	2456 (76.5%)	2341 (70.3%)	2529 (72.3%)	2378 (73.4%)
Second Tenth	522 (16.6%)	515 (16.0%)	633 (19.0%)	706 (20.1%)	617 (19.0%)

**VI. SAT Means**

1985 - 1050  
 1991 - 1120  
 1992 - 1122  
 1993 - 1126  
 1994 - 1128  
 1995 - 1142

**VII. Freshman Class Distribution by Residency**

	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>
NC Residents	2583	2615	2659	2753	2677
Non-Resident Alumni	135	131	109	108	90
Non-Residents	424	465	563	636	471
TOTAL Class	3142	3211	3331	3497	3238

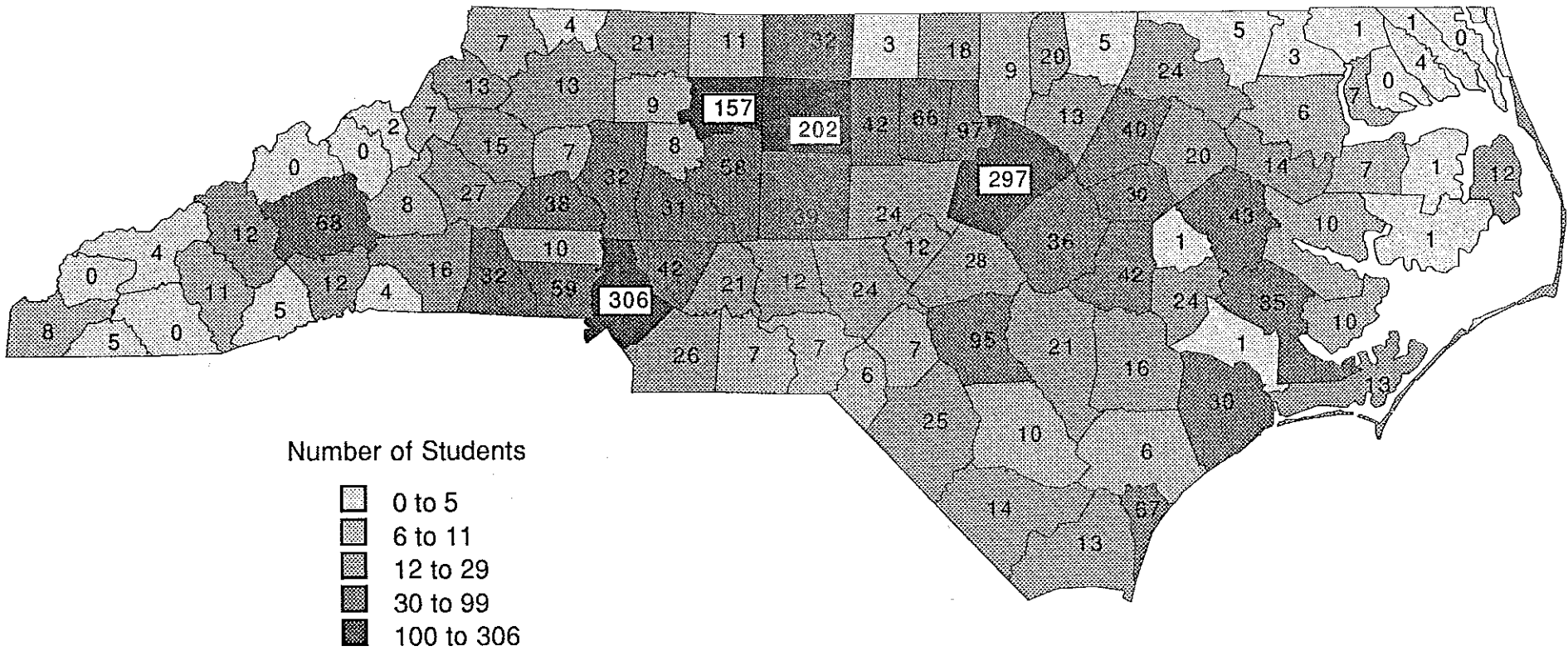
TOTAL Alumni Children	497	532	541	528	442
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Source: Office of Admissions and Office of Institutional Research

# University of North Carolina - Chapel Hill

## Incoming Freshman Class 1994

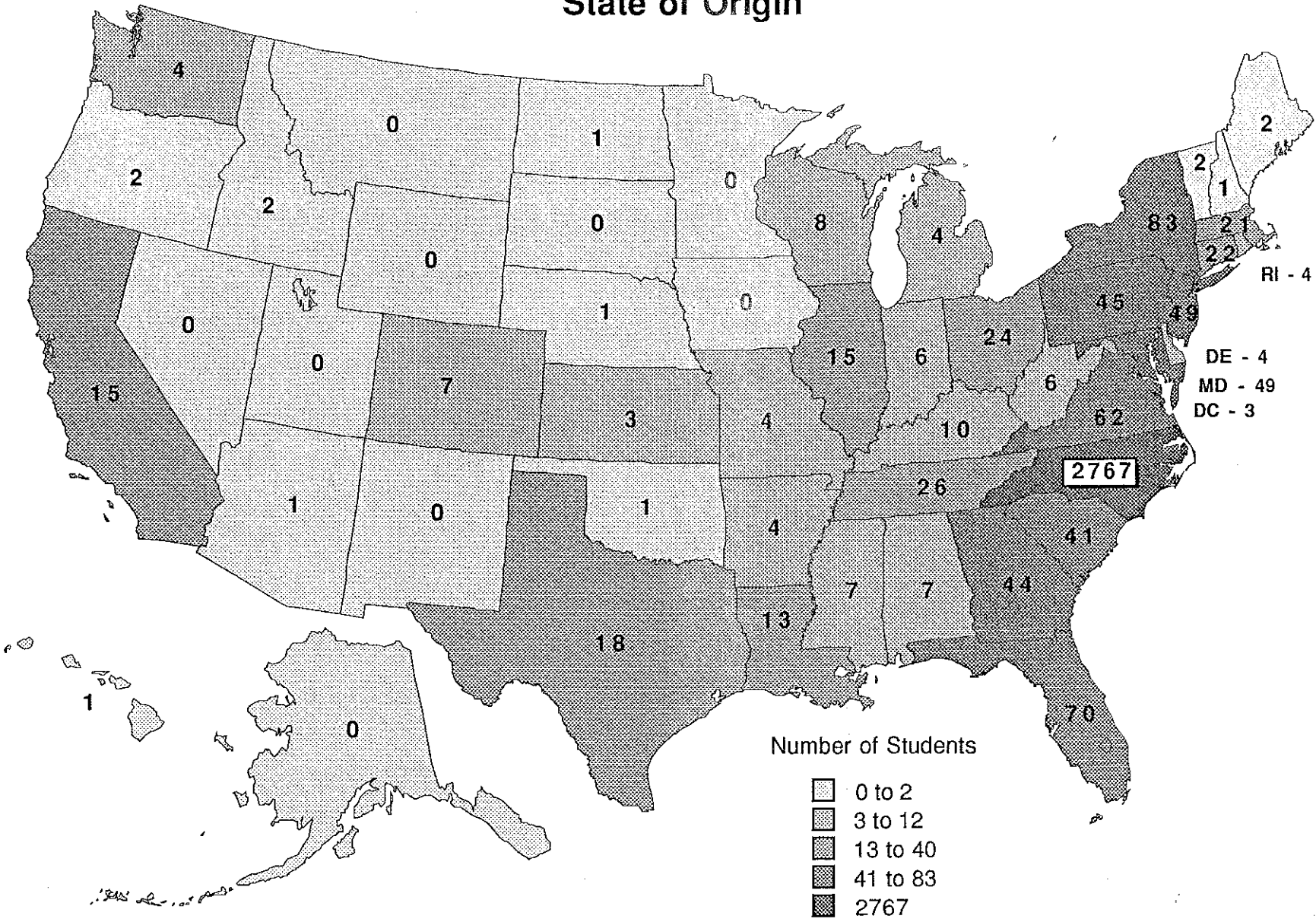
### County of Origin



# University of North Carolina - Chapel Hill

## Incoming Freshman Class 1994

### State of Origin



## Office of Undergraduate Admissions

### Annual Report for 1994-1995

#### I. Introduction

The Office of Undergraduate Admissions at the University of North Carolina at Chapel Hill is responsible for the recruitment of all undergraduate students and the processing of all undergraduate applications for admission to the University. For the past year, this included processing 18,469 undergraduate applications from international and domestic freshman and transfer applicants. This also included processing 117 applications for admission to the Continuing Studies Division and 1,070 readmission applications.

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

#### II. Mission

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

#### III. Freshman Admissions

The Office of Undergraduate Admissions received 16,064 applications for admission to the freshman class. This number is 2.5 percent more than the number of students who applied for admission in 1994. North Carolina residents increased to 6,736 compared to 6,707 the previous year.

Each application was considered on the basis of rank in class, difficulty of courses selected, grade average, competition within the school, evidence of substantial leadership or involvement in the school and community, recommendations, and standardized test scores. Admission was granted to 5,573 freshman applicants, and 3,237 enrolled. The percentage of students granted admission who enrolled for the fall 1995 semester was 59.0 compared to 57.0 for 1994.

Scholastic Aptitude Test scores for the 50th percentile of enrolled freshmen was 1,140, compared to 1,128 in 1994. Of the enrolled new freshmen for whom class rank was reported 2,378 graduated in the top tenth of their high school class and 617 graduated in the second tenth.

It is interesting to note that since 1984 the average SAT score for the entering freshman class has risen from 1,050 to 1,140 and the number of students in the top 10 percent of their class has risen from 61 percent to 80 percent.

#### IV. Transfer Admissions

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

We received 2,427 sophomore and junior transfer applications for 1995. Of these applicants, 1,370 were either denied admission for academic reasons, space limitations, or withdrew their application. A total of 900 transfer spaces were available for the 1995 fall term.

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

Of the 3,237 freshmen, 2,640 were residents of North Carolina. These students represent 96 out of 100 counties in the state.

The 1995 entering freshman class was composed of 1,987 women and 1,251 men as compared to the 1994 entering freshman class which was composed of 2,093 women and 1,403 men.

For the 1995 entering freshman class, we received applications from 1,532 black students. Of these, 721 were granted admission and 400 enrolled. For the 1994 freshman class, we received 1,452 applications from black students. Of these, 802 were granted admission and 440 enrolled. The University continues to provide a summer academic program (the Bridge Program) for minority and disadvantaged students. During the summer of 1995, 60 members of the 1995 entering freshman class participated in the Bridge Program.

#### VI. Recruitment Functions

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

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

During the fall of 1994, the admissions staff visited high school students and counselors and participated in 180 college day/night programs. These programs allowed us to visit with students from 353 public and private high schools across North Carolina.

In addition, during the fall of 1994 and through the following spring, members of the admissions staff participated in 35 special admissions presentations, parents night programs, and guidance counselor workshops.

##### B. Community College Visitation

(2)

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

#### C. Campus Visitation

##### 1. Tour Guide Program

Last fall was the seventh year we instituted an application, interview, and selection process for our new tour guides. Our five member Tour Guide Advisory Board, together with staff members in Undergraduate Admissions, interviewed and selected 20 outstanding new guides from an applicant pool of 130. The new guides underwent two intensive training periods and accompanied experienced guides on campus tours before being scheduled for their own tours.

We had 65 tour guides who volunteered their time and conducted over 1000 regularly scheduled tours and over 80 specially arranged tours last year.

##### 2. Group Information Sessions for Prospective Students

Over 25,000 people visited the Office of Undergraduate Admissions last year and 13,500 of them attended our information sessions. These sessions were given by the admissions staff ten times a week throughout the year.

#### D. Prospect File and High Ability Recruitment

The number of annual records residing on the Prospect File this year totaled 133,480. This file is comprised of all individuals who have requested information about the University as well as high school students who have sent their SAT and/or ACT test score results to us.

We answered 61,080 requests from prospective students, parents, organizations, and others interested in admissions materials and academic information about the University. All individuals who called or wrote for information, visited the campus, or were personally contacted by Undergraduate Admissions were placed on our prospect file.

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

##### 1. Targeted Correspondence

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

- a. 828 high scorers on the PSAT, who indicated UNC-CH as one of two colleges in which they are interested.
- b. 13 North Carolina seniors who won the National Achievement Award in Writing sponsored by the National Council of Teachers in English.
- c. 224 North Carolina National Achievement Semifinalists/Commended Students.
- d. 390 North Carolina National Merit Semifinalists.
- e. 8,884 North Carolina Juniors who send us SAT/ACT scores.

2. Carolina Contact

Carolina Contact is now in its 12th year. Personal letters were sent from UNC-Chapel Hill students to 900 admitted high school seniors who were in the top one-third of our admitted group, based on a combination of rank, SAT, leadership, and course selection. These letters included an acknowledgement of the seniors as excellent students whom the University was anxious to enroll. We believe contact with superior Carolina students who have common interests and experiences provided the biggest incentive for our targeted high school seniors to choose Carolina.

Over 900 of these high-achievers attended two on-campus programs in March and April. Seventy-eight percent (78%) of these high ability students who attended Carolina Contact enrolled. Activities included a luncheon with faculty members, campus tours, and individual sessions with faculty members in the students' chosen academic areas. In a fair-like setting academic advisors, University representatives from Honors, Scholarships and Student Aid, Housing, Career Planning and Placement, and students from campus organizations were available to explain programs and answer questions.

3. Carolina Close-Up

For the fourth year, the Office of Admissions sponsored three "Carolina Close-Up" campus visitation days in March and April, 1995. Each session was booked with over 500 accepted freshmen and parents in attendance. The program includes tours, academic information sessions and an enrolled student information panel. The program was targeted to increase the enrollment yield of our admitted freshmen, in addition to providing good information to students and their parents.

E. Publications

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

We revised the information included in our acceptance packet to newly admitted freshmen and transfers. A detailed brochure entitled Now That You Have Been Admitted...These Are The Steps To Follow, outlines in concise steps the enrollment process for new students. In this same packet we included Student Health's medical history form, an



updated General College Sheet and redesigned the Enrollment Deposit Card. This information was sent to students with their letter of acceptance in a newly designed window envelope.

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

Our 1994 redesign of the viewbook, companion piece, continuing studies application, readmission application, and international student application were well-received. We are currently reviewing the copy and design of these centerpiece publications, with a projected February, 1996 print date for a new two-year supply.

We rewrote and redesigned our invitation to the Carolina Contact program. Carolina Contact is our recruitment program for our top-flight students. In addition, we reprinted our invitation to our other major recruitment program, Carolina Close-Up. We are currently redesigning the Close-Up piece to fit within new postal card size regulations.

New for 1994 was a totally revamped brochure for the University's ever-increasing multicultural populations. It is an exciting piece and a long overdue effort, last printed in 1988. A full color piece, the brochure highlights the University's commitment to achieving excellence by attracting the brightest students from all segments of the population.

We published in April, 1995, a new campus visitation brochure which is a colorful visitor's guide to UNC for prospective students and their families. This piece expands upon a "personalized" form letter which confirms a visitor's time of arrival along with other pertinent details regarding a scheduled campus tour and group information session.

We sent a summer mailing to over 10,000 rising North Carolina seniors who sent us SAT/ACT scores in the spring. In our mailer we thank them for sending their scores to Chapel Hill and invite them to visit our campus for a tour and information session.

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

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

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

presents nearly 50 top ranked institutions from across the United States to a variety of high school audiences, including special editions for minority populations.

#### F. Alumni/Admissions Letter Program

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

#### G. Minority Recruitment

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

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

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

### VII. Application Processing Functions

#### A. Transfer Credit and Evaluations

We prepared 1,597 credit evaluations for students with two or more years of course work. These evaluations were for newly admitted junior transfers, and Continuing Studies students. In addition, evaluations were made for 75 sophomore transfers, 375 new freshmen, and 115 re-admitted students. We prepared 2,700 summer school course approval forms and awarded credit for 2,400 current students.

(6)

#### B. Residency

Staff members read and made decisions on 706 "long form" residency applications. Because residence is often crucial to admission, these decisions were carefully made, often involve research into the law, frequently require further questions and/or documentation, and create great dissatisfaction when North Carolina resident status is denied.

#### C. Athletic Certification

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

#### D. Readmissions

During the 1994-1995 academic year, the readmissions counselor reviewed 1,070 readmission applications, 117 continuing studies applications, and 475 resident status applications for enrolled students or students who were permitted to re-enroll.

#### E. International Students

For the 1995 fall term, we received 325 international student applications for the freshman class. In the fall of 1991, the Faculty Advising Committee on Undergraduate Admissions officially established an international student enrollment quota or limit of 50 places. This action enables us to formally admit toward an annual enrollment goal of foreign students.

#### F. Continuing Studies Division

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

#### G. Advanced Placement

Credit was granted on the basis of scores (3,4,5) on the Advanced Placement Tests of the College Board. In 1995, 2,916 students submitted a total of 5,510 examinations. Credit was granted for 3,542 of these examinations, resulting in the awarding of 11,541 semester hours of course credit. The decision of the Department of English to only honor scores of 5 resulted in a considerable reduction of AP credit hours granted.

#### VIII. Computer Systems and Student Information System

(7)

The computer system installed within the Department of Undergraduate Admissions is being augmented with personal computer technology. Now that PCs have become much more affordable, we have placed an implementation plan in effect to purchase three or four PCs per year and distribute the new workstations accordingly.

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

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

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

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

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

We continue to support existing systems and review other universities' software in forecasting where we would like to be in our data processing future. The projects noted below represent our current operating environment as well as future and planned systems. This strategy is segmented into phases which are sub-systems that are to be implemented as funding and staff resources permit.

The following projects are those currently supported:

CURRENT SYSTEMS SUPPORTED

- A. The Prospective Student Data Base
- B. Support of SAT/ACT Exam Data
- C. The IA Package Bridge Program
- D. Advanced Placement Evaluation System
- E. Juniors Post Card Mailing Program
- F. Application Fee Collection Accounting System
- G. Year End Prospect File Purge
- H. Morehead Candidates System
- I. Applicant File Data Base
- J. Minority Recruitment System
- K. Project Uplift Reception Program
- L. Carolina Closeup Reception Program
- M. Carolina Contact Reception Program
- N. College Board Student Search System
- O. High School Counselor Data Base
- P. Automatic Accept Reject Module
- Q. PC Workstation Project
- R. AS400 PC/Support Project
- S. Survey Data Entry Programs

The following projects are those slated for future development:

SYSTEMS PLANNED FOR INSTALLATION

- A. AS400 Server Installation Project
- B. Jackson Hall Wiring Installation
- C. AARM Module Expansion
- D. UADM Visitors Welcome Program
- E. SAT-SDQ/ACT-SPS Online Data Base
- F. Integration of UNC Common Application
- G. Electronic College Transcript Exchange Program
- H. College Board Expan Software Installation
- I. Major Sheet Automation Project
- J. Bar Code Reader Project
- K. Expansion of Applicant Data Base
- L. Expansion of Student Search System
- M. Expansion of Prospective Student Data Base

COMMITTEE ON SCHOLARSHIPS, AWARDS, AND STUDENT AID  
Appointive Committee, Chancellor

Annual Report  
December 8, 1995

Members: Gilliam M. Debrecezeny (1993-96); Kaja Finkler (1993-96); David M. Ganz (1992-1995); W. James McCoy, Chair (1993-96); David S. Newburg (1992-95); A. Wayne Pittman (1992-95); Richard D. Rust (1994-97); H. Douglas Sessoms (1992-95); Francis M. Whang (1994-97); William B. Wood (1992-95). **Exofficio** Members: Eleanor S. Morris; Frederic W. Schroeder; James C. Walters; Kermit R. Williams. **Student Members:** Phillip Charles-Pierre; Steven C. Freeman; Kimberly M. Miller; Tommie R. Wright. **Members Leaving the Committee During Past Year:** None

Meetings During Past Year: November 10, 1994; February 8, 1995.

Report Prepared by: W. James McCoy, Chair, and Eleanor S. Morris, with review by full Committee.

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

**Previous Faculty Council Questions or Charges:** None

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

1. Reviewed and monitored operations of the Office of Scholarships and Student Aid. (The attached Operations Report from the Office of Scholarships and Student Aid provides information about the programs for which the Committee has oversight responsibility.)
2. Considered funds available from trademark royalty income for need-based and academic scholarships. In its review, the Committee noted that the amount designated from trademark income for scholarships has increased by 165% in three years, from \$588,130 for 1992-93 awards to \$1,561,198 for 1994-95, as a result of the success of UNC athletic teams, an aggressive trademark marketing program, and an expanding base of alumni and fans. This income provides the largest single source of unrestricted scholarship funds for undergraduate students and is allocated by the Committee for need-based awards and academic scholarships. Based on projected trademark income and the expected balance as of June 30, 1995, the Committee approved \$1.5 million for need-based awards in 1995-96 and \$250,000 for academic scholarships.
3. Selected, through a subcommittee of the full Committee, recipients of academic scholarships for 1995-96. The group reviewed the academic and leadership records of more than 200 students admitted to the freshman class for the fall of 1995 and offered non-need-based scholarships to the 49 most qualified students. A total of 19 students accepted the

scholarship offers, a yield of 38%. Three North Carolina students enrolled as Carolina Scholars with annual stipends of \$5,000; 13 in-state students received College Fellows, Herbert W. Jackson, and William R. Davie Scholarships of \$2,500 per year; and 3 out-of-state students accepted \$10,000 William R. Davie Scholarships.

During the coming year, the Committee will review and make appropriate changes to the policy statement which governs the University's scholarship and student aid programs. The Committee will continue to monitor operations of the Office of Scholarships, Awards, and Student Aid, to decide on the allocation of trademark income to need-based and academic scholarships, and to select students for the academic awards.

Recommendations for Action by Faculty Council: None

INTELLECTUAL CLIMATE CONVERSATION  
FACULTY COUNCIL, DEC. 8

- I. CHANCELLOR
  - A. Announce alcohol policy
  - B. Announce initiatives associated with alcohol policy
  - C. Announce the establishment of a University Task Force on Student-Faculty Interaction  
For improving student involvement in the Intellectual and Chapel Hill communities, the Task Force should be appointed by the Chancellor and charged with exploring mechanisms for:  
(1) improving active student teacher involvement in the classroom (e.g. living and learning courses, interactive learning); (2) increasing faculty involvement with students outside the classroom in both informal and formal settings (e.g. independent studies, professional organizations, student activities, university funded "take a prof to lunch" proposals); (3) improving student relations with and involvement in the local community (e.g. explore service learning degree requirements, mechanisms for expanding the a.p.p.l.e.s program); (4) increasing and improving the public spaces available for faculty-student interaction.
  - D. Announce support (financial/symbolic) for ECFC/Fac Council project on "Generating Intellectual Excitement"

II. CHAIR OF THE FACULTY

- A. Explain general approach: no "quick fix"; a series of actions whose cumulative effect should be to improve climate. Multifaceted plan with short-term and long range elements. (SOCIAL CLIMATE)
- B. Announce ECFC's review and endorsement of alcohol policy and alcohol related initiatives
- C. Announce ECFC's support for the efforts of the Committee on Student Conduct to explore attitudes towards academic integrity and the problem of cheating. Solicit volunteers who would like to help (EDUCATIONAL POLICY).
- D. Announce and briefly describe long-range study items, and forewarn that we will be calling upon Faculty Council for their input and help with these areas in the Spring
  1. "Freshman Year Experience and Student Advising"
  2. "Generating Intellectual Excitement"
  3. "Exploring the Infrastructure for Scholarly Activity and Innovation"
- E. Introduction and discussion of resolutions:
  1. Admissions: consider in conjunction with committee report. What is the best way to turn this into more of an action item?
  2. General education: Birdsall's plan. What is the best way to expand scope?
  3. Student-Faculty Connections: building institutionalized lines of communication.
    - a. As part of that charge, the committee should establish ties with the Office of Student Affairs and the Student Government Office so that we may work together.
    - b. Compile a list of student organizations and university committees that would benefit from increased faculty involvement.
    - c. Work to identify interested faculty who can be matched with specific organizations and committees, and develop a roster of available and interested faculty.
    - d. In addition to other faculty, recruit at least one Faculty Council member to serve on each of these entities, and instruct her/him to report back to the liaison committee.



OPERATIONS REPORT  
OFFICE OF SCHOLARSHIPS AND STUDENT AID  
 The University of North Carolina at Chapel Hill  
 1994-95

I. AWARDS FROM UNIVERSITY-CONTROLLED SOURCES

<u>Scholarships</u>	<u>Number Awards</u>	<u>Amount</u>
<u>University Funds</u>		
Johnston Awards Program		
Undergraduate Scholarships	223	\$ 717,736
Nursing Undergraduate Scholarships	37	157,056
Nursing Graduate Scholarships	14	98,000
Nursing Continuing Studies Awards	5	1,458
Nursing Continuing Education Awards		<u>72,037</u>
		\$ 1,046,287
Other Distinguished Scholarships	132	\$ 440,220
Academic (non-need-based) Undergraduate Scholarships		
College Fellows Awards	35	\$ 84,000
Pogue Scholarships	50	313,200
Chancellor's Scholarships	30	28,000
William R. Davie Scholarships	47	59,550
Herbert W. Jackson Scholarships	41	46,000
Other Academic Scholarships	7	<u>61,892</u>
		\$ 592,642
General (need-based) Undergraduate Scholarships		
Escheats Scholarships	106	\$ 110,102
Minority Presence Scholarships	123	127,407
North Carolina Scholarships	377	423,180
University Trademark Scholarships	692	950,401
Employee-Dependent Scholarships	27	27,384
Other General Scholarships	1,127	<u>1,208,867</u>
		\$ 2,847,341
Restricted Scholarships	24	\$ 33,344
Departmental Undergraduate Scholarships		
Art	7	\$ 5,600
Business Administration	41	37,650
Classics	2	2,750
Dental Hygiene	9	11,096
Drama	29	13,200
Journalism and Mass Communication	55	62,625
Medical Technology	1	390
Mathematics	2	4,000
Music	65	44,885
Nursing	55	52,188
Pharmacy	70	83,010
Physical Therapy	15	14,500
Public Health	19	<u>22,330</u>
		\$ 354,224

	Number Awards	Amount
Graduate and Professional Schools Scholarships		
Dentistry	81	\$ 143,879
Law	138	298,935
Medicine	673	764,782
Public Health	2	2,000
Minority Presence Graduate Scholarships	16	<u>15,500</u>
		\$ 1,225,096
<u>Federal Funds</u>		
Health Professions Scholarships		
Dentistry	10	50,270
Medicine	1	3,070
Public Health	13	<u>12,491</u>
		\$ 65,831
o Total Scholarships	4,401 awards	\$ 6,604,985
<u>Grants</u>		
<u>University Funds</u>		
Native American Grants	5	\$ 11,950
N. C. Tuition Grants	216	183,055
Other Grants	68	<u>62,032</u>
		\$ 257,037
<u>State Funds</u>		
N. C. Student Incentive Grants	163	\$ 133,870
Other State Grants	31	<u>18,350</u>
		\$ 152,220
<u>Federal Funds</u>		
Pell Grants	2,104	\$ 3,228,153
Supplemental Grants	1,491	<u>758,416</u>
		\$ 3,986,569
o Total Grants	4,078 awards	\$ 4,395,826
<u>College Work-Study Jobs (Federal)</u>		
On-Campus Jobs	553	\$ 442,440
Community Service Jobs	98	64,278
Work-Study Graduate Assistantships	32	237,333
o Total College Work-Study	683 awards	\$ 744,051

## Graduate and Professional Schools Scholarships

	Number Awards	Amount
Dentistry	81	\$ 143,879
Law	138	298,935
Medicine	673	764,782
Public Health	2	2,000
Minority Presence Graduate Scholarships	16	<u>15,500</u>
		\$ 1,225,096

Federal Funds

## Health Professions Scholarships

Dentistry	10	50,270
Medicine	1	3,070
Public Health	13	<u>12,491</u>
		\$ 65,831

## o Total Scholarships

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 4,401 awards \$ 6,604,985
 

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---

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College Work-Study Jobs (Federal)

On-Campus Jobs	553	\$ 442,440
Community Service Jobs	98	64,278
Work-Study Graduate Assistantships	32	237,333

## o Total College Work-Study

---

 683 awards \$ 744,051
 

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<u>Loans</u>	Number Awards	Amount
<u>University Funds</u>		
Long-term loans	116	\$ 96,246
Short-term loans	2,263	<u>711,483</u>
		\$ 807,729
<u>Federal Funds</u>		
Perkins (National Direct) Loans	1,722	\$ 4,169,697
Health Professions Student Loans		
Dentistry	55	210,314
Medicine	50	219,925
Pharmacy	31	<u>109,914</u>
		\$ 4,709,850
o Total Loans	4,237 awards	<u>\$ 5,517,579</u>

TOTAL AWARDS FROM UNIVERSITY-CONTROLLED SOURCES \$17,262,441

II. AWARDS FROM OUTSIDE SOURCES

<u>Scholarships</u>		
National Merit Scholarships	201	\$ 312,200
National Achievement Scholarships	18	28,000
National Science Scholarships	26	35,802
Various sponsored scholarships	3,168	4,667,182
N.C. Teaching Fellows	228	1,081,362
N.C. Nurse Scholarships	64	<u>303,500</u>
o Total Scholarships	3,705 awards	<u>\$ 6,428,046</u>

Loans

<u>Federal Family Educational Loans</u>		
Subsidized Stafford Loans	5,378	\$24,989,034
Unsubsidized Stafford Loans	2,871	11,857,565
Parent Loans (PLUS)	366	1,812,061
Supplemental Loans (SLS)	57	<u>69,253</u>
		\$38,727,913
<u>Other Loans</u>		
N. C. Teachers' Scholarship-Loans	67	\$ 131,000
N. C. Health, Science, Math Loans	54	284,798
N. C. Nurse Education Loans	6	17,400
N. C. Principal Fellows Loans	6	120,000
N. C. Social Work Loans	7	35,000
Private Foundation Loans	17	49,800
Other educational loans	116	<u>512,741</u>
		\$ 1,150,739

o Total Loans 8,495 awards \$39,878,652

TOTAL AWARDS FROM OUTSIDE SOURCES \$46,306,698

TOTAL FUNDS AWARDED OR HANDLED BY OFFICE OF SCHOLARSHIPS & STUDENT AID \$63,569,139

COMPARISON OF FINANCIAL AID AWARDS

1991 - 1995

	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
University Scholarships	\$4,298,830	\$5,240,858	\$5,659,117	\$6,539,154
Federal Scholarships	80,643	154,872	345,018	364,633
State Scholarships	1,208,014	1,201,718	1,305,876	1,384,862
Private Scholarships	3,323,932	3,867,602	4,748,530	4,744,382
University Grants	136,914	123,418	203,559	257,037
Federal Grants	3,851,727	4,149,984	4,003,589	3,986,569
State Grants	185,805	123,008	122,215	152,220
Federal College Work-Study	905,922	845,109	829,426	744,051
University Loans	700,534	451,728	828,939	807,729
Federal Loans	4,115,406	3,568,337	4,112,972	4,709,850
Federal Family Education Loans	20,217,134	23,357,317	30,309,941	38,727,913
State and other Loans	<u>1,076,783</u>	<u>1,601,586</u>	<u>877,533</u>	<u>1,150,739</u>
Number of Students	8,151	8,950	9,424	10,226
Average award	\$ 4,920	\$4,993	\$5,661	\$6,216
Distribution of Funds by source:				
Federal	73%	72%	74%	76%
University	13%	13%	13%	13%
State	4%	4%	4%	4%
Private	<u>10%</u>	<u>11%</u>	<u>9%</u>	<u>8%</u>
	100%	100%	100%	100%
Distribution of funds by type:				
Scholarships	22%	23%	23%	21%
Grants	11%	10%	8%	7%
Loans	65%	65%	67%	71%
Work-Study Jobs*	<u>2%</u>	<u>2%</u>	<u>2%</u>	<u>1%</u>
	100%	100%	100%	100%

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

DISTRIBUTION OF FINANCIAL AID FUNDS

1994-95

All Funds

	<u>In-State</u>	<u>Out-of-State</u>	<u>Total</u>
Freshmen	1,574	298	1,872
Sophomores	1,214	225	1,439
Juniors	1,611	222	1,833
Seniors, and 5th year	<u>1,879</u>	<u>285</u>	<u>2,164</u>
	6,278	1,030	7,308
<b>Total Undergraduate</b>	<b>\$26,760,964</b>	<b>\$7,031,545</b>	<b>\$33,792,509</b>
Average Awards	\$4,263	\$6,827	\$4,624
Graduate Students	779	671	1,450
	\$5,748,013	\$6,575,161	\$12,323,174
Business (MBA)	70	146	216
	\$ 732,583	\$2,102,131	\$2,834,714
Dental (DDS)	205	16	221
	\$2,657,538	\$ 424,582	\$3,082,120
Law (JD)	383	85	468
	\$4,071,210	\$1,468,991	\$5,540,201
Medical (MD)	548	15	563
	<u>\$5,657,993</u>	<u>\$ 338,428</u>	<u>\$5,996,421</u>
	<u>1,985</u>	<u>933</u>	<u>2,918</u>
<b>Total Graduate/Professional</b>	<b>\$18,867,337</b>	<b>\$10,909,293</b>	<b>\$29,776,630</b>
Average Awards	\$9,505	\$11,693	\$10,204

University Scholarship AwardsAmount

Need-based Funds	\$4,162,353
Undergraduate students	<u>767,783</u>
Graduate and professional students	\$4,930,136
	(75.4%)

## Non-need based Funds

Undergraduate students	\$1,053,705
Graduate and professional students	<u>555,313</u>
	\$1,609,018
	(24.6%)

Total University Scholarships	\$6,539,154
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UNC UNIVERSITY FUND

1994-95

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

Awards from the University Fund are made to students with great financial need, to reduce the amount of loan burden or work obligations these students must accept to meet the costs of study at Chapel Hill.

Balance Forward 7/1/94

\$15,739

Income:

Bank drafts	\$ 2,600
Direct gifts	14,006
Investment income	<u>411</u>

\$17,017

Expenditures:

Scholarships to 11 students

- 8,050

Balance 6/30/95

\$24,707

LOAN COLLECTIONS

1993-95

<u>Principal and Interest Collected on Student Loans</u>	<u>1993-94</u>	<u>1994-95</u>
National Direct/Perkins Student Loans	\$3,579,534	\$3,805,519
Health Professions Student Loans (all funds)	495,980	417,410
University Loans (including short-term loans)	<u>865,372</u>	<u>826,553</u>
	\$4,940,886	\$5,049,482

<u>Accounts Receivable</u>	<u>1993-94</u>	<u>1994-95</u>
National Direct/Perkins Student Loans	\$24,871,794	\$25,644,880
Health Professions Student Loans (all funds)	3,888,818	4,077,404
University Loans	<u>776,600</u>	<u>774,090</u>
	\$29,537,212	\$30,496,374

Default Rates

National Direct/Perkins Student Loans	2.23%	2.26%
Health Professions Student Loans		
Dentistry	.58%	.26%
Medicine	.82%	1.02%
Pharmacy	.15%	.57%

Number of Accounts in Repayment

National Direct/Perkins Student Loans	5,701	5,447
Health Professions Student Loans	<u>645</u>	<u>619</u>
	6,346	6,066

CUMULATIVE LOAN INDEBTEDNESS

1990 - 1995

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

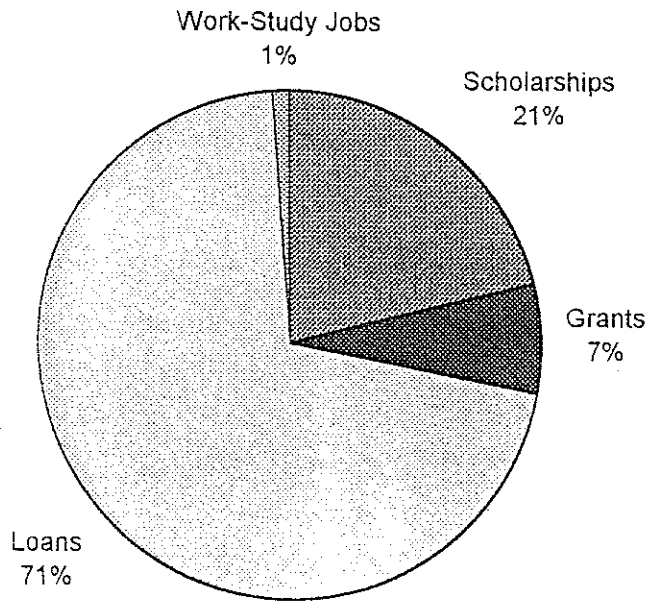
Average Total Borrowed at UNC-CH and any Prior Institutions

	<u>1990-91</u>	<u>1991-92</u>	<u>1992-93</u>	<u>1993-94</u>	<u>1994-95</u>
Freshmen	\$ 1,772 (\$ 1,376)	\$ 1,932 (\$ 1,565)	\$ 2,172 (\$ 2,090)	\$ 2,782 (\$ 2,625)	\$ 2,987 (\$ 2,625)
Sophomores	\$ 2,698 (\$ 2,237)	\$ 3,376 (\$ 2,777)	\$ 3,570 (\$ 2,897)	\$ 4,587 (\$ 4,020)	\$ 5,608 (\$ 5,377)
Juniors	\$ 4,159 (\$ 3,210)	\$ 4,716 (\$ 4,000)	\$ 5,269 (\$ 4,400)	\$ 6,315 (\$ 5,500)	\$ 7,352 (\$ 6,599)
Seniors	\$ 5,360 (\$ 4,424)	\$ 5,770 (\$ 4,502)	\$ 6,784 (\$ 5,571)	\$ 7,914 (\$ 6,911)	\$ 9,406 (\$ 8,669)
Graduate	\$14,899 (\$14,000)	\$15,980 (\$15,341)	\$16,950 (\$15,400)	\$18,064 (\$16,690)	\$17,975 (\$17,000)
Third Year Law	\$19,974 (\$19,685)	\$23,214 (\$23,784)	\$24,399 (\$23,058)	\$24,658 (\$24,728)	\$25,190 (\$25,485)
Fourth Year Medical	\$24,878 (\$26,457)	\$27,486 (\$28,127)	\$29,265 (\$29,229)	\$30,080 (\$31,309)	\$29,843 (\$31,596)
Fourth Year Dental	\$33,149 (\$32,077)	\$31,936 (\$32,596)	\$38,939 (\$44,889)	\$37,898 (\$36,377)	\$36,351 (\$36,470)

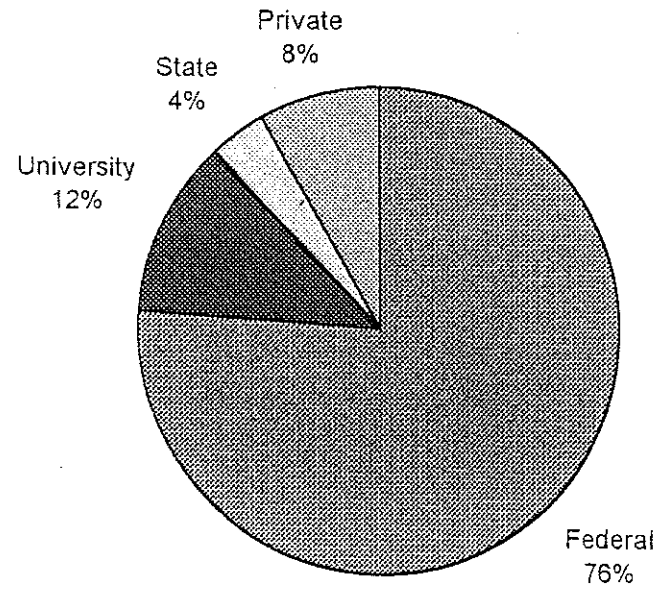
Note: Figures in parentheses are medians.



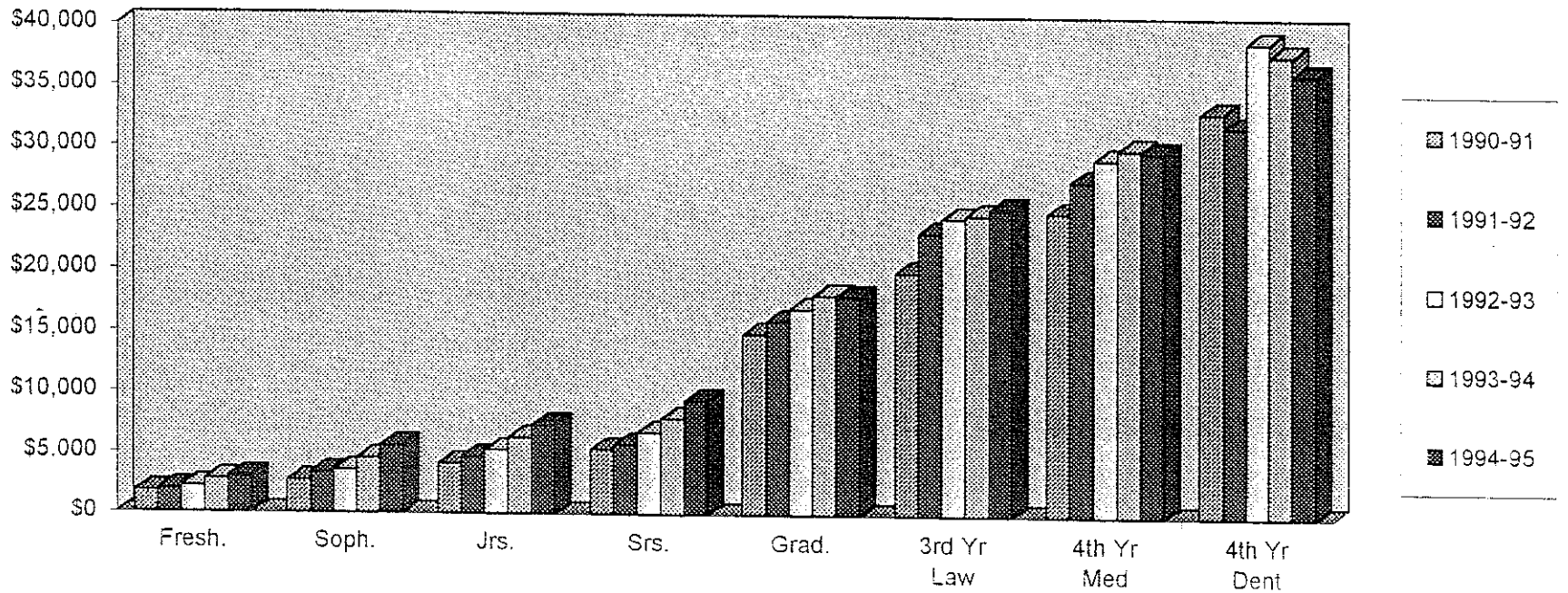
Distribution of Funds by Type



Distribution of Funds by Source



Cumulative Loan Indebtedness



Average Total Borrowed at U. -CH and any Prior Institutions



THE UNIVERSITY OF NORTH CAROLINA  
AT  
CHAPEL HILL

The University of North Carolina at Chapel Hill  
CR# 3470, 316 Wilson Library  
Chapel Hill, NC 27514

Center for Teaching and Learning  
(919) 966-1289

Date: December 8, 1995

Re: Loan-out Service of Audio Visual Equipment

From: Larry Rowan, Director

*LRR*

In order to facilitate the making of requests for equipment loan, the Center for Teaching and Learning has set up an email account to process those requests.

To make a request, send an email message to: [loan\\_me.cl@mhs.unc.edu](mailto:loan_me.cl@mhs.unc.edu)

Include all essential information about the loan, e.g. name, phone, equipment requested, hour, duration of class, date, course, classroom, etc.

*or call us*

Further questions can be sent to: [larry\\_rowan@unc.edu](mailto:larry_rowan@unc.edu)



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

December 5, 1995

**TO:** Deans, Directors, Department Heads  
**FROM:** George S. Lensing, Secretary of the Faculty

Please accept my apologies for sending you the wrong Faculty Council resolution in my November 21 memorandum. The "Principles to Guide Action" on faculty salaries, also adopted at the Faculty Council meeting on November 10, have been circulated by Chair of the Faculty Jane Brown, but I am attaching here the resolution for your own convenience.

I regret any confusion caused by this.

GSL:rsm

Enclosure

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.

TRANSCRIPT

MEETING OF THE FACULTY COUNCIL

Friday, December 8, 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 13; Unexcused Absences 16.

Chancellor Hooker: The Chair has asked me to invite those of you who are sitting elsewhere to sit nearer to the front if you would like to do so. In fact, she would like to encourage you to do so.

I'd like to begin by expressing warm thanks for the University Women's Club for the refreshments, the reception outside, and we appreciate it very much. We'll begin by hearing a memorial resolution for the Berthe Marie Marti. Professor Phillip Stadter, Chair of the Memorial Committee, will read the resolution.

I. Memorial Resolution for the late Berthe Marie Marti: Phillip A. Stadter, Chair, Memorial Committee.

[There was a moment of standing reflective silence.]

II. Chancellor Hooker.

The Chair has invited you to sit in the front, those of you who are filing in. I want to make comments about three things: first, salary equity; second, land-use planning; and third, the alcohol policy. With respect to salary, I can report that there's been a conference committee of deans from Academic Affairs and Health Sciences and members of the Executive Committee of the Faculty Council -- I think they've met twice -- to design implementation guidelines, make further recommendations, I think -- implementation guidelines for salary. And their report will be given back to the deans and chairs and the entire Executive Committee for comment, and a final draft of that report should be before the Council at its January meeting.

With respect to land-use planning, most of you, I suppose, have read in the local newspapers about the work that the consulting firm from Chicago, J&R, has been reporting to community groups over the past week. I want to make it clear that everybody understands that the University did not engage this firm to design a plan for us to develop the two large tracts of land that we have, the Mason Farm tract to the east and the Horace Williams tract to the north, but rather the firm was engaged to draw up, to investigate, discover, draw up and report to us a set of constraining factors that would inform any use that the University made of that land at any time in the future, so we're looking at issues such as current transportation access, a possible future transportation corridors, non-tidal wetlands issues, and so forth. And that is the nature of the report that will be presented to the Board finally. But because the community was not adequately involved some years ago, it went through a more formal planning process that was specific with respect to what was to be put where. We decided that this time through the community should be involved as the planning consultant

went along, and so that has been done. The community, the town of Chapel Hill in particular, expressed a desire that the land-use planners go away for a while, let various community groups talk about it and come back for an iterative process, and that will, the next phase of that iterative process will be sometime in January. We expect that sometime in May the land-use planning firm will have its final, the draft of its final report, to the cognizant Trustee, Board of Trustee committee, and that it will then go to the full Board of Trustees in June. Now it won't be, again, I want to emphasize, a plan. What it will be is a document that informs the planning process for the future, and it will suggest some generic, schematic alternatives for what kind of building might be put where. But it won't suggest any particular buildings to be put any particular place. So it's a document that we can draw on for the indefinite future as our needs arise. Now, as you know from the presentation last time our own Land-Use Advisory Committee, that is the faculty Land-Use Advisory Committee, has recommended that we plan for these two outlying properties primarily to house or serve the core campus community, that is, we have a significant shortage of affordable housing for staff and for junior faculty as you well know, and so this is one of the uses that the Land-Use Advisory Committee recommended this property be put to. Another is to house University administrative and support functions, and another is for continuing education, such as is now done at the Friday Center, which applies a portion of the Mason Farm tract and to provide independent research activities that are not crucially important to be located proximal to the academic units of the campus.

There was, similarly, a recommendation that all academic, core academic activities, take place here on the core campus and that we, therefore, build up, rather than out. There, of course, is some limit to what we can do. And if you project forward, just linear extrapolation from current trends, then within not too many years, within the careers of many of us in this room now, we will have built out what it is possible to build on the core campus while maintaining the aesthetic integrity of the core campus. So it is reasonable to believe that some group of administrators and faculty at some time in the not too distant future are going to face the question whether to build significantly higher on the core campus or to locate academic activities off campus. And, of course, any design to build significantly higher here will itself affect, or runs the risk of affecting, adversely the aesthetics of the campus, something that I certainly wouldn't like to see. So that's an issue. There's no -- It's a problem. There's no solution to it or proposed solution to it. But it is something for us to be cognizant of.

Now I want to mention a constraining factor with respect to Horace Williams because everybody is aware vaguely of it but not many people that I've talked to are fully aware of the nature of the Horace Williams tract. The tract that I'm talking about, of course, is the 1000 plus acres out near to the west and north of the Horace Williams Airport. And that land was given to us by former Philosophy Professor Horace Williams. It was bequeathed, I think, about 1942 or 43. And it was Horace's intention that the land should be used in such a way as to throw off cash which would then be used by the Philosophy Department for fellowships. It wasn't clear whether he was talking about just graduate fellowships or graduate fellowships and faculty fellowships. And if you read various remarks he is purported to have made at various times, you can interpret it either way. But it is clear that he intended that the Philosophy Department benefit, and benefit fairly soon, from the use of

those lands. Well, there were, in addition to the Horace Williams tract, the 1000 plus acres, there were a number of houses in Chapel Hill, Carrboro, and Durham that Mr. Williams, Professor Williams, had amassed, and those were sold. And the proceeds from sales were put into a small endowment for the Philosophy Department that does provide graduate student fellowships, but the price of land being what it was in those days, the price of housing being what it was, the sale price was in no case significant, and back in those days the University invested all of its endowment in government bonds and so the annual yield and growth was miniscule relative to what it might have been had the University been investing in equities at the time. So the Philosophy Department did not benefit significantly. Now, at this point I have to say that I'm in an obvious conflict of interest situation, because I am a member of the Philosophy Department. I expect that one day, hopefully later rather than sooner, I will be a full-time faculty member teaching in the Philosophy Department and doing my research there. And so I have a particular personal interest in seeing that the Philosophy Department grows in quantity and quality, and so I'm in an awkward position as I negotiate on behalf of the University with the Philosophy Department regarding the Philosophy Department's interests. But I think even unbiased people would say that we have not really fulfilled our moral obligation to the Philosophy Department yet. It is still to be discharged, and there is a question, "How should it be discharged?" It's arguable, and if I had my Philosophy Department member's hat on, I would argue that the University should develop the land in the highest and best use possible to return maximum cash to the Philosophy Department. But, of course, there's no way in the world that we can do that. It would be irresponsible as neighbors in Chapel Hill to contribute to the significant infrastructure burden in the town by adding the usage there that would strain the already strained resources. So we can't do that as responsible neighbors. And then the question is, "Well, what do we do?"

Ideally, from the perspective of just the University, if Horace had given the land to the University for its benefit and had not specified that it be specifically for the benefit of the Philosophy Department, then clearly we would want to hold the land until we really needed it for our own purposes, for houses for faculty and graduate students and staff, or for academic buildings, or research buildings, or administrative buildings, or whatever. But we can't do that and fulfill our obligation to the Philosophy Department. And so, the next best thing would be, then, to arrive at some reasonable assessment of the value of the land and, in a sense, buy out the Philosophy Department's interests in the land. I mean, the Philosophy Department obviously doesn't own the land because it can't. It's part of the University. It's the University that owns the land, but the Philosophy Department has an interest, and so we should make some effort to buy it out. And that is, in fact, what we're doing now. We're trying to arrive at some reasonable assessment of the value of the land. But clearly it can't be market value because we can't sell it to the highest bidder. I mean we can't sell it to Disney to put a theme park there. So how do we determine what a fair market or fair value of the land is, given the constraints that we would face in developing it? That's the conundrum with which we are wrestling right now. And I wanted you to be fully aware of where we are. We are making an honest good faith effort to buy out the Philosophy Department's moral interest, let us say, in that land since it's not a legal interest. And I think we will reach a amicable resolution. Part of the difficulty, of course, is that we don't have a source of funds to tap to buy out the Philosophy Department's interest.

I mean, what you would want to do is to develop part of the land and use those proceeds to buy out the Philosophy Department. And the Philosophy Department could argue that whatever you realize from developing the land is 100% theirs and the remaining undeveloped land is also theirs. So it's a challenge. Professor Brown: Are they being reasonable? [laughter] Chancellor Hooker: They are being more reasonable than I would be if I were representing just the Philosophy Department. But don't tell them I said that. [laughter]

With respect to the other topic, the final topic, the alcohol policy, this is an issue that really deeply concerns me, the issue of alcohol abuse. We have all been educated in the last few years to the extreme importance of alcohol abuse as a contributor to many other social ills, such as child neglect, child abuse, spousal abuse, automobile accidents, and so forth. And so while when I was an undergraduate and for many years thereafter I regarded student drinking as just something that was a part of the coming of age experience of college students and more to be regarded as an amusing source of anecdotes than anything else, that is no longer the view that any responsible person can hold. And we are, all of us who are charged with the education of our students, responsible for taking a reasoned and responsible position with respect to student drinking. And there've been a number of surveys in the newspapers from various organizations doing the surveys recently that, each of which is sobering and adds gravity to any assessment of the situation. We are, we have action this term already. We have been working on, and have now developed, a new alcohol policy. Of course, we've had an alcohol policy in existence for quite some time. And we've taken a number of initiatives. I want to say at the outset that the fraternities and sororities have been working closely with personnel in the Division of Student Affairs to address alcohol abuse in Greek organizations. I don't want to place the mantle of responsibility or opprobrium just on the shoulders of the Greeks. They certainly are not the exclusive locus of the problem. But it is one locus of the problem. And if you saw the survey in The New York Times -- I think it was yesterday or the day before -- which indicated that it was the residential aspect of fraternity life that, in the judgment of the study, contributes significantly to alcohol abuse.

But let me just outline some of the initiatives that we have been engaged in, and with respect to the policy let me tell you what the new terms of the alcohol policy which was just given to me last week and which I have approved and will issue and so it becomes University policy. It was, by the way, discussed thoroughly with the Executive Committee of the Faculty Council, though it's not, to my knowledge, come before the full Faculty Council before this moment. Now here are the conditions of the new alcohol policy, conditions that are new in this policy. The first is that alcohol consumption is prohibited in open spaces on campus. This is a significant change from past practice. The second is that no alcohol can be served or consumed in any University facilities. There are some exceptional guidelines in the June '95 guidelines that were issued. Third is that no student fees can be used to purchase alcohol. Fourth is that sanctions are provided in the policy for violating the policy, including mandatory alcohol education and community service. And Student Affairs intends fully to implement that aspect of the policy. And finally, the Drug and Alcohol Abuse Prevention Task Force will monitor the implementation of the new policy, assess its effectiveness, and every two years make a report to the community, to the University community, on the effectiveness of the policy, which will be revised as it's needed. Some other initiatives --



Oh, I should before I move on to the initiatives, I should commend especially Student Government, which has worked hard in developing the policy, and really discussed instantiation after instantiation of the changes in the new policy. Calvin Cunningham, the Student Body President, was especially effective in this activity, as was the Graduate Student President Kim Miller. So I want to thank them and recognize them.

There is now a group, under the leadership of the Carolina Union, which has produced a report cataloging alcohol-free community service and recreational opportunities for students. Something that the University has, in my judgment, not done adequately in the past is to provide alternatives, recreational alternatives, to drinking for students. And the Carolina Union is now hard at work at that. Another thing that we discovered is, and Dick Richardson gets credit for bringing my attention to this fact, is that there really was no late night place for people to congregate on campus. And so we've now established new late night hours for some of our facilities. Starting in the spring semester the Carolina Union will remain open until 2 a.m. seven days a week. Student Stores, along with the coffee shop, The Daily Grind, will extend its hours, and Carolina Dining has already extended the Union Station's operating hours until 1 a.m. to provide a late night gathering place. And the Undergraduate Library, which is now open 24 hours a day, will, through the spring semester, serve coffee beginning at 1:30 a.m. We are hopeful that this, having more places on campus for people to congregate, will incline them less toward the downtown bars. But that remains to be seen, whether that will be effective. The Department of Athletics and the Department of Public Safety are working together with respect to the athletic events to inform individuals of the new laws, Chapel Hill's laws and our own laws, regarding public displays and consumption of alcohol. Student Health Service is working to beef up its education programs, addressing long-term alcohol abuse on campus and beyond. The editor of the Alumni Review has agreed to publish an article that addresses the University's efforts to deal with this problem and to solicit suggestions from members of the alumni community in providing for us to implement on campus that will change attitudes toward alcohol abuse. The Vice Chancellor for Health Affairs has been involved in discussions with all the schools of the Division of Health Affairs in our efforts to address alcohol abuse among students, providing speakers and so forth.

But ultimately it is, I think, on the shoulders of us all to change, as I've said before, the intellectual climate on campus. This is not my discovery. This came from my reading of the self-study, and the more I am acquainted with the atmosphere and the climate on campus, the more convinced I am that that is the biggest challenge that we face in the year ahead, is doing something that will be significant in altering the intellectual atmosphere climate on campus. I look forward to working with you to embrace that challenge, and I'd be delighted to address any topics that anybody has in mind they'd like to hear me address.

Professor Jim Stasheff (Mathematics): Recently we received a memo to nominate candidates for distinguished professorships. This seems fairly often but somewhat unpredictably with short notice. But more to the point, once the nomination is past, the process is very obscure, to say the least. We have these very careful, formal regulations for promotion, for tenure, and so forth, but distinguished professorships just seem to happen. Could you elaborate on that? Chancellor Hooker:

I sure can't. I don't know anything about the process. Is Dick [Interim Provost Richardson] here? Dean [Stephen] Birdsall [College of Arts and Sciences]: I think, Jim, you're referring to the call for nominations in the College. There are, of course, distinguished professorships in other units and for the University as a whole, and I can't really comment on them because I don't know the processes used for those. Jack Sasson is chairing the committee of distinguished faculty. There's an ad hoc committee. I'm told that distinguished professorships are appointed every time there is such an opportunity. They evaluate nominations and make recommendations. The recommendations are then vetted by the Subcommittee on Instructional Personnel that advises me on every personnel action. And then the recommendations are forwarded up through the channels, to the Chancellor and the Board of Trustees. So that's the nature of the process. We can go for more detail if you'd like, but those apply just in the College. Professor Stasheff: That's fine. Chancellor Hooker: The process should not be a mystery. First I've thought of it, and we'll make sure that everybody understands what the process is -- including the Chancellor.

Professor John Anderson (Nutrition): I just want to make a comical remark first if I may. You used the term "beef up" before. I'd appreciate it maybe if you could use the word "veggie up." [laughter] Aside from that, it leads into my second topic, and that is the upkeep of the fraternities around the campus. I walk to lunch occasionally -- I should probably walk more often -- but when I do I often walk through these alleyways near the fraternities. And it's a disgrace to walk through those places. The filth, squalor -- you can't imagine. You think you're in a ghetto or something. And I think it'd be nice if maybe in the overall plan for all these facilities off campus we could maybe move the fraternities off campus. Chancellor Hooker: Actually they are. The fraternities own their own buildings. Professor Anderson: I realize that. Maybe they could donate them to the University. [laughter] The University could give them space off campus. Chancellor Hooker: There's a beefy chance that they'll do that. [laughter] Professor Anderson: That's a beefy remark and I apologize for bringing it up, but --. Chancellor Hooker: Well I'm on my own campaign to clean up the campus and so every day I spend some time out picking up paper. I haven't extended out to the fraternities yet-- [Professor Anderson: Don't do it] --and I shudder to think what I'll find when I get there. Actually, we have a covenant with the Town of Chapel Hill where we have resolved to work with the Greek system to clean up, encourage them to clean up, their houses. The town has complained about this to us at a recent meeting of the town-gown partnership group that meets, and we are in the process -- is Wayne Jones [Vice Chancellor for Business and Finance] here? He isn't. We are in the process of cleaning up the fraternities and bringing order to the chaos that prevailed in that fraternity court over there off Columbia Road. We've paved over what was a gravel parking lot and painted lines, so that now people have to park where the lines are painted. And that has made a difference over there. But I understand you're talking about trash, and not about cars not in order.

Professor Joy Kasson (American Studies): I read in the paper this morning about your remarks to the State Board of Education calling for more contributions by the School of Education to serve the state's public schools. And I think that sounded like an excellent suggestion and it's a wonderful thing that you're the first Chancellor to speak to the State Board of Education. However, your remarks that were quoted in the paper include this comment: It says that you said, "The University

has strayed away from its founding mission to serve taxpayers and the public. A public university serves the public." And I know that serving the public has been one of your themes, and it's one that we all concur with. To me this is a very serious critique that you've made of our current practice. And I just wanted to comment that I would rather see a community discussion within our community of our failings and the ways that we could improve, rather than to open up the newspaper and feel as if a negative impression of the University is being perpetrated. Chancellor Hooker: I've never held anybody accountable for what the newspaper reports that they said because I have rarely, myself, been accurately quoted. But let me tell you what I did say. What I said was that universities, particularly the land-grant universities that were established as a result of the Morrill Act in 1862 for the explicit purpose of serving the states that created them, that they had become, had developed cultures over the years that made them look more like private institutions, and that the public founding purpose had been forgotten. I was not talking about this particular University. And this University wasn't established as a result of the Morrill Land Grant Act, and to look to the purpose of this University, we should go back to the founding documents, which I did in my inaugural address, and which certainly point to a public purpose. But I will not refrain from critiquing the American public higher education system -- or this University -- in public or in private -- because I think that's my moral obligation to do so. But I do welcome an internal dialogue.

Professor Sarah Chambers (History): Several of my colleagues have expressed some concern, and I share it with them, that there's been quite a bit of pressure and opposition to you about the resolution on domestic partnerships passed by the Faculty Council, and even many of the graduate students in our Department who drafted you a letter also support, really, the principles of equality and inclusion and tolerance that I think our University represents and that that resolution represents. And so I was wondering if you could speak to how you've responded to some of that criticism. Chancellor Hooker: Sometime after the issue first came before the faculty senate the Christian Coalition, which has a communications network throughout the state, apparently -- this is my conjecture -- got on its network and encouraged people, members, or people who receive their publications -- I'm now fairly familiar with the organization -- to write to me and to the Governor and to members of the General Assembly complaining that the University was considering taking taxpayer money and providing the same personnel benefits to domestic partners as is provided to marital partners. And so I got a flood of letters, first from members of the, or people who are on the mailing list of the Christian Coalition throughout the state, and then, as could be anticipated, from members of the Legislature who had received similar correspondence from members of the Christian Coalition. So I have written to each person who wrote to me and pointed out that the benefits that the resolution before the Faculty Council talked about were employee-paid-for benefits, not state taxpayer provided benefits, and that this was a matter of University system policy, not the campus policy, and that, addressed in the resolution, and that any change in the benefits structure that involved tax dollars would have to come from the Legislature, not from the University. So that's been my effort to address it. I did, of course, forward to the General Administration the resolution of the faculty senate, the Faculty Council, as you requested me to do. Anything else? Thanks very much.

## III. Chair of the Faculty Jane D. Brown.

I want to congratulate us at the end of a semester for having successfully navigated another semester, and as I was thinking about it, looking at what we've done as a Council; we had high ambitions and as, usually when I teach my class and I get to the end of the semester as well, and I look back at my syllabus and I realize that we left off at least two or three topics that I meant to get to. That's sort of where we are in the Council right now. If you remember that I had put out a list at the beginning of tentative special topics that we wanted to address here at each of these meetings. We are about one Council meeting behind on the topics we wanted to address. But I am satisfied that we are dealing with some important issues, and we have been this fall semester. And these other issues will stay on the docket. I appreciate what you say, Joy, as well, about having this kind of dialogue, and I think we'll look to how to include the Council in that extent as we've started about planning and priority setting and so I think we'd like to see how, I will think about how we can get that here in the Council as well, so thanks for those remarks. So today we have a number of items that we didn't get to last time, and let me talk a little bit also about what the Executive Committee has been doing in the meantime.

The salary policy Chancellor Hooker mentioned. You all should have gotten a memo from me encouraging you to continue to think about that. I want to thank Jim Peacock for chairing this conference committee. They've already met twice. They're working hard, looking forward to having something back to us in January. If not, at least by February. We widely distributed what we passed, the principles, at our last meeting, and the draft of implementing mechanisms. I encourage you to continue talking about those with your colleagues, providing any feedback to Jim and the conference committee as they continue to work on those implementing mechanisms. I'd hoped to be able to have a full conversation about intellectual climate at this Council meeting, and what happened is that a subcommittee of the Executive Committee that was working on that got, devoted much of their energy to the alcohol policy this fall. So we're still working on how to structure that conversation, create some recommendations about improving intellectual climate. I hope that we'll be able to bring that to you either in January or February as well. So we have some important things on the docket. The Executive Committee worked with some other members of the Council as well to adopt, to be able to endorse this alcohol policy, so I hope it meets with your, I hope it's satisfactory with you at this point. And I'm appreciative that it will be continued to be looked at in the next couple of years, so there will be room for changing it, making it even better in the future.

The other thing that we've been working on is AV [audio-visual] equipment. This came up early this semester. I just learned that the - this is ironic -- that the video tape player that I loaned to my classroom this semester did remain there all semester, but last night was stolen. And so it just adds insult to injury, and I think that we have some difficulties with our AV equipment on campus. And I'm pleased to report that the Office of Institutional Technology, Instructional Technology, and the Center for Teaching and Learning, have been working together to see what we could do in the short run, and to begin to develop some ideas about how to satisfy some of the problems with AV

equipment and moving into the future with higher tech classrooms and so on in the long run. There really are two issues. One is this AV equipment and how we get upgraded to all of us learning how to use new technology and so on in the classrooms. And there's a second issue that is about classroom renovations and upgrading our classrooms so our students actually have seats that don't fall down when you sit in them, and that we have screens that pull down, and so on. Overhead projectors, stuff like that. No, I'm sorry, overhead projectors are AV equipment. But these two kinds of ideas that I think we're working on, and I want to acknowledge the Provost's Office for helping pull all the pieces together here and help us start thinking about how we can solve these problems in the long run. There are apparently seven different committees on campus that have been dealing with some aspect of some or one of these issues. And so what we need to do now is to coordinate all these different people and different committees and put them together and see what we can do, both in the short run and in the long run.

So in the meantime, here's what we can do as faculty. For the spring semester, about AV equipment: The Center for Teaching and Learning has agreed to take on the primary responsibility for making sure that we have the kind of equipment we need in our classrooms. OIT will continue to try to get you equipment so that you have it across the semester. Center for Teaching and Learning will help you get equipment if you need it on a one-time basis or a short-term loan, like that. Larry Rowan -- Are you here, Larry? Where are you now? Larry, will you stand up so everybody can recognize you? You are the Director for the Center for Teaching and Learning. I appreciate your willingness to take this on at this point. Did you leave a piece of paper in the back about your e-mail message, your e-mail address? So with his e-mail address you can contact Larry immediately if you already have your classroom assignment for this spring and what you need is not there. Correct? OIT will continue to operate the classroom hotline number. They are there to answer your emergency needs. If your podium isn't working. If your microphone isn't working. If your lights have gone out. Your air conditioning doesn't work. Your heat doesn't work. Those kinds of issues. They will help you satisfy those problems. The Undergraduate Library will continue to provide non-print materials, videos and films, and they also have viewing rooms in the basement of the Undergraduate Library that they will help you schedule so you can get your class in there if you can't get the equipment in your regular classroom. Comments about this at this point? We're working on it. It's not an easy problem. And as I began to look at it, it was, of course, much more complicated than I thought it would be. And it has long-term implications. And so, many good people are working hard on this issue, so something will happen.

Professor Miles Fletcher (History): Jane, are there going to be more vcr's available, more equipment? Is that clear? Or not?  
Professor Brown: Good question. Is that clear, Iola and Larry? Iola: More than what? Professor Rowan: More than now. Professor Brown: More than we have now, so I don't have to bring my own? Yes? Professor Rowan? Yes. The other thing we're going to ask CT&L, what else CT&L is going to do this spring is to monitor need. It looked as though there was a decreasing need and it was part of the reason why we changed the way this was done last year. And it may be that we all just got so discouraged that we just stopped using AV equipment? So what we want to do this spring is to really monitor that. Do we have needs that aren't being met. And CT&L is going to monitor that, may even do a survey to assess the need, so we can make some long-term plans. Okay. Good.

And just a couple of final comments about some things that I've been happy about in the past couple of months, as we end. I'm gratified that we are finally going to have a day-care center that houses the Victory Village Day Care Center and doubles their capacity. We've been working for this for 20 years. And we have accomplished it. And I want to acknowledge Laurie Charest, who is Associate Vice Chancellor for Human Resources, who really has been instrumental in making this happen. And she, in partnership with Mary Beck at the UNC Hospitals has put together a financial package that's going to allow this to happen. So thank you very much. This is really exciting. And I also, as a former high school hockey player [chuckles] -- I also played basketball, which is hard to believe [laughter] -- I want to acknowledge the success of our women's teams and say that I find it quite thrilling when I open the newspaper and women are getting almost as much coverage as the men, and have really shown how women can be as much fun and as important to watch as men with these athletic programs. And finally, housekeep-- I'm sorry, I'm not supposed to say that anymore -- a detail. If you are going on leave this spring -- and I wish you great Godspeed -- will you please let us know so we can find a substitute for you on the Faculty Council. Just what you were concerned about! But David and Roz need to know that so we will have someone in your seats. So please let us know. And finally, in the holiday spirit, the North Carolina Symphony contacted me and said that they would like to give us all discounts for their Nutcracker Ballet, and so, please, if you feel like it, make use of that. Any other comments, questions for me, concerns, things you'd like to see us doing? Okay, let's move on.

A couple of things that we didn't get to at our last Council meeting. One that I'm especially pleased about is the possibility of including fixed-term faculty on the Faculty Council. You all have received the Committee on University Government report about that and Joe Ferrell is going to tell us more about that.

IV. Special Report and Resolution of the Faculty 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.

Professor Ferrell: Thank you, Jane. Anticipating some questions that may or may not arise, I've brought some additional information. It's on the table. They are the colored sheets of paper. There are some green sheets and some blue sheets and some yellow sheets. And depending on the depth of your interest in this subject, you might want to get the additional sheets of paper. Let me begin by reminding us that at this point on the Agenda we are in a meeting as the General Faculty as opposed to the Faculty Council, which means that any person who is a voting member of the General Faculty is eligible to vote when this matter comes to a vote. I will go ahead and present the proposal and explain it briefly under the assumption that you've had an opportunity to read our special report. Then I will try to answer any questions. And I may say a word or two about how it may or may not affect your division. First, let's be clear that the proposal before us is a proposal as it appears on the blue sheet. For those of you who don't want to get up and get the blue sheet, I will tell you what the differences are. They're very minor. In the last paragraph toward the bottom of the page, if you have the white sheet, look for the words, "or major fraction thereof." Simply add before those words, "eligible to

vote in Council elections." And in the next sentence, it will read, "If there are too few eligible faculty members..." One of the sharp-eyed members of the Committee pointed out that technically we had in apportioning the Council not made it clear that we are counting only voting members of the faculty as revised and not all persons holding various ranks. That's purely a technical change. If the General Faculty approves this proposal today, and again at its next meeting, the effect will be to enfranchise persons holding fixed-term appointments who meet certain criteria as specified in the document.

First, what are the criteria? First, the appointment must be a full-time appointment. That means at least 75% effort. It must not be a visiting appointment. Second, the duties of the position must be primarily teaching, research, or both. In other words, the duties of the position must not be primarily administrative in nature. Third, the anticipated length of service in the position must be at least three years. This is a little complex, so let me go through this one slowly. First, if you are a lecturer or one of the equivalent ranks, and you are currently holding a three-year appointment, then you become eligible immediately during the first year, since the appointment is anticipated to last for three years. If your appointment is for less than three years, the test is whether you are in the third year of continuous service, and in renewal of either a previous two-year appointment or two previous one year appointments. Is that clear? That seems to be a little confusing to some people. What would this give you? It would give you the right to vote for and to serve on the Faculty Council, and that's it, as the proposal is presently structured.

Now, how would that affect the Faculty Council? That's what you can figure out on the green sheet and they yellow sheet. The Code asks us to hold the membership of the Council to as near 70 as feasible. The present method of determining how many representatives each division gets is to divide the number of persons in each rank by 25, and you get one representative for each 25 faculty members, or major fraction thereof, in each of the three ranks as they're presently constituted. To hold the membership of the Council to approximately 70, adding what, I guess to be, and this is a guess, are the number of lecturers who probably qualify, the multiplier, or the divisor, will have to be 33. That will bring the Council to about 73 members. It will have relatively little effect on most units. The School of Medicine will pick up one. The Institute of Government will lose one. And so on. Not a great deal of effect overall. Now. There will be, and you may be, using your division see how it's going to work out. In some divisions because of the addition of another rank, that is to say, Instructor, which will probably be added together with -- I mean, Lecturer, which will probably be added with Instructor in most places, there will be a root redistribution. And I will just give you the School of Medicine as an example. Under the current arrangement, the School of Medicine elects 8 professors, 5, I'm sorry, 11 professors, 7 associate professors, and 6 assistant professors. If the number of lecturers in this information is accurate, and I'll get to that in a second, the School of Medicine will elect 8 professors, 5 associate professors, 4 assistant professors, and 8 lecturers or instructors as the case may be. Other units that would be affected to some degree but not to that extent would be Public Health, Nursing, Dentistry, Social Work, possibly Education, although that's hard for me to figure out. You may want to ask what's the program off of the green document. I must admit to you I do not know. The information was supplied to our Committee by the Faculty Executive Committee. My understanding is it

came from Tim Sanford. I think what it represents is the number of full-time lecturers in each of these appointing units. I do not believe it includes part-time people, though I cannot assert that as a fact. And I do not know how many of the persons included here would not qualify on grounds that the duties are not primarily teaching or research. The process of trying to identify who would be eligible is going on, I believe, now, in the Office of the Provost, and in the Office of the Vice Chancellor for Health Affairs. With that explanation -- oh, one more point. The amendment as presented to you will take effect next year. The Committee on University Government felt that we needed the time to identify with some precision exactly who we were talking about. We had some extended conversations with Dean Birdsall, the Provost's Office, the Vice Chancellor's Office as to how we would go about finding that out. They assure us it can be done. How fast it can be done I do not know. We weren't particularly interested in overworking Rosemary, so we recommend that it be put off for a year. That is purely a practical consideration. If it's possible to do it in time for implementation with the elections coming up this spring, that would be just fine with us, but we did not know at the time we presented this to you whether that would be possible or not. I'll be glad to try to answer any questions about it if anyone has any.

Professor Howard Reisner (Pathology): I'm somewhat concerned about the term "lecturer-equivalent." I guess I'd like to first is there a formal definition of "lecturer," and if there is, what is a lecturer-equivalent, and why is there such disparity between departments. It doesn't seem to go particularly with division, although I note most lecturer-equivalents are, of course, in Medicine. I'm really not certain what you mean by that. Professor Ferrell: The term "lecturer" or "lecturer-equivalent" is defined in the Tenure Regulations. That's quoted in the report, in the special report, that came along with the November agenda. That's where that comes from. One of the things we determined or we found out in the process of these deliberations is the academic cultures in Health Affairs and Academic Affairs with regard to this type of appointment are very different. They really are very different. And it is not, it would be a mistake to assume that the criteria for the use of various titles, academic titles, in your department are the same across the Institution. It really does vary widely. And I don't think it's possible to say on much of anything that applies to everyone in that position except that they are all on fixed-term appointments.

Professor Ron Strauss (Dentistry): Item 2.1(b) on the blue sheet: "The duties of the position are primarily teaching, research, or both." Did the Committee give any thought to people who are providing service in the form of clinical service as their primary mission? Professor Ferrell: We consider that to be teaching.

Professor Richard Pfaff (History): I'm aware how complex the deliberations of this Committee are, and so this is not meant as a quibble. Certainly there are procedures to follow. But I'm curious about the decision to exclude or not consider membership on standing committees of the General Faculty. Professor Ferrell: Yes, that's a very good question. Professor Brown: Are you done, Dick? Professor Pfaff: Well I was going to, if it's clear, let me just propose a hypothetical case so we can understand. If a fixed-term faculty member in this new, improved division were elected to the Faculty Council and chosen as a member of an ad hoc committee the Council established, the committee was so useful and the person was so useful on the committee



that it turned into a permanent committee of the Faculty, the person would not be eligible to serve on the committee. That person would be withdrawn? Professor Ferrell: That's correct. That is a good point. We decided that the best thing to do with this was take it one step at a time. First, the Council. The next step may well be to determine on which of the standing committees of the General Faculty service by fixed-term appointments would be appropriate. There are some that we, I think, feel, on which that service would not be appropriate. Faculty Hearings is one. In fact that would not be possible under the Code of the Board of Governors. The Advisory Committee is a question mark, because its duties are primarily to evaluate personnel decisions of tenure-track faculty. The Committee on Financial Exigency and Program Change would be a third since its duties simply have totally to do with the termination of tenured faculty employment. Other committees such as Faculty Welfare, possibly Buildings and Grounds, might be appropriate. But we felt that those needed to be addressed -- Educational Policy, I don't know. They needed to be addressed one by one, and we thought we would just take the first step first rather than trying to bite off more necessary. Professor Pfaff: Can I ask one more question? Is it clear that retired faculty could not be constituted as fixed-term faculty for these purposes, because of a discussion some years ago, you remember, as to whether retired faculty could be included on faculty committees. Is there a sort of loophole here by which they might be constituted fixed-term faculty and therefore be eligible for election to the Council and service on these ad hoc committees? Professor Ferrell: I don't think I understood the question. Professor Brown: So you're asking can retired faculty be eligible? Professor Pfaff: Would it be possible to construe retired faculty as fixed-term faculty if they were on a 75% arrangement? Professor Ferrell: Yes, if they hold a lecturer-equivalent appointment, they would be. That's correct. If they have at least three-quarters time. Professor Pfaff: So this would be a way by which retired faculty could be eligible for Faculty Council, which would not... Professor Ferrell: Yes.

Professor Marion Danis (Medicine): It's not clear to me. Research Assistant Professors -- Professor Ferrell: Are lecturer-equivalents. Professor Danis: Are lecturer-equivalents, and so Research Associate Professors. Professor Ferrell: Yes.

Professor Paul Farel (Physiology): I just wanted to ask about the Executive Committee of the Faculty Council, which is elected by members of Faculty Council. Would lecturer-equivalents vote for those members but not be eligible to serve, or would they be eligible to serve on that committee also? Professor Ferrell: That's a very good question. I'll have to think about that. My initial reaction is, no, but that doesn't make sense. Would not be eligible. But I think that should be fixed. It would not make sense for them to be members of the Council and ineligible to be a member of the Executive Committee. We can probably fix that. Professor Lensing: The Government Committee will have a chance to review a question like that between now and January. Professor Ferrell. Gee, we thought we'd thought of everything. Professor Brown: That's why we have a discussion. Vice Chancellor Garland Hershey (Health Affairs): Joe, just a very slight "vegie" [Professor Brown: A veggie? Oh.] I think you characterized Health Affairs and Academic Affairs as having very different cultures because of the difference in the number of fixed-term faculty. Professor Ferrell: No, not the number. Vice Chancellor Hershey: But the... Professor Ferrell: Well, the major difference is, my impression is that in many of the schools in Health Affairs, considerable importance is

attached to the prefix qualifier, whether one is a Research Assistant Professor or a Research Associate Professor, or a Research Professor. In many of the units in Academic Affairs that is not a distinction that is made. The title is just plain Lecturer. And there is no, in many of the units in Academic Affairs, there are no internal distinctions between different classes of Lecturer, but I think in Health Affairs there are distinctions. Vice Chancellor Hershey: Very well taken.

Professor Brown: Anything else? Have you moved this? Is this moved? Professor Ferrell: Well, it's sort of automatically moved. It's on the floor. Well, we've had the discussion. Do we have a second for this resolution? [Seconded.] I would like to ask for an amendment, that it may be possible to do this in the next election cycle, and so I would like to ask if we could have an amendment that would add to Section 3 here words something like "This amendment shall become effective for elections conducted for the 1997-98 academic year unless eligible faculty can be identified in time to be included in the 1996-97 elections." [Moved and seconded.] Any discussion about that?

Professor Phillip Bromberg (Medicine): Perhaps you could say, "shall become effective no later than..." Professor Ferrell: That makes my lawyer's scalp itch. [laughter] I think Jane has got it correct.

Professor Brown: Okay, any further discussion? All in favor of that amendment, say aye? Opposed? [It was adopted unanimously.] If there are no objections, we'll vote on the resolution as amended. All those in favor, say aye? Any opposed? [It was adopted unanimously.] Very good. This is the first reading, so this will come back in January. We'll take it back to the Government Committee to consider at least that question and the other discussion we've heard, and they will bring it back for a final vote in January. Thank you. And I want to thank the Committee for your diligent work on that. I know you said that was one of the hardest things you've ever tackled within the Committee. So I appreciate that. Now Joe will also present the report of the Committee on University Government.

#### V. Annual Reports of Standing Committees:

##### A. University Government: Joseph S. Ferrell, Chair.

Professor Ferrell: You have the report, which I assume you have read. The only thing I want, I'd like to hear some discussion on is the question of the size of the Council. The Code presently provides that we try to keep it as near 70 as possible. The Executive Committee and current Chair of the Faculty are somewhat concerned that the size of the Council has become unwieldy, particularly since we have added a fairly large, a number of ex officio members, that is to say, members of the Executive Committee, who are no longer members of the Council or possibly never were members of the Council. It would be possible to reduce the size of the Council to any number that one might like. We just guessed at 25 as a minimum. What the Committee would like to hear from you is some indication as to whether you would like for us to develop a proposal that would reduce the size of the Council. Now you must realize that when you reduce the size of the Council, it is probable that at least one, and possibly two, of the existing electoral divisions would no longer be large enough and would need to be combined. For example, I think it is almost a foregone conclusion that we would need to recombine Fine Arts and Humanities. Social Work would probably no longer be large enough for a separate electoral division, and Journalism and Mass Communication probably may not be large enough for a separate electoral division. Professor Brown: Dangerous stuff here,

Joe. [laughter] Professor Ferrell: Well, I just want you to know what's involved. Also, when you reduce the size, having added several hundred members to those enfranchised in the lecturer-equivalent category, the number of slots available for all the ranks are diminished. But that may be a price that the Council is willing to pay in return for a smaller number of people, and therefore, in theory at least, a better opportunity to have the kind of dialogue that many people would like for the Council to have. So our objective here is not to get a vote on anything, but simply to get some idea of whether the Council would like for us to look into this and bring you back a proposal for the General Faculty to act upon, or whether this is something you would just as soon we stay out of. Professor Brown: So you're not proposing this as a motion. Professor Ferrell: Well, the formal way to do it is to propose a resolution. If you think we shouldn't get into it, you should vote against the resolution. So I move the resolution. Professor Brown: Is there a second. [It was seconded.]

Let's discuss this. I wanted also to put it in a frame, the Executive Committee has been working on a charge to reconsider The Faculty Code, to revise The Faculty Code and look at how faculty government is currently organized. We haven't quite figured out how to do that yet. Whether we charge the Committee on University Government to do that, or we create an ad hoc committee, exactly how we phrase exactly what it is we want them to do. We're still working on that. And this, I think, speaks directly to that kind of thing, is what is it we want to have occur in the Faculty Council. Are we so big that we can't be doing the kind of work we want to be doing here? Is this appropriate? Is this how we want to keep it in the meantime? And so this gives us a pretty broad range here: 70 but now fewer than 25, and the University Government Committee could come back with some ideas what it looks like at, what can we accomplish when we're as big as 70, what might be different if we were as small as 25. Is that what you're asking, Joe? Any comments about that? Professor Farel: I'm just a little concerned if we go toward the lower end of the range, ex officio members will exert a disproportionate weight on Council's activities. Professor Brown: The Executive Committee, then, as we are -- well, we're not ex officio, but then -- Professor Farel: Well, we are. Professor Brown: Yeah, we are.

Professor George Rabinowitz (Political Science): It seems to me that there are two alternatives, one that we seem to play now as largely a role of conduit, where we can feed information that the Faculty Council discusses to the department. And to some extent we're a large body to discuss some things. But if we went smaller, we would be an elected body that perhaps could do away with the Executive Committee. It seems to me we have to think if we really want to be a decision-making body and if the decision is to be a decision-making body, then the idea would be to make it smaller but also to do away with the Executive Council. Professor Fletcher: I prefer a larger Council. If we were to consider reducing the size I advocate doing so very modestly. We discuss so many different kinds of issues. I appreciate the diversity of opinion, that whatever issue comes up there are people who know about it and have different perspectives on it, and I think some of that would be lost, certainly, if we went to the lower end of this range. I'm not sure that making the Council smaller would make us more of a decision-making body. Our authority is laid out in the Code, and as I understand it, part of the purpose of the Executive Committee is to be able to do things when the Council isn't in session, and then, of

course, the size of the Council doesn't affect that at all. Professor Brown: Yeah, I think part of what's going on right now is the Executive Committee has been in operation about three years, and we're sorting out what the relationship of the Executive Committee is to the Council, and I'm not quite sure we know when to bring it to the Council and when should the Executive Committee just make decisions and vote on things, and clear things up. So I think that's still in the works.

Professor Kasson: As teachers we all know it's harder to have a good discussion in a bigger class, but we also know that a good facilitator can make a big group work. And I think it might it might have, one question. I think the question is what do we want the Faculty Council to do, and I'm sure we all want it to have serious conversations, but I'm not sure it has to be smaller in order to do that. Professor Brown: Well right now we actually are a body of almost 90. We're 20 over the maximum here. So you kind of get a sense of would 20 fewer bodies in these first rows make a difference. Professor Rich Beckman (Journalism and Mass Communication): It would be empty. Professor Brown: It would be empty. Only about two-thirds of us show up every time, that's right. [Unidentified person]: The room could be smaller, too.

Professor Beckman: I thought I had my thoughts pretty clear on this. I didn't know you were going to offer me back my Friday afternoons. Professor Brown: Yeah, we could be out of here, Rich. Professor Beckman: I think the real key is the representation. I mean if we are the Faculty Council and we are here to represent our colleagues, and I now represent 25 colleagues and I'm supposed to bring you their opinions and thoughts, I can't imagine representing 50 colleagues and really bringing you something of value. And so I think there has to be a practical aspect to representing our colleagues. So I think 25 is pretty comfortable, and I think the room is pretty comfortable, and I know what we're sacrificing. Professor Brown: And, Joe, the way you're calculating with the fixed-term, you would extend the ratio to 1:33, rather than 1:25, as we are now? Professor Ferrell: Assuming that the numbers on the green sheet are more or less accurate, 1:33 would keep it about the size that it presently is. Professor Brown: 90 or 70? It looks like about 70. Professor Ferrell: Seventy. Seventy. I think you may be counting some people more than once. Professor Brown: Plus the Executive Committee. That's what happens. That's what happens.

Professor Jim Peacock (Anthropology): In the course of deciding, I hope the Committee on Government will look at some instances, and I would recommend comparing us and [North Carolina] State [University], for example, because State is smaller and is, I think, more of a decision-making body. On the other hand, State is aspiring to be like us -- in their Faculty Council. [laughter] Professor Ferrell: Let me add one consideration that I didn't get into. To reduce the size to much below where we are now it becomes extremely difficult, as a practical matter, to apportion by rank. We did a lot of talking about how one might address that. One possibility is to apportion by tenure track, non tenure track. We talked about that. There are arguments for and against it. We talked about abolishing representation by rank altogether, leaving it up to the good sense of the nominating committees and the electorate. But a major factor in not coming up with something any sooner than we have is how to continue all the current diverse interests that we have in a smaller body, so there are advantages and disadvantages. Tradeoffs.

Professor Bill Smith (Mathematics): I am strongly opposed to reducing the size of the Council. And you might ask why. I'm saying this because I'm on the University Government Committee. We're supposed to be listening to you, but I'm going on leave, [laughter] and I expire from the Committee before I get back --- I think it's one day after I get back. But I'm opposed to it for a variety of reasons. In over 30 years I think I've been on the Council 4 times, 3 or 4 times, and I can sympathize with how some of you feel. When I remember back some of my most boring afternoons have been afternoons here on the Council, but on the other hand, there are several things that this Council over the years has been very important because it was there. There were some times back when there were things like food worker strikes, political unrest, both here and beyond that very much affected the affairs of this campus in the early 70s. There have been problems that various programs here on the campus identified one or the other. There have been major resource considerations and deliberations that have taken place. Then discussions of policy on faculty salaries. And I think in all those cases this Council has been there and has spoken and been listened to. One reason because of its size and the fact that it does represent every 25 faculty members. It also is listened to because it makes sense -- sometimes it does -- it has on most occasions, and because there is a diversity on the Council. There's a diversity in rank, there's a diversity in discipline, there's a diversity in interests. And I think that would not be observed by lowering the size of the Council. And, in fact, there is the aspect mentioned of communicating back with people in your department or unit and probably what's more important, they communicating with you. The conversation which in fact took place at the last Council meeting when we were talking about the salary issue. And all of that I think this Council sacrifices if it becomes too small. The other thing, a strong consideration on this, is the fact that the Executive Committee is not elected by the General Faculty. It's elected by the Faculty Council, an issue that was raised earlier. Reducing the size of the Council then very much reduces the percentage of this deliberating body that is elected by the General Faculty. A final consideration in my mind is also a consideration of the Executive Committee, is one of the reasons, not the reason why that was put forth, was to have a small body -- I don't know what to call the Executive Committee -- a quick strike force or something. But I have this small group, and, in fact, we have operated with it a very small length of time, and I think the idea of having the Executive Committee with the Council just needs to operate longer before we tinker with the size of the Council. Professor Brown: Okay, very good. I said that was the last comment, but ----. I'll go the hands that are up.

Professor Reisner: I guess I fail to see how a modest change in the size really is going to change anything, so I think if you look at the, what do you want to call it, the lower end of reduction, it seems not worth the effort. I don't think it could be seen as materially changing anything. I think the issue that you brought up is sort of corollary here to something that I would very much like to see addressed before we think about the size of the Council. And that's the relationship of the Executive Committee to the Council. I think we could be a lot more efficient if we really clarified the interaction of the Executive Committee and the full Faculty Council. I think very often there are problems that could be handled better in smaller groups, but I think we really do have a mechanism. And I think if we really polish this, perhaps somewhat formalize the relation to this Executive Committee and the whole body, we would [operate] in a much more

efficient manner and it would allow us to split perhaps into smaller groups working with the Executive Committee to pursue issues that really do need a lot more one-on-one discussions. So if anything, I would offer the alternative of a very careful consideration of formalizing, or perhaps studying, the relationship of the Executive Committee to the full Faculty Council. Professor Brown: And then size could come out of that conversation. Professor Reisner: Yes.

Professor Laurel Files (Health Policy & Administration): I'd just like to say as a new member of the Committee on University Government, I would like to suggest that you not vote in favor of this unless there are very strong sentiments for a smaller Council. I think that just to say, "Well, let's look at it and look at all the alternatives," having spent at least a semester, if not two semesters, just on the lecturer-equivalent and figuring out all the permutations of voting and implications, I think it's going to be an enormous task to figure out to reduce the size of the Council, and especially to figure out all the possible configurations and what the impact would be. I would hate to charge the Committee with doing that just to kind of get a look at it, unless there was very strong sentiment that we need to have a smaller Council. Professor Brown: Okay. Good.

Professor Maria Salgado (Romance Languages): I have a number of very ambivalent feelings about this, but one of the things that particularly concerns me is the fact that if we are now 70-some, and one-third is always absent, then we lower it to 25, and one-third is absent, it seems to me if we were going to do that, then the Executive Committee comes into question. If that Committee was created because this was too large, and in order to manage it and make it function in a better manner, it seems to me that then that small group may want to do the function of the Executive Committee, but you would need a different commitment from the members of Faculty Council, rather than just loosely coming in here once a month and doing something, so.

Professor Danis: I would say that there are two reasons I would say we really ought not to reduce the size. One is that the probability of tenure track faculty being appointed has just been diminished if you add non-tenure track faculty. We need non-tenure track faculty on board because they have not had the capacity to speak for themselves, but in doing so, we diminish our own probability of being here. I think that the second reason is, I think there's another advantage to being on the Faculty Council. And that is I think it's the only time we as faculty get an experience of an academic community beyond our own academic unit. I, for one, have gotten a perspective on the concerns of the academic community as a whole only from being in Faculty Council. And I think it's very important that the faculty gets as great a chance to participate as possible. I think it creates a stronger academic community among the faculty, and I think to lose that chance for each of us, the probability of that chance for each of us, is a loss we shouldn't take.

Professor Brown: Okay. Very good. That's it. A much more thorough discussion than I anticipated, so thank you very much. What -- George has reminded me that this resolution was not circulated the regulated 24 hours in advance -- Yes, it was, of course it was. It was in the report. It's in the report. So let me get this clear. The Committee on University Government will go back and pursue this question given this discussion at this point. If we turn it down, we'll say, "No, don't bother yet," which is what I would suggest is -- I'll say

this: If we vote against it, what I would suggest is that then that be a part of the charge of looking at the structure of faculty governance, and that just comes out of the conversation about what's the relationship of the Executive Committee to the Council and so on. Professor Ferrell: I would just like to vote on the motion that I made. [Laughter] Professor Brown: I'm sorry. I stand corrected. I was just trying to understand myself. Excuse me. [Unidentified person]: Would you restate the motion? Professor Brown: The motion is stated in front of you, is it not? The resolution has been moved and seconded. Is there any objection to having a vote on the resolution? Let's vote on this resolution. All those in favor of this resolution, please say, aye. [There were none.] All those opposed to this resolution, please say, no. [unanimous noes.] Thank you very much. Thank you, Joe.

b. Research: Michael T. Crimmins, Chair.

Our new policy about most committee reports if they have not presented a resolution is to simply ask if there are any questions, and this was the Faculty Committee on Research that was left over from our last meeting. Are there any questions about that? Let me make sure, is Mike Crimmins here?

Professor Steve Bachenheimer (Microbiology): I thought when this Committee would make its report, it might be appropriate to bring up an issue that I've been thinking about for awhile, and I don't know whether other people around here have, and when I'm done with my comments, perhaps Chancellors, or Vice Chancellors, would care to comment on this. But there is a group on this campus who I think are being left out a very important benefit. I will just speak as Chairman of the Welfare Committee. And this is a group of people who have all attained their terminal degrees. The vast majority of them are Ph.D.'s. They're critical to the research effort at the University. I'm speaking about post-doctoral fellows. They draw their salary, usually, from research grants or from external fellowship source. But they don't have access to the insurance, the health insurance, either the State plan or any of the HMO plans that most other people on campus have access to. They do have access to the student health insurance plan. But these are people whose functions and duties often overlap those other people we've just been talking about, Lecturers, Research Assistant Professors, etc. They often are called upon to do some teaching. They often are the major engines in the research efforts in many of the labs. As I mentioned, they do have their terminal degrees. They're often, this is their sort of intermediate stage before they up full-time faculty positions somewhere. They often have more credentials than some of the lecturers or people on this campus, and it's, I've heard from many of them that their major disappointment is that they don't have access to really very good health care, and they don't have access to the insurance policies that we do. My question is, is it not possible for us to urge the state to create some kind of a personnel position that would, at the very least, allow these individuals to pay, or join a group and pay for health insurance. I'm not asking that the University or the system or the state, in fact, pay for their health insurance, but just give them the opportunity to pay for the same kind of health care coverage that we get.

Chancellor Hooker: I was not aware that post docs didn't have access to the same health insurance. If they don't, then obviously it would require an act of the Legislature. Professor Bachenheimer: They do, and just to clarify, they have access to the student -- Chancellor

Hooker: I understand that -- Professor Bachenheimer: But often these are people who are starting families -- Chancellor Hooker: But it's not the same plan that we all have the option of choosing. Professor Bachenheimer: Right. Associate Vice Chancellor for Human Resources Laurie Charest: That's all correct, that they do not have access to the state health plan. [Professor Brown: Could you stand up, Laurie.] That is because this University has, in the past, considered post doctoral positions an extension of the educational process, and has considered post docs as students. Chancellor Hooker: And there is, presumably, some practical benefit for doing that, right? Or not? Ms. Charest: I don't really know where that started. My understanding is that that's a decision that is made on this campus and that it doesn't require, the Legislature doesn't have anything to do with the category of post docs. That is something historical on this campus. I don't think it would have to go to the Legislature at all. Chancellor Hooker: And obviously an issue that needs to be looked at, and we'll look at it.

Professor Brown: Any other comments for the Research Committee? Professor Barry Lentz (Biochemistry & Biophysics): I don't know whether this came up last time when this was distributed, but at the bottom of this report it says the Committee is, intends, to look into possible ways to evaluate the mentoring activities which research faculty undertake during their research activities; also to pursue discussions on the issues of teaching and research. You are aware that the Graduate School is leading an effort to do that now? Professor Crimmins: Yes, we are. Professor Brown: Anything else? Thank you very much.

C. Advisory Committee on Undergraduate Admissions: Stephen S. Birdsall, Dean.

Professor Brown: You all have the report. The Agenda Committee had some other questions for the Committee on Undergraduate Admissions, and I've asked Steve Birdsall to address those. Dean Birdsall: Before that, let me just comment that I was asked last year to provide additional statistics. I've done that. If those statistics and the accompanying maps are not satisfactory, please let me know, and we'll see what we can do next time. Three of the four issues raised in the self study, last year's self study, have been addressed, have been discussed at length. We will address the fourth during the course of this year along with other business, the fourth one being the issue of admission criteria effectiveness. We, in effect, began before the self study was published with the other three and were able to carry out those discussions through the beginning of the fall semester. I've also been asked to elaborate a bit on the intellectual criteria in admissions decisions and in the issue of attracting the brightest North Carolina students to UNC. We described, I described in the report the nature of the discussion, but asked Jim Walters, who's the Director of Admissions, to comment on those two topics, that is, the intellectual criteria for admissions decisions and attracting the brightest North Carolina students to Carolina. Jim, would you comment on those two?

Mr. Jim Walters: Yes, I have a series of questions from the Agenda Committee. So let me very quickly, I'll try to keep it very brief, try to answer those questions. First of all, the intellectual criteria. There was a concern early of the SACS subcommittee in this area that they were not the most prominent criteria, that is, intellectual criteria. There was a concern that other criteria such as leadership, out-of-class activities, was too important a role. I would disagree with that. We do talk 60-20-20 in terms of percentages: 60% of the



weight or criteria is placed on the high school academic record. I think this is absolutely appropriate. It's the best way to predict how students are going to do in college, is how they have done in high school. Study after study, it's been replicated in institution after institution over the last four years, including this Institution. What do we mean by their high school records? We mean grade point average, class rank, extensiveness and completeness of the preparatory curriculum -- in other words, the strength, and the strength of the school. And I'll comment on how we make that judgment in terms of strength of the school. The question is where ACT or SAT scores fit in. That's another 20%. It's true that SATs by themselves are not good predictors. I know no reputable admissions office in the United States that practices highly selective admissions that uses test scores as the lead criteria. It's true, however, that when you add test scores to the high school record, then one does increase their predictability. That's the reason why most of us require such examinations. The report, and I won't go through it, addresses the concern that SACS committee had about intellectual criteria being predominant. We do say that 20% of the weight is out-of-class activities and evidence of leadership. In practice, and I'll even read this, I won't go through it all, the fact of the matter is they tend to be tie-breakers. We admit the best students, out-of-state and in-state, academically. There's no doubt about that. They're the prominent students. Do we admit the best, the most outstanding students, who might have very little in the way of activities and leadership? Yes. The answer is a definite yes. Do we admit wonderful leaders who are weak academically? Absolutely not. Absolutely not. It tends to be a tie-breaker, when we come down to the end of our evaluations and we have equal candidates, then we will start looking at factors such as out-of-class activities, the essay, and evidence of leadership to break that tie.

The question was asked, how do we evaluate schools? And this is, can be a touchy issue. Invariably someone asks me about Chapel Hill High School at this meeting, so I hope someone's prepared that question. On North Carolina high schools, every school in the State of North Carolina, and main theater out-of-state schools where we have enough numbers, where we have the numbers, the end count. We do real validity studies. How have students, say from Enloe High School, performed here at UNC-Chapel Hill over the last four years. That gives us a mean GPA, a mean grade point average, and then we rank it in our own office, in our office 1-5. Five is high. I might quickly tell you Chapel Hill is a 5 school. And then that factors in when we read that application, and make that evaluation of the competitiveness students, of the schools students studied in. Now what about a school where we don't have that kind of end count. Then, yes, admittedly we make a subjective judgment. Again, I don't want to take the time today, but there is a systematic way of doing that. For instance, we ask questions, and we find out these questions from the guidance offices in these schools: what percentage of your students go on to higher education? And to four-year kinds of higher 'education? And where do they go to college? And what are the mean SATs at your school? And how many honors and advanced courses does your school make available to your students. And so on. And then we'll make a, yes, a subjective judgment on Shaker Heights High School or Scarsdale High School or whatever school it happens to be.

The committee said what about this business of dropping the SAT? You've been reading about this in The New York Times and other popular mediums. Well, it's true that several small New England colleges have dropped the SAT, Bowdoin, Lafayette, it's a small number, I've counted

about 9 schools, all in the Northeast. One of the things, unfortunately, that reporters typically miss on that -- sorry, you Journalism folks -- is that Lafayette and Bowdoin require these students, in lieu of the SAT, to take about 3 and sometimes up to 5 SAT II's, which are the old achievement tests, if you remember that term. So one wonders, have we reduced testing here at all, where I would suggest they have, in fact, increased it. And this -- I'm sorry I'm expounding on this -- is in some cases, in my opinion -- some of you may disagree -- is a P-R move. And I say that as a point in fact in talking to two directors of admissions where this, in fact, has happened. It gets headlines, it's an interesting way to admit students. Obviously you can see where I stand on that issue. I don't think we should be doing P.R. moves. I think it makes sense to add, to require the SAT because it improves our predictability. And I'm going to stand on that. I might point out that we will be requiring a SAT II in Mathematics. This was just passed on, as Dean Birdsall knows, by the Advisory Committee on Admissions, but it's not -- this will be effective for 1997 -- but it's not going to be used for admissions purposes. It's going to be used for placement purposes. That's another whole topic, if anybody wants to talk about that.

Next question: Are we attracting the best students that we can to Carolina? The SACS committee said, well, yes, we see that you're doing a good job in yielding your admitted students. That's admissions talk. Yield, I think most of you know, is the percentage of the students that enroll of those that you admit. And our yield is very good. It's 58%. Fifty-eight percent of our admitted students matriculate here. Now you might say, well, that doesn't sound very good. Well, let me give you some comparisons. Just for fun. Amherst is 42%. Brown, 45%. Davidson, 47%. Now the place in Durham, 41%. Emory, 28%. Michigan, 38%. UVA, the University of Virginia, 50%. William and Mary, 39%. So it stacks up very good.

But the question that was asked, "But are you doing a lot of work up front to attract them? Yes, you're doing a good job enrolling your admitted students, but are you doing any work to get the best and brightest to apply here?" And again, I brought along our marketing and recruitment plan. I have copies of it if anybody would want to take this home and take it to bed with them tonight and read it. And so I won't replicate all those programs. But it shows, for instance, that we visit every high school in the state. We go to 124 college days and college nights, representing the University. We have a very sophisticated mail-marketing program. We have, I think, one of the better minority student recruitment programs in the U.S., in terms of what we do in effectiveness and what we've been able to accomplish in the last three or four years in turning that situation around. Could we be doing more? Sure, we could be doing more. And we want to be open to your suggestions, of the faculty, and the University as a whole, if you think we're missing something.

We need some things. For instance, we're short a video right now. It's a visual age. It costs money to do this. We haven't had the budget to do it. We have no video, and we would like to have the funds to do that. We're probably about a year away from -- we already have a -- doesn't everybody have a website? Well, we have a website. It's the thing. Not only is it the thing to do, we are now averaging over 30 inquiries a day off the Worldwide Web for applications for admission requests. So, it's real. It's working. And that's going to increase in the years ahead as more and more people use electronics to do these

kinds of things. We're about a year away from an electronic application, where one literally can use a computer to apply for admission to UNC. We think that works into that market of the very brightest and the best students. We're short on scholarships for this campus. There is a dearth of merit-based scholarships, in my opinion, on this campus, compared to our competitor schools. We have done market research and, again, I don't have time to go through this. Three main reasons why students don't come here. There is size. Concern about the size of this Institution. Lack of merit-based scholarships. And third, and this is, the third one is interesting: Lack of an engineering program. Well, I don't think we can do too much about the last one. There are probably some things that we can do about the first two. One will take a lot of money. And I understand that. The other is for us to do a better job of depicting this Institution, the kind of place it is, so that it's not perceived as huge and impersonal, that we are able to present the advantages of this, yes, large research Institution. And that's, I think, where we've got some work ahead, that we can do better. So, yes, we can do better. We want to think that we're doing a good job, but I think we can do some better work, too.

Professor Brown: Thank you, Jim. Are those, the lack of merit-based scholarships, is that from in-state students as well as out-of-state students? Mr. Walters: Yes. Eleanor Morris is here. She can probably give you better data than I can. But beyond, setting the Morehead aside, the Morehead Scholarships which are about 40 now, 45 a year, and their numbers have been reduced. As some of you may know, because of inflation, they don't fund the numbers that they did some years ago. I think there's about 60, wouldn't you say? -- 50, is it, here's the real word, merit scholarships out of a freshman class of 3200. That's remarkably small if we look at places like Duke and Vanderbilt, even North Carolina State, the University of Virginia, our main competitor schools, and I've just named them -- it's way down. Chancellor Hooker: And how many would they have? Mr. Walters: Well, state is, I think, is somewhere, the direct admission, I think, is a little over 300. My impression -- you caught me there, Chancellor Hooker -- my impression is Duke is even more. Chancellor Hooker: What about Virginia? Mr. Walters: We could follow that up. I can quote you there. I could show you -- we asked students why they didn't come here, and UVA keeps showing up with, I got a scholarship for UVA. But I don't know the exact number. Dean Birdsall: I think this last point on the merit scholarships: there really were almost none, and there were a very, very small number at the beginning of the Bicentennial Campaign. We made some progress, but clearly we have a long way to go. It was a priority, and, but clearly there's a lot to do.

Professor Henry Hsiao (Biomedical Engineering): I have a question concerning the gender distribution. It's at probably 2 to 1 female. And according to how you might be looking at it, it looks like the numbers are getting worse. [laughter] By worse, I mean, if you took the label, male and female, and reversed it, I'm sure we would be discussing it today. The other thing: I was wondering if that had been discussed, whether in the long term that is good for this University. I wonder if that disparity is linked to the kind of programs we have here, and whether we might look into, looking at things which might attract more men to the University. Mr. Walters: By the way, we're asked this about every week, by alumni especially, not so much faculty. So, it's interesting that faculty are into this, too. Our freshman class, if you study the data, have been running anywhere from 56 to 61% women over the last two years. Now, alumni have come up to us and said, "Why don't you

just make it 50-50, that's what we'd like, why don't you just do that?" Well, the problem with that is that's illegal. It is illegal to consider gender as part of an admissions decision. And I might tell you before I took this job I asked about this, because I am not interested in breaking the law. Yes, it's true. Dartmouth does have a quota, of men versus women. And by the way, what they do is legal. It's private. They have a special purpose. This has been tested in the courts. But at public institutions it's patently illegal. What is the proportion of men to women in terms of applications? It's the same. It's 59% women last year to men. So, are we favoring the women over the men? No, although we don't read gender in any way. We pay no attention to gender. There's just no way we would pay any attention to that. And so the proportions of admission are reflected in our applications. Now, the next thing I'm going to say is, you know, probably some people would find this sexist. Why? Well, I think part of it is programs. If someone said to me, if we had Engineering, that might balance out. And that's probably true. Now that might say some other things about this society, but I can't help that. I mean if you look at Engineering education nationally it's around 90% versus, men to women. And I'm not sure why that's happened. We've seen a big reversal in Business Education in this country, and practically every other field, including Medicine now. But why Engineering is the last hold out, I'm not sure. So, yeah, adding an Engineering School or something like that might reverse it, but barring that, I think this is the way it is. And by the way, even some of our main competitor schools, including flagship state universities, are almost exactly the same position. UVA is 60% women. The University of Michigan is 57% women. I came from the most selective school, a state university in Ohio University. We were exactly 59% women. And I could go on, and I could go on. So I don't know what all that says. But I'm saying it's not unique here.

Professor Hsiao: I really asked is there any discussion on whether this in the long term is healthy for this University. Professor Brown: Well, on whether there is a problem? Professor Hsiao: No, whether it is healthy in the long run for this University, the trend, the trend. Mr. Walters: I'm not going to get into that. [laughter]

Professor Paul Lachiewicz (Surgery, hopefully soon to be the Department of Orthopedics): I have two questions. I enjoyed your report. These comments are based on the fact that I actually have two children at the high school. And I can tell you first of all that in general from the perspective of Chapel Hill High, the University does a fairly poor job of representing itself in terms of personal attention to students. At least that's the impression I get. You've mentioned that yourself as some of the students who decline to attend say one of the reasons is that they feel like they're just a number, that the University's possibly too big. The other comment I wanted to know is is there any type of quota system for high schools in the state because the apparent word on the street is that they're only a certain number of students in Chapel Hill High who can get accepted and I have been told by my sources at the High School that for a woman from Chapel Hill High this year you have to have a 4.0 grade point average to get in, and if it's any less, don't even bother. That's obviously hearsay, but I would like your comments on that. [Unidentified person]: This is not good. I have two daughters who are trying to get in. [laughter] Professor Brown: Jim, answer that one! Mr. Walters: Well, first of all, let's take the quota question first. This is what we call a myth. We usually take the Wake County myth. Apparently it's spread to Orange County now, and I'm sorry to hear that. We just can't kill it off in Wake County.

The myth is that we will only take a x number of students from a school anywhere in the state or county, and then there was a man who said it was zip code. I guess computers can do things. But no, there are no quotas. We can take anyone, and I'm quite willing to, into our office and prove that. For instance, we will show you that we have students from high schools where we have denied every student from that school. And we can show you where we admitted every applicant from that school. We can show you there are counties where we have admitted no one because they didn't meet the competition. So we pay no attention. I might point out, for instance, that North Carolina School of Math and Science, we enrolled 127 freshmen just this fall from that high school. It was largest number, closely followed by South Mecklenburg, right over a 100. So, no. Now, what, however, you're touching on is, and I'm sorry saying this, is quality of high school. There is what is much more important. Chapel Hill High, I've said this up front, is one of the stronger high schools in the state. We know that. This means that if we're going to recognize that competitiveness compared to, say, an average public high school, it may mean we need to go deeper in that class if we're going to be fair to the student in that school because of where they had happened to be. And, in fact, we do. With the exception of the North Carolina School of Math and Science, it's the deepest we go in any high school in the state. Now the fact of the matter is that we're not admitting all the people from Chapel Hill High who want to come here is the rub and will constantly be. I, of course, am sensitive to the remark that we're not personal. My reference was, by the way, not for necessarily our office, although I'm willing to field criticism like that. It's a general impression that this is a big, huge, impersonal place. That was the perception why some students are not coming here. That's their concern, about our size, not necessarily Admissions Office. But we're certainly open to any criticism about our, the way we treat people. But the way, tnt 4.0, which is not true either. Professor Brown: Okay, one last comment, because we have another report as well. Both hands up; I'll take two. I'm such a wimp.

Professor Files: On page 2, item 7, the reference to the requirements for home-based, home-schooled students. Does that, the requirement that was added for the home-schooled children, is that also, does that apply to the students who are applying here coming from private schools? Dean Birdsall: No. Professor Files: Why not? Dean Birdsall: Because private schools, there's either a record or, of the quality of the school and the curriculum that that private school offers. A home-schooled student -- see, this issue arises because home-schooled students are not, do come from an educational context that is directly comparable to more formally structured high schools. And we're looking for a way to recognize, nonetheless, the quality that might be achieved through that avenue of preparation for college. But a private school, if I understood what you mean by a private school -- Professor Files: Well, I'm reading from here, because it says that the state of North Carolina does not apply minimum subject requirements to private schools, and that includes home-schooled children. So, it's the implication of your answer that you check the private school and make sure that it offers the same minimum subject requirements as a typical state public school would?

Professor Pete Andrews (Environmental Sciences & Engineering): Two quick comments. One is that I hope that this question about being too large and impersonal will draw us back in January to the question of the intellectual climate and how we really can do something about this, and engage that discussion among ourselves in Faculty Council. The other

brief question -- I'd like to reassure our colleague of, that for many of you who may know the National Research Council report recently came out ranking the different departments on this campus. We actually are ranked having the 15th ranked Civil Engineering Department in the country, above NC State. Even though I don't believe we have all of those disciplines represented, but if word gets out.....it will help our status. [laughter] Professor Brown: Thank you both. Thanks again very much, Steve.

D. Scholarships, Awards, and Student Aid: W. James McCoy, Chair.

Professor Brown: Can you all bear with one more report? Thank you. The final report is Scholarships, Awards, and Student Aid. Jim McCoy is here to answer any questions you may have. [There were none.] Thank you.

VI. Old or New Business.

Is there any other old or new business? Thank you very much. Happy holidays. See you in January.

The meeting adjourned at 5:00 p.m.

George S. Lensing  
Secretary of the Faculty

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**Actions of the Council  
1995-96**

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<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	No resolutions.	--
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.
December 8, 1995	"Principles to Guide Action" [in five parts] on determining salary policy.  No resolutions.	To Deans, Directors, and Department Heads.  --

## SUMMARY OF PROCEEDINGS

### MEETING OF THE GENERAL FACULTY AND FACULTY COUNCIL

Friday, December 8, 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 13; Unexcused Absences 16.

#### I. Memorial Resolution for the late Berthe Marie Marti: Philip A. Stadter, Chair, Memorial Committee.

#### II. Chancellor Hooker.

The Chancellor began by thanking the University Women's Club for the reception given prior to the meeting.

He wished to address three items: salary equity, land-use planning, and a new alcohol policy. Because the Council adopted the "Principles to Guide Action" on salary policy at the previous meeting, a conference committee, consisting of deans and department chairs from Academic Affairs and Health Affairs and members of the Executive Committee of the Faculty Council, has now been created to work out the implementing mechanisms, and he expects a report from that committee to the Council in January.

The continuing process of land-use planning has most recently centered on the work of the consulting firm from Chicago, JJ&R. That firm is considering such issues as transportation access, transportation corridors, non-tidal wetlands, etc. in the future use of the Mason Farm tract and the Horace Williams tract. The community of Chapel Hill has been involved in these proceedings and various community groups are now reporting their reactions. We expect the draft of the firm's final report in May and then to take it to the Board of Trustees in June. The report will not be a plan for the use of the land but rather an outline of "generic, schematic alternatives" for the use of the properties. He recalled that the recent report of the Land-Use Advisory Committee to the Council suggested that the outlying lands be used to construct such things as affordable housing for staff and junior faculty and to house administrative and support functions, as well as continuing education. That Committee recommends that core academic activities remain on the present campus and that we "build up, rather than out." The Chancellor noted that building "out," however, may no longer be possible "within not too many years." Building "up" runs the risk of affecting adversely the aesthetics of the campus, "something that I certainly wouldn't like to see."

When Horace Williams donated more than 1,000 acres to the University around 1942, he did so as a Professor of Philosophy. He wanted the use of the land to benefit the Department of Philosophy to provide fellowships for its students. A few houses that were part of his bequest were sold, and the proceeds went toward a small endowment for the Philosophy Department, but the Department did not benefit significantly. The Chancellor thought that "we have not really fulfilled our moral obligation to the Philosophy Department yet," and the University is now asking how this can be done. He noted in passing his own "awkward position" as a member of the Department. He thought a reasonable assessment of the value of the land -- not market value because we can't sell it to the highest bidder as, for example, a kind of local Disney park -- but a "fair value" could lead to our "buying out" the Department of Philosophy. He thought an "amicable resolution" could be reached.

The Chancellor announced a new alcohol policy for the use of alcohol on campus. That policy had been reviewed by the Executive Committee of the Faculty Council and some of its members had helped in its formulation. The new policy provides that all alcohol consumption is prohibited in open spaces on campus. No alcohol can be served or consumed in any University facilities. No student fees can be used to purchase alcohol. Sanctions for violation of the policy have been established,

including mandatory education in alcohol-use as well as community service. The Drug and Alcohol Abuse Prevention Task Force will monitor the implementation of the policy and report every two years to the University community. He commended the efforts of Calvin Cunningham, the Student Body President, and Student Government in working to develop the policy.

He noted the need to provide alcohol-free community and recreational opportunities for students. No such late-night gathering places for students exist presently. Beginning in the spring semester, the Carolina Union will remain open until 2 a.m. The Daily Grind, the coffee shop of Student Stores, will extend its hours, and Union Station will continue operating in the Union until 1 a.m. The Department of Athletics and the Department of Public Safety will inform the public at athletic events of the town's new policy on the public display and consumption of alcohol. Student Health Services will expand its educational programs. Suggestions from the alumni will be solicited through a forthcoming article in the Alumni Review. The Chancellor thought that the issue of alcohol consumption related to the larger one of the intellectual climate on campus, an issue that he saw as the "biggest challenge that we face in the year ahead."

Professor Jim Stasheff (Mathematics) asked about the "mysterious process" by which **distinguished professorships** are awarded to faculty, noting that "they just seem to happen." Dean Stephen Birdsall of the College of Arts and Sciences replied that in the College an ad hoc committee reviews nominations from the various units. Their recommendations are reviewed by the Subcommittee on Instructional Personnel, after which they are reviewed by the Chancellor and Board of Trustees.

Professor John Anderson (Nutrition) noted the trash and unsightly disorder in the alleyways and grounds of the University's fraternities. He wondered if fraternities could be relocated off campus. The Chancellor replied that the fraternities own their own buildings and already exist off-campus. He noted his own efforts to pick up paper on campus. The University has an agreement with the town to encourage the Greek system to clean up their houses.

Professor Joy Kasson (American Studies) noted the recent remarks by the Chancellor to the State Board of Education calling for more contributions by the School of Education to serve the public schools of the state. She quoted from his remarks as reproduced in the local press: "The University has strayed away from its founding mission to serve taxpayers and the public. A public university serves the public." Professor Kasson preferred a more internal discussion of our "failings and how we can improve" rather than such an airing in the press. The Chancellor replied that he had been misquoted by the press. He had been referring to land-grant colleges and this University is not one of them. He added, "But I will not refrain from critiquing the American public higher education system or this University -- in public or in private -- because I think it's my moral obligation to do so."

Professor Sarah Chambers (History) expressed her concern that is shared by her colleagues about the pressures and opposition that had been aimed at the Chancellor following the recent adoption of the resolution on domestic relations by the Faculty Council. The Chancellor offered his conjecture that the Christian Coalition network had organized a campaign to write to him, the Governor, and members of the General Assembly complaining that public funds were about to be used to provide personnel benefits to domestic partners in the way they are provided to marital partners. He had responded by pointing out that the resolution of the Faculty Council called for benefits to domestic partners that were employee-paid-for benefits, and included no use of public funds.

### III. Chair of the Faculty Jane D. Brown.

Professor Brown observed that the Council was a meeting or two behind in its proposed agenda for the semester and the topics that had been designated for extended discussions. She reminded the members of her recent memo to them on **salary policy**, including a draft of the proposed mechanisms for implementing the "Principles to Guide Action" adopted by the Council. She encouraged Council members to continue discussing these mechanisms with their colleagues and report their responses to Professor Jim Peacock, chair of the conference committee now reviewing the mechanisms. She hoped to bring the committee's report back to the Council in February.



Professor Brown noted continued problems in providing audio-visual equipment in classrooms, including problems in her own classes. She saw two issues: providing appropriate A-V equipment and upgrading classrooms. The Center for Teaching and Learning and its director, Professor Larry Rowan, have agreed to assume the responsibility of providing the kind of equipment we need in our classrooms for short-term loans, and she encouraged the faculty to make requests for next semester's needs by e-mail. The Office of Institutional Technology will continue to operate the classroom hotline number to respond to emergency classroom needs. "Many good people are working hard on these issues so something will happen." Professor Miles Fletcher (History) asked if more VCRs would become available. Professor Rowan responded affirmatively and added that needs would be closely monitored this spring.

Professor Brown was gratified that a day care-care center will soon house the Victory Village Day Care Center, doubling their capacity. She acknowledged the efforts of Laurie Charest, Associate Vice Chancellor for Human Resources, and Mary Beck at the UNC Hospitals for facilitating the project. As a former high school field hockey player, she welcomed the growth of women's athletics on campus and the recent successes of several of those teams. She asked Council members going on leave in the spring to inform her office so that alternates can be appointed.

IV. Special Report and Resolution of the Faculty Committee on University Government: Amending The Faculty Code on University Government to Extend Faculty Council Voting and Office-Holding Privileges to Full-Time Lectures and Lecturer-Equivalents, first reading and vote: Joseph S. Ferrell, Chair.

Professor Ferrell introduced the amendments by noting that approval would come from the vote of the general faculty and not just the Council. The amendments have been altered slightly and were distributed to the Council. They are as follows:

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 this Code is limited to Members holding faculty ranks of Professor, Associate Professor, Assistant Professor, and Instructor and those librarians who are members of the General Faculty. ~~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 professorial rank for each of the ranks of lecturer (or its equivalent), instructor, assistant professor, associate professor, and professor for each twenty-five faculty members eligible to vote in Council elections (or major fraction thereof) of the same rank in the respective divisions. If there are too few eligible 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 election conducted for the 1997-98 academic year.

Professor Ferrell pointed out several points for clarification. "Full-time appointment," for example, means at least 75% engagement. In saying the position must be primarily "teaching, research, or both," the amendment excludes those whose work is primarily administrative in nature. The appointment anticipates length of service to be at least three years. If a lecturer holds a three-year appointment, that person is eligible to serve in the first year. If the appointment is for less than three years there must be a renewal of either a previous two-year appointment or two previous one-year appointments.

The Code requests that the total membership in the Faculty Council remain as close to 70 as possible. Accordingly, there is presently a representative for each 25 faculty members in each of the three ranks. With the inclusion of lecturers in the Council that number would change from 25 to 33 - keeping the Council at about 70 members. Such a change would have little effect on most of the divisions, some would gain or lose a small number. He thought that the Office of the Provost and the Office of the Vice Chancellor for Health Affairs were now attempting to identify lecturers within their divisions who would be eligible for representation. Finally, the changes would take effect in 1997-98, unless implementation could be put in place for the elections next semester (1996).

Professor Howard Reisner (Pathology) asked the meaning of the term "lecturer-equivalent." Professor Ferrell replied that it is the term used in the Tenure Regulations. He had discovered that "the academic cultures in Health Affairs and Academic Affairs with regard to this type of appointment are very different." Professor Ron Strauss (Dentistry) wondered if the position defined as "primarily teaching, research, or both" also included clinical service. Professor Ferrell answered that clinical service was regarded as teaching. Professor Richard Plaff (History) was curious about the exclusion of lecturers from membership on standing committees of the General Faculty. Professor Ferrell replied, "We decided that the best thing to do with this was take it one step at a time. First, the Council. The next step may well be to determine on which of the standing committees of the General Faculty service by fixed-term appointments would be appropriate." For some committees, lecturers clearly would not be eligible; for others they might be. Professor Plaff asked if retired faculty could be regarded as fixed-term faculty. Professor Ferrell said that they could if they held a lecturer-equivalent appointment and worked in a 75% capacity for the position.

Professor Marion Danis (Medicine) wondered if Research Assistant Professors were lecturer-equivalents. Professor Ferrell said that they were. Professor Paul Farel (Physiology) noted that members of the Executive Committee of the Faculty Council were elected by the Council. Would lecturers vote for these members but be ineligible to serve on the Executive Committee? Professor Ferrell agreed to take the question back to his Committee before the second reading of the amendment in January. Vice Chancellor Garland Hershey (Vice Chancellor for Health Affairs) asked if the difference in the cultures between Academic Affairs and Health Affairs was based upon the number of fixed-term faculty. Professor Ferrell said that he had been referring not to numbers but to such things as "prefix qualifiers" in Health Affairs. Research Assistant Professor, Research Associate Professor, etc. In Academic Affairs there are no internal distinctions of that nature.

The motion for adoption was seconded. Professor Brown proposed an amendment to Section 3: "This amendment shall become effective for elections conducted for the 1997-98 academic year unless eligible faculty can be identified in time to be included in the 1996-97 election." The amendment was seconded. Being put to a vote, the motion amending Section 3 passed unanimously. The larger amendment, also put to a vote, passed unanimously. Professor Brown announced that the second reading would occur in January.

## V. Annual Reports of Standing Committees:

### A. University Government: Joseph S. Ferrell, Chair.

Professor Ferrell referred to the following resolution in the annual report of the Faculty Committee on University Government: "That it is the sense of the Faculty Council that the number of elected and ex officio voting members of the Council should be fewer than 70, but no fewer than 25, and that the Committee on University Government is requested to develop a proposal for consideration and vote by the General Faculty to implement this resolve." He recalled that the Chair of the Faculty and the Executive Committee of the Faculty Council had been "somewhat concerned" about the "unwieldy" size of the Council. The Faculty Committee on Government wanted now to determine if the Council agreed before attempting to explore ways of reducing the size of the Council. He noted that at least one, and possibly two, of the divisions of the Council would no longer be large enough for separate representation. In addition, the number of slots available for all the ranks would also be diminished. The motion was seconded.

Professor Brown wanted to place the discussion in the context of a general revision of the Faculty Code now being considered by the Executive Committee of the Faculty Council. "Are we so big that we can't be doing the kind of work we want to be doing here?" Professor Farel was concerned about the danger that would result from reducing the size toward 25 members. Would ex-officio members then exert a disproportionate weight on the Council's activities? Professor George Rabinowitz (Political Science) thought the nature of the Council would change (if radically reduced in size) from its members being a "conduit" feeding information back to their various departments to becoming a decision-making body. Would we then do away with the Executive Committee? Professor Fletcher preferred a larger Council, favoring the diversity of representation and opinion present in the larger assembly. A smaller body could not replace the Executive Committee altogether because it is presently charged to speak for the Council when the Council is not in regular session. Professor Kasson thought a smaller Council unnecessary in order to have "serious conversations" such as we now have.

Professor Rich Beckman (Journalism and Mass Communication) liked the present ratio of one Council representative for each 25 faculty within the divisions. Reducing the size of the Council would increase that ratio dramatically. "I can't imagine representing 50 colleagues and really bringing you something of value." Professor Jim Peacock (Anthropology) suggested looking at the model of North Carolina State University because its senate is smaller and more a decision-making body. "On the other hand, State is aspiring to be more like us in their Faculty Council." Professor Ferrell wanted to add another point: reducing the size of the Council would make it more difficult to apportion by rank.

Professor Bill Smith (Mathematics) was "strongly opposed" to reducing the size of the Council. While attending meetings of the Council over the years as an elected member had led to "some of my most boring afternoons," he nonetheless found the present size useful, especially during times of political unrest on campus or with problems with various programs, or with major resource considerations. He pointed to the recent discussions on establishing a faculty salary policy. The Council has an influential and decisive voice because each member represents 25 colleagues; the Council is taken seriously. He liked diversity in rank, diversity in discipline, diversity in interests. He also thought the Executive Committee needed to operate for a longer period of time before tinkering with the size of the Council.

Professor Reisner could not see how a modest change in the size of the Council would really change anything. Looking at the lower end of the reduction seemed "not worth the effort." He thought the Council could be more efficient if there were more interaction, perhaps in smaller groups of the Council, with the Executive Committee. Professor Laurel Files (Health Policy & Administration) spoke as a member of the Government Committee. She thought it would be "an enormous task" to find a method for reducing the size of the Council. Professor Maria Salgado (Romance Languages) worried that, if with its present size, one-third of the Council is absent at a given meeting, a smaller Council would have a similar rate of absenteeism. She, too, thought that a smaller Council would replace the Executive Committee. Professor Danis opposed the reduction for two reasons: the probability of having representation of tenure-track faculty would be further

diminished with the inclusion of non-tenure track faculty on the Council and the special value of joining with other faculty beyond our separate units would be lessened by reducing the total size.

Professor Brown concluded the discussion and called for the vote. The resolution was defeated unanimously.

**B. Research:** Michael T. Crimmins, Chair.

Professor Steve Bachenheimer (Microbiology) wished to point out that **post-doctoral fellows**, whose salaries are usually paid from research grants or other external fellowship sources, do not have access to the **health insurance** benefits that other faculty enjoy on the state health plan. He asked if we could urge the state to create some kind of personnel position that would enable these persons to pay for health insurance. Ms. Charest said that the University had designated these positions as extensions of the educational process and thus had considered post-docs as students. The Chancellor replied, "That is obviously an issue that needs to be looked at, and we'll look at that."

Professor Barry Lentz (Biochemistry & Biophysics) observed that the Committee on Research indicated in its report that it was looking at ways to evaluate the **mentoring** activities that research faculty undertake during their research. He asked if the Committee were aware that the Graduate School is now leading such an effort, and Professor Crimmins responded that they were.

**C. Advisory Committee on Undergraduate Admissions:** Stephen S. Birdsall, Chair.

Dean Birdsall pointed out that additional statistics had been added to the report this year in response to such a request from the Council last year. The Committee this year is addressing admission criteria and their effectiveness. With regard to this, he had asked Mr. Jim Walters, Director of Admissions, to speak.

Mr. Walters pointed out that a SACS self-study subcommittee had raised the question as to whether **intellectual criteria** were primary in admitting undergraduate students and whether too much emphasis was placed upon leadership traits and out-of-class activities. He said that the Admissions Office "does a 60-20-20 in terms of percentages": Sixty percent is based upon the high school academic record, including grade-point-average, class rank, extensiveness and completeness of the preparatory curriculum. Twenty percent is based upon ACT and SAT scores. Twenty percent is based upon out-of-class activities and evidence of leadership. The latter category is used as a kind of "tie-breaker." He thought this formula correct and fair. "Do we admit the best, the most outstanding students, who might have very little in the way of activities and leadership? Yes. The answer is a definite yes. Do we admit wonderful leaders who are weak academically? Absolutely not."

Another question had arisen regarding how the various **high schools** are evaluated for purposes of admission. A mean grade-point-average is established by taking the GPAs of enrolled students here at the University, all graduates of a given high school, over the course of a four-year period. On that basis, a school is ranked 1-5, with five as the highest score. In cases where such a validity study could not be undertaken, the Office makes a "subjective judgment," though there is a systematic way of doing this through questions addressed to guidance offices in the high schools.

Mr. Walters defended the value of SAT scores in helping to improve the predictability of candidates for admission. We presently enroll 58% of the students who are admitted -- a statistic higher than the 42% at Amherst, the 45% at Brown, the 47% at Davidson, the 41% at Duke, the 50% at Virginia. We visit every high school in the state, attend 124 college days and college nights, and offer a sophisticated mail-marketing program. "We have, I think, one of the better minority-student recruitment programs in the U.S." From our place on the World Wide Web, we now receive over 30 inquiries a day for applications for admissions. We're about a year away from an electronic application process. Students admitted who do not enroll typically identify three principal reasons: size, lack of merit-based scholarships, and lack of an engineering program.

He saw the need for more **merit-based scholarships** to be competitive with other schools. In response to a question from Professor Brown, Mr. Walters said that the lack of merit-based scholarships affects both out-of-state as well as in-state applicants. He indicated that we have only

about 50 merit-based scholarships for a class of 3,200 students. Chancellor Hooker asked about the ratio in our competing schools, and Mr. Walters said that he thought it included more than 300 merit-based scholarships at N.C. State and even more at Duke.

Professor Henry Hsiao (Biomedical Engineering) noted the increasing number of female students enrolling and wondered whether "in the long term that is good for this University. I wonder if that disparity is linked to the kind of programs we have here, and whether we might look into that." Mr. Walters replied that it was illegal to consider gender as part of an admissions decision. Fifty-nine percent of the applications last year were from women, and enrollments have been 56-61% female over the past two years.

Professor Paul Lachiewicz (Surgery) indicated that he has two children at Chapel Hill High School, and he thought that the University "does a fairly poor job of representing itself in terms of personal attention to students." He wanted to ask if there were quota systems for individual high schools; he had been told that for a female to be enrolled here from Chapel Hill High she would need a 4.0 grade-point-average. Mr. Walters said the quota idea was a "myth" because there are no quotas. From some high schools, every student applying is admitted, in others none are admitted. In the stronger high schools such as Chapel Hill High "it may mean we need to go deeper in that class if we're going to be fair to the students in that school because of where they had happened to be. And, in fact, we do." The need for a 4.0 GPA was also untrue.

Professor Files quoted from the report ("At the present time, the State of North Carolina's minimum subject requirements are not applicable to any private school and, therefore, are not applicable to students who are home-schooled.") and asked whether students from private schools were treated the same as those home-schooled. Dean Birdsall said that private schools were treated differently because they are "directly comparable to more formally structured high schools," unlike home-schooled applicants.

Professor Pete Andrews (Environmental Sciences & Engineering) noted the complaint from admitted students that the University was too large and impersonal, and he hoped this issue could be addressed in the Council's discussion of intellectual climate in January.

#### D. Scholarship, Awards, and Student Aid: W. James McCoy, Chair.

There were no questions in response to the report.

#### VI. Old or New Business.

There was none raised from the floor.

The meeting adjourned at 5 p.m.

George S. Lensing  
Secretary of the Faculty

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### 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.

December 8, 1995

No resolutions.

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