

MEETING OF THE GENERAL FACULTY AND FACULTY COUNCIL

Friday, March 29, 1996, 3:00 p.m.

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

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

AGENDA

Open Session

- I. Memorial Resolutions:
 - A. For the late James R. Gaskin: William R. Harmon, Chair, Memorial Committee.
 - B. For the late Edith K. MacRae: William E. Koch, 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. Director of the Sonja Haynes Stone Black Cultural Center Gerald Horne.
- V. The Task Force on Women at Carolina: Noelle Granger and Barbara Delon.
- VI. Annual Reports of Standing Committees:
 - ** A. Educational Policy (includes resolutions): James J. Gallagher & Anthony N. Passannante, Co-Chairs.
 - * B. Black Faculty: D. Soyini Madison, Chair. [postponed from February]¹
 - * C. Status of Minorities and the Disadvantaged: Judith R. Blau, Chair. [postponed from February]¹
 - * D. Faculty Welfare: Steven L. Bachenheimer, Chair. [postponed from February]¹
 - ** E. Administrative Board of the Library: Charlotte H. Mason, Chair.¹
- VII. Old or New Business.

Closed Session
(to non-faculty persons)
- VIII. Presentation of Candidates for Honorary Degrees for 1997 Commencement: Beverly W. Long, Chair, Committee on Honorary Degrees and Special Awards. [postponed from February]

George S. Lensing
Secretary of the Faculty

* Copies of these documents were circulated prior to the February Council 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.

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

THE DUE DATE FOR THE NEXT MEETING OF THE AGENDA COMMITTEE IS MARCH 22.

COUNCIL MEMBERS: PLEASE REMEMBER TO SIGN THE ROLL AND PICK UP A NAME TAG, LOCATED ON THE TABLE AT THE REAR DOOR.

SUMMARY OF PROCEEDINGS

MEETING OF THE GENERAL FACULTY AND FACULTY COUNCIL

Friday, March 29, 1996
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 58; Excused Absences 17; Unexcused Absences 16.

Open Session

I. Memorial Resolutions:

- A. For the late James Reubin Gaskin: William R. Harmon, Chair, Memorial Committee.
- B. For the late Edith K. MacRae: William E. Koch, Chair, Memorial Committee.

II. Chancellor Hooker.

The Chancellor reported the anonymous donation of a million dollars to be applied toward the construction of the Black Cultural Center. The money will be given over a ten-year period. He thought the gift was "breaking the logjam" that he had discovered in fund-raising for the Center. He hoped the negative image held by some could be overcome when the use of the Center as a world-class facility for academic research becomes better known.

He commended the work of the Chancellor's Task Force on Women and wished to associate himself with the recommendations in the report, especially the creation of an advisory committee to the Chancellor. He is "basically in sympathy with the idea of a Women's Center," though he has charged the Task Force to "cost out" the creation of the Center in the context of "reallocation of scarce resources." The proposal for the Center should be ranked by the Task Force among their other recommendations, and they should establish priorities among them.

Legislative action last year called for a teaching workload study. A committee working with Provost Richardson has established "differential workloads for campuses depending upon their mission." He noted that on Carnegie Research I campuses a four-course per year workload exists, while on Baccalaureate II campuses, eight courses per year are expected. The legislation calls for providing rewards for faculty who choose to teach overloads, and mechanisms for establishing such incentives will be left to the individual campuses. The recommendations will go from the General Administration to the Board of Governors and then to the General Assembly. He was particularly sensitive to the need to define teaching as more than "standing in front of a class." It must include working with research assistants or teaching assistants, being available to students during office hours, directing dissertations and independent study projects, etc.

The General Assembly also has mandated "an accountability and incentive fundings study." Provost Richardson and Chair of the Faculty Brown have been working on our recommendations, including a request for an additional six months to study and refine the response. "We also believe that the Board of Governors may recognize, say, 50% of the accountability measures to be applied to all sixteen campuses in the University system, the other 50% being specific to each campus relative to its mission."

The Chancellor had asked the Committee on University Government and its chair, Joe Ferrell, for recommendations for implementing the recently adopted mechanisms on salary policy. Professor Ferrell has suggested a few adjustments to the Faculty Code, and Provost Richardson and Faculty Chair Brown are working on these suggestions.

He noted that the number of grant proposals is down this year. Last year we brought in \$275 million in sponsored research, a 12.5% increase from the previous year. However, proposals submitted this year "have gone down fairly sharply." Vice Chancellor for Graduate Studies and

Research Tom Meyer believes that many faculty are "demoralized because of all the bad news coming out of Washington regarding prospects for the Federal agencies." The Chancellor wanted to point out, however, that the budget of the National Institutes of Health, our primary source of support, has increased this year. Funding, however, for the arts and humanities has been reduced. He thought we should "redouble our efforts to compete," however. He encouraged the faculty to make use of the Grant Source Library that is on-line and can be accessed by computer: it contains about 20,000 documents that represent possible funding sources.

Finally, the Chancellor noted the increased needs for parking on campus. He had considered the playing fields beside Carmichael Auditorium as one possible location for a new parking facility by placing it beneath the fields. However, carbon monoxide removal would require the installation of large fans. The facility would also increase the flow of traffic in the area. Other areas are also being considered. The Chancellor asked for questions.

Professor Pete Andrews (Environmental Sciences & Engineering) asked to present a statement of appreciation to Dean Stephen Birdsall upon the announcement of his retirement as dean next year: "I would like to express my sense of the widespread admiration and affection this faculty feels for the integrity and dedication with which Steve Birdsall has served as Dean, and our profound gratitude for the many contributions he has made to the College and to all the faculty and staff and students who comprise this University community. I invite the Council to join me in expressing our thanks and deep appreciation to Dean Birdsall." There was a round of applause from the Council, and the Chancellor promised to convey the expression of appreciation to the Dean.

Professor Barry Lentz (Biochemistry & Biophysics) pointed out the cramped facilities, especially in the biomedical sciences. "And if we get more grants now, we won't have any place to put the people that would do the work." The Chancellor responded that he was aware of the space issues, but that we shouldn't "fold our tent and go home" because it is now more difficult to get funding through grants.

Professor Steve Bayne (Dentistry) asked about the forthcoming IRS audit. The Chancellor said that the audit will probably cost a million to a million-and-half dollars to provide space, documentation, and staff support, and audits can last from one-to-three years.

Professor Jack Sasson (Religious Studies) disapproved of the programming now being offered on WUNC-FM, where "they are making it mind-to-mind mindless talk" and offering musically "the highly lightly" little piece for two seconds." He resented that we continue to call the station WUNC-FM because it is the mission of the University to raise the intellectual climate and to teach. Chancellor Hooker replied that this, too, was related to the issue of allocating scarce resources. The Legislature withdrew its financial support of the five UNC radio stations. The annual budget for WUNC is \$1.5 million. \$100,000 comes from the Federal government, but this, too, is now in jeopardy. \$1.2 million comes from listener contributions. The remainder comes from corporate sponsors. Since the change in programming, the ratings have risen dramatically. The Chancellor shared the "sense of anguish as a listener" at the shortened musical vignettes that are now broadcast. Professor Sasson thought that the goal of the station was not to attract larger audiences, and the Chancellor answered that the goal was survival. Professor Sasson was under the impression that, as of last August, the station was doing well financially, and he saw no need to change the programming. "I think the lowest common denominator is when we say to ourselves that the only thing we should worry about is whether we are losing more customers."

Professor Harry Gooder (Microbiology and Immunology) wanted to point out that the reduction in grant proposals may be owing in part to the fact that, because of the closing of the Federal government three times during the impasse over the Federal budget, deadlines have been changed by some agencies. The Chancellor agreed, but noted that General Administration tracked proposals submitted from all campuses, and this is the only campus that has experienced the decline."

III. Chair of the Faculty Jane D. Brown.

Professor Brown noted the overwhelming majority of the Council who endorsed the appointment of Dick Richardson as Provost. She invited the Council to join her in congratulating him, and there was a round of applause. The Executive Committee of the Faculty Council is continuing to work on the implementation of the mechanisms for faculty salaries, as well as the accountability measures mandated by the General Assembly. She thanked in particular the assistance of Professors Darryl Gless, Jack Evans, Gordon Whitaker, and Professors Bernadette Gray-Little and Karl Petersen who had aided her in drafting a formal response. She thought there had been some success in encouraging the General Administration to look at the proposed measure again. She is continuing to organize the Task Force on Intellectual Climate.

She extended several invitations.

* She urged the faculty to participate in the new University Campaign as an opportunity to make contributions and "give back to the Institution." Faculty can designate the programs they wish their contribution to aid.

* She encouraged the faculty to attend a meeting with our local representatives in the General Assembly that will take place on Tuesday afternoon, April 2.

* She noted that April 8-12 is Graduate and Professional Student Appreciation Week and an opening celebration on April 8 at noon. (She introduced Ms. Katherine Kraft, new President of the Graduate and Professional Student Federation.)

* She encouraged the faculty to attend a reception for the Commencement speaker, Seamus Heaney, on the afternoon of May 11.

* The Employee Appreciation Fair will take place on Friday, May 17.

* Professor Barbara Harris, Chair of the Curriculum in Women's Studies, announced the upcoming meeting of the Berkshire Conference on the History of Women to take place here on June 7-9. Approximately 2300 persons will be attending, and there will be 211 panels and workshops over eight time slots. She encouraged the faculty to attend.

* Professor Brown encouraged faculty also to support the Stand for Children rally in Washington, D.C., on June 1.

Dr. Tim Sanford (Director, Institutional Research) observed that one of the mechanisms for salary policy that had been adopted by the Council last month called for providing archival information on salaries. He pointed out that only current salaries can be open to the public, and "we cannot save those books from one year to the next" because the older salaries are no longer public information. They can be used, however, to make analyses for trends, etc. Professor Leonard thought we should move to change the law in the Legislature. He also asked if the information from previous years could be made available to members of the University community who serve on various boards or committees for which the information would be relevant. Dr. Sanford replied that the documents are not destroyed but kept internally. [In a subsequent communication, Dr. Sanford states that, having consulted with University attorneys, he now believes that salary records from previous years may be retained as part of the public record without removal.]

IV. Director of the Sonja Haynes Stone Black Cultural Center: Gerald Horne.

Professor Horne commended the Chancellor for his efforts in securing the recent million dollar donation for the construction of the Center and said that he could take no credit for the donation. He mentioned several forthcoming conferences sponsored by the BCC. He and others are organizing a conference for next year that will feature scholars from Japan, China, Malaysia, Korea, and other Asian countries who are focusing their scholarship on African-American experiences. Professor Judith Farquhar of Anthropology and Professor Emeritus of History George Tindall are assisting him in planning this. Another conference will coincide with the 20 Annual Jazz Festival and

will feature scholars working in jazz studies, especially musicians from North Carolina like Thelmonius Monk and John Coltrane. He is working with Professor Jim Ketch of the Department of Music and David Moltke-Hansen from the Center for the Study of the American South. He and Moltke-Hansen are also organizing a conference on immigration trends in North Carolina and the changing demographic consequences. Professor Catharine Newbury of the Department of Political Science and African Afro-American Studies will present a lecture on current conditions in Rwanda and Burundi on April 3, and Professor Glenn Hinson, of the Department of Anthropology, will present a paper at the BCC on "Voices of Soul: Folk Artistry in North Carolina."

He looked forward to facilities that will be available to the campus when the new BCC is constructed, including a library and classroom space that will be open to all departments. He invited the faculty to visit the BCC at any time.

V. The Chancellor's Task Force on Women at Carolina: Noelle Granger and Barbara Delon.

Professor Granger reminded the Council that the Task Force was created in early 1995 and consisted of seven faculty, six students, and three staff persons. The subcommittee work was chaired by four people, Elizabeth Gibson, Steve Leonard, Judith Scott, and Rachel Willis. The mission of the Task Force had been to produce an inventory and evaluation of existing programs and services and then to suggest strategies for improving their quality, coordination, and effectiveness. The report consists of about 44 pages, but she wished to summarize its content briefly.

History. Women were not admitted to the University until 1897, and by 1920 there were 80 women enrolled. By 1962, however, they constituted 22% of the student body, though they had separate housing, were required to live on campus, had a dress code, room inspections, closing hours for their dorms, and separate admission standards. It wasn't until 1972 that the University, faced with Title IX of the Federal Education Amendment prohibiting discrimination on the basis of sex, admitted women under the same standards as men. The growth of women faculty proceeded more slowly, the first joining the faculty in Elementary Education in 1927. By 1972, 11% of the faculty was made up of women, and by 1976, when women undergraduates outnumbered men for the first time, only 16% of the faculty were women. There are presently 24% of the faculty who are women and who are tenured or on the tenure track, while more than half of the EPA and fixed-term faculty are women. While real gains have been made in recruitment, hiring, and tenuring women faculty, other issues continue to resonate: salary equity, promotion, benefits such as maternity leave and child care, a chilly climate for women, second-class citizenship for fixed-term faculty.

The subcommittee chaired by Professor Gibson took inventories of divisions, schools, programs, departments and every other administrative group it could identify. The various activities involving women are presented as an appendix to the report. There are 65 different programs that in some way deal with issues of concern to women faculty, staff, and students. Of these, 19 have a commitment in their charters to serve women. The following problems were discovered. There is no mechanism for coordination about these various groups. Some categories of programs appear to be poorly represented -- especially safety, health services, legal services, psychological services, and support groups for social concerns. The level of contribution from the various entities is uneven from year to year. More programs serve students and faculty than staff. Resources from the community, but not the University, are available but a more integrated relation between the two is needed.

Another subcommittee conducted a survey of women's issues on campus; it was headed by Dr. Rachel Willis (Economics). The survey itself evolved into the University's first electronic survey and consisted of 20 statements to which respondents could agree or disagree. 1232 persons responded. Of the female respondents, 505 were students, 413 were staff, and 102 were faculty. The survey revealed the following information. Few women were aware of support services in the area outside the University. Few women are satisfied with the amount and quality of discussion of women's issues. Many women are dissatisfied with the cost and availability of child-care services. Work-life issues (supportive work environment, job schedules, maternity/paternity leave, etc.) are not viewed as a problem by staff but as a significant problem for faculty. Professional development (mentoring, career development, support during tenure/promotion, etc.) is a significant issue for students, faculty, and staff. Students agree that classroom atmosphere is conducive to their development. Students are somewhat dissatisfied with support for extracurricular activities and women's athletics and

intramurals. Faculty were neutral, but students and staff do not believe they have been discriminated against because of their sex or have been the object of harassment. (Open-ended comments reveal concern about more subtle kinds of discrimination, however.) All agreed that campus security is inadequate. Many women on campus lack information about health services, including mental health services, and there is some dissatisfaction about the quality of these services. Staff agree somewhat, but students and faculty disagree that the University meets the needs of minority women. All agree that the University does not meet the needs of the gay-lesbian community. There is strong agreement among all groups that better coordination of women's services is needed. There is agreement for the need of a women's center.

Professor Granger emphasized that the survey should not be viewed as an "instrument for extensive statistical analysis," but rather as a "pulse of women in the community."

The third assessment involved a survey of other comparable institutions, and this subcommittee was headed by Professor Steve Leonard and Judith Scott. It gathered information on services and resources provided for women in institutions comparable to our own. "And what was found is that most major institutions of the nature, size, and composition of this University have campus-based women's centers or some comparable administrative unit with a different name." Most of these centered provided services and programs directed toward advocacy and support of women's issues, educational programming, referral, and a commitment to avoid duplication of services. Institutions without women's centers were in the process of establishing them or had some mechanisms already in place, though they may have been known by other names.

The recommendations of the Task Force include the areas of security, health services, legal services, work-life issues, career development, mentoring, and chilly climate.

There is a proposal to establish a Women's Center, its director reporting to the Office of the Executive Vice Chancellor. It should gather and maintain current information on existing services; it should provide referral of women and men to those services; it should offer educational programming where needed; it should be an advocacy for services that we do not presently have. There should be coordination and connection with the University. It should sponsor representation of women's interests on University-wide committees. It should work in coordination with the Curriculum in Women's Studies (not to be located in the Center), with the Black Cultural Center, and with the University Development Office. It should be an advocate for systemic changes that will improve the lives of men and women in the University. The Center should have a full-time Director (who is a full-time faculty member) and a full-time staff support person. The Task Force recommends the inclusion of the Sexual Harassment Officer for the University in the Center and the jointly appointed staff career development counselor recommended for the Division of Human Resources. Adequate space should be provided. The Center should be fully developed within five years.

An Advisory Board on Women's Issues should be established with two subcommittees: one to oversee the establishment of the Center and its development and the other to oversee the implementation of the recommendations of the Task Force. The Board, to consist of faculty, staff, and students, should be in place by September 1996.

Barbara DeLeon wanted to point out the assistance and generosity of the Chancellor, particularly with the survey.

Professor Paul Farel (Physiology) saw the report in a long tradition of other excellent reports but with a "fundamental flaw: you're not asking for enough to accomplish what really needs to be done." Professor Bayne noted the opportunity of the forthcoming 25th anniversary to observe the changes that began in 1972. "There ought to be something marked in time that we could call attention to."

VI. Annual Reports of Standing Committees:

A. Educational Policy Committee: James J. Gallagher and Anthony N. Passannante, Co-Chairs.

Professor Gallagher noted that the Council had assigned the Committee six issues to examine. The first consisted of a complaint from students that a substantial number of take-home examinations or other work are assigned during the last week of the semester, an action contrary to the regulations. The Committee therefore brings the following resolution:

Resolution #1. Assignments that will be considered a part of the final examination should be clearly announced in the course syllabus, and should be due on the date of the examination.

The resolution was moved and seconded. Professor Miles Fletcher (History) asked if the recommendation was intended to supersede other regulations, such as the requirement that take-home examinations be approved by the dean. Professor Gallagher saw no contradiction between the resolution and the regulation. Put to a vote, the resolution passed unanimously.

Professor Gallagher introduced the second resolution that results from the action of a teaching assistant who was receiving pay for tutoring students who were in the same section in which he was performing as a teaching assistant.

Resolution #2. No instructional personnel, including teaching assistants, should be permitted to tutor for pay students whom they are currently teaching, grading, and/or evaluating. Such behavior creates an inevitable conflict of interest.

The resolution was moved and seconded. Ms. Heather Savitz (Student Government Liaison) asked if the resolution would affect outside groups such as the Athletic Department that pays teaching assistants to tutor students. Professor Gallagher said that the Committee had brought the issue to the Department of Athletics, and, although they thought the resolution might cause some problems, they could live with the resolution. Professor Leonard asked if the resolution applied only to instructional personnel currently in the process of teaching students. Would students who taught such students in previous semesters be exempt? Professor Gallagher replied that it applied only to students currently being taught. The resolution, put to a vote, was adopted unanimously.

Professor Gallagher noted that the third issue dealt with by the Committee involves the present state of classrooms. Classroom resources are provided through the Classroom Improvement Committee, the Classroom Advisory Committee, the Office of Instructional Technology, the Center for Teaching and Learning, etc. The Committee found little communication among these groups. Three problems must be considered: there is an inadequate number of classrooms; many are in poor condition; and there is inconsistent audiovisual support and inadequate offerings in advanced instructional technology. Four recommendations follow:

1. The Classroom Advisory Committee should be the primary source for recommending improvements of classrooms.
2. The Classroom Advisory Committee should be enlarged to include all relevant parties and more faculty members.
3. The Classroom Advisory Committee should create a long-range plan for upkeep and improvement, including both basic improvements and provisions for some high-tech classes.
4. Current classroom space is inadequate. Plans must provide for more, and the Classroom Advisory Committee should be consulted in making them.

Professor Bayne asked where our campus stands in comparison with other campuses regarding the number and quality of classrooms -- especially as a basis for appeal to the General Assembly for assistance. Professor Gallagher noted that the General Assembly will now figure such assistance as a fixed percentage of the annual budget. Professor Gooder thought it important to include persons from Health Affairs on the Classroom Advisory Committee and Professor Farel agreed. Professor Gallagher concurred. Professor Andrews added that the plans should be

coordinated with the non-academic parts of the University who can help "with the money vision and the real long-term planning." Professor Steve Bachenheimer (Microbiology & Immunology) noted that only two classrooms exist in the buildings south of Manning Drive, and in one of them much of the furniture is broken. "That's the state of the classrooms for virtually all of the graduate programs in the Health Affairs sphere." Professor Bayne noted that in the School of Dentistry the alumni are asked to contribute to refurbishing some of the classrooms, and he thought such alternative strategies important to explore.

Chancellor Hooker pointed out that the General Assembly now provides funding for renovation and repair from the 10% overhead receipts captured from our grant-sponsored research activity. We generate about \$50 million a year in overhead receipts, and \$5 million goes to Raleigh. It reverts back to the University for renovation and repair.

Professor Carole Crumley (Anthropology) noted the disrepair of Gerrard Hall, built in 1822, finding it "totally unusable by its unfortunate condition." Professor Leonard advised faculty to carry small tools like an adjustable wrench and a Phillips-head screwdriver. "You'd be surprised at how much you can accomplish."

Professor Gallagher noted the fourth issue to be examined by the Committee, the student bill of rights. Although the Committee was in sympathy with many of the issues raised by the students, it found the language of the document "confrontational with lots of 'musts' and 'shalls'" directed toward faculty. The Committee recommends that a subgroup from the Educational Policy Committee should work collaboratively with a subgroup of students to develop a joint statement of faculty-student responsibilities. Before his term expired as Student-Body President, Calvin Cunningham concurred with the recommendation.

A fifth issue considered by the Committee involves representation by fixed-term faculty on the Educational Policy Committee. The Committee recommends no change in the Faculty Code, "with the result that fixed-term faculty would be eligible to vote for and serve on the Committee." Finally, the Committee has been asked by the Council to serve as a liaison with the University to improve the intellectual climate. It is now waiting for the formation of the Task Force on Intellectual Climate and will communicate with it to avoid duplication of effort.

B. Black Faculty: D. Soyini Madison, Chair.

Because Professor Madison and other members of the Committee could not be present, the report will be taken up in April.

C. Status of Minorities and the Disadvantaged: Judith R. Blau, Chair.

There were no comments about the report.

D. Faculty Welfare: Steven L. Bachenheimer, Chair.

Professor Farel noted that benefits for domestic partners were not included as part of the discussions of the Committee in the report, and Professor Bachenheimer replied that it was an oversight. "The Committee will continue to monitor that."

E. Administrative Board of the Library: Charlotte H Mason, Chair.

Professor Mason thought that "the Library basically has managed to hold their own this year," though, in an absolute sense, there is a long way to go. Librarian salaries presently rank between 77 and 90 among the rankings of the 108 academic research libraries. She noted also the rising costs of serial subscriptions. In response to a question from Professor Brown, Professor Joe Hewitt (Director, Academic Affairs Library) said that salaries of librarians are now proposed to be counted with faculty salaries.

VII. Old or New Business.

Professor Dirk Frankenberg (Marine Sciences) reported that the Faculty-Legislature Liaison Committee is attempting to compile a list of faculty and staff who are serving on boards, commissions, and study committees of the Legislature and State. A survey sent to deans, directors, and department heads identifies more than 80 faculty and staff serving on formal committees and another 33 who are advising such boards and commissions. He asked the Council to assist in identifying others who may be serving in such capacities. The Public Service Roundtable will supplement the list and include it on their web pages.

Professor Bayne asked if the Executive Committee of the Faculty Council had been considering problems, locally and nationally, identified with tenure. Professor Brown assured him that the Committee would take up the matter.

Closed Session
(to non-faculty persons)

VIII. Presentations of Candidates for Honorary Degrees for 1997 Commencement: George S. Lensing for Beverly W. Long, Chair, Committee on Honorary Degrees and Special Awards.

[Professor Lensing presented the names of five candidates for honorary degrees and read a brief biographical sketch of each. The slate was unanimously adopted.]

The meeting adjourned at 5:10 pm.

George S. Lensing
Secretary of the Faculty

Actions of the Council
1995-96

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

	"Principles to Guide Action" [in five parts] on determining salary policy.	To Deans, Directors, and Department Heads.
December 8, 1995	No resolutions.	--
January 19, 1996	Amendment to <u>Faculty Code of University Government</u> extending representation and voting rights to lecturers and lecturer-equivalents under certain conditions.	To Secretary of the Faculty.
	Resolution from Executive Committee of Faculty Council charging the Educational Policy Committee to act as a liaison with committees and institutional offices between faculty and students.	To Professors Tony Passannante and James J. Gallagher, co-chairs of Educational Policy Committee.
	Resolution from Executive Committee of Faculty Council calling upon the Chancellor to create a task force to explore mechanisms for facilitating greater faculty-student interaction inside and outside the classroom.	To Chancellor Michael Hooker.
	Resolution from Committee on Status of Women charging the Office of Affirmative Action to increase its efforts to ascertain reasons why departing faculty members choose to leave and to report to Faculty Council through Committee on Status of Women.	To Mr. Robert Cannon, Affirmative Action Officer.
	Resolution from Committee on Status of Women calling on Vice Chancellors of Academic and Health Affairs to direct their respective deans to solicit from the deans' unit heads procedures used in promotions from Associate to Full Professor, strategies to promote women's access to Full Professor status, and outcomes of recent decisions in this category. Results should be reported back to the Council in 1996.	To Interim Provost Richard Richardson and Vice Chancellor Garland Hershey.
February 23, 1996	Mechanisms to Implement Salary Principles.	To Chancellor Hooker.
March 29, 1996	Resolution from Educational Policy Committee stating that assignments which are part of final examinations should be announced in course syllabi and become due on date of examination.	To Deans, Directors, and Department Heads.
	Resolution from Educational Policy Committee stating that no instructional personnel shall tutor students for pay whom they are currently teaching, grading, or evaluating.	To Deans, Directors, and Department Heads.

Dr. Edith Krugelis MacRae

Memorial Statement Read at the University Faculty Council

The sudden death of Dr. Edith K. MacRae on October 7, 1995 took from the university community a retired faculty member who had not ceased, even in retirement, to be a devoted friend, scholar, and teacher. Professor MacRae was born in Waterbury, CT in 1919. Her undergraduate education at Bates College, Lewiston, ME and graduate studies at Columbia University prepared her for wide ranging investigations in both invertebrate cell biology and in the functions and morphology of vertebrate tissues and cells. She performed postgraduate research at Carlsberg Laboratory in Copenhagen, Denmark as a Donner Fellow, at the University of California at Berkeley as a Guggenheim Fellow, at the University of Pennsylvania, and at Yale University. Her teaching career was equally broad and included positions at Vassar College, Massachusetts Institute of Technology (as the first woman on the faculty of Biology), and at the University of Illinois, where, prior to coming to Chapel Hill, she served as Acting Head and Chairman of the Department of Anatomy. In 1972, she accepted an academic position in the Department of Anatomy at the University of North Carolina at Chapel Hill.

Her academic position in the School of Medicine at UNC brought her into contact with first year medical students. As course director for the Medical Histology course, she constantly exploited newly developed techniques for tissue preparation, and her efforts led directly to the department being recognized for the high quality of study materials provided to students. Her facility for teaching and devotion to the students led to her recognition, more than once, as Basic Science Teacher of the Year. These attributes, and the view that students perform at the highest level, raised the

excellence of the teaching enterprise in the department. Her passion was evident in the early formative phase of the summer Medical Education Development Program during which the program gained its organizational foundation and the basis on which it has come to be recognized as the best "predevelopment" program in the country. Even throughout 1994-1995 and well into retirement, teaching continued to be an issue in her life. She served as chair for the development of a prototype curriculum in the local AMA sponsored 3000/2000 program designed to interest minority high school students in careers in the health sciences.

At a personal level, Edith was unfailingly polite and friendly. She had an easygoing sense of humor, a love of words and the manners in which they can be used (or misused), and a desire to share knowledge of her field. Following her retirement, Edith expanded on an interest in rocks and evolution and became a student of Geology; she took each of the basic University Geology courses and became a close friend and nearly a colleague of the faculty in that department. With her skill as a photographer, she amassed a collection of slides of those dramatic and subtle features of the world that reflect geological events shaping the continents as we know them and even lectured to students in at least one of the basic Geology courses.

She served as a friend to many in the academic community, acted as a mentor to many younger faculty, and, in the manner in which she met her responsibilities and challenges, she was as an example to all of our faculty.

William E. Koch, Chairman

Royce L. Montgomery

William S. Pollitzer

Dr. Edith Krugelis MacRae

Memorial Statement Read at the University Faculty Council

The sudden death of Dr. Edith K. MacRae on October 7, 1995 took from the university community a retired faculty member who had not ceased, even in retirement, to be a devoted friend, scholar, and teacher. Professor MacRae was born in Waterbury, CT in 1919. Her undergraduate education at Bates College, Lewiston, ME and graduate studies at Columbia University prepared her for wide ranging investigations in both invertebrate cell biology and in the functions and morphology of vertebrate tissues and cells. She performed postgraduate research at Carlsberg Laboratory in Copenhagen, Denmark as a Donner Fellow, at the University of California at Berkeley as a Guggenheim Fellow, at the University of Pennsylvania, and at Yale University. Her teaching career was equally broad and included positions at Vassar College, Massachusetts Institute of Technology (as the first woman on the faculty of Biology), and at the University of Illinois, where, prior to coming to Chapel Hill, she served as Acting Head and Chairman of the Department of Anatomy. In 1972, she accepted an academic position in the Department of Anatomy at the University of North Carolina at Chapel Hill.

Her academic position in the School of Medicine at UNC brought her into contact with first year medical students. As course director for the Medical Histology course, she constantly exploited newly developed techniques for tissue preparation, and her efforts led directly to the department being recognized for the high quality of study materials provided to students. Her faculty for teaching and devotion to the students led to her recognition, more than once, as Basic Science Teacher of the Year. These attributes, and the view that students perform at the highest level, raised the

excellence of the teaching enterprise in the department. Her passion was evident in the early formative phase of the summer Medical Education Development Program during which the program gained its organizational foundation and the basis on which it has come to be recognized as the best "predevelopment" program in the country. Even throughout 1994-1995 and well into retirement, teaching continued to be an issue in her life. She served as chair for the development of a prototype curriculum in the local AMA sponsored 3000/2000 program designed to interest minority high school students in careers in the health sciences.

At a personal level, Edith was unfailingly polite and friendly. She had an easygoing sense of humor, a love of words and the manners in which they can be used (or misused), and a desire to share knowledge of her field. Following her retirement, Edith expanded on an interest in rocks and evolution and became a student of Geology; she took each of the basic University Geology courses and became a close friend and nearly a colleague of the faculty in that department. With her skill as a photographer, she amassed a collection of slides of those dramatic and subtle features of the world that reflect geological events shaping the continents as we know them and even lectured to students in at least one of the basic Geology courses.

She served as a friend to many in the academic community, acted as a mentor to many younger faculty, and, in the manner in which she met her responsibilities and challenges, she was as an example to all of our faculty.

William E. Koch, Chairman

Royce L. Montgomery

William S. Pollitzer

James Reuben Gaskin, 1921-1995

By the time he of his death at the age of seventy-four on September 22, 1995, James Reuben Gaskin had been a citizen of the Chapel Hill community and a servant of its University for upwards of fifty years.

Born in Summerville, Georgia, and raised in Georgia and Tennessee, Professor Gaskin finished the two-year program at Young Harris College in Georgia in 1939 and went on for a bachelor's degree at the University of Chattanooga, graduating in 1941. After five years of Navy service in World War II and a short stay at Young Harris as an English teacher, Professor Gaskin enrolled in the graduate program here, specializing in the English language and Medieval literature. He was made an Instructor in 1950, while still a student, and awarded the doctorate in 1952. At that time he became an assistant professor.

Professor Gaskin was the co-author of A Language Reader for Writers (1966), and he was a frequent contributor of reviews and notes on language, linguistics, and lexicography to professional journals.

From the beginning of his career here, Professor Gaskin was called on to occupy a formidable variety of administrative posts: Assistant Dean and Associate Dean of the Graduate School; Director of the Summer School; Chairman of the Department of Linguistics, Slavic and Oriental Languages; Registrar and Director of Institutional Research; Chairman of the Department

of English (twice); and Dean of the College of Arts and Sciences.

Known as the most resourceful troubleshooter on campus, Professor Gaskin was routinely handed the messiest problems to solve. Such matters involved students in trouble and employees with complaints, and Professor Gaskin consistently applied himself with such wisdom and justice that all could agree that the disposition of some vexatious difficulty or predicament was the best that rational, accommodating, and humane discourse could find. He succeeded in inspiring the trust of all parties in issues of conflict, whether it involved the wages of striking cafeteria workers or the publicly controversial content of a class presented by a graduate teaching assistant. Although in many ways an idealist and a philosopher, he was also brilliantly aware of politics as "the art of the possible," and he concentrated on what was practical and realistic.

On December 9, 1995, the Department of English sponsored a memorial service at which the departmental library was named in Professor Gaskin's honor. His colleagues and children, recalling his humor, fairness, eloquence, and wisdom, remembered how Professor Gaskin, more than almost anyone else since World War II, had devoted himself to making Chapel Hill and the University better places.

William Harmon

Kimball King

George Lensing

James Reuben Gaskin, 1921-1995

By the time he died at the age of seventy-four on September 22, 1995, James Reuben Gaskin had been a citizen of the Chapel Hill community and a servant of its University for upwards of fifty years.

Born in Summerville, Georgia, and raised in Georgia and Tennessee, Professor Gaskin finished the two-year program at Young Harris College in Georgia in 1939 and went on for a bachelor's degree at the University of Chattanooga, graduating in 1941, just in time to serve for five years in the Navy in World War II. He began his career as an enlisted quartermaster aboard a destroyer escort in the Pacific and later became a commissioned officer. Already a teacher, he devoted much of his Navy duty to the training of others.

Discharged in 1946, Professor Gaskin returned to Young Harris as an English teacher. Soon he enrolled in the graduate program at the University of North Carolina, specializing in the English language and Medieval literature. He was made an instructor in 1950, while still a student, and awarded the doctorate in 1952, with a dissertation entitled "Structural Principle and Device in Beowulf." At that time he became an assistant professor. It remains noteworthy that around 1950 the department hired three of its own: James R. Gaskin, C. Hugh Holman, and George M. Harper, who had all arrived in the aftermath of World War II. All three went on to careers of superla-

tive distinction as teachers, scholars, and administrators. Professor Gaskin was the co-author, with Professor Jack Suberman, of A Language Reader for Writers (1966), and he was a frequent contributor of reviews and notes on language, linguistics, and lexicography to the Sewanee Review.

Professor Gaskin was called on to occupy a formidable variety of administrative posts: Assistant Dean of the Graduate School, 1957-1961; Associate Dean of the Graduate School, 1961-1962; Director of the Summer School, 1964-1969; Chairman of the Department of Linguistics, Slavic and Oriental Languages, 1964-1965; Registrar and Director of Institutional Research, 1969-1971; Chairman of the Department of English, 1971-1972 and 1977-1980; Dean of the College of Arts and Sciences, 1972-1977.

Professor Gaskin was known as the most resourceful trouble-shooter on campus, and he was routinely given the messiest problems to solve. Such problems involved students in trouble and employees with complaints, and Professor Gaskin consistently applied himself with such wisdom and justice that all could agree that the disposition of some vexatious difficulty or predicament was the best that rational and humane discourse could find. He succeeded in inspiring the trust of all parties in issues of conflict, whether it involved the wages of striking cafeteria workers or the publicly controversial content of a class presented by a graduate teaching assistant. Although in many ways an idealist and a philosopher, he was also brilliantly aware of politics as "the art of the possible," and he concentrated on what was practical and realistic.

Professor Gaskin served Chapel Hill as a citizen and also as a student and a parent: his wife Nora, who died in 1992, was active in University affairs; and all three of their children attended the University.

On December 9, 1995, the Department of English sponsored a memorial service at which the departmental library was named in Professor Gaskin's honor. His colleagues and children, recalling his humor, fairness, eloquence, and wisdom, remembered how Professor Gaskin, more than almost anyone else since World War II, had devoted himself to making Chapel Hill and the University better places.

William Harmon

Kimball King

George Lensing

FINAL REPORT
Chancellor's Task Force On Women at Carolina
March 1996

The Chancellor's Task Force on Women at Carolina is pleased to submit its report to Chancellor Hooker, the Faculty Council, and the University community concerning the current and future environment for women on the campus of the University of North Carolina at Chapel Hill (hereafter referred to as the University or UNC).

This report is composed of five sections. The first, the background to the report, describes the integral history of women on this campus, summarizes the results of public reports from University committees and faculty dealing with women's issues during the last two decades, and details the creation of the Task Force. The second section presents the inventory, made by the Task Force, of women's programs and services at the University and presents concerns raised by members of the University community during the course of the inventory. The third presents the results of an electronic survey, the University's first, of the perceived needs of women on this campus, taken by members of all constituencies of the community. The fourth reviews information gathered from institutions which are similar in size and mission to UNC or which are geographical neighbors. The final section details the specific recommendations of the Task Force for increasing, strengthening, and improving the University's support of women faculty, staff and students over a time line that will encompass the early part of the next century.

I. Historical legacy and current situation

A. *History of women at the University of North Carolina at Chapel Hill* (excerpted in part from "Women on the Hill: A History of Women at the University of North Carolina" by Pamela Dean)

Pamela Dean notes in "Women on the Hill: A History of Women at the University of North Carolina" that in the mid-1800s, men crossing the campus to reach the University baths were warned of a lady's approach by the cry of "angel on campus," suggesting the presence of an ethereal invader. In 1995, women at UNC can no longer be considered either ethereal or invasive: they constitute 25% of the faculty, 66% of the staff, and 58% of the students. How was this point reached?

Women were first admitted to the University in 1897, approximately 100 years after it opened, but to junior and senior level courses only. The University granted its first degree to a woman in 1898, and from these earliest of women graduates came lawyers, educators, a president of Sweet Briar College, and leaders in the women's suffrage movement.

Despite documented barriers of condescension, suffering, and occasionally outright opposition, the number of women students gradually increased, until by 1920 there were 80 women on campus. The early UNC coeds maintained the highest GPA of any group on campus. Lacking access to any organizations or activities of the University, they created their own: a basketball team, two sororities and the beginnings of a student government that paralleled the one in place for the men. The University newspaper, the *Tar Heel*, recorded the response of men to the increasingly obtrusive presence of women at the University in the 1920s and '30s, in a series of editorials that claimed that co-education of women would prevent deserving young men from matriculating and would turn the institution into a semi-effeminate college.

By 1962, 1900 women constituted approximately 22% of the student body. However, women

were still peripheral to the University as a whole. They had separate and distinct housing, all but graduate students being required to live on campus. There was a dress code for women, closing hours for their dorms, room inspections, separate admission standards, a separate system of government, and a Dean of Women (there was no Dean of Men).

Real changes in the status of women students finally began in 1963, when the Trustees of the University voted to admit freshman women to the fine arts programs and shortly after, to other programs as well. In 1972, when the enrollment of women reached 30% and the University was faced with a federal mandate to eliminate sexual discrimination, women were finally admitted under the same standards as men. The rules and regulations governing the life of the coeds were abolished, and the requirement of a separate government, organizations and activities was eliminated.

The acceptance of women faculty has proceeded even more slowly. The first woman joined the regular faculty as an assistant professor of elementary education in 1927, but it was 1965 before the History Department accepted a woman in a tenure track position: Gillian Cell, who later became the first and, to this date, only female Dean of the College of Arts and Sciences. As late as 1970, there was only one woman faculty member in the English Department, out of a total faculty of 60, and by 1976, when women outnumbered men in the freshman class for the first time, only 16% of the faculty at all ranks were women.

In 1974, it was suggested that a women's studies program be established at the University, and following an investigation of this suggestion, an ad hoc committee recommended the founding of such a program to the Faculty Council in 1977. Mary Turner Lane, during her tenure as its first director, helped to bring to the campus the Duke-UNC Women's Studies Research Center, with a grant from the Ford Foundation. This research center, still a joint Duke-UNC effort, is now the Center for Research on Women. The Women's Studies Program has flourished in the years since its inception and became a degree-granting curriculum in 1992, with academic ties to state, local and national women's groups.

At the present time, the composition of the University community by sex is as follows:

Students (source: University Registrar)			
Undergraduate:	6,318 male (39.7%)	9,384 female (60.3%)	
Graduate:	3,059 male (43.4%)	3,985 female (56.6%)	
Professional	953 male (56.3%)	740 female (43.7%)	
Total, all students	10,330 male (42.2%)	14,109 female (57.7%)	

Permanent Staff Employees (full time and part-time; excluding EPA, temporary, students, UNCH, GA, anyone less than 20 hr per week)(source: Quarterly SPA Employee EEO Departmental Profiles)

	2,051 male (34.4%)	3,915 female (65.6%)
--	--------------------	----------------------

Faculty (source: Faculty Employment Review; Administrative Date Processing, Sept. 30, 1996)

Tenured/TenureTrack	1,330 male (76.3%)	414 female (23.7%)
Fixed Term	231 male (53.1%)	204 female (46.9%)
EPA Non-Faculty	316 male (50.3%)	311 female (49.7%)

In summary, it is clear from the history of women at UNC that they have become a forceful presence on the campus, in no small measure due to ingenuity and persistence. It is true that the societal pressures that initially dictated resistance to their acceptance also contributed to changes in the response of the institution to the presence of women. But the energy and commitment of the

women faculty, staff and students in bringing the University to this point is a major contributing factor. The fears of the men in the 1920s that the presence of women would alter their University were well-founded. The University has changed, and women are now an inextricable part of all segments of the college community and the curriculum.

B. Recent history of women's concerns: committee reports and faculty research from 1972 to 1995.

The major, persistent concerns of women on the UNC campus have been made known through the reports of a number of University-wide committees and faculty research in the years since women were first admitted to the University under the same standards as men. These are summarized in chronological order, to provide a history and background for the present study.

1. Review of the activities of the Committee on the Status of Women 1972-1991 (by Rebecca Wilder, chairperson 1992-93 and 1994-present, presented to the Faculty Council in 1992)

A review of issues and recommendations from the Faculty Council's Committee on the Status of Women for each year from the committee's inception in 1972 to 1991 revealed that for women faculty, the subjects of salary equity, recruitment and hiring, retention, tenure and promotion, EPA non-faculty positions, fringe benefits (maternity; child care), and record keeping of faculty data were recurring concerns.

2. Committee on the Status of Women's Survey of Women in Health Affairs, 1986

This report summarized the results of a survey of full-time tenure-track, fixed-term, and EPA non-faculty women in the Division of Health Affairs. The survey instrument asked for information on, among other things, work/family conflicts, familiarity with tenure requirements, opportunities for professional development, recruitment practices, needs for skill development, availability of interpersonal support, and discriminatory experiences.

- The great majority of the women faculty indicated that they understood University tenure procedures and that their schools had written criteria, but that junior faculty lacked guidance about the tenure process.
- Approximately half of the respondents in non-tenure track positions indicated that they would like a tenure-track position.
- Two-thirds of the respondents indicated that they did not receive evaluations at regular intervals, using explicit criteria, and many respondents indicated that they had a sense of second-class citizenship.
- When asked whether they had experienced behaviors and events that perpetuate inequalities for women, half the respondents said they had experienced condescension, and a smaller number cited role stereotyping, tokenism and exclusion.
- Significant conflicts were reported between work demands and family or personal needs, specifically heavy workloads, inflexible work schedules, and poor leave policies.
- A fairly consistent pattern of conflicts associated with balancing family and professional roles or workload was found across all units in the division, with balancing being the biggest problem for junior faculty and clinical personnel and workloads for senior tenure-track faculty. Inflexible work schedules were the biggest problems for research assistants and associates.
- The three top priorities for action selected from a list of fifteen by the respondents were

salary inequities, junior faculty development programs, and day care.

Recommendations by the Committee on the basis of the survey included:

- (1) policy initiatives: written departmental criteria for promotion and tenure; the development of mentoring systems; attention to the professional needs of fixed term and EPA non-faculty personnel; enhanced departmental recruitment efforts with respect to women; and job restructuring;
- (2) resource allocation: pay equity and day care;
- (3) specific professional development needs: the establishment and publicizing of training opportunities and problems of sexual discrimination; and
- (4) long term commitment to professional development and equity issues.

3. Report on Mentoring in the School of Medicine, 1987 (with reference to women)

The Committee on Faculty Development and Affirmative Action in the School of Medicine designed a study to analyze the perception of mentor functions by junior faculty and departmental chairs and to determine the need for mentoring within the School. This study involved a standardized interview of all departmental chairs and a questionnaire that was sent to a sample of 84 junior faculty who had been appointed in tenure-track positions less than for three years and that had an 88% response rate.

- The majority of the chairs perceived mentoring as a non-designated, naturally-developing informal relationship between an established faculty member and a junior member of their department and saw themselves as mentors for all their faculty.
- Basic science chairs felt mentoring should be selective and voluntary; 50% of the clinical chairs believed it should be mandatory. The chairs emphasized that the establishment and maintenance of the research program is the major problem facing new faculty, irrespective of gender.
- The respondents to the survey indicated a strong belief that a mentor is an essential ingredient of a successful career for both men and women. Nevertheless, 43% of the respondents did not have a mentor. Mentor functions were defined in the areas of (1) research and scholarly activities; (2) administrative, departmental and university policies; (3) career development/politics; (4) teaching; (5) emotional and social support; and (6) clinical functions. The questionnaire revealed no clear differences in the perceptions of mentor functions, based on gender.
- Other notable, gender-related differences: women were more likely than men to have difficulty in obtaining information on policies and procedures and were more likely to find a departmental handbook or policy statement useful.

The Committee recommended, among other things, that:

- 1) Individual departments formalize a mechanism to support and encourage mentoring within the department;
- 2) A variety of mentoring options be offered to the faculty, from formal to informal;
- 3) Clear statements of those policies affecting the career development of junior faculty be provided by each department; and
- 4) Mentoring be recognized as an important function of senior faculty.

4. Report of Professor Linda Brooks and the Office of Student Affairs on the incidence of sexual harassment experienced by women faculty and graduate students on campus, 1990

(Brooks, L., and Perot, A.R. 1991. Reporting sexual harassment. Psych. Women Quart. 15:31-47)

Using a standardized sexual experiences questionnaire (SEQ) to assess the incidence of sexual

harassment, Dr. Brooks found that 89.7% of the 214 randomly selected women faculty and 63.8% of the 276 graduate students had experienced at least one level of sexual harassment, as defined in the questionnaire. The three most cited behaviors were "treated differently due to gender," sexist remarks about women's behavior and career options, and suggestive stories and offensive jokes.

5. Chancellor's Committee on Community and Diversity, 1991 (with reference to women)

In its final report in October of 1991, the Chancellor's Committee on Community and Diversity examined the number of women in different roles in the campus community.

- It was found that women were in the majority in the undergraduate and graduate student populations and women were only slightly less than half of the professional students.
- Substantial headway had been made in increasing the presence of women in faculty and administrative ranks, with a doubling of women in faculty positions (to 25.4%) since 1972.
- The proportion of women full professors was reported as unchanged since 1988, based on data from the Committee on the Status of Women, with only eight women holding the rank of distinguished professor as of December 1990.
- At the time of the report, women constituted 41.2% of EPA non-faculty positions in academic affairs and 53.4% in health affairs. Also as of December 1990, 94 women served the University in high ranking administrative positions, ranging from assistant to the chancellor, deans, associate and assistant deans, and directors or departmental chairs. Female employees made up 66.7% of the staff work force, concentrated heavily in clerical and secretarial positions (90%) women.

A study by Dr. Brooks and the Office of Student Affairs (fall, 1990) on incidents of alleged sexual harassment of undergraduate women spoke to the sense of community for women. The results revealed that 91% of the students experienced some sort of peer harassment, seduction, bribery, threat or sexual imposition at least once. The American Council on Education's Project on the Status of Women labelled the environment of sexual harassment and more subtle forms of discrimination against women students a "chilly climate."

- The Committee talked informally to University staff members and found that there were a number of well-recognized "hot spots" on campus where women experienced uncomfortable work environments due to harassment and retaliation.
- The Committee found that a number of initiatives were being taken to address the problem of the chilly climate for women on campus, including the creation of the Division of Human Resources, the establishment of policies prohibiting sexual harassment and discrimination on the basis of sexual orientation, and the formation of the Chancellor's Committee on Sexual Harassment.

It was concluded that the goal of a supportive and nurturing environment as part of a healthy institutional community remained unrealized at the time of the committee report and that the campus's capacity to strengthen its diversity and sense of community remained heavily dependent on individual initiatives and the efforts of campus administrative offices with other primary goals. Recommendations included strategies to attract a more diverse student body and to attract and retain a more diverse faculty and staff; strategies to enhance the quality of community for students, faculty, and staff on campus; and strategies to enhance renewal and improvement through addressing the goals of diversity and community.

6. Fixed-Term Faculty Survey by the Committee on the Status of Women, 1991

As early as 1978, the Committee on the Status of Women called to the attention of the faculty and

Chancellor the disproportionately high number of women in fixed-term faculty appointments. There was no apparent follow-up to a recommendation for an investigation of the reasons for this, so in the spring of 1991, the Committee conducted a survey of UNC faculty with fixed-term appointments, based on the observation that 45.5% of the faculty on fixed term appointments at that time were women, compared to 25.4% of the faculty overall. The survey sought to discover the reasons why faculty are given fixed term appointments, the level of their satisfaction with such appointments, and if there were a difference between men and women in the reasons for their appointments and their level of satisfaction. It was found that:

- Only 32% of fixed term faculty at the time of the survey had more than five years of service with the University; thus it was concluded that a significant portion of fixed term faculty leave their positions within the first five years of service.
 - With regard to the reasons for fixed-term appointments, men and women in Academic Affairs cited that their positions were traditionally fixed-term more often than men and women in Health Affairs.
 - Men and women in Health Affairs more frequently cited that the appointment was given at the discretion of the dean or departmental chair, that their duties were entirely research or entirely clinical, or that the position was supported by a non-state source of funding.
 - Women in Health Affairs expressed the strongest preference for fixed-term status (62%), followed by men in Academic Affairs (59%), women in Academic Affairs (40%) and men in Health Affairs (30%). In all, 65% of the male faculty and 43% of the female faculty claimed their preference was "not at all" a factor in their fixed-term status.
 - With regard to their satisfaction with their status, 66% of male faculty and 73% of female faculty expressed some satisfaction with their fixed-term status.
- The survey thus did not uncover widespread dissatisfaction with fixed-term appointments, with women more than men inclined to see the advantages of such an appointment (lack of a tenure clock, less pressure to do research and publish, greater job flexibility and less pressure to teach). The major problems uncovered were (1) "second-class citizen" treatment by tenure track colleagues; (2) lack of information about benefits; and (3) the perceived practice by departments of not considering fixed-term faculty for tenure track positions.
- The Committee on the Status of Women recommended that appropriate units in the University address the concerns of "second-class citizenship" and reduced benefits and that University departments having fixed-term faculty should review any existing practice of not considering them as potentially qualified candidates for tenure track positions.

7. Southern Association of Colleges and Schools (SACS) Reaccreditation Self-Study, 1993

The lengthy and detailed SACS self-study focussed on University functions. Of the 90 suggestions made by the committee, only a few were directly or solely related to previously recognized concerns of women. The report mentioned, but did not address, the chilly climate for women students, faculty and staff. Specific suggestions related to previously expressed women's concerns:

- #22) There should be an increase in support for the Women's Studies curriculum.
- #60) The University should seek out and correct salary inequities.
- #62) The University should continue ongoing efforts to build a more inclusive environment for all faculty, to clarify and publicize its tenure and promotion procedures, and to ensure their equity.
- #89) The University should examine and possibly rethink the adequacy of funding for women's softball.

#90) The University should expand its efforts to alleviate inequities such as those evident in women's basketball; should establish criteria to evaluate regularly progress in the alleviation of such inequities; and...should commit itself to making UNC-Chapel Hill women's sports a model in terms of institutional support as well as competitive success.

8. *Committee on the Status of Women Annual Report, 1995*

In its report for 1995, the Committee on the Status of Women reported results from a study of promotion patterns in a cohort of faculty hired as assistant professors between 1980 and 1985.

- It reported no gender disparity in the promotion from assistant to associate professor, although there was a slightly greater tendency for men to receive tenure and women to leave without promotion in Academic Affairs.
- There was a notable gender difference in the fractions of the cohort promoted from associate to full professor in Academic Affairs: 42% of the men but only 17% of the women.
- Female associate professors in the cohort showed a greater tendency to leave the University without promotion than males (37% vs 26% in Health Affairs and 39% vs 16% in Academic Affairs).

It was recommended that the University do a better assessment of the reasons why more women faculty leave without promotion than men and that both Academic and Health Affairs examine their procedures for promotion from associate to full professor.

The Faculty Council affirmed these recommendations, which are being acted upon at the direction of the Chancellor. Furthermore, the Committee on the Status of Women is continuing with a study designed to create better exit interviewing.

9. *Summary*

It is clear from these several studies devoted totally or in part to the status and concerns of women within the University community that there are themes continuing to resonate in 1996, despite recent gains in recruitment and hiring, retention, and tenure: salary equity, promotion, fringe benefits (maternity leave; child care), "chilly climate," and second class citizenship (fixed term faculty). Furthermore, most of these studies concerned faculty or faculty and students. The concerns and needs of women staff have been largely overlooked in these reports.

C. *History of the Task Force on Women at Carolina*

In February of 1994, a group of students active in various women's groups on the campus created a working proposal for a women's center at the University. The Women's Issues Network (WIN), a student group associated with the Division of Student Affairs, derived from the group working on the proposal and had as its original objective to follow through on the recommendations made in the proposal. (WIN now serves as an information center for women students and an advocate for women's issues.)

The original working proposal was based on the recognition of a chilly climate for women on the campus and the under-representation of women in the decision-making bodies of the University: specifically the Student Congress and the Board of Trustees. The students proposed the establishment of a women's center to serve as a central coordinating unit, which would assist the campus community to better utilize all resources relating to women through advocacy, information, referrals, and programming. The first of their recommendations was the formation of a task force

composed of students, faculty, and administrators to assess campus needs and examine existing models to determine the appropriate structure for a UNC Women's Center. They also recommended temporary office space for WIN to facilitate the networking of all the various women's groups, committees and programs on campus and to assist the Task Force. Their final recommendation was a goal of establishing a permanent Women's Center.

WIN approached then-Vice Chancellor for Student Affairs Donald Boulton with this working proposal, and prior to his retirement from Student Affairs in the summer of 1994, he worked with WIN on the idea of creating and charging a task force to research a university women's center. Since this did not become a reality prior to his retirement, WIN brought the idea of creating the task force to then-Provost Richard McCormick and subsequently to the Executive Committee of the Faculty Council. The Faculty Council decided that responding to the proposal was not an appropriate function for one of the standing committees, because the proposal included students and staff, as well as faculty. In January of 1995, then-Chancellor Hardin wrote to both Barbara DeLon and Noelle Granger, inviting them to serve as co-chairs of a Task Force on Women at Carolina. The Task Force was specifically asked to:

- 1. Produce an inventory and evaluation of existing programs and services that address the needs and concerns of women on campus, and**
- 2. Suggest strategies for improving the quality, co-ordination and effectiveness of existing resources for women.**

The Task Force had its first meeting in March 1995 and has been actively working since that time. Past and present members of the Task Force are listed in Appendix A of this report.

II. Inventory of existing services and programs for women at UNC

A. Background

All members of the Task Force participated in gathering information from every division, school, program, administrative unit, and group on campus to produce this inventory. For each service or program affecting women, the following information was obtained:

1. Name of the program, service, committee, etc.
2. University unit with which it is associated
3. Community members to which its services are directed
4. Purpose
5. Current activities
6. Contact person/advisor
7. Any specific concerns of the contact person/advisor speaking for the group

The information gathered was assembled, sorted and categorized by a subcommittee of the Task Force headed by Professor Elizabeth Gibson of the School of Law. A full copy of the Inventory with the information from items 1-6 is appended to this report (see Appendix B), together with a sorting of each program, service, committee, etc. by (1) the University unit with which it is associated and (2) the University group to which its services are directed, i.e. students, faculty or staff.

The Task Force cast as wide a net as possible in gathering the information in the Inventory, in order to catch programs which only infrequently or partially offer services or programming to women. The Task Force also met or spoke with representatives of two community resources with services available to women on the Carolina campus: the Women's Center and the Orange County Rape Crisis Center.

B. Inventory by topic

Table 1 presents a categorization of these programs, services, committees, etc. by specific purpose, to provide an overview of the areas of support. Table 2 presents a categorization of the inventory by location, to provide an indication of where these services are found. The listed programs, services, committees, etc. are current as of September 1995, and there may be others that the Task Force missed.

C. Services available from community resources

Since women's experience at the University is closely linked to the Chapel Hill community, services provided to women in Orange County/Chapel Hill were also inventoried. Representatives of the Orange County Rape Crisis Center (OCRCC) and the Women's Center made presentations to the Task Force members. The Durham-Orange Coalition for Battered Women was invited but did not send a representative.

OCRCC: The Center is a private, nonprofit, volunteer organization. Its services are free and confidential to all residents of Orange County and fall into two categories:

- 1) Victim-related services available 24 hours a day to victims and their friends and families (support and information plus emergency assistance such as transportation, a police escort, advocacy during medical procedures, a motel room, etc.).
- 2) Community education programs for civic groups, schools, churches, etc. about the incidence and

TABLE 1. Programs and Services for Women at the University of North Carolina at Chapel Hill, by Category and Group Involved

Campus Safety:	Campus Security Committee Department of Public Safety SAFE Escort* Student Patrol (Department of Public Safety)
Diversity Issues	Medical School Faculty Committee on Diversity Chancellor's Committee on the Status of Minorities and Disadvantaged Sonya H. Stone Black Cultural Center* Bisexuals, Gay Men, Lesbians and Allies for Diversity (B-GLAD) Black Student Movement Lambda Law Students Medical Student Committee on Diversity
Family-Related Support Services (child care; elder care)	Child Care Advisory Committee Employee Services Department* Carolina Medical Students with Children Extended Study Program Parents Active in Law School (PALS)
Governance	Committee on the Status of Women* Executive Committee of the Faculty Council Women's Concerns Coalition* Executive Branch of the Student Government Graduate and Professional Students Federation
Health (General)	School of Medicine Task Force on Women's Health Student Health Services*
Leadership/Mentoring	BRIDGES* American Medical Women's Association (AMWA) Student Chapter North Carolina Fellows/Leadership Development Office Womentoring Program* Office for Student Counseling
Legal Services	Student Legal Services
Personal Growth and Education	American Association of Women Professors, Committee W Medical School Committee on Faculty Development and Affirmative Action BRIDGES* Carolina Union Activities Board
Faculty and Staff:	
Students:	
Faculty and Staff:	
Faculty, Staff, and Students:	

Students:
Department of University Housing
Greek Affairs Office
National Pan Hellenic Conference
National Pan Hellenic Council
Office of Student Services (School of Nursing)
Women's Studies*

Professional Development and Equity

Faculty:
Association of Professional Women in Medicine*
Association for Women Faculty and Professionals*
SPA Grievance Procedure
Staff:
Women's Staff Support Group
Students:
Association of Women Dentists*
Black Graduate and Professional Women's Support Group
Carolina Women in Business
Graduate Women in Business
University Career Services
Women in Law*

Psychological Services

Students:
University Counseling Center*
Student Psychological Services at Student Health*

Rape/Relationship Violence

Students:
Domestic Violence Program (School of Law)
Office of the Dean of Students
Assistant Dean of Students and Assault Prevention Coordinator*
Orientation/C-TOPS

Religion:

Faculty, Staff and Students:
North Carolina Hillel
Women Praying

Sexual Harassment

Faculty:
Medical School Task Force on Gender Equity
Orientation Program for New Faculty/House Staff in the School of Medicine
Faculty, Staff and Students:
School of Public Health Sexual Harassment Group
University Sexual Harassment Office*
Chancellor's Advisory Committee on Sexual Harassment

Social Concerns: Awareness and Outreach

Faculty, Staff and Students:
POWER (Campus Y)*
Women's Caucus (School of Social Work)
Faculty and Students:
International Center
Women's Issues Network*
Students:
Greek Women's Issues Group

Miscellaneous

Faculty and Students:
Institute for Research in Social Sciences
Other:
Cornelia Phillips Spencer Day Committee

* A commitment to serve women is stated in the charter of this group, committee or program, or it has active and ongoing services, resources, or programming **primarily** for women, based on what is known to the Task Force from information available at the time of this report.

Table 2. Programs and Service for Women at the University of North Carolina at Chapel Hill, by Location

American Association of University Professors Committee W
Chancellor's Office Campus Security Committee Chancellor's Advisory Committee on Sexual Harassment Child Care Advisory Committee
College of Arts and Sciences Office for Student Counseling Women's Studies*
Division of Continuing Education BRIDGES*
Division of Student Affairs Carolina Union Activities Board Department of University Housing Greek Affairs Office International Center NC Fellows/Leadership Development Office Womentoring Program* Office of the Dean of Students Assistant Dean of Students and Assault Prevention Coordinator* Student Patrol Orientation/C-TOPS POWER (Campus Y)* Student Health Service* Student Psychological Services* University Counseling Center* University Career Services
Division of Business and Finance Department of Public Safety
Division of University Affairs Sonya H. Stone Black Cultural Center**
Faculty Council Committee on the Status of Women* Executive Committee of the Faculty Council Women's Concerns Coalition*
Human Resources Employee Services Department* University Sexual Harassment Office*
Newman Catholic Student Center Women Praying
School of Business Carolina Women in Business Graduate Women in Business

School of Law

Domestic Violence Project
Lambda Law Students Association
Parents Active in Law School (PALS)
Women in Law**

School of Medicine

American Medical Women's Association (AMWA), student chapter*
Association of Professional Women in Medicine*
Carolina Medical Students with Children
Committee on Faculty Development and Affirmative Action
Faculty Committee on Diversity
Orientation Program for New Faculty and House Staff
Student Committee on Diversity
Task Force on Gender Equity
Task Force on Women's Health

School of Dentistry

Association of Women Dentists

School of Nursing

Extended Study Program
Office of Student Services

School of Public Health

Sexual Harassment Group

School of Social Work

Women's Caucus

Student Organizations (officially recognized)

Bisexuals, Gay Men, Lesbians and Allies for Diversity (B-GLAD)
Black Student Movement
Executive Branch of Student Government
Graduate and Professional Students Federation
Greek Women's Issues Group
National Pan Hellenic Conference
National Pan Hellenic Council
North Carolina Hillel
Women's Issues Network*

Unaffiliated

Association for Women Faculty and Professionals*
Black Graduate and Professional Women's Support Group
Cornelia Phillips Spencer Day Committee
Institute for Research in Social Science
SAFE Escort*
SPA Grievance Procedure
Student Legal Services
Women's Staff Support Group

* See Table 1.

prevention of sexual violence.

The only available statistics to answer the question of how many UNC students use OCRCC services were for 1991, when 14% of all users were between the ages of 16-20 (which could encompass some students) and 30% were 21 to 30 (which could also encompass students). However, there is no data specifically on student usage. Volunteers at the OCRCC work as companions, community educators, and pediatric companions and 49% of the active companions are UNC students. The Executive Director of the OCRCC in a letter to Task Force co-chair Barbara DeLon (February 22, 1996) stated that the creation of a women's center on the campus would offer many positive opportunities for University students, faculty and staff. She strongly supported any efforts to enhance the flow of communication between UNC and the rest of the community (see Appendix C).

WC: The Women's Center of Orange County is also a nonprofit, volunteer organization serving women and families of all ages, races and sexual orientation in several counties, since the center is the only one offering diverse support services within a 2,200 square-mile area west of Raleigh. The center has more than 1,800 members and volunteers and a staff of five, which manages the day-to-day operations.

The primary clientele of the WC are women in low-income communities, and while the WC does a lot of personal counseling, its focus is not directly on women in the University community. Thus, the WC serves many more women from the community than from the campus. It was the opinion of the WC representative that many of the services that would be specific to women on campus (programming and support groups, for example) should be handled through a campus women's center. However, there are some services offered by the WC that would be of great value to the women of the University and would fill gaps in services currently available, e.g., financial counseling, the legal information service, and the information on family law in North Carolina. The representative felt that a campus women's center and the WC would not overlap, but could interface in many ways: staff and volunteers from the WC could come to campus to counsel and educate, but most importantly, train people on campus to do this. Her opinion was that a campus women's center should advocate, educate, counsel, inform, and refer.

D. Concerns expressed by groups inventoried

1. General concerns

Concerns were expressed by the representatives of a number of programs, offices, services, etc. during the process of collecting information for this inventory. Many of these concerns were similar and were recognized by the Task Force as problems:

- Inconsistent activity of volunteer groups, since group activity is dependent on the strength and energy of the leadership, and leadership is transitory.
- Variability in the quality and quantity of services provided; some of those listed only offer one half-hour program a year.
- Budgetary constraints
- Providing needed services when the services depend heavily on the contributions of volunteers, because of budgetary constraints
- Uncertainty of voluntary financial contributions, needed because of budgetary constraints
- Lack of formal monitoring mechanisms on issues relating to women students, and especially staff, such as the Committee on the Status of Women for faculty.

2. Specific concerns

There were also a number of specific concerns expressed for two groups:

a. Women in sports programs and athletics

- Little support for specific or individualized women's issues
- No real advocacy for women's needs
- Eating disorders; lack of sound nutritional information
- Equity issues around Title IX
- Lack of visibility for many of the women's sports
- Support and attention for first-year athletes
- Attention to strength and weight training for women athletes

b. Women in the Graduate School (this information is summarized from a letter provided to the Task Force by a graduate student; the entire letter can be found in Appendix D).

- Lack of support and counseling (for both sexes) on issues surrounding pregnancy, childbirth, and parenthood while in graduate school
- Lack of paid sick leave for teaching assistants
- Lack of paid maternity leave for teaching assistants
- Lack of professional respect for student mothers

E. *Concerns of the Task Force with existing programs and services for women*

A review by the Task Force of the information gathered through the inventory and from individuals and community resources revealed the following **general concerns**:

- (1) There are 65 different programs, service groups, units, etc. which in some way deal with issues of concern to women faculty, staff and students on the UNC campus; some serve more than one group.
- (2) These programs are located in 18 different units on campus; nine are recognized student organizations and eight are unaffiliated. The largest number of these programs, service groups, etc. are located in the Division of Student Affairs (12).
- (3) Of the 65 listed programs, committees, service groups, units, etc, only 19 have a commitment to serve women stated in their charter or have services, resources or programming **primarily for women, based on what is known to the Task Force from information available at the time of this report.**
- (4) There is no formal mechanism of communication among, or coordination of, all of these programs, not even for those located within the same unit, for example, the School of Medicine. This has been pointed out to the Chancellor and the University previously by the Women's Concerns Coalition/ Committee on the Status of Women.
- (5) There are some categories of programs and services that are poorly represented and that, on this basis, are a concern for women at the University: safety, health services, legal services, psychological services, and social concerns (awareness and outreach).

- (6) The University community is generally unaware of what is available.
- (7) There are overlapping efforts among the many programs, committees, service groups, units, etc.
- (8) Contributions by many programs, committees, service groups, units, etc. are uneven from year to year, ranging from significant to nothing. Groups go through periods of dormancy. Many groups are staffed by volunteers varying in energy and creativity levels. With new volunteers coming in each year, there is a required start-up time in the activities of these groups which thus reoccurs on an annual basis.
- (9) Programs and services offered are largely reactive; it would be preferable to have some which are **proactive** in anticipating problems the University might have.
- (10) The programs, committees, service groups, units, etc. are heavily weighted towards students, with staff receiving the least attention. Despite the listing of 22 programs effecting staff in some way, most of these are, in fact, also directed at either faculty or faculty and students.
- (11) There is some overlap in services/programs, principally counseling, provided by the community-based Women's Center, but the target clientele are different. In fact, both the Women's Center and the Orange County Rape Crisis Center provide an array of services and resources not offered by the University to the women of its community. A better and more integrated relationship between the University and community resources is possible, is needed (given the overall picture of services available on campus from the inventory), and would benefit the women of the University. The Director of the OCRCC, in her previously mentioned letter to Task Force co-chair Barbara DeLon, stated that the creation of a Women's Center or something similar on campus would "serve as a critical link between UNC and organizations such as ours that serve the campus but which are located elsewhere" (Appendix C).
- (12) In the course of obtaining information for the Inventory and during subsequent Task Force discussions, the following **specific** concerns were raised:
 - Security: one of the top concerns for women on campus, but this should be an issue for men as well. There is a lack of communication and information about services and programs offered by the Department of Public Safety.
 - Child care and elder care: this is a shared responsibility and should be of concern to both men and women. Recent progress has been noted with the commitment to build a child care facility on campus. It was also noted that assistance with elder care is available through Employee Services in the Division of Human Resources.
 - Services for gays and lesbians: there is little in the way of services meeting the needs of gays and lesbians, but lesbians in particular.
 - Services for minority women: there is little or no **institutional** support for minority women (Native Americans, Hispanics, and Asians) other than African Americans.
 - Student Health: this unit has not had a permanent gynecologist on staff since 1994, despite the fact that 60% of the student body is female.
 - Legal services: these are nonexistent for faculty and staff and limited for students.
 - Office of Greek Affairs: there is a perception that gender equity and improved gender relations are not a part of the overall discussions of important issues within the Greek structure. The Office of Greek Affairs has programs for both men and women within the Greek system, but it should play a more active role in promoting gender equity in the university environment.

III. Survey of women's concerns and needs

A. Background

The inventory provided the Task Force with an overview of available services and programs for women on campus. There was no source of information to indicate whether women knew about these existing services or programs, whether they had access to or used them, and whether there were necessary services or programs that were not available.

As an initial step in obtaining the needed information, the Task Force decided to survey faculty, staff and students via a short, directed questionnaire, and Dr. Rachel Willis of the Department of Economics served as chair of the Survey Subcommittee. Originally conceived as a paper survey to be sent to a random sample of 900 women faculty, staff and students, it subsequently evolved into the University's first electronic survey with the hiring by the Task Force of two research assistants (Gail Corrado and Alicia Robb) with relevant experience in information technology. The 20 question survey was separately customized for faculty, staff and students, with 16 questions common to all groups. To enable analysis of the strength of the response, questions were constructed using a Likert scale.

With assistance from the Office of Information Technology, the survey was made available to members of the University community with access to the world wide web or to e-mail. Members of the Task Force staffed campus computer clusters to provide assistance and information to those taking the survey. The survey was available from the second week in November through the first week in December 1995. The electronic survey allowed for immediate storage and analysis of data as well as for the collection of a considerable volume of general comments. Areas of the campus not served by computer networks were surveyed using a paper version.

Survey results were summarized using descriptive statistics, including mean \pm standard deviation of the responses on the Likert scale and frequency of responders to specific questions.

B. Survey design

As seen in Appendix E, the survey was comprised of twenty statements. The possible responses to all questions were:

- 0 = does not apply
- 1 = do not have adequate information
- 2 = strongly disagree
- 3 = disagree
- 4 = sometimes agree
- 5 = agree
- 6 = strongly agree.

Following a preliminary analysis, the Task Force retabulated each question by separating out those respondents that answered either 0 or 1 (does not apply/ inadequate information). For those respondents having an opinion, responses were rescaled around a neutral value of 0, such that the following numerical values were established for each response:

- 2 = strongly disagree
- 1 = disagree
- 0 = neutral (sometimes agree)
- +1 = agree
- +2 = strongly agree

Respondents were also permitted non-directed comments. For presentation here, the Task Force has selected representative comments to illustrate points made by the survey.

C. Results and Task Force comments

A total of 1232 people responded to the survey (Table 3), including 651 students (505 females and 146 males; 52.9% of the total), 460 staff (413 females and 47 males; 37.3% of the total), and 121 faculty (102 females and 19 males; 9.8% of the total). Overall, 82.8% (1020) of the respondents

Table 3. Respondents to the survey by sex and type

Type	Sex	No. responding	Percent	Percent of Total
A. Students	Female	505	77.6	41.0
	Male	146	22.4	11.9
	Total	651	100.0	52.9
B. Staff	Female	413	89.8	33.5
	Male	47	10.2	3.8
	Total	460	100.0	37.3
C. Faculty	Female	102	84.3	8.3
	Male	19	15.7	1.5
	Total	121	100.0	9.8
Total A+B+C		1232		100.0

Table 4. Respondents by type of survey

Type of survey	Female (%)	Male (%)	Total no. responding
Computer	883 (82.7)	185 (17.3)	1068
Paper	137 (83.6)	27 (16.4)	164
Total responding to the survey			1232

to the survey were women. Of the 1232 respondents, 1068 (86.7%) responded to the survey via computer, while 164 (13.3%) answered a paper survey (Table 4). There was no difference in the percent response by sex between the two types of survey offered.

In view of the low response rate among males (146 out of 10,330 male students [1.4%]; 47 out of 2,051 male staff [2.3%]; and 19 out of 1,646 male faculty and EPA non-faculty [1.2%]), the Task Force concluded that these responses had limited external validity. Thus for this report, data is provided for the female respondents only.

The percentages of women responding to the survey were 3.6% of the total female students, 10.6% of the total female staff, and 14% of the total female faculty and EPA non-faculty. Therefore, given the relatively low response rate, *the Task Force wishes to emphasize that the survey serves as an "electronic pulse" of the women in the University community to provide a sense of their concerns and needs, and should not be viewed as an instrument for extensive statistical analysis and hypothesis testing.*

In addition, the Task Force recognized in its creation of the survey and its discussions of the results that many of the statements in the survey were not specific to women, but affect men and women alike, a point that was made in a number of the comments.

Tables 5 and 6 summarize the mean value of the response to each question and the frequency of respondents having an opinion on that question, respectively.

Table 5: This table lists the statements given, and for each, gives the mean value of the response for students, staff and faculty. The mean values were determined only from the responses of those having an opinion, i.e. those answering with a response falling between strongly disagree (-2) and strongly agree (+2). An asterisk beside the mean value for an answer indicates that the standard deviation (SD) for that value is > 1 , indicating a relatively high level of variability in the responses to that question.

Table 6: The shaded columns present the same data as in Table 5, and the remaining columns provide the percentages of respondents having an opinion, answering that the question was not applicable, or indicating that they did not have adequate information. This allowed the Task Force to assess how many of the respondents were poorly informed on a subject.

1. Awareness of services and perceived availability

Statements 1-4 as a group deal with awareness of services and the perceived availability of information relating to women's issues and concerns.

1. I think it is easy to get information on University resources for women.
2. I feel I know about most of the University services to support women.
3. I am satisfied with the amount and quality of public discussion of women's issues.
4. I am satisfied with the kind of support women's concerns receive on campus.

There was a consistent (no SD greater > 1) negative response by students, staff and faculty to statements 1 and 2, suggesting that it is not easy to get information concerning University resources for women and that the respondents did not know about most of the University services supporting women. It is interesting that for question 2, the responses from students and faculty were more negative than those of the staff responders (Table 5). It is also noteworthy that a relatively high percentage (at least 10% in all groups) to statement 1 that did not have sufficient information to have an opinion. *The combined responses suggest to the Task Force that information on University services for women does not exist in an easily accessible form.*

For statements 3 and 4 (satisfaction with the amount and quality of public discussion of women's issues and the support of women's concerns): all groups had a negative response, although with a greater degree of variability ($SD > 1$) than for statements 1 and 2. The mean faculty response

TABLE 5: Summary of Mean Responses for Women Having An Opinion

Survey Number and Statement Mean response for those having an opinion Scale -2 = Strongly Disagree 0 = Neutral 2 = Strongly Agree * Standard deviation of mean is 1 or more.		WOMEN		
		STUDENTS (505 respondents)	STAFF (413 respondents)	FACULTY (102 respondents)
1	I think it is easy to get information on U resources for women.	-.25	-.05	-.26
2	I feel I know about most of U services to support women.	-.52	-.32	-.48
3	I am satisfied with amount and quality of public discussion on women's issues.	-.39 *	-.31	-.51 *
4	I am satisfied with the kind of support women's concerns receive on campus.	-.49	-.37	-.62 *
5	I am satisfied with the support and availability of child care services in the community.	-1.22	-.97 *	-1.14 *
6	I am satisfied with cost of child care services available.	-1.32	-1.00 *	-.78 *
7	I think that the amount of campus security is adequate.	-.61 *	-.51	-.63
8	I am satisfied with services available to treat physical health needs of women.	.03 *	.10 *	-.08 *
9	I am satisfied with services available to treat mental health needs of women.	-.16	-.18 *	-.49 *
10	I would like to see more support for those facing special issues, eg. single parents, divorced.	.93	.90	.83
11	I think the U meets the needs of minority women.	-.59 *	.39 *	-.98
12	I think the U meets the needs of the gay/lesbian community.	-.45 *	-.06 *	-.88 *
13	I have been discriminated against because of my sex.	-.33 *	-.35 *	.03 *
14	I have been the object of sexual harassment on campus.	-.45 *	-.81 *	-.84 *
15	Classroom atmosphere at U conducive to my development as a student.	.45		
16	Mentoring at U meets my needs.	-.28 *		
17	I am satisfied with level of support for women's extracurricular activities on campus.	-.29 *		
18	I am satisfied with level of support for women's athletics and intramurals.	-.39 *		
15	My work environment supports women.		.49 *	
16	I think job schedules are organized to show understanding for child care and safety.		-.05 *	
17	U policies on maternity/paternity leaves meet the needs of the staff.		.17 *	
18	I think U policies address women's career and professional development concerns.		-.34 *	
15	Women faculty receive adequate support during tenure/promotion process.			-.73 *
16	Job schedules show concern for child care and safety.			-.90 *
17	Satisfied with U addressing needs for spouse/partner relocation/job searches.			-1.26
18	U policies on maternity/paternity leaves meet faculty needs.			-.61 *
19	There is a need for better coordination of women's services within U.	1.01	.96	1.06
20	U should establish a women's center to better address needs of women on campus.	.69 *	.59 *	.41 *

TABLE 6: Mean Responses and Percentages of Respondents With Opinions, Not Applicable, and Inadequate Information

Survey Number and Statement		WOMEN											
		STUDENTS (505 respondents)				STAFF (413 respondents)				FACULTY (102 respondents)			
		Opinion *	% with opinion	% not applic	% not adeq info	Opinion *	% with opinion	% not applic	% not adeq info	Opinion *	% with opinion	% not applic	% not adeq info
* Mean response for those having an opinion													
Scale													
-2 = Strongly Disagree 0 = Neutral 2 = Strongly Agree													
1	I think it is easy to get information on U resources for women.	-.25	77.4	1.2	21.4	-.05	80.6	1.2	18.2	-.26	79.4	0	20.6
2	I feel I know about most of U services to support women.	-.52	92.9	.4	6.7	-.32	89.1	1.2	9.7	-.48	87.3	2.0	10.7
3	I am satisfied with amount and quality of public discussion on women's issues.	-.39 *	92.5	.4	7.1	-.31	90.1	1.2	8.7	-.51 *	95.1	0	4.9
4	I am satisfied with the kind of support women's concerns receive on campus.	-.49	90.3	1.2	8.5	-.37	85.7	1.5	12.8	-.62	92.2	1.0	6.8
5	I am satisfied with the support and availability of child care services in the community.	-1.22	23.4	48.5	28.1	-.97 *	40.2	50.6	9.2	-1.14 *	48.0	36.2	15.7
6	I am satisfied with cost of child care services available.	-1.32	17.4	53.1	29.5	-1.00*	36.4	54.7	10.9	-.78 *	40.2	41.2	18.6
7	I think that the amount of campus security is adequate.	-.61 *	95.0	1.2	3.8	-.51	90.6	2.4	7.0	-.63	92.1	3.9	3.9
8	I am satisfied with services available to treat physical health needs of women.	.03 *	78.4	1.8	19.8	-.10 *	73.9	4.1	22.0	-.08 *	69.6	4.9	25.5
9	I am satisfied with services available to treat mental health needs of women.	-.16	52.5	7.5	40.0	-.18 *	56.2	5.6	38.2	-.49 *	48.0	11.8	40.2
10	I would like to see more support for those facing special issues, eg.single parents, divorced.	.93	65.5	19.4	15.1	.90	79.2	14.0	6.8	.83	71.6	15.7	12.7
11	I think the U meets the needs of minority women.	-.59 *	45.0	19.0	36.0	-.39 *	53.5	19.9	26.6	-.98	54.9	15.7	29.4
12	I think the U meets the needs of the gay/lesbian community.	-.45 *	50.7	20.8	28.5	-.06 *	39.7	26.2	34.1	-.88 .*	43.1	19.6	37.3
13	I have been discriminated against because of my sex.	-.33 *	90.1	6.7	3.2	-.35 *	90.3	8.7	1.0	.03 *	98.0	2.0	0
14	I have been the object of sexual harassment on campus.	-.45 *	90.9	8.3	.8	-.81 *	86.2	13.3	.5	-.84 *	96.1	2.9	1.0
15	Classroom atmosphere at U conducive to my development as a student.	.45	98.4	1.4	.2								
16	Mentoring at U meets my needs.	-.28 *	80.0	4.4	15.6								
17	I am satisfied with level of support for women's extracurricular activities on campus.	-.29 *	74.4	3.0	22.6								
18	I am satisfied with level of support for women's athletics and intramurals.	-.39 *	75.8	5.4	18.8								
15	My work environment supports women.					.49 *	98.1	1.4	.5				
16	I think job schedules are organized to show understanding for child care and safety.					-.05 *	86.7	6.0	7.3				
17	U policies on maternity/paternity leaves meet the needs of the staff.					.17 *	53.5	21.6	24.9				
18	I think U policies address women's career and professional development concerns.					-.34 *	88.4	1.5	10.1				
15	Women faculty receive adequate support during tenure/promotion process.									-.73 *	88.2	5.9	5.9
16	Job schedules show concern for child care and safety.									-.90 *	82.3	4.9	12.8
17	Satisfied with U addressing needs for spouse/partner relocation/job searches.									-1.26 *	52.9	16.7	30.4
18	U policies on maternity/paternity leaves meet faculty needs.									-.61 *	62.7	11.8	25.5
19	There is a need for better coordination of women's services within U.	1.01	78.4	1.4	20.2	.96	82.1	1.4	16.5	1.06	77.4	1.0	21.6
20	U should establish a women's center to better address needs of women on campus.	.69 *	92.3	1.0	6.7	.59 *	92.5	.7	6.8	.41 *	83.3	0	16.7

was somewhat more negative than that of the students and staff. *The Task Force believes that these responses indicate that there is a need for more public discussion of women's issues and support for women's concerns on campus.*

This is highlighted below by a representative comment from the surveys.

"Women's issues do not seem to be addressed in proportion to the population; a school that is over 60% female should have more emphasis on issues important to women and be less crafted as a typical male school which an inordinate number of women attend."

2. Campus environment and specific services

Statements 5-18 for all groups dealt with the campus environment and specific services.

2.a. Child care issues

5. I am satisfied with the support and availability of child care services in the community.
6. I am satisfied with the cost of child care services.

As shown in Table 5, statements 5 and 6, which focussed on child care services, drew highly negative responses. This reveals substantial dissatisfaction with the cost and availability of child care services in the community. It should be noted there was considerable variability in the responses of the staff and faculty to these questions, and it is clear from Table 6 that a fairly high percentage of all three groups felt the statements were not applicable to them or had inadequate information. Despite the imminent establishment of a campus-based child care center (see IB), based on these responses and comments similar to those provided below, *the Task Force feels that current needs exceed any immediate plans for resolution and will be a persistent problem for the campus.*

"Although child care summer services are available for members of the UNC community, the cost is just too expensive for many staff to send their children, and there are just too few spaces available when they can afford to send them. We need child care, but make it affordable."

"There is a large difference in issues that the female staff (not research) have that are not felt by the female faculty. There is not flexibility when it comes to child care needs, such as sick children, teacher workdays, etc."

"I wish the University would provide emergency daycare service for employees with special needs, like a place to leave the kids when they are sick or school is closed so that parents don't have to use up their vacation for this or bring the kid to work....This is especially burdensome for staff, who don't have the flexibility of work schedules and generally less financial resources to bear the cost of emergency childcare..."

2.b. Work-life issues

Statement 10 was examined together with statements 15-17 for staff and 16-18 for faculty since they all concerned work- life issues.

10. I would like to see more support for those facing special issues, e.g., single parents, divorced.
15. My work environment support women.

16. I think job schedules are organized to show an understanding for child care and safety.
17. University policies on maternity/paternity leaves meet the needs of staff.
- Faculty: 16. Job schedules show concern for child care and safety.
17. I am satisfied with University addressing needs for spouse/partner relocation/job searches.

There was agreement across all three groups, with little variation, to # 10 (Tables 5). With high variability, the staff had a somewhat positive response to their work environment (mean response value, +0.49 for # 15) . They were neutral on whether job schedules showed an understanding for child care and safety (mean response value, -0.05; #16) and whether maternity and paternity leaves meet the needs of the staff (# 17). For maternity/paternity leaves, nearly a quarter of the respondents either had insufficient information or felt the statement was not applicable to them (Table 6).

The faculty responded negatively to statements 16-18, possibly reflecting differences in work hours and career agendas. Of all 20 statements, female faculty were in highest disagreement with #17, which addresses University consideration of spouse/partner relocation/job searches (-1.26). It is interesting that faculty women responded more negatively than staff women on these work-life issues.

On the basis of these responses, the Task Force feels that the Office of Human Resources is undoubtedly having a substantial impact on work-life issues for staff, but significant problems still exist for female faculty.

"I think that universities in general and this one in particular should be leaders in finding creative ways to help parents properly balance family and work responsibilities...For the most part the University closes its eyes to the fact that many of its employees have children at home, and it leaves it completely up to the employee to figure out...how to deal with the dual demands of parenting and working."

" Given the 'graying of the faculty', another issue is the caregiving responsibilities of women for elderly parents/family members. I have not seen this addressed."

" As far as I can see, no regard is shown for the safety, health and family concerns of the housekeepers. I would be very worried about having to report at 3 a.m., not just because of safety on campus but leaving home and driving here. Many of these women may have to leave sleeping children who have to get themselves to school in the morning. "

"My department has done an excellent job in recognizing the needs of working parents by establishing a flexible working schedule for the majority of our employees. However, this does not appear to be the case on campus in general. This is something that can be easily done, and, in our case, has increased productivity and morale tremendously. "

2.c. Personal and professional development

The Task Force considered statements 15-16 (students), 18 (staff) and 15 (faculty) as a group, since they dealt with personal and professional development issues.

- Students: 15. The classroom atmosphere at the University is conducive to my development as a student.
16. Mentoring at the University meets my needs.
- Staff: 18. I think University policies address women's career and professional

development concerns.

Faculty: 15. Women faculty receive adequate support during the tenure/promotion process.

Interestingly, nearly all the women students responding to #15 had an opinion (Table 6) and were in relative agreement (+0.45)(Table 5) that the classroom atmosphere is conducive to their development as students. Although there was variability in the response, they disagreed that their mentoring needs were met (-0.28; question 16). In view of the variability in response, staff was relatively neutral with the statement that the University addressed their career and professional needs (-0.34; # 18; Table 5). It is also shown in Table 5 that faculty generally disagreed with the statement that they received adequate support during the tenure/promotion process (-0.73; # 15). It is noteworthy that less than 6% of the responding faculty women felt that they had insufficient information about statement #15 (Table 6). *These responses indicate that professional development continues to be a significant issue for students, faculty and staff.*

"EPA employees often have no career ladders. If we are interested in an opening with another department, we can't even tell from the listing whether it would be a higher level job, since it's difficult to find out pay ranges and levels for positions. Many long service employees are operating on automatic pilot because they don't know where else their skills could be valuable."

"Having a role model is very important for women wishing to pursue academics. I know my own discipline is still heavily male, and an undergrad mentor program might help in recruiting good female graduate students. Such an effort would probably be even more productive in fields that are even less female-friendly than my own."

"Mentoring of both sexes should somehow be part of the review of a professor's performance."

"..... male graduate students tend to get special attention from professors - invitations to bars, golf courses, etc. They get the kind of informal mentoring that women graduate students often lack."

"The biggest problem for young female faculty is the lack of other female faculty."

2.d. Extracurricular activities

Students: 17. I am satisfied with the level of support for women's extracurricular activities on campus.

18. I am satisfied with the level of support for women's athletics and intramurals.

The mean values of the responses to these statements indicate some dissatisfaction (-0.29 and -0.39, respectively) with the level of support for women's extracurricular activities and women's athletics and intramurals.

2.e. Discrimination and harassment

Another aspect of the University environment, the existence of discrimination and harassment, was examined in statements 13 and 14.

13. I have been discriminated against because of my sex.

14. I have been the object of sexual harassment on campus.

In general, the mean responses for all three groups revealed disagreement with both statements.

The exception was that faculty gave a neutral response to the issue of discrimination (#13). In all groups, less than 15% of the respondents either had no opinion or lacked adequate information (Table 6). Of the students, 52% disagreed with statement #13, while 22% agreed. Similar percentages of the staff expressed agreement (53%) and disagreement (20%), while 40% of the faculty disagreed and 32% disagreed. The mean values for the responses to # 14 (harassment) also show disagreement with the statement. Sixty percent of the students disagreed with this statement, while 23% agreed. For the staff, these percentages were 75% and 15%, respectively. Of the faculty, 77% disagreed and 14% agreed.

It is interesting that many of the comments added to the survey express concern over a subtle level of discrimination which may not have been adequately examined in this survey. A number of representative comments are provided below. *The Task Force believes that the comments from the survey on subtle discrimination on the basis of sex, together with the responses concerning professional development and mentoring, tend to reinforce the conclusions of previous committees (see Section IB) that the University environment can be inhospitable for women.*

"Discrimination that I feel at work is mainly subtle, but very important. During meetings, I do not feel I am heard, nor do people seem to want to listen, and it appears to be a problem for most women in our group....The meetings are definitely dominated with males leading the discussions. "

"I suspect career evaluations...are gender-biased. For example, if the primary criteria is the amount of research dollars a faculty member has received from industry, how can women, who face more barriers in industry than men, effectively compete? In addition, women more often work in the 'soft sciences' that typically receive less dollars from industry than the 'hard sciences'. "

"...when one considers the lack of females in the top 'executive' levels, it certainly begs the question of the existence of more subtle sex discrimination. In addition....I still hear discussions which indicate to me that the women candidates [for jobs] aren't taken quite as seriously. "

"As a TA, I've noticed that freshman women participate in class. Among sophomore, junior and senior women, however, this confidence is less prevalent and they are silent in class. What silences women as they move through their undergraduate education?"

2.f. Campus safety

7. I think that the amount of campus security is adequate.

Students, faculty and staff all disagreed with statement #7, with substantial variability occurring only in the mean value for the response of the students. Over 90% of all the respondents had an opinion on this statement (Table 6). Based on this response and comments such as those provided below, *the Task Force believes that campus security is a critical concern for the women of the University community.*

"One of the most serious concerns I have about campus is security. While Public Safety does a good job of warning the University community about walking alone, studying in secluded areas of the library, etc., I don't want to walk this campus in fear."

"My main concerns are with safety issues - especially for graduate students in the biomedical sciences. Most of us work long hours and are not eligible for parking permits. Waiting for and walking to bus stops late at night is not exactly safe."

"Safety is a very important issue on this campus, and I find it scandalous that the Point-to-Point shuttle's funds are not sufficient to provide adequate service to women who must be on campus after dark. I've tried to use this service at night many times, but always give up after not being able to get through on the phone. I end up walking a good distance to my car, frightened all the way."

"I do not feel safe on campus or anywhere in Chapel Hill after dark....I feel much safer in my home town in Long Island...If at all possible, I would like to see much more patrolling of campus; I know Chapel Hill had pairs of citizens wearing orange vests, patrolling the streets after dark."

2.g. Health needs

8. I am satisfied with services available to treat the physical health needs of women.
9. I am satisfied with services available to treat the mental health needs of women.

The mean values for the responses of all three groups indicated near neutrality on the subject of satisfaction with services for physical health needs (Table 5). About one-fifth of the respondents did not have sufficient information to have an opinion on #8 (Table 6). There was less satisfaction with mental health services (#9), with the most negative response registered by faculty (-0.49) and the least by students (-0.16). Approximately 40% of each group had insufficient information to have an opinion on mental health services (Table 6). *The Task Force believes that the responses indicate that a significant proportion of women in the community lack information about health services, particularly mental health services, and that there is some dissatisfaction with these services among those that know of them.*

"I think that is it wrong that the state health care plan doesn't offer adequate women's health care. Particularly, they only allow one gyn. exam every two years. Luckily, we have private HMOs to choose from."

"...regarding mental health and physical health issues, a women's center would be a wonderful source of support. I suffered fairly severe post-partum depression and this could have been a helpful resource..."

"I feel that the Student Health Services are entirely a game of jeopardy....the counseling services are not well or widely known and are very scattered..."

2.h. Minority women

11. I think the University meets the needs of minority women.

As shown in Table 5, both students and faculty disagreed with this statement, although faculty (-0.98) more so than students(-0.58). Also, there was more variability (SD>1) in the responses of the students than the faculty. The staff agreed with this statement to some degree (+0.39). A fairly high percentage (38-50%) of the respondents in all three groups had insufficient information to respond or felt it did not apply to them (Table 6). Interpretation of these results are difficult, since the percentage of minority respondents is not known. However, on the basis of these responses, *it appears to the Task Force that the University may not be currently meeting the needs of minority women on campus.*

"As a minority woman, I would like to see more information available on issues [concerning] minority women."

"I think the University knows how to say the right things, but a sense of commitment is lacking. As a woman with a mobility disability, I find it frustrating that the Women's Studies department is housed in one of the few totally inaccessible buildings on campus.....programs on this campus tend to focus on just one are of difference at a time, as if one can't be lesbian and African-American or a caretaker who also has a disability.."

"I am a minority graduate student in the sciences. I have participated in a number of seminar series and study groups since I began attending UNC...The seminar and study sessions were insightful, helpful and somewhat depressing. While issues facing women and minorities were discussed, in many of these sessions not much was offered in the way of solutions or coping strategies."

2.i. Gay and lesbian community

12. I think the University meets the needs of the gay/lesbian community.

A high percentage of respondents lacked information (44-55%) or felt the statement did not apply to their situation (Table 6). Among those who responded, faculty and students disagreed with this statement (-0.88 and -.45, Table 6). Staff response was neutral (-.06). *In view of this response, it appears to the Task Force that women with an opinion on this subject feel that the needs of gays/lesbians are not being adequately met by the University.* Representative comments are provided below.

"I would just like to add a word about the lack of support for lesbians and gay men on campus. I moved here from a far more affirming place of residence. Before I moved down here, everyone assured me the place was radically liberal and very cutting edge....That atmosphere is really not that affirming for gay men and lesbians. I was very out in Seattle, but I have now crawled back in the closet quite a ways. It scares me to be here, and I think I see that reflected in the activities (or lack thereof) of other lesbians and gay men on campus.."

"... I am dismayed to find that the non-discrimination statement on some very recently printed materials did not contain sexual orientation in that list of characteristics that would not be considered in hiring decisions, etc. Given the length of time the Chancellor's policy

has been in place, all statements of the non-discrimination policy should by this time list sexual orientation."

3. Survey responses on coordination of information and establishment of a women's center

The last two statements on the survey directly asked all respondents their opinion on two specific possibilities for improving the University's ability to address the needs of women on campus.

19. There is a need for better co-ordination of women's services within the University.
20. The University should establish a women's center to better address the needs of women on campus.

For statement #19, more than 75% of the respondents in each group had an opinion (Table 6), with all three groups being in agreement with this statement. Mean values were approximately 1 in all groups. For statement #20, the same strength of agreement was not found. Of the three groups, students were more likely (.69) to agree that a women's center should be established, although staff and faculty also agreed as well (.59 and .41, respectively). The faculty had the highest percentage of respondents lacking information on this subject (16%, Table 6). Many comments on the survey indicated that the respondents interpreted agreement with statement 20 as an expression of support for the construction of a free-standing women's center building, encompassing the types of activities proposed for the Sonya H. Stone Black Cultural Center. Another series of comments indicated support for a women's center only if that breadth were not a component of the center. Representative comments are provided below.

"There is almost NO communication between campus groups that affect women, so that information about these programs is hard to obtain and very minimal in content. Personally, I think the ONLY acceptable answer is a women's center that will address the issues of faculty, staff, and students and begin to give serious consideration on a full time basis to generating new programs as well as providing a 'safe-space' for victims."

"I think the resources and opportunities available to women need to be publicized better - I would not know how to get help on this campus if I needed it and I do not know how to become involved to help other women...."

"I think the biggest problem with meeting women's needs on this campus has to do with lack of information. I'm sure that there are many services offered by the University of which I am not aware. . .No one really wants to start from zero in trying to find a support group or an activity group, so providing a few base contact numbers would help a lot."

"I strongly believe that the creation of a women's center would greatly help many of the issues identified in this survey. It could serve very real academic and community purposes. I would not support something elaborate (like the BCC), but a more modest, highly focussed center."

I believe men face many of the same problems that women do; e.g., maternity and paternity leave needs. The creation of a 'Women's Center' only serves to highlight our differences, which I feel is unproductive."

"UNC must be careful if it plans to build a women's center on campus. Attempting to go all the way and force this thing through the students, faculty and staff and administration in one fell swoop will splinter the university community in a heartbeat. Let's learn from recent lessons..It is 'right' to support these groups, however, in order to do so most effectively and have the support system serve a positive, unifying role for the entire university, we must lay a solid foundation. "

"I work at the Women's Center in Chapel Hill and I think that a campus women's center would be a VERY good idea. Women students face different issues than do older people in the community.... We must find support and provide resources for each other"

"This is the first major university I have attended that does not have a Women's Center. When I first came as a graduate student, I sought resources at the campus women's organizations and the Women's Studies program. However, I feel there is little co-ordination between them. I see a Women's Center as an essential safe place for campus women to go for information on all services and activities, as well as a place to develop plans to address specific concerns.. "

"I emphatically believe that there should not be a women's center at UNC at this time. First, there is no need, as women are a majority at UNC and therefore not marginalized. Secondly, such a facility would promote division between men and women.....our focus should be on community and not differences. Finally,..we do not have the financial resources for this frivolity. "

"Having visited many other institutions...it absolutely blows my mind that we, as one of the supposedly finest institution of higher learning, do not have a women's center....But moving aside from the competitive comparative nature, we need a women's center on campus for many other reasons than because other schools have them. In essence, the University does not meet the needs of its female students. It cannot until it has a women's center to provide a space for centralized information, a meeting room for campus organizations, a place to go to ask any questions necessary, whether concerning where to file a sexual harassment claim, to how to help a friend who has been sexually assaulted. "

"Since the women's center question is posed as yes or no, I chose the latter because at this time, one must know what is available first, what the perceptions are, and have a plan. Get a reading on the basic questions and issues before making that leap. It may be a realistic future agenda item, but it's too soon for me to say for sure.

"The University, like society, many times gives lip service to issues concerning women. It seems that the University, in addition to programs, etc. should provide a forum for intellectual discussion of women's issues. These issues affect us all so they're really about not just women's issues.I'd like to see our University take a more active role in discussing our attitudes about women. Men and women need to hear from each other. Maybe a women's center could help us do this. "

The Task Force believes that these results demonstrate strong support among the women in the community for improved co-ordination of University services for women, and qualified support for the creation of a women's center.

4. Subgroup analysis of those with positive opinions on questions 19 and 20.

Survey data was separately analyzed for those respondents who thought that the University community needs either better coordination of women's services or the establishment of a women's center (positive responses to either Questions 19 or 20 on the survey). The results are shown in Table 7.

Table 7: This table presents the mean values (shaded columns) for the responses of those women expressing agreement with either statement 19 or 20 and thus indicates which issues are important to those women recommending better co-ordination of women's services within the University or establishment of a women's center. The percentages agreeing with statements 19 and/or 20 out of the total respondents in each group were 364/505 or 72 % of the female students, 313/413 or 76 % of the female staff, and 74/102 or 73 % of the female faculty. These high percentages indicate a remarkably consistent and rather high level of interest in having *some* mechanism for the improvement of services for women, among the three groups.

The primary findings from this analysis are summarized below.

4.a. Child care issues

The strength of disagreement with statements #5 and 6 (satisfaction with support for and availability and cost of child care) increased in this subgroup as a whole (Table 7), compared to the general pool of respondents having an opinion on these statements (Table 5). This result is undoubtedly reflective of the long-standing campus concern with child care (see section IB of this report).

4.b. Work-life issues

The strength of staff disagreement with statements # 16 and 17 (the organization of job schedules shows an understanding for child care and safety/ University policies on maternity/ paternity leaves meets the needs of staff) increased somewhat in this subgroup (Table 7). This also occurred with faculty responses to the same questions (#16 and 18).

4.c. Personal and professional development

The strength of student disagreement with statement #16 (mentoring at the University meets my needs) increased in this subgroup. There was slightly increased staff disagreement to #18 (University policies address women's career and professional development concerns for the staff) in this subgroup, and there was a substantial increase in the strength of faculty disagreement with statement #15 (women faculty receive adequate support during the tenure and promotion process), from -.73 to -1.02.

4.d. Extracurricular activities

The responses by students in this subgroup to statements #17 and 18 (satisfied with the level of support for women's extracurricular activities/satisfied with the level of support for women's athletics and intramurals) showed a substantial increase in the strength of disagreement.

4.e. Discrimination and harassment

There was somewhat less disagreement by students and staff in this subgroup to statement #13 (I have been discriminated against because of my sex). The faculty showed increased agreement with statement #13. There was somewhat less disagreement by students, staff and faculty to statement # 14 (I have been the object of sexual harassment).

TABLE 7: Mean Responses and Percentages for Women Wanting Additional Coordination/Organization of Women's Services/Resources

Survey Number and Statement		WOMEN											
		STUDENTS (364 respondents)				STAFF (313 respondents)				FACULTY (74 respondents)			
		Opinion *	% with opinion	% not applic	% not adeq info	Opinion *	% with opinion	% not applic	% not adeq info	Opinion *	% with opinion	% not applic	% not adeq info
* Mean response for those having an opinion.													
Scale													
-2 = Strongly Disagree 0 = Neutral 2 = Strongly Agree													
1	I think it is easy to get information on U resources for women.	- .40	84.1	0	15.9	-.12	82.1	1.0	16.9	-.46	81.8	0	18.9
2	I feel I know about most of U services to support women.	-.59	95.6	.3	4.1	-.39	91.1	.92	8.0	-.62	89.9	1.4	9.5
3	I am satisfied with amount and quality of public discussion on women's issues.	-.63	94.8	.5	4.7	-.46	92.3	1.2	6.4	-.77	95.9	0	4.1
4	I am satisfied with the kind of support women's concerns receive on campus.	-.73	92.6	.82	6.6	-.53	87.5	1.6	10.9	-.88	93.2	1.3	5.4
5	I am satisfied with the support and availability of child care services in the community.	-1.30	25.5	46.2	28.3	-.98	42.8	48.6	8.6	-1.30	55.4	29.7	14.9
6	I am satisfied with cost of child care services available.	-1.40	19.0	50.3	30.7	-1.01	37.1	52.1	10.8	-.89	47.3	37.8	14.8
7	I think that the amount of campus security is adequate.	-.75	94.2	1.7	4.1	-.56	91.7	1.9	6.4	-.75	91.9	5.4	2.7
8	I am satisfied with services available to treat physical health needs of women.	-.13	79.1	1.4	19.5	-.02	77.3	3.5	19.2	-.31	73.0	4.1	22.9
9	I am satisfied with services available to treat mental health needs of women.	-.37	55.0	5.7	39.3	-.30	61.3	5.1	33.6	-.70	54.1	10.8	35.1
10	I would like to see more support for those facing special issues, eg. single parents, divorced.	1.05	72.3	17.3	10.4	1.05	82.4	11.8	5.8	.98	79.7	12.2	8.1
11	I think the U meets the needs of minority women.	-.80	50.3	15.7	34.0	-.53	57.8	18.2	24.0	-1.07	62.2	12.2	25.6
12	I think the U meets the needs of the gay/lesbian community.	-.73	56.3	18.1	25.6	-.20	40.6	24.9	34.5	-1.06	48.7	18.9	32.4
13	I have been discriminated against because of my sex.	-.17	90.9	6.6	2.5	-.26	90.1	9.3	.6	.22	97.3	2.7	0
14	I have been the object of sexual harassment on campus.	-.33	90.1	9.3	.6	-.68	85.6	13.8	.6	-.72	95.9	4.1	0
15	Classroom atmosphere at U conducive to my development as a student.	.31	98.9	.8	.3								
16	Mentoring at U meets my needs.	-.42	79.4	4.7	15.9								
17	I am satisfied with level of support for women's extracurricular activities on campus.	-.52	77.5	1.9	20.6								
18	I am satisfied with level of support for women's athletics and intramurals.	-.59	77.4	3.9	18.7								
15	My work environment supports women.					.42	98.1	1.3	.6				
16	I think job schedules are organized to show understanding for child care and safety.					-.19	87.2	4.5	8.3				
17	U policies on maternity/paternity leaves meet the needs of the staff.					.07	53.3	20.8	25.9				
18	I think U policies address women's career and professional development concerns.					-.43	90.7	1.0	8.3				
15	Women faculty receive adequate support during tenure/promotion process.									-1.02	89.2	5.4	5.4
16	Job schedules show concern for child care and safety.									-1.13	85.1	5.4	9.5
17	Satisfied with U addressing needs for spouse/partner relocation/job searches.									-1.26	58.1	13.5	28.4
18	U policies on maternity/paternity leaves meet faculty needs.									-.73	68.9	10.8	20.2
19	There is a need for better coordination of women's services within U.	1.28	92.0	0	8.0	1.21	91.7	7.7	.6	1.32	91.9	0	8.1
20	U should establish a women's center to better address needs of women on campus.	1.21	97.0	0	3.0	1.04	95.2	0	4.8	.79	89.2	0	10.8

30A

4.f. Health needs

Considering this subgroup, there was an increase in the strength of student and faculty disagreement to statement #8 (I am satisfied with services available to treat the physical health needs of women), with faculty showing the greatest shift in mean value (from -0 .08 to -0.31) (Tables 5 and 7). The strength of disagreement by students, faculty, and staff also increased to statement #9 (I am satisfied with services available to treat mental health needs of women).

4.g. Minority women

There was a slight increase in the level of disagreement of students and faculty in this subgroup to statement # 11 (I think the University meets the needs of minority women). The mean value for the response of staff in this subgroup to this statement went from positive (+0.39 - agreement; Table 5) to negative (-0.5 - disagreement; Table 7).

These results demonstrate those areas of particular concern to respondents who thought that the University community needs either better coordination of women's services or the establishment of a women's center.

IV. Women's programs and services at other institutions

A. Background

The Other Institutions subcommittee, headed by Dr. Stephen Leonard of the Department of Political Science and Judith Scott, the Sexual Harassment Officer for the University, was charged with the task of gathering information on women's services and their coordination, primarily from institutions comparable to the University of North Carolina. For those schools with established women's centers, publications were obtained from the women's centers, and interviews were conducted, primarily by telephone, with administrators, center staff, or volunteers according to a questionnaire developed specifically for the interviews (see Appendix F).

Those institutions interviewed that did not have established women's centers were asked to describe what structures they did have in place to address women's advocacy, support, or programming interests and needs; how these interests and needs were assessed; whether the resources in place were generally perceived as satisfactory by women in the campus community; and what, if any, plans there were for change in the future.

The following institutions were surveyed: Colorado State University - CSU; Duke University - DU, Emory University, Georgia Tech - GT, Hollins College, University of Michigan - MI, University of Minnesota - MN, North Carolina State University - NCSU, Ohio State University - OSU, University of California - Berkeley - UC-B, University of New Mexico - UNM, University of South Carolina at Columbia - USC, University of Texas at Austin - UT-A, University of Texas at Dallas - UT-D, University of Virginia - VA, Virginia Tech - VT, and the University of Wisconsin-Madison - WI. Information was also obtained from Florida State University, Old Dominion University, the University of Massachusetts, and the University of Richmond.

B. Institutions with Women's Centers

1. General observations

The university women's centers we specifically investigated include some (if not the) oldest in the country (MN established 1959; MI established 1964), as well as some with a fairly long history (WI established 1982), and a few of more recent origin (DU 1989; VT 1994; VA 1989; NCSU 1991). For these schools, there was a variety of means by which the needs and concerns of women, the need and/or desirability of a women's center, and the priorities for a center had been assessed. Initiatives in these matters were typically led by self-organized groups of faculty, staff, and graduate students. In some instances, undergraduate women played critical roles in establishing initiatives. In most cases, preliminary or informal surveys conducted by initiating groups were used to justify requests to university administrators for the establishment of the women's center.

Initial requests for the establishment of a women's center were in almost every reported instance met by administration efforts to conduct further studies. Such studies were usually carried out by committees selected by or empowered by university administrators. Membership of the committees tended to be a representative cross-section of women in the university community (graduate, staff, faculty, and occasionally undergraduate). Some interviewees reported that efforts were also made to consider other group identities (race, age, ethnicity, sexual orientation and/or local community activists. Initiating groups appear to have been given significant representation, if not consultation, in the constitution of study committees.

Studies took the form of focus-group research, surveys, informal questionnaires, or other task force information-gathering activities. Our information suggests that these focus group or survey efforts attempted to target representatives of different groups of women and to maximize

opportunities for open-ended responses. Other information gathering activity involved research on relevant publications, other women's centers, and informal contact with women on and off campus. Thematic foci of official studies covered a full range of concerns relevant to women: safety, physical and mental health, academic, professional and personal development, family support, and others. In the cases of institutions we contacted, these official studies led to recommendations for, and the eventual establishment of, women's centers. Initial priorities for these centers were based on the findings of these studies.

It is noteworthy that over time, centers established early (like MN and MI) have become more diverse in the groups they represent or target, and at the same time more specialized in the concerns they address. An increasing diversity in the groups or populations served by a center is a measure of its success, since successful centers reach as many women -- or at least university community women -- as they can. Inclusiveness and diversity appear to be the organizational ideals for every women's center we investigated, whether established early or late.

Every women's center investigated in this study defines the central function of its mission as advocacy and support for women's concerns on campus. In specific terms, this has usually meant educational program provision and coordination, referral and coordination for campus and off-campus organizations and services of particular use and interest to women, and provision of support services where necessary. As a result of this defined mission, women's centers have facilitated the emergence of academic programs dealing with women (such as programs or departments of women's studies) where these programs did not exist and have addressed those concerns of women in the institutional community that could not be met by academic programs. In most every instance, women's centers have played important roles in the establishment of institutional policies and programs that have made women's concerns part and parcel of the university's structure. In this way, women's centers have occasionally "spun off" their services to other units of the institution or have helped to create separate structures which address women's career development concerns, professional development concerns, health concerns, family support services, and a variety of other issues. The women's center at the University of Michigan is an exception in this regard. Rather than "spinning off" programs and services, the MI center has been designed to *absorb and centralize* programs and services. This might be considered a successful alternative model to the "standard" center model, though it should be noted that the logistical and financial demands of running on the Michigan model have been met through a long period of development and transformation. It should also be noted that women's centers' administrators and staff in general emphasized in their interviews that the centers took care not to replicate existing services, or to take on complex or highly specialized services where there were institutional venues better prepared to provide them.

The commitment of women's centers to advocacy appears to play an extremely important role in improving the general climate for women, since it creates an environment conducive to addressing women's needs and concerns. It should be noted that those women's centers having their institutional authority located in divisions of student affairs -- as opposed to provosts' or presidents' offices, for example -- appear to have more difficulty sustaining the advocacy mission.

Finally, the specific programs and services that both older and newer centers offer have increasingly come to be client- or user-driven. Thus, centers change the specific focus of the services and programs they offer as their clientele demands change.

2. Concerns noted in the institutional development of women's centers

The most frequently cited obstacles to the creation and maintenance of a women's center were scarce financial support and inadequate space and supplies. Ideological opposition was rarely

mentioned, and when mentioned was usually characterized as a minor inconvenience. Some interviewees -- especially those working in centers established recently or which had undergone significant institutional transformations -- indicated that their large and complex agendas of concerns created organizational difficulties. One interviewee suggested that these difficulties were often the result of strategic planning long on needs-assessments but short on information about current institutional activities (thus replicating or advocating replication of existing services), unrealistic assessments of resources, or failure to consider basic logistical information (e.g. available space and appropriateness of existing space for particular kinds of services). Another concern was the difficulty of serving diverse populations of women, especially minorities, where there is lack of interest and participation by targeted groups.

3. Authority, management and physical location

The most common location of institutional authority for women's centers is in provosts' or presidents' offices. Some centers were located in divisions of student affairs, and these almost invariably reported severe strains in carrying out their advocacy role due to institutional politics, problems with credibility, and an array of competing demands. As a result, some of these centers are being relocated to other bases of authority or placed under new sections within student affairs divisions. For example, the MTN center is being moved from student affairs to the office of a newly-created vice chancellor for diversity affairs, and the DU women's center is now part of the Campus Community Development team within the division of student affairs.

Budgets for centers ranged from large and impressive (2 million at MI) to more modest, even "shoestring" amounts. In most instances interviewees reported (as noted earlier) scarcity of financial resources and supplies to be a major difficulty for centers. Sources of center budgets were typically a mixture of state appropriations (usually committed from the university general fund and always totaling more than 50% of the budget), various government and foundation grants (a maximum of 20-30% of budget), and gifts (usually less than 10% of budget). Some centers (WI) were supported by appropriations of student fees made by student governments, and at some centers particular services might be supported by various student fees (such as sexual assault services at DU supported by student health fees). For centers reporting their budget line items, personnel costs were approximately 70% and operations costs approximately 30% of budgets.

Administrative organization of centers almost always included a full-time director on a staff appointment; support staff (executive assistants and/or clerical assistants) were always present, their number being large or small as budgets and organizational complexity allowed. Most centers had small staffs (3-5 persons), MI (with 17 staff) and VA (with 22 full- or part-time paid employees) being the exceptions. Work-study student help, graduate student interns, and volunteers were noted as integral to the successful operation of the centers. Nonetheless, it was also emphasized that temporary or volunteer help was often sporadic, irregular, and often undependable; much emphasis was placed on creating systematic programs for provision of staff (internships, practica, and so on) and training of "temporary" help.

Center policy is typically formulated by the Director in consultation with a representative advisory board or committee, with the administrative officer of the center's home unit (provost, vice chancellor, dean) exercising final approval authority over center policy. One interesting exception in this regard was the center at WI, which, rather than having a director, has a seven-person staff, all of equal status, and is run on a consensus model of decision-making. There were few reports of conflicts between center staffs and advisory committees or oversight authorities.

The physical location of the centers varied. Some centers (MI, VA, Emory, Hollins) occupied

their own building (usually a former residence or small office building on campus), while others shared a building with other institutional units. In most cases, centers had limited -- and according to some interviewees, inadequate -- office, storage, and meeting space available. Availability, use and organization of space repeatedly appeared as a source of concern for many of our interviewees.

4. Service and programs offered

With the exception of the MI center, with its exhaustive range of academic and nonacademic programs and services, women's centers targeted their resources at provision of services and programs most effective in fulfilling the missions of advocacy and support, educational programming, and referral and coordination. The range here is remarkable, as the following partial list indicates (most commonly provided services and programs appear at the beginning of the list):

- advocacy and support for campus safety
- support and advocacy for services for victims of sexual harassment and sexual violence
- awareness of women's concerns
- educational programs for women's personal and professional development
- referrals and help lines for physical and psychological health services
- financial advising, legal counseling
- academic peer counseling for women students
- mentoring and networking programs for women students and professional women
- support groups for a variety of concerns (single mothers, divorcees, non-traditional students, gay and lesbian relationships, eating disorders, sexual abuse and assault victims)
- collection of information (usually in modest libraries) about women's concerns
- lifestyle strategies, activities and services of interest to women.
- coordination and sponsorship of cultural, social and educational events (concerts, films, speakers, discussion groups).
- sponsorship of internships and other service-learning opportunities.
- sponsorship of leadership seminars

Interviewees reported that education and support programs were the most heavily used services; information and referral services were the next most, and support groups were also popular. With the exception of special events (such as conferences, concerts, films), fees were seldom required for the use of center services. Where fees were required, centers often tried to offer waivers for low-income persons.

One interviewee noted that the least popular service provided by the center was the center itself -- as gathering place or public space. However, it also appears that centers having their own buildings were more successful as "public spaces" for women (although the problem of publicizing the center's existence was a common problem).

5. Clientele

Women comprised the vast majority of center clients, and most centers surveyed also had programs for men, usually concerning abuse and harassment issues. Centers often co-sponsored programs with minority-oriented organizations or other institutional entities offering programs or events of special relevance to women. Inclusiveness was a particular problem, however, for those women's centers which are student-oriented. The more student-oriented a center, the more likely it was to be used almost exclusively by white, heterosexual, undergraduate women. Still, the commitment to inclusiveness and diversity was often and strongly emphasized in the interviews.

6. Summary

On the basis of the interviews, campus-based women's centers appear to be essential, successful, and highly regarded campus organizations, offering a wide variety of services and support to a variety of clientele. Commitment to inclusiveness and nonduplication of services is essential. Publicizing the work and services of the centers is a common and significant problem. Problems of space and resources and of the training and dependability of "temporary" staff appear to be the most common obstacles to center effectiveness.

The general tone of interviews and the published materials is that of persistent, constructive, and critical self-examination; center staffs seen genuinely committed to improving existing services and programs and addressing unmet or new concerns and needs.

C. Institutions without women's centers

During the course of surveying other institutions, it became clear to the subcommittee that whether it's called a "women's center," a "resource center for women," a "center for gender equity" or an office or department for "women's programs and services", it appears that most major institutions of the nature, size, and composition of UNCC-Chapel Hill have a campus-based women's center or comparable administrative unit for advocacy and support of issues of particular concern to women and for co-ordination of programs and services to address women's needs and interests. Although there are small private institutions throughout the country that still maintain a Dean of Women's Office to fulfill similar functions, these offices serve a relatively small number of students at those colleges or universities and are necessarily limited in scope, so comparisons between them and UNCC-Chapel Hill did not seem productive.

According to the National Women's Studies Association, there were almost 400 campus-based women's centers or women's research centers in 1990 (distinct from 625 Women's Studies programs), and a significant number of campus centers have been established since that time. Further, the National Association of Women's Centers (Mary Ann Haxton, Director, West Sumner, Maine) reported that a significant number of campuses are starting women's centers this academic year. Neither of these national organizations was able to provide the Task Force with specific information requested (how many university-based women's centers exist in the United States; how many flagship state institutions have women's centers) from a database, however. Because the most recent directories published by both these organizations are 5-6 years old (both are being updated for 1996) and because a search of the Internet revealed that even well-established university women's centers did not always have their information available on university home pages, it was difficult to accurately identify comparable universities without women's centers or comparable offices.

Phone calls to universities that were thought not to have a women's center on campus, frequently revealed that the university had recently established a women's center (UT-D, CS, UNM), was in process of working to establish a center (UT-A, GT), or had something in place which provided programming, advocacy, and support for women (primarily for students), but was called something else, such as "Office for Women's Concerns" or "Women Students Services" or "Women's Resource Center" (USC, OSU, UC-Berkeley).

At institutions where there are no women's centers in existence nor women's centers being planned, there was usually an office in place to provide information and referral, advocacy, support, and programming for women students (USC, OSU, UC-Berkeley). It is noteworthy that administrators at institutions with such structures - designed to address the needs of students only - consistently expressed a preference for their office or center to be university-wide, if possible, serving staff and faculty as well as students.

V. Recommendations of the Task Force

The following recommendations are based on the results of the inventory and the survey, and discussions of the implications of those results.

A. Security

The survey suggests that an ongoing and critical concern to women on the UNC campus is security, which, based on the Inventory, is an area under-represented or poorly advertised with respect to services/programs addressing women's concerns. We therefore make the following recommendations:

- 1. The formal coordination of those groups concerned with the safety of the community: the Campus Safety Committee, the Department of Public Safety (which includes the Student Patrol) and SAFE Escort..*
 - 2. Expanded and better publicity for educational programs offered by the Department of Public Safety and for the ongoing work of this department and the Campus Safety Committee.*
 - 3. The creation of ongoing focus or advisory groups, with a rotating membership of faculty, staff and students, to bring fresh perspectives to the Department of Public Safety and the Campus Safety Committee on current issues and to suggest possible solutions.*
 - 4. The establishment of a telephone number, e-mail address or mailing address to which individual comments and concerns about campus security/safety can be sent. Suggestion boxes are already in existence at several sites on campus, are effectively used, and need to be maintained.*
 - 5. The establishment of formal and regular means of communication between the groups concerned with safety and other departments or services affected by safety issues: Point to Point, University Housing, the Department of Transportation and Parking.*
- General areas of concern that we suggest should be addressed through the above proposed mechanisms are:
- a. Point to Point and other transit services (increased funding; expanded services; evaluation of pick-up and drop-off points; comparison with what is offered for transportation services on a 24-hour basis or after dark on other campuses of similar size and composition)
 - b. Security in dormitories (examination of current policies on security for uniformity and enforcement; ongoing, comprehensive educational programming on safety issues and personal responsibility)
 - c. Campus parking (re-examination of campus parking policies with respect to lot assignments for parking after dark for students and faculty and hardship policies for students)
 - d. Visibility of security on campus (more foot and bicycle patrols; more interaction with the community on a day-to-day basis)
 - e. Improved lighting on walkways, around buildings and in parking lots

(See letter from Chief Donald L. Gold, University Police, Appendix G)

B. Health services

The survey revealed neutrality on the subject of health services for the University committee, but a significant number of the respondents lacked information about what was available, particularly in the area of mental health services. We therefore recommend:

1. Increased effort by the Student Health Service to better educate the University community about the scope and nature of its work and its programs, particularly those concerning student health issues such as eating disorders, and to make widely known those services in the area of mental health.

2. The hiring of a full-time obstetrician/gynecologist for the Student Health Service. Given that there are 9,384 women undergraduates (60% of the undergraduate population), and 3,985 women graduate students (56.6% of the graduate student population), we find it remarkable that not a single physician trained in obstetrics and gynecology (which is considered to be primary care by the state of North Carolina) is part of the permanent staff of the Student Health Service.

3. The exploration and establishment of coordination and partnerships between the Student Health Service and those community health resources such as Planned Parenthood, which are used by the students.

The Task Force supports the work of the Student Advisory Board to the Student Health Service and its continued input to the Student Health Service on the perceived quality and availability of health services, such as expanded HIV testing; on avenues for the coordination of health services; and on health issues of critical interest to the students, such as weekend clinic hours, fees for service, etc.

C. Legal Services

Recognizing the near absence of legal services for women on the campus (see Inventory) and the potential conflict of interest posed by University-based services, *we recommend that there be established a mechanism to publicize and provide access to legal services/counseling provided by the Women's Center of Orange County* (see section G. below).

D. Work-life issues: maternity leave/child care/elder care

Resonating through the comments to the survey were two issues: 1) the potential conflict of work schedules with the need to care for and support one's family and 2) the critical need for information about, and the existence of, affordable support resources, such as child care and elder care. The Inventory shows that committees, programs or services at the University relating to these issues are few in number and limited in scope, and the responses to the survey reinforce the need for mechanisms to deal with these issues and for publicity about what already exists. We therefore recommend the following:

1. In recognition of the strength of those support services already available through the Division of Human Resources, the addition to the Benefits Department of Human Resources of someone skilled in the application of family leave policies (maternity leave policy; policy for

stopping the tenure clock) specifically to counsel and advise faculty in negotiating leave for reasons of pregnancy, adoption, illness, the need for elder care, etc. We suggest that this person also be aware of issues created by alternative family structures.

2. The annual re-acquaintance of deans, chairs and unit heads with the content of existing leave policies and the policy on stopping the tenure clock, since there is at least a perception that these policies are not applied uniformly across the campus.

3. The establishment by the office of the Provost of a University-wide maternity leave policy for students, to enable students to take a leave of absence for pregnancy/ birth/ post-delivery and to re-enter school without having to go through a readmission process.

4. The exploration by the existing Child Care Advisory Committee of options for increasing subsidies for child care for members of the University community. The Task Force recognizes that through this committee, the University has made substantial progress toward the establishment of on-site child care. However, current needs and the general level of dissatisfaction with the availability and cost of child care services indicate that this will be a persistent problem for the campus, and increased availability of subsidies would enable more members of the community to use existing day care facilities.

5. Better publicity of the services of the Child Care Network, based on the lack of information on child care services by members of the University community apparent in the survey results.

6. Better publicity for the functions of the Work-Family Coordinator in the Division of Human Resources, specifically those involving the provision of information and counseling on available dependent care (elder care; care of the disabled) and its coverage by the family leave policy.

7. Creation of an advisory committee on the issue of elder care, which will become increasingly more significant to the University faculty and staff with the aging of the generation of baby boomers. We suggest that the advisory committee explore avenues of partnership with the towns of Chapel Hill and Carboro in increasing access to elder care.

8. Increased sensitivity and responsiveness to the family responsibilities and the security of the faculty, staff and students by all those responsible for scheduling meetings for departmental, school and University business and for teaching schedules.

9. The continued collaboration of the Assistant Vice-Chancellor for Human Resources, the Provost and the Executive Vice-Chancellor, together and with individual departments, to find creative ways to resolve issues of conflict between work and family responsibilities for the faculty and staff, on issues that have been resolved so successfully by private industry, such as job-sharing and flexible time.

E. Career development and mentoring

Another area in which dissatisfaction was indicated by faculty, staff and students through the

survey and which is not well supported by existing services, is career development and mentoring. This appears to be especially germane for staff and graduate students. We therefore recommend the following:

1. The establishment by the University of a scholarship fund for faculty and staff (both men and women) to enable their participation in programs promoting career development. Such opportunities would include programs such as BRIDGES, established by the University for women faculty and senior staff and recognized for its excellence, and technical training for housekeepers.

2. The hiring of a staff career development counselor for the Division of Human Resources, which the Task Force recognizes for its provision of excellent training programs, to assist the staff in finding career advancement opportunities.

3. A formal effort by the University to promote qualified women staff to higher level positions and to ensure that women applicants are considered for any new administrative position, looking within the University for qualified candidates.

4. The institution by the Graduate School of a mentoring program for graduate students. This program should be available to all students, but would be particularly useful for students who don't receive mentoring within their own department or who feel the need for an outside mentor.

5. Institutional support for an expanded Women mentoring Program, which is recognized as both effective and beneficial by undergraduate women and faculty mentors participating in the program. We suggest that the program include senior undergraduates and graduate students as mentors, due to the dearth of women faculty to fulfill this role.

6. The establishment by the office of the Provost of a Board of Mentors for the University, to be composed of 20-40 faculty recognized as outstanding mentors and to which female and male faculty in both Academic and Health Affairs could turn for the traditional functions of a mentor. This would be particularly useful for faculty in small departments or for women in departments with few other women. We further suggest that the Association of Women Faculty and Professionals and the Association of Women in Medicine take a more active and visible role in the mentoring of women faculty.

7. Annual reminders to the chairs of individual departments/heads of units of their role as mentors for the faculty and their responsibility to ensure that every faculty member has the opportunity to be mentored.

8. Continued University-wide publicity and support for recent initiatives from the Office of the Chancellor and the Division of Human Resources to improve working conditions and training opportunities for housekeeping employees.

The Task Force also strongly supports the recommendations of the Committee on the Status of Women in its report for 1995-96 and efforts being made to investigate and remedy the discrepancies between the promotion rates of women and men to full professor (see Section I of this report).

F. Chilly climate

The existence of a "chilly climate" for women on this campus has been determined by previous committees and Task Forces (see part I of this Report) and is being addressed in various ways by several University-wide committees (Committee on the Status of Women, Women's Concerns Coalition, Committee on the Status of Minorities and the Disadvantaged, Child Care Advisory Committee). This Task Force agrees that the University must make an institutional effort to improve the climate for women in all settings of the University, and thus makes the following recommendations to supplement ongoing efforts:

- 1. Production by the Center for Teaching and Learning of an informational brochure for faculty and graduate students on the establishment of a gender-equitable learning environment and the inclusion of this information in the orientation training of graduate teaching assistants.***
- 2. The production by the Center for Teaching and Learning of an informational brochure for students about learning in a gender-equitable environment and the inclusion of this information in the introduction of incoming students to the campus during C-TOPS.***
- 3. The continued expansion by the departments in the Division of Student Affairs of their commitment to provide continuous educational programming on issues related to gender and gender equity, drawing on the expertise of, and in coordination with, relevant University and community-based groups and working with established student groups. Wider publicity of this programming is also needed.***
- 4. In recognition of the fact that issues such as date rape, sexual harassment, eating disorders, and drug and alcohol abuse are inextricably linked, the drastic expansion by the Office of Greek Affairs of its Risk Management Program to provide ongoing, continuous educational programs on issues related to gender and gender equity to freshmen, sophomores, juniors and seniors within the Greek system, drawing on the expertise of and in coordination with relevant University and community-based groups.***

The Task Force recognizes that educating only pledges is not sufficient to change the climate, that issues change during a four-year University experience, and that education should not be a sanction, but a pro-active mechanism to prevent problems before they occur.
- 5. Expanded institutional commitment to the Office of Student Counseling, which specifically assists African-American and Native American students; filling of the position of Associate Dean of the College of Arts and Sciences, which oversees this office, on a permanent basis; and the appointment of a woman to fill the Assistant Dean position in this office, which currently has no woman in any administrative position.***
- 6. In recognition of the fact that sexual orientation is an integral part of the diversity on the campus and that there are University policies prohibiting discrimination on the basis of sexual orientation, the establishment of an institutional task force (faculty, staff and students) to determine whether and how this policy is being met campus-wide; to examine the issue of sexual orientation and the problem of homophobia on campus, including within the arena of intramural and interscholastic sports; to consider, in coordination with other appropriate committees and***

University units, issues such as partner benefits, family leave, and housing; and to ensure that education about sexual orientation is a part of all diversity training for faculty, staff and students.

7. The appropriate acknowledgment of women faculty for their qualifications and valuable contributions, through the awarding of endowed chairs and their selection for senior administrative positions.

G. Coordination of services

It is clear from comments received by the Task Force in the course of creating the Inventory, from the Inventory itself, and from the survey results that 1) the University lacks critical services for its women members; 2) there is a lack of coordination of what does exist; and 3) there is no central source of information and unsatisfactory publicity for what does exist. From the report of the Other Institutions Subcommittee, it is clear that many, if not most, major institutions of the nature, size and composition of the University of North Carolina at Chapel Hill have a formal mechanism (center, office, department, resource center, program) for the coordination, publicity, support and advocacy of women's services and issues. The name most frequently given is "women's center", but each institution's mechanism is different, depending on institutional needs, missions and goals.

After a careful and conscientious investigation of 1) what services and programs for women do exist at the University; 2) what women on campus see as important issues and needs; and 3) what exists to coordinate, publicize, support and advocate for women services at comparable academic institutions, the Chancellor's Task Force on Women at Carolina was able to reach consensus.

We unanimously recommend the establishment of an initial center, reporting directly to the office of the Executive Vice Chancellor. Its mission and responsibilities should be shaped by the specific needs of our institution and community, and it should serve students, staff and faculty. As it evolves into a fully-developed center during the next five year, we believe that its mission and responsibilities should come to include the following:

1. Gathering and maintenance of current information on existing services for women on this campus;
2. Publicity of existing services, in coordination with the source units;
3. Referral of both women and men to these services;
4. Educational programming, alone and in coordination with other units of the administration, that engages the entire University community and has as its objective the creation of a safe, equitable, and healthy University environment for its members;
5. Advocacy for the establishment of needed services;
6. Coordination and connection with community services;
7. Facilitation of connections between existing services and coordination of the work of relevant committees;
8. Representation of women's interests on relevant University-wide committees, including ones suggested by the Task Force;
9. Coordination of activities with, but not inclusion of, Women's Studies;
10. Coordination of activities/programming for African-American women with the Sonya H. Stone Black Cultural Center;

11. Collaboration with the University Development Office to raise funds to support the growth of this center and the establishment of needed services;
12. Advocacy for systemic changes that will improve the lives of the women and men of the University community.

1. Initial staffing

- a. Director. This person should be a full-time faculty appointment, preferably an individual with a doctorate who possesses the knowledge and skill to act as an effective advocate for women and leader of the University, particularly in its diversity efforts, and with experience in development, in order to work effectively with the University's Development Office.
- b. Staff support position. While the center can operate many of its programs through the use of volunteers, interns and work-study students, the presence of support personnel will be an important part of the information referral process.
- c. Sexual Harassment Officer for the University. The Task Force recommends the inclusion of the Sexual Harassment Officer in this center. We further recommend that the title of Gender Relations Educator be added to that of Sexual Harassment Officer, to more appropriately reflect the work of the position. With regard to the center, the specific responsibilities of this position would be to assist in the coordination of, and to participate actively in, educational programming on issues related to gender and gender equity, including that recommended by this Task Force.
- d. Staff Career Development Counselor. A joint appointment is recommended for this position, which was recommended for the Division of Human Resources (see E.2. above).
- e. Volunteers, Interns and Work-Study Students. The center should be a place for women students to develop leadership skills and for Women's Studies students to experience firsthand the theoretical concepts they study in class. We also hope that there will be a number of international students and their spouses, retirees, and community members who will look to the center as a focal point for meaningful volunteer work.

2. Name

*The Task Force suggests two names for the proposed center: the **Carolina Women's Center** or the **Carolina Women's Resource Center.** Recognizing that the need for the organization, coordination, connections and advocacy that this center will provide is more important than its name, we leave the choice of name to the members of the campus community and/or the group that should oversee its implementation (see section H.).*

3. Location

The Task Force recognizes that space in central locations is at a premium at the University and does not make any specific recommendation for a location. However, the space must be adequate for the personnel and activities described above. In addition, special consideration needs to be given to selecting a location that is safe for use by women, including parking, at night.

4. Future development

We recommend that the Chancellor and the University make a serious commitment to the

organic growth and development of this center with the objective of having it become fully developed within five years.

The support of women alumnae, faculty, staff, and students will help to accomplish this goal. Consider the words of Joan Scott, former Professor of History, in support of the establishment of a Women's Studies Program, in 1976:

"Policy makers continue to think in traditional terms when they think of how to increase alumnae gifts to the University. Football teams and athletic programs will not secure female support. The more subtle ways of encouraging and developing loyalty have not been considered....As professionals and wage-earners, women are in a better position [now] to contribute to alumni funds. If they have had the sense that the University provided them with the training and the intellectual and emotional support for their adult lives, they are more willing to express their gratitude and loyalty in economic ways."

We can think of no better University purpose to attract the financial support of alumnae.

H. *Vision for the future*

One of the greatest challenges facing administrators, faculty, staff and the student body of the University of North Carolina at Chapel Hill is how to realize the University's commitment to the diversity of its community. The above recommendations encapsulate the vision of this Task Force for the future of one part of that diversity, the women of the University, but in fact, affect and serve other members of the community as well.

Recognizing that there have been many previous committees and groups dealing with women's issues (see part I of this report) and that there is a certain repetitiveness to the recommendations and suggestions, we wish to ensure that our vision becomes reality.

Therefore, we recommend that there be established an Advisory Board on Women's Issues, similar to the Administrative Board of the General College and the College of Arts and Sciences; composed of faculty, staff and students; and divided into two subcommittees: one to oversee the establishment of the recommended center and its development, and the second to oversee the implementation of the strategies and recommendations of this Task Force. We further recommend that this Board be established by September 1996.

We envision that this Board would evolve into an Advisory Board to the center.

APPENDIX

I. Attached to the final report

- A. List of members of the Task Force on Women at Carolina
- B. Inventory of programs and services for women at the University of North Carolina at Chapel Hill
- C. Letter from the Executive Director of the Orange County Rape Crisis Center to Barbara DeLon, February 22, 1996.
- D. Letter to the Task Force by a graduate student at the University of North Carolina at Chapel Hill
- E. Survey instruments for women faculty, staff and students on women's concerns and issues.
- F. Questions for the phone survey of other institutions on women's services and their coordination
- G. Letter from Chief Donald L. Gold, University Police, to Dr. Noelle A. Granger, March 1996

II. Resources cited or used in the preparation of this report; available in the Task Force library

- A. Dean, Pamela. 1987. Women on the Hill: A History of Women at the University of North Carolina. Division of Student Affairs, University of North Carolina at Chapel Hill.
- B. Committee on the Status of Women (Rebecca Wilder, Chair): Review of the activities of the Committee on the Status of Women, 1972-1992
- C. Committee on the Status of Women (Judith Wegner, Chair): Survey of Women in Health Affairs, 1986
- D. Committee for Faculty Development and Affirmative Action, School of Medicine (Noelle A. Granger, Chair): Report for 1987. Mentoring and Faculty Development: Is There a Need for Nurturing?
- E. Report of Linda Brooks and the Office of Student Affairs: Incidence of sexual harassment experienced by women faculty and graduate students on campus, 1990.
- F. Chancellor's Committee on Community and Diversity (Judith Wegner and Robert L. Reddick Co-Chairs): Report, October 1991
- G. Committee on the Status of Women (Lolly Gasaway, Chair): Survey of UNC Faculty on Fixed Term Appointments, June 1991
- H. University of North Carolina at Chapel Hill: Southern Association of Colleges and Schools Reaccreditation Self-Study, 1993
- I. Committee on the Status of Women (Laurie McNeil and Rebecca Wilder, Co-Chairs): Annual Report 1995
- J. Women's Issues Network: Working Proposal for a UNC Women's Center, February 1994
- K. Letter from Chancellor Paul Hardin to Professor Noelle A. Granger, January 1995.
- L. 1994 Annual Report of the Child Care Advisory Committee
- M. Comments from the Women's Issues Survey, November 1995
- N. Final report, Other Institutions Subcommittee of the Task Force on Women at Carolina
- O. Coordinating Council for Women's Concerns, Virginia Tech: Proposal to Establish a Women's Center at Virginia Tech, October 1992.

TASK FORCE ON WOMEN AT CAROLINA

- Deb Bialeschki (Faculty)**
Leisure Studies and Recreation Administration
- Jane Brown (Faculty)**
Journalism and Mass Communication
- David Conroy (Graduate Student)**
Physical Education
- Barbara DeLon, Co-Chair of the Task Force (Staff)**
Academic Affairs Library
- Carolyn DuBose (staff)**
Health Sciences Library
- Sara Frisch (Undergraduate, Class of 1997)**
Journalism and Mass Communication
- Elizabeth Gibson, Chair, Inventory Subcommittee (Faculty)**
School of Law
- Noelle A. Granger, Co-Chair of the Task Force (Faculty)**
Cell Biology and Anatomy
- Cynthia Greenlee (undergraduate, class of 1996)**
International Studies
- Barbara Harris (Faculty)**
Women's Studies
- Katie Hultquist (Women's Issues Network; Undergraduate, Class of 1996)**
International Studies
- Adrienne Lockie (Women's Issues Network; Undergraduate, Class of 1996)**
Women's Studies and Political Science
- Judith Scott, Co-Chair, Other Institutions Subcommittee(Staff)**
University Sexual Harassment Office
- Amy Swan (Executive Branch of Student Government; Undergraduate, Class of 1996)**
Women's Studies

Rebecca Wilder (Faculty)
Dental Ecology

Rachel A. Willis, Chair, Survey Subcommittee (Faculty)
Economics

RESEARCH ASSISTANTS TO THE TASK FORCE

Gail Corrado (Graduate Student)
Public Policy Analysis

Alicia Robb (Graduate Student)
Economics

OTHER CONTRIBUTING MEMBERS OF THE TASK FORCE

Carla Chapman (Undergraduate, Class of 1996)
Biology

Courtney Fitzpatrick (Undergraduate, Class of 1997)
Studio Art and Chemistry

Katherine Kraft (Graduate Student)
Curriculum in Toxicology

Steve Leonard, Co-Chair, Other Institutions Subcommittee (Faculty)
Political Science

Leslie Sadler (Staff)
University Housing

Appendix B

**Chancellor's Task Force on Women at Carolina
Services and Programs for Women at UNC-CH
(as of September 1995)**

Table of Contents

Campus Safety	1
Students	1
Student Patrol	1
Students, Faculty, and Staff	1
Campus Safety Committee	1
Department of Public Safety	2
Safe Escort	2
Diversity Issues	3
Students	3
Bisexuals, Gay Men, Lesbians, and Allies for Diversity (B-GLAD)	3
Black Student Movement	3
Lambda Law Students Association	3
Medical Student Committee on Diversity	4
Faculty	4
Medical School Faculty Committee on Diversity	4
Students, Faculty, and Staff	5
Committee on the Status of Minorities and the Disadvantaged	5
Sonya H. Stone Black Cultural Center	5
Family-related Support Services	6
Students	6
Carolina Medical Students with Children	6
Extended Study Program	6
Parents Active in Law School (PALS)	6
Students, Faculty, and Staff	7
Child Care Advisory Committee	7
Faculty and Staff	7
Employee Services Department	7
Governance	9
Students	9
Executive Branch of the Student Government	9
Graduate and Professional Students Federation	9
Faculty	9
Committee on the Status of Women	9
Students, Faculty, and Staff	10
Executive Committee of the Faculty Council	10
Women's Concerns Coalition	10

<u>Health (General)</u>	12
Students	12
Student Health Services	12
Students and Faculty	12
Medical School Task Force on Women's Health	12
<u>Leadership/Mentoring</u>	14
Students	14
American Medical Women's Association (AMWA), Student Chapter	14
NC Fellows/Leadership Development Office	14
Womentoring Program	14
Office for Student Counseling	15
Faculty and Staff	15
BRIDGES	15
<u>Legal Services</u>	17
Students	17
Student Legal Services	17
<u>Personal Growth and Education</u>	18
Students	18
Department of University Housing	18
Greek Affairs Office	18
National Pan Hellenic Conference	18
National Pan Hellenic Council	19
Office of Student Services	19
Faculty	20
American Association of Women Professors, Committee V	20
Medical School Committee on Faculty Development and Affirmative Action	20
Students, Faculty, and Staff	20
Carolina Union	20
<u>Professional Development and Equity</u>	22
Students	22
Association of Women Dentists	22
Black Graduate and Professional Women's Support Group	22
Carolina Women in Business	22
Graduate Women in Business	23
University Career Services	23
Women in Law	24
Faculty	24
Association of Professional Women in Medicine	24

Staff	24
SPA Grievance Procedure	24
Women's Staff Support Group	25
Faculty and Staff	25
Association for Women Faculty and Professionals	25
<u>Psychological Services</u>	26
Students	26
Student Psychological Services at Student Health	26
University Counseling Center	26
<u>Rape/Relationship Violence</u>	28
Students	28
Domestic Violence Project	28
Office of the Dean of Students	28
Orientation/C-TOPS	29
<u>Religious Services</u>	30
Students, Faculty, and Staff	30
North Carolina Hillel	30
Women Praying	30
<u>Sexual Harassment</u>	31
Faculty	31
Medical School Orientation Program for New Faculty and House Staff	31
Medical School Task Force on Gender Equity	31
Students, Faculty, and Staff	31
Chancellor's Sexual Harassment Advisory Group	31
School of Public Health Sexual Harassment Group	32
University Sexual Harassment Office	32
<u>Social Concerns: Awareness and Outreach</u>	34
Students	34
Greek Women's Issues Group	34
Women's Issues Network	34
Students, Faculty, and Staff	35
POWER (Campus-Y)	35
Women's Caucus	35
Students and Faculty	36
International Center	36
Other	36
Cornelia Phillips Spencer Day Committee	36

Miscellaneous	37
Students and Faculty	37
Institute for Research in Social Sciences	37

Campus Safety

1

Students

Student Patrol

1. Associated with: Departments of University Housing and Public Safety
2. Membership: students selected yearly in the fall
3. Services directed toward: students on campus in evening
4. Purpose: To augment Campus Police efforts by providing an additional nighttime foot patrol, particularly in the north campus dormitory areas.
5. Activities: Members of the Student Patrol provide an additional watch around dormitories in the evening, reporting any suspicious activities. They also serve as a resource to students experiencing safety problems and are able to relay requests for help to University police.
6. Contact person/Advisor: Department of University Housing, 962-5406.

Students, Faculty, and Staff

Campus Security Committee

1. Associated with: Office of the Chancellor
2. Membership: 18 University staff members and administrators, plus student representation
3. Services directed toward: students, faculty, and staff
4. Purpose: To oversee the University's compliance with the Campus Security Act and to make recommendations to the University administration in that regard; to prepare and submit the annual Campus Security Report; and to consider and make recommendations to the University administration regarding the University's comprehensive security program, including emergency response procedures.
5. Activities: The Committee serves as a means of coordinating the activities of units on campus with responsibility for crime prevention, and it disseminates to the University community information about the instances of criminal activity on campus and the University's policies and practices to prevent and respond to such activity.
6. Contact person/Advisor: Convenor: Susan H. Ehringhaus, Assistant to the Chancellor and Senior University Counsel, CB #9100, 962-1219.

Department of Public Safety

1. Associated with: Business and Finance
2. Membership: N/A
3. Services directed toward: students, faculty, and staff
4. Purpose: To provide the University community with comprehensive, professional law enforcement services; to protect and serve the University community by enforcing the laws of North Carolina and by maintaining a secure environment that fosters education, protection, and service delivery.
5. Activities: Among its other activities, the Department of Public Safety offers a Rape Aggression Defense (RAD) Program, which is designed to provide class participation with information, tactics, and considerations that may be useful for various types of abduction encounters perpetrated against women. The RAD program is a 12-hour training class with much of the time spent on practicing the practical application of the defense tactics shown. Usually taught to groups of 10-20 people, the RAD program is available to students, faculty, and staff. In addition, the Department of Public Safety will present safety programs on a variety of topics, including date and acquaintance rape.
6. Contact person/Advisor: Lt. Angela Carrion, Crime Prevention Officer, CB #1600, 966-3230.

Safe Escort

1. Associated with:
2. Membership: students
3. Services directed toward: women
4. Purpose: To assist and escort lone women on campus.
5. Activities: Safe Escort operates out of Davis Library from Sunday through Thursday, 7 PM to 1 AM. The escorts take women who are alone anywhere on campus. Safe Escort can also be used to pick up lone women and transport them—as long as both pick-up and drop-off are on campus (this is done via golf-carts).
6. Contact person/Advisor: Student heads for 1995-6: Margaret Moncure and Shelly Creech; advisor: Donald Gold, Head of University Police; 962-SAFE.

Diversity Issues

Students

Bisexuals, Gay Men, Lesbians, and Allies for Diversity (B-GLAD)

1. Associated with: Division of Student Affairs
2. Membership:
3. Services directed toward: gay, lesbian and bisexual students, with outreach to all students.
4. Purpose: To provide an environment for more meaningful and honest bisexual, gay, lesbian, and straight intercommunication; to provide a general enlightening atmosphere for all people; to provide resources related to a broad spectrum of views on gay/bi/lesbian issues; to involve allies of the gay community; to eliminate discrimination within and outside the University community.
5. Activities: Activities include National Coming Out Day, AIDS activism, World AIDS Day, and Celebration Week in March. Activities relevant to women include lesbian teas, Sappho lunches, programs through the outreach and social committees, and referrals to lesbian/bi empowerment groups.
6. Contact person/Advisor: Co-president, Karen Erickson, 969-8558.

Black Student Movement

1. Associated with: Division of Student Affairs
2. Membership:
3. Services directed toward: primarily African-American students
4. Purpose: To uplift Black culture in four ways: educational opportunities for members, social outlets for members, giving back to the community through community service, and pushing student issues through activism.
5. Activities: Activities include Kwanzaa week celebrations, the Umoja awards, planning for MLK week, social parties, and general activities through committees. This year will be the 2nd annual Celebration of Black Womanhood in three ways: spiritual, mental, and physical senses. The evening includes a dinner, performances, and a keynote speaker, and is open to the campus community.
6. Contact person/Advisor: President: Ladell Robbins, 914-6606; co-chairs of "Celebration of Black Womanhood": Dee Sumney, 914-6729, and Stephanie Galloway, 914-0620.

Lambda Law Students Association

1. Associated with: School of Law
2. Membership: law students

3. Services directed toward: Law School faculty, staff, and students
4. Purpose: To make the Law School a more comfortable and supportive environment for gay, lesbian, and bisexual students and other members of the Law School community.
5. Activities: Through support and advocacy programs, members of Lambda keep the Law School community aware of and educated about the needs of the gay, lesbian, and bisexual community, as well as developments in the law affecting them.
6. Contact person/Advisor: Amber Corbin, Sam Martin, School of Law, C.B. # 3380.

Medical Student Committee on Diversity

1. Associated with: School of Medicine
2. Membership: students
3. Services directed toward: students
4. Purpose: To increase awareness of the impact of diversity in the School of Medicine in terms of composition of student body, curricular content, and the practice of medicine.
5. Activities: In past years, there has been face painting, Native American dancers, the Ebony Readers, and guest lecturers covering such topics as native American medicine and the experiences of African-American physicians.
6. Contact person/Advisor: Faculty advisor: Noelle A. Granger, Ph.D., Assistant Dean for Student Affairs, 2-8333.

Faculty

Medical School Faculty Committee on Diversity

1. Associated with: School of Medicine
2. Membership: appointed by the Dean
3. Services directed toward: faculty
4. Purpose: To increase awareness of the impact of diversity in the School of Medicine in terms of composition of faculty and student body, curricular content, and the practice of medicine; and to promote the hiring and retention of minority faculty.
5. Activities: Plans for current year include diversity training for incoming hospital house staff at their orientation and more complex training for rising third-year students.
6. Contact person/Advisor: Chair: Susan Estroff, Ph.D., Department of Social Medicine, 2-1136.

Students, Faculty, and Staff

Committee on the Status of Minorities and the Disadvantaged

1. Associated with: Faculty Council
2. Membership: faculty, staff, and students appointed by the Chancellor
3. Services directed toward: students, faculty, and staff
4. Purpose: To investigate problems of and suggest remedial programs for minority and disadvantaged students, faculty, and staff.
5. Activities: During the past year the committee has focused on three issues: (1) mentoring programs for at-risk students, particularly in "gateway courses," namely, large classes that are highly impersonal and formidable for underprepared students; (2) diversity issues in classroom instruction; and (3) recruitment and retention of minority faculty and students.
6. Contact person/Advisor: Judith R. Blau, 1995-96 Chair, 966-4626.

Sonya H. Stone Black Cultural Center

1. Associated with: Division of University Affairs
2. Membership: N/A
3. Services directed toward: students, faculty, staff, and the community
4. Purpose: To educate and inform the University and local communities about the contributions of People of African descent and the importance of these contributions to American popular society.
5. Activities: Around the Circle is a weekly talk show discussion open to all students, faculty, staff and community members. A different topic is addressed each week, and some topics are specifically geared toward women. Past topics include sexism, miscegenation and its relationship to gangsta rap, and women's role in the Million Man March.
 Community is a program that bridges the University and the community. One of its four programs, the Teen Outreach Initiative, brings teens from the community to the BCC for informal discussions with student volunteers. Past topics have included unwanted pregnancy, birth control, miscegenation, and date rape.
 The Blacks in the Diaspora biweekly lecture series encourages discourse about people of African descent. Past topics have included sickle-cell anemia and female circumcision.
 The Sonya H. Stone Memorial Lecture is an annual presentation that usually focuses on a women's issue that affects the black community. This year, black feminist author bell hooks will deliver the lecture on November 15.
 There are plans for a spring film series focusing on the work of black female filmmakers. Other informal programs in the past have included sponsorship or co-sponsorship of forums, lectures, and programs that deal with AIDS, birth control and breast cancer.
6. Contact person/Advisor: Ty Johnson, publicist, Student Union, CB# 5250, 962-9001.

Family-Related Support Services Students

Carolina Medical Students with Children

1. Associated with: School of Medicine
2. Membership: medical students
3. Services directed toward: medical students who are parents
4. Purpose: To provide advice and support to medical students with children.
5. Activities: Plans for the current year include providing orientation materials to incoming first-year students with children concerning housing, day care, and schools; sponsoring a welcoming event (usually a picnic) for these students and their families; mothers' and fathers' nights out; sharing childcare and baby sitting; and scheduling meetings with third and fourth year students to obtain information on how to manage the clinical years and also care for a family.
6. Contact person/Advisor: Faculty advisor: Noelle A. Granger, Ph.D., Assistant Dean for Student Affairs, 2-8333; student chair: Robin Zanard, second-year student.

Extended Study Program

1. Associated with: School of Nursing
2. Membership: nursing students
3. Services directed toward: students whose academic work is suffering due to family or work obligations
4. Purpose: To assist students who are experiencing difficulties (not related to an inability to perform academically) design a personalized schedule of progression through the requirements of Nursing School.
5. Activities:
6. Contact person/Advisor: Associate Dean of Undergraduate/Graduate Studies; Director of Student Services; Chair of the Academic Standards Committee.

Parents Active in Law School (PALS)

1. Associated with: School of Law
2. Membership: law students
3. Services directed toward: law students with children
4. Purpose: To support students faced with the dual pressures of law school and parenthood.

5. **Activities:** Activities revolve around special projects, which in the past have included day care issues faced by law school parents, special financial needs of parents in law school, family health insurance problems, balancing law school demands with family demands, and investigation of career options that are "family friendly."

6. **Contact person/Advisor:** Louise Paglin, School of Law, C.B. # 3380.

Students, Faculty, and Staff

Child Care Advisory Committee

1. **Associated with:** Office of the Chancellor
2. **Membership:** 20 members appointed by the Chancellor to represent the interests of students, staff, and faculty
3. **Services directed toward:** students, faculty, and staff who are parents
4. **Purpose:** To study and evaluate alternatives for improving and strengthening child/family services for UNC faculty, staff, and students; to make recommendations to the Chancellor for future goals for programs and services; and to assist the Office of Human Resources, Department of Employee Services, in implementing new programs and services.
5. **Activities:** The Committee, which meets monthly, has provided substantial financial support to the following child-care services in recent years: Carolina Kids Summer Recreation Programs (scholarship funding), Child Care Subsidy Program, Family Day Care Conference, Child Care Networks, and Chapel Hill Day Care Center (funding assistance for start-up costs of new facility). In addition, the Committee played an instrumental role in the development and approval of plans for an on-site daycare center, which will be built as a joint undertaking of UNC-CH and UNC Hospitals on a site near the Friday Continuing Education Center.
6. **Contact person/Advisor:** Andrea Sobbe, Chair, 962-2546.

Faculty and Staff

Employee Services Department

1. **Associated with:** Human Resources
2. **Membership:** N/A
3. **Services directed toward:** faculty and staff
4. **Purpose:** To contribute to employee performance, morale, and well-being by providing services to assist employees as they face the increasing challenge of balancing their work and their personal lives.
5. **Activities:** Through Resource and Referral, employees may obtain information about outside organizations that specialize in the field of both child and elder care. The Child Care Advisory Committee has developed initiatives to improve the quality of childcare programs on campus for employees and students. The Work/Family Library contains informational resources on topics related to work and family,

and the Human Resource Training and Development Department offers classes and seminars to employees and their families on topics such as "Balancing Work and Family" and "Discipline Strategies for Preschoolers." The Employee Services Department also sponsors "H.E.E.L.S. for Health (Helping Employees Enhance their Life Styles), which provides exercise classes, educational classes, and individual fitness assessments. These services are used primarily by women.

6. Contact person/Advisor: Nora Robbins, Senior Director, Human Resource Services; Geneva Beattie, Director, Employee Services Department; Ken Mairwaing, Director, HR Training and Development.

See also: The International Center

Governance Students

Executive Branch of Student Government

1. Associated with: Division of Student Affairs
2. Membership: Women's Issues Coordinator and Student Affairs Committee
3. Services directed toward: women students and the University community
4. Purpose: To act as a liaison to relevant student groups and support women's issues in the student body president's cabinet.
5. Activities: Past and future activities include sponsorship or co-sponsorship of Rape Awareness Week activities, the Women Leaders Reception, the Women's Mini-Conference (spring 1995), and other forums, discussions, and programs.
6. Contact person/Advisor: Women's Issues Coordinator: Dana Jones, Suite C, Student Union, CB # 5210, 962-5201.

Graduate and Professional Students Federation

1. Associated with: Division of Student Affairs
2. Membership: all graduate and professional students
3. Services directed toward: graduate and professional students
4. Purpose: To serve as the "Executive Branch" of government available to graduate students.
5. Activities: GPSF is essentially a network of information for graduate students. Services are not directed specifically toward women, but they do address particular women's issues, such as child care concerns, health insurance, and safety on campus.
GPSF lobbies for graduate students' interests, lobbies for funds, provides department graduate organizations with funding, supports a research and arts forum (with speakers, presentations of graduate work), and represents graduate and professional students of different communities.
6. Contact person/Advisor: Kim Miller, President, 962-5675.

Faculty

Committee on the Status of Women

1. Associated with: Faculty Council
2. Membership: nine members appointed to the committee for three year terms

3. Services directed toward: faculty
4. Purpose: To identify obstacles to achievement and maintenance of equality in the representation and status of women on the faculty and to propose steps for overcoming these obstacles.
5. Activities: The Committee is committed to the retention and representation of women at all faculty ranks, including EPA, fixed term and tenure track positions.
The Committee works to eradicate salary inequity and continues to examine tenure and promotion rates and other matters in which a disparity is suspected to exist between men and women. It routinely monitors the representation and progress of women faculty. It analyzes data on hiring, tenure and promotion of women. To fulfill its monitoring function, the Committee relies on data generated by the Office of Institutional Research, the Affirmative Action Office and by surveys and studies the Committee itself conducts. Results are reported annually to the Faculty Council.
The Committee publicizes the gains made by women faculty and highlights remaining problems. The Committee also sponsors educational programs and works with other university committees, groups and administrative officers when needed to accomplish its goals.
Ongoing projects during 1994-1995 included a Glass Ceiling study, the creation of an Institutional Database, an assessment of gender differences in satisfaction with the tenure and promotion process, salary allocation and institutional support for teaching development; and an "exit study" to determine if there are gender differences in why faculty leave UNC. The projects for 1995-96 will continue in the areas mentioned.
6. Contact person/Advisor: Co-chairs: Rebecca Wilder, Department of Dental Ecology, School of Dentistry, and Laurie McNeil, Department of Physics and Astronomy.

Students, Faculty, and Staff

Executive Committee of the Faculty Council

1. Associated with: Faculty Council
2. Membership: 14 members elected by the faculty for rotating three-year terms
3. Services directed toward: faculty, staff, and students
4. Purpose: To advise the Faculty Council Chair on matters of university-wide importance, on behalf of the Faculty Council; and to provide a forum for discussion of such matters with the university's top administrators.
5. Activities: This is a key place where issues of concern to women at Carolina can be heard and addressed. The ECFC can marshal faculty support and has direct access to university administration. Although this is a faculty committee, the scope of its interests is university-wide and cuts across staff, faculty, and students.
6. Contact person/Advisor: Faculty Council Chair: Jane Brown.

Women's Concerns Coalition

1. Associated with: The Committee on the Status of Women
2. Membership: 15 representatives from various groups and offices on campus

3. Services directed toward: faculty, staff, and students
4. Purpose: To discuss issues of concern and to meet with the Chancellor to discuss the concerns, to discuss issues of importance to women that may not be served by a formal group or committee on campus.
5. Activities: Projects in 1994-95 included discussing formal support for the BRIDGES program, formal support for the Cornelia Phillips Spencer Award, the need for an Institutional Database and extending its support for the recommendations from the Child Care Advisory Committee.
6. Contact person/Advisor: Rebecca Wilder, Department of Dental Ecology, School of Dentistry; Laurie McNeil, Department of Physics and Astronomy.

Health (General)

Students

Student Health Service

1. Associated with: Division of Student Affairs
2. Membership: N/A
3. Services directed toward: students
4. Purpose: To provide quality health care services and preventive education for undergraduate, graduate, and professional students at the University who pay health fees as part of their educational expenses.
5. Activities:

The Gynecology Clinic provides comprehensive obstetrical and gynecological care for women students at the university. There are currently two nurse practitioners on staff at the Clinic; and OB/GYN physicians come to the clinic on a rotating or on-call basis. The Clinic lost a full-time OB/GYN physician in April, 1994, but hopes to hire another for this position by Fall Semester 1995. Clinic staff provide pregnancy counseling as well as crisis support for victims of sexual assault or domestic/relationship violence. Morning After Treatment is also available on a 24-hour basis in all medical clinics and the GYN Clinic. In addition, the Clinic has established a financial assistance fund for students who are victims of rape or relationship violence. The Program Coordinator, Peggy Norton, has obtained funding through SAFO. Contact: Peggy Norton, Student Health Service Building, CB #7470, 966-3650.

The Health Education staff provides programs in lifestyle self-care skills, including exercise, nutrition, weight control, substance abuse, stress management, and human sexuality. The Peer Drug and Alcohol Program provides peer counseling and education, and the Contraceptive Health Education Clinic offers (on an individual or group basis) presentations on contraception, sexually transmitted diseases, HIV/AIDS, date and acquaintance rape, and other sexual health issues. The Wellness Resource Center, located in the Student Recreation Center, is a part of the Health Education Section of the Student Health Service. The Center provides individual health assessment sessions and scheduled group programs. Contact: Sue Gray, Director, Devetta Holman, Assistant Director and the contact person for programs related to women's health issues, Student Health Service Building, CB #7470, 966-6586.
6. Contact person/Advisor: Dr. Judith Cowan, Director, Student Health Service, Student Health Service Building, CB #7470, 966-6586.

Students and Faculty

Medical School Task Force on Women's Health

1. Associated with: School of Medicine
2. Membership: faculty, staff, and students
3. Services directed toward: faculty and students

4. Purpose: To implement long range planning for the School of Medicine in the realm of women's health curriculum, clinical services for women, research on women's health and the professional development of women faculty.
5. Activities: Plans for current year include completion of a syllabus on domestic violence for inclusion in the school's medical curriculum, a women's wellness program, a consultation program on domestic abuse, the formation of a Women's Health Research Institute, and various school-supported measures to promote professional development.
6. Contact person/Advisor: Co-chair: Marion Danis, M.D., Associate Professor of Medicine, 6-2276, and Linda Van Le, M.D., Assistant Professor of Obstetrics and Gynecology, 6-5996.

See also: **Employee Services Department**

Leadership/Mentoring

Students

American Medical Women's Association (AMWA), Student Chapter

1. Associated with: School of Medicine
2. Membership: medical students
3. Services directed toward: medical students
4. Purpose: To identify mentors for women students and to educate on women's health issues, as well as issues nationally that impact on women's health or on the practice of medicine by women.
5. Activities: General objectives are accomplished annually through Luncheon meetings, guest lectureships, dinners with mentors, a published newsletter and travel to the annual national meeting of AMWA. This year the group will concentrate on fund-raising through T-shirt and sweatshirt sales to support their activities.
6. Contact person/Advisor: Faculty advisor: Georgette Dent, M.D., Associate Professor of Pathology, 6-6002; Melanie Mintzer, M.D., Assistant Professor of Family Medicine, 6-3711; student co-chairs: Denise Absher and Nicki Hastings.

NC Fellows/Leadership Development Office

1. Associated with: Division of Student Affairs
2. Membership: N/A
3. Services directed toward: students
4. Purpose: To support and accelerate the development of highly motivated undergraduates with exceptional leadership skills and to enhance the effectiveness of student organizations.
5. Activities: Activities include NC Fellows, the Emerging Leaders and Delegates programs, as well as Leadership Matters (resources on leadership), Peer Leadership Consultants and the Advisors' Network, and leadership sessions on "Gender Issues in Leadership" and "Women in Leadership."
6. Contact person/Advisor: Cynthia Wolf Johnson, Director, 01 Steele Building, CB# 5100.

Womentoring Program

1. Associated with: NC Fellows/Leadership Development
2. Membership: interested first-year woman students and professional women from the university or community
3. Services directed toward: first-year women students

4. Purpose: To address the need for more recognized women leaders within politics, education, business and other areas of our society by establishing ongoing relationships between first-year women who are interested in leadership and campus involvement; with successful female mentors; to involve first year women students with successful female members of the University and community in ongoing relationships; to provide support and advice for women interested in leadership; to educate students about gender issues in leadership; to promote understanding of women's ways of leadership; to provide leadership training and developmental opportunities that complement women's campus experiences; to empower women to pursue leadership within the campus and community; and to share ways to get involved on campus and inform women about University resources.

5. Activities: Programs include Alumni Panel on Networking, Opportunities Abound: Resources Fair, Balancing Personal and Professional Lives, Gender and the Power of Language.

6. Contact person/Advisor: Dr. Carol Binzer, 01 Steele Building, CB# 5100, 966-4041.

The Office for Student Counseling

1. Associated with: The General College, the College of Arts and Sciences

2. Membership: N/A

3. Services directed toward: minority students

4. Purpose: To address the University's need to increase the retention of talented African-American and Native Americans who decided to attend the University, and to provide every possible support in order to facilitate the attainment of higher education for African-Americans and Native Americans, the only two groups recognized by state law as minorities and therefore, eligible for services funded by the state.

5. Activities: Anthesis is a program that will offer small group seminars for African-American and Native American women at the University of North Carolina at Chapel Hill. Topics for seminars will include spirituality, sexual harassment, and coping with racism. Participants will be matched with an older undergraduate student as a mentor. Additionally, there will be substantial contact with women faculty of color.

6. Contact person/Advisor: Dean Anthony Locklear, Assistant Dean, College of Arts and Sciences; Sibby Anderson-Thompkins, Associate Dean, Office for Student Counseling; Harry Woodard, Acting Associate Dean, Office for Student Counseling Beverly Hester-Stephens, Administrative Assistant.

Faculty and Staff

BRIDGES

1. Associated with: Division of Continuing Education

2. Membership: women in higher education who seek to acquire to augment academic leadership capabilities by participating in a comprehensive, interactive professional development program.

3. Services directed toward: faculty and staff

4. Purpose: To help women identify, understand, and move into leadership positions in academia, while

taking into account the experience and insights of women.

5. **Activities:** Through the program, participants will: develop insights into leadership by women, acquire an understanding of the many facets of academic institutions, refine their communication skills, and create a program of personal and professional development, both for their benefit and for the benefit of the institutions with which they are affiliated.

The program runs from September 8, 1995 to February 21, 1996. Applications are accepted through mid-May of each year and are closed for the 1995-96 session. Bridges consists of four training components: leadership, academic institutions, skill building and preparing for the future. Cost of the program is \$1,200.

6. **Contact person/Advisor:** Program Director: Rachel Davies, Conferences and Institutes, Division of Continuing Education, P. O. Box 3392, Chapel Hill, NC 27515-3392, Phone: 919-962-1124, FAX: 919-962-2061, email: rmd.ce@mhs.unc.edu.

See also: **Carolina Women in Business, Graduate Women in Business**

Legal Services

Students

Student Legal Services

1. Associated with: N/A
2. Membership: N/A
3. Services directed toward: full-time students
4. Purpose: To advise and represent students in legal matters and to give preventative law education.
5. Activities: Activities include representing students in individual legal matters and tailoring programs for any group desiring preventative law education. SLS may not represent students in any legal action against other UNC students or employees. Therefore, to the extent that legal representation is needed for harassment, assault, divorce, or other situations involving other University students or employees, outside counsel must be sought.
6. Contact person/Advisor: Dorothy Bernholtz, 962-1303, CB #5210, Suite 222, Student Union.

Personal Growth And Education

18

Students

Department of University Housing

1. Associated with: Division of Student Affairs
2. Membership: N/A
3. Services directed toward: students
4. Purpose: To provide a physical and psychological atmosphere conducive to the development of each student's personality and abilities; and to provide strong communities, exceptional services, and quality facilities in support of educational development.
5. Activities: There are a number of Career Tracks resources addressing women's issues at work (Stress Solutions for Women; Confidence, Composure and Competence for Working Women) available in the office. There are some specific programs for women, including WomanTalk (a series of programs about careers and communication for the women of Spence/Triad residence area) and a program about women during RA training (for all RA staff members). The programs provided in the all-female halls range from health issues to car repair to relationships.
6. Contact person/Advisor: Wayne Kuncil, Director, 103A Carr Building, CB# 5500.

Greek Affairs Office

1. Associated with: Division of Student Affairs
2. Membership: N/A
3. Services directed toward: students in sororities and fraternities
4. Purpose: Among other things, to provide risk management education for sororities.
5. Activities: Activities have included programs on safety and alcohol education. Panhellenic also requires the sororities in its membership to do a certain number of educational programs per year. Many of those programs are about eating disorders, assertiveness and Sexually Transmitted Diseases. Most of these programs are presented by non-university personnel. In the fall, there is a program for all IFC and Panhellenic Greek organization pledges on risk management.
6. Contact person/Advisor: Ron Binder, Director, 01 Steele Building, CB# 5100.

National Pan Hellenic Conference

1. Associated with: Greek Affairs
2. Membership:

3. **Services directed toward:** women involved in ten campus sororities
4. **Purpose:** To oversee all women's Greek activities for groups associated with Pan-Hell. Pan-Hell advises and guides the sororities in their individual activities and sponsors intergroup activities.
5. **Activities:** Programs include workshops and programs including an alcohol awareness program, a mentoring program, community service activities, Greek forums, honorary exceptions, support groups, the promotion of scholarship, and the facilitation of all rush activities.
6. **Contact person/Advisor:** President: Jenny Hall, 968-8189.

National Pan Hellenic Council

1. **Associated with:** Greek Affairs
2. **Membership:**
3. **Services directed toward:** primarily African-American students at UNC
4. **Purpose:** To act as the governing council for the four fraternities and four sororities that are traditionally African-American in membership.
5. **Activities:** NPHC coordinates services projects, social activities, functions with other Greek organizations, and fundraising. The sororities in particular contribute programs, such as workshops on women's health or work-related issues, alumni projects, fundraising, scholarship, and mentoring programs.
6. **Contact person/Advisor:** President: Mark Lee, 914-9244; Pam Alston, 933-5520.

Office of Student Services

1. **Associated with:** School of Nursing
2. **Membership:** N/A
3. **Services directed toward:** nursing students
4. **Purpose:** To provide counseling or referral resource services in all areas which affect the student's academic career including, but not limited to: academic issues, social issues, professional issues, balancing family and career, adjustment difficulties; and to heighten student awareness and suggest strategies for dealing with difficulties which can undermine a student's academic career.
5. **Activities:** Examples of Incoming Student Workshops include but are not limited to: Stress Management, Remedial Planning, Study Skills, Time Management, Performance Diagnostics, High Risk Student Counseling, Behavioral/Emotional Difficulties such as Drug Abuse, Eating Disorders and Depression.
6. **Contact person/Advisor:** Director of Student Services: Debbie Thompson, 966-4260, 301 Carrington Hall 241/ CB# 7460; BSN/RN Academic Counsellor: Bonnie Angel, 966-5370.

Faculty

American Association of University Professors, Committee W

1. **Associated with:** AUP
2. **Membership:** faculty
3. **Services directed toward:** faculty
4. **Purpose:** To further the professional and economic security of university faculty.
5. **Activities:** Committee W has not been very active in recent years. About fifteen years ago, it did a salary study at UNC-CH which showed disparities by gender. Adjustments were made to the salaries of several women as a result.
6. **Contact person/Advisor:** Connie Ehle, English Dept, CB#3520, email: ccehle@email.unc.edu., fax: 919-962-3520, phones: 962-0469; 962-5481; 967-7365.

Medical School Committee on Faculty Development and Affirmative Action

1. **Associated with:** School of Medicine
2. **Membership:** appointed by the Dean
3. **Services directed toward:** faculty
4. **Purpose:** To facilitate faculty development through workshops and studies of mentoring and faculty stress.
5. **Activities:** Plans for current year include a workshop on teaching techniques in various settings for the faculty.
6. **Contact person/Advisor:** Chair: Howard Reisner, Ph.D., Professor of Pathology, 6-4265.

Students, Faculty, and Staff

Carolina Union

1. **Associated with:** Division of Student Affairs
2. **Membership:** N/A
3. **Services directed toward:** students, faculty, and staff
4. **Purpose:** To review and approves Union finances.
5. **Activities:** This office has provided and supported a number of programs about and for women and women's issues. They include but are not limited to the following: "One Women's Vet Nam" - Latraie Hines; "Bulletproof Diva" - Lisa Jones, author; co-sponsored a Women's Mini Conference: "From Cairo to

Beijing: An Update on 'Women's Lives' with CUAB, POWER, WIN, and the Women's Studies Department;
"Lady Day at the Emerson Grill" - about Billie Holiday; Urban Bush Women - performance and
lecture/demonstration; two women artists and a photographer in the art gallery (Karen Batten, Irene
Stapleford, Marcia Burns); "Unreliable Sources: Media Bias and Current Events" - lecture on gender issues
in media; "The Accused" - shown during Rape Awareness Week; and "Go Fish" - film of a lesbian love
story. There have also been other films shown which deal with women's issues and women.

5. Contact person/Advisor: Don Luse, Director; Nancy Bolish, Program Advisor; Rick Gardner, Program
Assistant, 201 Carolina Union, CB# 5210.

Professional Development and Equity

Students

Association of Women Dentists

1. **Associated with:** School of Dentistry
2. **Membership:** pre-doctoral and post-doctoral women dental students
3. **Services directed toward:** pre-doctoral and post-doctoral women dental students
4. **Purpose:** To provide an arena to support the professional and social development of female dentists; in particular, to 1) provide professional and social contacts for women dentists, 2) provide continuing education lectures, 3) work toward public acceptance and recognition of women as dentists, 4) advise undergraduate, graduate, and postgraduate dental students and dentists new to the area, 5) support the goals of the American Association of Women Dentists: "to aid in the advancement of women in dentistry, to promote professional support and cooperation among its members, and to promote the fundamentals of good oral health."
5. **Activities:** Activities for current year include four continuing education courses, two Lunch & Learn sessions, one fundraiser, a fall dinner, two social events, an on-going service project, and a program to honor seniors.
6. **Contact person/Advisor:** Dr. Carolyn Bentley, School of Dentistry, CB# 7450.

Black Graduate and Professional Women's Support Group

1. **Associated with:**
2. **Membership:**
3. **Services directed toward:** graduate and professional students
4. **Purpose:** To discuss issues concerning academics, work, and personal relationships.
5. **Activities:** The group meets once per week for discussion.
6. **Contact persons/Advisor:** Rose Schneider, CB# 5130, 202 Nash Hall, 962-2175.

Carolina Women in Business

1. **Associated with:** Kenan-Flagler School of Business
2. **Membership:** Juniors and seniors majoring in business
3. **Services directed toward:** Juniors and seniors majoring in business
4. **Purpose:** To inform students about women's roles in the business world; in particular, to heighten the

awareness of women in the business world; to educate on gender-related and general business topics; to alert business students to different career paths following graduation; to provide role models to nurture achievement-oriented attitudes; and to provide access to forums that allow participants to air concerns.

5. **Activities:** The major activity of the organization is the ongoing sponsorship of a mentoring program, which matches up business students with local professional business women. In addition the group holds monthly meetings devoted to such topics as self-defense and interviewing skills.

6. **Contact person/Advisor:** Julie Durham, Kenan-Flagler School of Business, C.B. # 3490; Advisor: Kathleen Lowman, Kenan-Flagler School of Business, C.B. # 3490.

Graduate Women in Business

1. **Associated with:** Kenan-Flagler School of Business

2. **Membership:** MBA students

3. **Services directed toward:** MBA students

4. **Purpose:** To provide a network for interaction between MBA students and GWIB alumnae and to provide a forum for activities related to the development of careers in business.

5. **Activities:** During the 1994-95 school year, the Graduate Women in Business hosted a national conference for women MBA students, which approximately 300 people attended. In addition, the organization regularly sponsors speakers, panel discussions, and social activities, including activities with professional women in the community. It also sponsors a mentorship program that matches up first-year women with second-year women mentors.

6. **Contact person/Advisor:** Patricia Lord, Kenan-Flagler School of Business, C.B. # 3490.

University Career Services

1. **Associated with:** Division of Student Affairs

2. **Membership:** N/A

3. **Services directed toward:** students

4. **Purpose:** To provide information about careers, career advising, and career-related programs for undergraduates and graduate students.

5. **Activities:** Many activities address gender-specific issues of particular concern to women, such as salary inequity or illegal questions that women may experience during job interview situations. The resource library at Career Services includes a number of books that clearly address women's career development interests and needs.

6. **Contact person/Advisor:** Marcia Harris, Director, 211 Hanes Hall, CB # 5140, 962-6507.

Women in Law

1. Associated with: School of Law
2. Membership: law students
3. Services directed toward: law students
4. Purpose: To provide a forum for discussion of issues facing women in the judicial process, women as professionals, and women in our society, and to facilitate networking among women law students and women attorneys in North Carolina.
5. Activities: Women in Law sponsors programs about legal issues affecting women, including sexual harassment, pornography, rape, victim's rights, and legal consent. It engages in service projects, such as preparation of the N.C. Women's Legal Handbook, lobbying, and voter registration. It also sponsors professional events, including interview and resume tips workshop, stress workshops, and programs on medical myths and the realities of delaying child-bearing. Finally, Women in Law holds social events for its members, including wine and cheese socials, study breaks, and potluck suppers.
6. Contact persons/Advisor: Tron Faulk and Chris Evans, School of Law, C.B. # 3380.

Faculty

Association of Professional Women in Medicine

1. Associated with: School of Medicine 1
2. Membership: faculty (tenured, tenure track, fixed term), senior administrators, post-doctoral fellows, residents
3. Services directed toward: medical school faculty and staff
4. Purpose: To provide networking for its members, as well as professional development via workshops, guest speakers, conferences, mentoring, a survival manual, a salary equity study, and scholarships for programs such as BRIDGES.
5. Activities: Plans for current year include completion of survival manual; creation of mentoring program for membership; one-day fall conference on domestic violence; and a workshop on negotiation skills.
6. Contact person/Advisor: President. Noelle A. Granger, Ph.D., Professor of Cell Biology and Anatomy, Assistant Dean for Student Affairs, 6-3288/2-8333.

Staff

SPA Grievance Procedure

1. Associated with:
2. Membership: SPA employees

3. Services directed toward: staff
4. Purpose: To provide established policy/procedure to ensure due process, and fair, prompt, and orderly resolution of work-related problems for 5,000 staff members at the University.
5. Activities: Activities include receiving and processing grievances.
6. Contact person/Advisor: Jack Evans, Panel Adviser, School of Business Administration.

Women's Staff Support Group

1. Associated with:
2. Membership: staff
3. Services directed toward: staff
4. Purpose: To act as support for one another.
5. Activities: Activities will include establishing a charge, setting goals., and recruiting others to join.
6. Contact person/Advisor: Chair, Patricia Z. Fischer, Health Policy & Administration, 1105 A McGavran-Greenberg Hall, CB# 7400, 966-7384.

Faculty and Staff

The Association for Women Faculty and Professionals

1. Associated with: N/A
2. Membership: faculty and staff
3. Services directed toward: faculty and staff
4. Purpose: To create and maintain a hospitable environment for women faculty and professionals on this campus by: a) Promoting intellectual and social discourse; b) Disseminating information concerning achievements of and opportunities for women; and c) Initiating programs that serve the interests of the members and benefit the University community.
5. Activities: Each academic year a fall reception is held. Luncheons are held on Reading Day each Fall and Spring semester. Several other programs of general interest will be planned.
6. Contact person/Advisor: President: Doris Betts, Alumni Distinguished Professor, Department of English, 230 Greenlaw Building 066, CB# 3520, 962-4006.

See also: BRIDGES, Task Force on Gender Equity

Psychological Services

Students

Student Psychological Services at Student Health

1. Associated with: Division of Student Affairs
2. Membership: N/A
3. Services directed toward: students
4. Purpose: To provide psychological counseling for students.
5. Activities: Student Psychological Services provides short-term therapy for students, and in the course of counseling, may frequently refer women to workshops or support groups offered through other areas of Student Affairs. When calling for an appointment, students may request a female or male therapist, and SPS maintains a community therapist referral book for students seeking on-going therapy, especially for those needing treatment for eating disorders and trauma resulting from sexual assault or abusive relationships. Support or interest groups specifically for women students are offered, but not on a regular basis. For example, a group on Relationships Issues for Women and a support group for Gay, Lesbian, and Bisexual students were offered in the Spring Semester 1995. Clinical staff therapists from Student Psychological Services are members of the Student Health Service Eating Disorders Team and the SHS Gyn Committee, as well as the Dean of Students Office Rape Awareness and Rape Response Plan Committees and the Task Force on Dating and Relationship Violence. There is also a staff liaison with the Orange County Rape Crisis Center and the Coalition for Battered Women to help provide additional and better coordinated resources for students both on and off-campus.

6. Contact person/Advisor: Katherine Ney, Director, Student Psychological Services, Student Health Service Building, CB # 3470, 966-6584

University Counseling Center

1. Associated with: Division of Student Affairs
2. Membership: N/A
3. Services directed toward: students
4. Purpose: To provide services and programs that enable students to enhance their performance in personal, career, and educational spheres and thereby to develop both personally and academically.
5. Activities: The Counseling Center provides a variety of programs for women students including support groups and workshops. The support groups and workshops for women have included: Assertiveness Workshop (for men and women), Lesbian Empowerment Group, Intimate Relationships: Changing Old Patterns, Support Group For Women Graduate Students.
Training and Development Programs include Assertiveness for Women; Making Your Workstyle Work For You; Communicating with Power; Presentation Skills for Women; Stress Management Skills for Women; Male/Female Communication Styles
Interdepartmental Services include NCBI Workshops where gender/women's issues are

addressed.

6. Contact person/Advisor: John Edgerly, Director, 101 Nash Hall, CB# 5130.

Rape/Relationship Violence

Students

Domestic Violence Project

1. Associated with: School of Law
2. Membership: law students
3. Services directed toward: victims of domestic violence
4. Purpose: To familiarize members with relevant legal issues of domestic law and to assist victims of domestic law and to assist victims of domestic abuse in the community.
5. Activities: Projects include court advocacy, court monitoring, volunteering at shelter offices, and advocacy training for members. The group also sponsors speakers and coordinates fundraising activities for local shelters.
6. Contact person/Advisor: Donyelle Eller and Elizabeth Erhardt, School of Law, C.B. # 3380.

Office of the Dean of Students

1. Associated with: Division of Student Affairs
2. Membership: N/A
3. Services directed toward: students
4. Purpose: Among other things, to assist students in crisis situations, to serve as an advocate for student needs; to assist the University in upholding its ideals of personal conduct; and to serve as the contact point for students regarding the University's racial and sexual harassment programs.

5. Activities:

Harassment and Assault Prevention Programs:

An Assistant Dean of Students and Harassment and Assault Prevention Coordinator position was created several years ago. Although that position has gone unfilled since September 1994, a number of educational programs that might have special interest for women are available on request. These include: "Cross-Cultural Communications," "Collidescope," "Sexual Violence) at UNC," "Understanding Sexual Harassment," "Sexual Violence Affects Men, Too," "A Kinder, Gentler Society," "Straight Talk: Confronting Homophobia," and "When a Relationship Goes Wrong." The following brochures are distributed to incoming freshmen and other groups: "Action Through Awareness: Responding to Sexual Assault," "Action Through Awareness: Responding to Sexual Harassment," bookmark on relationship violence, and Allied Cards listing sexual assault resource agencies. Additionally, discussion programs involving sexual assault and harassment issues in general are presented on a request basis to groups. This office is also responsible for the implementation and training of agencies on the University Sexual Assault Response Plan. The staff person who serves as the Harassment and Assault Prevention Coordinator also provides support services for students who experience sexual harassment and assault.

Committee Work

Rape Awareness Committee. This committee is chaired by a representative of the Dean of Students Office.

Task Force on Relationship Violence. Although in abeyance since the departure of the previous Harassment and Prevention Coordinator, this committee was established, and, hopefully, will be revived, through this office.

Chancellor's Advisory Committee on Sexual Harassment. A representative of this office serves on this university-wide committee to represent the Division of Student Affairs.

Campus Security Committee. A representative of this office serves on this committee.

Womentoring Program. Representatives from this office regularly serve as mentors for freshmen women students.

Campus Diversity Training Project. The Judicial Programs Officer serves as a diversity trainer.

Judicial Programs

Through enforcement of the Instrument of Judicial Governance/Code of Student Conduct, the Judicial Programs Officer works to promote the status of women on campus. Chargeable offenses include sexual assault, assault, and sexual harassment. Students serving as court or attorney general staff members at the Undergraduate, Graduate, Law, Medical or Dental levels receive special training regarding proper handling of sexual assault cases.

6. **Contact person/Advisor:** Fred Schroeder, Dean of Students, 01 Steele Building, CB# 5100.

Orientation / C-TOPS

1. **Associated with:** Division of Student Affairs

2. **Membership:** N/A

3. **Services directed toward:** incoming students

4. **Purpose:** To welcome students to the University and give them an opportunity to meet some of their classmates prior to the start of the fall semester; to acquaint them with the University, the campus, and the academic and non-academic resources available to them at the University; and to oversee administration of math and foreign language placement exams.

5. **Activities:** Orientation to the University for incoming students (C-TOPS) includes a 40-minute play that deals with relationship violence.

6. **Contact person/Advisor:** Shirley Hunter, Director of Orientation, 311 Carr Building, CB # 5490, 962-8521.

See also: **POWER (Campus-Y), The International Center, Office of the Dean of Students, Student Health Service, Task Force on Women's Health, University Sexual Harassment Office**

Religious Services

Students, Faculty, and Staff

North Carolina Hillel

1. Associated with: Division of Student Affairs
2. Membership: N/A
3. Services directed toward: the Jewish community
4. Purpose: To provide worship, educational programs and social events for the Jewish community.
5. Activities: Activities include Rosh Chodesh, where at the beginning of each Jewish month, female Jewish students have gathered to discuss issues of concern, including women's roles in Judaism, Jewish women's stereotyping, and women's portrayal in the Torah. Hillel also sponsors social dinners for gay and lesbian Jews.
6. Contact person/Advisor: Darin Diner or Liessa Fox, N.C. Hillel, 210 W. Cameron Avenue, 942-4057.

Women Praying

1. Associated with: Newman Catholic Student Center
2. Membership: students, faculty, staff, and members of Chapel Hill community
3. Services directed toward: mostly Roman Catholic women (but any woman is welcome)
4. Purpose: To discuss and reflect on women and women's issues.
5. Activities: Activities have included engaging speakers, offering public ritual prayer, and working with texts such as Women at the Well and Woman to Woman.
6. Contact person/Advisor: Sister Margaret Harig, 218 Pittsboro St., Chapel Hill, 27516.

Sexual Harassment

Faculty

Medical School Orientation Program for New Faculty and House Staff

1. Associated with: School of Medicine
2. Membership: N/A
3. Services directed toward: new medical school faculty and medical residents
4. Purpose: To orient new faculty and residents to the University and Hospitals.
5. Activities: Among other things, to present information on University policies on sexual and racial harassment
6. Contact person/Advisor: Robert Cefalo, M.D., Assistant Dean, Graduate Medical Education, Professor of Obstetrics and Gynecology, 6-1601.

Medical School Task Force on Gender Equity

1. Associated with: School of Medicine
2. Membership: appointed by Dean
3. Services directed toward: faculty
4. Purpose: To determine the extent of sexual harassment and sexual discrimination in the School of Medicine and to propose means for remediation.
5. Activities: Plans for current year include determination of each department's perception of the usefulness of an educational program on sexual harassment, type of program, and requirements to set up such a program; purchase of a commercial educational program on sexual harassment to form the basis of individual programs; development of a self-help guide to make the University guidelines for investigations of complaints of sexual harassment more user-friendly.
6. Contact person/Advisor: Chair: Noelle A. Granger, Ph.D., Professor of Cell Biology and Anatomy, Assistant Dean for Student Affairs, 6-3288/2-8333.

Students, Faculty, and Staff

Chancellor's Sexual Harassment Advisory Committee

1. Associated with:
2. Membership: fifteen faculty, staff, graduate student, and undergraduate student representatives; chaired by the University's Sexual Harassment Officer

3. Services directed toward: the University community
4. Purpose: To advise the Chancellor on issues related to sexual harassment in the University community, and on educational efforts and administrative initiatives that may be useful in making the community a more equitable and hospitable one.
5. Activities: The committee meets monthly to carry out its purpose.
6. Contact person/Advisor: Judith R. Scott, University Sexual Harassment Officer, 104 Vance Hall, Campus Box 1040, 962-3026.

School of Public Health Sexual Harassment Group

1. Associated with: School of Public Health
2. Membership: three faculty members, three staff members, and three students appointed by the Dean
3. Services directed toward: faculty, staff and students of the School of Public Health
4. Purpose: To listen to issues involving and complaints of sexual harassment and make recommendations to the Dean.
5. Activities:
6. Contact person/Advisor: Earnest Schoenfeld, Ph.D., Associate Dean of the School of Public Health, 966-3245.

University Sexual Harassment Office

1. Associated with: Department of Human Resources
2. Membership: N/A
3. Services directed toward: students, faculty, staff
4. Purpose: To prevent and appropriately respond to sex-based discrimination in the University's learning and working environments.

5. Activities:

A variety of programs are offered that address sex-based discrimination, including gender bias, sexual exploitation, intimidation, harassment, and assault. These range from 50 to 75-minute classroom or brown-bag lunch programs to three and a half hour workshops on gender-related issues. Programs are tailored to the needs of student, faculty, or staff groups, but the central focus underlying all is to increase awareness of ways in which sexist beliefs and behaviors, in personal as well as professional spheres, damage and diminish people's lives. Examples of programs include "Gender Matters: Enhancing Your Personal and Professional Life by Gaining Insight, Losing Prejudice;" "Gender Matters: Male-Female Conversation as Cross-Cultural Communication;" "Sexism and Sexual Harassment: Making Connections;" "Understanding Sexual Harassment: Defining Issues, Dispelling Myths;" "Sexism in Media: Writing the Script for Acquaintance Rape;" "Don't Get It Perfect, Get It Done: Advice for Administrators Investigating a Sexual Harassment Complaint;" "You Might Want to Bring a Sweater: The Cultural Climate for Women in

Non-Traditional Fields: "

Services of the Sexual Harassment Office include consultation, mediation, and crisis intervention and referral for individuals seeking information and advice about problems related to sex-based discrimination, exploitation, intimidation, harassment, or assault. Most of the clients seen are women, but consultative support is also regularly provided to administrators handling complaints under the University's Sexual Harassment Policy and Procedures, as well as to alleged harassers.

In addition to outreach programming and support services for complainants, the Sexual Harassment Officer chairs a Sexual Harassment Advisory Committee appointed by Chancellor to explore and recommend ways to eliminate all forms of sex-based discrimination in the University community. Committee members include staff, faculty, graduate, and undergraduate students. The individual in this position also keeps up with and conducts research related to gender issues, keeps informed of current developments in this evolving area of discrimination law, and makes recommendations regarding sexual harassment policy and procedure at the University.

6. Contact person/Advisor: Judith Scott, University's Sexual Harassment Officer, 104 Vance Hall, CB # 1040, 962-3026.

See also: Office of the Dean of Students and Office for Student Counseling

Social Concerns: Awareness and Outreach

Students

Greek Women's Issues Group

1. **Associated with:** Student Affairs
2. **Membership:** sorority women on campus and women's issues coordinators from various sororities
3. **Services directed toward:** Greek women students
4. **Purpose:** To provide a support and discussion group for sorority women to discuss gender relations and women's issues. The focus is on concerns of women within the Greek system, combating stereotypes, and fostering a feminist community within the Greek system.
5. **Activities:** Activities include bi-weekly meetings, movies and discussion, service projects, and increasing awareness.
6. **Contact person/Advisor:** Co-Presidents: Katie Smith, 914-0099; Mary Cay Bauer, 967-9162.

Women's Issues Network

1. **Associated with:** Division of Student Affairs
2. **Membership:** female and male students, graduate and undergraduate level
3. **Services directed toward:** students, but others welcome
4. **Purpose:** To secure the establishment of a campus women's center and to work together to publicize and address women's issues on campus.
5. **Activities:** Women's Watch is a monthly newsletter that highlights campus programs that address women or women's issues and discusses women's issues and needs. WIN also has a continuing book drive for books that address women and women's issues. These books are a part of a women's library that WIN has set up in its office space. WIN has sponsored and will continue to sponsor discussions, conferences, and programs on women and women's issues on its own and with other groups such as POWER, B-GLAD, CUAB and the executive branch of the student government. Past and future projects include the Women's Mini Conference (spring 1995), Rape Awareness Week, and a Women Leaders Reception.
6. **Contact person/Advisor:** Advisor: Sibby Anderson-Thompkins; student co-presidents: Katie Hultquist and Adrienne Locke, Student Union 216F, 962-5620.

Students, Faculty, and Staff

POWER (Campus-Y)

1. Associated with: Division of Student Affairs
2. Membership: students
3. Services directed toward: students, faculty, and staff
4. Purpose: To pursue social justice through the cultivation of pluralism.
5. Activities: POWER (People Organized for Women's Empowerment and Rights, formerly the Women's Forum), is a Y committee dedicated to discussing women's issues in the University community that has been very active during the past two years in promoting projects and programs that address issues of particular concern to women such as Rape Awareness Week and the Clothesline Project.
6. Contact person/Advisor: Zenobia Hatcher-Wilson, Director, Campus Y, CB #5115, 962-2333.

Women's Caucus

1. Associated with: School of Social Work
2. Membership: students, faculty, and staff of the School of Social Work
3. Services directed toward: students, faculty, and staff of the School of Social Work
4. Purpose: To focus on concerns of women as social workers and as women clients. The Caucus aims to offer education, support, and practical solutions for issues of interest and concern to women social workers and women clients.
5. Activities: Activities include co-sponsorship (with SSW Social Justice Caucus) of 1994 UNC conference on Sexualization of Children and seminars on safety issues for women engaged in Internships and practice associated with the SSW. Possible 95-96 topics for the Caucus include support groups for non-traditional minorities, and seminars on race/gender issues.
 A number of students and faculty from the SSW participate in an informal discussion group on research on women. The group emphasizes issues of qualitative research. Begun in the mid-1980's as a support group for those conducting research on women, the group has now become a forum for presentation of research and discussion of research problems.
 The SSW also offers one course of particular relevance to women (SW 276, African-American Women's Health Issues), and School policy is to encourage the teaching of women's issues in all relevant courses.
6. Contact person/Advisor: Jan Schopler, Associate Dean, SSW; Susan Natoli, student, SSW; Kate Darwin, student, SSW; Advisor: Jan Schopler, Associate Dean, SSW.

Students and Faculty

The International Center

1. Associated with: Division of Student Affairs
2. Membership: students and faculty
3. Services directed toward: international students and faculty and their families
4. Purpose: To assist students and faculty from other countries with their adjustments to life in Chapel Hill; to assist university departments on regulatory matters pertaining to international students and faculty; and to promote interaction between U.S. students and international students.
5. Activities: The Women's English Conversation Group provides transportation and/or baby-sitting so that students or spouses can meet (ideally, weekly) in a private home with other international women and American community volunteers. The group also conducts special sessions during International Student and Scholar Orientation on sexual harassment and relationship violence.
6. Contact person/Advisor: Ms. Diana Levy, Program Coordinator; Dr. Robert Locke, Director, Frank Porter Graham Student Union, CB #5240, 962-56617; Carroll Hall, CB# 3490, 962-4602.

Other

Cornelia Phillips Spencer Day Committee

1. Associated with:
2. Membership: appointed faculty, staff, and community members
3. Services directed toward: the University community
4. Purpose: Formed as part of the Bicentennial observance to recognize annually the woman who has made the most significant contribution to the University in recent years.
5. Activities: The Committee solicits nominations and selects award winner, who is recognized at an award's luncheon.
6. Contact person/Advisor: Chair: Barbara Moran, Dean, School of Information and Library Science, 103 Manning Hall, CB# 3360, 962-8363.

Miscellaneous

Faculty and Students

Institute for Research in Social Science

1. Associated with: N/A
2. Membership: N/A
3. Services directed toward: faculty and students
3. Purpose: Among other things, to introduce IRSS data holdings relevant to the study of women to faculty and students conducting research in these areas.
4. Activities: A short course on data on women is available through IRSS. This course was offered in the Fall semester of 1994 and will be offered again in the Fall semester of 1995.
6. Contact person/Advisor: Bev Wiggins, Research Development, IRSS, CB#3355, 962-3062; Advisor: Jose Sandoval (supervises organization and teaching of course), IRSS, CB#3355, 962-0509.

Index of Programs and Services for Women-- by Groups Served

Students

American Medical Women's Association, Student Chapter	14
Association of Women Dentists	22
Bisexuals, Gay Men, Lesbians, and Allies for Diversity	3
Black Graduate and Professional Women's Support Group	22
Black Student Movement	3
Campus Safety Committee	1
Carolina Medical Students with Children	2
Carolina Union	20
Carolina Women in Business	22
Chancellor's Sexual Harassment Advisory Committee	31
Child Care Advisory Committee	9
Committee on the Status of Minorities and the Disadvantaged	5
Department of Public Safety	2
Department of University Housing	18
Domestic Violence Project	28
Executive Branch of the Student Government	9
Executive Committee of the Faculty Council	10
Extended Study Program	6
Graduate and Professional Students Federation	9
Graduate Women in Business	23
Greek Affairs Office	18
Greek Women's Issues Group	34
Institute for Research in the Social Sciences	37
International Center	36
Lambda Law Students Association	3
Medical School Task Force on Women's Health	12
Medical Student Committee on Diversity	4
National Pan Hellenic Conference	18
National Pan Hellenic Council	19
NC Fellows/Leadership Development Office	14
North Carolina Hillel	30
Office for Student Counseling	15
Office of Student Services	19
Office of the Dean of Students	28
Orientation/C-TOPS	29
Parents Active in Law School	6
POWER (Campus-Y)	35
Safe Escort	2
School of Public Health Sexual Harassment Group	32
Sonya H. Stone Black Cultural Center	5

Student Health Services	12
Student Legal Services	17
Student Patrol	1
Student Psychological Services at Student Health	26
University Career Services	23
University Counseling Center	26
University Sexual Harassment Office	32
Women in Law	24
Women Praying	30
Women's Caucus	35
Women's Concerns Coalition	9
Women's Issues Network	34
Womentoring Program	15

Faculty

American Association of Women Professors, Committee W	20
Association for Women Faculty and Professionals	25
Association of Professional Women in Medicine	24
BRIDGES	16
Campus Safety Committee	1
Carolina Union	20
Chancellor's Sexual Harassment Advisory Committee	31
Child Care Advisory Committee	9
Committee on the Status of Minorities and the Disadvantaged	5
Committee on the Status of Women	9
Department of Public Safety	2
Employee Services Department	7
Executive Committee of the Faculty Council	9
Institute for Research in the Social Sciences	37
Medical School Committee on Faculty Development and Affirmative Action	20
Medical School Faculty Committee on Diversity	4
Medical School Orientation Program for New Faculty and House Staff	31
Medical School Task Force on Gender Equity	31
Medical School Task Force on Women's Health	12
North Carolina Hillel	30
POWER (Campus-Y)	35
Safe Escort	2
School of Public Health Sexual Harassment Group	32
Sonya H. Stone Black Cultural Center	5
University Sexual Harassment Office	32
Women Praying	30
Women's Caucus	35
Women's Concerns Coalition	10

Staff

Association for Women Faculty and Professionals	25
Association of Professional Women in Medicine	24
BRIDGES	16
Campus Safety Committee	1
Carolina Union	20
Chancellor's Sexual Harassment Advisory Committee	31
Child Care Advisory Committee	9
Committee on the Status of Minorities and the Disadvantaged	5
Department of Public Safety	2
Employee Services Department	7
Executive Committee of the Faculty Council	10
International Center	36
North Carolina Hillel	30
POWER (Campus-Y)	35
Safe Escort	2
School of Public Health Sexual Harassment Group	32
Sonya H. Stone Black Cultural Center	5
SPA Grievance Procedure	24
University Sexual Harassment Office	32
Women Praying	30
Women's Caucus	35
Women's Concerns Coalition	10
Women's Staff Support Group	25
<u>Other</u>	
Cornelia Phillips Spencer Day Committee	36

Index of Programs and Services for Women-- by University Location

American Association of University Professors

Committee W 18

Chancellor's Office

Campus Security Committee 1
 Chancellor's Sexual Harassment Advisory Committee 31

College of Arts and Sciences

Office for Student Counseling 15

Division of Continuing Education.

BRIDGES 15

Division of Student Affairs

Bisexuals, Gay Men, Lesbians and Allies for Diversity (B-GLAD) 3
 Black Student Movement 3
 Carolina Union 20
 Department of University Housing 18
 Student Patrol 1
 Executive Branch of Student Government 9
 Graduate and Professional Students Federation 9
 Greek Affairs Office 18
 National Pan Hellenic Conference 18
 National Pan Hellenic Council 19
 Greek Women's Issues Group 34
 International Center 36
 North Carolina Hillel 30
 NC Fellows/Leadership Development Office 14
 Office of the Dean of Students 28
 Orientation/C-TOPS 29
 POWER (Campus-Y) 35
 Student Health Service 12
 Student Psychological Services 26
 University Counseling Center 26
 University Career Services 23
 Women's Issues Network 34
 Womentoring Program 14

Division of Business and Finance

Department of Public Safety 2

Division of University Affairs

Sonya H. Stone Black Cultural Center 5

Faculty Council

Committee on the Status of Women 9
 Executive Committee of the Faculty Council 10
 Women's Concerns Coalition 10

Human Resources

Employee Services Department 7
 University Sexual Harassment Office 32

Newman Catholic Student Center

Women Praying 30

School of Business

Carolina Women in Business 22
 Graduate Women in Business 23

School of Law

Domestic Violence Projⁱ 28
 Lambda Law Students Association 3
 Parents Active in Law School (PALS) 6
 Women in Law 24

School of Medicine

American Medical Women's Association (AMWA), student chapter 14
 Association of Professional Women in Medicine 24
 Carolina Medical Students with Children 6
 Committee on Faculty Development and Affirmative Action 20
 Faculty Committee on Diversity 4
 Orientation Program for New Faculty and House Staff 31
 Student Committee on Diversity 4
 Task Force on Gender Equity 31
 Task Force on Women's Health 12

School of Dentistry

Association of Women Dentists 22

School of Nursing

Extended Study Program	6
Office of Student Services	19

School of Public Health

Sexual Harassment Group	32
-------------------------------	----

School of Social Work

Women's Caucus	35
----------------------	----

Unaffiliated

Association for Women Faculty and Professionals	25
Black Graduate and Professional Women's Support Group	22
Cornelia Phillips Spenser Day Committee	36
Institute for Research in Social Science	37
Safe Escort	2
SPA Grievance Procedure	24
Student Legal Services	17
Women's Staff Support Group	25

Orange County Rape Crisis Center

Education..Prevention..Advocacy..Intervention..Support..Outreach..Awareness

P.O. Box 4722
Chapel Hill, N.C. 27515

Business
968-4647

Fax line
968-4677

24-hour
967-7273

825-A Estes Dr.
Chapel Hill, N.C. 27514

BOARD OF DIRECTORS

Angeline Baker
Ned Brooks
Jill Cheek
Eliza DuBose
Ryan Finney
Christy Fisher
Karen Patch FormyDuvall
Jim Gibson
Ann Glassman
Mary Beth Hernandez
Bert Kithner
Todd Lindsley
Connie Mullinix
Shirley Paull
Sue Schroeder
Valerie Tiberius
Teresa Williams

VISORY

BOARD OF DIRECTORS

Susan Ehringhaus
Adam Goldstein
Shirley Marshall
Gertie Nunn
Lindy Pendergrass
Linnea Smith

February 22, 1995

Appendix C

Barbara DeJón
Library Personnel Officer
CB 3900, Davis Library
UNC - CH
Chapel Hill, NC 27514-8890

Dear Barbara:

Thank you for asking for our input on the Task Force on Women at Carolina. I was glad to hear the project has been in a research phase and had not been abandoned.

The creation of a Women's Center on campus, whether you call it that or something else, could offer many positive opportunities for Carolina students, faculty, and staff. Primarily, such a Center could serve as a critical link between UNC and organizations like ours that serve the campus but are located elsewhere in Orange County. From both personal and organizational standpoints, we strongly support any efforts to enhance the flow of communication, coordination, and resources between UNC and the rest of our community.

The Center could also serve to focus students' interest around particular issues and could offer organizational structure that ensures development of leadership and continuity of action over time. Student groups might be able to focus on achieving their goals rather than having to spend their energy reorganizing themselves every year.

Allow me to take this opportunity to clarify a significant point of our Center's philosophy: The Orange County Rape Crisis Center considers sexual violence to be a societal issue, not just a women's issue. Certainly the majority of reported incidents of sexual violence involve female victims and male offenders. However, both men and women can be victimized; both men and women can be offenders. Both men and women can work on the problem. Certainly the men among our volunteer ranks have demonstrated again and again that they are just as effective as the women are.

Responding to the needs of victims and preventing sexual violence from occurring in the first place are huge tasks. It takes the commitment of people to work on these problems. We have no doubt that the founders of UNC's Women's Center would never create an organization that would be exclusionary on the basis of ethnicity or socioeconomic status. We hope that people of both genders will be welcome as well.

Sincerely,

Margaret Henderson

Margaret Henderson
Executive Director

An widespread number of the task force members reviewed I contact you with these concerns. Please call or e-mail me if you have questions.

TO: Chancellor's Task Force on Women
cc: Amy Swan, Dr. Noelle Granger, Dr. Barbara Palank, D
Dr. Rachel Willets, Chancellor Hooker
Ms. Carmen Hooker
Prof. Doris Betts, President, Association for Women
Faculty and Professionals

FROM: Graduate Student,

DATE: November 20, 1995

SUBJECT: Graduate Student Women and Childbearing Concerns

I am grateful that you have asked for input from graduate student women about our concerns. One particular issue that is almost completely neglected at UNC-CH currently is **childbearing**. In my experience and in the experience of my peers in several university departments, the problems concerning childbearing break down, I believe, into three areas: a lack of awareness and discussion of the issue, lack of practical support, and lack of professional support.

Let me first provide some background. Most graduate student women face a very difficult decision about having children. Our graduate and post-doctoral studies take nearly a decade of our lives. According to the Graduate School's July 1993 study, "Time-to-Degree for Doctoral Studies, Academic Years 1987-88 to 1992-93," if you begin to count years starting with the first semester after a student turns in a Master's thesis, UNC-CH students in the humanities take an average of more than seven years to graduate with a Ph.D. Graduate student women in the sciences are not much better off, for although they finish their doctorates more quickly, they often must take a post-doc before finding a more stable employment situation. Yet women older than 35 who attempt a first-time pregnancy face increased risks of infertility, birth defects, and difficulties during pregnancy, labor, and the post-partum period. Therefore, many women who intend to enter the academy face a difficult choice: have no children, risk waiting until after receiving tenure, or have a child at the end of graduate study. For many graduate student women, however, since we often begin doctoral studies at or over the age of 30, if we want a child, the only safe option is to have one in graduate school.

The university community seems either unaware of or unwilling to face this problem. Unlike many corporations who hold panel discussions and retreats for young professionals who hold panel combining career and family responsibilities, the university rarely offers such opportunities for honest discussion about the difficult choices academic women face regarding children. Last spring's forum on women's issues arranged by undergraduate women included a panel discussion on "Motherhood on Campus," but this was the first I have seen in six years here and it focused almost

exclusively on full-time daycare, not on the other issues I mention in this letter.

The university also provides little practical support for student mothers. Although I am grateful for the annual child/elder care directory and glad that Victory Village is available for a few parents, other areas of practical support present serious problems.

- Financial subsidies for daycare at Victory Village or elsewhere are very difficult to obtain. One student mother told me the months she and her husband waited, paying full cost at Victory Village, because the system for allotting subsidies was so backed up. Such subsidies are also applicable only in state-approved facilities. Obviously the university would want to ensure quality care, but NC laws on childcare centers are so extremely lax that some caregivers who choose not to become state-certified provide better care and lower children/caregiver ratios than state-certified centers. (A relatively recent study published by several authors, including a UNC professor, indicated that the number of children permitted per childcare provider in NC is dangerously high and results in poor care). Students opting for home care-givers who are not state-certified but who provide higher quality care than daycare centers do not qualify for subsidies.

- There are **no breastfeeding facilities** available to graduate student women (or, for that matter, for staff or faculty, unless you are affiliated with UNC Hospitals). When I sought information about such facilities from various university departments, including Women's Health, Employee Support, and the Women's Studies Department, I encountered no one who knew anything and one woman who actually had the gall to say that "there must not be a need for them since no one ever asked me about it." Graduate student mothers I know must pump their breasts or nurse their babies in public restrooms or library carrels.

- Teaching assistants have **no paid sick leave**, so a pregnant TA loses her income if she must take time off during a difficult pregnancy.

- Teaching assistants have **no paid maternity leave**.

- Student Health Services offers **no prenatal or postpartum care or pediatric services**.

- The Student Health insurance plan **does not cover newborn nursery charges**, which cost more than \$300/day in most area hospitals. Most new mothers stay in for a day or two following delivery. (My husband and I joked that he should have taken our newborn daughter to the local Motel 6 and brought her to the hospital every three hours to nurse.)

- The plan does not cover a newborn child's first check-up in the hospital by a pediatrician (~\$200).

- The plan also does not cover well-baby care or immunizations.

Finally, the university does not offer adequate professional support for students who have children during graduate study. Although I will focus in this paragraph mostly on student mothers, readers should recognize that this lack of support can extend to student fathers: a male student who chooses to share significant childcare responsibilities with his wife may encounter similar problems. Some faculty members don't seem to realize how important it is that they VOICE their continuing professional respect for a student mother. They indirectly discourage students from completing work by a deadline--"well, don't push yourself; just do whatever [little] you can." They stop encouraging students to publish. They make mildly disparaging comments about the difficult situations that the student faces and send the clear signal that student mothers should not "shoot too high" in their career goals. One well-meaning professor, without first contacting the student mother, wrote a colleague at another institution that this student "could not participate" in an inter-institutional seminar that fall because she had given birth earlier that summer. Another student mother told me, deeply discouraged, how frustrating it was to get the message from her dissertation committee members that they didn't take her very seriously anymore; one professor even insisted that this student could not possibly attend a national job convention if she brought along her nursing baby. Certainly, some faculty members are very supportive professionally: they continue to encourage a student parent to publish, they work with her to find creative solutions to the time crunch, and they encourage her to believe the truth about herself--yes, she has some additional responsibilities that other students do not have, but she still has an excellent mind and the potential to continue to grow as a fine scholar and teacher. These faculty members recognize the strain that the student is experiencing but still affirm her potential and actual achievements. Unfortunately, too many faculty fall into the well-meaning but insensitive category.

How I wish someone could remind these faculty members that although having a child may temporarily slow a student, this does not mean a student can no longer make good professional decisions or will fail to finish her degree, publish, or produce quality work. To jump, as some faculty members do, from the initial slow-down to the conclusion that student-parents are less "serious" about schoolwork is not only cruel, it's inaccurate. Many brilliant scholars throughout history, both male and female, have had children! What's more, research suggests that academic women with children are actually more productive than their childless counterparts. (See, for example, the research of Mary Frank Fox and Catherine A. Faver, "Men, Women, and Publication Productivity: Patterns among Social Work Academics" in Sociological Quarterly 26 (1985): 537-49; Jonathan R. Cole and Harriet Zuckerman, "Marriage, Motherhood, and Research

Performance in Science," Scientific American (Feb. 1987): 119-25; and Diane E. Davis and Helen S. Astin, "Life Cycle, Career Patterns, and Gender Stratification in Academe: Breaking Myths and Exposing Truths," in Storming the Tower: Women in the Academic World, ed. Suzanne Stiver Lie and Virginia E. O'Leary (New York: Nichols, 1990): 89-107, all cited in Judith Pascoe's "What to Expect When You're Expecting," Profession 94: 70-74. Consult Dr. Paula Feldman, former Director of Graduate Studies at the University of South Carolina's English Department, for additional anecdotal evidence.) Worst of all, the half-joking hints and despairing comments even discourage some student mothers from finishing--another self-fulfilling prophecy. Faculty members, we need you to treat student mothers with the same level of professional respect that you would accord to students who do not have children. Yes, please offer us flexibility when necessary, but also show us in words and actions that you still believe in us. Present various options to us and allow us, together with our spouses, to work out our own decisions. Show us that you realize that bearing a child does not damage a woman's brain cells!

This is not a family friendly university. My student husband and I are grateful that we were blessed with Hannah, now 16 months old, healthy and happy, but although many of our peers want children, few are willing to risk the difficulties they have seen us and other student parents experience. Graduate students continue to face an extremely difficult decision about childbearing. While liberals press for women's choices and conservatives argue for family values, our decision becomes all the more painful because UNC is doing so little to secure either.

I would be glad to come to speak with any of you in person if that would be helpful. Thank you for letting me share these concerns with you.

Sincerely,

UNC-CH Women's Issues Survey - STUDENT SURVEY - Surveys for staff and faculty are also available.

Appendix E

You can also fill out the survey electronically at computer clusters across campus. Easy instructions are available. The Chancellor's Task Force on Women is asking for the input of all members of the campus community as they develop recommendations to improve the opportunities and resources available to women in the University. We need your help.

To check that you are a member of the UNC student, staff, or faculty community and can answer the survey, we need your UNC-ID number (usually your social security number) and last name. All numbers and names are removed before we analyze the data, so all your answers and comments are confidential.

What is your UNC-CH ID number? _____

What is your last name? _____ Female _____ Male _____

1. I think it is easy to get information on University resources for women.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
2. I feel I know about most of the services available to support women in the area.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
3. I am satisfied with the amount and quality of public discussion about women's concerns at UNC.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
4. I am satisfied with the kind of support women's concerns receive on campus.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
5. I am satisfied with the availability and quality of child care services in the community.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
6. I am satisfied with the costs of child care services available.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
7. I think the amount of security provided on campus is adequate.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
8. I am satisfied with the services available that treat the physical health needs of women.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
9. I am satisfied with the services available that treat the mental health needs of women.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
10. I would like to see more support for people who face special issues, such as being a single parent or being divorced.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
11. I think that the University meets the needs of minority women.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
12. I think that the University meets the needs of the gay and lesbian community.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
13. I have been discriminated against on campus because of my sex.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
14. I have been the object of sexual harassment on campus.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
15. The classroom atmosphere at the University is conducive to my development as a student.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
16. The mentoring at the University meets my needs as a student.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
17. I am satisfied with the level of support for women's extracurricular activities on campus.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
18. I am satisfied with the level of support for women's athletics and intramurals
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
19. There is a need for better coordination of women's services within the University.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
20. I think the University should establish a women's center to better address the needs of women on campus.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []

If you would like to make any additional comments on the survey questions, other women's issues, or a women's center, please write them on the back of this survey or attach them to it and drop it in campus mail addressed to WOMEN'S ISSUES SURVEY, CB#3900
Thank you for taking the time to fill out this survey. Your input will help the University better meet the needs and concerns of women on campus.

UNC-CH Women's Issues Survey - STAFF SURVEY - Surveys for students and faculty are also available.

You can also fill out the survey electronically at computer clusters across campus. Easy instructions are available. The Chancellor's Task Force on Women is asking for the input of all members of the campus community as they develop recommendations to improve the opportunities and resources available to women in the University. We need your help.

To check that you are a member of the UNC student, staff, or faculty community and can answer the survey, we need your UNC-ID number (usually your social security number) and last name. All numbers and names are removed before we analyze the data, so all your answers and comments are confidential.

What is your UNC-CH ID number? _____

What is your last name? _____ Female _____ Male _____

1. I think it is easy to get information on University resources for women.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
2. I feel I know about most of the services available to support women in the area.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
3. I am satisfied with the amount and quality of public discussion about women's concerns at UNC.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
4. I am satisfied with the kind of support women's concerns receive on campus.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
5. I am satisfied with the availability and quality of child care services in the community.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
6. I am satisfied with the costs of child care services available.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
7. I think the amount of security provided on campus is adequate.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
8. I am satisfied with the services available that treat the physical health needs of women.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
9. I am satisfied with the services available that treat the mental health needs of women.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
10. I would like to see more support for people who face special issues, such as being a single parent or being divorced.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
11. I think that the University meets the needs of minority women.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
12. I think that the University meets the needs of the gay and lesbian community.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
13. I have been discriminated against on campus because of my sex.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
14. I have been the object of sexual harassment on campus.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
15. My work environment supports women.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
16. I think that job schedules are organized in a way that shows an understanding of women and women's concerns such as childcare or safety.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
17. University policies on maternity/paternity leaves meet the needs of the staff.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
18. I think the University addresses women's career and professional development concerns.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
19. There is a need for better coordination of women's services within the University.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
20. I think the University should establish a women's center to better address the needs of women on campus.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []

If you would like to make any additional comments on the survey questions, other women's issues, or a women's center, please write them on the back of this survey or attach them to it and drop it in campus mail addressed to WOMEN'S ISSUES SURVEY, CB#3900
Thank you for taking the time to fill out this survey. Your input will help the University better meet the needs and concerns of women on campus.

UNC-CH Women's Issues Survey - FACULTY SURVEY - Surveys for staff and students are also available.

You can also fill out the survey electronically at computer clusters across campus. Easy instructions are available. The Chancellor's Task Force on Women is asking for the input of all members of the campus community as they develop recommendations to improve the opportunities and resources available to women in the University. We need your help.

To check that you are a member of the UNC student staff, or faculty community and can answer the survey, we need your UNC-ID number (usually your social security number) and last name. All numbers and names are removed before we analyze the data, so all your answers and comments are confidential.

What is your UNC-CH ID number? _____

What is your last name? _____ Female _____ Male _____

1. I think it is easy to get information on University resources for women.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
2. I feel I know about most of the services available to support women in the area.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
3. I am satisfied with the amount and quality of public discussion about women's concerns at UNC.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
4. I am satisfied with the kind of support women's concerns receive on campus.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
5. I am satisfied with the availability and quality of child care services in the community.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
6. I am satisfied with the costs of child care services available.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
7. I think the amount of security provided on campus is adequate.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
8. I am satisfied with the services available that treat the physical health needs of women.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
9. I am satisfied with the services available that treat the mental health needs of women.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
10. I would like to see more support for people who face special issues, such as being a single parent or being divorced.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
11. I think that the University meets the needs of minority women.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
12. I think that the University meets the needs of the gay and lesbian community.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
13. I have been discriminated against on campus because of my sex.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
14. I have been the object of sexual harassment on campus.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
15. I think that women faculty receive adequate support from colleagues and supervisors as they go through the tenure and promotion process.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
16. I think that job schedules are organized in a way that shows an understanding of women and women's concerns such as childcare or safety.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
17. I am satisfied with the way that the University addresses the needs for spouse/partner relocation and job searches
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
18. I think that University policies on maternity/paternity leaves meet the needs of women faculty.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
19. There is a need for better coordination of women's services within the University.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []
20. I think the University should establish a women's center to better address the needs of women on campus.
I strongly agree [] I agree [] I sometimes agree [] I disagree [] I strongly disagree [] I don't know enough [] Does not apply []

If you would like to make any additional comments on the survey questions, other women's issues, or a women's center, please write them on the back of this survey or attach them to it and drop it in campus mail addressed to WOMEN'S ISSUES SURVEY, CB#3900
Thank you for taking the time to fill out this survey. Your input will help the University better meet the needs and concerns of women on campus.

From: "Leonard, Stephen" <leonard.ham@hms.unc.edu>
 Subject: Other institutions survey
 To: noelle@med.unc.edu
 Date: Wed, 23 Aug 95 16:13:34 -0400

Noelle and Rachel:

As requested, here is the questionnaire we used for the other institutions contacts. I am working on the draft report, which I shall send to Rachel when complete, probably by 30 August.

Leslie and Judith will be doing some editing work for the final report, but it is unlikely the final report will be done when Rachel needs it. I am assuming that the draft will suffice for getting our survey up and running.

Any questions? Drop a line --

Regards, Steve Leonard

Draft questionnaire for Other Institutions interviews

(Introduction) We are collecting information for a task force study here at the University of North Carolina. Our task force has been given the responsibility of identifying, assessing, and proposing policies and programs that would serve to enhance the educational and institutional opportunities for women at UNC. We would appreciate any information you might be able to give us about similar concerns and efforts at (INSTITUTION NAME).

We have put together a brief questionnaire. Would you be willing to spend a few moments to talk about women's concerns and institutional initiatives at (INSTITUTION NAME)?

(Questions about general status of concerns/programs for women):

1. Has the University community attempted to identify and address the needs of women on campus?

1a. How were these needs and concerns assessed? (Random survey? Systematic questionnaire? Special committee or task force study? Administration declaration? Existing university governance procedures -- committees, hearings, reports, etc.)

2. What institutional forms (if any) have these efforts taken?

--Women's studies program?

--Women's center?

--Policies/programs sited in other institutional venues?

(Questions about institutional development)

3. When was the program/center started?

4. What group or groups were instrumental in the initiative for the program/center?

5. What (and who) were the most significant obstacles to the initiative?

6. Was there a strategic plan or action plan for creating the program/center? Could you say something about the content of the plan?

7. Was the initiative successful? Did the program/center turn

out as its proponents had hoped? How so/ how not? Why/why not?

8. In general terms, how (if at all) has the program/center changed over time? (Most significant transformations are the point of this question).

(Questions about institutional structure, management, authority, physical plant)

9. What is the institutional status of the program/center? (Academic unit? Research unit? Student affairs unit? Administrative support unit?)

10. What is the annual budget and source of financial support for the program/center? (State authorization? University budget item; Chancellor/President/Provost/Dean budgets? Student fees? Contributions from alumnae/alumni? Fundraising activities?)

11. How is program/center policy determined? (Director? Advisory board, composition of board -- staff, students, faculty, administrators?)

12. What is the administrative organization of the program/center? (Director? Administrative manager? Number and type of staff? Volunteers? Student interns/work-study support? Be sure to get information about functions of administrative personnel.)

13. Where is the program/center housed; what sort of physical facility is provided; what kinds of space needs are/are not important for the program/center?

(Program/center services)

14. What kinds of services does the program/center provide? (Child-care support; counseling services; sexual harassment/rape awareness and support services; educational programs; public outreach programs -- brochures, speakers, newsletters; cultural programs-- films, music, literature?)

15. What are the most/least popular services? (Numbers, numbers!) Which services (regardless of popularity) do you believe are essential to the mission of the program/center?

16. Are there fees for services? Which services; how much? Special programs to cover fees for low-income persons?

(Program/center clientele)

17. By whom and how are the services provided by the program typically used? (Women generally; particular groups of women -- minorities, undergrads, grads, younger women students, adult career women, mothers).

18. Are there any programs intended for special populations, such as foreigners, men, gays and lesbians?

(General assessments)

19. What is the general perception of the program/center on campus?

20. How does the program/center relate to other women's groups and institutions on campus and in the local community?

21. Do you think the program/center has been a success? Why, why not?

22. What do you see as the major problems and obstacles in the future for the center/program?

23. What changes, if any, do you think might improve the ability of the program/center to realize its mission?

24. If there are any brochures, flyers, newsletters, etc. available, would you send us copies?

THANK YOU VERY MUCH!



THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

UNIVERSITY POLICE

The University of North Carolina at Chapel Hill
CB# 1600, Security Services Bldg.
Chapel Hill, NC 27599-1600

MEMORANDUM

TO: Noelle A. Granger, Ph.D.
FROM: Chief Donald L. Gold *DLG*
DATE: March 11, 1996
SUBJECT: Task Force Recommendations

I am very pleased with the security recommendations of The Task Force on Women at Carolina. Wide community input and education are essential to improving security on campus. The Department of Public Safety is committed to quality, customer-driven services and is, in fact, currently addressing many of the issues listed in your recommendations. To assist you in making your final recommendations, I have briefly addressed each of the five areas listed under security:

1. Student Patrol members are employees of the Department of Public Safety. They are screened, hired, trained, and supervised by the Department. The Department currently functions as advisor to Safe Escort. It has been suggested that, for liability and oversight reasons, Safe Escort members also become employees of the Department. This suggestion presently is being addressed by the Department and University Counsel. The Department is represented on the Campus Security Committee. This Committee also includes representatives from other campus groups involved in maintaining the security of the campus environment, such as Physical Plant and the Department of Transportation and Parking. The Committee provides a valuable forum for customers (such as Student Government and the Department of University Housing) to raise security issues with the service providers.
2. We continue to look for avenues to disseminate information regarding our Department's services to the University community. We encourage and support any effort to get more information in the hands of those people most affected by crime and safety. In particular, we would like to get more information into the hands of women, especially through the University Housing Department and through faculty and staff areas of campus. We are always looking for additional dissemination points in residence halls,

student activity areas and departments throughout campus. Currently, we conduct crime prevention seminars during Housing's Resident Assistant orientation, the C-TOPS orientation, and through the University Training and Development Division Supervisory Resources Program. One program that we have begun that is specific to women is Rape Aggression Defense. Our RAD classes has been offered since February, 1995, and are currently scheduled on a regular basis through Training and Development. In an attempt to give as much information as possible to students, we not only make our daily police reports available to campus media but also forward our monthly crime statistics to the Daily Tar Heel. Additional input from a focus group on how to better disseminate information about the Department's services would be welcome.

3. We are committed to quality customer service and have developed several mechanisms to actively seek input from the campus community. We distribute no fewer than four customer surveys during the year. The information gathered from these survey instruments is used in guiding the Department's design of goals and objectives.

Additionally, I just completed an open "forum" with student leaders sponsored through the Student Government Association. We discussed security issues and addressed ideas, comments, and criticisms that had been collected from suggestions boxes on campus. We would welcome input from additional focus groups representing women as well as other customer segments.

4. The Department of Public Safety has a Home Page on the World Wide Web, accessible through the UNC-CH Home Page (Departments and Organizations) or directly at <http://www.adp.unc.edu/psafety/>, that has a number of features including direct e-mail access to the Chief to be used to express concerns and suggestions regarding campus security. This web page will continue to expand in content and will soon include specific information on crime prevention literature and services.

5. I believe that the current Campus Security Committee has done an excellent job of communicating and coordinating activities between the various groups noted. As always, input from focus groups on how to improve communication would be very useful. Our Department, as part of our 1995-1996 goals and objectives, recognized a need for greater visibility of our patrol and security staff. One result has been the allocation of resources towards increasing the number of bicycle officers and outfitting them accordingly. This is a very effective means of patrol and we will continue to improve this and other areas of service.

Please know that this is only a short overview of activity that continues to develop within our Department. I am encouraged by the work of your task force and hope that, together, we can continue to identify ways to make our departmental resources more available to women on campus. I look forward to your final report. Should you have any questions, please do not hesitate to call me at 966-5730.

March 29, 1996

**Educational Policy Committee
Annual Report
1996**

Prepared by: James J. Gallagher (Co-Chair)

The purpose of the Educational Policy Committee (EPC) is to consider issues presented to it by the Faculty Council and provide recommendations for action to the Faculty Council.

Members: Jane Burns - 96; James Gallagher* - 96; Linda Spremulli - 96; James Ketch - 97; Sara Mack - 97; Michael Lienesch - 97; Linda Dykstra - 98; James Leloudis - 98; Anthony Passannante* - 98; David Lanier (ex officio); Shelly Bao - 98 (undergraduate student)

[*Co-Chair]

Five meetings in Fall and Spring Semester

ISSUE #1: FINAL EXAMINATIONS

Precipitating Issue: The issue was brought forward on the basis of student complaints of being given substantial take-home assignments during the week prior to final examination. The students claimed that this violated existing rules regarding no assignments during that week. The professors responded that the take-home assignments have become a part of their final examination and represented a part of their total evaluation of the student's performance during the course. On the basis of further discussions, the Educational Policy Committee proposes the following resolution.

Resolution #1

ASSIGNMENTS THAT WILL BE CONSIDERED A PART OF THE FINAL EXAMINATION SHOULD BE CLEARLY ANNOUNCED IN THE COURSE SYLLABUS, AND SHOULD BE DUE ON THE DATE OF THE EXAMINATION.

Comment: The EPC accepts the proposition that some take-home exam assignments can be considered a part of the final examination but they must be clearly stated in advance to the students so that they are prepared and can take proper steps for time management during the final examination period.

ISSUE #2: TUTORING

Precipitating Issue: A case has been brought to the attention of the Educational Policy Committee in which a teaching assistant was receiving pay for tutoring students in the same section in which he/she was performing as a teaching assistant. No existing precedents or policies were identified to cover such an instance, therefore the Educational Policy Committee proposes the following resolution.

Resolution #2

NO INSTRUCTIONAL PERSONNEL, INCLUDING TEACHING ASSISTANTS, SHOULD BE PERMITTED TO TUTOR FOR PAY STUDENTS WHOM THEY ARE TEACHING, GRADING, AND/OR EVALUATING. SUCH BEHAVIOR CREATES AN INEVITABLE CONFLICT OF INTEREST.

ISSUE #3: CLASSROOM IMPROVEMENTS

Precipitating Issue: In September, 1995, the Educational Policy Committee was charged by the Faculty Council with addressing the state of the classrooms of our University. The Committee reviewed past reports such as the Ad Hoc Committee on Classroom Space Allocation chaired by John Sanders and interviewed a series of persons involved in various aspects of the issue.

There are a number of relevant players in the decision making. Among these would be the Classroom Improvement Committee, the Classroom Advisory Committee (CAC), OIT (through support of Master classrooms and the Classroom Hotline), and the Center for Teaching and Learning (recently charged with audiovisual support for academic affairs).

The EPC found little effective communication or coordination among the groups looking at the classroom situation and concluded that there are really three separate problems to be addressed. (1) An inadequate number of classrooms, both large and small, but especially small. (2) The poor general physical condition of many of the classrooms in which we teach. (3) Inconsistent audiovisual support and poor availability of advanced instructional technology.

Although these are serious problems, there is reason to be optimistic. In the past year significant funding became available for these purposes thanks to some creative negotiations with the state legislature. These appear to represent the possibility of significant recurring appropriations for upgrading of current physical plant. The Provost has charged the Classroom Advisory Committee with identifying and prioritizing classroom needs. The EPC has four recommendations:

- a. The classroom advisory committee should be considered the primary source for recommendations for how classrooms on campus should be improved.

- b. The membership of the Classroom Advisory Committee should be enlarged to include all relevant parties and to include more faculty members. (See attached list for current membership)
- c. The Classroom Advisory Committee should create a long range plan (i.e., 5 years) for upkeep and improvements that would include both some high tech classes and basic improvements to classrooms in desperate need of modernization.
- d. The EPS feels strongly that current classroom space is inadequate. Plans for the future must provide for additional classrooms. The CAC should have a consultative role in the planning of the future capital outlays (possibly a new classroom building).

The faculty should realize that when some of the older buildings are closed for renovation, short term inconvenience will result. This is necessary to allow the significant improvements that some of the current buildings need. The EPC encourages the faculty to be understanding and supportive during what will be a difficult time.

ISSUE #4: STUDENT BILL OF RIGHTS

Precipitating Issue: For the second year the Educational Policy Committee has been the recipient of a proposed Student Bill of Rights with a request for a recommendation for action from the Faculty Council. The EPC asked for the advice from the Legal Council of the University regarding the precise language of the draft report and also invited some of the drafters of the report (Stacey Brandenberg) to attend our discussions and to help clarify intention and objectives.

The EPC recognizes the utility of bringing together existing rules and regulations for student reference and also recognizes the various issues noted as additions to the draft report but believes that the document is written in a confrontational style that is unlikely to improve faculty student relationships, and is not in tune with the Chancellor's call for an improvement in the intellectual climate of the University.

We recommend, therefore, the establishment of a subgroup from the EPC including both student and faculty members (other student participation can be added by the student government) to develop a joint statement of faculty-student responsibilities designed to enhance the intellectual climate of the university. Such a statement can be presented to both student government and faculty council for discussion and approval.

In this fashion we would hope to create a climate of continuing communication between faculty and students instead of an aura of confrontation that seems out of

place in this university. This recommendation is endorsed by Calvin Cunningham, Student Body President.

ISSUE #5: FULL-TIME FIXED-TERM FACULTY ELIGIBILITY

Precipitating Issue: The Educational Policy Committee received communication for Joseph Ferrell of the Committee on University Government asking for comment on whether service on our committee would be appropriate for fixed term faculty. After discussion, the committee agreed with the option (1) in the Ferrell letter, namely, that there should be no change in the code affecting this committee with the result that fixed-term faculty would be eligible to vote for and serve on the committee.

ISSUE #6: ENHANCING INTELLECTUAL CLIMATE

The Educational Policy Committee has noted an action from the Faculty Council naming this committee to serve as a potential liaison on the university efforts to improve the intellectual climate. We also are aware that the Chancellor has decided to establish a special committee devoted to this purpose. We agreed to wait for the establishment of that committee and then to communicate with that committee to ensure nonduplication of effort.

CLASSROOM ADVISORY COMMITTEE
1996-1999

Terms Ending 1996:

Professor Thomas Bowers
School of Journalism and Mass
Communication
CB #3365, Howell Hall
962-1204

Professor Richard Cramer
Department of Sociology
CB #3210, Hamilton Hall
962-1007

Dr. Robert Kanoy, Associate Dean
School of Education
CB #3500, Peabody Hall
966-7001

Terms Ending 1997:

Professor Geoffrey Reiss, Associate Dean
College of Arts and Sciences
CB #3100, South Building
962-3082

Professor John Semonche
Department of History
CB #3195, Hamilton Hall
962-8079

Professor Alan Stiven
Department of Biology
CB #3280, Coker Hall
962-8316

Ms. Geraldine Taylor, Program
Assistant for Undergraduate Studies
Department of English
CB #3520, Greenlaw Building
962-4581

Terms Ending 1998:

Professor William Campbell (Chair)
Institute of Government
CB #3330, Knapp Building
966-4247

Ex Officio and Student Members:

Mr. Ross Andrews (Undergraduate representative)
503-A North Greensboro Street
Carrboro, NC 27510
933-3485

Mr. Linwood Putrelle (ex officio)
Director, Office of Information
Technology Services
CB #3420, Abernethy Hall
962-5316

Mr. Ramesh Krishnaraj (President, Graduate & Professional Student
Federation)
501 Jones Ferry Road, Apt. AA-7
Carrboro, NC 27510
933-3095

Mr. David Lanier (ex officio)
University Registrar
CB #2100, Hanes Hall
962-8291

Ms. Kathy Ward, Assistant Registrar (ex officio)
Office of the Registrar
CB #2100, Hanes Hall
962-6093

Professor William Keach
Department of Political Science
CB #3265, Hamilton Hall
962-0248

Professor Richard Rust
Department of English
CB #3520, Greenlaw Building
962-5481

Terms Ending 1999:

Ms. Teresa Crossland, Supervisor
Project Management
Office of Facilities Planning and
Design
CB #1090, Giles Horney Building
962-9045

Professor James Murphy, Dean
Summer School
CB #3340, Pettigrew Hall
966-4364

Ms. Anne Parker, Deputy Director
Office of Information Technology
CB #3050, Davis Library
962-7155

Professor Lawrence Rowan, Director
Center for Teaching and Learning
CB #3470, Wilson Library
966-1289

Mr. Bruce Runberg, Associate Vice
Chancellor for Facilities Management
Office of the Vice Chancellor for
Business and Finance
CB #1000, South Building
962-7248

Professor Russel Van Wyk, Special
Assistant to the Dean
College of Arts and Sciences
CB #3100, South Building
962-3082

Ms. Edith Wiggins, Interim Vice Chancellor
and Dean of Student Affairs
Office of the Vice Chancellor for Student
Affairs
CB #5000, Steale Building
966-4045



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

April 12, 1996

TO: Deans, Directors, and Department Heads

Acting on resolutions presented by the Educational Policy Committee, the Faculty Council on March 29, 1996, adopted the following two resolutions by unanimous votes. The discussion surrounding the votes is reproduced in the Summary of Proceedings that is circulated to all faculty.

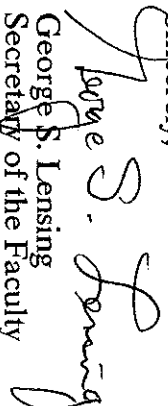
I hereby officially transmit these actions of the Council to you.

Resolution 1: Assignments that will be considered a part of the final examination should be clearly announced in the course syllabus, and should be due on the date of the examination.

Resolution 2: No instructional personnel, including teaching assistants, should be permitted to tutor for pay students whom they are currently teaching, grading, and/or evaluating. Such behavior creates an inevitable conflict of interest.

Thank you very much.

Sincerely,


George S. Lensing
Secretary of the Faculty

GSL:rsm

February 23, 1996
Committee on Black Faculty
(Appointed by the Chair of the Faculty)
Annual Report

Members: D. Soyini Madison (1991-98), Chair; Georgette Dent (1993-96); Ann Dunbar (1995-1999); Tera Hunter (1995-1998); David Newbury (1995-98).

Meetings: 9/22, 10/27, 11/8, 1/10.

Report prepared by: D. Soyini Madison with review of full committee.

Members leaving committee during past year: George Noblit, Chair; Glenn D. Hinson; Richard Hunter; Ann Woodward.

Committee charge: The Committee on Black Faculty was reconstituted in 1991, and is active in seeking information regarding the recruitment, development and retention of black faculty, as well as proposing remedies and alternatives for more effectiveness in these areas.

1995-96 Activities: The Committee met with Provost Dick Richardson and Vice-Chancellor Tom Meyer on separate occasions to investigate the following:

* Specifics of the Minority Postdoctoral Scholars Program in terms of support, expansion, and faculty hires.

* Administration's views and suggestions for funding for a comprehensive strategy that underscores the complementary and mutually reinforcing aspects of retention and recruitment: pipeline, departmental commitments, cohort hires, pre-graduate programs.

* Establishing a special fund for supplemental stipends for black graduate students.

* Establishing a more formal and supportive relationship between CBF and the post-doc program.

* An improved form of mentoring for young minority scholars.

In a state institution that takes seriously its mandate to serve all sectors of the public, we have an obligation to represent that public in what we teach and who we ask to teach it. To review these issues, the Committee also organized a public discussion and a viewing of the video conference: "Affirmative Action Under Siege: What's at Stake for Our Campuses, Careers & Communities?" The video addresses diverse approaches to the debate on affirmative action, at a time when public support is fading, and where these issues are often misrepresented, scapegoated and demonized. The video was shown January 30. Gerald Horne, director of the Sonja Haynes Stone Black Cultural Center, facilitated the discussion.

In the coming months, the committee will continue to address these and other issues, including:

1. The value of including something about diversity in the mission statement -- an objective requested by several recent annual reports of this committee. This is particularly important in light of the University's talk as a research institution: to train students from all backgrounds in preparation for contributing to the highest levels of research in whatever field.

2. Further integration and/or liaison between CBF and those working with the Minority Post-Doc Program in selection and follow-up activities; continue efforts to develop cohort hiring considerations in Minority Post-Doc application reviews.
3. Encouraging expansion of the size of the Minority Post-Doc program. UNC-CH is not competitive nationally in attracting the best students and providing them with peer groups of post-doctoral scholars.
4. Identifying mechanisms to remind departments that for all vacant positions (not just ones having to do with African American, African, or Diaspora) they should make specific efforts to recruit minority candidates; and further to develop mechanisms to facilitate departments' searches in this respect.

Recommendations: None.

February 23, 1996
Committee on the Status of Minorities and the Disadvantaged
Annual Report

Members: Judith Blau, chair (1993-96), Peter Kaufman, 1993-96), Pierre Morell (1993-96), Anita Brown-Graham (1994-97), Svein Toverud (1995-98), Evelyn Huber (1995-98), William Darity (1995-98); Audreye Johnson (1995-98); Laura Thomas (ex-officio), Harold Wallace (ex-officio)

Members leaving the committee this year: Judith Tintinalli

Meetings in 1995: March 7, April 26, September 15, October 9, October 23, November 20

Annual Report prepared by: Judith Blau (chair) without review by the full committee.

Committee charge: Established by the Chancellor, the Committee on the Status of Minorities and Disadvantaged (CSMD) "serves as a concrete expression of institutional concern for minorities and the disadvantaged at UNC and as a mechanism for dealing with problems associated with minority or disadvantaged status."

Report of Activities: Meetings have focused on three issues: (1) Mentoring programs for at-risk students, particularly in "gateway courses," namely, large classes that are highly impersonal and formidable for underprepared students, a disproportionate number of which are minorities; (2) Diversity issues in classroom instruction; and, (3) Recruitment and retention of minority faculty and students.

Alarmed by attacks on affirmative action, the Committee has provided support to the Committee on the Status of Black Faculty, the Campus Diversity Training Project, the Affirmative Action Office, Task Force on the Recruitment and Retention of Minority Students and Faculty (RRMSF), and the joint program sponsored by the Dean of the School of Medicine and Arts and Sciences for tutoring initiatives. The formation of RRMSF was, in part, a recognition of the importance of the data collection project that CSMD had started in 1994. It was evident that this project required a much larger committee than CSMD. Aware of the anti-foreign activities on other university campuses, the Committee has informed the Director of the International Center of our support were there to be any incidents at UNC.

Further work by the committee on (1) and (2) above is expected to result in recommendations next year.

Recommendations for action: None.

February 23, 1996

Faculty Welfare Committee
Annual Report

(February 1995-January 1996)

(Committee appointments made by the Chancellor)

Current Members: 1996: Steven Bachenheimer (Chair, 2-yr. Alt.), Charles D. Liner, Donald Madison, Elizabeth Mutran; 1997: Françoise Seillier-Moisewitsch, Julia T. Wood, Lawrence A. Zelenak; 1998: Edward J. Blocher, Lynn D. Glascock

Retired members: Peter Calingaert, Donald T. Hornstein, James Murphy (Chair)

Meetings in 1995-96: monthly during the academic year except December

Report prepared by: Steven Bachenheimer, with review by committee

Charge: "The committee works on the expansion and improvement of faculty benefits." The committee also views the promotion of community within the University as part of its charge.

Previous Faculty Council questions or charges: none

Report of Activities:

Introduction The committee, which is charged with the expansion and improvement in faculty benefits (usually referred to as "fringe benefits"), most often works at the margins in seeking improvements in current programs, rather than proposing expanded or new benefits programs. This is primarily because faculty and administration alike view improvements in salary as having the higher priority.

The committee operates by first understanding a particular issue, e.g. family leave policy, then identifying areas which need clarification or improvement, and then seeking a solution. This is almost always accomplished through consultation with the appropriate individual within the campus or general administration. At other times the initial contact initiates a process within administration that results in the policy clarification or benefit improvement. There is a direct correlation between the likelihood of success of a particular initiative and the absence of any monetary costs associated with the initiative.

We still wish to remind the administration however, that relative to peer institutions both salary and fringe benefits levels at UNC-Chapel Hill suffer in comparison. As noted in last year's annual report, employer contributions to fringe benefits are frequently only two-thirds of those at peer institutions, and that UNC-CH benefits rankings *pull down* the overall compensation ranking when combined with the ranking for salary.

The following list represents some of the actions or discussions initiated by the committee in the previous twelve months:

Faculty Leave Policies A change in the definition of the duration of faculty leaves was requested of the Chancellor and approved by him, which replaces "semester" with "one-half the annual service period". This will be of some advantage to those on twelve month appointments.

Off-campus assignment policies The committee has begun a discussion of alternatives available to faculty members, to the competitive leave programs. We anticipate writing to the Provost requesting information on the distribution of, uniformity of policies governing, and efforts to make faculty aware of, the off-campus assignment program.

Domestic Partners Resolution The committee offered and the Faculty Council accepted a resolution which (i) put the Council on record in support of extension of benefits to domestic partners of employees, (ii) urged the Administration to seek improvements in State policies which would extend health benefits of employees to domestic partners and (iii) urged our delegation to the Faculty Assembly to work for the adoption of a similar statement on domestic partner benefits.

Family Leave Program The committee continues to discuss shortcomings in the current family leave program. We are particularly concerned about the lack of compensation (pay or time-off from other responsibilities), for colleagues who substitute for an individual taking leave. The current program may have the consequence of constraining individuals from taking such leave since it could engender a pay-back obligation on their part, or resentment on the part of colleagues.

Faculty Salary distribution policies The committee continues to monitor developments in the area of salary increase distribution policies and supports efforts to create sets of guidelines with clearly stated, unit-specific, criteria, designed to minimize disparities which arise through salary compression or discrimination.

Health insurance policies Two issues are currently being investigated by the Committee. The first is whether the three month gap between the beginning of the new deductible period and the sign-update for transferring coverage to a new carrier, may create difficulties under certain situations. The second is the inability to list dependent parents on our health coverage policies. The committee anticipates that this will become a concern to growing numbers of faculty in the future.

Recommendations for actions by Faculty Council: none

Anticipated activities for the coming year:

Early retirement incentive programs While such programs are not currently under consideration by the Administration, we are planning to investigate how such programs could affect faculty benefit programs.

Academic life cycle The committee plans to study how changing circumstances through the normal course of a faculty career may affect the need for and range of benefit programs.

March 29, 1996
ACADEMIC AFFAIRS LIBRARY
ADMINISTRATIVE BOARD OF THE LIBRARY
(Elected by the General Faculty)
1995-1996 ANNUAL REPORT

MEMBERS: Charllotte H. Mason, Chair (1993/4-1995/6); Evelyn H. Daniel (1994/5-1996/7); Linda S. Drake (1995/6-1997/8); Edward D. Kennedy (1993/4-1995/6); Richard W. Kinnaird (1993/4-1995/6); Paul J. Kropp (1994/5-1996/7); Donald Madison (1995/6-1997/8); Raleigh C. Mann (1994/5-1996/7); Katherine A. Murphy (1993/4-1995/6); Mary Pardo (1994/5-1996/7); Terry E. Rhodes (1995/6-1997/8); Peter M. Smith (1995/6-1997/8); Richard Superfine (1995/6-1997/8); James A. Wilde (1995/6-1997/8); Undergraduate Student representative: Takie Hondros (1995/6); *Ex officio*: Craig J. Calhoun, Richard J. Richardson, Joe A. Hewitt

MEMBERS LEAVING DURING PAST YEAR: Cynthia C. Adams, E. Jane Burns, R. Ann Dunbar, Christopher Goertzen, Alan M. Jones

NUMBER OF ANNUAL MEETINGS: Six

REPORT PREPARED BY: Charllotte H. Mason and Joe A. Hewitt
Not reviewed by full Board this year.

CHARGE: Shall advise the University Librarian on the administration of the University Library system; formulate, together with the University Librarian, the basic policies governing the acquisition of library materials and the use of such materials; allocate, with the advice of the University Librarian, the book funds which are not specifically designated; submit to the Chancellor, through the University Librarian, its advice on the establishment or discontinuance of library service units outside of the general library building; review the University Librarian's budget request; and report annually to the Faculty Council.

PREVIOUS FACULTY COUNCIL RECOMMENDATIONS OR QUESTIONS: None

REPORT OF ACTIVITIES:

The Library began its third century of service to the campus, the state, and the world in 1995. It is the oldest public university library in the United States. The Administrative Board congratulates the Library and its staff on a distinguished tradition of service in fulfillment of the University's mission, and looks forward to supporting continued excellence in library collections and services.

1. The Budget

1.1 Overview of Allocations

This year's State budget and non-State resources, including

Overhead money, Pogue funding, and other endowment and contract income, provided the Library about the same purchasing power for collection development programs of the Academic Affairs Library as last year. The total for State-appropriated materials budget was \$4,622,089. This represents an increase of \$340,332 over last year's funds, a rise of 7.3%.

In addition, the University Administration increased the Library's Pan-University allocation from \$500,000 to \$750,000, of which \$480,000 was allocated for library materials for the Academic Affairs Library.

1.2 New Funds

Mr. Walter R. Davis 's generosity continues to benefit the Library. Of his one million dollar gift last year, \$750,000 is being used to purchase books for the general collections over a two-year period. These funds have enabled the Library to acquire thousands of books supporting teaching and research on campus that it could otherwise not have afforded. His gift is therefore providing a margin of excellence that will endure. We are extremely grateful to him.

The Library surpassed its Bicentennial Campaign goal of \$10 million, with \$10.8 million raised in current gifts and future pledges by December 1994. The Friends of the Library plans to continue an active development effort after the close of the campaign. Increased income from these endowments will contribute substantially to some areas of the Library's operations, in particular the special collections, but they do not address the general need for increased financial support for basic Library services.

Other new sources of funds include Title VI grants from the U.S. Department of Education. This year, for the first time, the Library received funds from a Title VI grant for South Asian materials. Other Title VI grants support the acquisition of titles related to International Studies, and to Slavic, Latin American, and Western European area studies.

1.3 Actions

The combination of funds made available by allocations from the State and the University and Mr. Davis's generous gift permitted the Library to continue to build on last year's accomplishments. It enabled the Library to maintain the state-allocated book budget and maintain its existing serial and standing order subscriptions at the FY 1994/95 level. As a result, this year the Library will be able to acquire almost as many books as it did last year, when it added more monographs than at any time since FY 1985/86.

Although it did not provide new funds for subscriptions, the Library carried forward unspent funds for new serial subscriptions from the previous fiscal year, FY 1994/95. In

addition, it addressed the continuing need for new serials by giving 100% credit through December 31, 1995 for serial and standing order titles cancelled as a result of the review project last spring. These funds will be made available for subscriptions to new titles in FY 1996/97. Articles from the journals cancelled will be provided through document delivery services at no cost to the user. The Library also provided additional funding for the acquisition of new electronic materials and services.

2. FUTURE CONCERNS

The increase in State-allocated funding and the continuing commitment of the University Administration to build strong library collections benefitted the Library's collection development programs. Nevertheless, this good news in terms of the library materials budget continued to be based to a significant degree on one-time funding, especially special monies made available by Walter R. Davis and Pan-University allocations from the University Administration.

There are risks involved in relying on such ad hoc funding to support on-going collection development programs. Serials inflation continues to be very high and is projected to continue to exceed the increase in the state allocation. In addition, the funding made available by Walter R. Davis will be spent by the end of FY 1995/1996.

The precarious nature of some of the major components of the funding coalition suggests that the Library and the University Administration need to develop alternative strategies to provide guaranteed resources for collections. The funds for library support from the increase in tuition will be a positive step in that direction.

3. COLLECTION ACCESS/SERVICES

The Library established or enhanced services that significantly benefit patrons. On DRA, the online catalog of library holdings, it added easy access to the online catalogs of all UNC System libraries. It expanded access to popular databases like ERIC, MLA, and online telephone directories, making them available via the DRA menu. Early in 1996, it offered telephone renewal of many library materials for patrons with a touch-tone telephone. In addition, convenient delivery of library materials from off-site storage to the user's nearest library using online request forms is newly available.

4. UNDERGRADUATE LIBRARY SERVICES

Services to undergraduates in general and House Library patrons in particular received considerable attention. A Library committee made up of faculty, library and OTT representatives reviewed current collections and services and suggested future directions. The reconceptualized House Library will serve as a

gateway not only to other campus libraries but also to the wealth of electronic information resources available worldwide. Librarians and OIT staff will work together to help students acquire and develop life-long information-seeking skills.

Renovation is vital to updating the Undergraduate Library, and in November the Board of Trustees approved planning for space changes. These include an expanded microcomputer lab, hands-on training space for librarians working with students, new learning and study areas, and quarters for OIT's public service, consulting, and teaching functions.

In the meantime, the House Library offered 24-hour service on an experimental basis this fall. It was so well received by undergraduates and other patrons that it will be continued indefinitely.

5. LIBRARIANS' SALARIES

For several years the issue of Librarians' salaries has been overshadowed by concern over the state acquisitions budget. The University's current vigor in seeking to address teaching faculty salary deficiencies suggests that this is an appropriate moment to make the same effort on behalf of Librarians.

Librarians' pay is low. The median salary for a 12-month appointment in fiscal year 1996 is \$37,750, for a staff whose years of experience average 15.8. UNC salaries compared unfavorably with other members of the Association of Research Libraries. In the last three years, average salaries have ranked 90th, 77th, and now 80th among its 108 members. Limited funding has made it possible to address the critical area of entry-level salaries, which now stand at \$27,000 (From 94th in 1993 to 49th in 1996.) However, improved beginning salaries mean salary compression for more senior Librarians.

The Library is critical to the University's teaching, research, and public service mission. Librarians, like teaching faculty, merit detailed salary attention from University administrators and the state legislature.

RECOMMENDATIONS FOR ACTIONS BY FACULTY COUNCIL: None

EXECUTIVE SUMMARY

Final Report of Chancellor's Task Force on Women at Carolina March 1996

Committee composition and charge: In January 1995, Chancellor Paul Hardin called for the creation of a Task Force on Women at Carolina and appointed Prof. Noelle Granger and Barbara Delon co-chairs. The Task Force was charged with: 1) producing an inventory and evaluation of existing programs and services that address the needs and concerns of women on campus, and 2) suggesting strategies for improving the quality, coordination and effectiveness of existing resources for women. The core group of the Task Force was composed of seven faculty, three staff, and six students. In addition, one faculty member, one staff member, and three students who left the Task Force during its tenure made substantial contributions to its work. Two research assistants were appointed to assist with the survey during the fall semester 1995.

Historical legacy and current situation: The Task Force reviewed the history of women at Carolina and reports of committees, previous task forces, and faculty research either directly or indirectly concerning women's issues and needs since 1972. Gains were noted in the recruitment, hiring, and tenuring of women faculty. Issues that continued to resonate for either faculty, staff or students were salary equity, promotion, fringe benefits (maternity leave, child care), the "chilly climate" for women, and second class citizenship (for fixed-term faculty). The concerns and needs of women staff were largely overlooked in these reports.

Assessments: The Task Force made three assessments to provide a basis for its recommendations.

1. Inventory:

The Task Force inventoried all divisions, schools, programs, administrative units, and groups on campus for current activities, services or programming for women. Members also met with representatives from women's resources in the community. Sixty-five different programs, service groups, or units were identified on campus that in some way deal with issues of concern to women faculty, staff and/or students. Nineteen have a commitment to serve women in their charter or have services, resources or programming primarily for women. In the course of creating the Inventory, it was found that:

- There is no formal mechanism for communication among, or coordination of, all of these programs, even within the same unit.
- Some categories of programs and services appeared to be poorly represented, especially safety, health services, legal services, psychological services, and support groups for social concerns.
- Contributions by programs, committees, service groups, etc. are uneven from year to year, due to annual changes in leadership, staffing by volunteers, and budgetary constraints.
- The programs, committees, service groups, etc. are more for faculty and students than staff.
- Community resources offer an array of services and referrals not available to women at the University, and a better and more integrated relationship between them and the University is possible and needed.

2. Survey of issues for women on campus:

The Task Force surveyed faculty, staff and students via a short, directed questionnaire to get a sense of whether women knew about existing programs and services and whether they had access to or used them. The survey was based on the University's first electronically-conducted questionnaire. The questionnaire consisted of 20 statements to which respondents could agree or disagree on a five-point Likert scale, or indicate that they did not have sufficient information or that the statement was not

applicable to them. Respondents were encouraged to write comments as well. Questions were customized for faculty, staff, and students. Of the 1,232 respondents, 1,020 (80%) were female. Of these, 505 were students, 413 were staff and 102 were faculty. Due to the low response rate from males, data were analyzed for female respondents only. The key findings of the survey were:

- Few women felt they know about the services available to support women in the area.
- Few women are satisfied with the amount and quality of public discussion of women's issues and the kind of support women's issues receive on campus.
- Many women are dissatisfied with the cost and availability of child care services in the community.
- Work-life issues (supportive work environment, job schedules and maternity/paternity leave) are not viewed as a particular problem by staff but are a significant problem for faculty, especially the issue of relocation and job searches for spouses/partners.
- Professional development (mentoring, career development, support during the tenure/promotion process) is a significant issue for students, faculty and staff. Students agree that the classroom atmosphere in general is conducive to their development.
- Students are somewhat dissatisfied with support for extracurricular activities for women and women's athletics and intramurals.
- Staff and students disagree with statements that they have been discriminated against because of their sex or have been the object of sexual harassment. Faculty were neutral. Open-ended comments revealed concern about subtle kinds of discrimination, however.
- Faculty, staff, and students all disagree with the statement that campus security is adequate.
- A significant proportion of women in the University community lack information about health services, particularly mental health services, and there is some dissatisfaction with these services among those who know about them.
- Students and faculty disagree with the statement that the University meets the needs of minority women, staff agree somewhat.
- Women faculty, staff and students disagree with the statement that the University meets the needs of the gay/lesbian community.
- There is strong agreement among faculty, staff and students that there is a need for better coordination of women's services within the University.
- There is agreement that the University needs to establish a women's center to better address the needs of women on campus.

3. Survey of comparable institutions:

The Task Force also gathered information on women's services and their coordination, primarily from institutions comparable to the University of North Carolina at Chapel Hill. These institutions included ones with and without established women's centers. This information was gathered primarily by phone, using a set of questions developed specifically for this purpose.

- Most major institutions of the nature, size and composition of this University were found to have a campus-based women's center or comparable administrative unit.
- Campus-based women's centers appear to be essential, successful, and highly regarded campus organizations, offering a wide variety of services and support either to students or to students, faculty and staff.
- The centers target their resources to the provision of services and programs most effective in fulfilling missions of advocacy and support, educational programming, referral, and coordination.
- Commitment to inclusiveness and non-duplication of services is an essential aspect of the centers.
- Institutions without women's centers were either in the process of establishing one or had some mechanisms in place which provided programming, advocacy, and support for women, primarily students, but which were called by another name.

The Task Force recommends:

Security

1. Formal coordination of the groups concerned with the safety of the community: the Campus Safety Committee, the Department of Public Safety (including the Student Patrol) and SAFE Escort.
2. Expanded publicity for the educational programs offered by the Department of Public Safety and the Campus Safety Committee.
3. Creation of ongoing focus or advisory groups, with a rotating membership of faculty, staff and students, to bring fresh perspectives to the Department of Public Safety and the Campus Safety Committee on current issues and to suggest possible solutions.
4. Establishment of a telephone number, e-mail address or mailing address to which individual comments and concerns about campus security/safety can be sent.
5. Establishment of formal and regular means of communication between the groups concerned with safety and other departments or services affected by safety issues.

Health services

1. Increased effort by the Student Health Service to better educate the University community about the scope and nature of its work and its programs, particularly those concerning student health issues such as eating disorders, and mental health services.
2. Hiring a full-time obstetrician/gynecologist for the Student Health Service.
3. Establishment of coordination and partnerships between the Student Health Service and community health resources, such as Planned Parenthood, which are used by students.

Legal services

1. Establishment of a mechanism to publicize and provide access to legal services/counseling provided by the Women's Center of Chapel Hill/Carboro.

Work-life issues: maternity leave/child care/elder care

1. Hiring someone in the benefits department of Human Resources skilled in the application of family leave policies (maternity leave policy; policy for stopping the tenure clock) to counsel and advise faculty in negotiating leave for reasons of pregnancy, adoption, illness, the need for elder care, etc.
2. Annual re-acquainting of deans, chairs and unit heads with the content of existing leave policies and the policy on stopping the tenure clock.
3. Establishment by the Provost of a University-wide maternity leave policy for students.
4. Exploration by the Child Care Advisory Committee of options for increasing subsidies for child care for members of the University community.
5. Better publicity of the services of Child Care Networks.
6. Better publicity of the functions of the Work-Family Coordinator, especially those involving the provision of information and counseling on available dependent care (elder care, care of the disabled) and coverage by the family leave policy.
7. Creation of an advisory committee on the issue of elder care, which will become increasingly more significant to the University faculty and staff with the aging of the generation of baby boomers.
8. Increased sensitivity and responsiveness to the family responsibilities and the security of the faculty, staff and students by all those responsible for scheduling meetings for departmental, school and University business and for teaching schedules.
9. Continued collaboration of the Associate Vice-Chancellor for Human Resources, the Provost and the Executive Vice-Chancellor, together and with individual departments, to find creative ways to resolve issues of conflict between work and family responsibilities for the faculty and staff.

Career development and mentoring

1. Establishment of a scholarship fund for faculty and staff (both men and women) to enable participation in programs promoting career development
2. Hiring of a staff career development counselor for the Division of Human Resources.
3. Increased effort to promote qualified women staff to higher positions and to ensure that women applicants, especially those already on campus, are considered for administrative positions.
4. Development of a mentoring program for graduate students.
5. Institutional support for an expanded Women mentoring Program for undergraduate students.
6. The establishment by the office of the Provost of a Board of Mentors for the University, to be composed of 20-40 faculty recognized as outstanding mentors and to which female and male faculty in both Academic and Health Affairs could turn for the traditional functions of a mentor.
7. Annual reminders to department/ unit chairs of their role as mentors for faculty and their responsibility to ensure that every faculty member has the opportunity to be mentored.
8. Continued University-wide publicity and support for recent initiatives of the Chancellor and the Division of Human Resources to improve working conditions and training opportunities for housekeeping employees.

Chilly climate

1. Creation by the Center for Teaching and Learning of an informational brochure for faculty and graduate students on the establishment of a gender-equitable learning environment and the inclusion of this information in the orientation training of graduate teaching assistants, and in the introduction of incoming students to the campus during C-TOPS.
2. Continued expansion by the departments in the Division of Student Affairs of educational programming on issues related to gender and gender equity, in coordination with relevant University and community-based groups.
3. Expansion by the Office of Greek Affairs of its Risk Management Program to provide ongoing, continuous educational programs on issues related to gender and gender equity to freshmen, sophomores, juniors and seniors within the Greek system, drawing on the expertise of, and in coordination with, relevant University and community-based groups.
4. Expanded institutional commitment to the Office of Student Counseling, which specifically assists African-American and Native American students; the filling of the position of Associate Dean of the College of Arts and Sciences, which oversees this office, on a permanent basis; and appointment of a woman to fill the Assistant Dean position in this office.
5. Establishment of an institutional task force (faculty, staff and students) to determine whether and how the policy on sexual orientation is being met campus-wide; to examine the issue of sexual orientation and the problem of homophobia on campus, including the arena of intramural and interscholastic sports; to consider, in coordination with other appropriate committees and University units, issues such as partner benefits and housing; and to ensure that education about sexual orientation is a part of all diversity training for faculty, staff and students.
6. Appropriate acknowledgment of women faculty for their qualifications and valuable contributions, through the awarding of endowed chairs and selection for senior administrative positions.

Coordination of services

1. Establishment of an initial center reporting directly to the office of the Executive Vice Chancellor. Its mission and responsibilities should be shaped by the specific needs of our institution and community, and it should serve women students, staff, and faculty. As it evolves over the next five years, its mission and responsibilities should come to include:

- gathering and maintenance of current information about existing services for women
- publicity of existing services
- referral of both women and men to these services
- educational programming
- advocacy for the establishment of needed services
- coordination and connection with community services
- facilitation of connections between existing services and coordination of the work of relevant committees
- representation of women's interests on relevant University-wide committees
- coordination of activities with, but not inclusion of, Women's Studies
- coordination of activities/programming for women with the Sonya H. Stone Black Cultural Center
- collaboration with the University Development Office to raise funds to support its growth and the establishment of needed services
- advocacy for systemic changes that will improve the lives of the women and men of the University community;

2. The appointment of a full-time director and a full-time staff support person;
3. Inclusion in the center of the Sexual Harassment Office for the University and a jointly appointed staff career development counselor recommended for the Division of Human Resources;
4. Naming of the proposed center by members of the campus community and/or the group overseeing its implementation, with the suggestions of either the "Carolina Women's Center" or the "Carolina Women's Resource Center";
5. Space for the center that is adequate for its personnel and activities, as described;
6. Commitment of the Chancellor and the University to the organic growth and development of the initial center, with the objective of having it become fully developed within five years with the support of women alumnae, faculty, staff, and students;
7. The establishment of an Advisory Board on Women's Issues, similar to the Administrative Board of the General College and the College of Arts and Sciences, composed of faculty, staff and students, and divided into two subcommittees: one to oversee the establishment of the recommended center and its development, and the second to oversee the implementation of the recommendations of this Task Force;
8. Establishment of the Advisory Board by September 1996.

TRANSCRIPT

MEETING OF THE GENERAL FACULTY AND FACULTY COUNCIL

Friday, March 29, 1996
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 58; Excused Absences 17; Unexcused Absences 16.

Open Session

I. Memorial Resolutions:

A. For the late James Reubin Gaskin: William R. Harmon, Chair, Memorial Committee.

[Chancellor Hooker: May I ask you to stand for a moment of silence.]

B. For the late Edith K. Macrae: William E. Koch, Chair, Memorial Committee.

[Chancellor Hooker: May I ask you to stand for a moment of silence.]

1. Chancellor Hooker.

I have a number of things to report. You will hear very soon from Professor Gerald Horne who will update you on the Black Cultural Center. Let me just take this occasion to say that we have received the pledge of a million dollar gift which will be applied to the Black Cultural Center. Like most million dollar gifts, the donor didn't sit down and write us a check. What the donor did was to pledge a million dollars over ten years. Like all pledges, of course, it can be revoked. We don't anticipate that it will be. We don't know the time table at which the gift will come to us, but I do want to express thanks to the donor and, unfortunately cannot identify the donor because this person wants to remain anonymous. It is delightful to be able to break the logjam that I felt that I was encountering in fund-raising for the Black Cultural Center. And I'm sure Professor Horne takes delight in the announcement of this gift. It will be a lot easier, as I've said before, to raise funds for the Black Cultural Center once the programming gets established and we are able to overcome a lot of the negative image that was developed regarding the Black Cultural Center and its identity around the time of its establishment. The image was not appropriate to the reality. The reality is that it will be, it is our intention, at least, that it become a world-class facility for academic research in the areas of its concern. And once that is clear and the image is established, I think fund-raising will be a great deal easier than it has been in the recent past, and I take this gift, which was given in part in recognition of that identity for the Black Cultural Center, is emblematic of good things to come.

You will also hear today from the Task Force, the Chancellor's Task Force on Women. You have a copy of their report. I want to acknowledge Professor Granger and Miss Delon for the work that they did in guiding the Task Force. It is a good report. I also want to associate myself

with the recommendations of the report, particularly the recommendation for the creation of an advisory committee to the Chancellor. I will create such a committee, working with existing women's groups to do that. I also am basically in sympathy with the idea of a Women's Center. However, I've asked the Committee to, as it were, cost out the Center and look at the question, how it should be/could be funded. It's always a challenge for a task force on any issue to produce recommendations that solve the problem that the task force is asked to solve, the problems that the task force is asked to solve, but I think it always needs to be done in the context of reallocation of scarce resources. And so I've asked the Committee, not only to cost out the creation of a Women's Center, but also to put that and to rank that in priority ranking for all of the recommendations that are in the Task Force report. Again, the Committee is in a much better position to prioritize its own recommendations than the Chancellor would be. And so I look forward to continuing to work with the Committee as we develop the priority list and we develop the budget for a Women's Center and identify sources of revenue that can be used to support such a Center.

You are all aware that as a result of legislative action last year in the budget period we have been asked to do a teaching workload study, that we haven't, the General Administration hasn't, the Board of Governors to be more exact has. We have been involved in it. The Provost feels that a great deal of progress has been made, especially now that members of the campuses have become involved in the design of the project. To date, a great deal of progress has been made. I think Dick to be the first to say that he's reasonably happy with the direction that it's going. The Committee has recognized differential workloads for campuses depending upon their mission. That's something that's very important to us. For example, there has been established a four courses a year workload on Carnegie Research I campuses and eight courses a year on Baccalaureate II campuses, and with gradations between depending upon the character of the campus in question. That is, as I say, very important to us. The details about the workloads for each campus will be sent to General Administration and then to the Legislature by institutions, not by individual departments within the campuses. And I think that avoids possible misunderstanding. The legislation specified also that rewards for faculty who teach overloads should be devised or mechanisms should be identified, and that will, I'm happy to say, be recommended to be left to the home campuses. Now as I say, all of these are recommendations that will go from the General Administration to the Board of Governors and from the Board of Governors to the General Assembly. Now there are very issues that are still to be resolved, not the least of which is how we define teaching. It is easy to identify teaching when a faculty member is standing in front of a class of students. But much teaching that goes on on campus, of course, is harder to identify. There's teaching when a faculty member is working with a student who is working as research assistant or a teaching assistant. There's teaching that takes place when a student shows up at a faculty member's office or office hours for individual consultation. It is important to recognize all of these modes of teaching. And so defining teaching will represent quite a challenge, but an important challenge.

You are also aware that the Legislature mandated an accountability and incentive fundings study. Dick Richardson, if I'm not mistaken, is at General Administration right now working on that accountability study. You've heard about it from Jane. I think that we are making progress and I'm pleased to say that we are. We hope that the Board of Governors at

April 11 will consider the current report as a set of ideas and will give us an additional six months to develop refinements of the current report. We also believe that the Board of Governors may recognize, say, 50% of the accountability measures to be applied to all sixteen campuses in the University system, the other 50% being specific to each campus, relative to its mission. That is an important emendation to what has been discussed before, and one that I hope will be accepted by the Board of Governors.

I requested of the Government Committee, Joe Ferrell in particular, recommendations regarding implementation of the Salary report, and I'm happy to say that I just heard today, at least my office informs me that the letter is in. Joe has recommended a few modest adjustments to the policy to accommodate the Faculty Code as I understand and I've asked Dick Richardson to work with Jane Brown to accommodate the adjustments that Joe has recommended, and I expect to be able to report to you at the April meeting on the implementation of the salary recommendations.

Let me turn to a subject that causes some concern for me, and that is the number of grant proposals that have been developed over the course of this year. As you know, we have experienced since the early 80's an almost phenomenal increase in sponsored research activity on this campus. This past year we brought in \$275 million in sponsored research. That is by any measure a very strong showing and, in fact, was about a 12-1/2% increase just from the year before. However, we track proposals submitted on a monthly basis, and the volume of proposals submitted this year has gone down fairly sharply, and that is a source of concern because there is an almost one-to-one correlation between increases in number of proposals submitted and increases in number of grants received. It is less direct, the correlation, in the case of proposals submitted and dollars received. But it is a numbers game, and I'm concerned that our production of proposals has fallen off. And I've talked with Tom Meyer about this, and Tom is convinced that many faculty are simply demoralized because of all of the bad news coming out of Washington regarding funding prospects for the Federal agencies. I think it's important in that respect to recognize that this year the budget of NIH, which is our primary source of support, went up, and I expect that it will go up again next year -- very modestly, but go up nonetheless. Funding for arts and humanities, something that I addressed this week at the North Carolina Philanthropy Conference, is off. And I expect it to get worse. But that, rather than demoralize us, should, in addition to demoralizing us, I should say, should lead us to work even harder to compete for grants in the arts and humanities area. And we stand ready to assist faculty in competing. And I am convinced that Carolina in the arts and humanities area is in a good position to compete. And I have talked with some of my fellow presidents, and I know that this is a phenomenon -- this fall-off and demoralization is a phenomenon across the country among Research I universities. So it is not unique to Carolina. But a fortiori we should redouble our efforts to compete because if the rest of the world is reducing its number of grants, or the number of grant proposals, then the grants are ours for the taking, and I hope that we will take even more next year than we did last year. But especially, I want to say, that in the area of the sciences, the life sciences in particular, more money is available, and the money will go to those who submit the proposals. So I am hopeful that you will make use of the resources that we have available, the Grant Source Library, for example, which is on-line, can be accessed by computer, has stored, I think, about 20,000 documents that represent possible funding sources, particularly

programs, and it's a very fecund area for perusal for people who are looking for funding. So given our historical performance, our significant increases since the early 80's, I think it's time for North Carolina to kick in the afterburners and accelerate our activity rather to become demoralized and reduce our proposal production.

The final area that I want to speak with you about because it's been in the press so much lately is simply that of parking. When the Board of Trustees met a couple of weeks ago I told them that I had asked Wayne Jones to look at a number of areas where we might erect new parking facilities. One of the areas that I'd asked him to look at was the playing fields beside Carmichael, in particular because those playing fields are overused, and it is impossible to keep grass there. We had thought of astroturfing them so that the students would have access to better facilities, and it occurred to me, "If we're going to astroturf them, why don't we put parking underneath and put the playing fields on the top deck?" We have looked at that. We haven't ruled it out, but we haven't ruled it in. There are a lot of complications, things I had never thought of, like carbon monoxide removal. For areas that are used for athletic events where everybody goes out at the same time, there's the potential of dangerous buildup of carbon monoxide so you have to vent those facilities, those parking deck facilities, with large fans if -- now, for normal parking decks you don't. Because traffic moves in and out through the day and it isn't peak usage the way that it is for athletic parking. So that just complicates things. But the biggest complication there is traffic flow. Well, that's the second biggest complication. Everybody understands the biggest complication is funding these parking facilities. That is not the only area we've looked at. In fact I told the Trustees that the only area that we had ruled out was Polk Place. I think that was probably premature to say that. [laughter] When you look between here and South Building, you probably could fit 850 cars in there. So we will not rule out any area. But there are a number of possible areas on campus that haven't been looked at closely, and Wayne Jones is now in the process of looking closely at those. Well, that's all I have to report. I'd be delighted to answer any questions.

Professor Pete Andrews (Environmental Sciences & Engineering): Mr. Chancellor, since our last Faculty Council meeting Dean Stephen Birdsall has announced his intention to step down as Dean at the end of his term and return to teaching and research in the college. I would like to express my sense of the extremely widespread affection and admiration this faculty feels for his service as Dean, for the integrity and dedication with which he has served. And our great thanks to him for all he has done both for the College, the University, and for the faculty and students, and individuals, and staff who are members of that community. I'd like to invite, I don't know if Steve is here today or not, but I would like to invite the Council to join me in expressing our appreciation. [applause] Chancellor Hooker: Thanks, Pete. I will convey that expression of appreciation to Steve, and there will, of course, be many other occasions where we will have the opportunity. Professor Barry Lentz (Biochemistry & Biophysics): Mr. Chancellor, on the subject of funding, especially in the biomedical sciences, if you stop over and see us sometime, I think you'll find that a lot of the growth in funding over the last few years has coincided with growth in facilities and with numbers of faculty. And if we get more grants now, we won't have any place to put the people that would do the work. If you do come to see us, don't bring the fire marshal with you. [laughter] Chancellor Hooker: Barry, I have been to see you. It was actually the

first place that I visited. The first building I visited on campus the visit of Harry Gooder, and Harry took me through some of the labs, and I saw the refrigerators in the hallway that I prefer not to see. So I understand that you're cramped. I'm not so much arguing for an increase in grant activity, though that would be delightful to experience. But I'm rather arguing that we shouldn't fold our tent and go home because it is now more difficult to get funding than it was before. So if we can sustain the same level with modest increases, I'll be happy. And I do understand, am acutely aware, of the space issues, and I know that that is clearly a limiting factor in our continued growth. Thank you for pointing it out.

Professor Steve Bayne (Dentistry): [Professor Jane Brown: Steve is back!] There was a small report in the paper yesterday about the IRS audit which is impending, and I just wondered what your comments were. Have you maybe talked to some of the other chancellors around the country that have gone through this process. What's the amount of disruption that you normally expect to get? Chancellor Hooker: I'm sorry that there's press here, because I don't want the IRS to think that they're unwelcome, but [laughter] I did go through this at UMass. It requires a great deal of effort. It will probably cost us a million to a million-and-a-half dollars out of pocket to provide the space and the documentation and the staff support necessary to the IRS audit. It could cost a lot more than that, depending on how long they take advantage of our hospitality. These audits can go anywhere from a year to three years, and if you just look at the average recapture from the audits that they've already done -- and they're all peer institutions of ours that have already been audited -- it's about \$1.5 million. What frightens me is that the IRS seems to be getting better as they go along. And so if you look at the curve, in a way we're blessed to have them now rather than five years from now, because the curve of the recapture is going up -- not up steeply, but the first institutions to be audited had to return \$700,000 to \$1.5 million, and lately it's up around \$2 million. But that's just the money that you have to pay back because you didn't-- Professor Bayne: Could you bribe them with some basketball tickets? [laughter] Chancellor Hooker: No comment. The hidden cost of an IRS audit is the amount of staff time that it takes. I mean it is horrendous. We will have to add the equivalent of at least two staff people, an attorney and an accountant, just to interact with them. And we have to give them space. And as Barry understands, space is at a premium on this campus.

Professor Jack Sasson (Religious Studies): I want to hark back to the topic we've been discussing all along here which is the issue of intellectual climate. [Chancellor Hooker: Yes.] You may recall that about a few months ago, sometime in the fall, we all woke up to discover that WUNC-FM was commandeered by a group of people. Now it wasn't clear at all who has commandeered it and changed the programming, until today I read the Chapel Hill newspaper and it said WUNC drew a record number of listeners in the fall. It turns out that the group are followers or worshippers of Arbitron. They look at Arbitron and it tells them what programming is worthwhile and is not worthwhile. As you all know, of course, Arbitron gives us television, that superb intellectual and invigorating field. [laughter] And what I want to talk about today is that it wouldn't matter at all if WUNC-FM continues its programming where they are making it mind-to-mind mindless talk. And I might even put up with the notion of cutting up a music and giving you only the "lightly, lightly" little piece for 2 seconds. But what I mind is the fact that

it's still called WUNC-FM because we license it. I think it should be called WARB-FM, and everyone would be happy. We have a mission at this University. This mission is to raise the intellectual climate. This mission also is to teach people. And I think everything that's been going on at this station is to lower every aspect of things that we expect about what a university ought to be doing.

Chancellor Hooker: I was about to respond facetiously and ask, Jack, if you would be willing to give 2% of your department budget to WUNC. Let me explain the problem. It goes back to the issue of allocating scarce resources that I mentioned when I talked about the Task Force on Women's Issues. What was it, about six years ago, those of you who were here will remember, the Legislature, it was when the State was in financial trouble, the Legislature zeroed out the five UNC -- I think it was five -- UNC radio stations that it was then funding. The budget of WUNC is \$1.5 million -- I think that's correct. \$1.2 million comes from listeners, from donations, another \$100,000 comes from the Federal government, and all that money is at risk -- the money from the Federal government. The remainder comes from corporate sponsors. And coming from the Philanthropy Conference this week, it was clear to me that corporate sponsorship is also at risk. Everything that funds the arts is at risk because as the Federal government works to build a balanced budget, it's going to transfer responsibility more and more for social programs to the states and to the private sector. It's going to close programs. And so you're going to find a great hue and cry for corporate philanthropy and for foundation philanthropy that now goes to institutions like WUNC to go, instead, to social programs. So the question is, how do you sustain WUNC? It's sustained by listener contributions. That's the lion's share of the support for WUNC. The figures, the Arbitron figures -- and Arbitron is a "photographer." Arbitron lets us know what we are viewing when it's television, what we are listening to when it's radio. The Arbitron is not the enemy. We are the enemy. Arbitron is simply telling WUNC what the listeners are listening to. And so the Arbitron ratings are up phenomenally, far more than anybody projected, since the reprogramming, or the change in format. Now I shared your sense of anguish as a listener when they went to the shortened vignettes -- what do you call a snippet of music, whatever it is. When they went to that, I didn't like it. And, on the other hand, they depend, as I say, they depend for \$1.2 million of their \$1.5 million budget comes from listeners. And the fund drive that started this week set records for the first two days. Why? Because it's like grant proposals. The more people there are listening, the more money that you're going to get in a fund drive. Now, does that mean that if we discover that Arbitron tells us that more people listen to country and western music that we will go to a country and western format? No, not at all. We will stick with the classical format, and the news shows, but the changes were almost necessitated by our desire, to the extent possible, to sustain the character of WUNC.

Professor Sasson: What makes us actually desire to become more popular so we sustain something larger, when in fact we began this station on a completely different mission. There are tons of stations that killing each other trying to get more people and get more people to listen in. This is not what we started to do. Chancellor Hooker: What we desire is survival. And that's, that is the strategy. What they are trying to do, as I understand it, is to change the character of the station as little as possible while ensuring that they have an adequate listener base that will sustain them. And again, if we were willing, if

the University were willing to fund them, they could have whatever format we wanted. They wouldn't have to worry about contributions from listeners. But the question is, would any of us be willing to take a portion of our budget, our unit's budget, and transfer it to WUNC? Professor Sasson: Just one final question. I don't want to follow it here, because -- but was it a fact that, let us say, in August 1995, was it a fact that the station was doing so badly financially that they had to really change completely and change to this system? I thought from everything that I had heard we were doing well, we were not packing them in but we were doing well, and we were fulfilling our mission. We had a variety of shows, we were reaching different people. I think the lowest common denominator is when we say to ourselves that the only thing we should worry about is whether we are losing more customers, or we have to have more customers and lower our quality of what we are presenting. That's the problem here. And we're doing it under the name of WUNC-FM. Change the name, fine. Chancellor Hooker: Thank you.

Professor Steve Leonard (Political Science): The questions that I have may have to do with issues touching on our mission and the allocation of scarce resources and also perhaps acceding to the demand for popularity. My Department's about to undergo an external review, and I received a memo from my Chair in which it was indicated that a senior representative from the Administration told several of us that the goal of the coming institutional review was to identify the 10 or 20 departments and programs in the University that have the best prospects of moving into the top 10 in their fields and "pouring the University's resources into them." I've two questions about this. The first is, what do we mean by "best"? And in particular I'm concerned about how we might factor in issues of intellectual excellence, quality in teaching and quality in public service. Especially given that most measures of reputation, disciplinary reputation or professional reputation, don't touch on these concerns. Indeed, some of my colleagues might argue that reputation can sometimes be corrosive of these concerns. Secondly, I wanted to ask what this strategy means for those units not poised to move into the top 10? I'd like to think of the University as a kind of chain in which the quality of the Institution is measured by the strength of its weakest link. Chancellor Hooker: The short answer is I don't know. I haven't seen the memo, and don't know what is intended by it. The question is how do we measure "best"? Highly subjective as you well know in the Academy. And any measure of the best that I would be satisfied with was one that looked at, first at the scholarly reputation of the department among people in the same field, but that included also the quality of the department's teaching, both undergraduate and graduate, and included also the quality of its service to the University community, and to community at large in the state. Professor Leonard: Regarding the second question, this notion of pouring the University's resources into these top departments. I was wondering what the implications were for the remaining units. Chancellor Hooker: As I say, I never heard of the memo before today. You'll have to talk to the Provost -- I'm sorry he's not here -- or the Dean -- I'm sorry he's not here. I'm not trying to duck the question, but I'm not going to answer a question that pertains to something that I've not heard about and was not [lying].

Professor Harry Gooder (Microbiology & Immunology): A quick comment about outside grant requests. I haven't noticed any diminution of the number going out of our department, but I have noticed a change in deadlines. It's a fact that the Federal government was closed down three times last year, and this has resulted in a backlog of consideration.

And I know some agencies were changing deadlines. Chancellor Hooker: Yeah. Harry, I made a note to mention that, and I apologize for not doing that. You are right. The Federal government was in chaos during the budget impasse and some deadlines were changed. But the General Administration tracks proposals submitted from all campuses, and this is the only campus that has experienced the decline. So. Professor Gooder: It's the one that uses NIH the most. Chancellor Hooker: You're right. Thank you very much.

III. Chair of the Faculty Jane D. Brown.

I have a number of announcements. I appreciated the Council's quick vote on Dick Richardson's appointment as Provost. It was an overwhelming majority in favor of appointment for the next five years. He's not here, but I think we should extend to him a congratulations and best wishes. [applause] I also will remind you that you soon will be getting a packet like this in the mail, full of interesting, Easter-colored ballots. Please send them back in, and thank you for those of you who agreed to run for the standing committees, the elective committees, and for the Council again.

To update you about what the ECFC has been doing in the meantime, your Executive Committee. We will continue to work, and have been working on, implementing the salary policies that we talked about at the last Council meeting. So I appreciate your moving on that, and will continue to work with you on that. I also wanted to thank those of you who came forward to work with me on the accountability measures, on this proposal for General Administration: Darryl Gless, Jack Evans, Gordon Whitaker, especially, volunteered and, or I volunteered them and they agreed to work with me. And the Advisory Committee. We spent a lot of time looking at those proposals, and we then, and I think we're being successful at encouraging the General Administration to look at those, to create measures that work for our campus as well as the other campuses. I wanted to especially thank Bernadette Gray-Little and Karl Petersen who spent a Sunday afternoon with me drafting my response. And if any of you want to continue to work on that, I'd appreciate hearing from you. Some of you are experts on this, and we need your expertise as we try to create measures that will work for us.

I also want to update on the Task Force on Intellectual Climate. We continue to look at how we want to structure that. And to, we've received some nominations of who wants to be on those committees. If any of you are interested, let me know, and we'll get those recommendations to the Chancellor. The Board of Visitors will be here next week and we'll be having a conversation with them about intellectual climate. And I just came from a fascinating lunch sponsored by Carolina Contact. This is a lunch for prospective freshman students, and faculty come and sit with a table of the best students from North Carolina and from the country who are interested in coming here. And it's basically an opportunity to woo them to come here. And I sat with a group of students primarily from Enloe College, High School -- it felt like College, in Raleigh. These were some of the most exciting students I've ever been with. They were having a discussion about Stephen Hawking' A Brief History of Time and talking about the merits of modern physics at this lunch. And I was in awe. So I'm looking forward to a continuing stimulating intellectual climate if we are able to attract these students to come here.

I have a couple of invitations for you. You all should have now received this brochure in the mail, and I want to encourage you to participate. This is called "The University Campaign." In the Bicentennial Campaign we were able to raise over \$2 million from ourselves, basically, to come back to the University for programs that typically aren't funded by the other kinds of donors. And so this is our opportunity to give back to the Institution, and I encourage you all to do this. This is our opportunity to give back to the specific thing you want to give back to, to graduate fellowships, to the Libraries, to your own unit. So I encourage you to that. If you've lost your brochure, there are some more back there on the table, and I appreciate your picking them up and giving what you can. We will have an opportunity as well to meet with our Legislators this coming Tuesday. The AUP and SEANC are hosting our representatives here in the Union, 3:30 to 5:00. There are the next couple of things; actually, it would be great if you got out your calendars and put these things in your calendars, because what I'd like to do is to kind of remind you again that you are representing the faculty here as Faculty Council members, and it would be important for as many of us to be at this meeting and a couple of all the other things I want to tell you about here in a minute. So, this is our opportunity to speak to our local delegation about what we'd like to see them doing for us in the next, in the upcoming short session that begins in May. This is Tuesday, April 2, 3:30 to 5:00, in 211-212 Student Union. So as many of you can be there as possible. Thank you. I've just learned today that Katherine Kraft who is the incoming President of the Graduate and Professional Student Federation told me today that the Governor has declared April 8-12 as the Graduate and Professional Student Appreciation Week. And there's going to an opening celebration on this campus on Monday, April 8, at noon, we hope up here at South Building. And I would encourage you all to come and to support our graduate students, and to say we do appreciate their being here; we appreciate that the Governor appreciates them. And hope that he puts some financial oomph behind that as well. If any of you have other ideas about how we might celebrate, Katherine Kraft is here. May I introduce you, Katherine? This is the new President of the Graduate and Professional Student Federation. Her phone number is 6-0675. She is open to other ideas about how to appreciate our graduate students and support them. Someone asked: And her email address is? Professor Brown: Email address, please. Ms. Kraft: klok@med.unc.edu. Very great. Thank you. And you have received at least two letters now encouraging you to come to the May Commencement. I encourage you as well. We will have a special speaker, Seamus Heaney will be there to speak to us. And you also have the opportunity to come to a reception honoring him the previous day, on Saturday, May 11th. From 3:00 to 4:30 there will be a reception for Seamus Heaney in the Wilson Library. Is that right, George? Professor Lensing: Yes. We have another opportunity to appreciate our employees. And that is the Employee Appreciation Fair, Friday, May 17, from 11:00 to 2:00. There are flyers back there for us if you want to participate to help create that. And so I would encourage us to do that. This is an opportunity for us to say we appreciate our staff and other employees on campus.

And I wanted to recognize Barbara Harris, the Chair of Women's Studies, who has another invitation. Professor Harris: Jane asked me to come here today to tell you about a conference that's going to meet at UNC-Chapel Hill on June 7th to 9th. That is the Tenth Berkshire Conference on the History of Women. It's a triennial conference. In the

year that it's held it's the second largest history conference in the United States. If previous numbers give us any idea, something like 2300 people are going to come to this conference. This is a copy of the program. Over a period of a few days beginning on June 7th there will be 211 panels and workshops meeting in 8 time slots. So it's an enormously exciting event. This is the very first time it's ever been outside of the Northeast, that is, outside of the area of the Berkshires in western Massachusetts, and it's really a mark of the distinction of the History Department and particularly its nationally recognized program in Women's History. All of you are invited to come. I hope you'll tell people in your departments about it. I will leave flyers which have the address of the Berkshire office at the Friday Center. They're handling local arrangements, so if you want a program which also contains the registration information, you can get it. And I hope a lot of you will indeed come.

Professor Brown: And finally, I don't usually do this, but this is near and dear to my heart. There are graduate students on campus who are organizing transportation and participation from this campus to go to a March on Washington June 1 for Stand for Children. Some of you may have heard about this. And I think this will be a wonderful opportunity for us all to stand for children. There are flyers about that as well, and they hope to get buses to go. And I love that it's being initiated by students on campus. And I'd love to participate with them in that. Any comments for me? Criticisms? Celebrations? Tim?

Dr. Tim Sanford (Director, Institutional Research): I was unable to be here last month I think it was for the discussion about faculty salary mechanisms. And the fifth one pertaining to, asking Institutional Research to work to help set up some archival information of that sort. And I just wanted to mention that while we would be glad to do that, that State law interferes here. Public information on employees only specifies that the current salary and the most recent increase is public information. While that is posted and readily available to anyone to read, and it's now in the Library -- Provost Richardson has got it there. We cannot save those books from one year to the next. Because as soon as a new one comes out, the old one is no longer public information. What any of you made last year is not public information. So we can do this in terms of being able to analyze it for trends and things of that sort, but in terms of being able to archive those books so that someone could go over and say, I want to see the trends of salary information of the individuals in my department, that is a violation of State law. So I just wanted to make sure that people were aware of that and didn't have their expectations out of line when they went over there and tried to find other information. If I misunderstood the intent of that mechanism, then I would be glad to work to correct it. Professor Brown: Would anybody like to speak to that?

Professor Leonard: Is there any way that we could perhaps have the Legislature change the law so that we could, in fact, get that information. I mean, without that information, this whole endeavor is rather moot. Professor Brown: Well maybe we can still do trend analysis. I understand we can still do trend analysis. But we can't do the, we can't have the individual salaries. Dr. Sanford: Well, we can do it internally. In other words, if the Chancellor asked us to do something to look at it, I mean it's available internally to University officers. It's not public information. That means it's not on public display that anyone inside or outside of the Committee can have ready

access to. The law defines twelve items. One of those is current salary. So it doesn't mean that we can't do it, but an individual faculty member as a citizen of the State is not by law entitled to that information. So we have to be very careful to obey the laws. Professor Leonard: I have a question of Tim, but I guess I have to go through you. Professor Brown: Go ahead. Professor Leonard: Given the fact that this information is not available to the general public, but still may be available to members of the University community who may be serving on various boards or committees for which this information might be relevant, is it nonetheless available to those people, or is it, in fact, destroyed after the end of the current fiscal or academic year? Dr. Sanford: No, it's not destroyed. Those books literally are destroyed. One of the problems we have is that the University has not done a very good job of keeping personnel histories. We can give you a very good transcript -- actually, not going back the full 200 years -- but a very good transcript of your courses over anyone's time here. We can't do that. We can't give you your salary history. And that's one of the things we're working on with Human Resources, and we do hope the new Human Resources system. Professor Brown: Okay. Well, I think what we're most interested in are trends. We probably don't need the individual data like that. If we can continue -- Dr. Sanford: That's fine. I just wanted to make sure that you weren't expecting to go find a series of books over there, because I don't think we can do that. Professor Brown: Okay Thank you. Anything else? Great.

IV. Director of the Sonja Haynes Stone Black Cultural Center Gerald Horne.

Professor Brown: Now, it is my pleasure to introduce Gerald Horne. We have had conversations in the Council before about the Sonja Haynes Stone Black Cultural Center. I am thrilled that Gerald Horne is now here leading the Black Cultural Center. I have found him to be a gentle man, and a scholar. He spent the last year in Zimbabwe as a Fulbright Scholar and previously served as Chair of the Black Studies Department, Acting Director for the Center for Black Studies, and Professor of History at the University of California at Santa Barbara. In addition to directing the Black Cultural Center, he holds a joint appointment in History, Communication Studies, and African & Afro-American Studies here at Chapel Hill. So thank you very much for being here today.

Professor Horne: First of all, thank you for inviting me to the Faculty Council. When I was listening to Chancellor Hooker answering those questions, I didn't realize it was so much like question time in the House of Commons. [laughter] And also, to the Press here I'd like to deny that allegation that I'm responsible for this anonymous donation. It's absolutely false. [laughter] But on a more serious note, I'd like to thank Chancellor Hooker in particular, because you should know that it was his energy, his aggressiveness, his vision that's largely responsible for this very generous donation. And I'd like to thank you personally, Chancellor Hooker, for that, in addition to thanking those in the Development Office, too, who also played a substantial role in helping to get us on the right track with regard to fund raising. And on a further preliminary note, I'd also like to echo what Barbara Harris was saying about the Berkshires Conference. I've looked at the schedule, and it's going to be an enormous conference. Some of the panels and papers there are just tremendous. So even for those who might not be in History, I'd like to encourage each and everyone of you to come, in early June, because it's going to be quite a treat.

Now as I understand it, my purpose here this afternoon is to address you for a few moments about some of the plans that we have in store for the BCC. And that's what I plan to do in the next few moments. But also, preliminarily, let me also thank those department chairs that I've met with for their courtesies that they've extended to me, and to the Center, since I've been here: Political Science, Sociology, History, Anthropology, Economics. I hope I'm not leaving anyone out, but there were quite a few departments who have quite gracious in their courtesies that they have extended to the BCC. Also, Psychology. Sorry. And also to Jane Brown, who has been very helpful in terms of things going above and beyond the call of duty. Going above and beyond her responsibility as Chair of the Faculty Council. Jane has been quite helpful to the BCC, and I'm quite appreciative of that. But briefly, we're having a number of plans on the board right now.

Next year we're trying to organize a conference featuring scholars from Japan, China, Malaysia, Korea, and a number of Asian countries who, scholars who focus on the experience of African-Americans. You might be surprised to know that there are quite a few who do so. And I'm working with this, as I am working with a number of different individuals and departments on this campus, to try to pull this off. Judith Farguhar from Anthropology, who is a specialist on China, is being very helpful in that regard. George Tindall, who is Professor Emeritus of History, has been very helpful in terms of contacts in Japan. And once again, I would like to urge each and everyone of you, if you have any ideas in this regard, to please pass them on to me. And I'll give out my email address at the end of these brief remarks.

We're also planning a conference to coincide with the 20th annual Jazz festival that takes place at UNC in February 1997. This is going to be a Jazz studies conference that will bring academics here who focus in Jazz studies. Preliminarily we're trying to have the focus be on North Carolinians who have made a contribution to Jazz, like Thelonious Monk and John Coltrane. Although obviously by mentioning those names, even we weren't having a North Carolina focus, those kinds of individuals we would have to focus on. And once again, we're trying to work in partnership with different entities on campus. In this case, the Department of Music, and more specifically, Jim Ketch, who, of course, has been the driving locomotive behind this Jazz festival that's taking place here. And as well, with the Center for the Study of the American South, and particularly David Moltke-Hansen.

Mentioning the Center for the Study of the American South, I've been meeting with David recently, and we've been trying to get a mini conference together, in about six to eight weeks, basically to bring together scholars from this campus and this immediate region, to focus on the changing demographic situation in North Carolina. Particularly some of the immigration trends that are taking place in this state that are having significant impact upon the political economy of this state. And once again, if you have any suggestions in that regard, I'd appreciate it. As well, tomorrow we're having a Student Academic Conference, where a number of students are going to be presenting papers, graduate students and undergraduate students, presenting the fruits of their research over the last few months, and then we're going to have critiques from other graduate students and faculty. And once again, you're all invited.

In terms of upcoming events, Catharine Newbury, who is a member of the faculty here, but is also an internationally recognized scholar on the situation in central Africa, is giving a presentation on April 3 at 12:00 noon on current conditions in Rwanda and Burundi. For those of you who have been following the tragic events that have been taking place in that part of the world, I urge you to come out and hear what Catharine has to say, because, of course, she will present to you the latest news and the latest insights. Likewise, Glenn Hinson, who is a member of the Department of Anthropology here at UNC, is going to be presenting a paper on April 17 at 1:00 in the BCC on "Voices of Soul: Folk Artistry in North Carolina." Those of you who are interested are quite welcome to come and attend.

Chancellor Hooker mentioned this gift and the funds we're trying to raise for this building. He also mentioned the space crunch, if I can use that phrase, on campus, and I think there's a linkage between the two because this building when it's finally constructed, will have a library, which will be of significant use to the Library in terms of offloading some of their collections to this particular space. Similarly, this building will have classroom space that will, of course, be open to classes held by any department on this campus, and so I think that this is something that you should be aware of and, as well it ties in to what Jane Brown was suggesting about the North Carolina Campaign and the donations you're giving because we're part of the campaign as well. So if you're giving to the BCC, you're helping to alleviate the classroom space crunch on campus. [laughter] Among other things. Let me also say that each of you are welcome to come by the BCC any time for any of these programs or lectures. Our film and video series is continuing, and you can stop by the office for the schedule. My email address is gchorne (horne with an e)@email.unc.edu. And I'd appreciate hearing from each and everyone of you concerning ideas or programming. Or if you are familiar with any in the inherited wealth community [laughter], I'd like particularly to hear from you. Or just to say hello. That's fine, too.

I'm afraid I won't be able to stay here too long because at 4:30 at the BCC, in conjunction with The Daily Tar Heel, we're having this open forum on the question of "hate speech" in response to a few recent unfortunate incidents on campus. And, once again, you're invited. It's at 4:30; will probably last until about 6:00, I believe. So, I don't think this meeting will last till [then(?)]. So I would welcome you to come. And once again, thank you, Jane, for inviting me. Professor Brown: Thank you. Thank you very much. [applause] Are there any comments, questions for Dr. Horne? Thank you so much for being here. Thank you for coming today.

V. The Chancellor's Task Force on Women at Carolina: Noelle Granger and Barbara Delon.

Professor Brown: Now it's my pleasure to introduce Dr. Noelle Granger and Barbara Delon who have been working in the past year (I'm sorry, did I get that wrong? That's it. Did I get it right? Good. I've been working with you too closely to get your names wrong at this point.) For the last year we've been working together on the Task Force on Women at Carolina, and even though this is the Chancellor's Task Force, I asked to have them bring the report to the Council so that you would hear about their recommendations and that we could talk about it. You haven't had time to digest the full report, which is available over there, or the Executive Summary. So I'd like for them to take this

opportunity to introduce you to it, and then if you want to have further discussion about it at our next meeting, we'll be happy to do that. So, Barbara, Noelle.

Professor Granger: The way we've divided it, is because I'm the faculty person, I'm going to give the dry material, and then Barbara will give you more colorful information. Chancellor Hooker, Dr. Brown. It is with a great sense of accomplishment and maybe just a little relief that I and Barbara Delon and the other members of the Chancellor's Task Force on Women at Carolina present our final report. The Task Force was formed in early 1995, at which point, at which point I think I talked to you about what we were doing. At the request of then Chancellor Hardin, it has been composed of a core group of seven faculty, six students, and three staff. Some of them are here today, and I would very much like them to stand so that I could, Barbara and I could, recognize them especially for their hard work and their dedication and long hours that they've put in this past year. And so would you all please stand. [applause] I particularly want to mention four people who headed their subcommittee: Elizabeth Gibson from the School of Law, Steve Leonard and Judith Scott, who headed the other institution subcommittee. And last but not least, Rachel Willis, who handled the survey. We've learned a great deal from each other during this process, and I think that Barbara and I both think it was a wonderful and memorable experience for both of us. Now, with regard to the charges to the Task Force. There were two. I want to start with that, because you can see how the report was built. The first was to produce an inventory and an evaluation of existing programs and services that address the needs and concerns of women on campus. And second, to suggest strategies for improving the quality, coordination, and effectiveness of those existing resources for women. Now, the report that resulted from our efforts to meet those two charges is fairly long and fairly detailed. It's about 44 pages. And I'm going to make a yeoman's effort to be as brief as possible. I don't want to lose your attention. And I don't want to see anybody nodding off. And I want to keep you on schedule. The complete report's available, and it's there for your weekend reading pleasure. And Barbara will have some comments afterwards.

Now, the report, which is summarized in the Executive Summary, has five sections. The first is a brief history of women at Carolina, which was excerpted from the most detailed source, which was a article written by Pamela Dean in 1987 on the dedication of Carmichael Residence Hall. And from this article we learned that while women were always present on the UNC campus, it wasn't until 1897 that they were admitted to the university. And then, only to graduate level courses which included senior level courses. The number of women gradually increased until by 1920 there were 80 women on campus. These women maintained the highest GPA of any group on campus and included in their group lawyers, educators, a President of Sweet Briar College, and leaders, as you might suppose, of the women's suffrage movement. Nevertheless, their existence at UNC could best be described as marginalized. I think of it as a parallel universe. They had no access to any of the organizations or activities of the University and had to create their own, including a student government, a separate student government for women. For many years they were not even included in graduation ceremonies. By 1962 they constituted 22% of the student body, still living in this parallel existence. They had separate housing for all the graduate students. They were required to live on campus. They had a dress code, room inspections, closing hours for their dorms, separate admission standards,

and rules and regulations which, infractions were punished frequently by their own separate council. Changes began in the early 1960's with the admission of freshmen to classes in Nursing, followed by the Fine Arts program, and with a steady spread to other programs across campus. But it wasn't really until 1972 when the University was faced with Title IX, the Federal Education Amendment prohibiting discrimination on the basis of sex in terms of admission, financial aid, housing, etc., that women were finally admitted under the same standards as men. And from that point on, the marginalized world of the female students changed very dramatically.

Now the acceptance of women faculty proceeded more slowly. Dean reports that the first woman joined the faculty in Elementary Education in 1927, and Harry Gooder says it's in Biology. We'll have to debate on that one. By 1972 11% of the faculty was women, and by 1976 when women undergraduates outnumbered men for the first time, only 16% of the faculty were women. We now number 24% of the tenured or tenure-track faculty, and are more than half of the EPA and fixed-term faculty. The Task Force also reviewed and summarized the reports of committees, task forces, faculty research, etc., that either directly or indirectly concerned women's issues and needs since 1972, the watershed year. The reports are scattered. We felt it would be very advantageous to have them gathered and reviewed in a single source from an historical perspective and also to give us some background for our work. Thus, from work on the Committee on the Status of Women, the Chancellor's Committee on Diversity and Community, the SACS report, etc., we found that real gains had been made since 1972 in recruitment, hiring, and tenuring of women faculty. Issues that continued to resonate for either faculty, staff, or students were salary equity, promotion, fringe benefits such as maternity leave and child care, the chilly climate for women, second class citizenship for fixed-term faculty. We noted that women staff were largely overlooked in historical perspectives and as well as their concerns and needs in these reports.

So, with that as a background, the Task Force made three assessments to provide a basis on which to make our recommendations. The first of these was the inventory. And this committee, as I said, was headed by Elizabeth Gibson. For this project the members of the Task Force spread out across the whole campus, and we inventoried divisions, schools, programs, departments, administrative units, and every group that we could come across. We tried to access current activities that support services or programs for women in any way. This inventory was the first done for women on campus, and, because of its size, we offer it as an appendix to the report. The information obtained included name of the program, the unit with which it was associated, the group to whom its services were directed, its purpose, current activities, and advisors. So, if you're interested in that, I'll provide you with the appendix. Members of the Task Force also met with representatives of women's resources in the community. We identified 65 different programs, service groups, or units on the campus that in some way dealt with issues of concern to women faculty, staff, and students. Nineteen were determined to have a commitment to serve women in their charter or to have services, resources, or programming primarily for women, based on what was known to the Task Force when we gathered this information in 1995. And we apologize if we missed anyone. In creating the inventory, we came up with the following. First, there is no formal mechanism for communication among or coordination of all these programs, even within the same unit, for example, the Medical School. Some categories of

programs and services appear to be poorly represented, especially safety, health services, legal services, psychological services, and support groups for social concerns. The University community appeared to be generally unaware of what services and programs were available. The contributions by programs, committees, service groups, etc., were very uneven from year to year, due to annual changes in leadership, staffing by volunteers, and budgetary constraints. We found that the programs, committees, and service groups were very heavily weighted towards faculty and students, rather than staff. And we also found that the community resources offered an array of services and referrals not available to women from the University, and a better and more integrated relationship between them and the University is possible and needed.

Our second effort was the survey of women's issues for women on campus. The survey subcommittee was headed by Rachel Willis and supported by Gail Corrado and Alicia Robb, whom I'd like to recognize. They were our two research assistants that helped us during the fall. And the members of the Office of Information Technology, who were extraordinarily helpful, particularly Kathy Thomas. We proposed to survey faculty, staff, and students by a short, directed questionnaire to get a sense of whether women knew about these programs on campus, whether they used them, and whether they felt they were effective. We originally conceived of this as a paper survey, and with the addition of Alicia Robb and Gail Corrado we had access to information technology because of their backgrounds. And the paper survey subsequently evolved into the University's first electronic survey, which we hope will be a forerunner for future forays into information technology affecting the whole campus. The survey consisted of 20 statements to which the respondents could agree or disagree according to a scale, and some of you, hopefully here, took that survey. And you could also indicate whether you didn't have sufficient information about the statement or whether you didn't feel it was applicable to you. We customized the survey separately for faculty, staff, and students. And also encouraged everybody to comment at the end in an open-ended fashion. We received 1232 responses which is far more than we had ever expected we would get with a paper survey. Of these, 80% were female, and of the female respondents, 505 were students, 413 were staff, and 102 faculty. Due to the low response rates for males, the data was analyzed for female respondents only. We did not discourage men from answering the survey. And, in fact, I encouraged responses from men in the Medical School. The responses to the survey, for those who had an opinion on the statements that we offered them, yielded the following information -- and this is in the Executive Summary that you have.

First was that it didn't appear easy for the women to get information on University resources. The respondents didn't know about most of the great resources that were supporting women. There appeared to be some dissatisfaction with the amount and quality of public discussion of women's issues and the kind of support that these issues receive on campus. There was, as we had anticipated, substantial dissatisfaction with the cost and availability of child care services in the community, but this was also before the announcement of the new child care center. Work-life issues were a significant, were not viewed as a particular problem for staff but a significant problem for faculty. Professional development was a significant issue for students, faculty, and staff. The students expressed some dissatisfaction with support for extracurricular activities for women and women's athletics. The interesting one, one interesting one which generated some comment in the

Executive Committee meeting was that staff and students disagreed with the statement that they had been discriminated against because of their sex or had been the object of sexual harassment. The faculty were neutral. When we looked at the open-ended comments from the survey, there were a number of them that expressed a great deal of concern over very subtle levels of discrimination, rather than the more overt kind that we were essentially assessing with these direct questions. Faculty, staff, and students disagreed that campus security was adequate. A significant proportion of the women in the University community lacked information about health services, particularly mental health services. Students and faculty disagreed with the statement that the University met the needs of minority women. And they also disagreed with the statement that the University met the needs of the gay and lesbian community. Now, our final two questions on that survey we looked at most carefully. These had to do with coordination of services and the idea of a Women's Center. There was a strong agreement by faculty, staff, and students that there was a need for better coordination of women's services within the University. And there was also agreement that the University needed to establish a Women's Center to better address the needs of women on campus. Now I want to stress that this survey was considered by the Task Force to be a pulse of women in the community. And we did not, and are not viewing it, as an instrument for extensive statistical analysis. After talking to four or five statisticians I realize that depending on what field you're in you're going to look at this very differently. And we couldn't get agreement in terms of approaching it with people from different fields. So we are accepting this as a pulse, a feeling of the women.

Our third assessment was of a survey of other comparable institutions. The subcommittee was headed by Steve Leonard and Judith Scott. And it gathered information on women's services and their coordination from institutions comparable to the University of North Carolina at Chapel Hill. And these include ones both with and without women's centers, although I'll explain in a minute it was difficult to find the ones without. We gathered this information primarily by phone using a set of questions developed specifically for the purpose of obtaining this information. And what was found is that most major institutions of the nature, size, and composition of this University have campus-based women's centers or some comparable administrative unit with a different name. Campus-based women's centers appear to be essential, successful, and highly regarded campus organizations, offering a wide variety of services and support, either to students or to students, faculty, and staff. The name was not really important. What was important is what these centers did. And they all provided some essential services and, depending on the campus, it could be to students only, or could be to everyone within the community. Most of the centers targeted their resources at the provision of services and programs that were effective in terms of advocacy and support, educational programming, etc. There was a commitment to non-duplication of services and inclusiveness in these centers. Now, finding institutions without women's centers. We contacted the National Organization of Women's Centers in Sumner, Maine, after a five-month hunt to find them, and we discovered that they did not have a data base. What was published in 1991 by this group was a list of 400 campus-based women's centers, but it was not, there was not a data base available that we could analyze. And we were told that there had been a really remarkable increase in the number of campus-based women's centers, and we would have to wait until their next publications later on this year. We also searched the

Internet looking for home pages of women's centers at comparable institutions and found that even where we knew there was a women's center, there often wasn't a home page, so if we found a comparable institution without a home page for women's center, it didn't mean it didn't have a women's center. Finally, we just got on the phone and we called around and found five or six institutions that were thought not to have women's centers and discovered that they were either in the process of establishing one or had some mechanism in place which did provide programming and advocacy and support for women, usually within the Division of Student Affairs.

With these three assessments in hand, we then discussed and debated our recommendations for the campus. These recommendations are a consensus of all of our members. And you may read them at your leisure. I'm not going to go through all of them. They include areas of security, health services, legal services, work-life issues, career development, mentoring, and chilly climate issues -- what we had suspected were going to be issues based on past reports and task force reports and committee reports. In virtually every case we presented our recommendations to the unit to which they applied prior to our finalization so we'd have the opportunity to talk with Laurie Charest, Edith Wiggins, Don Gold, the Center for Teaching and Learning, Chair of the Child Care Advisory Committee, etc. So these recommendations were made with their concurrence.

What I would like to do in the interest of time and also, I think, because of your interest, is to cut to the chase. And that is our final recommendation, which has been the one that's generated the most interest. And that was the recommendation with regard to what to do to coordinate women's services at UNC. We have proposed the establishment of an initial center, reporting directly to the Office of the Executive Vice Chancellor. Its missions and responsibilities should be shaped by the specific needs of our Institution and community, and we feel it should serve women, students, faculty, and staff, and also men. As it evolves over the next five years, which we see as a reasonable period of growth and development, its mission and responsibilities should come to include the list that is included on the last page of the Executive Summary. These are very standard functions: Gathering and maintenance of current information on existing services, something we were asked to do. Publicity of those services. Referral of women and men to these services. Educational programming, where needed. Advocacy for those services that we don't have. Coordination and connection with University, with community resources, very important. Facilitation of connections between existing services. And coordinating relevant services so there's no overlap and duplication of effort. Representation of women's interests on relevant University-wide committees. Coordination of activities with Women's Studies, which would not be included in the center, but would work with the center. Coordination of activities and programings with the Sonja H. Stone Black Cultural Center. Collaboration with the University Development Office, and this, we feel is very important to raise funds to support the growth and establishment of needed services. And, finally, advocacy for systemic changes, which I think all of these apply to, that will improve the lives of women and men in the University community. We feel that to begin the center we need a full-time director and a full-time staff support person. The director needs to be a full-time faculty member, an individual who possesses the knowledge and the skills to act as an effective advocate for women, and a leader of the University. We recommend the inclusion of

the Sexual Harassment Officer for the University -- this is very common with other centers -- and the jointly appointed staff career development counselor which we recommended for the Division of Human Resources. We feel that initial staffing will come from interns, work-study students, and volunteers initially. We do not make a recommendation for the name of the center, but we do suggest two names: the "Carolina Women's Center" and the "Carolina Women's Resource Center." And this was probably the most lively debate that we had in the entire year. We do not recommend a location for the space, but it's obvious that the space must be adequate for the activities of the center as we've described, and for the safety of its clientele at night. We recommend the commitment of the Chancellor and the University to the organic growth and development of this initial center with the objective, as I mentioned, of having it become fully developed within five years, with the support of our women alumnae especially, faculty, staff, and students, and finally, we recommend the establishment of an Advisory Board on Women's Issues. And we envision this as similar to the Administrative Board of the General College and the College of Arts and Sciences, having two parts, one which would oversee the establishment of the center and its development, and the other, which would oversee the implementation of the strategies and the recommendations of this Task Force. This should be inclusive of faculty, staff, and students. This will be established, we recommended that it be established, by September of 1996. So, I hope I managed to keep that brief enough. It's a long report. Again, I want to thank all of my Task Force members. They were great. It was a very difficult task, arduous. I think we learned a lot, and we feel very good about the report that we've produced. Now. It's your turn.

Ms. Delon: You're probably all wondering what I can say now after Noelle's presentation and the Chancellor giving you some information about the resources and the economics, and I thought something like, "ditto", would be enough. But, I will say briefly that there is, it's little known that the Chancellor was very generous to us. There's a lot that we got accomplished particularly with the survey. And had it not been for his generosity, and I probably shouldn't say this here, that we would not have accomplished what we had. So I thank everybody as well. And this is a wonderful, wonderful, wonderful thing. Very good business. Thank you. [applause]

Professor Granger: We'll take questions or comments. Professor Paul Farel (Physiology): This report follows a long tradition of very excellent reports on the needs of women in the University. And what they have in common, I think, is a fundamental flaw that those of us who apply for grants know. And that is, if you ask for what you need, with due regard for available resources, you're not going to have enough to do what really needs to be done. And given the history of studying this issue, all the work you've done, a lot of support you're asking for, it really is, it just took the Chancellor to find the resources to be able to do what needs to be done. Professor Bayne: My compliments, too. I feel like Paul does. This is an incredible report. It's the kind of stuff that we should be doing more of. I was touched when you went back through the history and I noted when you were emphasizing 1972 as the year, that we're coming up on the 25th anniversary of that. And it seems to me that there ought to be something marked in time that we could call attention to, that was an accomplishment out of this report that we could say happened in 1997. Professor Granger: That's a good thought. Professor Brown: The anniversary women's center. Professor Granger: Well, Barbara and I are both available by email, since

everybody's sharing email addresses. Mine is very easy. It's noelle@med.unc.edu, and I would be happy to debate, discuss, or whatever, the report with any of you. Barbara's is badelon@email.unc.edu. And I know hers by heart because we communicate all the time.

Ms. Rachel Willis (Economics): I came to the Faculty Council last spring when we announced the electronic service, and then I unfortunately gloated over the parking permit, so I want to publicly apologize to the Chancellor if I was in your spot, [laughter] and I wanted to thank you for the resource. Professor Brown: Well I will add my commendation. Thank you all. And you don't need to sit through the rest of the meeting if you don't want to. And thank you very much. We will continue to work with the Chancellor and moving on these recommendations.

VI. Annual Reports of Standing Committees:

A. Educational Policy (includes resolutions): James J. Gallagher and Anthony N. Passannante, co-Chairs.

Professor Brown: We have three postponed from February and two new ones. Educational Policy Committee has a couple of resolutions, so we asked them to go first. Jim Gallagher and Tony.

Professor Gallagher: Tony and I have agreed on a procedure here. I'm going to read the report, and he's going to answer the difficult questions. As you know, the Educational Policy Committee exists to take questions that are provided to it by the Faculty Council, research it, and come back with some recommendations to the Council. The Council outdid itself this year in giving us six issues to look at. You probably have that report in your files. I'll ask you to refer to it. We have a couple resolutions, but we also have a series of recommendations to make on some of the other issues. The first issue deals with a complaint made regarding final examinations. And a number of students complaining that a substantial number of take-home examinations or assignments are given during the last week of the semester, and they correctly identify this as against the rules. Some of the faculty members, on the other hand, said they were not just assignments. They were part of a final examination procedure that they followed in their course. So after discussion so that we came up with the following resolution:

Resolution #1: Final Examinations [That] Assignments that will be considered a part of the final examination should be clearly announced in the course syllabus, and should be due on the date of the examination.

I don't know if you want discussion on each one of these. Professor Brown: So should we, why don't we go ahead and vote on that? Shall we move that? Is there a second? Discussion? Professor Miles Fletcher (History): I'm sympathetic with your intent here, and any comments I have are friendly. I'm wondering how this relates to some current regulations that are already in place. For example, if someone wants to give a take-home exam for a final examination, the person must get permission from that person's dean. Do you mean this supersede that or to exist along with it? Professor Gallagher: I don't think there's a contradiction between the two. I think it fits in with the earlier

standards. Professor Brown: Further discussion? All those in favor of the resolution, say aye. [Unanimously adopted.]

Professor Gallagher: The second case involves a specific case that was brought to the attention of the Educational Policy Committee in which a teaching assistant was receiving pay for tutoring students in the same section in which he was performing as a teaching assistant. No existing precedents or policies were identified to cover such an instance. We therefore propose the following resolution, after discussion, rather, in the Committee:

Resolution #2: [That] No instructional personnel, including teaching assistants, should be permitted to tutor for pay students whom they are [currently] teaching, grading, and/or evaluating. Such behavior creates an inevitable conflict of interest.

Professor Brown: Is there a second? [It was seconded.] Any discussion? Ms. Heather Savitz (Student Government Liaison): We were talking, and we were wondering how this affected outside groups, such as the Athletic Department that pays TAs to come in and tutor students in their section. Professor Gallagher: Yes. That's a good question, because that issue was raised during our discussions, and the Department of Athletics said that despite the fact that this would cause some problems for them, that they would agree to live with this resolution. Professor Brown: Thank you, Heather. Anything else? Professor Leonard: I'm not quite, I'm trying to articulate what it is, oh, does this apply only to instructional personnel who are currently in the process of instructing these students. In other words, if you had these students as students in the past, would you then be exempt. Professor Gallagher: No. It says, "whom they are teaching." It means currently. Professor Leonard: Okay. Thank you. Professor Brown: Do you want to insert "currently," to make that clear? Professor Gallagher: "They are currently teaching." Friendly amendment. Professor Brown: Any further discussion? All those in favor of this resolution, say aye. Any opposed? [Unanimously adopted.]

Professor Gallagher: The third issue was a much larger issue, and that involved the Educational Policy Committee being charged by the Council with addressing the state of classrooms of our University. There have been a number of efforts in the past to also deal with this issue, including a fine committee chaired by John Sanders. And we fanned out from the Committee and interviewed probably 12 to 15 key players in this situation within the University, particularly trying to find out where the resources were and who made the decisions with regard to refurbishment of classrooms and so forth. It was an interesting experience. What we found going through the Classroom Improvement Committee, the Classroom Advisory Committee, the Office of Instructional Technology, the Center for Teaching and Learning, and so forth, was that there was relatively little communication among the groups about this situation, and concluded there really were three separate problems that had to be dealt with. One is a flat-out inadequate number of classrooms, both large and small, but especially small classrooms. Second, the poor general physical condition of many of the classrooms in which we teach. And the third was inconsistent audiovisual support and poor availability of advanced instructional technology. And so with those three issues these are serious problems. There is reason to be optimistic about this, and the reason is that the University administration has done some very creative negotiations with the State Legislature which has resulted in a

continuing fund that is going to be available for upgrading our physical facilities. So there is reason to believe that there will be a sum of money each year that will be significant and therefore it becomes important to say who decides where these monies go. We have four recommendations with regard to that.

First, that

a. The Classroom Advisory Committee, under the Provost, should be considered the primary source for recommendations for how classrooms on campus should be improved.

b. [That] the membership of [that committee] the Classroom Advisory Committee should be enlarged to include all relevant parties [all the relevant players] and to include more faculty members [than is currently present]. [And I think you all have a list of the current membership of that committee.](See attached list for current membership.)

c. The Classroom Advisory Committee should create a long range plan (i.e., 5 years) [5-year plan, whatever] for upkeep and improvements that would both some high tech classes and [the] basic improvements to classrooms in desperate need of modernization. [We feel like we cannot abandon the high tech aspect of what we're trying to do, but we also cannot abandon the kind of third world conditions that we find in many of the classrooms that we're currently teaching in. And so that some kind of balance in this plan should reflect both of those goals.]

Finally, we felt that on the numbers that we saw, current classroom space is inadequate:

d. The EPS(C) feels strongly that current classroom space is inadequate. Plans for the future must provide for additional classrooms. The CAC (Classroom Advisory Committee) should have a consultative role in the planning of the future capital outlays (possibly a new classroom building).

We also wanted to point out that if we are successful (and) in doing refurbishing of existing classroom buildings, that means they are taken out of service for a while. And so what that means is some inconvenience for the current faculty in teaching and we're encouraging the faculty to be understanding and supportive of that, during that period of time. And that's the end of our comments on that. Professor Brown: I'd add that I've talked with the Provost's office and they concur with these recommendations and appreciate them, and will be, and the Classroom Advisory Committee has already met, will continue to meet, and be using these funds, and prioritizing as you recommend.

Professor Bayne: Where do we stand compared to some of the other university community in North Carolina, I mean, compare ourselves to State? Are they in much better stead or is this a similar problem? Professor Gallagher: I think it's an interesting question to pursue, but regardless of what shape these other institutions are in, we have some very obvious needs that need to be taken care of. Professor Bayne: I'm just thinking of it as an arguing point for the Legislature [Professor Gallagher: I see.] if they are significantly better than we are. Professor Gallagher: Well I think that the amount of money that's going to be available, because now they're going to figure it as a percentage of our budget I think as a means of calculating how much money there will

be. Whereas previously it was just whatever money was leftover or what could be gleaned from whatever source possible. So we think that there will be resources here, and the key is, can we use them with the most wisdom.

Professor Gooder: I noticed that all faculty members on the Classroom Advisory Committee are from the College of Arts and Sciences. Is that Committee only going to deal with the classroom problems in the College, because there are problems in Health Affairs, and I don't see how they'd get noted without membership on the Committee. Professor Passannante: I think your point is well taken, and perhaps the membership of that Committee should include some representation for Health Affairs, but to be honest, I think the problems in the Arts and Sciences side of the campus are much more severe than the problems in Health Affairs. Professor Gooder: That may be, but there are some old buildings in Health Affairs, and there are problems. Professor Passannante: Again, the way that this has run in the past has been through the Provost, through the Vice Chancellor for Health Affairs. And I think, I really think it's been better in the Health Affairs side, and I think part of our prioritization involved to the worst place first and fixing that first.

Professor Farel: I'm concerned about the lack of representation of Health Affairs, that the problems you raise really are University-wide concerns, University offices, not Academic Affairs and not the College. In the School of Medicine our curriculum is being driven by, one of the main forces is availability of classroom space. To teach a small group - by small group I mean 20 students -- in a classroom is virtually impossible. So I really hope that in Faculty Council as we discuss these University-wide issues we try and broaden our perspective and make it more University wide. Professor Gallagher: The recommendations both include an expansion both in the number of faculty members on the Committee and a representation of all the important players. So I presume of the important players are whom you're identifying. Professor Farel: They're not listed here. Professor Gallagher: They're not listed, that's true. Professor Brown: But you want to modify this existing Committee, right? Professor Gallagher: I do. Professor Passannante: Absolutely. Professor Gallagher: That's the purpose of the recommendation.

Professor Andrews: In the same spirit I'm struck by the experience we just had, the work of the Task Force on Women, and the way in which they were able to reach out campuswide, both in the Academic part of the campus, and the non-academic players on the campus as well. If this really is an important part of our capital planning for the campus, then probably there should be some really significant representation from the people who do capital budgeting and the people on Elson Floyd's side of the campus as well, and make this, you know, not simply a divide-up-the-pie kind of limited exercise for people who are directly affected by it, but them interacting with people who can help with the money vision and the real long-term planning.

Professor Steve Bachenheimer (Microbiology & Immunology): Just to bring home the message a little more, you may visualize all the buildings south of Manning Drive which hold a large part of the graduate program in Health Affairs. There are two classrooms in all of those buildings. In one of them about 60% of the furniture is broken. The little tables that fold up over the chairs don't work. And the other room has only card

chairs, folding chairs. That's the state of the classrooms for virtually all of the graduate programs in the Health Affairs sphere. Professor Gallagher: Well, that's what I was referring to when I referred to third world conditions, and what we obviously hope will happen will be the broadest kind of representation so that the decisions are made which deals with all parts of the campus. You might say that even with the amount of money that we're going to get, it isn't going to be taken care, any of these things are not going to be taken care of overnight because we have things like the Americans for Disabilities Act that denies, that will not let you deny access to persons with disabilities, and so a lot of refurbishing has to be done just on that account alone. Professor Bachenhaimer: Neither of two buildings that have those classrooms are accessible. Professor Gallagher: Okay.

Professor Bayne: We're totally sympathetic to the fact that the problem is very broad based, a mega problem, even with the influx of new money, and the [other steps(?)], it will take many, many years to begin resolving it. But what I would suggest is that maybe some of us could get a better look at some alternative strategies. The State money is never going to come enough, fast enough to really take care of this problem. We have to get other monies. What we've done in Dentistry over the years is we've just asked alumni, they, to perpetually refurbish some of the classrooms. We don't get them all refurbished, but one of our four puts us in pretty good shape, so we have one good classroom, and then three, like you say, rag-tag things that we're always trying to get fixed up. But we need, have to look at alternative ways to solve this problem because if we just rely on the State, we'll be here ten years from now just to [look at the classrooms not very good(?)]. Professor Gallagher: I think your point's well taken, and the Chancellor is sitting here and listening to this discussion, and I assume he will act accordingly. Chancellor Hooker: Jim, may I say something, just to illustrate the interrelatedness of everything in the Universe, I was talking earlier about the importance of sustaining our level of grant activity. The Legislature, as Jim has pointed out, has given us a [traunch(?) of funding over the past few years for renovation and repair, and has announced its intention to continue to do that. The Legislature derives the funds that it gives us from the 10% overhead recaptured, those from our grant sponsored research activity. So we generate about \$50 million a year in overhead. Five of that goes to Raleigh. It's reverted back to the University for renovation and repair. So keep up the grant activity. [laughter]

Professor Carole Crumley (Anthropology): I just wanted to mention that I found it ironic during the Bicentennial celebration and the refurbishment of Old East to see the continuing neglect of Gerrard Hall, which was built in 1822, and which I happen to teach in, so I know of all its shortcomings. But it is a wonderful classroom space which has been rendered totally unusable by its unfortunate condition. Professor Gallagher: That's part of why we're asking for a five-year plan, is so that you can set priorities and goals and objectives and try and take care of those kinds of situations as well as making sure that we're on the cutting edge of technology in the classroom.

Professor Leonard: I don't mean this as a, I hope this isn't misunderstood. In the eleven years I've been here I've found it very useful to carry an adjustable wrench, a Phillips head screwdriver, and a slotted screwdriver in my briefcase. You'd be surprised at how much you can accomplish [laughter] if you appear in your classroom five minutes

beforehand and tighten down a couple of bolts and screws. Obviously this isn't going to solve the problem, but it can make things a little more convenient. Chancellor Hooker: We'll try to make that part of our expanded definition of teaching. [laughter] Professor Leonard: Sometimes I'm tempted to put it on my vita.

Professor Gallagher: With that offer of technical assistance, perhaps we can go on. The issue #4 that provided to us dealt with the recipient of a proposed student bill of rights, with a request for, again, a recommendation for action. As we did last year, we asked for advice from the legal counsel of the University regarding the language of the draft report from the students, and also invited some of the drafters of the student report -- and Miss Stacey Brandenburg came and discussed this with us -- to attend our discussions and help clarify the intention and objectives. We were sympathetic with many of the issues that the students raised and felt that they had good case for a lot of the things that they were putting in the draft report. But we also felt that the document was written in a confrontational style -- lots of "musts" and "shalls" that the faculty will do kind-of-thing. And we felt it unlikely to improve faculty-student relationships and not in tune with the Chancellor's call for the intellectual climate improvement of the University. So, what we recommend is the establishment of a subgroup from the Educational Policy Committee to work collaboratively with a subgroup of students to develop a joint statement of faculty-student responsibilities that would be designed in fact to enhance the intellectual climate of the University. In this fashion we would hope to create a climate of continuing communication between faculties and students instead of an aura of confrontation that seems out of place in this University. We actually asked the students to run this past the Student Body President, at that time Calvin Cunningham, who concurred with these recommendations. Some of you who read The Daily Tar Heel today noticed a report of this situation, and Tony was, in fact, interviewed by The Daily Tar Heel -- do you want to say something about that? Professor Passannante: Well, I think the students have a lot of valid concerns. We just didn't feel like this document was going to effectively address the concerns that they had. We didn't think it was the right thing to do at this time, and we hope to come up with something better in the not too distant future. Professor Gallagher: Miss Brandenburg is quoted in The Daily Tar Heel article as saying, "The report has achieved its purpose." And I think that if, in fact, we are able to put together in the Faculty Council next year, can put together a joint effort between the faculty and the students, then she will prove to be right.

No, No, you gave us two more issues. Full-time fixed-term -- fortunately these next two are not that imposing. Issue #5: full-time fixed term faculty eligibility. We received communication from Joe Ferrell of the Committee on University Government asking for comment on whether service on our Committee would be appropriate for fixed-term faculty. And, after discussion, the Committee agreed, namely that there should be no change in the Code affecting this Committee, with the result that fixed-term faculty would be eligible to vote for and serve on the Committee. A number of us on the Committee could identify many people in fixed-term faculty positions who, in fact, are thoughtful people and who could provide useful service on the Committee if so elected.

Finally, the Educational Policy Committee has noted an action from the Faculty Council naming this Committee to serve as a potential liaison

on the University efforts to improve the intellectual climate. We are also aware that the Chancellor has decided to establish a special committee devoted to this purpose, and so we agreed to wait for the establishment of that committee and then to communicate with that committee to ensure nonduplication of effort. Thank you.

Professor Brown: Thank you. I want to say I'm sorry I sent you all this business this year, but you have done a remarkable job. We thank you very much. We're going to go a little past 5:00, so please bear with me. I have to pick up my child at 5:30, so we'll be out in time to do that.

B. Black Faculty: D. Soyini Madison, Chair [postponed from February].

Professor Brown: Soyini Madison, Chair of the Black Faculty Committee, couldn't be here and none of the members of her Committee could be here, so she asked to postpone that report until the next meeting.

C. Status of Minorities and the Disadvantaged: Judith R. Blau, Chair. [postponed from February]

Professor Brown: Are there any comments about the next, the Status of Minorities and the Disadvantaged report, their Committee report? Is there any member of that Committee here? Anything to say about it? Okay.

D. Faculty Welfare: Steven L. Bachenheimer, Chair. [postponed from February]

Then we'll move on to the Faculty Welfare Committee's report.

Steven Bachenheimer is here. Is there any comment, discussion? Professor Farel: We spent some time discussing extension of benefits to domestic partners. It was my understanding that the Faculty Welfare Committee would be the committee exploring this extension of benefits, but it's not listed under the [anticipated(?)] activities. Professor Bachenheimer: That's just an oversight. The Committee will continue to monitor that. We in fact have, for example, it was in November, we actually determined from the Faculty Recreation Association, the Farm, that their policies were in compliance with the resolution. So we clearly are actively taking on this.

Professor Brown: Thank you. Anything else? Great.

E. Administrative Board of the Library: Charlotte H. Mason, Chair.

Professor Brown: And the Administrative Board of the Library's report. Is Charlotte here? There you are. Thank you. That's an excellent report. And it looks as though it's more positive than it has been in the past. Would you concur?

Professor Mason: I think that the Library basically has managed to hold their own this year, and in a relative sense are doing better than they have in the past. I think that the consensus is that in the absolute sense there's a long way to go, and people, I encourage you to take a look at it, but a couple of issues are: Librarians salaries, which, if you look at the rankings of 108 academic research libraries the last 2 out of 3 years, here we rank between 77 and 90, so that's pretty

dismal. One other big issue, I think is where adequate and sustained, as opposed to one-time funding, is going to come from in order to achieve the objective of the Library particularly in the face of the rising cost of serials. And also to the very growing demand for electronic media which is both very useful to a lot of people, and also very effective for the Library. Professor Brown: On the Librarians salaries, do they, are they counted in when we have salary increases for teaching faculty now? Or is that still an issue. Professor Mason: I think that's still an issue. I think I'll let Joe talk to that.

Professor Joe Hewitt (Director, Academic Affairs Library): They haven't been counted in those special increases, but I think they are being proposed. They are supposedly the "certain others." Professor Brown: The certain others? Good. Great. Thank you very much.

VII. Old or New Business.

Professor Brown: And Dirk, you had some new business.

A. Professor Dirk Frankenberg (Marine Sciences):

The Faculty-Legislative Liaison Committee has been working this year to attempt to put together a list of faculty and staff who are currently serving on the manifold boards, commissions, and study committees of the Legislature and State. And we have sent a survey instrument to the Deans, Directors, and Department Heads, and have received back from them information that identifies over 80 faculty and staff serving on over 87 formal committees as members and sometimes chairs, and 33 additional faculty and staff who are involved with advising in a formal way these boards and commissions. I view this as a work-in-progress, and I have brought some copies that I've left on the back table there. I appreciate anybody's looking at it, and supplementing what we put together here. I think in aggregate it is a fairly dramatic example of direct state service by the faculty and staff of this Institution to the state and its policymaking boards. But I would be very surprised if it is complete at this point. The [Public] Service Roundtable will carry this project forward by supplementing it as new people are added and bringing it up to date. So I would like to get as good a fix on the beginning as I can, and I hope you will take a look this. I brought 50 copies over here. And please add people to it that we have somehow missed in our survey. Thank you very much. Professor Brown: We're also going to put that on the public service home page, is that right? Professor Frankenberg: Yes. Professor Brown: So that it can be updated and we can keep track of that. Professor Frankenberg: Right. Professor Brown: Great. Thank you very much.

B. Steve Bayne.

I just ask a question under New Business. A while back, about five years ago, we were looking, projecting into the future, and looking at some of the potential problems that universities in general faced, and one of the issues was tenure. Whether it was a good process inherently, or whether we should be reevaluating that and making some change. And I know other major universities have begun to deal with this. It was issue that was in the Executive Committee of the Faculty Council, and I apologize if you have reported on this and I didn't know. Professor Brown: We have not. Professor Bayne: But I wondered where your deliberations or considerations were or long-term recommendations.

Professor Brown: That's a good question. We have been burying our head in the sand about that. And I understand that it's, I'm in communication with people at the University of Minnesota right now where this is right on the agenda. General Administration brought in a special speaker to speak to this at the last Faculty Assembly meeting, and I think it is something we need to take up. Professor Bayne: Could I maybe make a recommendation that just reporting that would be interesting for discussion. Whatever happens at the University of Minnesota, just make sure that we know about the progress of the deliberation there. Professor Brown: Okay. I'll do that. Great. Anything else. Thank you. For those of you who are not faculty, if you would leave at this point. You may leave at this point. And the rest of you need to stay and hear the presentation of candidates for honorary degrees.

Closed Session
(to non-faculty persons)

VIII. Presentation of Candidates for Honorary Degrees for 1997
Commencement: George S. Lensing for Beverly W. Long, Chair,
Committee on Honorary Degrees and Special Awards.

[Professor Lensing presented the names of five candidates for honorary degrees and read a brief biographical sketch of each. The slate was unanimously adopted.]

The meeting adjourned at 5:10 p.m.

George S. Lensing
Secretary of the Faculty

**Actions of the Council
1995-96**

<u>Date</u>	<u>Action</u>	<u>Destination</u>
September 8, 1995	Resolution of Recognition and Gratitude for Walter Royal Davis.	To Walter Royal Davis.
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	No resolutions.	To Deans, Directors, and Department Heads.
January 19, 1996	Amendment to <u>Faculty Code of University Government</u> extending representation and voting rights to lecturers and lecturer-equivalents under certain conditions.	To Secretary of the Faculty.
	Resolution from Executive Committee of Faculty Council charging the Educational Policy Committee to act as liaison with committees and institutional offices between faculty and students.	To Professors Tony Passannante and James J. Gallagher, co-chairs of Educational Policy Committee.
	Resolution from Executive Committee of Faculty Council calling upon the Chancellor to create a task force to explore mechanisms for facilitating greater faculty-student interaction inside and outside the classroom.	To Chancellor Michael Hooker.
	Resolution from Committee on Status of Women charging the Office of Affirmative Action to increase its efforts to ascertain reasons why departing faculty members choose to leave and to report to Faculty Council through Committee on Status of Women.	To Mr. Robert Cannon, Affirmative Action Officer.

Resolution from Committee on Status of Women calling on Vice Chancellors of Academic and Health Affairs to direct their respective deans to solicit from the deans' unit heads procedures used in promotions from Associate to Full Professor, strategies to promote women's access to Full Professor status, and outcomes of recent decisions in this category. Results should be reported back to the Council in 1996.

To Interim Provost Richard Richardson and Vice Chancellor Garland Hershey.

February 23, 1996

Mechanisms to Implement Salary Principles.

To Chancellor Hooker.

March 29, 1996

Resolution from Educational Policy Committee: Assignments that are part of final examinations should be announced in course syllabi and become due on date of examination.

To Deans, Directors, and Department Heads.

Resolution from Educational Policy Committee: No instructional personnel shall tutor students for pay whom they are currently teaching, grading, or evaluating.

To Deans, Directors, and Department Heads.