THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
MEETING OF THE FACULTY COUNCIL
January 16, 1998, 3:00 p.m.

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

Professor Richard N. Andrews will preside in the absence of Chancellor Hooker. Attendance of elected Council members is required.

AGENDA

Type	Time	Item
INFO	3:00	**Remarks.** Provost Richard J. Richardson
INFO	3:15	**Question Period.** The Provost invites questions or comments
INFO	3:25	**Remarks.** Richard N. Andrews, Chair of the Faculty
DISC	3:30	**Possible Futures for the University.**
INFO	4:00	**Call for Nominations for the Spring Elections.** Joseph S. Ferrell, Secretary of the Faculty
DISC	4:05	**Career and Promotion of Faculty Appointed in the Division of Health Affairs** Laurie Mesibov, Assistant Provost
DISC	4:20	**Annual Report of the Advisory Committee.** Bernadette Gray-Little, Chair
DISC	4:25	**Annual Report of the Committee on Buildings and Grounds.** David Godschalk, Chair
DISC	4:30	**Annual Report of the Committee on the Status of Women.** Abigail Panter, Chair
ACT	4:45	**Old or New Business**
ACT		**Adjourn**

Joseph S. Ferrell
Secretary of the Faculty

KEY:
ACT = Action
INFO = Information
DISC = Discussion

All reports to the Faculty Council are posted on the Faculty Council Web site. Paper copies are circulated to members of the Faculty Council, deans, and department chairs.

The University of North Carolina at Chapel Hill

MINUTES OF THE FACULTY COUNCIL
December 12, 1997, 3:00 P.M.

A more extensive version of these Minutes and a complete Transcript of the December 12, 1997, meeting of the Faculty Council will be found on the Faculty Council Web page. The URL is <http://www.unc.edu/faculty/faccoun/>.

Address by Molly Broad, President of The University of North Carolina

President Broad began by saying that Her most important responsibility is to provide an environment that enables the faculty to fulfill the goals of the institution. In the years ahead we will be asked to do more and more for the State, to contribute directly to the economy, and to serve more students. Yet, it is likely that the share of the State budget devoted to higher education is likely to decline in relative terms. We will face a daunting challenge to accomplish our mission while resources remain constrained.

Affirmative action. President Broad pointed out several measures of the success of affirmative action programs that have been in place since the 1981 consent decree. Although the data demonstrate evident success, we still do not have the degree of diversity that we desire. During the sixteen years that our affirmative action programs have been in effect, the law has been in flux. Court decisions have not yet created a clear or consistent pattern of policy advice, but it is clear that change is in the air. Selection policies at highly selective public institutions are under challenge across the nation in courts, legislatures, board rooms, and at the ballot box. In the face of this reality, responsible administrators must review practices and programs to see that they are legally sound. To do otherwise would place us in a vulnerable position.

Research. President Broad next turned to a report of data illustrating the importance of the research mission of the University. She hopes to focus attention on the State's return on its investment in funded research. She estimates that every $1 of State investment in research generates $3.65 in external funding. As for the future, she anticipates "an interesting set of exchanges about what role patent policies play around the world and what chilling effect they will play in the likelihood of investment in university research." Economies around the world have benefited from the openness of research literature without the same protections that we have in this country for patents and copyrights. Another emerging issue is providing competitive compensation and tuition policies for attracting the best graduate students. The legislative policy of "rationing" tuition remissions is not supportive of the research enterprise and needs reexamination.

Chancellor's Remarks

Rhodes scholars. Chancellor Hooker introduced Leslie Kendrick and Jonathan Tepper who have been awarded Rhodes Scholarships. They were greeted by warm and sustained applause.

The SAE incident. The Chancellor said that he has alternated "between rage and humiliation" in his reaction to the recent incident in which members of the SAE fraternity have been charged with theft of a large number of Christmas decorations in the community. He said that the fraternity has been subjected to a number of sanctions two of which are cancellation of spring rush and a permanent ban on alcohol.

Officer Swain. Chancellor Hooker said that he is precluded from commenting publicly about recent disciplinary actions initiated against Edwin Swain, Jr., a lieutenant in the University police force, until an appeal initiated by Lt. Swain has been concluded. After that, the Chancellor intends to make a public statement under the provisions of state law that permit him to comment on a personnel matter that would otherwise be confidential when there are "compelling reasons" to do so.

Departmental visits. The Chancellor has found it valuable to accompany Dean Palm on visits to departments in the College of Arts and Sciences. He is impressed with the results of the technology grants, but has found considerable restiveness about the danger of adulterating the quality of our instruction with digital technology. He emphasized that in his view distance learning seeks to reach populations who otherwise would have no access to

higher education; it is not intended to replace traditional classroom teaching in a residential setting. The largest markets for distance learning will be outside the United States.

Chair of the Faculty's Remarks

Professor Andrews said that it is appropriate and important to restate the faculty's strong support for efforts toward achieving diversity, and to reaffirm our commitment to make this University a model to serve all of North Carolina.

Post-Tenure Review

Professor Bernadette Gray-Little, chair of the Advisory Committee, presented for the Council's consideration and comment a draft policy for a system of post-tenure review that has been prepared by the Advisory Committee. She cautioned that the document has not been reviewed by University legal counsel nor has it been discussed by the Board of Trustees. Thus, the final document may differ.

Professor Laura Gasaway (Law) reported that the faculty of the Law School have discussed the draft policy and would prefer that it not require the initial reviews to be done in order of seniority. The Law faculty would prefer to be able to select those for initial review on some other basis.

Professor Bary Lentz (Biochemistry) said that he is concerned that reviews be carefully balanced insofar as they call attention to strengths and weaknesses. He fears that the current draft places too much emphasis on identifying weaknesses.

Professors Leon Fink and Marila Cordeiro-Stone (Pathology & Lab Medicine) raised the question of outside reviewers. Prof. Gray-Little said that the draft policy leaves this to the discretion of the department.

Professor Craig Melchert (Linguistics) asked what is meant by "peers?" Prof. Gray-Little replied that this term is used without definition in the administrative memorandum directing development of the policy but is intended to mean that review cannot be conducted solely by administrators; there must be faculty involvement. The Advisory Committee felt it better not to attempt a definition of the term.

Rebecca Hockfield, undergraduate liaison to the Council, noted that the policy does not specifically require evaluation of teaching in the conduct of reviews. She thought that should be an important part of the process. Prof. Gray-Little replied that evaluation of teaching should certainly be a part of the review of any faculty member involved in teaching, but that some faculty are primarily engaged in research or service.

Annual Reports of Standing Committees

Advisory Committee on Undergraduate Admissions. The report was received. On motion of Professor Pfaff, the Council adopted the following resolution:

Resolved that the Faculty Council endorses the value of continuing faculty involvement in Admissions Office recruitment efforts directed toward top student applicants.

Scholarships, Awards, and Student Aid. The report was received. Professor James McCoy, chair of the committee, made this statement: "On behalf of myself and former chairs of the Committee on Scholarships, Awards, and Student Aid, and on behalf of present and past faculty, student, and ad hoc members of the committee, I would request of the Faculty Council a public vote of thanks in appreciation for Eleanor Morris, who retired as Director of the Office of Scholarships, Awards, and Student as of November 30, 1997. She has been our inspiration and guiding light since 1980. We applaud her many years of loyal and dedicated service to students of this University and greatly admire the dignity, grace, and decorum which accompanied her every step. Her accomplishments are many. She is indeed one of the University's priceless gems."

Professor Craig Melchert moved that the Council endorse Professor McCoy's statement, which was done unanimously.

Committee on University Government. The report was received.

Joseph S. Ferrell
Secretary of the Faculty

THE UNIVERSITY OF NORTH CAROLINA
AT
CHAPEL HILL

Richard N. Andrews
Chair of the Faculty

CB# 9170, 203 Carr Building
Chapel Hill, NC 27599-9170
(919) 962-1671; Fax: (919) 962-5479
e-mail: pete_andrews@unc.edu

January 5, 1998

Colleagues:

With this month's Faculty Council agenda, I am enclosing for discussion a brief monograph distributed not long ago by the retiring president of the University of Michigan, inviting that university's faculty to begin a conversation about the future directions of their university.

Michigan is one of the few public research universities with which Carolina is most frequently compared, and one of only two or three that is consistently ranked above us. Like us, it also aspires to be the leader and model for public higher education in the future. President Duderstadt argues that we are entering a new era of fundamental change in higher education, in which leading universities must purposefully adapt to meet the changing needs of our students and citizens. He offers a series of "possible futures" for consideration as possible examples of such adaptations: becoming more explicitly a cross-cutting "University College," an Electronic University, a Virtual University, a Lifetime University, a Divisionless University, a Creative University, and a World University.

It seems to me timely to ask the Faculty Council to consider whether we might benefit from initiating a similar faculty conversation at Carolina. In what respects do we most want Carolina to be the same, better, or simply different in 10 years? What "possible futures," Duderstadt's or others, should we explore for Carolina? And what steps should we take to initiate such a conversation, and who would be interested in participating? The results should provide foundations both for our own priorities as a faculty and for the upcoming development campaign, revision of the central campus plan, and other impending initiatives.

I invite your thoughts on this, both at our January meeting and by email if you wish.

Sincerely,

Richard N. Andrews

Attachment

Toward an Educational Transformation

The University of Michigan
Office of the President

Dear Colleagues and Friends:

In October, Anne and I announced that we would be stepping down from our leadership position with the University. We leave behind us an institution that is stronger, more vibrant, and more diverse than at almost any time in its history. Michigan is well placed to respond to the difficult challenges that will come in the next few years.

Yet a strong foundation is not enough. To respond to a changing society, our entire community must join together in a wide-ranging dialogue about the future of Michigan.

This monograph is another in a series meant to help begin such a conversation, a conversation that must continue beyond my tenure as president. This document does not prescribe solutions; instead, I have mapped out some of the terrain we will face as we grapple with the educational challenges of a rapidly changing world.

As I hope this document shows, one of the most fundamental characteristics of Michigan has been our ability to evolve while remaining true to our core values of learning, intellectual freedom, and social justice. Our challenge, as we stand at the edge of the twenty-first century, is to continue to find ways to adapt to the realities of tomorrow while retaining the educational spirit and commitment that has made us "The Leaders and Best."

Sincerely,

James J. Duderstadt
President

THE UNIVERSITY OF MICHIGAN: A LEADER IN EDUCATIONAL INNOVATION

[Professors should] create an atmosphere filled with inspirations to thought, research and culture. Young men . . . [will] resort to them to hear their lectures, to breathe their spirit, to copy their example, and to submit themselves to their guidance.

—Henry P. Tappan, President, [range]

In the latter half of the nineteenth century, the University of Michigan emerged as the premier model of public education in America. At our founding, in theory, Michigan seemed radically new: a university for the "common man" that would embrace the widest range of human knowledge. In practice, however, we operated much the same as other early colleges. It was the arrival of President Henry P. Tappan at a crucial historical moment who finally brought the revolutionary educational potential of Michigan to fruition.

The ways we teach today are so obvious and natural, it seems incredible that at one time the seminar, the teaching laboratory, and even the lecture were controversial innovations. Before the university, in America's early colleges students memorized or translated the central works of the distant past, learning ancient languages, rhetoric, and simple mathematics by rote. Professors emphasized accuracy not comprehension. Conservative and conformist, early colleges had little interest either in expanding knowledge or in inciting critical thinking. Lessons were infused with a deeply religious vision of the world and of the duties of citizenship. The colleges saw themselves as bulwarks against change, training the pastors and lawyers of the next generation.

But change arrived regardless, driven by the needs of a growing society. The burgeoning Industrial Revolution and the new upper and middle class it created challenged the dominance of the old "elite" families and the old notion of "culture." By the middle of the nineteenth century, the consensus around the "classical" approach to higher education had begun to fray. College enrollments remained flat as the population of the country soared, and the prestige of graduates declined. The new powers of empirical science, the draw of research, and the pressures on higher education to have, in Laurence Veysey's terms, "utility" in the larger society began to isolate those institutions which refused to change.

During Tappan's contentious administration, the University of Michigan was one of the first to respond. We created the first teaching laboratory for chemistry, and after he had left we held what some consider to be the first seminar in the United States. Unlike other institutions, Michigan integrated new science students into the broader humanistic curriculum, creating a hybrid that drew on the best of both a "liberal" and a "utilitarian" education. And years before Harvard embarked on this dangerous course, Tappan actually allowed upper division students to choose some of their own courses.

At the same time he created a new "University Course," far ahead of its time and the precursor of later graduate schools. In Tappan's vision, students and professors would be "pursuing the latest knowledge, rather than imbibing traditional learning; concentrating on a few chosen fields, rather than following a standard and rigid curriculum." Although Tappan was more interested in advanced general education than true research, and although his most ambitious plans never reached complete fruition, his ideas nonetheless laid the foundations for "graduate" schools at Michigan and around the country.

Throughout our early years, Michigan was the site of many other "firsts" in higher education. We championed public access, charging low or no fees to our students and became the first university to remain free of sectarian religious control for our entire history. As our first professors, Michigan hired, not classicists, but a zoologist and a geologist. And we were the first university in the west to pioneer professional education, establishing the Medical School in 1850, the Law School in 1859, and engineering courses in 1854.

While pedagogical change has been less dramatic in the years since Tappan's Presidency, there have still been opportunities for creativity, and Michigan has responded vigorously to these opportunities. There have been many examples of innovation across campus, including the Residential College, the Teach-Ins of the Vietnam and Gulf wars, and the community service courses offered through a number of different departments and offices, to name only a few. We have made great strides in providing training for our graduate teaching assistants, and our Center for Research on Learning and Teaching is one of the oldest and most extensive in the nation. After World War II, immense infusions of resources allowed University research efforts and graduate education to expand almost exponentially. And throughout our entire history, our classrooms have often been battlegrounds over what we will teach—from challenges to the "canon," to more recent confrontations over political correctness.

Thus, while we have held fast to our common values as an educational community, the one true constant at Michigan has been that of change. If we hope to remain relevant to our society and to our state, this tradition of adaptation and evolution must continue.

TOWARD NEW PARADIGMS

> *Students have trouble seeing how new courses connect to a very narrow track that seems to lead only to graduate school or medical school or law school. It's hard to tell students that the real world is not just literature or history—to be a citizen of the twenty-first century you are going to have to become more flexible.*
>
> *—George J. Sanchez, Associate Professor of American Culture and History, and Director of the Program in American Culture*

It is becoming increasingly clear that we are entering a new era of fundamental change in higher education. Driven, as in the nineteenth century, by unprecedented social and technological change, our society increasingly demands a new vision of education. While we celebrate our recent accomplishments, especially in undergraduate education, we know that we have only "scraped the surface" of the advances the twenty-first century will require. It is time we thought more seriously about cracking open our entire pedagogical paradigm. Happily, many projects across campus are beginning to do just that.

The University of Michigan is well positioned to become America's flagship public university, shaping the paradigm of the learning institution of the twenty-first century. Though we can never actually predict the future, we are not relieved of the responsibility of vision. Society is changing. We can either respond to these changes as active participants, constructing our own future, or we will find ourselves driven into the future by social forces beyond our control. We do not wish to find ourselves in the position of the obsolete "classical" college, but neither do we wish to simply change uncritically in response to an evolving world. Universities have always found themselves in this difficult position of both servant and independent critic of our society. As former President Harold T. Shapiro points out, "this is always a risky and uncertain project, which continues to require both a closeness and sensitivity to society's needs and beliefs and an ability not to be captivated by society's current assumptions, social values, and priorities."

Nearly two centuries ago, our nation began its shift from an agricultural to an industrial economy. From largely rural, we moved to an increasingly urban population. The needs of students and society shifted radically; and, as I noted above, the institutions that survived were the ones that responded to these new needs. In the post World War II era, higher education again faced a period of radical change as vast numbers of returning GIs filled our universities, and a college education became a common aspiration for all levels of our society. Today, we face a third era of change as we shift from a national to a global economic system and as the driving force of economic wealth increasingly becomes the production of knowledge itself instead of the production of things. The speed of change, for the first time, has become the defining theme of our age. At the same time, we have begun to awaken from an often cruel fantasy of homogeneity to face the real challenges that diversity in all its many facets brings to us. Over the past nearly two centuries, Michigan has remained vibrant and relevant to our state and our society only by adapting and changing radically.

What follows are some "possible futures," educational visions of the University of Michigan beyond the year 2000. They suggest the extraordinary transformations that universities must undergo in the years ahead. While Michigan is unlikely to assume the form of any of these models alone, there is wide agreement that they represent paths that we must explore in our effort to remain "The Leaders and Best."

BUILDING A BROAD BASE: THE UNIVERSITY COLLEGE

A technical education—whether in law, medicine, or business—has to do with "earning a living." A liberal education gives meaning to life. It makes living a worthwhile thing to do."

—Harold T. Shapiro, President, 1980

Undergraduates have to be involved in the fights we are having. They need to see that "thought" is never completely formed; it is happening all the time. Large research universities can enact these debates most engagingly.

—Robert R. Weisbuch, Professor of English and Interim Dean of the Horace H. Rackham School of Graduate Studies

Universities have always been good at teaching students the facts and methods of specific fields like biology, history, or psychology. We have been much less successful, however, at helping students decide who to "be" or how to make effective and ethical choices in a complex world. In an environment where specific details become quickly obsolete, however, our students increasingly need a facility for inquiry and an ability to adapt and respond to new situations. Instead of quickly channeling young students into very narrow disciplinary tracks, I am increasingly convinced that we should think of at least the first two years of an undergraduate degree as an opportunity to try on *different lives* as they explore the richness of our diverse cultural and academic heritage.

We have already come a great distance in improving our commitment to undergraduates. Five years ago the Planning Committee on the Undergraduate Experience presented the University with a painful report, noting that Michigan's "eminence in scholarship [was] not at present equalled by its eminence in undergraduate education." But the response to the Committee's critique, led by LS&A's Dean, Edie Goldenberg, has been a credit to the commitment and strength of our community. We have encouraged innovative efforts and strategic actions across the entire campus. Today, our most novice students have the opportunity to choose from 170 to 180 first-year seminars taught by experts in their fields. Today, over 800 first- and second-year students have the opportunity to participate in actual research projects with university faculty through the Undergraduate Research Opportunity Program. We have completely re-structured, to national acclaim, a number of our large introductory science and mathematics classes. In an effort to improve student participation and commitment we have developed an extensive leadership

development program. We have extended our already considerable commitment to provide community service opportunities. And we have begun a major effort to align student experience in the residence halls more closely to the vibrant academic and extracurricular activity of the entire University.

Yet while our current efforts represent critical first steps, we must plan much more comprehensively. Many across campus have taken part in the development of something we might call the "University College," drawing on the lessons we have learned through our current Undergraduate Initiative projects. As a focal point for a new academic community, the University College would expose our students to the excitement of great minds, build a supportive and dynamic learning environment, draw on the vast intellectual resources of the University, and provide facilities and resources for creative and collaborative efforts. Preferably housed in a single multi-purpose building, the College would immerse undergraduates in the diversity, complexity, and pluralism of people and ideas that can only be found in the intellectual milieu of the modern research university.

For its foundation, the University College would draw upon the broadly liberal spirit of the humanities, giving students a chance to explore the worldviews of scientists, philosophers, engineers, and others. When they leave us, our students will need not only technical knowledge, but deep connections to our increasingly complex and diverse cultural memory. They will need to make difficult decisions in the midst of terrible uncertainty, decisions that will collectively affect our entire society. We cannot show them what to decide, but we *can* teach them how others have struggled with dilemmas throughout our history, in the many different cultures that make up our society. This demands a truly critical examination of our traditions and institutions and the arrangements that often unequally distribute power and resources. We must prepare our students to be citizens, helping them achieve the capacity to make moral and political choices that are deeply conscious of the fundamental connectedness of things and people.

As learning becomes an increasingly lifetime responsibility, the residential component of an undergraduate degree will become even more crucial. The communities students build while they are here, the decisions they make, their activities outside of class—all build a foundation for future inquiry. As a part of our effort to enhance our educational relationship with our alumni, it will become even more important that we develop a strong intellectual bond in

the short time they live with us on campus. The University College would emphasize this sense of a learning community, bringing professors and students into close proximity, perhaps in a single multi-purpose building, blurring the boundaries between classroom academics, extracurricular activities, and social life. The University College would also emphasize a broad range of service activities, making the needs of our community an integral part of this rich intellectual environment.

This College would not be a new academic unit, rather it would be what we are calling a "New University" within the larger campus—fostering institutional innovation. The College would not have an extensive faculty of its own, but would encourage interdisciplinary work by attracting scholars from a wide diversity of disciplines. It would draw from our entire campus. To succeed, every unit of our campus, from areas already deeply involved in undergraduate education to professional schools like the Medical School must begin to take responsibility for our most novice students.

THE NEW STUDENT: THE UNI-DIVERSITY

We don't understand them anymore.
—Anonymous Faculty Member

The University must create an environment where students can affirm and celebrate their individual and cultural identities, while also recognizing the many ideas and values shared by all human communities.
—Lester P. Monts, Vice Provost for Academic and Multicultural Affairs

Much of the coming paradigm shift may be forced upon our University by the changing nature of students themselves. In my many meetings with professors across campus, one of their most common themes has been their sense of increasing distance from their students. Some of this separation may arise from the usual generational "jitters." We also see evidence of real change.

Many of today's students are members of the "electronic" generation. They often have much different expectations and learning styles than their instructors. At the same time, our students increasingly come from a wide range of experiences and cultures as Michigan reaches out to fulfill its egalitarian mission.

Our "media" generation students tend to approach learning as a "plug-and-play" experience—instead of reading the manual, they often plunge in and learn through participation and experimentation. Having spent their early lives surrounded by robust, visual, electronic media—Sesame Street, MTV, home computers, video games—they don't know as much about taking notes, and they don't focus in the same ways as previous generation of students. For many, there is little distinction between work, play, and learning. While this type of learning is far different from the sequential, pyramid approach of the traditional university curriculum (and alarming to some of their more traditional instructors), it may be far more effective for them.

At the same time, our classrooms increasingly contain students from many different backgrounds—cultural, economic and geographical—and this new reality will only intensify in the future. Women, people of color, and immigrants now account for 90 percent of the growth in the labor force, and in the twenty-first century, the majority of young people born in the United States will not be of European descent. The University has made a major commitment, through the Michigan Mandate and the recent Women's Agenda, to ensure that this diversity is reflected on our campus as we work towards a truly egalitarian community. "One-size-fits-all" approaches cannot hope to serve everyone effectively anymore (if they ever did), and we can no longer afford to ignore the individual and structural challenges that come along with the rich potential represented by our increasingly diverse community.

Our efforts to respond both to the challenges of the "media generation" and to our increasing diversity in the classroom have led us to surprisingly similar answers. More flexible and interactive modes of learning are helping to open many rewarding fields to a much broader range of students. Over time, we have been forced to acknowledge that there has always been more diversity on campus than we ever realized. Instead of telling students how to accomplish their work, we are learning to help them figure out approaches for themselves, at their own speed. At the same time, as noted above, our classes are increasingly shifting from isolated to collaborative learning, helping students work together, capitalizing on different ways of seeing and approaches to material, and helping students learn to communicate across difference. *[See the Monograph "Diversity," "Moving Forward: The Michigan Mandate, a Five Year Report," and "The Women's Agenda" for more extensive discussions of this issue.]*

THE ELECTRONIC UNIVERSITY

I don't think the classroom will ever go away. But technology is bringing an enormous shift in the way we will interact there. The fact is, not everyone is a master lecturer. Having a variety of options will make a big difference to many of us. We can fill the fifty minute class period with a more effective and lively mix of media presentations, lecture bits, and discussion that helps students make the material their own.

—Diane M. Kirkpatrick, Professor of History of Art

In a study of 143 Michigan engineering sophomores, we found that:
- 67 percent learn actively, yet lectures are typically passive;
- 57 percent are sensors, yet we teach them intuitively;
- 69 percent are visual, yet lectures are primarily verbal;
- 28 percent are global, yet we seldom focus on the "big picture."

—Susan M. Montgomery, Assistant Professor of Chemical Engineering

The reality of our new students, diverse and often technically savvy, requires new educational approaches. Encouragingly, our growing base of technology has begun to create the possibility for new, more flexible roles for both students and faculty, within and beyond the classroom. Richard Lanham calls the social, technological, and theoretical challenges that these changes create an "extraordinary convergence," catalyzing fundamental shifts in higher education, allowing more interactive learning, and giving students the ability to interrogate or even create knowledge instead of simply absorbing it.

We learned long ago, however, that technology alone is no educational panacea. I remember hearing of the "learning machines" touted at the end of World War II, which never lived up to their promise. However, with thoughtful planning and support, even very basic advances can have a profound impact on learning. Professor Morton Brown, for example, has revolutionized the way we teach beginning calculus, using the relatively simple "graphing calculator." He explains that "in science you usually have the graph first, and then you have to figure out what it means." Using the calculators allows students to do just this—see the graph first—shifting classwork from mere calculation to actual analysis. Students can begin to act more like real mathematicians, opening up a universe of possibilities we have just begun to explore.

Without new ways of envisioning education, even the most expensive pieces of equipment can be more distracting than helpful. The graphing calculator did not, in itself, create a new curriculum—it simply made the new curriculum possible. Many other areas of the campus have begun to explore how our new abilities can change our visions of classrooms. How, for example, does one make large entry-level engineering classes more productive, personal, and engaging?

Part of the answer is to make the class more interactive. Professors Susan M. Montgomery has developed new learning modules that allow groups of students to explore open-ended problems. For example, they have created an interactive multi-media tour of a phosphate coating system in an auto plant, challenging students to design a more efficient system. Montgomery takes time to build a foundation for teamwork in the class, testing for each student's learning style and helping them appreciate the different approaches of others. In class, students often work in small groups on problems. Out of class, students work together on the modules at their own speed. The module promote collaboration and allow flexibility; the media capabilities allow students to view actual working equipment instead of simply learning theory from textbooks. The technology does not replace the classroom, rather it augments it, making the time spent in class more productive.

The humanities have as much or more to gain from new technology as the sciences. Over 75 percent of Michigan's English Composition Board (ECB) classes, for example, now take place in an interactive computer classroom. In class, students write to each other in a "virtual" text discussion over a local area network. Fact to face interaction is supplemented with text-based computer-mediated communication, making the experience more like a lab or a workshop. Wayne M. Butler, ECB associate director, notes that "we don't just teach the academic literacy of the past, we're all involved in creating a new literacy for the twenty-first century." The technology also improves participation to near 100 percent, reducing issues of race and gender, and changing the rules of discussion in positive ways. In the normal classroom, interaction is impeded by the turn-taking rules of oral discussion. Women and minorities, especially, are often unable to participate equally in the conversation. In real-time electronic conferencing, everyone can participate simultaneously in a number of concurrent conferences, so everyone has a better opportunity to be heard.

Michigan has begun to provide a broad spectrum of resources to help integrate new technology into the classroom. Our Office of Instructional Technology helps faculty apply technology to their classes and has begun to develop a wide range of software resources, from "framework" programs that can be used for many different purposes, to applications geared to very specific goals. Their programs are already in use in many courses across campus, from "the Beat Generation" to foreign language workshops.

These advances may fundamentally change what it means to be a professor and a student at Michigan. Faculty may soon become more like coaches or consultants than didactic teachers, designing learning experiences and providing skills instead of imparting specific content. Even our introductory courses may take on a form now reserved for only the most advanced seminar classes. Many hope that these new possibilities will free up time for more personal interaction. Not only do these new technologies create educational opportunities, they also, as Doctor Butler notes, represent the "literacy" of our future. The "stuff" of intellectual communication is in the process of evolving from the "journal article" to more comprehensive multi-media and even interactive documents. These shifts portend vast changes in the ways information is manipulated and interaction is structured in our society. Universities cannot call themselves successful unless they provide students with the central competencies they will require as they enter the world of the twenty-first century.

THE VIRTUAL UNIVERSITY

> *There is an immense empowering potential in the new communication technologies. Students will be able to do more and experience more, with access to a much greater span of resources.*
>
> *—Daniel E. Atkins III, Dean of the School of Information and Library Studies*

Many people can't simply put their lives on "pause," moving perhaps hundreds of miles from home to attend a degree program at Michigan. They have families, jobs, and other commitments—barriers that prevent many qualified students, often women and people from low-income areas, from pursuing their dreams. At the same time, as Dean Daniel E. Atkins notes, "The central talent of the university is facilitating new communities." Success in the future will require even more agility in forming and dissolving new communities in response to unexpected opportunities. New "virtual" technology may provide a

partial answer to both of these problems, reducing the traditional constraints of time and distance, enhancing collaboration over thousands of miles and across disciplinary lines, and enabling new and different kinds of communities.

Some fear, however, that the move toward a "virtual" collaborative University of Michigan will lead to a decline in quality and personal connection. They envision, perhaps, lectures on videotape as a simple, often exploitative way to generate more income. While for its time, "professor in a box" video education was a great advance, the reality of multi-media, interactive learning today is vastly different. Michigan cannot afford to lower its standards as we reach beyond the campus. Our pilot projects in distance learning have taught us some basic lessons: successful efforts are *more expensive* than face-to-face instruction, take professors *more time* to prepare for each class, and, surprisingly, these classes often promote *more personal interaction* than more familiar lecture-intensive in-person approaches. Any increased cost, however, is usually more than offset by the gains for the student by allowing them to continue their employment and eliminating the need to move themselves and often their families to Michigan.

Truly effective "virtual" learning makes use of a number of different approaches. The business school's global MBA program, for example, uses video classrooms where the professor can interact directly with students in Hong Kong and Korea. These are much like normal classes, though the limitations of the video format require more preparation and different techniques to promote discussion. Students in this program also come to Ann Arbor for a short time, taking elective courses and interacting with students in the regular MBA program, and professors visit their home countries to facilitate brief, intensive workshops. This is augmented by other "asynchronous" resources like computer conferencing, where students can ask professors questions and continue discussions among themselves whenever it is convenient for them outside of class. Usually current employees of sponsoring companies, students work on company projects as they refine their skills. Beyond the MBA, more technical, engineering-intensive degrees on the horizon for the College of Engineering, for example, will include interactive and collaborative multi-media learning modules as a part of their distance education package, allowing students to work on open-ended projects out of class.

Students who participate in effective outreach education, then, find themselves connected with their professor and with each other by a robust interactive environment. Maurita Holland, lecturer in the School of Information and Library Sciences, envisions a future where it may be possible to "join" a class by visiting an interactive site at a local library, or even through increasingly inexpensive equipment installed at home.

Not only does the concept of a "virtual" University give students from around the world potential access to the riches of Michigan, it provides incalculable resources for students still on campus. We can offer courses that would be impossible otherwise, like a recent class on the United States government taught jointly by Michigan and George Washington University, which allowed us to bring public figures, with little time to travel, in from Washington, D.C., to talk with the class. Professors from other campuses who are experts in relatively rarefied fields, may soon find an audience, perhaps teaching on multiple campuses, giving Michigan students access to expertise they simply could not have found otherwise. In our increasingly international world, this new interactive technology will give our students still in residence direct contact with other students from around the world, allowing them to work with multi-disciplinary teams on truly cross-national projects.

Even within the geographical limits of our campus, a closely linked community of scholars and students will provide exciting possibilities. Lynn Conway, professor of electrical engineering and computer science, has been a driving force for this more local change at Michigan, creating and directing the UMTV project, which has enhanced the multi-media capacity of many classrooms across campus, and begun to link them into the campus cable system in the residence halls and elsewhere. Joined with our long-standing commitment to electronic mail and other forms of interactive communication, these advances are slowly shifting the Michigan community from a hierarchical, static organization to more dynamic and egalitarian interconnections.

The idea of a "virtual" University is not the answer to all of our problems. For many purposes a strong residential component is critical, especially, as I have already noted, for our undergraduates. Yet the new possibilities opened up by distance-learning and distance-collaboration promise to enhance the intellectual environment of all, while opening our community up to the vast potential of a world-spanning dialogue.

Perhaps most importantly, these new interactive resources represent the wave of the future for our society. As our knowledge base expands, isolated

individuals will increasingly lose their ability to "know" everything they need to grapple with complex challenges. We must equip our faculty and students with the ability to exploit these new technologies in the service of what Michael Schrage calls "collaborative communities." We must learn the difficult art of communicating across disciplinary and cultural differences in the pursuit of common goals, discovering which collaborative tools serve us best for our different purposes.

THE LIFETIME UNIVERSITY

> *The notion that you are done with your education when you complete whatever degrees you get in your twenties is outdated . . . Many people, especially women and people of color, need new routes to education, allowing them to advance in their careers throughout their lives.*
>
> *—Carol S. Hollenshead, Director of the Center for the Education of Women*

The concept of a virtual university may also allow us to develop a different vision of what kinds of education we provide. In fact, many feel that traditional self-contained, time-delimited "degree" programs may have increasingly limited use in a world where information and skills become quickly obsolete. Education has already become a lifetime process, and with the advent of a "virtual" University comes the possibility of providing the learning people need, when they need it, wherever they happen to be.

A top executive may need to learn about corporate strategy in order to advance in her career. A structural engineer may need to learn the properties of a new construction material to branch out into a wider range of projects. A single mother with two children may need to learn accounting so that she can qualify for a pay increase. None of these people can afford to quit their jobs in order to enhance their knowledge, and none of them need a broad-based general degree. Instead, they need access to specific skills and information. A focus on lifetime education, a reconceptualization of the University as a knowledge-server in a general sense for the wider society, would allow us to serve all of these people.

With this new vision of ourselves and our mission, "alumni" will soon cease to refer to those who have graduated and moved on. Instead, joining the University of Michigan as an undergraduate may begin a potentially life-long *educational* relationship. Ultimately, this will be very empowering, freeing people to follow the unique life-paths that make the most sense for them, unrestricted by limitations in knowledge or skills.

Ironically, though Michigan was a leader in continuing education for much of our early history, we cannot claim today to be deeply involved in lifetime education; and we have a long way to go in providing support to non-traditional students. We have retained some jewels of continuing education, however, platforms on which to build, including the engineering summer school, our general summer school, Inter-university Consortium for Political and Social Research, and our top-rated Executive Education program through the School of Business Administration. The Center for the Education of Women has worked for decades to enhance the educational opportunities, especially for non-traditional women. Our newly created position of Dean of Academic Outreach was created expressly to strengthen our resources in this area.

To truly respond to the needs of these different populations, we will need to re-think the way we are organized as an institution, working to eliminate institutional barriers that prevent people from continuing their education. There are many possible options; to succeed we must move beyond the idea that any particular model of education is sacrosanct and concentrate on the content and results of that education. Success as a "lifetime" university will mean the creation of a much more flexible and adaptive educational organization. "Just-in-time" courses will need to respond to the diverse and shifting needs of emerging careers, developing social problems, and opening areas of knowledge. Some classes may need to be available in modules, so that students can choose the parts they need to know. Because the job of a university is to lead and not follow, Michigan will need to stay one step into the future, teaching the skills and anticipating the issues of tomorrow, not simply respond to the needs of today.

Michigan must choose carefully, concentrating on the fields we can serve most effectively. We cannot be all things to all people, and there are other institutions that can provide training in some areas more effectively. As always, as we look to the future, we must keep a close eye on our mission and on our broader goals. We must select activities and areas that have the potential to enhance the entire university: our research and the experience of our undergraduates and graduate students, as well as the options available to our "lifetime" students.

THE DIVISIONLESS UNIVERSITY

> *[The danger of excessive departmentalization is that] students have imagined that the universe, in some mysterious way, is actually departmentalized.*
>
> *—Marion LeRoy Burton, President, 1921*

> *At the end of the day, I am paid by my department, assigned to committees by my department, do my undergraduate teaching in my department, and fund my graduate students through my department. Those of us involved in interdisciplinary work face frequent frustration and heavy overloads of work. It would be much simpler to stay in our departments. But we are truly interested in breaking down the traditional constraints that bind us.*
>
> *—Nicholas B. Dirks, Professor of Anthropology and of History and Director of the Center for South and Southeast Asian Studies*

Academic disciplines dominate the modern university, developing curriculum, marshaling resources, administering programs, and doling out rewards. Faculty increasingly focus their loyalty on their disciplines instead of their home institutions. As a result, I fear, we are losing the cohesiveness of a broad community of scholars. As we have built stronger and stronger disciplinary programs, we have also created powerful centrifugal forces that threaten to tear our community apart.

Yet, in the outside world, disciplinary configurations are changing so rapidly that departments have difficulty coping with new ways of seeing. Never before has the speed of change itself become a central issue of intellectual life. Today, those who are at the cutting edge of their fields are often those who travel across them. New ideas are often birthed in the collision between disciplines. Responding to these fundamental changes in the nature of knowledge is critical to the continued relevance of institutions like research universities.

Former President Shapiro argues that our disciplinary narrowness is one of the reasons for the perceived deterioration of undergraduate education. He feels we have failed "to distinguish between the transmission of [specialized] knowledge and the development of a [general] capacity for inquiry [in undergraduates]. Our predicament is that the faculty are transmitting what they know—and love—with little awareness of what the student needs to learn."

At a recent conference on undergraduate education, attendees agreed that much of our curriculum is not only disconnected from contemporary reality, but so fragmented that little useful understanding is possible. The conference concluded that "the rigid institutionalization of the disciplines is a barrier to both creative thinking and curricular change. The disciplines need to be integrated, and in some cases, seriously reformed. This will require considerable restructuring of our educational institutions."

Disciplinary rigidity is also reducing the effectiveness of our Ph.D. programs, which have traditionally seen their role as training the next generation of academicians—in other words, self-replication. The current system produces scholars who are trained for increasingly narrow—and increasingly limited—research and development positions, largely ignoring the broader interests of our best students, their increasing diversity, and the complex and rapidly widening societal role played by those with such advanced training. Ultimately, this narrow definition of the Ph.D. does not serve either the nation or the student well. In the future, a large proportion of Ph.D.s will work outside the academy, and our training needs to reflect these broader roles in industry, business, and education. Universities have barely begun the difficult work involved in re-designing the Ph.D. degree so that it prepares students for a more diverse future. Clearly, our goal is not to force scholars to conform to the new "mantra" of interdisciplinarity. Not all interdisciplinary endeavors are good; neither are all disciplinary efforts bad. High-quality interdisciplinary work will look different in different disciplines, and even for different individuals in the same discipline. There should be places for eclecticism, places for extremely specialized research, and places for colleagues to learn from each other. We will need to learn to work both in isolation and in communities.

[See the Monograph "Intellectual Transformation" for a more extensive discussion of this issue.]

THE CREATIVE UNIVERSITY

> *We are creating an environment where students and faculty can dream and then act on their dreams.*
> *—Paul Boylan of the Dean, School of Music*

While the "analytic" professions such as law and business dominated the twentieth century, there is a great deal of evidence that the "creative" professions, such as art, architecture, music, literature, and engineering will dominate the twenty-first. Instead of simply manipulating and rearranging knowledge, it is becoming increasingly clear that the driving intellectual activity of the future will be the act of creation itself.

The University of Michigan is well poised to take advantage of this intellectual shift, with several schools that focus on the art of creation. And our tools grow more powerful every day. Today we have the ability to literally create objects atom-by-atom. We are developing the capacity to create new life-forms through molecular biology and genetic engineering. And we are now creating new artistic and musical experiences using artificial intelligence and virtual reality.

Even libraries will increasingly become places where the difference between "researching" and "doing" blurs. As Dean Atkins points out, the new information technology not only supports information retrieval, but also helps scholars actually manipulate that information. He notes that "a student could not only read about architecture, but use a computer tool at the same time to try out a design."

Our new "Media Union" on North Campus is the centerpiece of our efforts to respond to this new creative environment—drawing together aspects of the "virtual" and the "electronic" University. Perhaps the best way to envision the Union is as a tremendous interactive playground for imaginative scholars and students, a place for *creativity*—using knowledge to serve our society. The tools in the Media Union should be so easy to use that they become natural extensions to everyday activity. For example, an artist and an engineer should be able to think up a new sculpture together, sketch it out in three dimensions on a computer, then show it off and discuss it in real time with colleagues both here and across the world, all without noticing the complex technology that allows them to collaborate.

Like the "University College," the Media Union is intended as a component of our "New University" concept, an effort to provide spaces for innovation and creativity, the results of which can then be propagated, helping to revitalize the rest of the institution. *[See the Monograph "The Media Union" for a more extensive discussion]*

THE WORLD UNIVERSITY

> *Americans often lack the sense that people in other countries have different ways of seeing their lives. If we want to actually be effective in a foreign environment, we need to understand these differences. We will lose in the international arena unless we develop an educated cadre of experts.*
> *—Jane R. Burbank, Director of the Center for Russian and East European Studies and Associate Professor of History*

From our earliest beginnings, Michigan has reached out beyond our national borders. By 1860, the Regents already referred "with partiality," to our "list of foreign students." Today, more than a hundred nations are represented at Michigan. As connections between nations increase, "a new world culture will be formed" predicts English Professor Ralph Williams. Professor Williams and others believe strongly that " a basic step in forwarding whatever we mean by [world culture] will be the establishment of three or four world universities . . . to be the focal point for certain sorts of study of the international order: political, cultural, technological, etc." Clearly, as one of the premier educational institutions in America, with perhaps the greatest breadth of international expertise, Michigan is well positioned to take up this role. And the importance of international trade to the entire State of Michigan makes advancement in this area of special importance.

Professor Burbank cautions, however, that the idea of "globalism" and increased connections between cultures and nations does not mean that we will necessarily understand each other. Each of us communicates from our own

complex and often contentious context. And, making the idea of global research and dialogue even more challenging, the very idea of static "cultures" or "others" that exist *out there* as objects to be studied has come under increasing attack. Educating our students to grapple with these complexities will not be easy.

In response to the need for a renewed emphasis on world issues, we have brought all of our different area studies centers and a number of our interdisciplinary projects under the umbrella of the International Institute. LS&A Dean Edie N. Goldenberg feels that the new Institute has enabled "LS&A and the University to respond more quickly to new opportunities in the international area." The Institute's director, Anthropology and History Professor William David Cohen, notes that "at Michigan we recognize that the world and local areas are changing dramatically. Institutions in the United States and elsewhere cannot corner the market on expertise. We are here, in part, to develop better access to knowledge across the world." In addition to its coordination role, the Institute brings many international scholars to Michigan, funds conferences, and dispenses funds for student and faculty travel and collaboration.

Yet much remains to be done. While many of our graduate students come from distant nations, this is much less true of our undergraduates. We send many students abroad on different programs, but this is an effort that we must work diligently to strengthen, giving as many students as possible the opportunity to experience the insights that come from seeing the world through different eyes. In addition, we are working to strengthen our language programs, especially in the early years.

TRANSFORMING OURSELVES AND OUR SOCIETY

> *The farther we get from the teaching mission of the University, the less true we are to our purposes. If we don't have the anchor [of teaching], the balloon will float away .... American rail companies went down the drain in the 1950s because they forgot their job was to run railroads.*
>
> —*Don Cameron, Professor of Greek and Latin*

Who will our students be in the future? Who will teach them and how? As areas to explore, these possible futures are exciting. As questions to be answered they are daunting. We will never arrive at a final answer—the world is always changing faster than our efforts to respond to it.

To succeed, we must develop a more flexible culture, one more accepting of occasional failure as the unavoidable corollary to any ambitious effort. We must learn to adapt quickly while retaining the values and goals that give us a sense of mission and community. Many view the current rigid and hierarchical structure of the university as obsolete. To advance, we must discover ways to draw upon the unique and vibrant creativity of every member of our community.

As financial resources become increasingly constrained, and as competition for students globally increases, especially with the advent of "virtual" technology, we cannot afford to hide our heads in the sand. Increasingly, many fear an age of attrition in higher education similar to that of the post-Civil War period, when those institutions that cannot reestablish their sense of purpose for a new society will begin to disappear. As we ask our students to critique the received authority of their society, to examine and decide rather than accept the status quo, so must we also re-open debates about the structure and goals of our common institution.

Many in the University have not yet accepted the challenges of our new era. This is especially true for our faculty. As Richard Lanham has pointed out, "The structure of the university ... insulates the university from the competition building up around it.... There is no mechanism to introduce the faculty to the future because the whole system is designed to [prevent this]." This is a tremendous problem, because if we are to respond successfully, we must respond together, as a community.

We must ask ourselves: what will our *students* need in the twenty-first century? What will *citizens* of our new world require? How can we forge a new *mission* for a changing society as we hold firmly to the deep and common values that have guided us over two centuries of evolution?

I am confident that Michigan is up to the challenge. It is often scary and difficult to let go of old and comfortable roles, to open ourselves to new possibilities and ways of being. Yet change brings with it the possibility of deeper connections to our students and the potential for serving a much broader range of our society. Growth, both for an institution and for the individuals that comprise it, can come only with a step into the unknown. We move forward together, not recklessly, but thoughtfully—with care and a deep sense of commitment to the lives and dreams of our students.

> *It is of vital consequence that this University, or any one which deserves the public favor, should be constantly improving in some respect. If it is resting on its laurels, if it is sitting down satisfied with its past achievements, if it is not incessantly asking "how can I do more or better work," it does not deserve to be favored or helped. It is in danger of dying of dry-rot.*
>
> —James Burris Angell, President, 1871

The University of North Carolina at Chapel Hill

1998 Opportunities for Service in Faculty Governance

Elected Committees, Faculty Council, and Executive Committee of the Faculty Council

The following positions in faculty governance will be filled by election in 1998. Terms are for three years unless otherwise indicated. Faculty Council divisions not listed have no vacancies this year. Incumbents on elective committees are not eligible for re-election. Faculty Council and ECFC incumbents who are serving a second consecutive term are not eligible for re-election. Individuals may hold more than one elective position.

[Chancellor's] Advisory Committee: 3 seats open. No constituency or rank qualifications.

Athletics Committee: 2 seats open. No constituency or rank qualifications. 5-year term.

Educational Policy Committee: 3 seats; 1 from Health Affairs, 1 from Basic & Applied Natural Sciences; 1 from Social Sciences. All ranks eligible.

Faculty Grievance Committee. 3 seats open. 1 assistant professor, 1 associate professor, 1 professor.

Faculty Hearings Committee. 2 seats open. Must have permanent tenure. 5-year term.

Financial Exigency & Program Change. 3 seats open. 1 from Health Affairs; 2 from Academic Affairs. Must have tenure-track appointment. 5-year term.

Honorary Degrees & Special Awards. 2 seats open. No constituency or rank requirements.

Administrative Board of the Library. 1 librarian, 1 from Fine Arts, 1 from Humanities or Journalism, 1 from Basic & Applied Natural Sciences, 1 from Social Sciences or a professional school in Academic Affairs.

Faculty Council, Humanities Division. 1 professor.

Faculty Council, Natural Sciences Division. 4 professors, 1 associate professor.

Faculty Council, Social Sciences Division. 1 professor, 1 associate professor, 1 assistant professor or lecturer.

Faculty Council, Libraries & Library Science. 1 associate or assistant professor/librarian.

Faculty Council, Kenan-Flagler Business School. 1 professor.

Faculty Council, Journalism & Mass Communication. 1 of any rank.

Faculty Council, School of Medicine. 5 professors, 1 associate professor.

Faculty Council, School of Dentistry. 1 professor, 1 associate professor, 1 assistant professor or fixed-term.

Faculty Council, School of Nursing. 1 professor or associate professor, 1 assistant professor or fixed-term.

College of Arts and Sciences, chair and vice-chair Division of the Basic & Applied Natural Sciences and the Division of the Humanities.

Executive Committee of the Faculty Council. 4 seats open. No rank or constituency requirements.

APPOINTIVE COMMITTEES

Incumbents may be (and often are) reappointed.. Except as indicated, there are no rank or constituency qualifications for any of these committees, and there is no limit on the number of appointments that may be held by any one individual.

This list includes only committees that are established in the *Faculty Code of University Government*. There are numerous other University committees to which members of the faculty are appointed.

Administrative Board of the Library. 1 seat; must be from Health Affairs.

Black Faculty and Students: 3 seats.

Buildings and Grounds. 3 seats.

Community & Diversity. 5 seats.

Established Lectures. 2 seats.

Faculty Welfare. 3 seats.

Research. 3 seats.

Scholarships, Awards, and Student Aid. 5 seats.

Status of Women: 3 seats.

University Government. 1 seat.

Career and Promotion of Faculty Appointed in the Division of Health Affairs 1980-1986

Prepared by:
The Office of the Provost
The University of North Carolina at Chapel Hill
September 8, 1997

Laurie L. Mesibov
Assistant Provost

Ned Brooks
Associate Provost

Career and Promotion of Faculty Appointed in the Division of Health Affairs 1980-1986

Background

In 1995 Chancellor Hooker directed then-Interim Provost and Vice Chancellor Richard J. Richardson to examine promotion patterns from associate professor to full professor in the Division of Academic Affairs. The Office of the Provost responded to that directive with a report to the Chancellor on October 21, 1996.

That report included data about promotion patterns of faculty appointed between July 1, 1980 and June 30, 1986, and summarized the results of individual interviews with faculty in that group. Professor of Law Marilyn Yarbrough, then Associate Provost, conducted the interviews. The report also included recommendations designed to lessen the chance that gender bias would be a factor in promotion and tenure decisions on this campus.

Shortly after that report was completed, Provost Richardson, in consultation with the Committee on the Status of Women, decided to conduct a similar study in the Division of Health Affairs. Annette Crabtree, EPA Personnel Coordinator in the Division of Health Affairs, and Ned Brooks collected and analyzed the data. Laurie Mesibov interviewed faculty members, gathered information from former UNC-CH faculty, and wrote this report.

Promotion Rates

The information reported here is accurate as of January 3, 1997. Crabtree and Brooks looked at the current rank of the 278 faculty appointed as tenure-track assistant professors between 1980 and 1986 in the schools of Nursing, Medicine, Dentistry, Pharmacy, and Public Health. Of the ninety-five women faculty appointed as assistant professors, forty-five (47%) were promoted to associate professor and fifteen (16%) to full professor. (This includes a woman recommended for promotion to professor, whose promotion was not yet effective on January 3.) Of the 183 men appointed as assistant professors during the same period, ninety-three (51%) were promoted to associate professor and thirty-one (17%) to full professor.

The study reviewed promotions in the School of Nursing separately because almost all the faculty are women. During the 1980-86 period, twenty assistant professors were appointed—all of them women. Of these twenty, four became associate professors (20%) and one was promoted to full professor (5%). The promotion rate in the School of Nursing was lower than that in the Division of Health Affairs as a whole. An explanation of the lower rate is beyond the scope of this report.

Promotion rates were similar for men and women in the other four schools. Out of seventy-five remaining women, forty-one (55%) were promoted to associate professor and fourteen (19%) to full professor. Of the 183 men, ninety-three (51%) were promoted to associate professor and thirty-one (17%) to full professor.

Although the difference between men and women in the number of initial appointments in these schools is striking, promotion rates for men and women on the faculty are almost the same. Indeed, women have been promoted at a slightly higher rate than men.

Faculty Interviews

Letters were sent to the 109 faculty members in Health Affairs who were appointed on the tenure track between July 1, 1980 and June 30, 1986, and who remained tenure-track faculty at the University in early 1997. The letters explained the purpose of the study and asked those willing to be interviewed to contact the Provost's Office (Attachment A). Faculty members who scheduled an interview received a set of questions (Attachment B). These questions, with only minor modifications made after consultation with Professor Abigail Panter, Chair of the Committee on the Status of Women, were the same as those sent to faculty members in the Division of Academic Affairs study in 1996. The questions were sent as prompts for faculty members to begin thinking about issues we would discuss. The questions were not intended to be a rigid script for the conversations and were not used in that way.

In spring 1997, Mesibov conducted forty interviews, nineteen with men and twenty-one with women. Interviews ranged from twenty to forty-five minutes. Although each interview provided relevant information, the total number of faculty interviewed was small, and readers of this report should keep that in mind.

Every interview had the same general structure. The interviewer made preliminary comments relating to the purpose of the study and promised that no personally identifiable information would be reported without the consent of the faculty member. Faculty were invited to raise relevant issues on their own. Mesibov noted that they would be discussing issues of perception, not fact, and that everyone connected with the study understood that. She asked each person to briefly describe his or her work.

Mesibov then asked for a definition of "glass ceiling." After discussion, each faculty member agreed that for purposes of this conversation, "glass ceiling" would be defined as a real barrier to women's advancement in an organization, a barrier that exists only for women, and a barrier that is unrelated to the ability to do a job. Mesibov asked whether a glass ceiling currently exists in the faculty member's department or school.

Discussions ranged over a variety of topics, with an emphasis on the process and standards for promotion, mentoring, and the impact of family needs on the individual and on colleagues. Many participants were asked what improvements they could suggest in those areas and what actions the University could take to become a more family-friendly place, assuming this is a desirable goal.

Interview Results

The data show that gender is not a significant factor in whether a faculty member is promoted from associate to full professor. The interviews show that gender is not perceived as a significant factor by faculty.

There was consensus among faculty interviewed that the Division of Health Affairs is in a time of transition with regard to women faculty. In the past women often were simply excluded from faculty positions. That impenetrable stone wall is now gone. To the question of whether a glass ceiling exists in the department, the most common response was, "I don't think so." Several said that although gender discrimination does not occur in their department, they believe it may exist in other departments and does exist in their profession and in society as a whole.

Although the glass ceiling as an absolute barrier seems to be gone, several people, mostly women, said they still observe or experience lingering, subtle impediments to women's full participation in academic life. For example, because some men seem to be more comfortable working with other men or because some men and women worry about how others might view a close professional relationship, women may have fewer opportunities for collaboration and informal networking. A few women said they believe that some senior colleagues feel that women are merely good workers—here to serve, not to lead. Other concerns included different levels of staff support for men and women, the reluctance of some colleagues to acknowledge a woman's contributions to projects or to the department, and more pressure for women to engage in service activities. One person summed up this view of the current situation, saying, "Gender issues are blown out of proportion, but women may have to prove their competence and excellence more than men do."

The widely shared hope among faculty interviewed was that these problems would fade away over time. Not surprisingly, a number of people commented on the differences in attitudes between married men whose wives have their own careers and those whose wives do not. Age seems to be another factor related to attitudes about women as colleagues: older individuals, faculty reported, are more likely to believe that women as a group are less suited to leadership roles than men.

A very small minority of those interviewed believed that the focus on gender discrimination, the adoption by some of a "women as victim" mentality, and the perceived need to behave in a "politically correct" manner actually increase differential treatment of women and impede their advancement. Similarly, some faculty members, both men and women, said there should never be a preference for appointing a woman because such a faculty member enters under a cloud and may suffer in the long run.

In those departments or divisions within departments that have very few or even no tenure-track women, the universal explanation by faculty was the small size of the applicant pool. Although this explanation is reasonable, faculty interpretations of its significance, and what, if anything, should be done about it vary. Some men said it is simply a matter of self-selection and that's that. Other men and women were thinking about how to increase the pool and considering whether training experiences and working

conditions could or should be modified to reduce the number of women who opt out of particular fields.

Most faculty members described their own department as one in which there were neither impediments nor advantages for either gender. In some departments, being female is, or was perceived as, a slight plus at the time of appointment. Once hired, men and women are subject to the same standards, and all agreed that a faculty member must be truly excellent to be promoted.

Concerns Raised by Faculty

Nearly every faculty member expressed great satisfaction in his or her substantive work. The curiosity and sense of wonder that prompted these individuals to become scientists has not diminished. They confirmed that research and teaching are challenging and pleasurable. Some faculty reported contentment with all aspects of their professional lives. Others had concerns unrelated to gender about current working conditions; many of these conditions are not unique to or under the control of the University. In short, they love their work but not their jobs.

Many faculty see changes in and beyond the University as making it increasingly difficult for them to meet their teaching, research, clinical, and administrative responsibilities. Time is at a premium. Several expressed regret over the increasing role that financial issues play in the decisions of individual faculty members, departments, and schools. People frequently referred to the pressure to get external funding for research at a time when funding is difficult to obtain and when they also must bring in funds through clinical services.

Some comments had a wistful tone, as the speakers viewed such changes as diluting the advantages of being in a university, especially in academic medicine. Although the University's commitment to free inquiry remains attractive, some faculty members described themselves as increasingly less free to pursue their research interests. They worry that only research that follows a safe and narrow path will be funded and counted for promotion. These same people believe that many of their colleagues also are becoming risk averse in career decisions. The ideal of separating academic decisions from economic consequences seems unattainable.

A number of men and women reported that students who aspire to academic careers are discouraged by the job market. A separate concern, which has more serious long-term implications, is that excellent students are deciding they do not want careers at major research universities because of the stress and all-consuming nature of the job. One description of this problem was that faculty currently are "negative role models," and several faculty members said they had serious questions about what to tell students about academic life. Students say, "I don't want your job and the life that goes with it." This is distressing to everyone, and perhaps especially so to those women who had hoped that their contact with students would result in more women choosing academic careers in science.

Promotion Process and Standards

As with faculty interviewed in the Division of Academic Affairs study, faculty members' primary concerns about promotion were not related to gender. Several Academic Affairs faculty, both men and women, reported a bias against non-traditional approaches to research and teaching. That issue was not a key concern of Health Affairs faculty.

Faculty members in Health Affairs frequently do not follow the straight and relatively short route to full professor that is common in Academic Affairs. Health Affairs faculty may take longer to earn their degrees and to find permanent positions, and they may spend time on a clinical or research track as well as on tenure track. For those on tenure track, deferral of review for promotion to full professor appears to be more common than in the Division of Academic Affairs, although records were not checked to confirm this impression. Deferral may be suggested by the chair of the department or requested by a faculty member who does not feel ready or does not expect a favorable recommendation at all stages of review. Some associate professors stay at that level by their own informed choice. They understand which activities are necessary for promotion, but they value what they are doing so highly that they are unwilling to shift their professional priorities. As one person said, "Life doesn't hinge on getting promoted."

Everyone agreed that the department chair is the key to promotion and that he or she must take seriously the responsibility to guide and help junior faculty. There was a wide range of opinions about how well chairs meet this responsibility and how well they explain to junior faculty the process and standards for promotion. Some faculty members expressed disappointment at being asked to defer without being told why and without advice about how best to prepare for promotion at a later time.

Opinions varied about the importance of teaching in promotion decisions. Most people said that they spend more time now than in the past documenting their teaching and creating teaching portfolios. Some said that good teaching is more highly valued than in the past and that a truly poor teacher would not be promoted today. Others believe that attention to teaching is mere lip-service and that, as one person commented, "Teaching is like breathing. People notice only if you stop." Another said that, although good teaching and mentoring are appreciated by those below, they are not rewarded by those above. Several people raised two specific concerns: that there is too a heavy a reliance on student evaluations of teaching and that current standards for promotion (and the method for calculating teaching loads) discourage collaboration.

Support for Families

At one time or another, almost every faculty member in the University faces challenges in meeting both professional and family responsibilities. For some in Health Affairs, intense competition for funds, clinical demands, and the speed with which new developments occur intensify these problems. As a result, both men and women reported they feel unable even to consider a extended time off for any reason, including the birth or adoption of a child. To most, the notion of taking three months away from work is a highly risky proposition. To some, it is simply unthinkable.

What faculty say they want and need from the University is more support so that they do not have to take extended breaks from their key tasks. People want to have mechanisms available that will allow them to keep working at an efficient level. Suggested accommodations include better support services, appropriate technology, support for working at home, reduction in responsibilities that are not core duties, preferred parking, financial support for departments that have someone on leave, flexibility in moving between nine and twelve-month appointments, and mini-sabbaticals.

Colleagues are helpful and sympathetic, faculty said, when a genuine family need arises, but in dealing with day-to-day arrangements, families go it alone. Many would like more support from the University, though few expect it. Specific requests include an expansion of on-site day care, more help finding off-site care, after-school programs, teacher workday activities, summer programs, alignment of spring break with public school vacations, time off for volunteering in schools, and more support for working at home.

In most families women assume more responsibilities for raising children and caring for elderly parents than men do. Unequal family responsibilities may make work opportunities unequally available. If these conditions of family life are to be taken into account at all—and there was no consensus among faculty on this point—how could that be done? Has the University already done what it should through its faculty leave policies?

Responses from former UNC-CH faculty members

A one page questionnaire (Attachment C) was sent to ninety-four former faculty members. Forty-one questionnaires were returned; thirty from men and eleven from women. The response of one man was discarded because he is still on the UNC-CH faculty although not in a tenure-track position.

We asked former faculty members to give the reason(s) why they left UNC-CH. The most frequent explanation for leaving was the opportunity for professional advancement. For some, that meant a shift to administration; for others, more time or better facilities for research, for others, a promotion. For many, professional advancement included a significant increase in compensation, and that frequently was cited as a reason for leaving. A few cited unhappiness with departmental or school leadership, while others mentioned family issues, such as relocation of a spouse or a change in marital status, as a reason for moving. Some left academic medicine for private practice.

We also asked whether any reason for leaving was gender-related. All men said no. Five women said no, two said they didn't know, and four said yes. The first of these women said that because men typically have fewer responsibilities than women for children, men can more often put their work first. This factor obviously goes beyond the University's reach. The second woman said that her reason for leaving had a subtle relationship to gender. She did not have opportunities for leadership where she was, and positions that would have been natural next steps for her were filled. The third said she had heard rumors from other departments of salary inequities based on gender and was concerned

over what she had heard in her own department. The fourth said different treatment of men and women was a significant factor in her decision to leave. Although her department had been eager to recruit her, once appointed she experienced differences in salary, secretarial help, support, and respect. She believed those differences were based on gender.

Reactions to the Study

Almost all current and former faculty members who participated in the study reacted positively to the study. Several thought it worthwhile to have conversations about gender because important issues have not been resolved. A few said that the interviews were good for raising their consciousness. For example, for some this was the first time they had thought about whether current students and colleagues were affected by the absence or very small number of women on the faculty in a particular specialty.

A few men and women commented that the University is placing too much emphasis on gender, especially in light of other serious issues that need attention. One man asked, "Why don't you give up trying to find trouble where there may not be any?"

Possible Next Steps

Faculty and administrators are unlikely to be surprised by issues raised in this study, and many already are thinking creatively about them. This is simply a list of possible next steps to consider following the faculty interviews:

1. Recognize that although the glass ceiling may have disappeared, some faculty believe that women have to prove their competence and excellence more than men do. Decision makers should take care not to use assumptions and processes that justify these beliefs.
2. Examine in a systematic way the major concerns raised by faculty. Is the University responding to external pressures in a way that best reflects and protects its values?
3. Examine why the number of women in certain fields is so small. Then consider whether the University should make additional efforts to increase the pool of qualified women in these fields. If so, what should those efforts be? Are they different from efforts to enable all faculty, staff, and students to achieve a reasonable balance between work and other commitments and interests?
4. Continue discussions about standards and procedures for promotion and about effective mentoring.
5. Consider implications of the rejection of academic careers by some students because they believe the life of a faculty member is too difficult and stressful.
6. If making the University a more family-friendly workplace is a goal, explore the desirability and feasibility of suggestions from faculty.
7. Consider whether the differences in opportunities and treatment between M.D.'s and Ph.D.'s and clinical, research, or tenure track faculty are appropriate. This study did not address these issues, but many faculty said these differences are more meaningful in their departments than differences based on gender.

8. Encourage men and women to address directly issues of discrimination based on gender whenever they experience or observe them.

Summary

Gender is not a significant factor in promotion of men and women in the Division of Heath Affairs and is not perceived as a significant factor. Many faculty believe men and women have equal opportunities to do well or poorly. Others report that women encounter lingering negative attitudes about their abilities and their professional roles. They say that while overt discrimination is gone, some women have fewer opportunities than men to find mentors and collaborators and to participate in activities essential to becoming key decision makers.

Faculty members' primary concerns about their work are not related to gender issues. One described the work environment as "neutral but negative." Finding time to meet teaching, research, administrative, and, for some, clinical responsibilities seems increasingly difficult. This issue is related to changes in the health care system, in support for research, and in University expectations for promotion.

With all its stresses, faculty find their work satisfying and challenging. Some want to devote almost all their time to work. Others, especially parents of young children, would like a better "balance" in their lives, but they do not expect to achieve it.

Author's Note

Special thanks go to those who met with me. I appreciate your willingness to speak freely. Although common themes emerged, each of you provided new information and insights or a new perspective. I learned a lot, and I am grateful. If you have additional comments, please let me know.

January 16, 1998

Chancellor's Advisory Committee

Elected Committee

Annual Report

Members: Bernadette Gray-Little, Chair (1995-98); Gilbert C. White, Vice-Chair (1996-99); William Campbell (1997-98); Noelle Granger (1997-2000); Stirling Haig (1996-99); Barbara Hulka (1997-2000); Douglas Kelly (1997-1999); Bobbi Owen (1997-2000); and Karl Petersen (1997-98). The Chair of the Faculty, Richard Andrews, and Secretary of the Faculty, Joe Ferrell, are also members.

Meetings since the last report: 12-11-96; 1-15-97; 2-12-97; 3-5-97; 4-9-97; 4-30-97; 6-3-97; 7-9-97; 8-20-97; 9-10-97; 10-8-97; 11-5-97; and 12-10-97.

Report prepared by: Bernadette Gray-Little (Chair), with review of full committee.

Committee charge: The Faculty Code of University Government states that the Advisory Committee "shall be advisory to the Chancellor in faculty personnel decisions, program planning and assessment, resource planning and allocation, and other matters which are deemed important by the Chancellor or the Committee." The Code also directs the committee to nominate candidates for open seats on the Executive Committee of the Faculty Council and for the positions of Chair of the Faculty and Secretary of the Faculty.

Previous Faculty Council questions or charges: None.

Report of Activities: The Committee has met monthly. A subcommittee reviews personnel actions and reports to the full committee, which makes recommendations to the Chancellor regarding actions that involve appointments, promotion, or the granting of tenure. The Committee no longer reviews initial appointments that do not involve tenure. During the past year, the Committee has also had an active role in advising the Chancellor regarding major administrative appointments.

This year, the Committee's main additional activity has been to prepare a draft of the *Policy for the Review of Tenured Faculty at the University of North Carolina at Chapel Hill* in response to President Spangler's Administrative Memorandum of June 24, 1997.

Recommendations for action by Faculty Council: None.

January 16, 1998 Faculty Council Meeting

Buildings and Grounds Committee

(Appointed by the Chancellor)

Annual Report--1997

Members: *Class of 2000:* Thomas A. Bowers; Mary Pardo; Ruthie M. Lawson; Rachel Willis. *Class of 1999:* Thomas B. Clegg; JoAnn B. Dalton; David Owens. *Class of 1998:* David R. Godschalk, Chair; William D. Mattern; Wayne A. Pittman. *Student Members:* Christian Charnaux; Cliff Kenwood; Anne Neville. *Members leaving committee during past year:* Elizabeth Chenault, James L. Murphy, Sharon P. Turner, Rachael Fuerst, Larry Smar, Kristin Komives.

Meetings during past year (1997): 1/9, 2/13, 3/6, 4/10, 5/8, 6/19, 9/9, 11/4, 12/11 .
Report prepared by: David R. Godschalk (Chair), December 26, 1997.
Committee charge: The committee advises the Chancellor on siting and external appearance of new buildings and additions, removal of facilities, changes in long term use and appearance of campus grounds, selection of architects for University projects, preparation of long-range campus plans, placement and design of signs and art works.

Previous Faculty Council questions or charges: None.

Report of Activities:

Site recommendations: Field Hockey Dressing Rooms and Spectator Stands, Radiation Waste Storage Facility.

Architectural firm recommendations: Renovation of Murphey Hall, NC Botanical Garden Herbarium/Research Building, Field Hockey Dressing Room and Stands, Radiation Waste Storage Facility, Renovation of Othodontic Pediatric Clinic in Dental School, Study of YMCA Renovation.

Exterior design recommendations: Health Affairs Parking Deck and Bridge, Addition to Beard Hall - School of Pharmacy, Field Hockey Dressing Rooms and Stands, Security Services Building Addition, Ofice Building on Airport Drive, Radioactive Waste Storage Facility.

Campus planning recommendations: Selection of Consultant for Campus Land Use Plan Update; Implementation of Intellectual Climate Common Space Recommendations. Chair served on committee recommending Chapel Hill Zoning Ordinance amendment for Horace Williams Campus.

Other design recommendations: Faculty Laboratory Office Building Sign, McGavaran Greenberg Building Sign, School of Social Work Sign, Volleyball Court in Winston-Conner-Alexander Courtyard, Wisteria Arbor of NC Botanical Garden, Installation of Antennae on Bennett Building, Night Lighting Plan for Campus Buildings, Canopy at Ambulatory Care Center, Dental School Courtyard Design

Recommendations for actions by Faculty Council: None.

January 16, 1998

Committee on the Status of Women

Committee Appointed by the Chair of the Faculty
1996-1997 Annual Report

Members: Abigail T. Panter (1997-00), Chair; Susan Bickford (1997-00), Nancy Chesheir (1997-00), Allen F. Glazner (1995-98), Karla A. Henderson (1995-98), Laurie E. McNeil (1997-00), Susan J. Navarette (1996-99), Debra L. Shapiro (1996-99), Michael J. Symons (1996-99), Rebecca S. Wilder (1995-98).
Members leaving committee during past year: Catherine Marshall, Brent S. Wissick
Meetings during past year: December 4, 1997, September 29, 1997
Report prepared by: Abigail T. Panter (Chair), with review by Laurie McNeil and Rebecca Wilder
Committee Charge: "The Committee addresses ongoing concerns of women faculty members, identifies obstacles to achievement and maintenance of equality in the representation and status of women on the faculty, and proposes steps for overcoming those obstacles." (*The Faculty Code of University Government* IV.B.2.a.iii).
Previous Faculty Council questions or charges: None.
Report of activities:

In this past year the Committee:

1. Continued its work examining glass ceiling effects on campus. In collaboration with the Provost's Office (especially, Kathleen McGaughey and Laurie Mesibov), the focus turned from Academic Affairs to the Division of Health Affairs. The resulting study ("Career and promotion of faculty appointed in the Division of Health Affairs 1980-1986") had two components; the Committee contributed to the study and instrument design for both components. The first component was a quantitative investigation of promotion rates, and the second consisted of in-depth interviews with Health Affairs faculty (conducted by Mesibov) about the role of gender in promotion and work patterns. This latter aspect also incorporated a short exit questionnaire sent to former faculty to address possible gender effects in decisions to leave the University. In the promotion data, the comments made by those who agreed to be interviewed, and the exit data, clear ceiling effects were not obtained. Mesibov identified important attitudinal differences about women's work patterns and professional roles, and the Committee also is considering a number of Mesibov's recommendations, regarding mentoring, standards and procedures for promotion, and understanding why respondents viewed their workplace environment as neutral -- not negative, but not positive.

2. Collaborated with the Advocacy Division of the Carolina Women's Center to determine the extent to which women are represented in decision-making bodies of the institution, beyond the recent prominent appointments of several senior women administrators. The Committee has been compiling a list of major existing committees, boards, and administrative positions on campus, determining procedures for updating the list each year, and defining concepts such as adequate representation.

3. Continued to consider systematic ways to obtain data about why individuals choose to exit this institution and specifically, whether these issues are in any way related to poor climate, real or perceived gender bias, and/or lack of advancement opportunities. The Committee has begun to develop a set of procedures for tracking departures from the university to improve the current, poor response rates for the exit interview.

4. Began designing and planning for a small-scale evaluation of the Bridges program and its impact on women's academic leadership and career opportunities on the UNC-Chapel Hill campus.

5. Started re-analyzing the salary equity data set from Academic Affairs prepared by Lynn Williford for her April 1997 report ("Gender differences in faculty salaries in the College of Arts and Sciences, 1995-1996: An exploratory analysis"). New analyses focus on within-Division comparisons, with particular emphasis on the sciences. The committee is also contacting departments/academic units with few or no women faculty to underscore the importance of recruiting and hiring talented women faculty despite small applicant pools.

6. Continued to assemble and categorize procedures used in promotion decisions from Associate to Full Professor. Although procedures/policies were submitted by a subset of units responding to the Provost's charge (and the Committee's request), the data now are incomplete. The Committee is assessing what is needed at this point to gain a fuller understanding of how these promotion decisions are made across campus.

7. Discussed and reviewed various proposals (e.g., the spousal/partner hiring proposal) and responded to requests for information as needed.

Recommendations for Action by Faculty Council: None.

Some Comments on the Hiring of Women Faculty…

- In the decade between 1985 and 1995 women earned doctorates at a more rapid rate than did men.
    - Women earned 1.5 times as many doctorates in 1995 than in 1985; men earn 1.2 times as many doctorates over the same period.
- Over the past 12 years (1986-1997) the percentage of women faculty hired for both Academic Affairs and Health Affairs has maintained a relatively steady state (between 30% and 40%).
- Where should our optimal level be? And, how should we determine that level?

Patterns of Hiring Women Over the Past Five Years...

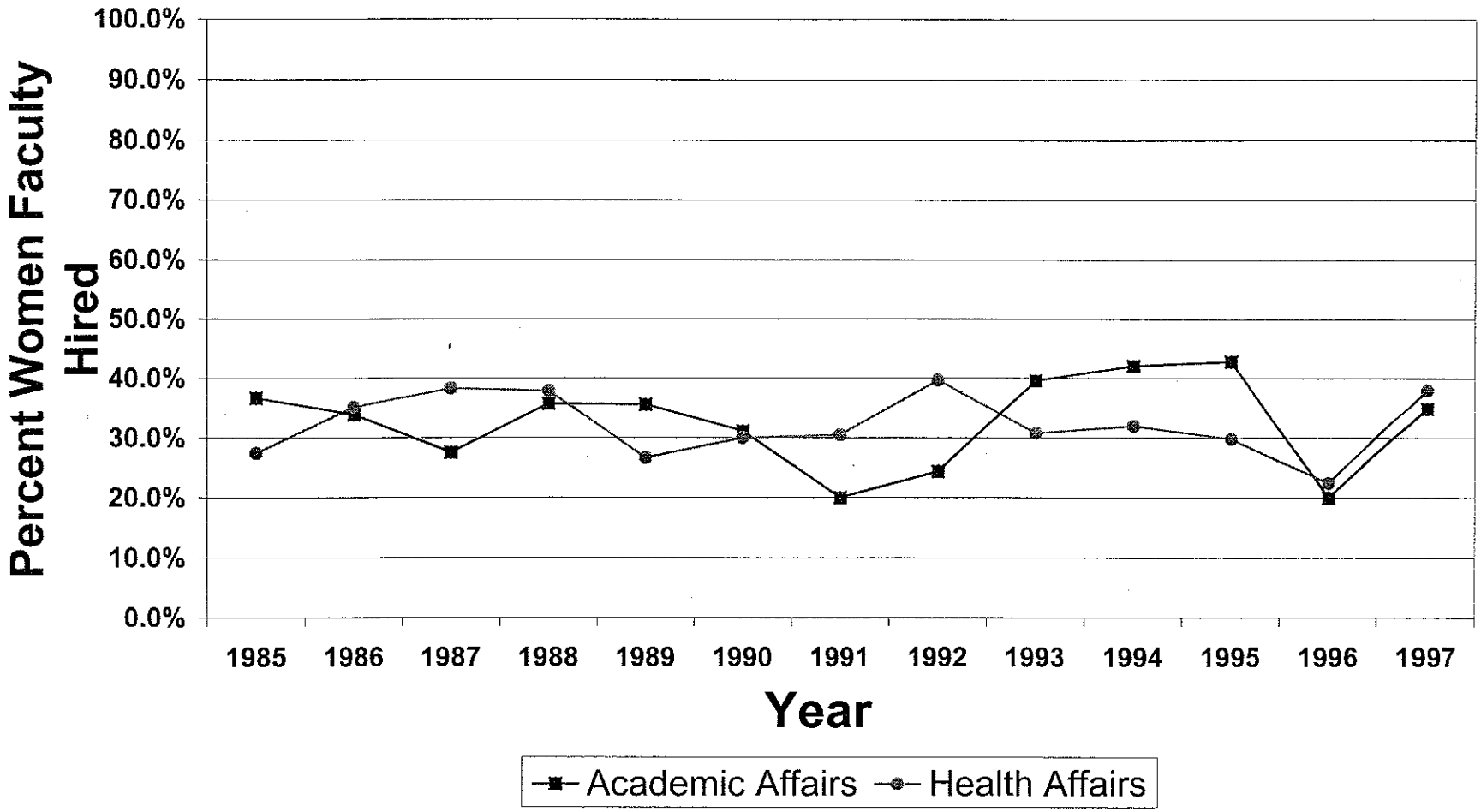
- Percentages for hiring women are considerably higher for fixed-term faculty than for tenure/tenure-track faculty.

- By rank, percentages are highest for women at the lowest ranks (instructor, assistant professor) but decline for associate professor and professor ranks; this pattern is particularly seen in Health Affairs at the associate level.

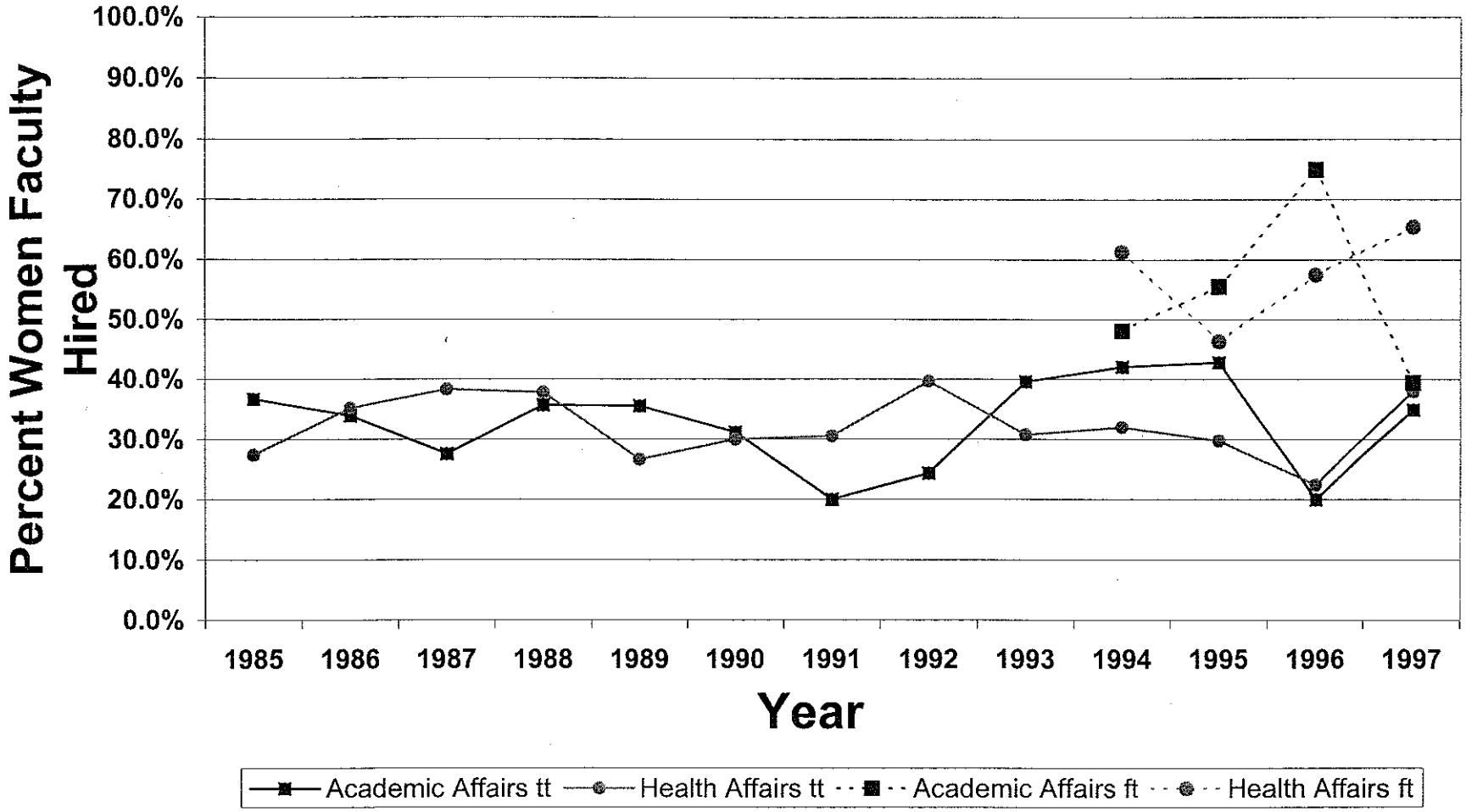
- Within Division, percentages for hiring across academic units are not uniform; overall percentages are pulled down by one or two units.

- The data management system for faculty hiring data (and related data) is outdated and needs to be brought to state-of-the-art levels.

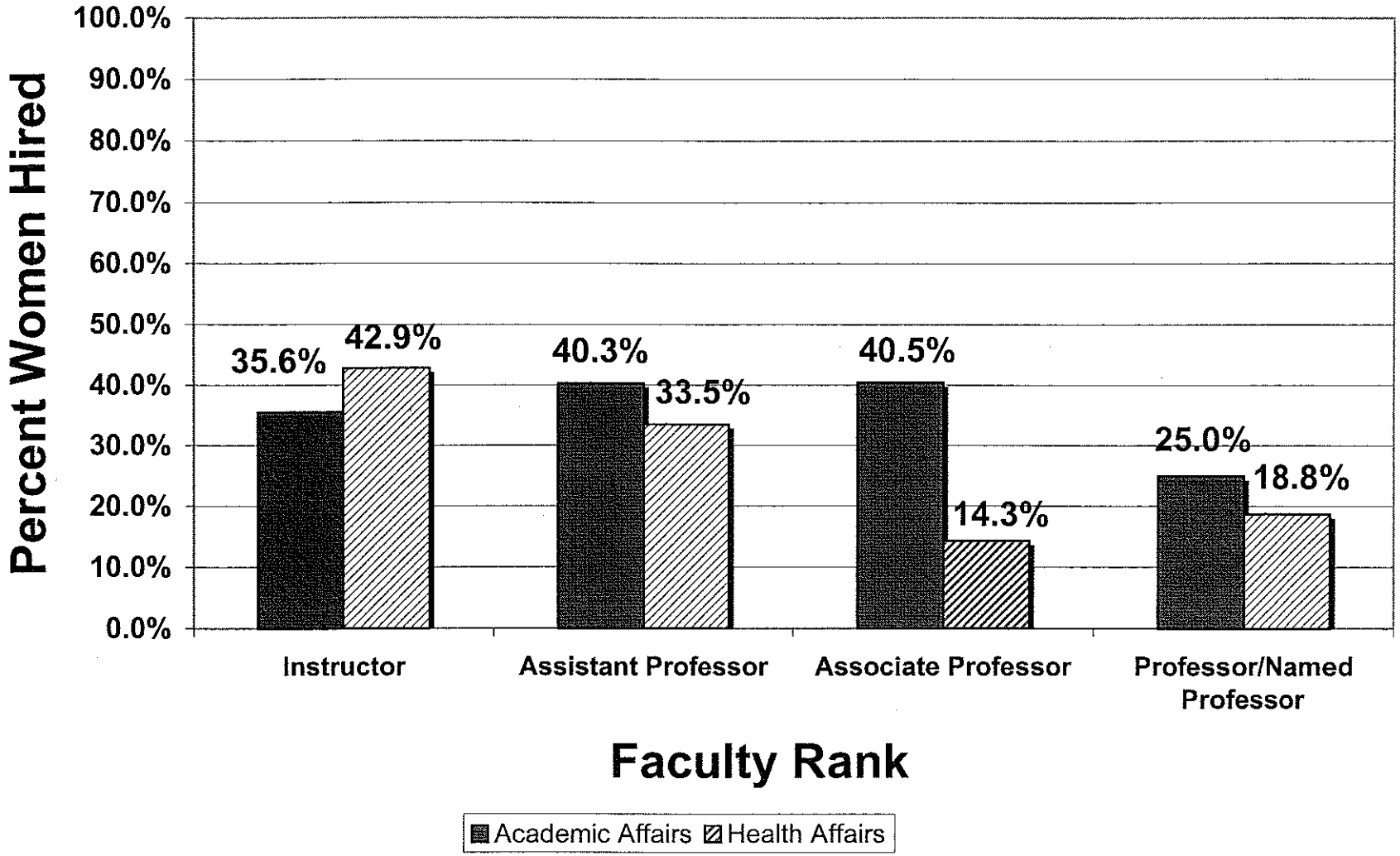
Faculty Hiring Over The Last 12 Years
(Tenure/Tenure-Track)



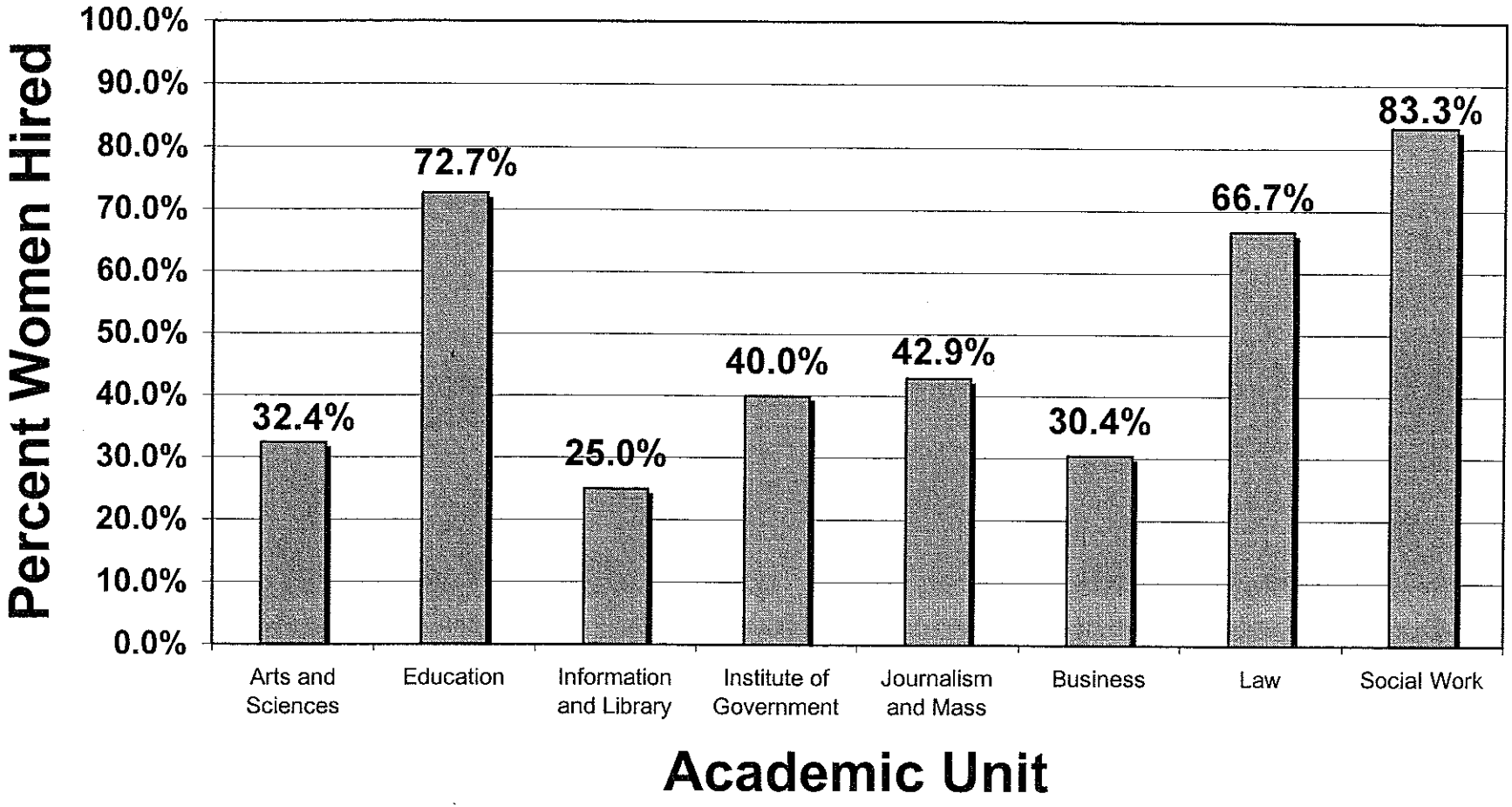
Faculty Hiring Over The Last 12 Years
(Tenure/Tenure-Track and Fixed-Term)



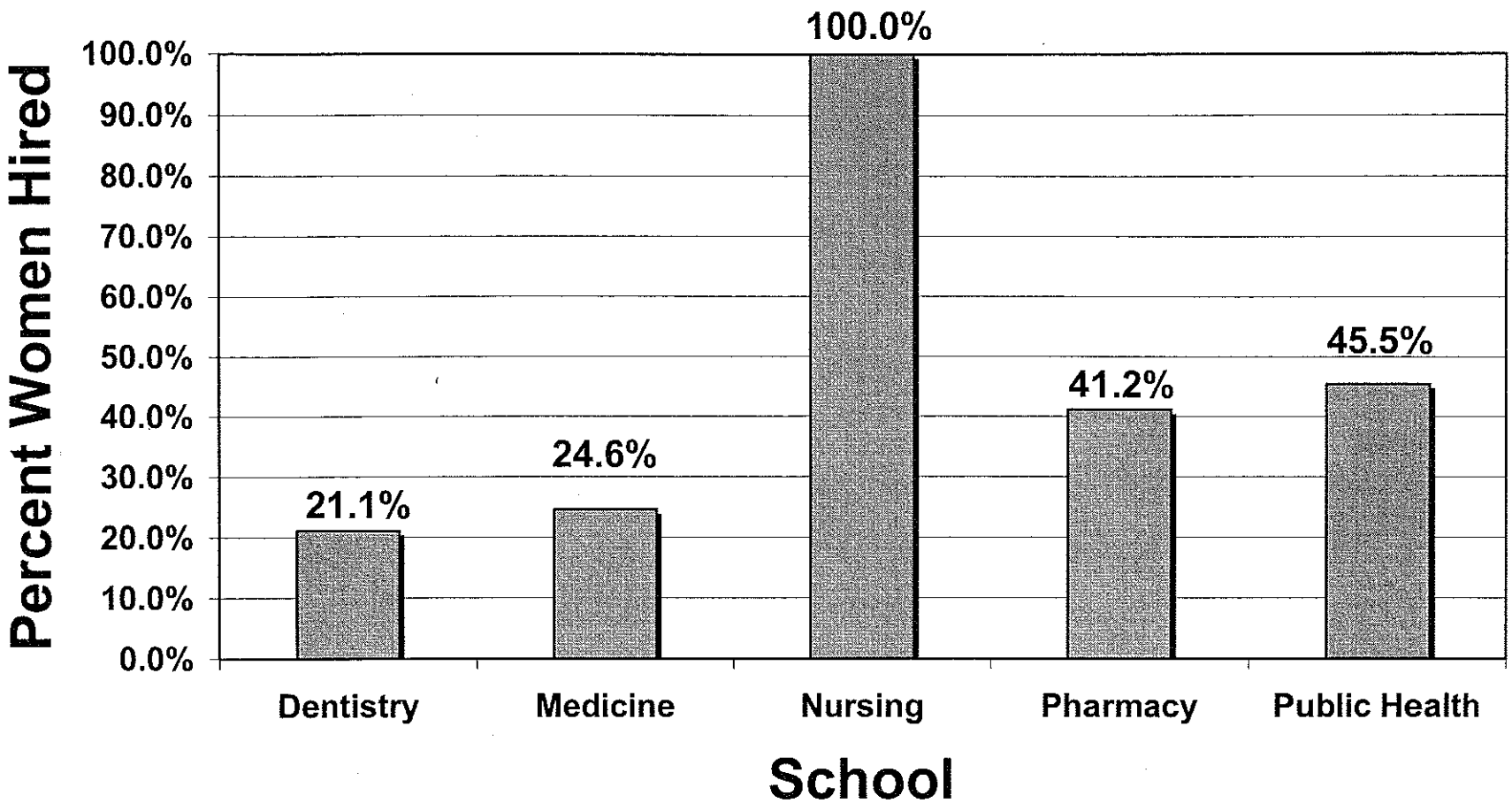
Faculty Hiring by Division and Rank (1993-1997)



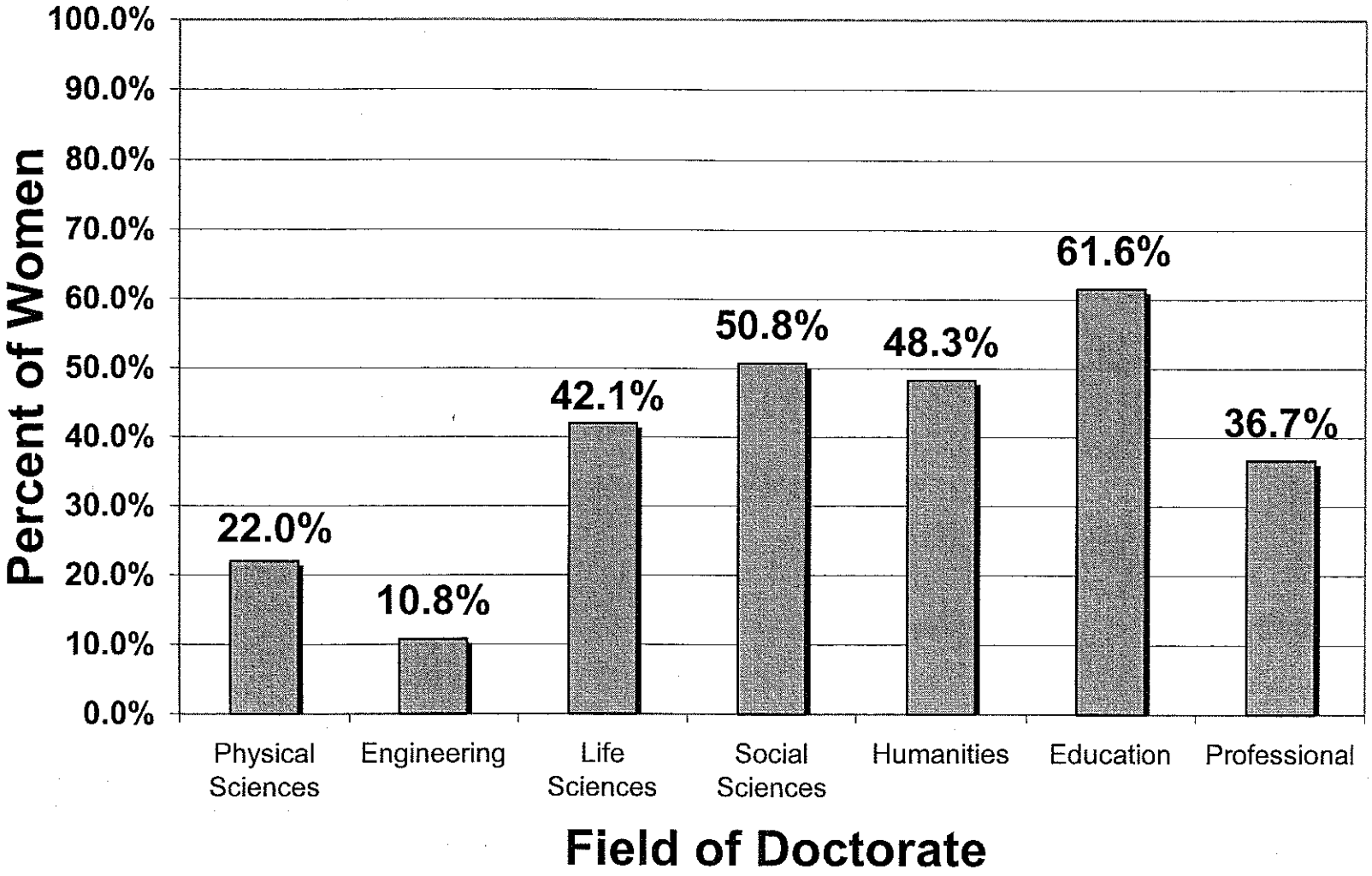
Academic Affairs Faculty Hiring (1993-1997)



Health Affairs Faculty Hiring (1993-1997)



Survey of Doctorates Earned in 1995
from the National Research Council



HIRING SUMMARY
HEALTH AFFAIRS FACULTY

Tenure Track Faculty

Year	Men	Women	Total
1991-92	38 (60%)	25 (40%)	63
1992-93	45 (69%)	20 (31%)	65
1993-94	34 (68%)	16 (32%)	50
1994-95	33 (70%)	14 (30%)	47
1995-96	38 (78%)	11 (22%)	49
1996-97	31 (62%)	19 (38%)	50

Fixed-Term Faculty

Year	Men	Women	Total
1993-94	24 (39%)	38 (61%)	62
1994-95	44 (54%)	38 (46%)	82
1995-96	37 (43%)	50 (57%)	87
1996-97	29 (35%)	55 (65%)	84

The University of North Carolina at Chapel Hill

MINUTES OF THE FACULTY COUNCIL
January 16, 1998, 3:00 P.M.

A more extensive version of these Minutes and a complete Transcript of the January 16, 1998, meeting of the Faculty Council will be found on the Faculty Council Web page. The URL is <http://www.unc.edu/faculty/faccoun/>.

Freshman Seminars Program

Chancellor Hooker, Provost Richard Richardson, and Dean Risa Palm described to the Council a new program of freshman seminars that will be available to all freshmen. Over the next four years, the program will develop about 160 seminars. Forty new faculty positions in the College will be needed to mount this effort. Funding in the amount of $2.8 million will come from three sources. Chancellor Hooker has made available $1.4 million for the first two years from the academic enhancement funds recently provided by the General Assembly, the Provost has committeed $700,000 for the third year by reallocating existing resources, and the College has committed $700,000 for the fourth year. Ten new faculty members will be hired in each of the four years to enable departments in the College to offer the seminars.

The seminars will be small, closely taught interactions between freshmen and experienced scholars who are actively engaged in research. They will be woven into the fabric of the university and will be fully funded on a permanent basis. The specifics of implementing the program will vary from department to department. The fact that new positions are being funded does not imply that the seminars will be taught by those new hires. In many instances, the new hires will enable current faculty members to design and offer the seminars without undertaking an additional teaching load. Implementation is being worked out by a coordinating committee chaired by Associate Dean Darryl Gless and organized by Associate Dean Peter Coclanis.

Chair of the Faculty's Remarks

Professor Andrews called attention to the following matters:

- The second annual new faculty bus tour will take place May 18-22, 1998. The application deadline is February 27. Faculty members who have come to Carolina within the past three years are eligible. This year 30 participants will be selected. The tour is funded by the chancellor from private funds and involves no cost to the participants or their departments.
- The Board of Trustees has retained a consulting firm, Ayers Saint Gross of Baltimore, Maryland, to update the university's central campus plan. He and Prof. Tom Clegg (Physics & Astronomy), among others, have met with representatives of the firm to present to them faculty concerns, goals, and aspirations.
- He, Provost Richardson, and Student Body President Mo Nathan continue to constitute a working group to pursue implementation of the Task Force on Intellectual Climate recommendations. Libby Evans has recently joined the group, representing the Employee Forum.
- The provost has provided funding to send a delegation to the University of Texas to investigate their version of the Academy of Distinguished Teaching Scholars recommended by the Task Force.

Visions of the Future of the University

Professor Andrews initiated a discussion of visions of the future of the university. "We are all aware," he said, "that there is a larger public environment in which we and universities in general are facing major challenges today and major issues being raised with us from outside constituencies." He noted Chancellor Hooker's emphasis on the need to strengthen our capacity to use instructional technology and to consider seriously its potential for providing access to a Carolina education to students who cannot aspire to be physically present on campus. One of the major challenges to traditional university education comes from commercial providers and in some instances other North Carolina institutions who have the capacity and aspiration to increase enrollment substantially. One possible response from this institution would be to admit a smaller and increasingly more elite fraction of secondary school students going on to college. Another response could be, as the chancellor urges, a major effort to reach new populations through distance learning technologies. We also must note, he said, increasing demands for greater accountability coming from the General Assembly and the Board of Governors. The trend for the past five years has been toward increasing tuition, a decline in the percentage of the state budget devoted to higher education, and a dismaying tendency in the media to attack

indiscriminately universities, faculty members, academic tenure, research, and affirmative action. "It seems to me," he said," that we, as faculty members, must articulate and defend what the university is and what we believe it should become."

At the conclusion of the discussion, Prof. Andrews invited faculty who have an interest in pursing this matter to contact him.

Call for Nominations for Spring Elections

Prof. Ferrell encouraged the faculty to participate in faculty governance by accepting the call to serve on committees, by suggesting colleagues who would make good choices for committee service, and by volunteering to work in areas in which one has an interest.

Career and Promotion of Faculty Appointed in the Division of Health Affairs

Prof. Laurie Mesibov, Asst. Provost, introduced a report that she and Assoc. Provost Ned Brooks have done that addresses the question of whether there is a "glass ceiling" effect in the Division of Health Affairs with respect to the appointment and promotion of women faculty. [The text of the report can be found on the Faculty Governance Web Page.] The report does not find significant differences in the rate at which men and women achieve tenure and promotion in the Division of Health Affairs. She cautioned that the report does not address the problem of recruiting women to the faculty in the first instance.

Assoc. Provost Brooks noted that women constitute about one-third of initial appointments to tenure-track positions in the Division of Health Affairs but nearly two-thirds of initial appointments to fixed-term positions. He is unable to explain why this is the case and invited Council members to suggest reasons.

Prof. Paul Farel (Physiology) said that he has learned from talking to medical students that students perceive some of the clinical specialties to be more friendly to women than others. He does not assert the truth of that perception, but students do seem to have it. He thought there should be an effort to determine why.

Annual Reports of Standing Committees

Advisory Committee. The annual report of the Advisory Committee was received without question or comment.

Buildings and Grounds. Prof. David Godschalk, chair of the Committee on Buildings and Grounds, reported that he has met with consultants who are updating the central campus plan. The committee will be actively soliciting opinion from faculty and others during this effort. The report was received.

Committee on the Status of Women. Prof. Abigail Panter, chair of the Committee on the Status of Women, presented the committee's annual report. She also distributed information in graph format showing that the rate at which the university is hiring women in tenure-track positions has remained static for thirteen years. On the other hand, the hiring rate for women in fixed-term positions shows a steady increase. During the time period studied (1985-1995) there has been a steady rise in the number of women who are earning doctoral degrees. Some schools and departments are doing better jobs than others in hiring women in relation to the applicant pool.

Prof. Pamela Conover (Political Science) asked if anyone is charged with asking for reasonable explanations from hiring units who are not doing well in hiring women. Prof. Panter replied that her committee is doing that.

Prof. Farel said that in the Medical School there have been from 200 to 300 applicants for some open positions. In the basic science departments, women constitute about half of the potential applicant pool, yet applicants for positions are in a three to one ratio of men to women. This causes him to think that the structure of the positions have much to do with the case.

Prof. Marila Cordeiro-Stone (Pathology and Laboratory Medicine) noted that many faculty begin in fixed-term positions and move on to tenure-track positions. She observed that in our society women still bear a larger share of responsibility for family life than men, and that this may account to some extent for women choosing a fixed-term position that may not entail the same degree of stress and pressure as a tenure-track position.

Adjournment.

There being no further business, the Council adjourned.

Joseph S. Ferrell
Secretary of the Faculty

The University of North Carolina at Chapel Hill

MINUTES OF THE FACULTY COUNCIL
January 16, 1998, 3:00 P.M.

Attendance

Present (54): Anderson, L. Bailey, Bluestein, Bose, Carl, Clegg, Conover, Cordeiro-Stone, Cravey, Dalton, Daye, Debreczeny, Devellis, Eckel, Farel, Favorov, Fink, Fletcher, Foshee, Gasaway, Graves, Harrison, Hodges, Hogue, Holmgren, Hooper, Hyatt, Irene, Johnson, Lachiewicz, Lentz, Loda, Lord, Mandel, Margolis, Marshall, Matson, Mauriello, McNeil, Melchert, Moreau, Pagano, Panter, Pfaff, Pielak, Plante, Rabinowitz, Raper, Salgado, Schaller, Shea, Tysinger, Vevea, Weiss.

Excused absences (18): Bangdiwala, Barefoot, Bromberg, Estroff, Fox, Haggis, Howard, Jackson, Lubker, Mill, Passannante, Searles, Skelly, Stidham, Strauss, Tauchen, White, Williams.

Unexcused absences (11): Beckman, Brink, Collins, Covach, Crimmins, Gatzy, Hattem, Owen, Platin, Rosenman, Stabler.

Chancellor's Remarks

Chancellor Hooker devoted his time to introducing the new freshman seminars program soon to be initiated in the College of Arts and Sciences. The Task Force on Intellectual Climate recommended an experimental seminar program based in the residence halls. Dean Risa Palm recommended instead a freshman seminar program that will be available to all freshmen. This effort will require about 160 seminars and 40 new faculty positions. The chancellor backed Dean Palm's proposal by committing to it a substantial portion of the academic enhancement funds provided by the General Assembly to match the $400 tuition increase. He called on Provost Richard Richardson and Dean Palm to explain the new program.

Provost Richardson said that the freshman seminars program will be implemented over a four-year period. The amount and method of funding was worked out with the advice and assistance of the newly created University Priorities and Budget Committee. The total cost is approximately $2.8 million. Of this, $1.4 million for the first two years has been provided by the chancellor from the academic enhancement funds previously mentioned. Funding for the third year in the amount of $700,000 has been provided by the Office of the Provost by reallocation of existing resources. Funding for the fourth year in the amount of $700,000 will be provided by the College. Ten new faculty members will be hired in each of the four years to enable departments in the College to offer the seminars.

The common characteristic of the seminars will be that they are to be small, closely taught interactions between students and experienced scholars who are actively engaged in research. One of the principal goals is to introduce entering students in their first semester to what it means to be in a major research institution. Another objective is to address the conditions that have surfaced in student evaluations of the advising system. Provost Richardson does not believe the problem lies in our failure to advise students on what they need to do to graduate; rather, he thinks the low ratings reflect an insufficient opportunity here for undergraduate students to have mentoring relationships with faculty members.

Dean Palm recalled the university's experience with a freshman seminar program in the 1970s and said that the new program is consciously designed to build on lessons learned from that experience and similar programs elsewhere at that time. The previous program tended to focus on topics at the edge of disciplines and was funded by paying faculty members a small stipend to take on a teaching overload. Programs of that nature are the first to be cut when funding becomes difficult to find. The new freshman seminars program will be woven into the fabric of the university and will be fully funded on a permanent basis. The specifics of implementing the program will vary from department to department. New positions will be funded, but that does not imply that the seminars will be taught by those new hires. In many instances, the new hires will enable current faculty members to design and offer the

seminars without undertaking an additional teaching load. Implementation is being worked out by a coordinating committee chaired by Associate Dean Darryl Gless and organized by Associate Dean Peter Coclanis.

Dean Palm endorsed the Provost's observations about the hoped-for effect on student perceptions of the advising system by saying that in her view it is not that students want to know a faculty member but that "they want to believe that they are known by a faculty member." She hopes that the freshman seminar program will provide students with that opportunity early in their college career.

Professor Carl Bose (Pediatrics) asked whether there are plans to evaluate the program as it progresses.

Deans Gless and Coclanis replied that they are in touch with Vanderbilt, University of Pennsylvania, University of California at Berkeley, Stanford, and Michigan in an effort to gather information on evaluation and assessment of similar programs at those institutions. One of the areas in which we expect to see some results is freshman retention.

Professor Leon Fink (History) praised the new program but cautioned that the Task Force intended that the seminars are only one part of a larger strategy. They need to be surrounded by changes in the residential culture and the orientation process and by such specific measures as deferring Greek rush until the sophomore year.

In response to other questions, Dean Gless emphasized that many details of the program remain to be decided. Examples include whether sophomores and juniors will be permitted to enroll and whether freshmen will be required to take one of the seminars.

Professor Marila Cordeiro-Stone (Pathology & Lab Medicine) asked about participation by faculty in the professional schools. Dean Palm said she welcomes participation by faculty in the professional schools.

Professor Richard Pfaff (History) observed that the normal rhythm of the freshman year indicates to him that much of the hoped-for impact of seminars offered in the first semester would not materialize. He thought that they would yield better results if offered in the second semester.

Professor Joseph Pagano (Medicine) noted that the program affords an unusual opportunity for an interdisciplinary approach and for innovations along those lines. Dean Palm said that she hopes to see a combination of departmental and interdisciplinary proposals. There had been suggestions that only interdisciplinary proposals be accepted, but she thinks that is too limiting. She agreed, however, that this is a wonderful opportunity to promote interdisciplinary seminars and interdisciplinary cooperation.

Chair of the Faculty's Remarks

Professor Andrews called attention to the following matters:

- The second annual new faculty bus tour will take place May 18-22, 1998. The application deadline is February 27. Faculty members who have come to Carolina within the past three years are eligible. This year 30 participants will be selected. The tour is funded by the chancellor from private funds and involves no cost to the participants or their departments.
- The Board of Trustees has retained a consulting firm, Ayers Saint Gross of Baltimore, Maryland, to update the university's central campus plan. He and Prof. Tom Clegg (Physics & Astronomy), among others, have met with representatives of the firm to present to them faculty concerns, goals, and aspirations.
- He, Provost Richardson, and Student Body President Mo Nathan continue to constitute a working group to pursue implementation of the Task Force on Intellectual Climate recommendations. Libby Evans has recently joined the group, representing the Employee Forum.
- The provost has provided funding to send a delegation to the University of Texas to investigate their version of the Academy of Distinguished Teaching Scholars recommended by the Task Force. He invited anyone interested in this trip to contact him.

Visions of the Future of the University

Professor Andrews initiated a discussion of visions of the future of the university. "We are all aware," he said, "that there is a larger public environment in which we and universities in general are facing major challenges today and major issues being raised with us from outside constituencies." He noted Chancellor Hooker's emphasis on the need to strengthen our capacity to use instructional technology and to consider seriously its potential for providing access to a Carolina education to students who cannot aspire to be physically present on campus. One of the major challenges to traditional university education comes from commercial providers and in some instances other North Carolina institutions who have the capacity and aspiration to increase enrollment substantially. One possible response from this institution would be to admit a smaller and increasingly more elite fraction of secondary school students going on to college. Another response could be, as the chancellor urges, a major effort to reach new populations

through distance learning technologies. We also must note, he said, increasing demands for greater accountability coming from the General Assembly and the Board of Governors. The trend for the past five years has been toward increasing tuition, a decline in the percentage of the state budget devoted to higher education, and a dismaying tendency in the media to attack indiscriminately universities, faculty members, academic tenure, research, and affirmative action. "It seems to me," he said, " that we, as faculty members, must articulate and defend what the university is and what we believe it should become." He invited a discussion.

Prof. Carol Hogue (Nursing) thought that interdisciplinary research and teaching should be encouraged, but that we are sometimes hampered by our infrastructure in that regard. She hoped this would be addressed at the appropriate levels.

Prof. Ron Hyatt (Physical Education) proposed a program to identify two people from each of the 100 counties who would be invited to the university for a week as North Carolina Fellows. Those chosen for this program should be leaders in their communities. During their week here, they would learn from first-hand experience what the university is doing and we would learn from them how we can better serve the people of North Carolina. Provost Richardson noted that we had a similar program in place during the bicentennial observance and that it is an idea that could be revisited.

Prof. Barry Lentz (Biochemistry & Biophysics) likened the university to a complex organism that must constantly adapt to a changing environment. He wondered whether it is practical to attempt to work systematically toward long range goals in an environment that changes as rapidly as now seems to be the case. "I think we have to be organic in evolving," he said.

Prof. Andrews replied that while he agrees that mission statements and the like are not always the answer, he does believe we must begin to articulate answers to those who charge that most research outside the natural and biomedical sciences is worthless (an opinion recently voiced by the head of the Massachusetts Commission for Higher Education).

Prof. Laura Gasaway (Law School) thought that we need to address in a structured, university-wide way the role of the faculty in distance education. We are now approaching this piece-meal. She thought that the issues that need addressing are those of educational policy, not the technology of how distance learning is provided. Are we to be predominately a residential university? If so, how do we undertake distance learning? For whom? In what areas? These questions must be addressed before we get to the technology issues.

Prof. Steven Bachenheimer (Microbiology) thought that many of the ideas brought forward in the Michigan report are site-specific, but it would be worthwhile to test some of them here. To do that, he recommended an experimental approach in which subsets of the freshman class are offered different tracks in terms of student/teacher ratio, technology, and course design. He felt that it would be extremely difficult for the faculty to agree on particular courses of action without such a structured experimental approach.

Prof. Leon Fink (History) proposed that two or three discreet areas be identified for further attention perhaps through ad hoc committees or task forces. He mentioned the concept of the virtual university, interdisciplinary issues, and public service as three examples.

Prof. Andrews invited further responses and suggestions by email or other means.

Call for Nominations for Spring Elections

Prof. Ferrell encouraged the faculty to participate in faculty governance by accepting the call to serve on committees, by suggesting colleagues who would make good choices for committee service, and by volunteering to work in areas in which one has an interest. He observed that the academy has traditionally valued the classical ideal in which one yields reluctantly to the call of duty and does not admit an ambition to serve. He urged a more positive and active attitude toward service to the university.

Career and Promotion of Faculty Appointed in the Division of Health Affairs

Prof. Laurie Mesibov introduced a report that she and Assoc. Provost Ned Brooks have done that addresses the question of whether there is a "glass ceiling" effect in the Division of Health Affairs with respect to the appointment and promotion of women faculty. [The text of the report can be found on the Faculty Governance Web Page.] The report does not find significant differences in the rate at which men and women achieve tenure and promotion in the Division of Health Affairs. She cautioned that the report does not address the problem of recruiting women to the faculty in the first instance.

Assoc. Provost Brooks noted that women constitute about one-third of initial appointments to tenure-track positions in the Division of Health Affairs but nearly two-thirds of initial appointments to fixed-term positions. He is unable to explain why this is the case and invited Council members to suggest reasons.

Prof. Steven Bachenheimer noted that there was no breakdown of data by department. He wondered whether there are significant differences between the clinical departments and the basic sciences departments.

Prof. Paul Farel (Physiology) said that he has learned from talking to medical students that students perceive some of the clinical specialties to be more friendly to women than others. He does not assert the truth of that perception, but students do seem to have it. He thought there should be an effort to determine why.

Annual Reports of Standing Committees

Advisory Committee. The annual report of the Advisory Committee was received without question or comment.

Buildings and Grounds. Prof. David Godschalk, chair of the Committee on Buildings and Grounds, reported that he has met with consultants who are updating the central campus plan. The committee will be actively soliciting opinions from faculty and others during this effort. The report was received.

Committee on the Status of Women. Prof. Abigail Panter, chair of the Committee on the Status of Women, presented the committee's annual report. She also distributed information in graph format showing that the rate at which the university is hiring women in tenure-track positions has remained static for thirteen years. On the other hand, the hiring rate for women in fixed-term positions shows a steady increase. During the time period studied (1985-1995) there has been a steady rise in the number of women who are earning doctoral degrees. Some schools and departments are doing better jobs than others in hiring women in relation to the applicant pool.

Prof. Pamela Conover (Political Science) asked if anyone is charged with asking for reasonable explanations from hiring units who are not doing well in hiring women. Prof. Panter replied that her committee is doing that.

Prof. Farel said that in the Medical School there have been from 200 to 300 applicants for some open positions. In the basic science departments, we are graduating as many or more women then men, and women seem to constitute about half of the post-doctoral fellows. Yet, applicants for positions are in a three to one ratio of men to women. This causes him to think that the structure of the positions have much to do with the case. Applicants are generally 32 to 36 years old and are just beginning to commit themselves to jobs that entail great stress and demands on one's time. Those hired to the positions will not know whether they have a permanent job for another six or seven years.

Prof. Cordeiro-Stone noted that many faculty begin in fixed-term positions and move on to tenure-track positions. She observed that in our society women still bear a larger share of responsibility for family life than men, and that this may account to some extent for women choosing a fixed-term position that may not entail the same degree of stress and pressure as a tenure-track position. She said that she has heard of women being advised strongly by upper level administrators to choose fixed-term positions. She thought that this kind of influence, coupled with societal pressures, could account to some extent for the differences displayed by the data.

Adjournment.

There being no further business, the Council adjourned.

Joseph S. Ferrell
Secretary of the Faculty