



The University of North Carolina at Chapel Hill

MEETING OF THE FACULTY COUNCIL

March 27, 3:00 p.m.

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

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

AGENDA

Type	Time	Item
ACT	3:00	Memorial Resolution for Timothy C. Toomey, Clinical Professor of Psychiatry
INFO	3:05	Chancellor's Remarks and Question Period
INFO	3:20	Chair of the Faculty's Remarks
INFO	3:25	Undergraduate Research Initiatives, Robert C. Allen, Associate Dean of the College of Arts & Sciences
DISC	3:35	Annual Report of the Administrative Board of the Library, James A. Wilde, Chair
DISC	3:45	Annual Report of the Executive Committee of the Faculty Council, Richard N. Andrews, Chair of the Faculty
ACT	3:50	Annual Report of the Committee on Educational Policy, Anthony J. Passannante, Chair
		Res. 98-2. Electronic Dissemination of the Carolina Course Review.
		Res. 98-3. Use of the Carolina Course Review for Personnel Evaluation.
		Res. 98-4. Eligibility Standards for Junior Transfer Students.
		Res. 98-5. Revision of the Final Examination Policy
ACT	5:00	CLOSED SESSION. Second Report of the Committee on Honorary Degrees and Special Awards. Honorary Degrees for Commencement 1999. Joseph S. Ferrell, Secretary of the Faculty.

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 Agenda Committee will meet on April 6 for the April 24 Faculty Council Meeting.

TIMOTHY C. TOOMEY 1945-1997

Timothy C. Toomey, Ph.D. was a clinical professor in the Department of Psychiatry at the University of North Carolina for 23 years. Tim Toomey died tragically this past November at the age of 52 from cardiac arrest.

Dr. Toomey was born in Durham, North Carolina on November 12, 1945. He received his undergraduate degree from East Carolina College, Greenville, North Carolina in 1966, and his Ph.D. in Clinical Psychology from the University of Georgia, Athens, Georgia in 1970. During his distinguished career, he published 49 papers, 4 book chapters, and presented numerous papers and workshops both in the U.S. and overseas. Dr. Toomey was an acknowledged expert, both nationally and internationally, in the field of chronic pain. He became a member of the Department of Psychiatry at UNC shortly after completing his education, and except for a 3-year appointment at the University of Virginia Medical Center, he remained at UNC for his entire career.

Dr. Toomey was a caring and compassionate clinician. He was a leader in developing services at UNC for people with chronic pain; particularly, the Consultation-Liaison service and the Medwell Stress Management program in Psychiatry, and a chronic pain clinic sponsored by the Departments of Neurology, Anesthesiology and the School of Dentistry. Patients with chronic pain pose a particular challenge for clinicians in medical settings. In order to respond to the complex needs of patients suffering from chronic pain syndromes, one must possess considerable compassion, coupled with a deep understanding of the complex biological and psychological factors that are involved in the human reaction to severe persistent pain. These are characteristics that Dr. Toomey brought to his work with these patients. He was able to help patients cope, and to

live full lives despite their pain, in those all too frequent situations where the prospects for a "cure" were limited.

Dr. Toomey was a co-investigator and an important contributor to a National Institutes of Mental Health funded project to study the health effects of past sexual and physical abuse among gastroenterology patients. He developed the Pain Locus of Control Scale, which resulted in collaborations with colleagues in Italy and Australia. Dr. Toomey received much fulfillment and satisfaction from this collaborative work, both abroad and here at UNC. He will be greatly missed by his colleagues and patients.

Presented by Jane Leserman, Ph.D., Research Associate Professor, Department of Psychiatry

March 27, 1998

ACADEMIC AFFAIRS LIBRARY
ADMINISTRATIVE BOARD OF THE LIBRARY
(Elected by the General Faculty)

1997-1998 ANNUAL REPORT

MEMBERS: James A. Wilde, Chair (1995/6-1997/8); Harold E. Aldrich (1997/8-2000/1); James M. Coggin (1996/7-1998/9); Jane Daneliewicz (1997/8-2000/1); Louise A. Dolan (1997/8-2000/1); Linda S. Drake (1995/6-1997/8); David A. Hammond (1996/7-1998/9); Don Madison (1995/6-1997/8); M. Catharine Newbury (1996/7-1998/9); Terry E. Rhodes (1995/6-1997/8); Jack M. Sasson (1996/7-1998/9); Peter M. Smith (1995/6-1997/8); Richard Superfine (1995/6-1997/8); Dorothy Verkerk (1997/8-2000/1); *Graduate Student representatives:* Frederica Ballard (1997/8); Olga Rodrigues (1997/8); *Undergraduate Student representative:* Takie Hondros (1997/8); *Ex officio:* Linda Dykstra, Richard J. Richardson, Joe A. Hewitt; *Alternate members:* John Chasteen (1997/8); Jaroslav Folda (Fall 1997), Donald Haggis (Fall 1997)

MEMBERS LEAVING DURING PAST YEAR: Evelyn H. Daniel, Chair; Paul J. Kropp; Raleigh C. Mann; Mary Pardo

NUMBER OF ANNUAL MEETINGS: Seven

REPORT PREPARED BY: James A. Wilde and Joe A. Hewitt
Not reviewed by full Board this year.

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

PREVIOUS FACULTY COUNCIL RECOMMENDATIONS OR QUESTIONS: None

Overview of Activities

Although the Library did not receive Legislative or University funding sufficient to maintain last year's peak acquisition level, support for print collections was adequate. Support also came from a variety of sources for electronic formats and initiatives. The Library has been an active participant in the development of NC LIVE, and will benefit from access to the electronic resources which this statewide program will make available. Electronic collections, including the Library's own *Documenting the American South* project, continue to grow, although licensing restrictions and subscription fees imposed by certain commercial database vendors are proving troublesome. The Library opened the Information Commons in Davis Library in 1997, and has embarked on a number of important technological enhancements. The Undergraduate Library renovation project, unfunded by the Legislature in 1997, has been identified as the University's

highest capital construction priority for the coming session. Plans for the transitional period, as well as for overall enhancement of services to undergraduates, are well underway.

Materials Budget

A combination of circumstances caused the Library's materials budget to remain essentially stable with regard to last year's budget. Expansion money was not allocated directly to the Library, but instead was used to fund NC LIVE (see "Collection Access/Services" below). Many of the electronic services purchased at favorable cost through this joint arrangement will replace the Library's campus subscriptions and will free resources for other collection development activities. Although the Library did receive an inflationary increase through the continuation budget, this increase was offset by a reduction in Budget Committee allocations to the libraries. In addition, a substantial portion of the Budget Committee allocation was used to cover an increase in student wages mandated by the new minimum wage law. In summary, funding available to the Library in the form of continuation budget, inflationary increase in the continuation budget, and Budget Committee funding is the same as last year, except that a portion of the Budget Committee allocation has been diverted to cover the Library's student wage shortfall.

In response to this stable budget for library materials, the Library chose to maintain all current serials subscriptions and standing orders, which often represent long-term commitments and are difficult to adjust quickly, and instead to restrict purchase of books. At this point, however, the rate of serials inflation is proving lower than initially projected, and savings are being used to supplement the book budget. It should also be noted that 1996/97 represented a peak buying year for the Library, during which the last of the Walter R. Davis acquisitions funds were expended. Thus, while the Library expects to purchase fewer books in 1997/98 than in 1996/97, the size of decrease will be less than the 12,000-15,000 books initially anticipated.

Although the steady state budget for the current year is not in and of itself cause for concern, continuation of this trend could have more serious ramifications for the strength of the collections.

Information Commons Opened in Davis

Davis Library's Information Commons opened in August, 1997 on the South side of the Gallery in the space created by the migration of the card catalog to the Reference Department. The Information Commons provides workstations from which users have access to the online catalog, numerous electronic databases, full-text periodicals databases, and the Internet and World Wide Web, as well as networked CD-ROMs restricted to Davis Library use because of licensing agreements. The Information Commons currently features 52 Pentium Workstations, 3 laser printers, 12 terminals permitting access to the text-only (telnet) version of the catalog, 4 printers for these terminals, and 8 ISIS e-mail stations. Expansion plans call for adding 16 Pentium workstations; the ISIS e-mail stations will be moved to the second floor and their number doubled to 16. Reference staff routinely circulate through the Information Commons to assist users and they regularly offer workshops, free and open to the public, on the use of the equipment and resources. That the Information Commons terminals are in nearly constant use, with lines of waiting students a frequent sight, attests to the popularity of this new service.

As a result of increasing availability of full-text databases of journal articles and the planned implementation of electronic reserves in the Fall, 1998 semester, printing at public workstations in the libraries is expected to increase greatly. Computer printing will replace photocopying to some degree. The Library is finding it difficult to bear the increasing cost of free printing, in particular as it applies to all public users, not just students and faculty. A system of charging for computer printing, with some level of free printing for students, is being considered for installation in the coming academic year.

Collection Access/Services

The World Wide Web continues to provide new opportunities to bring the Library's resources to local and remote users, and to connect users with resources located elsewhere. The Library remains committed to building its digital collection, *Documenting the American South: The Southern Experience in 19th-Century America*, which has already made available via the Web over 100 fully searchable titles. This project has attracted considerable public acclaim. It was one of only ten projects nationally to receive support through the highly competitive Ameritech/Library of Congress National Digital Library Competition and has been the subject of articles in *The Chronicle of Higher Education*, *The New York Times*, and *Library Journal*, as well as newspapers across the country. The *Documenting the American South* home page has been accessed over 30,000 times since the beginning of the academic year, and is currently recording 200-300 hits per day from users around the world.

March 1 of this year will witness the inauguration of NC LIVE (the North Carolina Libraries and Virtual Education project). NC LIVE is a collaborative effort to provide equal access for every North Carolinian to the library resources held statewide. NC LIVE resources will be accessible over the Internet and the World Wide Web, with individual libraries serving as "gateways" to the information. At present, these include the 16 campuses of the University of North Carolina, the 59 institutions of the Community College System, the State Library and public library systems serving all of the state's 100 counties, and 36 private academic institutions. The UNC-CH Libraries will house one of the servers to be used for the program and Larry Alford, Senior Associate University Librarian, was instrumental in negotiating licensing agreements with the many commercial vendors who will be providing NC LIVE resources.

Database Licensing Difficulties

Even as online information assumes an increasingly prominent role in the Library's services, some commercial database vendors have sought to impose restrictions which make the use of their products prohibitively expensive or operationally burdensome. Among the terms which vendors have sought to include in licensing agreements are:

- High surcharges for electronic subscriptions which may be acquired in addition to existing print subscriptions;
- Reluctance or refusal to negotiate favorable consortial subscriptions;
- Failure to guarantee access to backfiles of information purchased in electronic format should the Library later cancel subscriptions;
- Prohibition of off-site use for students enrolled in distance education courses and for the faculty teaching those courses;
- Reluctance or refusal to permit exchange of electronic versions of materials through interlibrary loan;

- Licensing terms which limit the rights of scholars, faculty or students to use material under the fair use provisions of the U.S. Copyright Law.

Experience is demonstrating that replacing print with electronic formats does not provide a savings to the University, but rather represents a cost increase. As publishers' concerns about the loss of individual print subscriptions mounts, the cost of maintaining serial publishing activities is being steadily passed on to libraries.

University Technology Funding

A series of one-time funding awards from the University has made possible a number of technological enhancements in the Libraries.

Reversion funds were granted for the following projects:

- Remaining text-based terminals in the Libraries are being replaced with graphical user workstations capable of providing access to a variety of licensed information resources, as well as to the Internet and World Wide Web (\$288,000);
- The central server for the online catalog is being upgraded to handle the growing traffic associated with additional online services provided through the catalog (\$84,000);
- Public network connections are being installed in Davis Library, the Law Library, and the Health Sciences Library so that students and faculty may access networked resources through their own laptop computers (\$248,000).

Academic Enhancement funds supported the following projects:

- Electronic reserves system software is being purchased to serve all three campuses. Scanning and production equipment is being purchased to establish an electronic reserves processing center in the Undergraduate Library, and a demonstration pilot of the system will be produced for the summer, 1998 term (\$149,342);
- The Health Sciences Library is providing integrated information support services for distance learning programs in the Schools of Pharmacy, Nursing, and Public Health (\$119,000);
- Funding for *Documenting the American South* will permit the conversion of an additional twenty-five titles for the "Digitized Library of Southern Literature, Beginnings to 1920" (\$29,992);
- An assistive technologies lab is being developed in Davis Library to help meet the information needs of UNC students, faculty and staff with vision, hearing or mobility disabilities. All of the television monitors in the Undergraduate Library's Nonprint Collection have already been replaced with monitors capable of displaying closed captioning (\$29,600);
- Library technology infrastructure is being strengthened to improve our ability to deliver electronic information services. Funding will complete the replacement of all staff text-based terminals with graphical workstations; purchase more efficient barcode readers; and add network servers (\$149,900);
- Additional electronic information sources have been purchased for the Libraries. These are: The Institute for Scientific Information's *Citation Databases* ("Web of Science") backfiles; Chadwyck-Healey's *Periodicals Content Index on CD-ROM*; and *BIOSIS Previews* backfiles, 1985-1996 (\$146,000).

In addition to these projects, the Library itself is funding a "laptop loaner" program in which faculty, students, and staff will be able to check out laptops from the Circulation Desk for building use. The program, modeled upon successful prototypes at other institutions, will make approximately fifteen PC laptops available by late spring or summer. The project will help the Library prepare for the upcoming Carolina Computing Initiative by identifying service, instruction, and support needs, and will eventually complement that program by making laptops readily available to students who may not wish regularly to bring their own to campus.

Undergraduate Library Project

Services to undergraduates remain an important focus, although the funding proposal to renovate the House Undergraduate Library was turned down by the Legislature in 1997. This year, the University administration has identified the renovation of the Undergraduate Library as its top capital construction priority, and has further expressed support for the project as part of plans to revitalize the Pit area. The funding outlook is therefore more optimistic, particularly because the project will directly benefit undergraduates. The amount of the University's request has been increased by \$3 million in order to cover the entire cost of renovation. A volunteer group led by Ed Pleasants of Winston-Salem has been convened to raise an additional \$5 million for state-of-the-art furnishings and technology in the renovated library and for an endowment to support undergraduate services. The Library's Development Officer has been identifying appropriate naming opportunities, and a wall is being planned to honor donors.

Planning proceeds steadily for the anticipated two-year construction period, during which all materials and services will need to be relocated from the Undergraduate Library. Committees have examined implications for facilities, services and communications, and have reported to a coordinating Transition Committee, which will issue its recommendations this spring. All services associated with the Undergraduate Library, including Reserves, will continue to operate, and all collections will remain available for use. Davis Library will assume the Undergraduate Library's 24-hour operating schedule for the duration of the transition period.

Librarians' Salaries

As noted in previous reports, the salaries of UNC-CH librarians continues to lag behind those of their counterparts at peer and local institutions. Among the 110 members of the Association of Research Libraries, the Academic Affairs Library ranks 77th in average professional salary (\$42,920 for a twelve-month appointment) and 80th in median salary (\$40,450 for a twelve-month appointment) for the current fiscal year. These rankings remain virtually identical to last year's when the Library stood 79th in both average and median salary among ARL libraries. The salary for a twelve-month appointment for beginning librarians is currently \$29,000, placing UNC-CH at 49th in the rankings.

Some specific comparisons provide further context for these figures. The average professional salary at the University of Michigan (35th in the ARL survey) is nearly \$4,000 greater than at UNC-CH, and at the University of Virginia (25th in the survey) the difference rises to nearly \$6,000. Duke University, with average salaries more than \$5,000 greater than at UNC-CH, stands at 29th in the survey. All three libraries also rank ahead of UNC-CH in beginning professional salaries. Salary rankings for Law and Health Affairs librarians reflect similar standings within their respective peer groups.

These salary trends place the Library at a disturbing disadvantage in terms of recruitment and retention. The same technology and information management skills now essential for librarians are being compensated elsewhere at much higher rates, particularly in the commercial sector. In order to maintain the customary quality of its collections and services, and to develop innovative programs based on electronic technologies, the Library must be competitive nationally for the best academic librarians. Low salaries will seriously undermine the Library's ability to attract and retain the highly skilled professionals needed to build the library of the future.

Conclusion

The support of faculty, students and the administration has been critical as the Library enacts new initiatives and confronts pressing issues on many fronts. The work of the Administrative Board of the Library has especially highlighted the difficult questions surrounding library funding and the materials budget. It is clear that the growth of information technologies and electronic resources is resulting in increased costs to libraries for materials, equipment, and staffing, even as the universe of print publications expands at unprecedented levels. Nor has the increasing prominence of networked resources in any way mitigated the reliance on and role of the Library as a central place in the academic and intellectual life of the campus community. These needs and concerns have informed the work of the Administrative Board during the past year and will certainly be of equal or greater importance in 1998/99.

March 27, 1998

Executive Committee of the Faculty Council
(Elected by Faculty Council)

Annual Report to the Faculty Council

Members: Carl Bose (Pediatrics, '98); Pamela Conover (Political Science, '98); Paul Farel (Physiology, '98); Lillie Seales (Biology, '98); Thomas Clegg (Physics & Astronomy, '99); Sue Estroff (Social Medicine, '99); Laurie McNeil (Physics & Astronomy, '99); Joe Pagano (Cancer Center, '99); Charles Daye (Law, alt. 1997-98 for Donna LeFebvre, Political Science, '00); Abigail Parter (Psychology, '00); Richard Pfaff (History, '00); Stephen Weiss (Computer Science, '00)

Ex Officio: Pete Andrews (Chair of the Faculty); Joe Ferrell (Secretary of the Faculty)

Meetings: The ECFC met twice monthly throughout the year; one of the meetings each month was normally with Provost Dick Richardson, Executive Vice Chancellor Elson Floyd, and other senior administrators as particular topics warranted. The ECFC also had regular dinner discussions with Chancellor Hooker, and one discussion meeting with President Broad; made a major presentation to the Board of Trustees on faculty needs at their November meeting, and held one joint meeting with the Student Government Cabinet, and one with the University Priorities and Budget Committee.

Charge and Organization: The ECFC is charged in the Code to: 1) serve as an advisory committee for the Chair of the Faculty; 2) represent the Faculty Council and General Faculty in advising the University Administration with respect to issues, such as planning, that the Committee deems important to the University's mission; 3) work with various officers and groups within the University toward the realization of goals set in actions of the Council; and 4) report to the Council on the status of implementation of resolutions of the Council.

Activities this year: ECFC this year has devoted continuing attention to several major issues and initiatives, and has also advised the University administration on faculty concerns with respect to a substantial number of other matters as noted below.

Creation of a University Priorities and Budget Committee: ECFC developed recommendations leading to the Chancellor's creation of a University Priorities and Budget Committee, chaired by the Provost and including strong faculty participation, which has met weekly throughout the academic year, developed a list of proposed University priorities, and begun development of a recommended budget process for the university. ECFC members Pete Andrews and Joe Pagano are among the six faculty members of this committee; ECFC also considered and proposed priorities for UPBC's consideration..

Implementation of the Report of the Task Force on Intellectual Climate: ECFC has continued to discuss and monitor implementation of the Intellectual Climate recommendations. Pete Andrews sits on a working group coordinating implementation initiatives, which includes

the Provost, President of the Student Body, and Elizabeth Evans of the Employee Forum. Highlights included presentations to the Executive Council and Council of Deans, a joint meeting between ECFC and the Student Government Cabinet, one entire Faculty Council and General Faculty meeting devoted to discussion of the IC recommendations, a separate faculty-student forum and later Faculty Council discussion on the proposal for freshman seminars, and numerous other initiatives. An update report was presented to Faculty Council at its November meeting, and a second full update is planned for April. ECFC members serving on the University Priorities and Budget Committee (Andrews and Pagano) also provided continuing input to that body on the implementation of this report.

Diversity and affirmative action: ECFC has continued to monitor and discuss these issues regularly, and has requested a working group to develop a proposed faculty statement on this subject for consideration by Faculty Council. ECFC members Charles Daye, Sue Estroff, and Abigail Panter represent ECFC on this group, which also includes the chairs of the Committee on Black Faculty and Students and the Committee on Community and Diversity.

Information technology and distance learning: ECFC provided faculty concerns to the University administration on several aspects of these initiatives during the course of the year, including the Carolina Computing Initiative and several proposals and pilot initiatives for computer-based distance learning. Pete Andrews also represents the faculty on the University's Technology Council, and Paul Farel and Steve Weiss on the Instructional Technology Advisory Committee.

Other issues discussed:

- *BA in Liberal Studies, 2+2 degree with community colleges:* review and comment on these proposals to the chancellor.
- *Phased retirement:* discussion and comment on proposed policy prepared by the Provost's office and Faculty Welfare Committee in response to UNC General Administration mandate.
- *Post-tenure review:* discussion and comment on proposed policy prepared by the Provost's office and Chancellor's Advisory Committee, in response to UNC General Administration mandate.
- *Impacts of academic calendar changes:* identification of impacts of the recent change mandated by UNCGA, to be shared with faculty of other campuses through Faculty Assembly.
- *Public Safety disciplinary security procedures and e-mail privacy:* in response to an incident in the fall, ECFC recommended review of campus police procedures for interacting with protest groups and university policies concerning the privacy of email communications; the former was completed and the second is currently underway.
- *Faculty and student review of UNC commercial relationships:* discussed this topic with University Counsel Susan Ehrlinghaus, including possibility of creating a working group for further discussion of the issues involved.
- *Fraternity thefts of Christmas decorations:* ECFC discussed faculty concerns regarding this incident with Vice Chancellor Sue Kitchen.
- *Status of lecturers and other fixed-term faculty:* requested consideration of this issue by several standing committees and by Arts and Sciences Chairs' Advisory Committee; under

continuing discussion, including discussion of ways to increase the numbers of women who apply for tenure-track positions and ways to make these positions more attractive to women.

- *Guidelines on improper relations between employees and students*: review and comment at the request of the University's Sexual Harassment Officer.
- *Microwave transmitters on University buildings*: ECFC expressed faculty concerns to University administration concerning lack of prior consultation on this proposal, which was subsequently dropped.
- *Faculty input to revision of central campus plan*: ECFC recommended development of a process for assuring widespread faculty input into the consultant's plan development. Tom Clegg represents ECFC on an ongoing basis in these discussions.
- *Faculty input into planning of next major University development campaign*: ECFC met with Vice Chancellor for University Advancement Matt Kupec to begin developing a process for widespread faculty input into the upcoming major development campaign.
- *Faculty input to UNCGA tuition study*: ECFC met with Provost Dick Richardson to discuss the status of the UNCGA tuition study, and to request opportunities for faculty input to this study and to the chancellor's policies for implementing it.

Implementation of Faculty Council resolutions: ECFC has continued to monitor implementation of Faculty Council resolutions by those to whom they were directed. The recommendations of the Task Force on Intellectual Climate were discussed above. The resolution on reform of the faculty hearings and discharge procedure was approved by the Trustees, and has been sent to the President and Board of Governors for their consideration with the support of the Chancellor and the Chair of the Faculty. The resolution on faculty salary policies continues to be monitored by the Faculty Welfare Committee. Resolutions on the use of the Carolina Course Review were referred to the Educational Policy Committee and will be brought to the Faculty Council

Faculty Governance Web Site: with suggestions from ECFC, the Office of Faculty Governance now has created an up-to-date and useful home page, including the Faculty Code and other documents, minutes and transcripts of Faculty Council meetings, committee structure and current members, links to other useful sites for Faculty Governance information, and other materials.

Liaison with other initiatives: ECFC members also served on other university-wide committees to provide representation from the Council, including among others:

- Academy of Distinguished Teaching Scholars working group (Laurie McNeil)
- Advising review committee (Pete Andrews)
- Affirmative action working group (Charles Daye, Sue Estroff, Abigail Panter)
- Buildings and Grounds, central campus plan development (Tom Clegg)
- Instructional Technology Advisory Committee (Paul Farel, Steve Weiss)
- Intellectual Climate implementation group (Pete Andrews)
- Status of Women (Abigail Panter)
- Technology Council (Pete Andrews)
- University Priorities and Budget Committee (Pete Andrews, Joe Pagano)

March 27th, 1998
Educational Policy Committee
Annual Report

Committee Members: Anthony Passannante (chair)-98, Arthur Champagne-98, James Leloudis-98, Paul Fullagar-99, Judith Meece-99, Jack Sasson-99, Reid Barbour-2000, Boone Turchi-2000, Thomas Warburton-2000, David Larier (ex-officio)

Members leaving the committee during the year: David Larier (due to reassignment)

Meeting Dates: May 20th, 1997, September 8th, 1997, October 6th, 1997, November 3rd, 1997, December 1st, 1997, January 21st 1998, February 17th, 1998, February 27th, 1998, March meeting to be scheduled

Report prepared by Anthony Passannante (chair) with participation and review of the committee

Charge to the Committee: " The committee is concerned with those matters of educational policy and its implementation which have significant impact upon graduate and undergraduate instruction within the Division of Academic Affairs, and as to which the Faculty Council possesses legislative powers by delegation from the General Faculty under Article II of the Faculty Code. The committee's function is advisory to the Faculty Council in respect of such matters." The committee considers issues presented to it by the Faculty Council.

Issue #1 Proposed Change in Course Numbering

Comment: UNC General Administration proposes that the UNC system alter the current course numbering system to clearly differentiate courses intended for undergraduate, master's, and doctoral students. This proposal is intended as a first step towards conversion of the entire university system's financial allocation formula from an FTE based system to a student credit hour based system. After considering the many potential implications of this proposal for this campus, the Educational Policy Committee (EPC) feels that we should resist this proposed change. Many courses do not easily separate into undergraduate, masters and doctoral courses. What is true with respect to a course one semester can be different the next semester. We have expressed this opinion to Richard Andrews and Tim Sanford, and to UNC General Administration.

Issue #2 Web Publication of the Carolina Course Review-

Comment: Several faculty members expressed significant concern regarding the availability of the Carolina Course Review (CCR) on the World Wide Web.

Boone Turchi has done an extensive review of this issue and his report is available on the Faculty Council Web site. The EPC believes that effective evaluation of the quality of instruction at UNC-CH is critical to the maintenance of a healthy academic environment. However, serious concerns exist about the validity of the information presented in the CCR. The conclusions of the EPC are as follows:

The Carolina Course Review contains serious flaws that make it unsuitable for general dissemination on the World Wide Web. The CCR presents a view of course quality at UNC that requires considerable interpretation in order not to provide a distorted impression. In addition, given the absence of many courses from the database and the complete absence of some large departments (e.g. English and Physics), the CCR can hardly be said to provide a balanced view of instructional quality. The CCR may be of some limited utility to student consumers; however, we see no advantage for removing the current restriction on wider dissemination.

In addition, the CCR is an inappropriate tool for the evaluation of teaching faculty for promotion, tenure, or salary decisions. The survey was never designed for that purpose and the quality of its data is poor enough to disqualify it as an appropriate tool for official evaluation of teaching at any level. At present coverage is so incomplete and norms are so obsolete that the use of the CCR for administrative purposes is highly problematic. Class size and grading rigor have strong and significant impact on an instructor's ratings. Unless these and other flaws are fully corrected, we recommend that the Faculty Council resolve to disqualify the CCR as an instrument of official teacher evaluation. The EPC proposes 2 Resolutions regarding this issue.

Resolution #1:

Whereas the results of public presentation of the Carolina Course Review contain flaws that can lead to a distorted assessment of course quality at UNC, and

Whereas the absence of many courses, curricula, and departments from the Carolina Course Review data base compromises its capacity to provide a balanced and comprehensive evaluation of instructional quality,

Be it resolved that public electronic dissemination of the Carolina Course Review be permanently restricted to workstations physically located on the UNC-CH campus and included in the University of North Carolina domain.

Resolution #2:

Whereas the Carolina Course Review was not designed to serve as an instrument in a formal review of faculty members for personnel or salary purposes, and

Whereas course coverage of the Carolina Course Review is incomplete, and

Whereas its norms for rating teacher performance can be both misleading and obsolete, and

Whereas the use of a public document for personnel decisions can raise issues of privacy,

Be it resolved that the Carolina Course Review be disqualified as an instrument of official personnel evaluation at the departmental and administrative levels of UNC-CH.

If so directed by the faculty council, the EPC could begin deliberation on an appropriate campus-wide course evaluation mechanism.

Issue #3 Eligibility Standards For Undergraduates

This issue was presented to the Faculty Council by Dean Bobbi Owen last year, who noted that it is not uncommon for junior transfer students to do so poorly in their first semester that it can become mathematically difficult for them to graduate. Our current eligibility standards state that a junior transfer student must pass nine credit hours and earn a 1.0 GPA. The EPC feels that this standard should be raised and that junior transfer students should be required to pass nine credit hours and earn a 1.50 GPA.

Resolution #3:

Resolved, that junior transfer students in their first semester be required to pass nine credit hours and achieve a 1.50 GPA to maintain academic eligibility, beginning with the Fall 1999 semester.

Dean Owen proposed a more wide-reaching elevation of the current standards necessary to maintain academic eligibility. She proposed raising the standards necessary to maintain eligibility to the level necessary to gain readmission to the University. While this has some intrinsic appeal, the EPC chose to raise the standard in the area where our current low requirement frequently creates jeopardy for students. The EPC is not adverse to considering a more broad-based increase in our eligibility standards, and we invite further input from faculty and students that feel strongly about this issue.

Resolved, that supervisors release staff who request to take a course during their regular work period, up to three hours per week. (Attendance at courses and grades in the course must be monitored by the supervisor.)

Resolved, that staff be given priority for enrollment in University courses. Resolved, that University courses be offered that would benefit staff, at times appropriate for staff schedules and without jeopardy to the department offering the course.

Issue #4 Gendered Language

In April 1997 Sherryl Kleinman, Jane Brown, and Barbara Harris wrote Provost Richardson and requested that the University stop using the term "freshman" in all official University documents. This issue was then referred to the EPC. After considering this issue in some detail, the EPC has the following recommendation:

The Educational Policy Committee recommends to Provost Richardson that gendered language be eliminated from official University documents.

Issue #5 Final Examination Policy

In its now yearly consideration of Final Examination Policy, the EPC was asked to reconsider the final paragraph of its resolution of 1997 by James Murphy, Dean of the Summer School. The first two paragraphs of the current Final Examination Policy as printed in the Undergraduate Bulletin read:

Final assessments are required in all undergraduate courses. (Any exceptions to this rule are based on the special types of work done in the course, and must have the advance approval of the provost.) A final assessment must be a written examination administered at a designated location at a predetermined time as specified in the general final examination schedule, except that the head of the instructional unit in which a course is based may give permission for faculty to use for that course an alternative form of final assessment, such as a portfolio of a semester's work or a take-home examination. Faculty employing an alternative form of final assessment must adhere to the general final examination schedule, must allow adequate time for completion, and should bear in mind that the students have other scheduled examinations. Annual reports of alternative forms of final assessments authorized pursuant to this paragraph shall be forwarded to the deans of the instructional units in which the courses are based.

No examination (except for laboratory sections) may be held at a time other than that specified in the general schedule except with the advance approval of the provost. No examination time can be changed after it has been announced. No special preparation quizzes may be given during the last five days of classes before the beginning of the final examination period. No examination may be held later than 7:00 PM. Final examinations for a full course should ordinarily cover two hours but should not exceed a period of three hours. Only examinations requiring an exceptional portion of practical work should be longer than three hours.

At the time of last years report the major objections to the above policy were that it did not differentiate between Fall/Spring and Summer sessions, and that the time period requirements are somewhat ambiguous. We propose replacing the current two paragraphs with the following three paragraphs:

Undergraduate courses taught on campus must include a final assessment (i.e. final examination) unless an exception is granted by the Provost. A traditional final examination is written, is administered at a predetermined time as specified in the final examination schedule, and takes place at a designated location. Exceptions to the scheduled time and location of a traditional examination can be granted only by the Provost.

Department chairs (i.e. heads of instructional units) must give permission for faculty to use non-traditional examinations, such as a portfolio of a semester's work or a take-home examination. The chair should submit to the appropriate Dean an annual summary of the exceptions that were granted. For multi-disciplinary and co-taught courses, permission to give a non-traditional examination must be granted solely by the chair of the instructional unit in which the course is based.

No special preparation quizzes may be given during the last five days of classes (last 2 days of classes for Summer School) before the beginning of the final examination period. No examination (except for laboratory sections) may be held at a time other than that specified in the general schedule except with the advance approval of the provost. No examination may start later than 7:00 PM. Final examinations for a full course should ordinarily cover a minimum of two hours and should not exceed a period of three hours. Only examinations requiring an exceptional portion of practical work should be longer than three hours.

Issue #6 Oral Communication Skills Program

The committee is currently considering the proposed Oral Communication Skills Program and will report to the Faculty Council on this issue in April.

CALENDAR OF RESOLUTIONS FOR ACTION BY THE FACULTY COUNCIL

March 27, 1998

Resolution 98-2. Restricting Dissemination of the Carolina Course Review.

Presented by the Educational Policy Committee.

The Faculty Council resolves:

Public electronic dissemination of the Carolina Course Review shall be permanently restricted to workstations physically located on the UNC-CH campus and included in the University of North Carolina domain.

Resolution 98-3. Prohibiting Use of the Carolina Course Review as an

Instrument of Official Personnel Evaluation at the School or Departmental Level.

Presented by the Educational Policy Committee

The Faculty Council resolves:

The Carolina Course Review is disqualified as an instrument of official personnel evaluation at the departmental and administrative levels of UNC-CH.

Resolution 98-4. Academic Eligibility for Junior Transfer Students

Presented by the Educational Policy Committee

The Faculty Council resolves:

Junior transfer students are required to pass nine credit hours and achieve a 1.50 GPA in their first semester to maintain academic eligibility, beginning with the Fall 1999 semester.

Resolution 98-5. Revising the Final Examination Policy

Presented by the Educational Policy Committee

The Faculty Council resolves:

Section 1. Beginning with Spring Semester 1998 final examinations, the first two paragraphs of the Final Examination Policy, as printed on page 256 of the 1997-98 Undergraduate Bulletin, are rewritten to read:

Final assessments are required in all undergraduate courses. (Any exceptions to this rule are based on the special types of work done in the course, and must have the advance approval of the provost.) A final assessment must be a written examination administered at a designated location at a predetermined time as specified in the general final examination schedule, except that the head of the instructional unit in which a course is based may give permission for faculty to use for that course an alternative form of final assessment, such as a portfolio of a semester's work or a take home examination. Faculty employing an alternative form of final assessment must adhere to the general final examination schedule, must allow adequate time for completion, and should bear in mind that the students have other scheduled examinations. Annual reports of alternative forms of final assessments authorized pursuant to this paragraph shall be forwarded to the deans of the instructional units in which the courses are based.

Undergraduate courses taught on campus must include a final assessment (i.e. final examination) unless an exception is granted by the Provost. A traditional final examination is written, is administered at a predetermined time as specified in the final examination schedule, and takes place at a designated location. Exceptions to the scheduled time and location of a traditional examination can be granted only by the Provost.

Department chairs (i.e. heads of instructional units) must give permission for faculty to use non-traditional examinations, such as a portfolio of a semester's work or a take-home examination. The chair should submit to the appropriate Dean an annual summary of the exceptions that were granted. For multi-disciplinary and co-taught courses, permission to give a non-traditional examination must be granted solely by the chair of the instructional unit in which the course is based.

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1 ~~hours. Only examinations requiring an exceptional portion of practical work should be~~
2 ~~longer than three hours.~~

3 No special preparation quizzes may be given during the last five days of classes (last
4 2 days of classes for Summer School) before the beginning of the final examination
5 period. No examination (except for laboratory sections) may be held at a time other than
6 that specified in the general schedule except with the advance approval of the provost. No
7 examination may start later than 7:00 PM. Final examinations for a full course should
8 ordinarily cover a minimum of two hours and should not exceed a period of three hours.
9 Only examinations requiring an exceptional portion of practical work should be longer
10 than three hours.

11

production and publication of the CCR has evolved to an efficient and economical system, requiring remarkably few resources compared to the quantity of information that it generates.

So, the CCR has evolved from a student initiated, organized and produced publication to something in which the students have no production role at all. In fact, no one has control over content or use of the CCR. The faculty advisor serves as the organizer of the raw data collection effort and the dissemination of the results to faculty and departments, while the ATN employee oversees the statistical computations and preparation of the public reports. Neither claims responsibility for interpretation or uses to which the CCR is put.

The Issues

- ❖ Public availability on the web leads to privacy issues:

"Putting raw data about individuals online makes it available to individuals (even ex-spouses, enemies, stalkers) and organizations (governments here and abroad, potential employers, other companies and marketers) indiscriminately -- some of whom the subject of the information might well prefer to exclude from access." (Prof. Karl Petersen (Mathematics), electronic mail 3/7/1997)

- ❖ Completely free and anonymous access to machine readable data can lead to unforeseen consequences:

"... if availability to any sort of data is too easy (so we do not necessarily force someone to identify themselves before getting it, or even to come to campus to pick up a physical copy or to access an electronic version through a UNC machine), it is opened to an entire array of unknown, casual users to experiment with, in an untraceable anonymous way, for what ever purposes and operations might be imaginable, free of responsibility and probably of any sanctions for misuse ... availability in the electronic medium is very different from print, since the data are easily transportable and analyzable. Anyone can easily combine and cross-search databases to their heart's content. Entering all the data from printed copies would usually be too much trouble, and thus provides some protection." (Petersen, *ibid.*)

- ❖ Public presentation is based on percentile rankings:

As part of the reformulation of the CCR in the early 1980s the summary scales were "normed." That is, percentile scores were computed for each of the raw summary scores developed out of the factor analysis used in analysis of base data gleaned from questionnaires administered in 1982-83. The norms remain unchanged to this day, and all the original documentation surrounding their preparation has disappeared. The Spring 1997 CCR provides ample evidence that the norms no longer represent the population that is currently being surveyed: The average percentile score for instructors surveyed in that semester was 67.4 on the summary question: "Student approval of the instructor's in-class performance". Moreover, the *median* instructor received a

percentile score of 78, which indicates that *more than half* of surveyed instructors are scoring in the 78th percentile or better. The high average and median scores imply that either (a) students are becoming more favorable in their ratings, (b) instructors are improving, or (c) there has been selective attrition from the sample. Evidence presented below suggests that item (c) may play an important role. The increasing rarity of percentile scores below 50 is especially problematic for the instructors who receive them, particularly if the scores do not actually mean what they appear to mean.

Use of percentile scores is problematic for the following reason. These scores are based on answers to questions that take the "Likert scale" form. That is, each of the 21 questions on the CCR questionnaire is stated in a way that it can be answered by selecting a category that ranges from "strongly disagree" (value = 1) to "strongly agree" (value = 5). Since the questions are worded to have a positive slant, a score of "5" is best and a score of "1" is worst, with a "3" representing neutrality. The following table reproduces the survey questions.

Educational Policy Committee UNC-CH

Report on Web Publication of Carolina Course Review

Revised: 3/17/98

Introduction

During the 1996-7 academic year the administrators of the Carolina Course Review (CCR) decided to move publication of the Review to the World Wide Web (the "web"), at the same time ceasing publication of the paper version of the Review. This decision resulted in a saving of approximately \$2,000 per semester in publication costs and increased potential readership, extending it literally to anyone in the world with access to an Internet connection.

Responding to queries by some UNC faculty members, the Faculty Council in Resolution 97-12 (April 25, 1997) requested that distribution of the CCR on the web be limited to the UNC campus until a number of issues surrounding its publication on the web could be addressed. Access to the CCR was subsequently limited to computers that are connected to the University's internal network. This means that potential viewers, including students, who access the web from off-campus apartments or from their homes, are not able to view the CCR, a significant limitation for students wishing to use the CCR for course selection purposes.¹

The faculty council requested that the educational policy committee review the issues surrounding the publication of the CCR on the web and report back to the council. This report fulfills that mandate and, in addition, raises other issues about the use and purpose of the CCR.

History of the CCR

The CCR originated as a project of UNC student government in the late 1970s. In its original form it was solely a project of student government and was organized, conducted and published by students. The original purpose of the CCR was to serve as a consumer guide to undergraduate courses for students and that remains its ostensible purpose today. Information is collected through questionnaire surveys of students who are currently enrolled in the courses.

The early 1980s saw increasing concerns regarding two aspects of the CCR:

¹ Todd Lewis, the Academic Technology employee who manages the Web version of the CCR, relates an electronic encounter he had with a former teaching assistant who had moved from Chapel Hill. He needed evidence of his teaching ability to complete a job application, and he was able to pull it off the web from New York City. This was a great convenience to him that would be lost if the restrictions in dissemination are continued.

- ❖ Because of the high turnover of students involved in the project, the CCR was often episodically administered and published. Students could not count on a timely review of courses as an aid to preregistration.
- ❖ Faculty raised concerns about the accuracy and fairness of the instrument used to collect information for the survey.

Consequently, faculty assistance was requested to address these concerns. Under the leadership of Michael Salemi, a professor in the Department of Economics, the CCR was reformulated. Questions were subjected to psychometric analysis and a set of twenty-one questions was developed that are supposed to tap five underlying dimensions of course quality that should be relevant to students choosing courses. Space is provided for five additional questions that faculty can use to collect data useful to them.

Public presentation of the CCR results consists of five constructed scales that consist of weighted averages of *all questionnaire items*. Each scale is supposed to represent an important and distinct dimension of course quality from the point of view of a potential consumer:

1. Student approval of the instructor's in-class performance.
2. Student approval of the reading assignments.
3. Student approval of exams and evaluation procedures.
4. Student approval of the class as a learning experience.
5. Student approval of the amount of effort required by the class.

The individual faculty member responsible for each course receives a summary report that presents not only the scales but also distributions of responses to each question on the CCR questionnaire. The original questionnaire sheets are also returned so that the faculty member can read any written comments. Departmental chairs also receive reports for each departmental course that was surveyed in the previous semester along with a summary for all surveyed departmental courses.

Due to the continued unreliability of student administration of the CCR, the system has evolved to the point that no undergraduates are involved. Instead, with financial support from the Office of the Dean of Arts and Sciences, a faculty administrator (currently Prof. Alfred Field of Economics), and a graduate student are responsible for distributing questionnaires to departments, collecting the completed questionnaires, preparing them for scanning, and distributing the paper results to faculty and departmental chairs.

Once the raw questionnaires have been scanned, the computer data base is analyzed using a statistical program modified and maintained by Todd Lewis, an employee of the University's Office of Academic Technology. Mr. Lewis, who incidentally worked on the CCR while still an undergraduate in the early 1980s, prepares a camera-ready copy of the CCR. This was formerly sent directly to the publisher for production of a paper version of the CCR; it now is directly loaded to the web. Mr. Lewis receives no extra compensation for his work on the CCR. The



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

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Chapel Hill, North Carolina 27599-1600

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919/962-1659 24 Hours
Internet: <http://www.aicp.unc.edu/psafety/>

MEMORANDUM

TO: Parking Coordinators

FROM: Cheryl B. Stout *CB*
Parking Services Manager

SUBJECT: Health Affairs Parking Deck

DATE: 24 February 1998

Recent discussions by the Faculty Council indicate some confusion in regard to parking in the Health Affairs Parking Deck (HAPD) after regular business hours. This memorandum is written to clarify the policies regulating parking in the HAPD. The following information outlines the current rules and regulations as they pertain to employees and students parking in the HAPD Visitor Section:

Parking Monday through Friday (8:00 a.m. - 5:00 p.m.)

Employees and students are not eligible to park in the visitor section of the Health Affairs Parking Deck, Ambulatory Care or Neurosciences visitor parking lots without having a medical appointment during regular business hours. Currently, these visitor lots are filling and there is not enough space to accommodate the patient parking needs of the medical facilities. Space must be available to accommodate this critical need.

Parking Monday through Friday (after 5:00 p.m.) and on Weekends:

Any employee or student displaying a south campus permit may park in the visitor section of the Health Affairs Deck Monday through Friday after 5:00 p.m. (exit prior to 8:30 a.m.) and on weekends without paying an additional fee. Employees and graduate students that do not have a valid day permit in one of the south campus lots may go through their department coordinator and request a permit that will allow them to park in the visitor section of the Health Affairs parking deck during this time frame. Coordinators must submit a list of eligible employees and graduate students that do not have daytime south campus permits to the Department of Public Safety.

Please share this information with all employees and graduate students within your department. If you have any additional questions or concerns, please contact Robert Fisher at 962-5033.



- A. Which is your class? 1. Freshman 2. Sophomore 3. Junior 4. Senior 5. Graduate student or other
- B. What is your overall cumulative grade point average? 1. 1.99 or less 2. 2.00-2.49 3. 2.50-2.99 4. 3.00-3.49 5. 3.50-4.00
- C. To the best of your knowledge what is your grade in this course now? 1. F 2. D 3. C(L) 4. B(P) 5. A(H)
- D. Is this course required for you? 1. No 2. Yes
1. My instructor identifies major or important points.
 2. My instructor displays enthusiasm when teaching.
 3. My instructor seems well prepared for class.
 4. My instructor speaks audibly and clearly.
 5. My instructor talks at a pace suitable for maximum comprehension.
 6. My instructor presents difficult material clearly.
 7. My instructor makes good use of examples and illustrations.
 8. My instructor displays a clear understanding of course topics.
 9. My instructor is actively helpful when students have problems.
 10. Overall, my instructor is an effective teacher.
 11. Exams in this course have instructional value.
 12. Exams and assignments are returned quickly enough to benefit me.
 13. Exams stress important points of the lectures/text.
 14. Grades are assigned fairly and impartially.
 15. Course assignments are interesting and stimulating.
 16. The assigned reading significantly contributes to this course.
 17. The assigned reading is well integrated into this course.
 18. This course has challenged me to work at my full potential.
 19. The amount of student effort required in this course was reasonable.
 20. My instructor has a realistic definition of good student performance.
 21. Overall, this course was a valuable learning experience.

Tabulation of raw scores from the questionnaires suggests that teachers at UNC rarely receive scores below "3" and that the vast bulk of responses is in the range 3-5. For the spring semester, 1997, the 341,922 answers to the CCR questions were distributed as follows:

Answers:	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Missing
Frequency	7,038	20,257	40,725	141,106	127,067	5,729

That is, 78.5 percent of all responses were either "Agree" or "Strongly Agree," suggesting that students are, by and large, very pleased with the quality of instruction that they receive.

The norming process spreads out this limited range to cover the much wider percentile range 0-100. So, the scales for a particular course can all have average values of "3" or better and yet have percentile scores of, say 20 or 30. Moreover, the normed scores are very sensitive to

outliers, particularly since the distribution of answers is so skewed in a positive direction. Low marks on a few student questionnaires can have very large effects on percentile scores in smaller courses, resulting in large apparent differences among courses that are actually similar in terms of the bulk of raw scores.

Untutored readers of the public CCR can, therefore, get the misleading impression that low-scoring courses are terrible in some absolute sense, when the normed scores are, at best, relative measures that are very sensitive to minor changes in underlying responses and which are probably out of date to boot. Professor Petersen says, "... raw data can be misused, misunderstood, or misappropriated." (*Ibid.*) Contemplate a *News and Observer* article on teaching quality at UNC based on the normed scores from the CCR.

❖ Coverage of courses is incomplete.

The Dean of Arts and Sciences has mandated that "... at least one class for each faculty member teaching during the year is to be evaluated by systematic student review." She makes use of the CCR optional but requires departmental chairs to provide her with the course numbers of the evaluation for each faculty member and requires that "a record of the evaluations should be kept on file in the department."² Departmental coverage is, to say the least, uneven. Some departments do not use the CCR at all while others such as Economics, mandate it. There has been considerable attrition in the use of the CCR since the mid-1980s, spurred in part, one suspects, by distress at low percentile scores. Professor Petersen states, "... a lot of people already question the idea of course reviews and do not want to participate. Wide online availability would make participation even less palatable for many of them." (*Ibid.*) Table 1 below shows the distribution of course sections by department represented in the Spring, 1997 CCR. There are some notable imbalances and absences. In the College of Arts and Sciences alone major departments are totally absent, including: English, Germanic Languages, History, Philosophy, Physics and Astronomy, Psychology, and Religious Studies. Important curricula such as African and Afro-American Studies, American Studies, Ecology, Industrial Relations, Leisure Studies and Recreation Administration, Marine Sciences, Peace War and Defense and Women's Studies are also missing. Moreover, other departments such as Chemistry (1), Classics (1), and Romance Languages (2) exhibit only token participation.

As a consequence, courses that are subject to the CCR are not even close to being representative of the College's offerings and it is doubtful that the CCR represents a useful tool to the majority of undergraduates searching for courses.

² Memo to Chairs of Departments and Curricula from Dean Risa Palm, January 22, 1998.

Table 1: Number of Course Sections Surveyed using CCR
Spring Semester, 1997

Department	No. of Sections	Pct of Sections Surveyed
ANTH	19	3.42
ART	12	2.16
ASIA	3	0.54
BIOL	40	7.21
CHEM	1	0.18
CHIN	6	1.08
CLAS	1	0.18
COMP	14	2.52
CONT	7	1.26
DRAM	30	5.41
ECON	40	7.21
ENV	1	0.18
FOLK	1	0.18
FREN	1	0.18
GEOG	15	2.70
GEOI	44	7.93
HIND	2	0.36
HNRS	1	0.18
HPRA	36	6.49
INTS	6	1.08
JAPN	7	1.26
JOMC	11	1.98
LING	7	1.26
MATH	72	12.97
MUSC	26	4.68
NUTR	14	2.52
OR	2	0.36
PHYE	21	3.78
POLI	48	8.65
PUPA	10	1.80
RUSS	3	0.54
SLAV	2	0.36
SOCI	35	6.31
SPAN	1	0.18
STAT	16	2.88
Total	555	100.00

- ❖ The CCR is being used for purposes for which it was not intended.

The CCR was never intended to be anything but a consumer guide for students; however, it is being used as input into tenure, promotion and salary decisions in at least a few departments. This is particularly distressing in light of the following:

- ❖ The CCR may be sensitive to class size, grading standards, and degree of difficulty, issues that may have little relevance to the actual quality of the course or the instructor.

It may be appropriate from a student consumer's point of view to down-rate the "quality" of a course because it is large or because it is difficult and has relatively rigorous grading standards. Students may want to know that information; however, many students might also appreciate information about quality that includes controls for these factors. Below we show that these factors have a significant impact on the evaluations presented in the CCR.

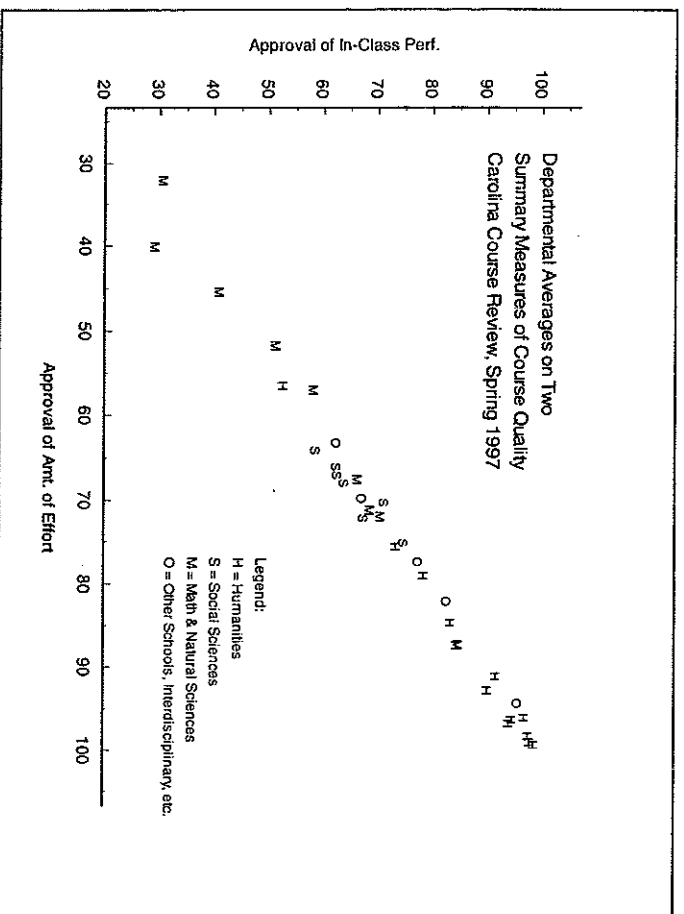
Table 2: Determinants of Percentile Scores on Summary Evaluation of Instructor Effectiveness			
Explanatory Variables	Coefficient	Standard Error	t-statistic
Course enrollment	-0.24	0.04	-6.12
Course enrollment squared	0.56×10^{-3}	0.10×10^{-3}	5.64
Average GPA of respondents*	-11.95	3.88	-3.08
Average expected grade in the course**	36.79	3.9	9.44
Percent of respondents for whom course is required	-5.52	4.95	-1.12
Percentage of respondents who are freshmen & sophomores	-0.03	0.04	-0.88
Social Science Course (S)	0.5	3.9	0.13
Mathematics/Natural Science Course (M)	0.39	4.16	0.09
Interdisciplinary, or non College of Arts & Sciences course (O)	-7.14	6.38	-1.12
Constant***	13.38	17.72	0.76

* Measured on an ordinal scale

** Recoded to reflect actual GPA scale (e.g., 3.0 = "B"

*** Includes effect of humanities/fine arts courses (H)

Some fields -- routinely natural science, mathematics, and some others -- appear frequently to score lower than courses in the humanities and some social sciences. The following chart shows departmental averages on two of the summary scores: "Student Approval of Instructor's In-Class Performance" and "Student Approval of Amount of Effort Required by Class." It is apparent that, in the spring of 1997 at least, departments in mathematics and the natural sciences score lower on the CCR than do other departments, while courses in the humanities appear at the top of the chart. It is also apparent that the two summary scores are highly correlated; indeed, the correlations among the five summary scores published in the CCR are extremely high, ranging from 0.87 to 0.97. In effect, the five published summary scores all measure the same thing, and they do not provide distinct information on the topics that their various labels suggest.



The untutored observer might well suspect that teaching in mathematics and the natural sciences is of lower quality than in other fields when, in fact, the lower scores might be reflecting something rather different. Because the summary scores incorporate the entire set of twenty-one questions, it is difficult to distinguish the various dimensions of class quality from them; however, it is possible to determine whether certain factors not necessarily connected to course quality affect student ratings.

The statistical model in Table 2 below predicts, on a course by course basis, student percentile ratings of courses as represented by the first summary question: "Student approval of the instructor's in-class performance." It was estimated on data from the 555 course sections that responded in the Spring, 1997 survey. This analysis, which explains about 25 percent of the inter-section variance in student ratings, shows that, once course enrollment, average GPA of respondents, and average grade expected are controlled, the department of origin has no significant effect on student ratings. That is, *it is differences in class size, GPA of respondents, and expected grade in the course that account for the systematic differences among departments shown in the chart above.*

The significant coefficients in this regression are "average GPA of respondents," "average expected grade in the course," and "course enrollment" and "course enrollment squared"; once these effects are controlled, department of origin has no systematic effect on student ratings of instructor effectiveness.

These results also suggest that faculty who teach large courses and who grade more rigorously suffer a systematic and sizable reduction in student evaluations. For example, the mean predicted score (based on the analysis above) on "Student approval of the instructor's in-class performance" is 69.91 using mean values for all explanatory variables while assuming the course is in the social sciences. Mean class size for this group is 41.8 students. Cutting class size to 20 raises the predicted score to 74.37, while raising class size to 200 reduces it to 53.74. Instructors in courses of size 20 can expect approval scores approximately 20 points higher than those in classes of 200.

The differential by expected grade is even more impressive. The mean expected grade over all sections is 3.18, or midway between a "B" and a "B+"; this implies the approval score of 69.91 cited above assuming mean values for all variables. If the expected grade is reduced by one standard deviation (0.415 points) the approval rating drops to 54.83, while raising the expected grade by one standard deviation raises the approval rating to 87.20. Consequently, courses in which the expected grade is a "B-" (2.72) suffer a 32.37 point disadvantage in approval ratings as compared to courses in which the expected grade is "B+/A-" (3.60). The effect is often compounded since large courses tend to exhibit lower expected grade averages (correlation = -0.163). Almost 13 percent of all courses surveyed in the spring of 1997 displayed expected grade averages of 3.6 or over while 15 percent displayed expected grade averages below 2.72.

Finally, we come to the last issue surrounding the CCR:

- ❖ No one seems to be in charge of the substantive content of the CCR.

Should the CCR report be made widely available, some person, administrator or faculty, must be responsible for the quality and interpretation of the data. Warnings on the web version of the CCR about interpretation of the results, while currently present, are inadequate, especially in a format that is available to anyone, world-wide. Moreover, our analysis above of the coverage, calibration and presentation of the CCR data suggests that some serious problems accompany them.

Conclusions and Recommendations

Our study of the Carolina Course Review suggests that it contains serious flaws that make it unsuitable for general dissemination on the World Wide Web. The CCR presents a view of course quality at UNC that requires considerable interpretation in order not to provide a distorted impression. In addition, given the absence of many courses from the data base and the complete absence of a number of large departments and curricula, the CCR can hardly be said to provide a balanced view of instructional quality. The CCR may be of some limited utility to student consumers; however, we see no advantage for removing the current restriction on wider dissemination.

In addition, the CCR is an inappropriate tool for the evaluation of teaching faculty for promotion, tenure or salary decisions. The survey was never designed for that purpose and the quality of its data is poor enough to disqualify it as an appropriate tool for official evaluation of teaching at any level. At present coverage is so incomplete and norms are so obsolete that use of the CCR for administrative purposes is highly problematic. Class size and grading rigor have strong and significant impacts on an instructor's ratings. Moreover, the joint use of the CCR as a public consumer guide and as input into recommendation letters and personnel decisions leads to potential legal issues: Course reviews of teaching assistants form part of the raw material on which letters of recommendation are based and they might therefore be considered part of the student's educational records. Similarly, since some departments use them in connection with promotion and salary decisions, they might also be part of personnel files and therefore subject to applicable state laws. Until these and other flaws are fully corrected, we recommend that the Faculty Council resolve to disqualify the CCR as an instrument of official teacher evaluation.

Resolutions

Resolution 1:

Whereas the results of public presentation of the Carolina Course Review contain flaws that can lead to a distorted assessment of course quality at UNC, and

Whereas the absence of many courses, curricula, and departments from the Carolina Course Review data base compromises its capacity to provide a balanced and comprehensive evaluation of instructional quality,

Be it resolved that public electronic dissemination of the Carolina Course Review be permanently restricted to workstations physically located on the UNC-CH campus *and* included in the University of North Carolina domain.

Resolution 2:

Whereas the Carolina Course Review was not designed to serve as an instrument in a formal review of faculty members for personnel or salary purposes, and

Whereas course coverage of the Carolina Course Review is incomplete, and

Whereas its norms for rating teaching performance can be both misleading and obsolete, and

Whereas the use of a public document for personnel decisions can raise issues of privacy,

Be it resolved that the Carolina Course Review be disqualified as an instrument of official personnel evaluation at the departmental and administrative levels of UNC-CH.

The University of North Carolina at Chapel Hill

A University Planning and Budget Process

Prologue:

The annual planning and budget process provides an opportunity for the University to assess its progress in achieving its mission; to evaluate the implications of change in external factors on University resources and operations; and, to allocate resources toward achieving institutional priorities. Such an annual process also provides the basis for the creation of an annual budget through collegial deliberation at all levels.

Annual Planning and Budget Process:

The Chancellor directs the establishment of an annual planning and budget cycle to be implemented by the Provost and Executive Vice Chancellor. The Provost and Executive Vice Chancellor annually will request a plan and budget proposal from Deans, Directors, and Vice Chancellors. These proposals will identify long and short-term goals and objectives, as they relate to the University priorities; what progress has been made; and the potential impact of funding cuts or increases on their programs and plans. This process will result in a regular cycle of budget allocation decisions based upon University priorities and a review of the needs presented by Deans, Directors and Vice Chancellors.

The University Priorities and Budget Committee (UPBC) will advise the Provost and Executive Vice Chancellor regarding University priorities and overall strategies for achieving them, and regarding overall budget allocation from all available sources. At the direction of the Provost and Executive Vice Chancellor, the UPBC will examine and update the University's priorities, and will monitor and evaluate the University's progress in achieving the integration of the University's priorities in day-to-day activities of the University. The Provost and Executive Vice Chancellor will commission studies (e.g., enrollment, faculty salaries, facilities, and other operations) to form the basis of understanding current activities and the consequences of change to financial plans.

This annual planning and budget process, including the mechanisms outlined on the attached timeline, will help the University achieve effective coordination among the Board of Trustee's agenda, the University's priorities, special requirements of the Board of Governors, and the development priorities for UNC-Chapel Hill in the formation of the University's internal and legislative agenda.

See Timeline Attached.

Annual Cycle of Planning and Budgetary Evaluation and Allocation

<u>Title</u>	<u>Summer</u>	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Deans/ Directors/ Vice Chancellors	Develop Academic/ Admin Plans	Deliver Academic/ Admin Planning Review	Prepare and Deliver Short-Term and Long-Range Budget	Develop Academic/ Admin Plans Receive Budget Allocation Decisions
Provost EVC	Request Preparation of Academic/ Admin Plans Refine Academic/ Admin Priorities: Short-Term and Long-Range	Conduct Academic/ Admin Planning Review	Conduct Academic/ Admin Budget Review Refine and Prioritize Short-Term and Long-Range Budget Requests	Request Preparation of Academic/ Admin Plans Determine Academic/ Admin Budget and Allocation Decisions
UPBC	Analyze/ Synthesize	Advisory to Provost and EVC	Special Studies and Advisory to Provost and EVC	Analyze/ Synthesize

Priorities for The University of North Carolina at Chapel Hill

Presented by the University Priorities and Budget Committee
and Approved by Chancellor Michael Hooker

To meet the challenges of the 21st century and to achieve the goal of becoming the national leader among public universities, the University of North Carolina at Chapel Hill must continually evaluate how it allocates finite resources. To that end, Chancellor Michael Hooker in July 1997 established the University Priorities and Budget Committee, and charged the group with establishing overall university priorities for UNC-Chapel Hill.

This resulting plan, approved by Chancellor Hooker, represents the input of representatives of faculty, student, staff and administrative constituencies. The university priorities outlined below are expressed as five strategic themes (not in rank order), each of which is subdivided into a few key objectives. Taken together, these statements provide a framework for the acquisition and allocation of University resources.

A. Intensify the intellectual climate for undergraduates, graduate and professional students, faculty, and staff.

1. Provide multiple mechanisms to engage students actively in thinking and learning, especially at the beginning of their Chapel Hill experience (e.g., first-year seminars, living/learning opportunities, summer readings, service learning, co-curricular activities, improved TA training, etc.).
2. Improve financial support for graduate students.
3. Foster opportunities for undergraduate research in collaboration with faculty.
4. Improve physical settings for teaching, research, and learning in classrooms, laboratories, and informal spaces.
5. Improve academic advising and mentoring for undergraduate and graduate students.
6. Sustain the quality of our libraries.
7. Improve our communication of the University's intellectual life, both within and beyond the University.

B. Improve the University's capacity to recruit, develop, and retain a high quality and diverse faculty, student body, and staff.

1. Provide salaries and benefits required and the administrative flexibility to attract an outstanding and diverse faculty and staff.
2. Provide career development opportunities for faculty, staff, and graduate students (e.g., mentoring for junior faculty and graduate students, opportunities for staff to enhance job skills and career growth paths across units, and post-tenure review).
3. Improve merit and need-based scholarships, together with graduate teaching and research assistant tuition relief.

4. Provide appropriate spaces (e.g., faculty and staff workspaces, laboratories, graduate student domiciles, and master and regular classrooms).
5. Provide an effective administrative infrastructure (e.g., staff and systems for successful grant seeking, as well as for teaching, research, and service activities).
6. Increase the number and diversity of outstanding students who choose to enroll at Carolina.

C. Identify and build on selected areas of current or potential excellence.

1. Strengthen the University's exceptional commitment to excellence in undergraduate liberal-arts education, to service to the citizens of North Carolina, and to comprehensive health-care education and research in this the "University of the people."
2. Build on the University's research strengths, in a region rich in inter-institutional opportunities for collaboration.
3. In collaboration with deans and unit heads, develop criteria for and identify areas of current and emerging excellence that should be chosen for emphasis. Develop strategies for implementation; and at the same time, also collaboratively, identify programs to de-emphasize.

D. Foster excellent interdisciplinary programs.

1. Encourage entrepreneurial faculty efforts to identify and develop interdisciplinary research and teaching.
2. Develop a systematic review process to assure the quality of existing and future interdisciplinary programs.
3. Enhance access to and majors in interdisciplinary programs.

E. Enhance the use of innovative information technologies to strengthen core University activities.

1. Improve access and availability of up-to-date information technologies to meet the needs of all campus constituencies—faculty, staff, and students. These technologies include both the local and wide area network, personal and central computers, and educational and applications software. Provide the resources to renew and support these.
2. Provide campuswide support (e.g., training, consultation, evaluation, etc.) to both faculty and students for an online distributed learning environment.
3. Provide integrated access to knowledge resources in support of teaching, research, and service (e.g., digital library resources available from the desktop).
4. Standardize, automate, and redesign core processes (administrative, student service, and other) to take advantage of the efficiencies of automation.
5. Develop and implement policies and procedures that permit central support of critical Universitywide networks and appropriate large-scale computing systems with decentralized and distributed support for the desktop environment.



The University of North Carolina at Chapel Hill

MINUTES OF THE FACULTY COUNCIL

March 27, 1998, 3:00 P.M.

A more extensive version of these Minutes and a complete transcript of the public proceedings will be found on the Faculty Council Web page. The URL is <<http://www.unc.edu/faculty/facoun/>>.

Memorial Resolution

Professor Jane Leserman presented a memorial resolution for the late Timothy C. Toomey, Clinical Professor of Psychiatry.

Chancellor's Remarks and Question Period

UPBC statement of priorities. Chancellor Hooker has informed the Board of Trustees of the statement of priorities recently developed by the University Priorities and Budget Committee. [The full text of the document can be found on the Faculty Council Web page.]

Service learning grants. The University has received a grant from James and Jean Ueltschi for the development of additional service learning courses. Ten grants of \$8,000 will be made to faculty members who will prepare and teach a service learning course in the 1998-99 academic year.

Plan for recruiting minority faculty. Prof. William A. Darity (Economics), Prof. Soyini Madison (Communication Studies), and Vice Provost Tom Meyer have developed for the Chancellor and Provost a plan for recruiting minority faculty.

The research environment. The Committee on Research, chaired by Prof. Arne Kalleberg, has conducted a number of open-ended interviews with faculty members on the research environment. The Committee is now conducting a broad survey on this subject.

Legislative priorities. Chancellor Hooker is pleased, on the whole, with the budget requests that General Administration has forwarded to the General Assembly. We did not succeed, however, in our request for more funding for graduate student tuition waivers.

Budget reallocation. Chancellor Hooker noted that there are many more opportunities for excellence than we have funding to support. He is pleased that the University Priorities and Budget Committee is developing procedures "that will enable us to reprioritize and reallocate to new priorities."

Chair of the Faculty's Remarks

Prof. Andrews is working with Provost Richardson on a committee to develop the case statement for the upcoming capital campaign and has also been asked to suggest faculty members who might participate in developing the revised central campus plan. He asked anyone with an interest in either of these efforts to contact him.

Undergraduate Research Initiatives.

Prof. Robert C. Allen, Associate Dean of the College of Arts and Sciences, spoke of two initiatives relating to undergraduate research.

Office of Undergraduate Research. In consultation with Dean Palm, Provost Richardson has asked the College to plan for including an Office of Undergraduate Research in the James M. Johnston Center for Undergraduate Excellence. In preparation for that, Dean Allen is undertaking a review and assessment of current organized opportunities for undergraduate research here and at other institutions and is consulting faculty colleagues to gain an idea of current and potential opportunities in this regard. This work will form the basis of a proposal to the Provost and Dean Palm as to the organization, leadership, and mission of the Office.

Burch Field Research Seminars. Lucius E. Burch III, Class of 1963, has pledged \$1.32 million to endow a program of field research seminars for undergraduates and has made a gift of \$153,000 to support the first three years of the program's operation. The Burch Field Research Seminars Program will enable faculty to involve groups of 8 to 15 undergraduates in field research for an entire semester at an off-campus site. A participating student will earn a semester's worth of credit.

Annual Reports of Standing Committees

Administrative Board of the Library. Prof. James Wilde (Economics) noted that expansion of Internet technology has meant that students make less use of copying machines and more use of printers to print documents off-line. This has caused some ripples in the Library's budget. Also, movement in the direction of electronic journals is accelerating and confronts us with considerable subscription dilemmas. The Administrative Board will need to be vigilant to see that these trends do not result in a serious erosion in funding for traditional forms of scholarship.

Executive Committee of the Faculty Council. The annual report of the Executive Committee of the Faculty Council was received without question or comment.

Educational Policy Committee. Prof. Anthony J. Passannante (Anesthesiology) presented the annual report of the Educational Policy Committee, and introduced four resolutions for action.

Electronic dissemination of the Carolina Course Review. Resolution 98-2 presented by the Educational Policy Committee (hereafter, EPC) provides that the current restrictions on electronic dissemination of the Carolina Course Review (hereafter, CCR) continue indefinitely. Resolution 98-2, with a minor amendment, was adopted unanimously.

Use of Carolina Course Review for faculty personnel evaluation. Prof. Passannante introduced Resolution 98-3 to prohibit use of the Carolina Course Review as an instrument of faculty personnel evaluation.

In response to questions from several Council members, Profs. Passannante and Turchi reviewed the origins and administration of CCR. The questions were designed in 1984 and have remained unchanged, as have the norms for the responses. The questions are supposed to measure five levels of satisfaction with the courses. In fact, they all measure the same thing. The questions are subject to the biases of class size, expected grade, and GPA. The questionnaires are distributed to departments and faculty who request them by a faculty member in the Economics Department who collects the answer sheets, organizes them, and sends them to data processing for scanning and analysis. A staff member in ATN does the runs and produces the Web-ready output. The raw material and reports are returned to the Economics professor who distributes the information to departments and faculty. About 60% of undergraduate classes are rated. The system is extremely efficient and well managed. Much information is produced at little cost, but no one claims responsibility for content. Coverage of the faculty is incomplete and biased. Consequently, the published data are misleading. Between 75% and 80% of all answers on CCR questionnaires are either "agree" or "strongly agree" and all of the questions are phrased to elicit a positive response. The published norms, however, are based on a percentile ranking that spreads what is essentially a two-point distribution across a 0 to 100 percentile range. Consequently, the data can imply that a faculty member is a poor teacher when the answers from the raw data are all positive ratings.

Prof. Bobbi Owen (Dramatic Art), Associate Dean of the College, pointed out that immediate discontinuance of CCR would pose problems for departments who have no other method at the moment for evaluating teaching. Prof. Maria Cordeiro-Stone (Pathology & Lab Medicine) noted that there is a difference between giving a faculty member the raw data developed by CCR for his or her course and analyzing that data and distributing the analysis to the administration. She thought the raw data would provide useful information to the faculty member. Prof. Owen thought that if the raw data could continue to be used on an interim basis, that might be a reasonable solution.

Prof. George Rabinowitz (Political Science) moved a substitute resolution that "The Faculty Council resolves that the CCR should be used with extreme caution as an instrument of official personnel evaluation at the departmental and administrative levels and the Faculty Council recommends that EPC investigate the problem of appropriately assessing teaching effectiveness."

Prof. Rabinowitz' motion to substitute was defeated and a motion to call the previous question was adopted. Resolution 98-3 was put to a vote and adopted.

It was agreed that EPC would continue to deliberate on the matter of how best to evaluate teaching.

Eligibility standards for junior transfer students. Prof. Passannante explained the reasons for Resolution 98-4 which, beginning with the Fall 1999 semester, will require that junior transfer students pass 9 credit hours and achieve a 1.50 GPA in their first semester in order to maintain academic eligibility. He pointed out that junior transfer

students who fall below a 1.5 GPA in their first semester will find that is virtually impossible to raise that to a 2.0 GPA in time to graduate with their class. EPC believes it is in the best interest of such students to make them ineligible for the Spring semester, which will permit them to regain eligibility later and return to the University renewed and reinvigorated.

Resolution 98-4 was adopted as presented. Prof. Andrews said he would bring to the attention of the Admissions Office the Council's discussion about admissions standards for junior transfer students.

Gendered language. Prof. Passannante reported that EPC has recommended to the Provost that "gendered language" be eliminated from all official University documents. This recommendation is the committee's response to a request that it received in April 1997 to consider whether use of the word "freshman" should be discontinued in official correspondence. In response to a question, Prof. Passannante said "We're intentionally not responding to the word 'freshmen' and we didn't want to express opinions on whether or not an individual word was gendered." This portion of the committee's report was not submitted to the Council for action.

Final examination policy. Prof. Passannante introduced Resolution 98-5 which makes minor changes in the wording of the official policy on final examinations in the light of the discussion at the April 1997 meeting of the Council. The changes take into account problems pointed out last year by Prof. James Murphy, Dean of the Summer School. The resolution was amended to make it effective for Summer Session I 1998 and to restore the portion of the current policy requiring that faculty adhere to the general final examination schedule, allow sufficient time for completion, and bear in mind that students have other examinations. The resolution, as amended, was then adopted unanimously.

Honorary Degrees

At the conclusion of all other business, the Council went into closed session to hear the report of the Committee on Honorary Degrees and Special Awards with respect to honorary degrees to be awarded at Commencement 1999. The committee recommended five candidates for honorary degrees, all of whom were unanimously approved by the Council.

Adjournment.

All business having been concluded, the Council adjourned.

Joseph S. Ferrell
Secretary of the Faculty

Resolution 98-2. Restricting Dissemination of the Carolina Course Review.

The Faculty Council resolves:
Public electronic dissemination of the Carolina Course Review shall be restricted to workstations physically located on the UNC-CH campus and included in the University of North Carolina domain.

Resolution 98-3. Prohibiting Use of the Carolina Course Review as an Instrument of Official Personnel Evaluation at the School or Departmental Level.

The Faculty Council resolves:
The Carolina Course Review is disqualified as an instrument of official personnel evaluation at the departmental and administrative levels of UNC-CH.

Resolution 98-4. Academic Eligibility for Junior Transfer Students

The Faculty Council resolves:
Junior transfer students are required to pass nine credit hours and achieve a 1.50 GPA in their first semester to maintain academic eligibility, beginning with the Fall 1999 semester.

Resolution 98-5. Revising the Final Examination Policy

The Faculty Council resolves:

Section 1. Beginning with 1998 Summer Session I final examinations, the first two paragraphs of the Final Examination Policy, as printed on page 256 of the 1997-98 Undergraduate Bulletin, are rewritten to read:

"Undergraduate courses taught on campus must include a final assessment (i.e. final examination) unless an exception is granted by the Provost. A traditional final examination is written, is administered at a predetermined time as specified in the final examination schedule, and takes place at a designated location. Exceptions to the scheduled time and location of a traditional examination can be granted only by the Provost.

"Department chairs (i.e. heads of instructional units) must give permission for faculty to use non-traditional examinations, such as a portfolio of a semester's work or a take-home examination. Faculty employing an alternative form of final assessment must adhere to the general final examination schedule, must allow adequate time for completion, and should bear in mind that the students have other scheduled examinations. The chair should submit to the appropriate Dean an annual summary of the exceptions that were granted. For multi-disciplinary and co-taught courses, permission to give a non-traditional examination must be granted solely by the chair of the instructional unit in which the course is based.

"No special preparation quizzes may be given during the last five days of classes (last 2 days of classes for Summer School) before the beginning of the final examination period. No examination (except for laboratory sections) may be held at a time other than that specified in the general schedule except with the advance approval of the provost. No examination may start later than 7:00 PM. Final examinations for a full course should ordinarily cover a minimum of two hours and should not exceed a period of three hours. Only examinations requiring an exceptional portion of practical work should be longer than three hours."



The University of North Carolina at Chapel Hill

MINUTES OF THE FACULTY COUNCIL

March 27, 1998, 3:00 P.M.

A complete transcript of the public proceedings will be found on the Faculty Council Web page. The URL is <http://www.unc.edu/faculty/faccoun/>.

Attendance

Present (49): Anderson, Bailey, Bangdiwala, Beckman, Carl, Collins, Cordeiro-Stone, Dalton, Daye, Debrecezeny, Develilis, Eckel, Estroff, Farel, Fink, Fletcher, Foshue, Fox, Gatzky, Haggis, Hattem, Hogue, Holmgren, Hooper, Hyatt, Irene, Johnson, Lentz, Loda, Lubker, Margolis, McNeil, Melchert, Mill, Owen, Panter, Passannante, Pratt, Plante, Rabinowitz, Raper, Schaller, Searles, Skelly, Strauss, Tauchen, Vevae, Weiss, White.

Excused absences (26): Barefoot, Bluestein, Bose, Bromberg, Clegg, Cravey, Favorov, Gasaway, Harrison, Hodges, Howard, Jackson, Lachiewicz, Lord, Mandel, Marshall, Matson, Mauriello, Pagano, Platin, Salgado, Shea, Stabler, Sticham, Tysinger, Williams.

Unexcused absences (8): Brink, Conover, Covach, Crimmins, Graves, Moreau, Pielak, Rosenman.

Memorial Resolution

Professor Jane Leserman presented a memorial resolution for the late Timothy C. Toomey, Clinical Professor of Psychiatry.

Chancellor's Remarks and Question Period

UPBC statement of priorities. Chancellor Hooker has informed the Board of Trustees of the statement of priorities recently developed by the University Priorities and Budget Committee. He believes this document will inform the development of the case statement for the upcoming capital campaign and also will play an important role in reallocating some of our budgeted funds to areas of higher priority. [The full text of the document can be found on the Faculty Council Web page.]

Service learning grants. The University has received a grant from James and Jean Ueltschi for the development of additional service learning courses. Ten grants of \$8,000 will be made to faculty members who will prepare and teach a service learning course in the 1998-99 academic year.

Plan for recruiting minority faculty. Prof. William A. Darity (Economics), Prof. Soyini Madison (Communication Studies), and Vice Provost Tom Meyer have developed for the Chancellor and Provost a plan for recruiting minority faculty. Over the past two years we have suffered a net loss of African-American faculty. We need to redouble our efforts to work with departments to identify prospective African-American and Hispanic candidates.

The research environment. The Committee on Research, chaired by Prof. Arne Kalleberg, has conducted a number of open-ended interviews with faculty members on the research environment. The committee is also conducting a broad survey of the faculty on this subject. Chancellor Hooker touched on some of the points that emerged from the interviews:

- Faculty research leaves are desperately needed.
- Current levels of support for travel to conferences are inadequate.
- Matching funds for major grants are in short supply.
- Funding for graduate students is inadequate.
- Departments need more administrative help.
- Bridge funds are needed to keep projects going between grants.
- The increasing space needs of scientific research must be addressed soon.
- Multi-disciplinary research should be encouraged and more opportunities made available.

Legislative priorities. Chancellor Hooker is pleased, on the whole, with the budget requests that General Administration has forwarded to the General Assembly. We did not succeed, however, in our request for more funding for graduate student tuition waivers. We asked for \$4 million, but less than \$1 million has been requested. President Broad intends to revisit this issue after the current study of tuition levels in graduate programs has been completed.

Venable Hall renovation. The administration is giving much thought to what should be done with Venable Hall. Chancellor Hooker thinks it should be demolished and replaced rather than renovated. If that is undertaken, space must be found to house the Chemistry Department during construction. It has been suggested that a new building be erected in the area between Venable and Phillips. This possibility will be one of the major foci of the campus land use plan now being developed by Ayers/Saint/Gross.

Budget reallocation. Chancellor Hooker noted that there are many more opportunities for excellence than we have funding to support. He is eager to provide more support for multidisciplinary research and would like to be able to create a source of funding similar to the technology grants. He has, however, exhausted the academic enhancement funds made available by the General Assembly. He had intended initially to commit those funds to short-term projects, but priorities such as the freshman seminars and the computing initiative seemed so worthy that he has funded them permanently. The Chancellor is pleased, then, that the University Priorities and Budget Committee is developing procedures "that will enable us to reprioritize and reallocate to new priorities."

University Research Council. Prof. Paul Farel (Physiology) commented that the University Research Council is an effective and important mechanism for research funding, especially for junior faculty, but has become distanced from the faculty. Information on funding available through the Council is not as well known as it once was. It is not well known who serves on the Council or how they are chosen. He hoped that the Chancellor would look into this. Prof. Andrews said he has brought Prof. Farel's concern to the Council's attention.

Carolina Computing Initiative. Prof. Leon Fink (History) noted that questions continue to arise from student groups, faculty, and others about the Carolina Computing Initiative. He asked why this initiative had been announced and put into motion with little or no prior faculty or student input. Chancellor Hooker replied that the administration is making an ex post facto effort to do just that. He reviewed the sequence of events that led to the initiative, beginning with a presentation to the Board of Trustees by Marian Moore, Chief Information Officer. The report so impressed the Board that they directed immediate implementation. Prof. Andrews said that the Instructional Technology Advisory Committee, chaired by Dean Darryl Gless, and the Student Information Technology Advisory Committee, recently established by student government, might be appropriate faculty and student groups to provide the kind of input Prof. Fink mentioned.

Prof. Fink also asked for clarification of the involvement in the initiative, if any, of IBM. Chancellor Hooker answered that IBM had originally been involved in a consulting capacity with a General Administration study for enhancing computing on all sixteen campuses. IBM has dropped out of that project in order to preserve its ability to bid on any future computer sales that might result from the study. IBM has not been involved in the Carolina Computing Initiative.

Master classrooms. Prof. George Rabinowitz (Political Science) commented on the unsatisfactory state of the master classrooms in the basement of Hanes.

Cost of instructional units. Prof. Donald Haggis (Classics) pointed to recent information conveyed to the Classics Department identifying that department as the second most expensive on campus in terms of cost per credit hour. He wondered whether this kind of analysis is appropriate. The Chancellor said that he was not familiar with the data, but that he would think that cost per student credit hour would not be the last step in evaluating what might be termed "academic efficiency."

Chair of the Faculty's Remarks

Prof. Andrews urged Council members to respond to invitations to President Broad's inauguration and to attend Commencement on May 17. The speaker is Marian Wright Edelman. He said that he is working with Provost Richardson on a committee to develop the case statement for the upcoming capital campaign and has also been asked to suggest faculty members who might participate in developing the revised central campus plan. He asked anyone with an interest in either of these efforts to contact him.

Undergraduate Research Initiatives

Prof. Robert C. Allen, Associate Dean of the College of Arts and Sciences, spoke of two initiatives relating to undergraduate research.

Office of Undergraduate Research. In consultation with Dean Palm, Provost Richardson has asked the College to plan for including an Office of Undergraduate Research in the James M. Johnston Center for Undergraduate Excellence. In preparation for that, Dean Allen is undertaking a review and assessment of current organized opportunities for undergraduate research here and at other institutions and is consulting faculty colleagues to gain an idea of current and potential opportunities in this regard. This work will form the basis of a proposal to the Provost and Dean Palm as to the organization, leadership, and mission of the Office.

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Annual Reports of Standing Committees

Administrative Board of the Library. Prof. James Wilde (Economics) presented the annual report of the Administrative Board of the Library. He noted that expansion of Internet technology has meant that students are making less use of copying machines and more use of printers to print documents off-line. This has caused some ripples in the Library's budget. Also, movement in the direction of electronic journals is accelerating and confronts us with considerable subscription dilemmas. The Administrative Board will need to be vigilant to see that these trends do not result in a serious erosion in funding for traditional forms of scholarship.

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Electronic dissemination of the Carolina Course Review. Resolution 98-2 presented by the Educational Policy Committee (hereafter, EPC) provides that the current restrictions on electronic dissemination of the Carolina Course Review (hereafter, CCR) continue indefinitely. Prof. Passannante emphasized that EPC strongly supports evaluation of teaching and bears no malice toward anyone involved in the publication of the CCR, but EPC finds that CCR has flaws that make it an unsuitable instrument for faculty personnel evaluation or dissemination outside the Carolina community.

Prof. Marilia Cordeiro-Stone (Pathology & Lab Medicine) asked whether undergraduate students value the CCR. Prof. Passannante replied that it is his impression that students who use the CCR are satisfied with the information it provides, but the CCR is no longer a student publication. It has changed into a quasi-official service that is generated by inaccurate statistical methods. Prof. Passannante said that EPC is not opposed to evaluation of teaching; indeed, the University must make a serious effort to do just that. The EPC was not asked, however, for advice on how faculty teaching should be evaluated; the committee was simply asked to advise the Council as to whether CCR is an appropriate instrument for that purpose. EPC has concluded that CCR is not such an instrument. On motion of Prof. Richard Beckman (Journalism), the resolution as presented was amended to delete the word "permanently." Resolution 98-2 was then adopted unanimously.

Use of Carolina Course Review for faculty personnel evaluation. Prof. Passannante introduced Resolution 98-3 to prohibit use of the Carolina Course Review as an instrument of faculty personnel evaluation. He said that although not many departments are actually using CCR as an official instrument for faculty personnel evaluation, EPC does not think that an invalid measure should be used at all.

Prof. Bobbi Owen (Dramatic Art), Associate Dean of the College, pointed out that immediate discontinuance of CCR would pose problems for departments who have no other method at the moment for evaluating teaching. She thought that it would be better to address the problems that have been identified rather than to throw out the entire process. Prof. Passannante said that EPC had not considered the problems that immediate cessation might cause.

Prof. Ferrell (Secretary of the Faculty) pointed out that the resolution does not forbid distribution of CCR questionnaires or analysis of the answers. It only prohibits use for official faculty personnel evaluation.

Prof. Passannante said that as a long-range goal it would make perfect sense for students to evaluate courses and to organize and distribute the data, which they could do in any form and to any extent. However, if the University is going to give quasi-official sanction to CCR, a valid instrument should be designed.

Prof. Cordero-Stone noted that there is a difference between giving a faculty member the raw data developed by CCR for his or her course and analyzing that data and distributing the analysis to the administration. She thought the raw data would provide useful information to the faculty member. Prof. Owen thought that if the raw data could continue to be used on an interim basis, that might be a reasonable solution.

In response to questions from several Council members, Profs. Passannante and Turchi reviewed the origins and administration of CCR. The questions were designed in 1984 and have remained unchanged, as have the norms for the responses. The questions are supposed to measure five levels of satisfaction with the courses. In fact, they all measure the same thing. The questions are subject to the biases of class size, expected grade, and GPA. The questionnaires are distributed to departments and faculty who request them by a faculty member in the Economics Department who collects the answer sheets, organizes them, and sends them to data processing for scanning and analysis. A staff member in ATN does the runs and produces the Web-ready output. The raw material and reports are returned to the Economics professor who distributes the information to departments and faculty. About 60% of undergraduate classes are rated. The system is extremely efficient and well managed. Much information is produced at little cost, but no one claims responsibility for content. Coverage of the faculty is incomplete and biased. Consequently, the published data are misleading. Between 75% and 80% of all answers on CCR questionnaires are either "agree" or "strongly agree" and all of the questions are phrased to elicit a positive response. The published norms, however, are based on a percentile ranking that spreads what is essentially a two-point distribution across a 0 to 100 percentile range. Consequently, the data can imply that a faculty member is a poor teacher when the answers from the raw data are all positive ratings.

Prof. George Rabinowitz (Political Science) said that the Political Science Department uses CCR in all courses and that it is used for personnel evaluation purposes along with other information. Although he is personally not an advocate of CCR, he would prefer that its use for evaluation purposes not be prohibited because now it is the only information that the department chair has to evaluate a faculty member's teaching.

Prof. Turchi said that the greatest problem is the way the raw data are summarized and reported. He thought that the raw data could be presented in a more informative way, even with no change in the existing instrument. He thought that the instrument could probably be improved.

The discussion then turned to the question of whether there are valid cost-effective methods of evaluating teaching and whether a valid instrument could be designed that would be useful across all departments and disciplines. After several exchanges, Prof. Rabinowitz moved a substitute resolution that "The Faculty Council resolves that the CCR should be used with extreme caution as an instrument of official personnel evaluation at the departmental and administrative levels and the Faculty Council recommends that EPC investigate the problem of appropriately assessing teaching effectiveness."

Prof. Passannante opposed the first clause of the Rabinowitz substitute but agreed with the second. Prof. Owen supported the substitute, but wondered whether it would not be more appropriate for an ad hoc committee to address the problem of evaluating teaching effectiveness.

Prof. Barry Lentz (Biochemistry & Biophysics) opposed the substitute. He preferred the original resolution because it would force the administration to address the problem of evaluating teaching sooner rather than later.

Prof. Rabinowitz' motion to substitute was defeated and a motion to call the previous question was adopted. Resolution 98-3 was put to a vote and adopted.

Prof. Lentz moved "that the Faculty Council request EPC to draw up a recommendation to the administration for action to develop an appropriate review for personnel evaluation and to determine the relationship of that review to the future of CCR." Prof. Miles Fletcher (History) asked that the motion be reworded to direct EPC to develop recommendations for an approach toward evaluating teaching at the department level. He said that the History Department has developed its own evaluation procedures that it would prefer to continue to use, and he doubted the wisdom of trying to mandate specific methods for all units. Prof. Lentz said it was not his intent to direct EPC to develop guidelines but rather to frame the question for the administration to address. This would take resources and expertise.

Prof. Passannante said that he did not think it essential for the Council to adopt a formal resolution in order for EPC to address this issue. The Lentz resolution was withdrawn and it was agreed that the EPC would continue to deliberate on the matter of how best to evaluate teaching.

Prof. Leon Fink concluded the discussion of this topic by returning to the original idea behind CCR, which was to be a consumer guide for students. He thought that the original purpose was still valid and he urged students to revive their own instrument, to divorce themselves from what has become an elaborate bureaucratic mechanism, and to offer a free-form guide to classes similar to movie reviews or book reviews.

Eligibility standards for junior transfer students. Prof. Passannante explained the reasons for Resolution 98-4 which, beginning with the Fall 1999 semester, will require that junior transfer students pass 9 credit hours and achieve a 1.50 GPA in their first semester in order to maintain academic eligibility. He pointed out that junior transfer students who fall below a 1.5 GPA in their first semester will find that it is virtually impossible to raise that to a 2.0 GPA in time to graduate with their class. EPC believes it is in the best interest of such students to make them ineligible for the Spring semester, which will permit them to regain eligibility later and return to the University renewed and reinvigorated.

In response to questions, Prof. Bobbi Owen explained that the present eligibility standard for juniors who entered Carolina as freshman is 1.9 GPA. The proposal gives junior transfer students a bit of a break because they're adjusting to a new environment. The admission standards for junior transfer students are not the same as for freshmen. For transfer students, we consider only one's record at the other institution. For entering freshmen, we consider a wide range of factors that can predict academic success. A transfer student's college transcript can be misleading. For example, many institutions have a forgiveness policy that permits a student who has earned an F in a course to take it over again, perhaps several times, until a passing grade is achieved, in which case the earlier F is expunged from the record. Carolina does not allow that. One effect of current admissions policy is that we are not able to predict a transfer students' potential for academic success at Carolina as accurately as we can for entering freshmen.

Resolution 98-4 was adopted as presented. Prof. Andrews said he would bring to the attention of the Admissions Office the Council's discussion about admissions standards for junior transfer students.

Gendered language. Prof. Passannante reported that EPC has recommended to the Provost that "gendered language" be eliminated from all official University documents. This recommendation is the committee's response to a request that it received in April 1997 to consider whether use of the word "freshman" should be discontinued in official correspondence. In response to a question, Prof. Passannante said, "We're intentionally not responding to the word 'freshman' and we didn't want to express opinions on whether or not an individual word was gendered." This portion of the committee's report was not submitted to the Council for action.

Final examination policy. Prof. Passannante introduced Resolution 98-5 which makes minor changes in the wording of the official policy on final examinations in the light of the discussion at the April 1997 meeting of the Council. The changes take into account problems pointed out last year by Prof. James Murphy, Dean of the Summer School.

Prof. Owen asked that the following sentence from the current policy be restored: "Faculty employing an alternative form of final assessment must adhere to the general final examination schedule, must allow adequate time for completion, and should bear in mind that the students have other scheduled examinations." This change was incorporated into Resolution 98-5. The resolution was also amended to change the effective date to begin with Summer Session I 1998. The resolution, as amended, was then adopted unanimously.

In response to a question from Prof. Miles Fletcher, Prof. Passannante said that the final examination policy applies only to courses on campus; it does not apply to courses offered via the Internet. Prof. Fletcher said that he hoped the Council and EPC would address the question of examinations in distance learning courses at an appropriate time.

Honorary Degrees

At the conclusion of all other business, the Council went into closed session to hear the report of the Committee on Honorary Degrees and Special Awards with respect to honorary degrees to be awarded at Commencement 1999. The committee recommended five candidates for honorary degrees, all of whom were unanimously approved by the Council.

Adjournment.

All business having been concluded, the Council adjourned.

Joseph S. Ferrell
Secretary of the Faculty

Resolution 98-2. Restricting Dissemination of the Carolina Course Review.

The Faculty Council resolves:

Public electronic dissemination of the Carolina Course Review shall be restricted to workstations physically located on the UNC-CH campus and included in the University of North Carolina domain.

Resolution 98-3. Prohibiting Use of the Carolina Course Review as an Instrument of Official Personnel Evaluation at the School or Departmental Level.

The Faculty Council resolves:

The Carolina Course Review is disqualified as an instrument of official personnel evaluation at the departmental and administrative levels of UNC-CH.

Resolution 98-4. Academic Eligibility for Junior Transfer Students.

The Faculty Council resolves:

Junior transfer students are required to pass nine credit hours and achieve a 1.50 GPA in their first semester to maintain academic eligibility, beginning with the Fall 1999 semester.

Resolution 98-5. Revising the Final Examination Policy.

The Faculty Council resolves:

Section 1. Beginning with 1998 Summer Session I final examinations, the first two paragraphs of the Final Examination Policy, as printed on page 256 of the 1997-98 Undergraduate Bulletin, are rewritten to read:

"Undergraduate courses taught on campus must include a final assessment (i.e. final examination) unless an exception is granted by the Provost. A traditional final examination is written, is administered at a predetermined time as specified in the final examination schedule, and takes place at a designated location. Exceptions to the scheduled time and location of a traditional examination can be granted only by the Provost.

"Department chairs (i.e. heads of instructional units) must give permission for faculty to use non-traditional examinations, such as a portfolio of a semester's work or a take-home examination. Faculty employing an alternative form of final assessment must adhere to the general final examination schedule, must allow adequate time for completion, and should bear in mind that the students have other scheduled examinations. The chair should submit to the appropriate Dean an annual summary of the exceptions that were granted. For multi-disciplinary and co-taught courses, permission to give a non-traditional examination must be granted solely by the chair of the instructional unit in which the course is based.

"No special preparation quizzes may be given during the last five days of classes (last 2 days of classes for Summer School) before the beginning of the final examination period. No examination (except for laboratory sections) may be held at a time other than that specified in the general schedule except with the advance approval of the Provost. No examination may start later than 7:00 PM. Final examinations for a full course should ordinarily cover a minimum of two hours and should not exceed a period of three hours. Only examinations requiring an exceptional portion of practical work should be longer than three hours."