



The University of North Carolina at Chapel Hill

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
MEETING OF THE FACULTY COUNCIL
April 24, 1998, 3:00 p.m.

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

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

RECEPTION, 2:15 p.m., honoring retiring Faculty Council members. Sponsored by the University Woman's Club and Chancellor Hooker.

AGENDA

Type	Time	Item
ACT	3:00	Memorial Resolutions for Ernest Marvin Allen, Jr., Professor Emeritus of Physical Education, and William Henry Peacock, Professor Emeritus of Physical Education. Presented by Professor Ronald W. Hyatt.
INFO	3:10	Presentation of the 1998 Thomas Jefferson Award.
INFO	3:15	Presentation of 1998 Excellence in Advising Awards. Dean Risa Palm. Miner Mickel-Shaw Awards Class of 1996 Award
INFO	3:25	Chancellor's Remarks and Question Period.
INFO	3:35	Chair of the Faculty's Remarks.
ACT	3:45	Resolution 98-6. A Statement on Affirmative Action. Presented by the Executive Committee of the Faculty Council
ACT	4:00	Committee on Educational Policy. Second Report. Prof. Anthony J. Passannante, Chair. Resolution 98-7. 1998 Oral Competency Requirement. Resolution 98-8. Offering Courses as a Staff Benefit.
INFO	4:15	Intellectual Climate Report: Residential Life Initiative. Cynthia Wolf-Johnson, Student Affairs
INFO	4:25	Faculty Assembly Delegation. Annual Report. Prof. Laura N. Gasaway, Chair of the Faculty Assembly
ACT	4:30	Ph.D. Program in Human Movement Science. Authorization. Prof. Carol Giuliani.
INFO	4:40	Committee on Research. Annual Report. Prof. Arne Kalleberg, Chair
INFO	4:45	University Priorities and Budget Committee. Annual Report. Provost Richard J. Richardson
INFO	4:50	Committee on Community and Diversity. Annual Report. Prof. Gerald Horne, Chair
INFO	4:55	Committee on Established Lectures. Annual Report Prof. Bobbi Owen, Chair
INFO	5:00	1998 Faculty Elections Results. Joseph S. Ferrell, Secretary of the Faculty
ACT	5:05	CLOSED SESSION. Supplemental Report, Committee on Honorary Degrees and Special Awards (tentative). Joseph S. Ferrell, Secretary of the Faculty.

Joseph S. Ferrell
Secretary of the Faculty

KEY:
ACT = Action
INFO = Information
DISC = Discussion

Memorial: Dr. A. Marvin Allen
Presented to the Faculty Council on April 24, 1998
By: Dr. Ronald Hyatt

Dr. A. Marvin "Marv" Allen was a native North Carolinian and a graduate of the University of North Carolina. Dr. Allen was the Director of the Activities Program in the Department of Physical Education for over 15 years. He coordinated the activities program and set high standards for both the students taking the courses and the instructors teaching the courses. Wearing the school blue and teaching activities courses for Dr. Allen was indeed an honor and a privilege. In addition to the activities program, Dr. Allen worked with the Undergraduate Majors Program.

One of Dr. Allen's major loves, in addition to the ocean, which he grew up near in Wilmington, was the sport of soccer. In fact, he scored the first goal in UNC soccer history when the Tar Heel club team played Duke in 1938. Dr. Allen was in the Navy Service during World War II and upon returning to Chapel Hill, became UNC's 1st Varsity Coach in Soccer. As a soccer coach, Dr. Allen stressed high levels of competition, but was non-supportive of athletic scholarships. In fact, he and Dr. Sam Barnes, wrestling Coach from the English Department, were the last two coaches to not have scholarships. Dr. Allen was recalled to military service during the Korean War for two years. Upon his return, he became coach again, where he served until 1976. He finished his coaching career with 174 victories, 81 losses, and 23 ties. His 1966 team won the ACC Title. In 1998, Dr. Allen was inducted into the National Soccer Coaches Association of America Hall of Fame. Anson Dorrance, women's soccer coach at UNC-CH, continually sings the praise of Dr. Allen. It is this presenter's belief that Dr. Allen can legitimately be called "The Father of Soccer" in North Carolina, and Coach Dorrance supports this belief.

Dr. Allen was President of the North Carolina Alliance of Health, Physical Education, Recreation, and Dance and held numerous offices in the State Alliance. Instructors in the activities program, pay homage to Dr. Allen's organizational ability, enthusiasm, and love of sports. Dr. Allen sincerely believed that when we had taught a student how to play a sport, that we had made a significant contribution to a student's life and indeed made him/her an international citizen.

Dr. Allen died September 13, 1996, but he will live forever in the lives of the students he taught and in the soccer sports program at UNC-Chapel Hill and across the state of North Carolina.

**Memorial: Dr. William H. "Bill" Peacock
Presented to the Faculty Council on April 24, 1998
By: Dr. Ronald Hyatt**

His name was William Henry Peacock, but we graduate students never called him by that name. To us, he was Dr. Peacock, Director of the Graduate Program in the Department of Physical Education, Exercise, and Sport Science. He was our teacher, counselor, mentor, father-figure standard setter, and caregiver. To his fellow colleagues in the department, where he taught from 1943 to 1974, for a total of thirty-one years, he was Bill. And to townspeople, former high school students of his, and visitors, he was "the bicycle man". For over thirty years, he rode the same 3-speed bicycle up and down the hill going to and from his home in the Greenwood section. "It was said of him that in all those thirty years, he never had a wreck, but that he caused 34."

Dr. Peacock was born in Hightown, New Jersey in 1909 and graduated from that high school in 1928. He attended Maryville College in Tennessee and graduated in 1932 with a degree in math and physics. He lettered as a wrestler, was a member of the soccer team, and manager of the baseball team. For a number of years, he was a guide on the TVA lakes and the Appalachian Trail. Dr. Peacock's first teaching position was at Timberlake High School in Helena, North Carolina. He moved to Smithfield, where he coached and taught from 1936 to 1939. He began taking graduate classes at the UNC on the weekends, hitchhiking back and forth from Smithfield to Chapel Hill. He was principal and football coach at Chapel Hill High School from 1939-1942. He obtained his master of arts in 1940 from UNC-Chapel Hill and he met his wife Helen Miller there. They were married in 1942, and had two fine daughters.

Dr. Peacock was a staunch Lutheran, a man of high principals, and a great role model. There is a Danish quotation that says, "Every person carries the king within himself. Speak to the king and he will come forth." Dr. Peacock, in his dealing with students, always spoke to the king in his students as individuals.

In 1943, Dr. Peacock taught math at the University of North Carolina and also served as a physical education instructor from 1944 to 1945. In 1945, Dr. Peacock received his doctoral degree in education with a minor in sociology. He was promoted to assistant professor in 1946, associate professor in 1949, and full professor in 1956. His area of specialty was research techniques, test and measurements, and professional preparation courses. Whatever he taught, he did well. Dr. Peacock was at

home with the maintenance staff and the athletic department. In 1974, a retirement party was held for Dr. Peacock. The testimonies from three college presidents, nine deans of schools of physical education, five athletic directors, and two large notebooks of letters attest to his popularity and the respect held for him by former students. Dr. Peacock was a model of physical fitness and stayed active until his death. He was loved and respected by his colleagues, loved and admired by his students, and known throughout the state for his love and care of his students.

He was one of the earliest researchers on motor skills on children with learning disabilities in the United States. In 1966, he wrote an article on the "Importance of Professionalism in Physical Education." He would not accept less than the best effort of his students and because of this, the department of physical education at UNC was a beacon of light in the southeast. He helped to develop the first physical fitness test in North Carolina. He was given honor awards by the state and southern districts, but his highest honor he always said, came from the success of his students.

Dr. Peacock had a problem, he cared about his students. In a time when the world was round and the students hearts were light, he added greenery to their souls. I have his bicycle behind my house, upon which he was riding, on the day he was injured. Due to that injury, he had to move to Minnesota, where he died last year. Pallbearers were Dean Smith, Bill Lamb, Lindy Pendergrass, myself, and others. He had died a couple of weeks earlier, but was buried the same week as Charles Kuralt. Both of these men had "Hark the Sound" played at their funeral.

I have no doubt that at this moment, in the streets of heaven, that an angel is saying to Saint Peter, "Fold in your wings closer, cause here comes that man on the bicycle again." Dr. Peacock forever rides in the hearts and minds of his students, enough said.

Resolutions for Action by the Faculty Council

April 24, 1998

Resolution 98-6. Faculty Statement On Principles of Service, Diversity and Freedom of Inquiry.

Presented by the Executive Committee of the Faculty Council.

The Faculty Council resolves:

Section 1. The Mission Statement of the University of North Carolina at Chapel Hill adopted by the Board of Trustees directs us to serve all the people of the State and affirms that the University exists to improve the conditions of human life through service and scholarship that enrich our culture. To fulfill its mission, the University must offer high quality instruction and must be committed to intellectual freedom, to personal integrity and justice, and to those values that foster enlightened leadership for the State and the nation. The University is dedicated to extending knowledge-based services and other resources of the University to all citizens of North Carolina, recognizing the racial and ethnic diversity of the state's population. The Mission Statement recognizes explicitly that the University's mission imposes "special responsibilities upon the faculty, students, staff, administration, trustees and other governance structures and constituencies of the University in their services and decision-making on behalf of the University."

Sec. 2. The Faculty of the University of North Carolina at Chapel Hill specifically affirms its belief that the University has an obligation (1) to create and sustain an environment of educational excellence; (2) to promote intellectual growth through intense and rigorous educational dialogue; and (3) to foster mutually beneficial interactions among students, faculty, staff, and administrators who possess diverse backgrounds and wide varieties of perspectives and life experiences. We believe these are the minimum conditions essential to educational excellence and are necessary for the University to achieve its mission. Therefore, the University must continue to seek and to assure diversity, in its many manifestations, when considering the admission of students to any of its educational programs and the employment, assessment, and recognition of faculty, staff, and administrators in any of its components.

Sec. 3. We believe that diversity properly understood and judiciously applied to the admission of students and to the employment of faculty, staff and administrators includes consideration of (1) quantifiable data and qualitative information regarding educational preparation (including, when relevant, class rank, courses, degree(s), educational program, employment, grades, major, standardized test scores, volunteer activities, and work experience); (2) life experiences (including their variety, type, uniqueness, duration, and intensity); (3) factors that may contribute to diversity of presence (including, without limitation, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status); (4) demonstrated ability and motivation to overcome disadvantage of discrimination; (5) desire and ability to extend knowledge-based services to enhance the quality of life of all citizens; and (6) motivation and potential to make a positive contribution to the educational environment of the University and to the University's fulfillment of its mission to serve all the people of the State, to enhance the quality of life for all people in the State, and to improve the conditions of human life.

Sec. 4. In carrying out its mission, while the University will comply with applicable law, we believe the University is charged with the duty and responsibility to make the educational and professional judgments required to pursue and attain its educational mission. We assert that making the decisions required to effectively pursue its mission requires of the University educational and professional judgments that are an integral aspect of freedom of inquiry and that, therefore, fall peculiarly, if not exclusively, within the special scope of the University's duty and responsibility.

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1 **Resolution 98-7. Establishing an Oral Competency Requirement.**

2 Presented by the Educational Policy Committee

3 The Faculty Council resolves:

4 Section 1. Effective Fall 1998, all first-year students (regardless of major) entering UNC-
5 Chapel Hill who are exempted from taking English 11 and English 12 (Composition and Rhetoric)
6 must pass with a letter grade a one-hour course entitled Oral Communication (Comm 09).
7 (Honors students fulfill this requirement by passing their equivalent courses for English 12). This
8 Oral Communication course is also available to students who are enrolled in or have received
9 credit for Composition and Rhetoric.

10 Sec. 2. In addition, each academic degree-granting major will develop plans to assist
11 students to develop oral communication skills. The goal of this portion of the requirement is to
12 assist students to become articulate communicators in the area of study they have chosen. Each
13 degree-granting program will be asked to provide a description of its plan for each major to the
14 Dean of the College of Arts and Sciences by the end of the 1998-99 academic year.
15 Departments are encouraged to consult with the director of the Oral Communication Program as
16 they develop their plans.

1 **Resolution 98-8. Endorsing the Offering of Courses as a Staff Benefit.**

2 Presented by the Educational Policy Committee.

3 The Faculty Council resolves:

4 Section 1. That the University offer courses as a staff benefit, and that the University faculty
5 and administration encourage the enrollment of staff in scheduled University courses.

6 Sec. 2. That supervisors adjust work schedules to allow staff to attend University courses.
7 This may entail the use of flex-time options to allow staff to attend University courses while
8 continuing to meet their normal employment obligations.

For Presentation April 24th, 1998
Educational Policy Committee
Annual Report Addendum

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 Lanier (ex-officio)

Members leaving the committee during the year: David Lanier (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, April 2nd, 1998

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

This addendum to our annual report covers two issues that could not be included in the March report.

Issue #6 Oral Communication Skills Program

Based on recommendations made in a review conducted by the Southern Association of Colleges and Schools, a resolution instituting an oral communication requirement passed unanimously at an open meeting of the College of Arts and Sciences in April 1997. A description of an Oral Communication Skills Program was introduced in September 1997. Feedback was received, and a revised program was unanimously approved by the Administrative Boards of the College of Arts and Sciences on February 11th, 1998. The program revisions are intended to make the requirement flexible enough to allow all departments to successfully implement the requirement. In considering this issue, several salient points deserve consideration:

1. The SACS recommendations were generated out of self-study information provided by our own faculty.
2. The administrative response to the SACS recommendations has been appropriate and timely. It is important for UNC to correct curriculum deficits.
3. Everyone agrees with the goal of graduating students who can communicate effectively.

The proposed program has three components. First, English 11 and English 12 have been modified to include an oral communication emphasis.

Second, students who place out of English 11 and 12 will be required to take a one-credit hour course in oral communication (Comm 09). Third, an across the curriculum requirement will be developed to ensure that students continue to improve their oral communication skills as they progress through their chosen major.

The Educational Policy Committee (EPC) received a significant amount of feedback regarding this issue. Some faculty felt threatened by the across the curriculum portion of the proposed program. Some faculty doubt the efficacy of a one credit course in oral communication. Some faculty feel that students need more help in reading and writing than in speaking. After considering these and other concerns, and examining the forces that led to the need for implementation of this program, the EPC proposes two resolutions on this issue. The first will approve the Oral Communication Skills Program for academic year 1998-99. The second will make some revisions in the program and in curriculum requirements that can not be made before the 1999-2000 academic year.

Resolution #4:

Resolved,

Effective Fall 1998, all first-year students (regardless of major) entering UNC-Chapel Hill who are exempted from taking English 11 and English 12 (Composition and Rhetoric) must pass with a letter grade a one-hour course entitled Oral Communication (Comm 09). (Honors students fulfill this requirement by passing their equivalent courses for English 12). This Oral Communication course is also available to students who are enrolled in or have received credit for Composition and Rhetoric.

In addition, each academic degree-granting major will develop plans to assist students to develop oral communication skills. The goal of this portion of the requirement is to assist students to become articulate communicators in the area of study they have chosen. Each degree-granting program will be asked to provide a description of its plan for each major to the Dean of the College of Arts and Sciences by the end of the 1998-99 academic year. Departments are encouraged to consult with the director of the Oral Communication Program as they develop their plans.

In analyzing the proposed program, the EPC had difficulty with what we are proposing to do with students who place out of English 11 and 12, and in how we place students out of English 11 and 12. These courses have been modified to include emphasis in oral communication, and completion of these courses removes the requirement for a student to take Comm 09. However, these courses are predominantly composition and writing courses. Entering students can place out of English 11 and 12 based on verbal SAT scores. The verbal SAT examination is a terrific vocabulary and reading comprehension test, but it does not assess writing ability. Thus, we are setting up a situation where students can

place out of our basic composition courses and be required to take an oral communication course. The EPC does not find this logical or desirable. At one level it says that we care more about oral communication than we do about writing.

The EPC proposes in the next resolution to eliminate the ability for a student to place out of English 12. All students, beginning Fall 1999, would be required to take English 12, which has a significant emphasis on oral communication skills. All students would then receive one semester of critical evaluation of their writing ability. With the oral communication emphasis that has been added to English 12, and the across the curriculum oral communication skills program, the need for a required Comm 09 course would disappear (it could remain as a one credit elective for interested students). It should be self-evident that the English Department would require additional resources to deal with the 300-400 additional students per year that this change would present them with.

Resolution #5:
Resolved,

Effective Fall 1999, all first-year students (regardless of major) entering UNC-Chapel Hill will be required to take English 12, which has an oral communication emphasis in it. The Faculty Council realizes that this will present the English Department with an additional teaching load, and adequate resources must be made available to the English Department to allow successful implementation of this resolution.

Issue # 7 Classes For Staff

In April 1997 Executive Vice Chancellor Elson Floyd requested that the Provost and Faculty Council consider recommendations that would allow increased participation by University Staff in academic courses offered on campus. The EPC met with Norman Loewenthal (outgoing Career Development chair of the Employee Forum), and Ron Strauss (Faculty Council Liaison to the UNC Employees Forum Career Development Committee). The EPC believes that the University of North Carolina should seek to build an intellectual community in which scholarship and learning are shared values. In furthering the intellectual climate on this campus, expanding the learning possibilities for all members of the campus community will be important. The campus will benefit by attracting and retaining a skilled and involved work force. One component of making the University an attractive employer is furthering learning opportunities for staff. The resolution that follows is intended as a means of showing the support of the faculty council for these principles. The EPC realizes that some of the language in the resolution restates current University policy. However, implementation of current University policy is often more difficult than it should be. For instance, current UNC regulations state that an employee must attend class outside of their established work schedule. This has, at times,

been restrictively interpreted. We must encourage flexibility in accommodating staff who wish to continue their formal education.

Resolution #6:

Resolved,

That the University offer courses as a staff benefit, and that the University faculty and administration encourage the enrollment of staff in scheduled University courses.

That supervisors adjust work schedules to allow staff to attend University courses. This may entail the use of flex-time options to allow staff to attend University courses while continuing to meet their normal employment obligations.

University of North Carolina at Chapel Hill
PROPOSED ORAL COMMUNICATION REQUIREMENT
Goals and Description

A. GOALS OF THE REQUIREMENT

1. The initial goal of the oral communication requirement was to respond to the recommendation made by the Southern Association of Colleges and Schools (SACS) to provide oral communication education to Carolina undergraduates.
2. The overall learning goal of the oral communication requirement is to assist students in developing and improving their oral communication competencies.
3. The goal of the **required course** component of the requirement is to assist students to develop and improve their abilities to *construct and deliver oral arguments* in small group and public speaking settings. These oral communication skills include the critical speaking and listening skills that students will need to use most frequently in their upper-division coursework.
4. The goal of the **across-the-curriculum** component of the requirement is to assist students to become articulate communicators in the *profession or area of study they have chosen*. The oral communication knowledge and skills developed in this component could include any of the following areas of oral communication (but not be limited only to these): oral argument, small group decision-making, critical and therapeutic listening, feedback methods, conflict resolution, interviewing, public speaking, and nonverbal communication.

B. COMPONENTS OF THE REQUIREMENT*

1. Required Course Component
 - a. Modifying English 11 and 12 to include both writing and oral communication education emphases.
 - b. Those students testing out of both English 11 and 12 (approximately 450 students each year) will enroll in Comm 09, a new one-credit course focused on the development of oral argument knowledge and skills.
2. Across-the-Curriculum Component
 - a. Each degree-granting program will be required to develop plans to assist students to develop oral communication skills.
 - b. Each degree-granting program will be asked to provide a description of its plan for each major to the Dean of the College of Arts and Sciences by the end of the 1998-99 academic year.
 - c. Departments are strongly encouraged to consult with the director of the Oral Communication Program as they develop their plans.

* To begin with students entering the university in Fall, 1998.

Intellectual Climate Progress Report

Academic Year Summary -- April 1998

Overall discussion and coordination:

- An implementation coordinating group was created in October, and has met regularly since. Members include
 - Richard Richardson, Provost
 - Richard Andrews, Chair of the Faculty
 - Mohan Nathan, President of the Student Body
(effective April 1998, Reyna Walters)
 - Elizabeth Evans, Employee Forum
- Chancellor Hooker promised the \$400,000 academic portion of Nike gift for use in implementation of IC report recommendations.
- The Provost sponsored a faculty-student forum on November 18 on the topic of the proposed freshman seminars initiative. A second forum is intended for late March or April, on the proposed Academy of Distinguished Teaching Scholars; future forums are also envisioned on several other major IC recommendations.
- The Chancellor's Student Advisory Committee conducted detailed discussions of the report during the fall and made suggestions on priorities.
- The Employee Forum has created its own task force to implement IC recommendations and to suggest additional ideas. The task force has distributed a survey to approximately 6,800 staff members, and is now compiling the results from over 1,100 responses to date. The survey asked staff about their current activities which might be related to the intellectual climate, and also queried them about their interest in participating in other activities on campus. Many of the respondents indicated interests in ideas such as lunchtime book clubs, informal lunches to practice foreign language skills, and other group activities that might be well-suited for interaction among faculty, students and staff. More specific results of the survey will be made available as the data are compiled.
- A temporary staff member is assisting this group in documenting and publicizing IC initiatives as they are developed.

Inside the Classroom:

- Academy of Distinguished Teaching Scholars: a faculty-student working group was charged to gather full information on models for this proposal at University of Texas and other institutions, chaired by Professor Laurie McNeil; they plan to present their findings and options for UNC to a faculty/student forum in early fall.
- Undergraduate research opportunities: the director of the new Center for Undergraduate Excellence, Professor Robert Allen, has agreed to house the proposed Office of Undergraduate Research in the Center. He has hired a graduate student to survey existing undergraduate research opportunities, and to identify additional ones throughout the university. This survey is now in progress. Discussions have also been initiated with the Development Office about possible sources for an undergraduate research

- opportunities fund, and major new external support for faculty/student research travel initiatives, the Burch grants program, was announced at Faculty Council in March.
- Inquiry Track Program/active learning approach: Professor Marshall Edgell (Microbiology), on behalf of the Inquiry Track group (a monthly faculty discussion group), has offered to sponsor a faculty-student forum on broadening use of the "active learning" approach and to broaden the membership and activity of this group. This proposal is now under consideration by the Provost's Office and Executive Committee of Faculty Council.
- Cohort educational experiments: no action yet.
- Classroom renovations for active-learning use: no specific further action yet in response to the IC report, but some improvements are already occurring in the course of the overall classroom-renovation process which is now well underway.

Outside the Classroom:

- Clearinghouse for intellectual events: Sue Kirchen, Vice Chancellor for Student Affairs, is exploring options for improvement building on existing initiatives, such as the Carolina Union staff and the "24-7" supplement to the Daily Tar Heel (currently funded by Office of the Provost).
- Standing committee on intellectual life: no action as yet.
- Advising: Dean Palm of the College of Arts and Sciences has created a work group on reform of advising system, and sponsored a site visit by three outside evaluators from outstanding advising programs at peer institutions. They have completed their visit, meeting with a wide range of faculty, students, and advising staff, and their report and recommendations are to be considered by the work group in April.
- Fund for faculty-student lunch and dinner discussions: A program of "major decisions" dinner discussions has been begun, with support from the Provost and more recently from an outside donor. Three dinner discussions have already taken place, allowing students to have informal discussions with faculty members of several widely elected majors, and others are planned.
- More and better spaces for intellectual exchange: see Public Spaces (below).
- Addition connections between in-class and out-of-class activities: no specific initiatives as yet. Students have suggested making more active uses of University Day events as one focal point for increased intellectual life outside the classroom..

First Year Initiative:

- First-year seminars: Dean Palm of the College of Arts and Sciences has established a Freshman Seminars Program for all freshmen, not just a pilot program as originally envisioned by the Task Force, as a priority initiative. Senior Associate Dean Darryl Gless is chairing an implementation committee, with seminars to begin during the 1998-99 academic year.
- Residential life enrichment and the first-year experience: The proposal for a more intensive freshman living experience, as a complement to the freshman seminars, was

- discussed at the November meeting of Faculty Council, and Associate Dean Peter Coclans (Arts and Sciences) and Associate Vice Chancellor Cynthia Wolf-Johnson (Student Affairs) are coordinating joint implementation of orientation, freshman seminars, summer reading, and residential experience components. A more specific proposal for implementing the residential-life recommendations, envisioned to begin with pilot initiatives during the 1998-99 academic year and more fully phased in for the fall of 1999, is to be proposed to the Faculty Council in April.
- Summer reading program: under discussion by the working group headed by Coclans and Wolf-Johnson.
- Greek rush: no further action as yet.

Education for Civic Responsibility:

- Public Service Center: This recommendation has been discussed at length by the University's Public Service Roundtable, and the Public Service Roundtable has approved a proposal to utilize its funding (from external donor support) as an element of seed money to initiate the center. A proposed model has been developed and shared with an additional potential donor.
- Professorships recognizing public-service teaching excellence: Initial expressions of interest have been received from two possible donors. Additional donor support is also anticipated but not yet confirmed for such purposes as public service awards and student summer fellowships.
- Service learning courses: Funding for 10 additional service-learning has been given to the university by Jim and Jean Ueltschi, and was announced at the March Faculty Council meeting. A solicitation for course proposals has been distributed to the faculty, and proposals are under review.
- Bachelor's degree citation with distinction in public service: no action yet.

Public Spaces:

- Initiatives already in progress: Some IC public-space improvements for improving intellectual interaction are already built into plans for buildings under construction. Examples include the Lenoir Hall renovation, the Center for Undergraduate Excellence, the new Institute for Arts and Humanities building, and the FPG Student Union expansion. The proposed renovation of the Campus Y, if approved by the Board of Trustees, would also contribute significantly to this goal.
- Facilities planning: The Buildings and Grounds Committee has proposed three initiatives for its own agenda, and that of the Facilities Planning staff, to implement further the public-spaces recommendations of the Task Force. The first is to add public spaces as a specific item to be considered in the University's Design and Construction Guidelines for planning of all new buildings and facilities. A draft of this language was to be brought to the committee's April meeting. The second is to incorporate this need specifically into the update of the central campus plan, which was approved by the Board of Trustees in November and is now gearing up. The third is to develop and maintain an ongoing list of identified but unfunded public-spaces project opportunities, ideally on a Web site as

well as in a file, to be shared with senior class gift committees and other potential donors.

- Identification of needs and opportunities: The Employee Forum is considering surveying University staff to identify specific needs and opportunities for creating more usable public spaces, since faculty and staff members throughout the University may be particularly knowledgeable sources for such proposals. This responds to the recommendation for additional input from departments on designing and creating common spaces.
- Several further suggestions have also been made by the Chancellor's Student Advisory Committee, including design competitions as class projects, and considering indoor spaces as well as outdoor. This responds to the recommendation of greater student input.
- No specific actions have been taken so far on maintaining the Greater Pit Area or developing Gerrard Hall for additional IC uses.

Faculty Roles and Rewards:

- Teaching portfolios: The Chancellor's Advisory Committee held initial discussions of the idea of teaching portfolios in October, and identified some departments and schools that already use them and consider them useful. Further discussion is intended over the coming academic year, and discussion of this recommendation may also arise in the course of developing alternatives to the current Carolina Course Review, a task to be undertaken during the coming year as a consequence of Faculty Council's March resolution to cease use of the CCR in its present form as an element of personnel reviews. No additional actions have yet been taken on the recommendation of departmental teaching portfolios.
- Intellectual Climate Fund: initial discussions have been held with Chancellor Hooker and with the University Priorities and Budget Committee about potential sources of support for such a fund, and further development of a proposal is anticipated over the summer.
- Academy of Distinguished Teaching Scholars: see above.

**Request for Authorization to Establish a
PhD Program in Human Movement Science**

An Interdisciplinary Curriculum in Human Movement Science

**Submitted for approval by
The Department of Medical Allied Health
School of Medicine
The University of North Carolina at Chapel Hill**

NOTE: Attached is the Executive Summary of the proposal. The complete documentation for *Authorization to Establish a PhD Program in Human Movement Science* is available for review with the Secretary of the Faculty, Dr. Joe Ferrell, and a copy is on file in the Graduate School. A copy is also available upon request from the Department of Medical Allied Health Professions. Please contact Dr. Carol Giuliani at 966-4708.

Approval to Plan received in June 1997.

Request to Establish approved by the UNC-CH Graduate School December 1997.

Framework:

The Department of Medical Allied Health Professions in the School of Medicine is requesting authorization to establish an interdisciplinary program of study in Human Movement Science leading to the Doctor of Philosophy degree. This program is designed to provide students from various fields an opportunity to pursue doctoral studies in Human Movement Science. A Curriculum in Human Movement Science will be administered, and the degree will be granted by the Department of Medical Allied Health Professions. The aim of this program is to develop theory and generate new knowledge about human movement, and to produce graduates who will teach and conduct research in this area. The development of these researchers requires the highest level of research training which the proposed program will provide through a rigorous curriculum of didactic and research experiences, and an interdisciplinary emphasis provided by faculty, course work, and students. The proposed program will focus on developing theory and methods for maintaining health, preventing disability, and improving movement ability. We believe that focusing on normal movement and movement disability requires a special emphasis in research and education that draws upon yet differs from the focus of related sciences. We recognize the unique movement problems and interventions associated with development and aging, the importance of studying human movement within a physical and social context, and the necessity of studying movement at multiple levels of analysis. These concerns led us to emphasize an interdisciplinary approach to solving problems of human movement dysfunction and improving mobility.

A key feature of this program is the interdisciplinary orientation of the combined efforts of several successful programs on the UNC-Chapel Hill campus. The dynamic and complex nature of human movement provides an organizational perspective for the curriculum. We believe that the advancement of the science of human movement can best be accomplished with methods and researchers across disciplines.

Executive Summary: Request to Establish a PhD in Human Movement Science, UNC-CH

A Proposed Doctor of Philosophy Degree

The Department of Medical Allied Health Professions (DMAHP) is requesting authorization to establish a program of study in Human Movement Science leading to the Doctor of Philosophy degree. The intent of this program is to develop research scholars who are capable of producing and disseminating new knowledge in the field of Human Movement Science. The development of these researchers requires the highest level of research training. The proposed program will provide this training through:

1. a rigorous research curriculum of didactic and research experiences, and
2. an interdisciplinary emphasis provided by faculty, course work, and students.

This program is the culmination of the interest, planning and cooperation of the following Departments at UNC-CH: Medical Allied Health- Division of Physical Therapy; Physical Education, Exercise, and Sport Science; Biomedical Engineering; Rehabilitation Medicine; the Program on Aging; and Computer Science.

Organizing Perspective

The DMAHP proposes an organizing perspective focused on maintaining health, preventing disability, and improving movement ability. This perspective will guide the development of the doctoral program, the recruitment of faculty and students, as well as the acquisition and distribution of resources. Specific features of this organizing perspective include:

1. an emphasis on developing and testing theory of normal and dysfunctional human movement,
2. applying these and other theories of movement to maintaining and improving human movement,
3. recognizing the multifactorial nature of human movement,
4. an interdisciplinary approach to solving problems of human movement,
5. studying movement at multiple levels of analysis, and
6. addressing the unique movement problems associated with development and aging.

Areas of Concentration

We will accept students of varied academic disciplines into the program. Students will choose one of the following areas of concentration in which they will focus course work and research experiences:

1. Behavioral aspects of human movement, including motor learning, motor development, and psychological and socio- environmental factors
2. Biomechanics of human movement, including musculoskeletal mechanics and external mechanical constraints
3. Physiology of human movement, including exercise response and training in nondisabled and special populations
4. Neuromuscular control of human movement, including motor control, neural and muscular aspects of movement, and modeling.

Requirements

Each student will develop a course of study with guidance and approval from his or her advisor and advisory committee. There are no specific courses or number of hours required. The core requirements listed below are approximately 25-40 hours. All students will be required to complete the following:

1. one core course in the scientific basis of human movement (6 hr),
2. a two-course sequence in advanced statistics,
3. a course in scientific inquiry/ethics,
4. one course in research methods,
5. two graduate seminar courses in major area of concentration,
6. Human Movement Science Interdisciplinary Colloquia (1 hr each semester),
7. three laboratory rotations/apprenticeships,
8. two independent research projects leading to the dissertation, and
9. two directed teaching experiences.

Executive Summary: Request to Establish a PhD in Human Movement Science, UNC-CH

Justification for Developing the Program

Need for rehabilitation research. The proposed program in Human Movement Science specifically addresses the lack of educational and research opportunities for studying human movement related to health promotion, injury, and rehabilitation. In 1990 the NIH identified disability as the Nation's largest health problem and in 1991 established the National Center for Medical Rehabilitation Research (NCMRR).

Need for effective and efficient treatment. Considering the cost of health care it is essential to provide sound scientific evidence for treatment effectiveness. Research in rehabilitation is sparse and has not provided a scientific basis for preventing, evaluating, or treating abnormal motor function. Our goal is to establish a theoretical framework to identify factors for disability prevention, identify underlying mechanisms of dysfunction, identify impairments, and develop treatments grounded in science.

Faculty Shortages. The greatest limitation to educating adequate numbers of health professionals such as physical and occupational therapists is the lack of qualified faculty. *Qualified* faculty are needed for conducting research and training researchers in human movement. This shortage of qualified faculty with doctoral degrees was identified by the US Department of Education, Professional Associations (APTA & AOTA), Area Health Education Centers, and in many journal publications and newspaper articles within North Carolina as well as nationally.

Demand for the program. Interest in the program was determined by inquiries to the Division of Physical Therapy and to the Department of Physical Education, Exercise and Sport Science (DPEESS), by results of a questionnaire sent to graduates, and by interest expressed at scientific meetings. Each year both Departments receive numerous requests for a doctoral program from alumni, clinicians, health professionals, engineers, kinesiologists, and students in physical education, neuroscience, and medicine. Clearly the interest in and need for research in human movement has increased. Unfortunately there are very few programs that allow students to pursue research training in this area, and none exist in the southeastern United States.

Faculty

The DMAHP will offer an interdisciplinary curriculum with faculty from Biomedical Engineering; Computer Science; Physical Education, Exercise and Sport Science; Physical Therapy and the Program on Aging.

Size of the Program

We will enroll five students the first year and five to six students each subsequent year. Assuming an average of three to five years to complete the program, we anticipate maintaining a total enrollment of approximately 15-30 doctoral students depending upon faculty availability.

Financial Support for Students

Faculty will secure both teaching and research funding from external sources. Grants for research and training and department teaching assistantships will provide student financial assistance. The DMAHP currently offers two to four teaching assistantships each year has one training grant from the Bureau of Maternal and Child Health which supports graduate students and post-doctoral fellows. When approval for the program is received, educational development grants will be sought through the United States Department of Education, and the National Institute for Disability and Rehabilitation Research. Other education grants for doctoral students in rehabilitation are available through the NIH Medical Rehabilitation Research Center, Foundation for Physical Therapy, the Bureau of Health Professions, and the NSF. Additional research assistantships are available from faculty research grants.

Timetable

When permission to establish is granted, the Department Chair, Dr. David Yoder will appoint a Director and appropriate committees which include faculty from participating departments. Grants will be prepared and submitted for pre-doctoral students and we will begin recruiting students. Depending on the timing of notification of approval, a program of instruction could be offered for three-five doctoral students for fall 1998; otherwise the Curriculum in Human Movement Science will enter its first class in fall semester 1999.

University Priorities and Budget Committee
Annual Report
April 24, 1998

Members

Dick Richardson (Provost and UPBC chair), Elson S. Floyd (Executive Vice Chancellor and UPBC vice-chair), Pete Andrews (chair of the faculty), Jack Evans (Business), Linwood Furtelle (Employee Forum chair, starting 1/98), Darryl Glass (English), Carol Jenkins (Health Sciences Library), Wayne Jones (acting Vice Chancellor for Administration), Tom Meyer (Vice Provost for Research), Mo Nathan (ex-officio trustee through 4/98), Joe Pagano (School of Medicine), Bob Schreiner (Employee Forum chair, through 12/97), Ruel Tyson (Institute for Arts & Humanities) and Reyna Walters (ex-officio trustee starting 5/98). Non-voting members who provide staff support are Ann Dodd, Kate McGaughey and Roger Patterson. Of the faculty representatives, the Faculty Chair selects three. The Chancellor selects two additional faculty representatives. Faculty are selected to represent the University at-large rather than a specific constituency. Faculty representatives serve staggered three-year terms.

Meetings

The UPBC conducted a member orientation in August 1997, and started meeting weekly in September 1997. UPBC has also held joint meetings with the Executive Council, Executive Committee of the Faculty Council (ECFC), Executive Committee of the Employee Forum, and Student Government Executive Branch Cabinet.

Background

The need for an institutional capacity to consider and recommend campus-wide priorities and resource reallocation options has now become urgent. Reasons include increasing pressure on the University to meet external demands for public accountability, enrollment growth, opportunities such as global markets, changes in health care funding, and the increased competition for both public and private dollars to fund higher education costs. The existing University budget structure that allocates state dollars directly to schools and even to expenditure lines does not easily support reallocation.

In Fall 1996, Chancellor Hooker asked the ECFC to recommend a mechanism for reallocation of funds to address University-wide needs. The ECFC conducted interviews with a broad representation of deans, faculty, and fiscal administrators at UNC-CH, and studied key decision-making processes at other universities. Based on these investigations, ECFC recognized a need to strengthen three key strategic management processes at Carolina:

- the process for setting institutional goals and priorities
- the process for evaluating ongoing academic and administrative programs
- the process for allocating and reallocating resources

These processes together constitute the strategic management of the University's critical resources. They need to be strengthened and made more cohesive. Reallocation can be accomplished only within the larger context of clearly stated institutional priorities; systematic program evaluation; a financial plan that links priorities with funding sources; and an allocation plan to guide how funds are applied to meet high priority needs. Many of these decisions should continue to be made at the individual unit level as well, but an overall framework of campus-wide priorities is also essential.

The UPBC is needed to improve strategic management processes, if the University is to achieve a vision of being the leader among public universities. This vision requires allocating the University's resources according to stated priorities, to build on the University's strengths while venturing into new areas where its performance may be untested. It requires careful evaluation of existing programs and operations, and a commitment to making improvements where needed, or to withdrawing support when an alternative course of action is preferable. Budgetary support must be linked to each of these areas for change to occur. The UPBC should recommend revenue allocation to assure that budgetary support is linked to desirable actions, particularly for University-wide initiatives. To be effective the UPBC is empowered to consider all sources of University funds.

As a concurrent and related step, the deans of all the schools in Academic and Health Affairs have been charged by the Provost as a Council of Deans, to meet regularly with the Provost to advise on all matters within their responsibilities including University priorities and the overall financial plan for achieving them. It is incumbent on the Provost to transmit their views to the UPBC. Deans also should provide input into program initiatives and review processes that precede campus-wide budgetary consideration by the UPBC.

Charge to the University Priorities and Budget Committee

The UPBC will establish mechanisms that link funding decisions to recognized University priorities and unmet needs. Such mechanisms should provide appropriate opportunities for participation by faculty, administrators, and others who are responsible for implementing academic and administrative programs.

The UPBC is charged with recommending overall University priorities for UNC-Chapel Hill, and with evaluating and recommending funding for academic and administrative programs that will achieve the University's vision to be the leader among public universities. To form the basis for a functional University-wide budget process, the committee will:

- provide guidance to the Chancellor, Provost, and Executive Vice Chancellor in determining University-wide funding priorities;
- advise the Chancellor, Provost, and Executive Vice Chancellor on the allocation of funds to address high priority University-wide needs, including both new initiatives and improvements to continuing programs and operations;
- provide guidance on identifying potential new sources of funds, including opportunities for budget savings, and on how such savings can be reallocated to other uses to meet high priority needs;
- provide guidance on funding priorities for the biennial expansion budget, and for campus-wide development needs;
- provide criteria and guidelines for funding new academic and administrative initiatives;
- provide criteria and guidelines for funding program improvements and other unmet needs, including those based on the outcome of formal academic and administrative program reviews.

Activities this year: The UPBC has developed a list of proposed University priorities, and begun development of a recommended budget process for the University. The Chancellor endorsed the University Priorities on March 2, 1998, and stated that he would use the list to guide his activities in fundraising and in his work with the Provost and Deans towards alignment on a common direction for the University. The UPBC also has discussed the coordination of University Priorities with the development process and the upcoming capital fundraising campaign.

April 24, 1998
Annual Report of the Committee on Community and Diversity.

Members: Gerald C. Horne, Chair; Audreye E. Johnson (1998), Evelyn H. Huber (1998), Joyce W. Sparling (1998), Svein U. Toverud (1998); Soyini Madison (1999), Adam Versenyi (1999), Gang Yue (1999); John B. Stephens (2000), George Retsch-Bogart (2000), Virginia Shea (2000), Cecil Wooten (2000).

This Committee got off to a late start, only convening this year; yet, despite this, we have made significant progress. Below you will find a letter we will be forwarding to the Chancellor on the Campus Diversity Training Project, which we feel is an initiative worth preserving. We have met extensively with Prof. Pat Fischer, who is retiring, and our conclusions about CDTP are encapsulated in the letter below. Likewise, he have met extensively with Robert Cannon, the Affirmative Action/ADA Officer on campus. A number of issues arose that we will be pursuing in subsequent meetings; for example, departments may want to engage in self-analysis to determine e.g. if they are producing minority and women PhDs at the same rate as peer institutions; National Science Foundation data can be consulted. Moreover, the AA/ADA office can be extremely helpful in providing such data. Another issue that was noted was the extent to which UNCC's lack of provisions for "domestic partners" may place this campus at a competitive disadvantage in recruiting. Likewise, receiving attention was the extent to which the Provost should provide incentives and/or disincentives to spur on Departments in improving their record on diversity matters. In sum, though getting off to a late start, this Committee is focused tightly on a number of pressing concerns and fully intends to press forward in the coming academic year.

From: Evelyn H. Huber
To: Committee on Community and Diversity
Subject: Letter to Chancellor

Dear Fellow Committee Members:

Below is my suggestion for a draft letter to the Chancellor on the Campus Diversity Training Project. I kept it quite short; any suggestions for additions and changes are most welcome. I shall try to integrate them all and send a second draft to you.

Dear Chancellor Hooker:

We, the members of your Advisory Committee on Community and Diversity, are writing to you to ask for your support for a program that has been strengthening our university community by helping to prepare members to deal more effectively with diversity and that is in danger of losing its funding, the Campus Diversity Training Project. Our committee is firmly convinced of the necessity of diversity training. Diversity is a goal the university is and should be striving for, but most of the members of the university community, be they students, faculty, or staff, are not particularly well prepared to deal with people from diverse social backgrounds.

There have been a number of diversity initiatives on campus, e.g. faculty development for curriculum integration sponsored by the Ford Foundation, the cultural studies course requirement instituted in 1994, infusion efforts in various academic departments, and some diversity training offered to staff and students by a variety of offices. Diversity training is clearly central, and the major initiative in this area has been the Campus Diversity Training Project. The Project has been reaching between 1,400 and 2,000 people per year, or a total of 7,000 people since its inception. It has also instructed 90 people in Train the Trainer programs. The overwhelming majority of those attending the workshops have been students, but staff and faculty have been involved as well. The majority of those getting instruction as Trainers have been staff members.

So far, the Campus Diversity Training Project has been funded by Pan-University funds, but this is the last year of committed funding, and Professor Patricia Fischer, the Director of the Project, was informed that funding would not be renewed. Our committee feels strongly that funding should be renewed at a level adequate to support a full-time director with necessary office support and with resources to develop a sequence of training activities. We are basing our recommendations on our own commitment to diversity and our conviction that the forging of a real community out of people from a variety of backgrounds requires not only learning about different cultures but also practical training in how to interact in a respectful and honest way with people who are different from oneself.

The Diversity Training Evaluation Report done on campus by Linda Brooks, Tracey Gersh, David Currey, and Elaine Davis, during the spring semester of 1996, funded by the Hewlett Foundation, found that the programs offered by the Campus Diversity Training Project are effective but need to be expanded. The Report found, on the basis of 204 completed surveys, that the introductory workshops had a highly beneficial impact on creating awareness among participants of a wide variety of forms of prejudice and discrimination. It also found that those who had such awareness expressed a need for follow-up workshops with more concrete skills training regarding appropriate interventive behavior in situations where prejudice and discrimination are expressed or practiced. This suggests that there is a need for the establishment of a sequence of training activities. In sum, we strongly recommend that the Campus Diversity Training Project be put on a secure financial basis, with a full-time director's position, a half-time clerical assistant, a part-time student in charge of creating liaisons with student groups, and the resources required to establish a sequence of training activities and to raise the visibility of this program on campus.

We thank you for your attention to this matter and for your continued commitment to promoting diversity on campus.

April 24, 1998
Annual Report of the Established Lectures Committee

Committee Members: Professor Bobbi Owen (chair), Dramatic Art (2000); Professor Edwin Brown, Classics (2000); Professor Lawrence Grossberg, Communication Studies (1999); Professor Elin Slavick, Art (1999); Professor John I. B. Anderson, Nutrition/Public Health (1998); Professor Norris B. Johnson, Anthropology (1998); Ms. Miliette Marcos, undergraduate; Mr. Niel Kataria, undergraduate.

Meetings during past year: October 3, 1997; March 25, 1998.

Report: Prepared by the committee chair and reviewed by the entire committee at the March 25, 1998, meeting.

Charge: The committee is responsible for three campus-wide lectures.

The established lectures were arranged as follows:

1. *Martin Luther King, Jr., Lecture* (Civil Rights)

On January 20, 1998, Ms. Merlie Evers-Williams, Chair of the Board of the NAACP, gave the keynote address for the Dr. Martin Luther King, Jr., Birthday Celebration to a full house in Memorial Hall. The largely student audience was most enthusiastic. This lecture on activism during the next millennium was co-sponsored by the Chancellor's Committee for the Dr. Martin Luther King, Jr., Birthday Celebration. The Established Lectures Committee has made a long-term commitment to co-sponsor this event provided that funding from other sources continues at current (or higher) levels.

2. *Weil Lecture* (American Citizenship)

On October 28, 1997, Walter Dellinger, Douglas Maggs Professor of Law at Duke University, spoke in the auditorium of the Tate-Turner-Kuralt School of Social Work. His lecture, "1787 Revisited: Should We Change the Constitution?" was excellent and warmly received. Professor Dellinger is a UNC-CH alumnus and has recently completed distinguished service as Acting Solicitor General of the United States.

3. *John Calvin McNair Lecture* (Science and Religion)

This lecture is given in alternate years.

To: Faculty Council

From: Faculty Committee on Research

Arne L. Kalleberg (Sociology, Chair) *Arne Kalleberg*
Michael Caplow (Biochemistry), Clayton Koelb (Germanic Languages),
Donald T. Lysle (Psychology) (1998); James I. Leloudis (History), Susan T.
Lord (Pathology and Lab Medicine) (1999); William Andrews (English),
Donald Bailey (Frank Porter Graham Center), James Anderson (Computer
Science) (2000).

Re: Progress Report on Survey of Faculty Research Support Needs

Date: April 21, 1998

During the past year, the Faculty Committee on Research has conducted interviews with faculty and administrators in various parts of campus in order to find out about their research needs. These open-ended interviews were also seen as a step toward producing a questionnaire that was sent to all faculty in late March, 1998. 2,337 questionnaires were sent out (1,158 in Academic Affairs; 1,179 in Health Affairs). As of today, 687 questionnaires have been returned and entered in our database (338 in Academic Affairs; 349 in Health Affairs).

This progress report summarizes some of the main findings from the survey. We will continue to analyze the data from the survey, and plan to provide the Faculty Council with a final report in the Fall. The Committee's work has been ably assisted by Jacqueline Resnick and others from Tom Meyer's staff and by Peter Einaudi, Sociology graduate student who is coordinating the data analysis.

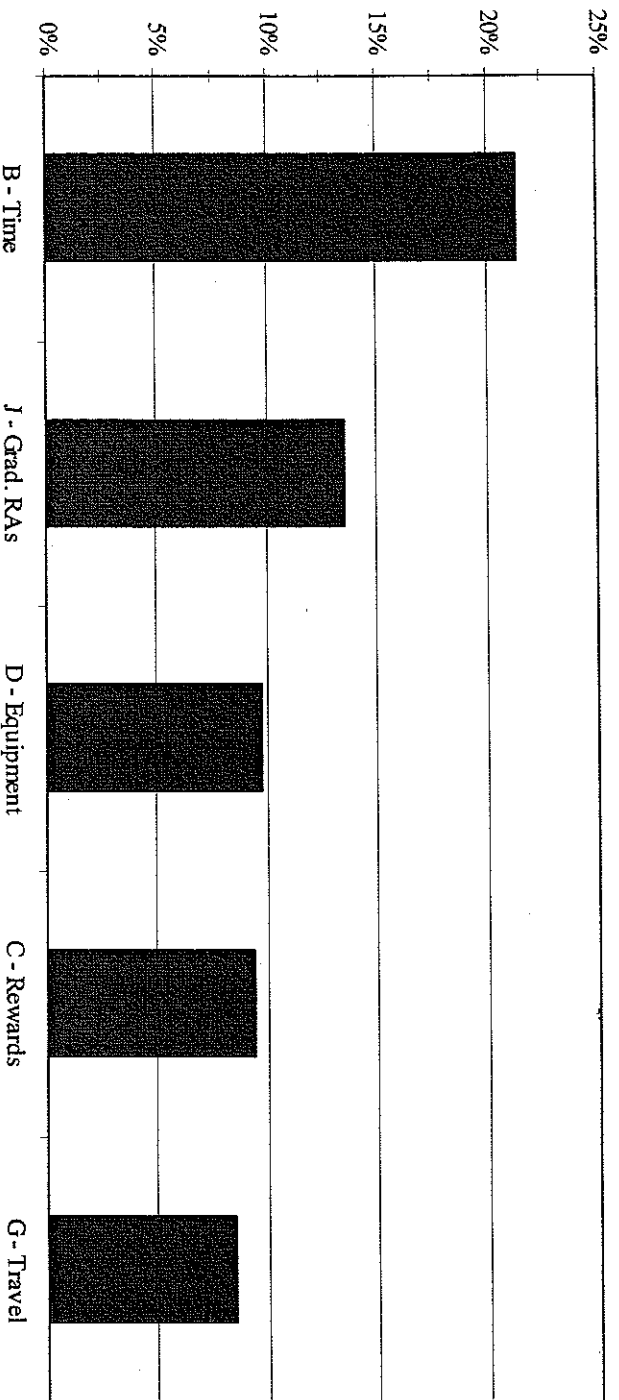
Preliminary Findings

I. Priorities

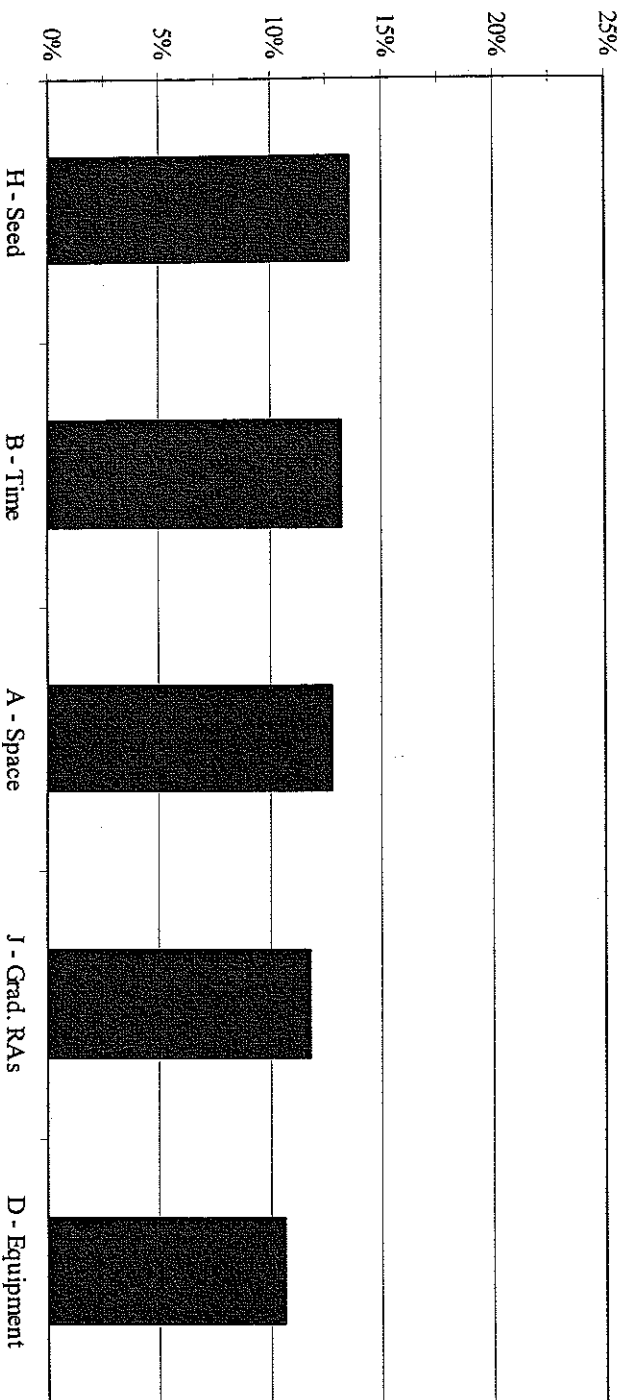
Figure 1 shows the top five research needs as judged by faculty in Academic Affairs and Health Affairs, respectively. (These rankings were drawn from question # 2 in the survey, which asked respondents to rank order the five University research resources that they would most like to see supported.) We find that "time for research" is the largest priority for faculty in Academic Affairs, followed by "funding for graduate research assistants." In Health Affairs, there was a virtual tie between "seed money," "time for research," and "space."

Figure 1. Top Five Research Needs¹

Academic Affairs



Health Affairs



¹ Based on rankings of items in question #2. Percentage shown equals the points received divided by total points allocated, where points are allocated inversely with rankings (i.e., rank 1 = 5 pts, ..rank 5 = 1 pt).

II. Importance of University Resources

Table 1 provides the faculty's average (mean) evaluation of the importance to their research of twelve University research resources. Results are presented separately for faculty in Academic Affairs and Health Affairs.

Table 1 – Faculty Evaluation of Importance of University Research Resources¹

	Academic Affairs		Health Affairs		
	Mean	N	Mean	N	
a. space (office, lab, gallery, space for research support personnel)	3.22	325	3.62	340	*
b. time for research (research and summer leaves, etc.)	3.75	334	3.68	338	
c. rewarding outstanding faculty research with merit-based salary increases	3.24	327	2.99	342	*
d. funding for research equipment (computers, etc.)	3.19	324	3.33	337	
e. funding to help faculty use technology (software, etc.)	2.64	325	2.66	332	
f. library resources (journals, access to information and resources)	3.51	331	3.49	344	
g. funding for professional travel	3.20	329	2.87	340	*
h. seed money (research project development, etc.)	2.92	301	3.26	336	*
i. bridge funding (support between grant funds, etc.)	2.67	246	3.28	319	*
j. funding for graduate students	3.24	323	3.29	316	
k. funding for postdoctoral fellows	2.57	254	3.05	312	*
l. funding for department/unit administrative support staff	3.05	324	3.15	337	
Number of Responses		338		349	

1 Importance is based on a scale from "very important" (4) to "unimportant" (1).
 2 An asterisk (*) indicates that the difference between the means for Academic and Health Affairs is statistically significant at $p < .01$

III. Satisfaction with University Resources

Table 2 indicates the faculty's average (mean) satisfaction with the twelve University research resources.

Table 2 – Faculty Satisfaction with Current University Research Resources¹

	Academic Affairs		Health Affairs		
	Mean	N	Mean	N	
a. space (office, lab, gallery, space for research support personnel)	2.62	317	2.17	331	*
b. time for research (research and summer leaves, etc.)	2.19	328	2.22	331	
c. rewarding outstanding faculty research with merit-based salary increases	2.42	302	2.26	310	
d. funding for research equipment (computers, etc.)	2.37	310	2.27	328	
e. funding to help faculty use technology (software, etc.)	2.50	291	2.51	295	
f. library resources (journals, access to information and resources)	2.93	324	3.24	338	*
g. funding for professional travel	2.23	321	2.28	321	
h. seed money (research project development, etc.)	2.24	267	2.37	319	
i. bridge funding (support between grant funds, etc.)	2.07	174	2.13	264	
j. funding for graduate students	1.91	304	1.94	290	
k. funding for postdoctoral fellows	2.12	194	2.18	274	
l. funding for department/unit administrative support staff	2.10	299	2.04	317	
Number of Responses		338		349	

1 Satisfaction is based on a scale from "very satisfied" (4) to "very dissatisfied" (1).
 2 An asterisk (*) indicates that the difference between the means for Academic and Health Affairs is statistically significant at $p < .01$

IV. Importance of and Satisfaction with University Practices and Services

Table 3 provides the faculty's average (mean) evaluation of the importance to their research of seven current University practices and services, while Table 4 provides their average (mean) satisfaction with each of these practices. Faculty in Academic Affairs and Health Affairs both rate the distribution of overhead (both to units and to Principal Investigators) as something which is very important to them but with which they are relatively dissatisfied.

Table 3 - Faculty Evaluation of Importance of University Practices and Services¹

	Academic Affairs		Health Affairs		
	Mean	N	Mean	N	
m. availability of funding opportunity information	3.08	316	3.21	334	
n. notification of specific funding opportunities	3.02	312	3.24	332	*
o. availability of matching funds	3.15	264	3.06	315	
p. support for multidisciplinary grant development	2.76	282	3.21	318	*
q. access to funding opportunities from foundations and/or industry	3.03	287	3.24	328	*
r. amount of overhead (\$ from grants) distributed to units (departments, schools, centers)	3.28	260	3.48	326	*
s. amount of overhead distributed to the Principal Investigator	3.14	239	3.42	319	*
Number of Responses		338		349	

¹ Importance is based on a scale from "very important" (4) to "unimportant" (1).
² An asterisk (*) indicates that the difference between the means for Academic and Health Affairs is statistically significant at p < .01

Table 4 - Faculty Satisfaction with Current University Practices and Services¹

	Academic Affairs		Health Affairs		
	Mean	N	Mean	N	
m. availability of funding opportunity information	2.96	304	3.01	326	
n. notification of specific funding opportunities	2.87	298	2.91	321	
o. availability of matching funds	2.06	206	1.98	243	
p. support for multidisciplinary grant development	2.31	212	2.22	262	
q. access to funding opportunities from foundations and/or industry	2.33	243	2.36	288	
r. amount of overhead (\$ from grants) distributed to units (departments, schools, centers)	1.81	229	1.64	299	*
s. amount of overhead distributed to the Principal Investigator	1.79	209	1.64	293	
Number of Responses		338		349	

¹ Satisfaction is based on a scale from "very satisfied" (4) to "very dissatisfied" (1).
² An asterisk (*) indicates that the difference between the means for Academic and Health Affairs is statistically significant at p < .01

1998 FACULTY ELECTIONS RESULTS

Standing Committees and College Divisional Officers

Committee/Division	Elected	Alternates
Advisory Committee	William A. Darity, Jr. Paul B. Farel Leslie A. Walton	George F. Sheldon Christopher S. Martens Charles Daye
Athletics Committee	Louise M. Antony Judy A. White	James L. Murphy Lawrence B. Rosenfeld
Honorary Degrees	Anne M. Dellinger Frank Wilson, Jr.	Gerald C. Home Rollie Tillman
Educational Policy Comm. Natural Sciences Div'n Social Sciences Div'n Health Affairs Div'n	Jean S. DeSaix Catherine A. Lutz Douglas Crawford-Brown	Beth E. Kurtz-Costes Michael R. McVaugh L'Tanya J. Bailey
Faculty Grievance Committee Professors/Librarians Assoc. Prof./Librarians Asst Prof./Librarians	John H. Schopler Roberta A. Dunbar Cynthia M. Powell	Joan G. Brannon Robert L. Thorpe Anita R. Brown-Graham
Financial Exigency Committee Academic Affairs Div'n Health Affairs Div'n	Melissa M. Bullard Elizabeth S. Mann	Karl E. Petersen Gilbert C. White II
Faculty Assembly Delegation	James L. Leloudis	Stanley W. Black III
Faculty Hearings Committee	Barbara J. Harris	Lars G. Schoultz
Admin. Board of the Library Fine Arts Div'n Humanities/Journalism Natural Sciences Social Sciences/Prof. Schools Academic Affairs Libraries	Brent W. Wissick Thomas A. Stumpf William J. Kier James L. Leloudis Alice Cotten	John R. Covach Lucia Birotti Niels Lindquist Paul Rhode Robert S. Dalton
College of Arts & Sciences Natural Sciences Div'n Chair Vice-Chair	Wayne A. Christiansen Royce W. Murray	Patrick B. Eberlein
College of Arts & Sciences Humanities Div'n Chair Vice-Chair	Connie C. Eble Laurence G. Avery	Richard D. Rust

Faculty Council

Electoral Division/Rank	Elected	Alternates
Fine Arts	Gerald D. Bolas	Susanna C. Rinohart
Humanities Professors	Madeline G. Levine Warren A. Nord	Lawrence Grossberg Lisa M. Skow
Basic & Applied Natural Sciences Professors	Christine A. Powell Francisco E. Werner George Fishman	Idris Assani Gopinath Kallianpur
Associate Professors	H. Holden Thorp	Kevin G. Stewart
Social Sciences Professors	Rachel A. Rosenfeld Robert E. Gallman	James W. White Vincas P. Steponaitis
Associate Professors	Timothy J. McKeown	Donald M. Nonini
Libraries/Info. & Library Science Assoc. Professors/Librarians	Elizabeth Meehan-Black	Christie T. Degener
Kernan-Flagler Business School Professors	Douglas A. Elvers	Richard A. Mann
Associate Professors	Richard S. Blackburn	J. M. Jones
Journalism & Mass Comm.	Dulcie Straughan	Michael I. Williams
Social Work	Gary L. Bowen	Dennis K. Orthner
Medicine Professors	Steve Haskill Eng-Shang Huang David G. Kaufman Donald L. Madison Nancy Raab-Traub Timothy N. Taft	Robert Pfeiffer Michael D. Topal
Clinical & Research Ranks	Mark L. Graham II Darlene K. Sekerak	Bron D. Skinner Jorge D. Cortese
Dentistry Professors & Assoc. Prof.	Ronald P. Strauss John B. Ludlow	Sally M. Mauriello John R. Zuniga
Asst Prof, Clinical & Research	Anthony L. Molina	David W. Paquette
Nursing Tenure-Track Ranks	Diane K. Kjervik	Virginia J. Neelon
Clinical & Research Ranks	Bonnie F. Angel	Beverly B. Foster
Public Health Clinical & Research Ranks	Deborah E. Bender	G. Fletcher Linder

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.

April 22, 1998

Well the inauguration of President Broad here at NC State next Wednesday, April 29 is now upon us. I include herewith the dinner tickets you ordered along with a map of campus, hotel list and parking passes. We have only a limited number of passes so car pooling is encouraged.

All faculty members from the sixteen campuses are cordially invited to a FREE salad and sandwich buffet prior to the inauguration. Food will be available in the Atrium- lower level of our DH Hill Library from 5:00 - 6:15 p.m. ONLY. It is also REQUIRED that you have a ticket in order to eat.

The Faculty Senate Chambers on the upper floor of the Erdahl Cloyd Wing of the DH Hill Library (Room 2320) will be available for robing and as a place to leave your valuables (try NOT to bring any real "valuables" since NO security is 100% effective - nuf sed!). From 4:30 p.m. through dinner. At approximately 6:45 p.m. we will gather in the Chambers to robe and walk over in a body to line up for the academic procession. (Following the festivities, we will reopen the Chambers so that faculty may pick up their things.)

George H. Wahl Jr.
Chair of the Faculty

FIRST YEAR INITIATIVE COMMITTEE
Preliminary Report

First Year Initiative Committee

Co-Chairs: Peter Cocolanis, Associate Dean of Arts & Sciences

Cynthia Wolf Johnson, Associate Vice Chancellor of Student Affairs

Members: Scott Bernstein '01, Deb Bialeschki, Al Calarco, Leon Fink, Miles Fletcher,

Shirley Hunter, Christy Irvin '01, Lindsee McPhail '99, Collin Messer, Nandra Perry, Wayne

Thompson, Harold Woodard.

This committee serves as a steering committee for the development and integration of the First Year Initiative proposals set forth in the Intellectual Climate Task Force Report. In particular, the committee is addressing the residential component and summer reading, while working in collaboration with the First Year Seminars Committee.

I. FIRST YEAR LIVING/LEARNING PROGRAM

The First Year Initiative's residential component will be a "First Year Living/Learning Program", designed to enhance the intellectual climate by linking academic and co-curricular activities. A curriculum of programs and services, intentionally designed to meet the needs of first year students and to integrate students' learning experiences, will be a part of a unique community for first year students. Assessment and evaluation mechanisms will be developed to determine program impact.

Planning: 1998-1999

Implementation: Beginning Fall 1999

Goal: To increase program size each year, to parallel the increase in the number of first year students enrolled in academic seminars.

Relation to First Year Initiative Components:

Academic Seminars: Students participating in the Living/Learning Program will be strongly encouraged to enroll in a first year academic seminar. In addition, a pilot program will be implemented in which students who are enrolled in a particular course live together in a section of this residential community. This will be tried with two or three academic seminars.

Summer Reading: With the anticipation that all first year students will be expected to read a selected book, and participate in discussions during the Fall orientation period, on-going discussions related to the summer reading will be included in the living/learning program curriculum.

Learning Outcomes: The curriculum has been designed to *enhance* the following prescribed learning outcomes.

- Critical thinking
- Academic, social and leadership/citizenship skills

- Enlightened citizenry (i.e., appreciation of the arts, role of science and technology, critical awareness of current events)
- Familiarity with technological resources
- Oral and written communication skills
- Network with faculty through informal interaction
- Ability to recognize and appreciate cultural differences
- Orientation to the University and local community
- Appreciation of citizenship through service learning
- Knowledge of campus activities, involvement and leadership opportunities
- Initial career exploration
- Sense of community
- Self-confidence

Curriculum: The curriculum has several key components that will provide students with a more integrated learning experience.

1. *Weekly Sessions:* In groups of approximately 20, first year students will meet weekly for the first six weeks of school and then bi-weekly for the remainder of the year for a total of 19 sessions. These sessions will be coordinated by a graduate mentor and will run for 1 hour, depending on the nature of the discussion. Graduate mentors and/or undergraduate assistants will facilitate the sessions. The sessions will focus on "hot topics" presented by various faculty, readings covering the same topic as the summer reading, first year academic seminars, readings on multiculturalism and pluralism, technology, etc. A speaker's bureau will be created, listing faculty volunteers and topics they agree to discuss in advance.
2. *Periodic One-on-One Sessions with trained Mentors/Assistants:* Each student participating in this program will meet with his/her mentor (graduate/undergraduate) to discuss transition issues, academic success, and goal setting focused on academic and co-curricular achievement. Sessions will take place at the end of the first six weeks, November/December and again in April/May.
3. *Community Service Activities:* In groups of approximately 20, students will participate in a community service project each semester. This experience will be complemented by reflection sessions. Faculty members are encouraged to join students in these service projects and discussions.

Field Trips:

These field trips are designed to promote the arts, culture and civic responsibilities. Faculty members are encouraged to participate in these activities, and to facilitate related discussions.

1. Arts – Ackland Art Museum, Morehead Planetarium, Playmakers, Outdoor Amphitheater in Raleigh. Students may receive free tickets to some of these activities to encourage participation in the arts. Opportunities to meet cast members will be sought.
2. Town Council – attend town council meeting; meet with council members.

Facilitators:

1. Faculty Associates: Faculty members are encouraged to serve as informal mentors to the FYI Living/Learning Program, by interacting with program participants on an on-going basis. Activities may include hosting receptions at their home, facilitating discussions on

“hot topics”, research interests or the University; or participation in field trips and community service.

2. Graduate Mentors and Undergraduate Assistants: Graduate students provide a link to the academic experience and can assist students with academic involvement, while upper-class undergraduate students provide a link to the co-curricular experience and can assist students with involvement in student activities, leadership and service.

Special Programs/Activities:

1. Critical Issues Forum (some selected by participants)
2. Special Opportunities (Study Abroad, Honors Program, Scholarships & Awards)
3. Cross-cultural Program Activity
4. Academic Services (Using Libraries, Writing Center, etc.)
5. Programming for Undecided Majors
6. Career/Job Fair (graduate and professional schools, employment, internships)
7. Student Activity Fair (student organizations and leadership)

Other Resources:

1. On-Site Services: A variety of services will be provided to assist students in their academic and social transition to Carolina. These services could include technology consultants (Res Net), academic advising (Area Director, General College Advisors), counseling (personal and career), academic skills (writing, tutoring), etc.
2. Newspapers, Journals, Magazines, Bulletin Boards and Email listservs can assist with setting a tone for intellectual climate and sense of community.

Marketing:

Admissions promotional materials and events
 Department of University Housing materials
 University publications
 C-TOPS Sessions (Summer Orientation)

II. SUMMER READING PROGRAM

This committee recommends that all first year students be expected to participate in a summer reading program, beginning with the Summer of 1999. A committee of faculty, staff and students would carefully select the one book to be read, providing a theme for the year.

Summer: Reading

First Year Convocation with prominent keynote speaker and small group discussions, facilitated by faculty, to address the book and/or topic of the book.

Fall/Spring: Integration of book and/or topic into class discussions, as appropriate. Depending on the book/topic, some academic departments will find it more useful than others.

Theme from the book could filter into other University events such as University Day, Commencement, etc.

All faculty and staff would be encouraged to read the book, in order to encourage a greater sense of community within the University.