



The University of North Carolina at Chapel Hill

AGENDA OF THE FACULTY COUNCIL
November 6, 1998, 3:00 p.m.

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

Chancellor Michael Hooker and Prof. Richard N. Andrews, Chair of the Faculty, will preside.

Type	Time	Item
ACT	3:00	Memorial Resolution for Joseph Curtis Sloane, Professor Emeritus of Art
INFO	3:05	Chancellor's Remarks and Question Period Chancellor Hooker invites questions or comments on any topic.
INFO	3:20	Chair of the Faculty's Remarks
DISC	3:30	Annual Report of the Research Committee. Prof. James Leloudis for Prof. Arne Kalleberg, Chair
ACT	4:00	Recommendations of the UNC-CH Copyright Committee. Res. 98-13. Endorsing a Proposed Policy Statement Concerning Fair Use Under the Federal Copyright Law Res. 98-14. Endorsing the National Humanities Alliance's "Principles for Managing Intellectual Property in the Digital Environment" Res. 98-15. Endorsing a Copyright Use Policy for Faculty, Staff, and Students. Res. 98-16. Endorsing a Proposed University Policy on Multi-Institutional Initiatives on Copyright Ownership.
ACT	4:50	CLOSED SESSION [N.C. Gen. Stat. § 143-317.11(a)(2)] First Report of the Committee on Honorary Degrees and Special Awards Recommendations for Distinguished Alumnus/Alumna Awards for 1999 Joseph S. Ferrell, Secretary of the Faculty
ACT	5:00	RETURN TO OPEN SESSION Adjourn

Joseph S. Ferrell
Secretary of the Faculty

KEY:
ACT = Action
INFO = Information
DISC = Discussion

All documents pertaining to meetings of the Faculty Council are posted on the Faculty Governance web site. The URL is <http://www.unc.edu/faculty/faccoun/>.

JOSEPH CURTIS SLOANE, JR. 1909 - 1998

Joseph Curtis Sloane was born in Pottstown, Pennsylvania. Growing up he lived in Lake Forest, Illinois, Scarsdale, New York, and Pasadena, California. He went to the Hill School in Pottstown and entered Princeton University in 1927. Joe belonged to a family of Princetonians, including his father, his older brother, three cousins and an uncle. At Princeton, Joe studied art and archaeology, graduating in the class of 1931.

When he entered graduate school at Princeton, he first explored his archaeological interests by serving as a field assistant in the Princeton University excavation at Minturnae, Italy, in 1931-1932. Then he turned to art history and eventually focussed on modern art, quite a new field at that time. Graduating in 1934 with his M.F.A., his first position was as assistant curator at the Cooper Union Museum in New York, 1934-1935. He then entered academe with positions as an instructor at Princeton in 1935-1937, an assistant professor at Rutgers, 1937-1938, and associate professor at Bryn Mawr in 1938.

Meanwhile Joe had married Marjorie Merrill, the love of his life, and they had two daughters, Janet and Peggy, in these years. In 1943 Joe volunteered for the Navy and served on the U.S.S. Dempsey in the Pacific until 1945, rising from lieutenant to lieutenant commander.

Returning to Bryn Mawr, Joe completed his dissertation at Princeton in 1949. With the publication of his first book, French Painting between the Past and the Present, in 1952, Joe established his scholarly reputation. By bringing contemporary French 19th century art criticism to bear on the art historical developments of the period, Joe's book had a major impact on the field. It won him a promotion to full professor at Bryn Mawr and he served as chairman from 1952 to 1958. He also became president of the College Art Association, the national association for art historians and artists, in 1956-1957.

These were some of the credentials that caught Lyle Sitterson's eye in 1957 when he was searching for a new chairman of the art department at UNC and a director for the new Ackland Museum. Joe was eventually appointed and began his duties in January of 1959. As director of the Ackland, Joe began a vigorous acquisition program, the success of which is evident in the permanent collection today. As chairman, his challenge was to build a major department with both art history and studio programs. The success of his efforts can be seen in the fact he more than tripled the faculty, established the Ph.D. program in art history and the M.F.A. program in studio, and his campaign to win a new building for the department was eventually realized when the Hanes Art Center opened in 1985.

Joe was also deeply involved in promoting the visual arts in the University and the State. He played an instrumental role in establishing the Fine Arts Division out of the Humanities Division in 1963. He served as President of the North Carolina State Art Society from 1961-1964, and he chaired the Art Commission of the North Carolina Museum of Art from 1974-1980. On the national scene he was an active advocate for the arts leading the National Council for the Arts in Education between 1967-1974.

In the midst of this important work, Joe continued his scholarly pursuits when possible. He published a book on the French painter, Chenevard, in 1962, and in 1963 was named Alumni Distinguished Professor of Art. He also wrote a series of articles in major journals until his retirement in 1978, as professor emeritus, but it must be said that he unselfishly sacrificed his scholarly ambitions in the service of the visual arts in the University, in the State and in the Nation.

Joe won many prizes that recognized in different ways his many contributions. In 1994, he was awarded an honorary degree at Carolina. His citation read in part: "It is fitting that, ..., this University should recognize the individual who has surely made the single-greatest contribution to the study and appreciation of art on this campus." We in the Art Department remember him as our champion. He was generous and idealistic, a courtly gentleman and a true intellectual. He was an able scholar and a gifted teacher. We rejoice in his productive life; we sincerely regret his passing.

Art Department Committee
for the Faculty Memorial
in Honor of Joseph Sloane:

Jaroslav Folda, Chairman
Marvin Saltzman
John Dixon

1 November 1998

Joseph Curtis Sloane, Jr.

(8 October 1909 - 10 April 1998)

IN MEMORIAM:

for the Faculty of the University of North Carolina⁽¹⁾

Joseph Sloane died on 10 April 1998 in Chapel Hill. He was a fine scholar and a true gentleman. Unflinchingly loyal to his family and friends, to Princeton, and to the University of North Carolina, he was a fighter when necessary, but through it all a gentle and understanding man. Seriousness of mind and purpose, unquenchable intellectual curiosity, and never-ending devotion to duty marked his impressive personality.

Joseph Curtis (Joe) Sloane was born in Pottstown, PA, on 8 October 1909, the son of Joseph Curtis Sloane and Julia Larned Moss. He had one brother, William M. Sloane, III. Growing up, Joe lived in several different places besides his hometown, including Lake Forest IL, Scarsdale NY, and Pasadena CA.

Joe prepared for college at the Hill School in Pottstown and entered Princeton University in 1927. It may truly be said that Joe came from a family of Princetonians: not only his father (class of 1895) and his brother (class of 1929) graduated from Princeton, but also three cousins and an uncle! At Princeton Joe studied art and archaeology while playing water polo as a freshman, writing for the Daily Princetonian as a junior, and working for Theater Intime all four years, serving as stage director in his junior year and as art director as a senior. He ate his meals at Charter Club.

It was evident from his undergraduate career--as it was from his photo in the Nassau Herald--that Joe was a serious student, and he was serious about the arts as well. As a senior he said he "plans to study art and archaeology at Princeton and abroad, and to become an archaeologist."² On graduation in 1931, he was voted one of the three most scholarly people in his class.³

Making good on his stated plans, Joe continued his studies at Princeton, completing his MFA degree in 1934. During the first year of graduate studies he tested his archaeological interests as a field assistant in the Princeton excavation at Minturnae, Italy, in 1931-1932. From that point on however, he focussed his studies on art history and eventually on the history of modern art, a rather elite field in the United States at that time. In fact Joe used to say that at Princeton, in order to study Modern art, first you had to become a medievalist. The evidence for this is clear: Joe's first two published

articles are on topics in early Medieval art! Meanwhile Joe had proposed to his sweetheart, Marjorie Merrill, a Wellesley graduate who was employed by Macy's at the time. They were married on 14 December 1934, and they truly seemed to be very much in love as long as they lived.

At that point, when Joe became a family man and was poised to begin his doctoral studies, he began his professional career. First he tried the museum world, briefly. In 1934-1935 he served as assistant curator in the Cooper Union Museum in New York City. Little did he imagine then that his next museum position would be as director of a brand new museum 25 years later. A year later he turned to the academic world as teacher and scholar, starting as an Instructor at Princeton (1935-1937); then he became an Assistant Professor at Rutgers (1937-1938). He was appointed as an Associate Professor at Bryn Mawr in 1938.

In his family life, the two big events in these years were the birth of a daughter, Janet, on 23 October 1934, followed by a second daughter, Peggy, on 18 October 1943. Meanwhile the U.S. had entered WWII following Pearl Harbor. Joe decided to take a leave of absence from Bryn Mawr to join the Navy in 1943. By Joe's own admission he was never entirely sure just why he volunteered; he was, he said, "deeply angry at the Japanese, but even more, perhaps [he] wanted to prove myself to be a man."⁴ He served the entire time (28 April 1943-22 November 1945) in the Pacific Theater on a destroyer escort, all but a few weeks of it on DE 26, the U.S.S. Dempsey, rising from the rank of lieutenant to that of lieutenant commander by war's end.

Returning to Bryn Mawr after the war, Joe completed his doctoral dissertation with the aid of an Albert Hodder Memorial Fellowship from Princeton in 1948-1949. He received his Ph.D. from Princeton in 1949. With the publication of his dissertation, transformed into his first book and entitled, French Painting between the Past and the Present (⁵), Joe established his professional reputation as a major scholar in French 19th century painting. By bringing contemporary 19th century art criticism to bear on art historical developments in French painting for the first time, Joe's book had a major impact on the field. Its lasting contribution was partly recognized in 1973 when Princeton University Press reissued the book in paperback format.

With the publication of this book, Joe's star was on the rise in academic circles. It won him a promotion to full professor at Bryn Mawr in 1951.⁶ In 1952 he was also named chairman of the Art Department, the same year he won a Senior Fulbright Research Fellowship to France (1952-1953), where he began work on Baudelaire and Chenevard. Thus seriously began Joe's long love affair with France, with French painting and culture, and with French food, a relationship partly stimulated by his lifelong friendship with Julia Child whom he had known since the time he lived in Pasadena.

Shortly after his return from France, Joe was elected to the office of secretary of the College Art Association in 1954. Then in 1956-1957 he served as president. In those days the CAA was a very different organization from what it is today.⁷ Then it had 2,500 members most of whom were art historians; today it has over 14,000 members and encompasses a wide spectrum of the art world in the U.S. including art historians, artists, connoisseurs, collectors, museum professionals, and others. Clearly, however, in the 1950s the art historians dominated. Joe's board of directors in 1956-1957 reads like a Who's Who of that generation of art historians: Erwin Panofsky, Millard Meiss, Richard Krautheimer, Robert Goldwater, A. Hyatt Mayor, Craig Hugh Smyth, Charles Parkhurst (his successor as president), and Lamar Dodd (his predecessor), to name a few. The issues Joe worked with were important for this comparatively young organization: how could the CAA raise professional standards for teaching art history at the college and university level? What could the CAA do to stimulate first-rate scholarship in art history? How could the CAA increase membership and become more influential nationally? During his presidency, the CAA spoke out against censorship of USIA traveling exhibitions of art work from university students and university collections; the CAA established the A.Kingsley Porter Prize for the best Art Bulletin article by a scholar under 39; and the CAA voted to help support Peter Janson in the preparation and publication of his now famous art history survey text book (⁸), to help raise and standardize a high level of teaching art history in U.S. colleges and universities. Finally, Joe sent a CAA delegate to the meetings of the American Council of Learned Societies, to begin the process of becoming a constituent member. Clearly, Joe's activity with the CAA gave him his first taste of policy making in the wider world of the visual arts, in which he became more interested later.

At this point, in 1957, Joe's name came to the attention of Lyle Sitterson, chancellor at UNC. The accomplishments mentioned above were some of the credentials that caught Sitterson's eye and decided him to persuade Joe to accept an appointment as the chairman of the Art Department and the director of the Ackland Art Museum at Chapel Hill. At first Joe was reluctant to leave his position at Bryn Mawr, where he had taught since 1938. Bryn Mawr was one of the elite art history departments in the United States, and so it remains. But Sitterson persisted and would not take "no" for an answer, and the rest is history. Later in life, Joe would comment to Henry Lewis, "my whole decision to come to Chapel Hill was so shot with luck that I find it almost impossible to believe it all happened at all!"⁹ If that is really the case, his luck was our luck.

Joe came to Chapel Hill initially in 1958, first for interviews and then for the dedication of the new Ackland Art Museum (¹⁰), never to my knowledge having set foot in

North Carolina before that time. But when he took this challenging position in Chapel Hill, to reorganize and establish a major department for the study of art studio and art history at UNC and to organize and build an important high quality collection in a brand new art museum for the University in Chapel Hill, Joe became a dedicated and loyal Tar Heel. He came with the zeal and vision of an evangelist for the arts. Despite a number of offers to go elsewhere over the years, he made the University of North Carolina his new personal and professional home.

Starting officially in January of 1959, Joe encountered serious problems. When he arrived some members of the department were not speaking to each other, and two of the art historians on the faculty promptly resigned. Immediately he had to make his first two faculty appointments, John Schnorrenberg and Frances Huemer, who began in the fall of 1959--it is interesting that he hired one male and one female assistant professor when there were so few women teaching on the faculty at Carolina.¹¹ As chairman he worked energetically to build the department, tripling undergraduate enrollment by 1966, eventually more than tripling the faculty and starting to fight for the funds to construct what we know today as the Hanes Art Center and the Art Lab buildings. Imagine, the campaign for a new art building had begun already in 1964!

As director, he applied the resources of the Ackland Memorial bequest vigorously to the goal of enlarging the Ackland collection. Finding when he arrived in effect a new building with a major print collection, a small collection of minor arts and almost nothing else, he set to work. To open the museum he borrowed works from other university museums. In the first five years of his directorship he made a series of important painting and sculpture acquisitions by working with several major dealers and art experts in New York, including the Delacroix "Cleopatra," and other works by Courbet, Constable, Coysevox, Guardi, Vittoria, Millet, Marin, Weber and Metzinger.¹² Julius Held came to Chapel Hill at Joe's request to advise him on Rubens's "Imperial Couple," which the Ackland then acquired. In those days the acquisition fund at his disposal was a lot more powerful in the art market than it is today and he made good use of it. More than a dozen of these important first finds helped to establish the Ackland's reputation as a major new University art museum and they remain on permanent display today.

The success of his work in art history can be seen in the abundant fruits of the doctoral graduate program which he founded in 1964 on the basis of the M.A. curriculum begun by Clemens Sommer in 1941 and for which he won support from the Kress Foundation starting in 1964. By 1968, only nine years after his appointment as chairman, Nancy DeGrummond was awarded the first Ph.D. in the history of art, having written her dissertation on Rubens whose painting, the "Imperial Couple," in the Ackland was a major focus for her

study.¹³ By the time Joe retired from the University in 1978, 31 Ph.D.s had been awarded, and by the time his last student had graduated in 1985, he had personally directed 12 Ph.D. dissertations on topics as diverse as Delacroix, Alphonse Mucha, Thomas Sully, and Raphael. Though not counted in that group, John Schnorrenberg--writing on 13th century English gothic chapterhouses--was also in effect one of his students. In 1962 when John was teaching full time, he was still trying to finish his doctoral dissertation and he needed some firm guidance. With characteristic generosity Joe somehow found the time to critique John's first draft, advise John how to proceed, and read the entire result. John finished promptly after that.¹⁴ Among his M.A. students two of special note were Gay Hertzman, who wrote the first catalogue of the Ackland Museum collection as her thesis in 1971 (¹⁵), and the late Gil Ravenel, who went on to become a curator with a brilliant career as the exhibition designer for the National Gallery of Art in Washington, D.C.

The success of Joe's leadership in studio art can be seen in its growth, the installation of an M.F.A. program to replace the old M.A.C.A. degree, and the eventual appointment (August 1967) of an Associate Chairman, Marvin Saltzman, to lead and develop the studio program. Joe, advised by Marvin, established new annual exhibitions for the faculty and for the MFA students for the first time, as well as a National Printmakers Annual at the Ackland. The success of the studio program can be noted in the early recognition of the high quality of work in the studio program by Josef Albers, the former Black Mountain artist, while on a visit to Chapel Hill in 1967, by the work of artists who have graduated from the Art Studio program, including Don Sultan and Frank Faulkner, among others who were students while Joe was chairman, and by the fact that after Joe retired, Marvin was able to argue successfully for a new facility for the studio program subsequently built as the Art Lab off Airport Road.

Joe Sloane not only established the first major studio (M.F.A.) and art history (Ph.D.) graduate programs together in a single department in the Southeast, he also gave these programs his personal stamp. In art history, he was a pioneer in emphasizing the study of art criticism as part of the graduate art history curriculum well before theory and criticism became an integral part of programs nationwide. At the undergraduate level, he invented an innovative one semester introductory course, Art 30, for which he wrote a complete text. The course was popular in the Department during the 1960s and early 1970s before bigger and bigger textbooks were published and introductory courses tended to be spread over two semesters, many team taught.

In studio, the graduate program competed successfully with boistrous rivals such as the Art School at ECU in Greenville and other programs such as the new North Carolina School of the Arts in Winston-Salem or the School of Design at NCSU at Raleigh. The program at Chapel Hill was in fact

accredited by the National Association of the Schools of Art in 1969, but the important thing was that the studio program at Chapel Hill established and maintained its curriculum devoted to painting, sculpture, and the graphic arts, that is, Fine Arts in contrast to commercial art or other more practical or applied approaches.

Joe worked hard to "grow" his new department and his new museum, but his contribution to the arts at the University went well beyond the department. Among his important achievements he played an instrumental role in the establishment of the Division of Fine Arts out of the Humanities Division of the College of Arts and Sciences in 1963, which for the first time at UNC gave the fine arts departments a stronger voice in policy and personnel decisions. Joe as a spokesman for the Fine Arts also represented the University in the Faculty Senate of the consolidated University. He was a successful arts advocate and worked effectively with four different chancellors, Sitterson, Aycok, Sharp and Taylor, but it was with the first and the last that he got on the best.¹⁶

It was during the 1960s and 1970s, just when he was completely immersed in his new duties as chairman and director that Joe also became deeply involved in the arts and arts issues across the state of North Carolina and nationally. Not only did he serve as president of the North Carolina Art Society during the momentous years following the separation of the North Carolina Museum of Art from the Society (1961-1964), but also he chaired the Art Commission of the North Carolina Museum of Art for six years (1974 - 1980). As chairman, Joe was deeply involved in the planning for the new NCMA building which opened eventually in April of 1983. On the national level Joe was a founding fellow of an organization called the National Council for the Arts in Education (NCAIE). He served as its president for a number of years between 1967 and 1974 and was the program chair for its annual conferences between 1962 and 1965. This organization was an attempt to bring together representatives from all the major arts--architecture, art, dance, drama, music, etc.--to deal with issues pertaining to the Fine Arts in American education. As a representative of the NCAIE and UNC, Joe testified before the Special Subcommittee of the Senate on the Arts and Humanities in favor of bills to establish a humanities and an arts foundation, what shortly thereafter became the NEH and the NEA. But Joe clearly saw that arts education was not being addressed in the schools, in the colleges, in the universities, as a matter of policy; this was what the NCAIE was meant to target. He worried about the marginalization of the visual arts at UNC and his efforts through the Fine Arts Division in these years helped to strengthen the arts on campus. But the CAA and other more established disciplinary arts organizations eventually won out as the spokespersons for the Fine Arts and the NCAIE eventually

subsided despite his best efforts. Now we need Joe back to defend the NEH and the NEA in a different time of crisis.

Meanwhile, somehow Joe managed to continue his scholarly work, publishing in 1962 a major study on the French painter, Jean Marc Joseph Chenavard, one of the first art history books to be published by the University of North Carolina Press.¹⁷ Following this achievement, he was named Alumni Distinguished Professor at Chapel Hill in 1963. Other scholarly work followed, including articles in the Journal of Aesthetics and Art Criticism, the Art Journal, the Art Quarterly, the Gazette des Beaux-Arts, Apollo, and the Art Bulletin. One of his final published contributions appeared in the The American Situation, The Camera's Century, an exhibition mounted for the Bicentennial of the United States in 1976.¹⁸

Joe finally retired as professor emeritus in July of 1978. He kept active after retirement, teaching at Reed College for a semester, continuing his involvement with the North Carolina Museum of Art in Raleigh as trustee, and writing his weekly "Periscope," a column of his "thoughts about the world and its affairs" that appeared for 245 weeks at Carol Woods.¹⁹ But now his stellar service to the University and to the State began to be recognized with several distinguished awards.

In 1972 the North Carolina Art Society had presented a Georgia O'Keefe painting, "Cebolla Church," to the NCMA in his honor.

In 1976 Joe was given the Thomas Jefferson Award by the University, and a recipient more imbued with Jeffersonian ideals would be hard to imagine. In 1977 Joe had received the North Carolina Award in Fine Arts "for his exceptional contributions as Director of the Ackland Art Center, Alumni Distinguished Professor of Art ... and Chairman of the North Carolina Art Commission." The North Carolina Award is the highest award the State can give to one of its citizens.

In 1978, the Ackland Museum staged an exhibition of French 19th-Century Oil Sketches organized by John Minor Wisdom in honor of Joe's retirement and a painting by Henri Rousseau was purchased by the Ackland in his honor.

In 1985, the Art Building that Joe had dreamed of since the 1960s finally opened. Named the Frank Borden and Barbara Lasater Hanes Art Center, it contained classrooms, studios, a lecture hall, a small art gallery and the departmental library. With the Marquand Library at Princeton in mind, the proposal was made to name the library for Joe, and in January 1985 it became the Joseph Curtis Sloane, Jr. Art Library of the University of North Carolina.

Finally, for his distinguished work on behalf of the Art Department, the Ackland Museum and the arts in North Carolina, Joe Sloane was awarded an honorary degree, the Doctor of Letters, at the close of the Bicentennial celebrations for UNC, in 1994. His citation read in part that "It is fitting that, ..., this University should recognize the individual who has surely made the single-

greatest contribution to the study and appreciation of art on this campus. The memorial for Joe Sloane in the Princeton Alumni Weekly referred to him as "our class's winsome pedagogical champion".²⁰ We in the Art Department also remember him warmly as our champion. He was generous and idealistic, an old fashioned liberal who was willing to put aside much of his own scholarly work unselfishly to lead the Department and make it flourish. He was an able scholar and a gifted teacher. We rejoice in his productive life; we sincerely regret his passing.

The Department of Art Committee
for the Faculty Memorial
in Honor of Joseph Sloane:

Jaroslav Folda, Chairman
Marvin Saltzman
John Dixon

1 November 1998

¹ On behalf of the Memorial Committee for the Art Department, I would like to thank various people for reading this Memorial and making comments and suggestions: Gerald Bolas, Sally Immerwahr, John Sanders, John Schnorrenberg.

² Nassau Herald, Class of 1931, Princeton University, p. 453.

³ Bric-a-Brac, Princeton University, 1931, p. 458.

⁴ Joseph C. Sloane, "Reporting for Duty," The Carol Woods Periscope, #16, 5/20/89.

⁵ French Painting between the Past and the Present, Princeton Monographs in Art and Archaeology, vol. XXVII (Princeton: Princeton University Press, 1951).

⁶ My thanks to Lorette Treese, archivist at Bryn Mawr College, for her assistance with information about Joe Sloane during his years on the faculty there.

⁷ I am indebted to Amber Lantz at the CAA Office in New York for her assistance with information about Joe during his time as an officer of the organization.

⁸ H.W. Janson, History of Art (Englewood Cliffs, NJ: Prentice-Hall, 1962).

⁹ Letter of Joseph Sloane to Henry Lewis, 14 December 1996. I am grateful to Gerald Bolas for sharing with me this letter and a memoir of Henry Lewis's entitled, "Art,

Architecture and Happiness," dated November 1996, from the files of the Ackland Museum.

¹⁰ Joe's first official appearance at UNC was on 20 September 1958, for the dedication of the new Ackland Art Museum building.

¹¹ My thanks to John Schnorrenberg for writing me some of his recollections of the early years in the Art Department, in a letter dated 8 September 1998.

¹² For information on the Ackland bequest and the early years of the Ackland Museum, see: E.H. Turner, "Introduction," in The Ackland Art Museum: A Handbook, ed. I. Shoemaker (Chapel Hill: Ackland Art Museum, 1983), pp. xvi-xvii.

¹³ Nancy de Grummond, "Rubens and Antique Coins and Gems" (1968), Ph.D. dissertation at the University of North Carolina at Chapel Hill, directed by Dr. Frances Huemer.

¹⁴ John Schnorrenberg letter to Jaroslav Folda, dated 8 September 1998.

¹⁵ G. Hertzmann, Catalogue of the Collection, vol. 1, Paintings and Selected Sculpture, Chapel Hill: The William Hays Ackland Memorial Art Center, 1971.

¹⁶ I would like to express my gratitude to Mike Martin, University Archivist, and John White, Reference Librarian in the Manuscripts Division of the University Library, for their assistance with archival materials relating to all aspects of Joe Sloane's career at UNC.

¹⁷ Joseph C. Sloane, Jr., Paul Marc Joseph Chenevard: Artist of 1848 (Chapel Hill: University of North Carolina Press, 1962). Joe's book was the seventh on the arts published since the founding of the Press in 1922. Out of that small group, only one or two others were books on the history of art. My thanks to David Perry, editor in chief of the UNC Press, for this information.

¹⁸ Joseph C. Sloane, Jr., "Foreword," The American Situation, The Camera's Century, Chapel Hill: The William Hayes Ackland Memorial Art Center, 1976.

¹⁹ Joe Sloane wrote "The Carol Woods Periscope" more or less continuously from January, 1989, to October, 1996, with a break during the summers.

²⁰ "Joseph Curtis Sloane '31 *49," Princeton Alumni Weekly, 8 July 1998, p. 67.

Faculty Council Agenda November 6, 1998

Resolution 98-13. Endorsing a Proposed Policy Statement Concerning Fair Use Under the Federal Copyright Law.

The Faculty Council resolves:

1 The Faculty of the University of North Carolina at Chapel Hill endorses adoption by
2 the University of the following policy statement.

3 "As an institution devoted to the creation, discovery and dissemination of knowledge
4 to serve the State of North Carolina, the University of North Carolina at Chapel Hill is
5 committed to complying with and taking responsible advantage of all applicable laws
6 regarding intellectual property. That commitment includes the full exercise of the rights
7 accorded to users of copyrighted works under the fair use provision of federal copyright
8 law.

9 "Fair use depends on the facts and circumstances of a given situation, and the
10 University is confident that its faculty, librarians and staff are able to make good-faith
11 decisions about fair use that reflect the particular circumstances relevant to such
12 decisions. The State of North Carolina provides insurance for faculty, librarians and staff,
13 and the Attorney General generally provides legal representation for employees sued
14 within the course of their employment, including such cases that might arise through
15 reasonable attempts to exercise fair use of copyrighted materials.

16 "It is therefore the policy of the University of North Carolina at Chapel Hill to
17 encourage the exercise in good faith of full fair use rights by faculty, librarians and staff
18 in furtherance of their teaching, research and service activities. To that end the
19 University shall:

- 20 1. Inform and educate the community about their fair use rights and the application
21 of the four factors for determining those rights set forth in 17 U.S.C. § 107.
- 22 2. Develop and make available through the office of the University Counsel, an
23 Office of Scholarly Communication and other appropriate units, effective
24 resources concerning fair use and intellectual property laws generally and the
25 application of fair use in specific situations, and
- 26 3. Avoid, whenever possible, adopting or supporting policies or agreements that
27 would restrict fair use rights."

Comment by the UNC-CH Copyright Committee

Copyright law exists both to protect the rights of the creators of copyrighted works and to ensure the availability of those works to the public. Faculty, staff and students create copyrighted works, the University supports and facilitates the development of copyrighted works, its Press publishes copyrighted works, and students, faculty and staff use copyrighted works in teaching, research and learning. Although authors and other creators are entitled to exclusive rights in the works they develop, the users of copyrighted works also have certain rights. The U.S. Constitution, in Article 1, section 8, clause 8, states that "the Congress shall have Power...to promote the Progress of Science and useful arts, by securing for limited times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries." Promotion of learning and creativity is the reason that copyright law exists, a mission that coincides with that of the University.

The Copyright Act of 1976¹ details the exclusive rights of the copyright holder: reproduction, distribution, adaptation, performance and display.² Equally important are the limitations on the exclusive rights of the copyright owner that are included in the statute.³ Of these, fair use is the most important. According to section 107,

... [T]he fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or any other means specified by that section for purposes such as criticism, comment, news reporting, teaching (including multiple copying for classroom use), scholarship or research, is not an infringement of copyright.⁴

According to the statute, teaching, scholarship and research are favored uses of copyrighted works. Although not all nonprofit educational uses are fair uses, many are.⁵

Rights that are not exercised often are forfeited. If the University were to require that permission be obtained to use copyrighted works when the use is a fair use, fair use rights enjoyed by members of the University community would be threatened. UNC-CH has traditionally encouraged its faculty, staff and students to exercise their rights to use copyrighted works in the furtherance of teaching and learning.

Fair use depends on the facts and circumstances of the given situation. Therefore, the person closest to those facts is best suited to determine the law's application. It is essential that the University continue to express confidence that its faculty, staff and librarians are able to make good-faith decisions about fair use and that their decisions will best reflect the particular circumstances relevant to the decision. Furthermore, the University must be committed to protecting the fair use rights accorded members of the academic community.

¹ 17 U.S.C. §§ 101-1101 (1994).

² *Id.* § 106.

³ *Id.* §§ 107-121.

⁴ *Id.* § 107.

⁵ There are four factors that a court applies in determining whether a use is a fair use: purpose and character of the use, nature of the copyrighted work, amount and substantiality used and market effect. *Id.*

Resolution 98-14. Endorsing the National Humanities Alliance's "Principles for Managing Intellectual Property in the Digital Environment."

The Faculty Council resolves:

1 The University of North Carolina at Chapel Hill should formally endorse the
2 following Principles for Managing Intellectual Property in the Digital Environment
3 established by the National Humanities Alliance:

4 1. Copyright law provisions for digital works should maintain a
5 balance between the interests of creators and copyright owners and the
6 public that is equivalent to that embodied in current statute. The existing
7 legal balance is consonant with the educational ethic of responsible use of
8 intellectual properties, promotes the free exchange of ideas, and protects
9 the economic interests of copyright holders.

10 2. Copyright law should foster the maintenance of a viable economic
11 framework of relations between owners and users of copyrighted works.

12 3. Copyright laws should encourage enhanced ease of compliance
13 rather than increasingly punitive enforcement measures.

14 4. Copyright law should promote the maintenance of a robust public
15 domain for intellectual properties as a necessary condition for maintaining
16 our intellectual and cultural heritage.

17 5. Facts should be treated as belonging to the public domain as they
18 are under current law.

19 6. Copyright law should assure that respect for personal privacy is
20 incorporated into access and rights management systems.

21 7. Copyright law should uphold the principle that liability for
22 infringing activity rests with the infringing party rather than with third
23 parties. Institutions should accept responsibility for acts undertaken at
24 their behest by individuals but should not be held liable for the acts of
25 individuals--whether or not associated with the institution--acting

10/21/98
3:35 PM

- 1 independently. This principle is an essential underpinning for academic
- 2 freedom.
- 3 8. Educational institutions should foster a climate of institutional
- 4 respect for intellectual property rights by providing appropriate
- 5 information to all members of the community and assuring that
- 6 appropriate resources are available for clearing rights attached to materials
- 7 to be used by the institution, e.g., in support of distance learning.
- 8 9. New rights and protections should be created cautiously and only
- 9 so far as experience proves necessary to meet the Constitutional provision
- 10 for a limited monopoly to promote the "Progress of Science and useful
- 11 Arts."
- 12 10. Copyright enforcement provisions should not hinder research
- 13 simply because the products of a line of inquiry might be used in support
- 14 of infringing activity.
- 15

Comment by the UNC-CH Copyright Committee

The Committee on Libraries and Intellectual Property of the National Humanities Alliance, in order to help build consensus within the educational community on the uses of copyrighted works in the digital environment, prepared a statement of ten basic principles on the uses of copyrighted works in the digital environment.¹ The National Humanities Alliance seeks endorsement of these principles by institutions and associations.

The NHA principles provide a balanced view of the needs of both providers and users of copyrighted material, while clearly articulating principles of fundamental importance to institutions of higher learning. The introduction to the NHA principles explains that as digital technologies revolutionize the means by which information is recorded, disseminated, accessed, and stored, they are eliminating the technical limits that have supplemented the legal framework of balance between ownership and public dissemination. Specifically, the unlimited technological capacity to disseminate by transmission in ways that can violate the rights of copyright holders confronts the equally unlimited technological capacity to prevent works from being used in ways contemplated by law. Carried to its logical extreme, either trend would destroy the balance, with results that would likely undermine core educational functions as well as radically transform the information marketplace. A primary tenet of the NHA principles is that it is in the interest of the evolving U.S. information society that the legal environment foster rather than disrupt the balance between private intellectual property owners and the public good that is embodied in current law.

¹ http://www-ninchn.cni.org/ISSUES/COPYRIGHT/PRINCIPLES/NHA_Complete.html.

Resolution 98-15. Endorsing a Copyright Use Policy for Faculty, Staff, and Students.

The Faculty Council resolves:

1
2 The faculty of the University of North Carolina at Chapel Hill recommends adoption
3 by the University of the following policy and further recommends that specific guidelines
4 for implementation of the Copyright Use Policy be developed.

5 **I. Introduction**

6 The copyright law of the United States 17 U.S.C. § (101-1101) provides legal
7 protection for works of original authorship that are fixed in tangible medium of
8 expression.¹ Copyright law protects the rights of the owners of copyrighted works from
9 unauthorized reproduction, distribution, adaptation, performance and display.² The Act
10 provides for monetary damages for copyright owners who suffer losses from
11 infringement of rights they have in protected work.³ Works eligible for copyright
12 protection include works such as books, journal articles, musical and dramatic works,
13 works of fine art, photographs, choreography, motion pictures, videotapes, sound
14 recordings, and the like.⁴

15 The University of North Carolina-Chapel Hill is committed to compliance with all
16 applicable laws regarding intellectual property, including the copyright law, while
17 encouraging the community to take full advantage of exceptions to the rights of the
18 copyright owner, such as fair use. Where needed, guidelines will be developed by the
19 University to assist faculty, students and staff in the implementation of these policies.

20 **II. Fair Use**

1 17. U.S.C. § 102(a) (1994).

2 *Id.* § 106.

3 *Id.* § 504.

4 *Id.* § 102(a).

1 The most important exemption to the rights of the copyright holder is fair use. Fair
2 use excuses uses of copyrighted works that ordinarily would be infringement. In order to
3 determine whether a use is fair, the statute directs courts to consider certain factors such
4 as: (1) the purpose and character of the use, (2) the nature of the copyrighted work, (3)
5 the amount and substantiality used and (4) the effect on the potential market for or value
6 of the work.⁵ Courts apply the factors on a case-by-case basis, and it is difficult to
7 predict with certainty whether a particular use will be held to be a fair use.

8 Uses of works in nonprofit educational institutions are more likely to be fair use than
9 are commercial uses. Although courts have often found educational uses to be fair, not
10 all educational uses are so favored.⁶ The University of North Carolina at Chapel Hill
11 encourages faculty to take full advantage of the fair use exemption, but to follow this
12 policy and established University guidelines, and to consult legal counsel when in doubt
13 about whether a planned use of a copyrighted work is likely to be a fair use.

14 III. Use of Copyrighted Works in Teaching

15 A. Providing Materials for the Classroom

16 1. *Distribution of materials to students*

17 Fair use permits instructors to use a wide range of copyrighted works to prepare
18 for teaching. Faculty members may reproduce single copies of copyrighted works such
19 as journal articles and the like to prepare for teaching. Copies of copyrighted works also
20 may be reproduced for distribution to classes under fair use. The Guidelines on Multiple
21 Copying for Classroom Use (Classroom Guidelines) reproduced in the House Report that
22 accompanied the Copyright Act, state the general conditions for multiple copying for the
23 classroom.⁷ UNC-CH complies with the Classroom Guidelines.

⁵ *Id.* § 107.

⁶ See *Marcus v. Rowley*, 695 F.2d 1471 (2d Cir. 1983) in which one teacher incorporated large portions of another's cake decorating booklet into one she made available to students for the nominal charge of \$2.00. The court found that although the use was a nonprofit educational use, it was not a fair use.

⁷ H. Rept. 1476, 94th Cong., 1st Sess. (1976). The Guidelines "state the minimum standards of fair use" and are not maximum guidelines which means that staying within the Guidelines is a safe harbor. Going beyond the Guidelines is not necessarily infringement, however.

1 2. *Coursepacks*

2 Coursepacks consist of facsimiles of copyrighted articles, book chapters, etc.,
3 produced by a faculty member or at the request of a faculty member by a commercial or
4 nonprofit copying service such as the campus bookstore and which are distributed or sold
5 to students for profit or otherwise in lieu of a textbook or other materials. UNC-CH's
6 policy is that production and sale of coursepacks is not fair use and that permissions to
7 copy must be obtained from the copyright holder and royalties must be paid if requested.⁸
8 Although the two court decisions that have dealt with the commercial production of
9 coursepacks for university courses were outside of this jurisdiction,⁹ UNC-CH has
10 determined that coursepack production, even by the bookstore, cannot be interpreted as
11 fair use.
12 3. *Placing copyrighted works on Webpages*
13 Placing copyrighted works, such as an article, a photograph or a graph, on a faculty
14 Webpage constitutes multiple copying, and such activity cannot be used to avoid paying
15 royalties. Faculty members should follow the Guidelines on Multiple Copying for
16 Classroom Use when placing copyrighted works on a website and additionally restrict
17 access to students enrolled in the class. For materials in excess of that permitted by the
18 Guidelines, faculty must seek permission and pay royalties, if requested.
19 4. *Library reserves*
20 The UNC-CH Libraries' policies are based on the Model Policy of the American
21 Library Association¹⁰ for placing photocopies of materials on library reserve at the
22 request of faculty members. Materials placed on reserve may include either assigned or
23 supplemental readings, but they should not comprise all or the major portion of the

⁸ See Association of American Publishers, Inc., National Association of College Stores, Inc. and Software Publishers Association, *Questions and Answers on Copyright: For the Campus Community, Includes Software and Internet Issues* (1997).

⁹ See *Basic Books v. Kinko's Graphics Corp.*, 758 F. Supp. 1522 (S.D.N.Y. 1991) and *Princeton University Press v. Michigan Documents Service*, 99 F.3d 1381 (6th Cir. 1996).

¹⁰ American Library Association, *Model Policy for Classroom, Research and Library Reserve Use* (1982).

1 readings for the course. Faculty members may not substitute library reserves in lieu of
2 coursepacks for which royalties should be paid.

3 Campus libraries may place materials on electronic reserves instead of
4 reproducing photocopies. University libraries follow the existing ALA Model Policy for
5 printed works as a model for establishing its own policies and guidelines for electronic
6 reserve collections. Electronic reserves may include materials under the conditions
7 detailed above and may not be used as a substitute for a coursepack for which royalties
8 should be paid. Additionally, access to electronic reserve materials is restricted to
9 students enrolled for that class.

10 B. Software Use

11 Most software is governed by license agreements. Faculty and staff members
12 may not make copies of copyrighted software unless such reproduction is permitted under
13 the license agreement. Reproduction for student use or in the classroom is similarly
14 restricted.

15 C. Performance and Display in the Classroom (the Classroom Exemption - § 110(1)

16 The University encourages its faculty and staff to take full advantage of the
17 Copyright Act's classroom exemption governing the performance and display of
18 copyrighted works in face-to-face teaching. Faculty and students are permitted to
19 perform or display any work in the classroom, as long as the copy used is a legitimate
20 copy. Classroom is broadly defined to include any location where instruction occurs,
21 including a laboratory, lecture hall or the library. The performance or display must be for
22 instruction and not for entertainment. The critical limitation is that of face-to-face
23 teaching, which means simultaneous presence of teachers and students in the same place.

24 1. Distance learning

25 The face-to-face teaching exemption does not cover distance learning. Section
26 110(2) governs distance learning, and it is much more limited in both the works that may
27 be performed and the location where instruction must occur. Although any work may be
28 displayed, only nondramatic literary works or musical works may be performed. In order
29 to use other works for distance learning courses, a license must be obtained. Even
30 performances of nondramatic literary and musical works must be directly related and of
31 material assistance to the teaching content of the course. Limitations on where

1 instruction may be received restrict such reception to a classroom or similar place
2 normally devoted to instruction.

3 UNC-CH has not yet developed a policy on the use of copyrighted materials in
4 distance learning, but it takes note of the Proposed Distance Learning Guidelines
5 developed by the Conference on Fair Use¹¹ and pending federal legislation.

6 2. *Music performances*

7 Performances of music and other nondramatic literary works outside the
8 classroom may be exempted under the Copyright Act if certain conditions are met. The
9 performances must be nonprofit, there can be no payment of fees to performers,
10 organizers or promoters and if there is an admission charge, it must go back for charitable
11 purposes.¹²

12 For performances of copyrighted music on campus that do not meet these
13 requirements, the University pays annual license fees to the music performing rights
14 societies such as the American Society of Composers, Authors and Publishers and
15 Broadcast Music, Inc.

16 D. Development of Multimedia Works by Faculty

17 The University has not yet developed a policy on the use of copyrighted materials
18 in multimedia works created by faculty. UNC-CH takes note of the Proposed Multimedia
19 Guidelines developed by the Coalition of College and University Media Centers in
20 conjunction with the Conference on Fair Use,¹³ but believes that the portion limitations
21 are too restrictive.

22 E. Digitization of Visual Images

23 The University has not yet developed a policy on the reproduction of copyrighted
24 visual images in digital form and their use. UNC-CH takes note of the Conference on

¹¹ CONFERENCE ON FAIR USE REPORT, September, 1997
<http://www.uspto.gov/web/offices/dcom/olia/conclu2.htm#appj> [hereinafter CONFU
REPORT].

¹² 17 U.S.C. § 110(4) (1994).

¹³ CONFU REPORT, supra note 11, at
<http://www.uspto.gov/web/offices/dcom/olia/confu/conclu2.html#appj>

1 Fair Use Proposed Guidelines on Digitization of Visual Images,¹⁴ but believes they are
2 too restrictive for a university. UNC-CH has not yet developed its own policy.

3 **IV. Library Compliance with the Copyright Law**

4 Section 108 of the Copyright Act covers reproduction by libraries and archives.
5 Additionally, libraries have fair use rights.¹⁵ Campus libraries comply with the
6 provisions and requirements imposed on libraries under the Act.

7 **A. Preservation**

8 Section 108(c) of the Copyright Act states that when unused copies of a work are
9 available, in order to replace a lost, damaged, stolen or deteriorating work, a library will
10 purchase such copy if it is available at a fair price. If an unused copy is not so available,
11 the library may reproduce the work. UNC-CH libraries make every effort to preserve
12 deteriorating materials in whatever form is appropriate. UNC-CH considers "facsimile
13 form," as specified in the Act,¹⁶ to include a digital version when it is an exact
14 reproduction of the page.

15 **B. Reproduction for Users**

16 Although University libraries generally do not copy for users, they may do so under
17 the conditions detailed in the Copyright Act.¹⁷ The major limitations for libraries include
18 that the request from the user be for one article only from a journal issue or other
19 contribution to a collective work, that the copy become the property of the user and that
20 the library provide the warning of copyright in accordance with the Register of
21 Copyright's regulation.¹⁸

22 **1. Interlibrary loan**

¹⁴ *Id.* <http://www.uspto.gov/web/offices/dcom/olial/confu/conclu2.htm#apph>

¹⁵ 17 U.S.C. § 108(f)(4) (1994).

¹⁶ *Id.* § 108(b)-(c).

¹⁷ *Id.* § 108(d)-(e).

¹⁸ *Id.* § 108(d).

- 1 University libraries participate in for both interlibrary lending and borrowing
- 2 activities and comply with the Interlibrary Loan Guidelines.¹⁹ Copies may be supplied or
- 3 received in either analog or digital form. Generally, for interlibrary borrowing in excess
- 4 of the Suggestion of Five,²⁰ the libraries will pay royalties.
- 5 2. *Document delivery*
- 6 For copies exchanged within the UNC-CH campus, no records will be maintained or
- 7 royalties paid. For copies obtained from other libraries (including TRLN libraries)
- 8 University libraries comply with the Interlibrary Loan Guidelines Suggestion of Five.
- 9 C. Creating Digital Libraries
- 10 Most library digitization projects involve works within the public domain. Before
- 11 digitizing copyrighted works that will be made generally available, such as by posting on
- 12 a public Webservice, permission will be sought and royalties paid, if the copyright owner
- 13 so requests.

Comment by the UNC-CH Copyright Committee

The University requires a set of basic principles with respect to use of copyrighted material to guide faculty and students. These principles should be broad in outline and recognize the ability of faculty to make good-faith decisions about particular circumstances. Through educational efforts the University should move toward common understandings of fair use for local needs, but detailed interpretations should not be part of the policy statement. This will allow the University to preserve the flexibility inherent in fair use law and preserve the opportunity to respond to a changing law and the changing demands of education and research. The proposed policy does not mandate particular decisions in particular cases but instead calls on each member of the University to be responsible for the fair use determinations with respect to the projects within his or her authority. The Office of Scholarly Communication and other offices will be available to assist with these determinations. Detailed guidelines (not rules) for implementation of the proposed Copyright Use Policy will be needed; development of these guidelines should be the responsibility of the Office of Scholarly Communication and should be undertaken in consultation with the proposed University Committee on Copyright and the University Legal Counsel

¹⁹ H.Rept. 1733, 94th Cong., 2d Sess. (1976).

²⁰ *Id.* The "suggestion of five" states that each year a borrowing library may make five requests from a periodical title going back over five years.

Resolution 98-16. Endorsing a Proposed University Policy on Multi-Institutional Initiatives on Copyright Ownership.

The Faculty Council resolves:

1 The Faculty Council endorses the following statement of policy and commends it to
2 the President and Board of Governors:

3 Whereas it is a major mission of the University of North Carolina to create and
4 distribute knowledge, and

5 Whereas toward this end the University supports and facilitates the creation of
6 copyrighted works by its faculty, staff and students, and

7 Whereas the unconditional assignment to publishers of copyright for works produced
8 by University faculty, staff and students can and often does lead to inappropriate,
9 undesirable and unnecessary constraints on the distribution of the knowledge created by
10 the University community, and

11 Whereas the University of North Carolina cannot by acting alone have sufficient
12 market influence to assure appropriate, reasonable and fair prices for scholarly
13 publications, now therefore

14 The University of North Carolina publicly expresses its desire to negotiate with other
15 universities collaborative agreements that would, through changes in acquisition
16 practices, development of alternatives to commercial publication of scholarly work, or
17 changes in the distribution of rights associated with copyright ownership, assure the more
18 widespread distribution of the knowledge created by its faculty, staff and students and the
19 protection and retention of critical rights by the creators of the copyrighted works and the
20 University."

21 Comment by the UNC-CH Copyright Committee

22 In order for universities to effectively defend against monopolistic practices by for-profit academic
23 publishers and to consistently retain critical rights associated with ownership of copyright, they must agree
24 to work together; no one university or state system is large enough to have a significant impact if it acts
25 alone. A new model of copyright ownership with distributed rights will likely be a necessary prior
26 condition for universities to work together to negotiate prices and rights. For any significant change to be
27 acceptable, a substantial number of the more prestigious research universities would have to agree to adopt
28 the changes simultaneously.

29 The University of North Carolina at Chapel Hill should position itself to encourage and participate in
30 major, multi-university collaborations aimed at implementing new copyright management and ownership
31 models and publication mechanisms designed to alleviate or eliminate the current crisis in the cost of
32 serials and other scholarly information sources. This positioning should include adoption of a set of
33 policies with respect to the range of copyright ownership and management models the University would be
34 willing to support. In addition, the Director of the Office of Scholarly Communication should monitor,

10/21/98
4:05 PM

1 maintain professional contact with, and represent the University in such activities. The Director should
2 advise the University Copyright Committee of on-going deliberations so that the University can be
3 prepared for rapid endorsement of appropriate proposals.

4 We affirm the tradition of faculty ownership of their copyrighted works, but feel that certain rights
5 could be shared with or jointly owned by the University at no cost and with significant benefit to the author
6 and the University. We favor eventual adoption of a model in which rights are distributed in a standard
7 fashion that protects the interests of all parties. If rights are appropriately distributed, then details of
8 copyright ownership are not critical.¹

¹ Consortium for Educational Technology for University Systems. 1997. Ownership of new works
at the University: Unbundling of rights and the pursuit of higher learning. California State
University, State University of New York, City University of New York. (<http://www.cetus.org>).

To: Faculty Council

From: 1997-1998 Faculty Committee on Research

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

Date: November 2, 1998

Re: Final Report from 1997-1998 Faculty Research Committee

The Research Committee's major activity during the 1997-1998 academic year was to collect information on the faculty's perceived research needs. Here are our major recommendations regarding the faculty's research support needs, based on the Research Committee's work during the past year, especially on our questionnaire study. Attached please find a brief summary of the results. Faculty Council members wishing additional information on the survey should contact Arne Kalleberg (Arne_Kalleberg@unc.edu).

Background

The Faculty Committee on Research conducted interviews with faculty and administrators in various parts of campus during the 1997-98 academic year, in order to find out about their research needs. These open-ended interviews yielded useful insights about the faculty's research needs. These open-ended interviews were also seen as a first 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). 718 questionnaires were returned. Our recommendations below are based primarily on the results of this questionnaire study.

Recommendations Regarding Top Priorities for Research Support

1. **Time for Research.** Faculty consistently rated this as their top priority, regardless of rank, school, etc. The way in which time was needed was expressed in various ways, including: research leaves and sabbaticals, buying off courses for research purposes, summer research support, reversing the trend toward lengthening the academic year, and reducing the administrative burden and "paperwork" required of faculty.
2. **Funding for Graduate Research Assistants.** Graduate students were widely viewed as critical to a successful program of research. The ability to attract the highest quality students and to support them financially was rated of high importance across

the university. Examples of needed support included provision of tuition and tuition remission, stipends, and health insurance for graduate research assistants.

3. **Direct Research Support.** Several additional research needs were emphasized, though their relative priority depended on rank, school, etc. These include:

- A. seed money
- B. bridge funds
- C. travel monies
- D. funding for research equipment

If \$2,500,000 were made available to support campus research activities, we recommend, based on the questionnaire results, that these monies be allocated in the following way:

\$1,000,000 for faculty research time (leaves, course-buyouts, summer support);

\$1,000,000 for funding of graduate research assistants;

\$500,000 for direct research support to expand significantly the University

Research Council grant program. We recommend an increase in flexibility in the use of these funds so that they can be used for a wide range of research support needs, and that the ceiling on URC grants be raised to at least \$5,000.

Recommendations Regarding Research Infrastructure

Several additional needs related to the research infrastructure emerged from the study.

1. The inequitable distribution of overhead monies was a major source of discontent. It would be useful for the University to conduct a study of how overhead is distributed in various units and to educate faculty as to what overhead is and how it is distributed.

2. Faculty also expressed high levels of discontent about the following University services or practices:

- A. Lack of administrative support for submitting grant applications.
- B. Overly bureaucratic purchasing rules.
- C. Inflexible personnel policies.
- D. Inadequate funding for department/unit administrative support staff.

The Research Committee appreciates the opportunity to gather this information from the faculty. Clearly, faculty at UNC-CH value research and external funding, and the university overall has been highly successful in this enterprise. A number of comments

made by respondents, however, indicated deep frustration with various aspects of research support, as well as a skepticism as to whether the results of this survey would really lead to anything. We believe that the priorities we have identified reflect real needs of a broad array of faculty. If monies could be allocated to support research in the ways we have recommended, we believe that this would be viewed by faculty as a significant response on the part of the administration and is likely to provide a tremendous boost to both morale and productivity.

Table 1 - Faculty Evaluation of University Research Resources

	Importance		Satisfaction		Difference	
	Mean	N	Mean	N	Mean	N
a. space (office, lab, gallery, space for research support personnel)	3.42	695	2.39	675	1.05	673
b. time for research (research and summer leaves, etc.)	3.71	703	2.20	688	1.52	685
c. rewarding outstanding faculty research with merit-based salary increases	3.10	699	2.34	638	0.82	637
d. funding for research equipment (computers, etc.)	3.26	692	2.32	667	0.95	665
e. funding to help faculty use technology (software, etc.)	2.66	686	2.50	612	0.24	611
f. library resources (Journals, access to information and resources)	3.50	706	3.08	691	0.43	691
g. funding for professional travel	3.04	700	2.26	671	0.80	669
h. seed money (research project development, etc.)	3.11	665	2.31	613	0.87	611
i. bridge funding (support between grant funds, etc.)	3.01	588	2.11	456	1.03	455
j. funding for graduate students	3.26	666	1.93	618	1.39	616
k. funding for postdoctoral fellows	2.83	594	2.16	490	0.81	488
l. funding for department/unit administrative support staff	3.09	692	2.08	642	1.05	642
Total Number of Responses		718		718		718

Table 2 - Faculty Evaluation of Importance of University Practices and Services

	Importance		Satisfaction		Difference	
	Mean	N	Mean	N	Mean	N
m. availability of funding opportunity information	3.15	681	2.98	659	0.20	655
n. notification of specific funding opportunities	3.13	674	2.88	648	0.29	643
o. availability of matching funds	3.11	605	2.00	470	1.19	468
p. support for multidisciplinary grant development	3.01	629	2.25	497	0.87	495
q. access to funding opportunities from foundations and/or industry	3.15	642	2.33	553	0.86	550
r. amount of overhead (\$ from grants) distributed to units (departments, schools, centers)	3.38	608	1.71	547	1.73	543
s. amount of overhead distributed to the Principal Investigator	3.31	579	1.70	520	1.65	514
Total Number of Responses		718		718		718

¹ Importance is based on a scale from very important (4) to unimportant (1).

² Satisfaction is based on a scale from very satisfied (4) to very dissatisfied (1).

³ Difference ranges from 3 (very important, very dissatisfied) to -3 (unimportant, very satisfied).
 Considered missing unless both Importance and Satisfaction are coded along the scale.



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Office of Vice Provost For Graduate Studies and Research

Campus Box 4000, South Building
Chapel Hill, NC 27599-4000
(919) 962-1319 FAX: (919) 962-1476

Memorandum

To: The Faculty *AM*
From: Thomas J. Meyer, Vice Provost for Graduate Studies
and Research
Date: November 5, 1998
Re: Implementation of the Report of the Faculty Committee on Research

Last year the Faculty Committee on Research, in conjunction with my Office, conducted a Research Infrastructure Study. That study included interviewing faculty and administrators across campus in a questionnaire that was sent to all faculty in late March, 1998. Of the total of 2,337 questionnaires sent out, 718 were returned.

One result of this study was a series of recommendations concerning ways to provide additional support for research at UNC-Chapel. This memo is written to provide you with follow-up information and to share with you an implementation document based on faculty recommendations. Working with Pete Andrews and the Faculty Council, we will attempt to implement as many as possible of the good ideas that were suggested.

I would like at this time to thank the committee for all their hard work; the Proposal Development Initiative (PDI) for their support; and you, the Faculty, for your response.

**Strategies for Response to the
Recommendations from the Faculty Committee on Research on
Top Priorities for Research Support**

NOVEMBER 4, 1998

OFFICE OF THE VICE PROVOST FOR GRADUATE STUDIES AND RESEARCH

ITEM

Time for Research -- Highest Priority, research support, reversing the trend toward lengthening the academic year, reducing paperwork and simplifying the administrative process whenever possible.

STRATEGY

A systematic case statement will be developed by a Provost appointed faculty task group for inclusion in the soon-to-be-announced \$1 billion development campaign. The University will implement electronic research administration this year.

*Funding for Graduate
and Professional Education*

Health insurance is now provided. The Legislature is supporting additional tuition support that helps meet our in-state and out-of-state needs for Teaching Assistants and Research Assistants. The Graduate School will develop and lead a coherent, campus-wide initiative for graduate support for the billion dollar development campaign.

Direct Research Support -- Seed money, bridge funds, travel money, funding for research equipment.

Seed funds for new projects will be provided by the University Priorities and Budget Committee (UPBC) on a peer-reviewed basis. Additional equipment matching funds will be sought from the Legislature. Support from private sources will be sought to expand the University Research Council grants program. Oversight activities will be handled through the Faculty Research Committee.

Distribution of Overhead

The Administration, in conjunction with the Faculty, will conduct a study of Overhead, including both sources and expenditures, and how Overhead is distributed.

Infrastructure Issues -- lack of administrative support for submitting grant applications, over-ruling bureaucratic purchasing rules, inflexible personnel policies, inadequate funding for administrative support staff.

Significant information is available concerning these issues, in some cases in specific detail from the questionnaires that were returned by the faculty last March. The Vice Chancellor for Administration, will follow up on the results of that study, and analyze each of these areas with assistance from the ECFRC. Faculty views and suggestions for improvement will be a part of the analysis through campus-wide meetings. Guidelines and implementation strategies will be formulated as part of a plan to be presented to the Chancellor's Cabinet.

The results of the initial survey indicated a deep sense of frustration on the part of the faculty about various aspects of the research support structure here, as well as skepticism as to whether anything positive will result from the survey. The goal of this document is to create a dynamic that will allow the University to respond to the needs of the faculty.

**Summary of Scholarships and Student Aid
Awarded to All Enrolled Students in
1997-98**

**University of North Carolina at Chapel Hill
Office of Scholarships and Student Aid**

November, 1998

1997-98 SCHOLARSHIP AND FINANCIAL AID AWARDS
OFFICE OF SCHOLARSHIPS AND STUDENT AID
 The University of North Carolina at Chapel Hill

This report is a summary of all aid reported to or distributed by the Office of Scholarships and Student Aid to enrolled undergraduate, graduate, and professional students from July 1, 1997 to June 30, 1998.

AWARDS FROM UNIVERSITY-CONTROLLED SOURCES

<u>Scholarships</u>	<u>Number Awards</u>	<u>Amount</u>
<u>University Funds</u>		
Johnston Awards Program	262	\$1,076,099
Undergraduate Scholarships	32	130,909
Nursing Undergraduate Scholarships	16	<u>128,000</u>
Nursing Graduate Scholarships		\$1,335,008
Other Distinguished Scholarships (need-based)	131	\$ 467,267
Whitehead Scholarships (need-based)	144	\$140,384
Academic Undergraduate Scholarships (non-need-based)		
College Fellows Awards	35	\$ 125,250
Joseph T. Pogue Scholarship	71	464,062
Carolina Scholars Awards	8	40,000
William R. Davie Scholarships	49	242,450
Herbert W. Jackson Scholarships	17	39,500
Other Academic Scholarships	24	<u>129,516</u>
		\$1,040,778
General Undergraduate Scholarships (need-based)		
Escheats Scholarships	122	\$ 122,907
Minority Presence Scholarships	106	127,721
North Carolina Scholarships	427	613,872
Student Stores Scholarships	187	263,809
University Trademark Scholarships	1,037	2,211,949
Employee-Dependent Scholarships	17	28,909
Other General Scholarships	1,328	<u>1,596,576</u>
		\$4,965,743
Restricted Scholarships (non-need-based)	22	\$ 56,976
Departmental Undergraduate Scholarships (non-need-based)		
Art	7	\$ 3,800
Business Administration	38	87,089
Chemistry	4	4,900
Drama	27	15,975
Education	23	23,125
History	14	18,535
Journalism	67	74,937
Leisure Studies	3	1,790
Mathematics	1	1,500
Music	55	57,345
Nursing	15	15,990
Speech	1	<u>200</u>
		\$305,186

**CRITICAL QUESTIONS REGARDING
SCHOLARSHIPS AND STUDENT FINANCIAL AID**

**University of North Carolina at Chapel Hill
1998-2000**

Need-based student financial aid supports participation higher education for students who otherwise could not afford to attend. Merit aid recognizes and rewards student talent and achievement. Both are important sources to students at the University.

The Office of Scholarships and Student Aid, and the University Committee on Scholarships, Awards and Student Aid, will continue to perform research and examine the following critical questions:

A. Questions Related to Campus Planning:

1. How much financial aid will be needed under differing enrollment growth scenarios?
2. How will students pay for laptops under the Carolina Computing Initiative?
3. How will proposed changes in tuition policy impact need for increased student aid?
4. Which types and amounts of aid most effectively influence students to enroll in, persist, and graduate from Carolina?
5. What impact does Carolina's offer of financial aid have on the University's efforts to recruit target populations (e.g., highest achieving students, students of color, first generation students, etc.)?
6. How much can students reasonably be expected to borrow ?

B. Questions Related to the Distribution and Allocation of Aid:

1. What is the proper balance between:
 - a. need-based and merit aid;
 - b. aid to graduate/professional and undergraduate students;
 - c. aid to in-state and out-of-state students?
2. What are the appropriate relative roles of the student, the family, the institution, the state government, and the federal government in paying for one's education? And, to what extent should each party reasonably be expected to contribute?

**Scholarships, Awards, and Student Aid Committee
1998-99**

<u>Name and Address</u>	<u>Phone</u>	<u>E-mail</u>	<u>Term</u>
Charles Daye, Chair	2-7004	cdaye@email.unc.edu	1998-2000
M. Deborah Bialeschki	2-1222	moon@email.unc.edu	1998-1999
Lori Carter-Edwards	6-7428	lori_edwards@unc.edu	1998-2001
Megan Crowhurst	2-1484	mjcrowhu@email.unc.edu	1998-2000
Melissa Exum	6-4042	exum@email.unc.edu	Ex officio
Melody F. Harrison	6-9459	mharrison@css.unc.edu	1998-1999
Beth Holmgren	2-7554	beth_holmgren@unc.edu	1998-2001
Tomu Kalam	6-1330	kalam@mindspring.com	1998-2001
Jerome Lucido	6-3623	jlucido@email.unc.edu	Ex officio
Ebony Manigo	4-0057	manigo@email.unc.edu	1998-1999
Jeanine Mauney	4-0075	jmauneyl@email.unc.edu	1998-1999
Shirley Ort	2-9246	sao@unc.edu	Ex officio
Aaron Redalen	572-0980	redaa@ils.unc.edu	1998-1999
Devyn Spence	960-8243	dspence@email.unc.edu	1998-1999
Thomas Stumpf	2-4048	tstumpf@email.ort.unc.edu	1998-2000

11/16/98

Graduate and Professional Schools Scholarships

Dentistry	34	\$ 165,000
Law	117	279,860
Medicine	710	894,285
Minority Presence Graduate Scholarships	22	25,100
Nutrition	1	2,200
Occupational Therapy	1	5,000
Pharmacy	66	120,750
Physical Therapy	1	2,000
Public Health	1	1,000
Social Work	3	3,000
Student Counseling	3	2,500
		<u>\$1,500,695</u>

Graduate Awards (Please note: These funds do NOT include All graduate awards, but only include those to students who were also aid applicants.)

Graduate Fellowship	146	\$1,233,540
Graduate Tuition & Fee Payment	67	269,709
Graduate Scholarship/Grant	2	8,500
Graduate Traineeship	45	189,271
		<u>\$1,701,020</u>

Tuition Remission/Waivers (Please note: These funds do NOT include ALL remission/waivers, but only include those to students who were also aid applicants.)

Employee Tuition/Fee Waiver	2	\$ 2,301
Partial Tuition Reduction	71	64,312
Graduate Tuition Remission	464	3,370,110
Military Tuition Benefit	1	8,532
		<u>\$3,445,255</u>

Federal Funds

Health Professions Scholarships	15	\$ 104,258
Dental Scholarships	16	33,686
Public Health		<u>\$ 137,944</u>

Total Scholarships/Awards	<u>6,070</u>	<u>\$15,096,256</u>
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GrantsUniversity Funds

Native American Grants	17	\$ 10,850
Tuition Enhancement Grants	194	172,259
Athletic Grant-in-Aid	467	<u>4,674,623</u>
		\$4,857,732

State Funds

N. C. Student Incentive Grants	149	\$ 106,520
Other State Grants	24	<u>12,010</u>
		\$ 118,530

Federal Funds

Pell Grants	2,043	\$3,541,442
Supplemental Grants	1,338	<u>888,810</u>
		\$4,430,252

Total Grants

	<u>4,232</u>	<u>\$9,406,514</u>
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Federal Work-Study (need-based)

Graduate Assistantships	38	\$ 285,877
On-Campus Jobs	731	882,336
Community Service Jobs	57	71,137
America Reads Work Study Jobs	43	53,427

Total Federal Work-Study

	<u>869</u>	<u>\$1,292,777</u>
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LoansUniversity Funds

	Number	Amount
	<u>Awards</u>	\$ <u>93,820</u>
	67	

Federal Funds

Perkins Loans (Need-Based)	1,828	\$3,765,526
Health Professions Student Loans		
Dentistry	54	323,766
Medicine	12	93,812
Pharmacy	10	<u>27,298</u>
		\$4,210,402

Total Loans

	<u>1,971</u>	<u>\$4,304,222</u>
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TOTAL AWARDS FROM UNIVERSITY-CONTROLLED SOURCES

		<u>\$30,099,769</u>
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AWARDS FROM OUTSIDE SOURCESScholarships

National Merit Scholarships	205	\$ 330,750
National Achievement Scholarships	25	38,500
N.C. Teaching Fellows	214	1,008,734
N.C. Nurse Scholarships	103	497,454
Other State Scholarships	259	1,249,461
Various Sponsored Scholarships	3,722	7,096,180
Foundation Scholarships	464	<u>2,738,153</u>
		\$12,959,232

Total Scholarships

4,992

\$12,959,232

LoansFederal Family Educational Loans

Subsidized Stafford Loans	5,801	\$ 29,069,221
Unsubsidized Stafford Loans	4,018	19,156,013
Parent Loans (PLUS)	685	<u>4,309,675</u>
		\$52,534,909

Other Loans

N. C. Health, Science, Math Loans	59	\$ 368,579
N. C. Principal Fellows Award	29	580,000
N. C. Professional Teachers Scholarship/Loan	51	117,000
N. C. Nurse Education Scholarship/Loan	58	134,500
Private Foundation Loans	268	1,541,858
Other educational loans	479	<u>35,480</u>
		\$2,777,417

Total Loans

10,983

\$55,312,326

TOTAL AWARDS FROM OUTSIDE SOURCES

\$68,271,558

TOTAL FUNDS AWARDED OR DISTRIBUTED BY
THE OFFICE OF SCHOLARSHIPS & STUDENT AID

\$98,371,327

TOTAL STUDENTS RECEIVING AID THROUGH OFFICE OF SCHOLARSHIPS & STUDENT AID 11,001

TOTAL ENROLLMENT 24,189

Comparison of Financial Aid Awards from 1993-1997

* Please note that graduate assistantships, fellowships, tuition remissions, athletic grant-in-aid, Morehead Awards, ROTC Scholarships, and Educational Benefits, where known, are calculated into 1997-1998, and were NOT calculated into the previous years' totals.

	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998*
Total Aid Awarded	\$53,346,715	\$63,569,139	\$71,548,866	\$78,209,204	\$98,371,327
Number of Students	9,424	10,226	10,661	11,091	11,001
Average Award	\$5,661	\$6,216	\$6,743	\$7,052	\$8,942
Distribution of Funds by Source					
Federal	74%	76%	77%	74%	61%
University	13%	12%	12%	16%	27%
State	4%	4%	3%	3%	5%
Private	9%	8%	8%	7%	7%
Distribution of Funds by Type					
Scholarships and Grants	31%	28%	26%	28%	38%
Work Study	2%	1%	1%	1%	1%
Loans	67%	71%	73%	71%	61%

November 18, 1998

Advisory Committee on Undergraduate Admissions

Ex-Officio Committee, Chair of Faculty
1997-98 Annual Report

Members: Risa Palm (Chair)-(Tenure as Dean); Richard Soloway (Senior Associate Dean); Donald Jicha (Tenure as Associate Dean-General College); Adam Versenyi (Vice Chair-Fine Arts, 1995-98); David Halperin (Vice Chair-Humanities, 1995-98); Warren Wogen (Vice Chair-Basic & Applied Natural Sciences, 1997-99); David Lowery (Vice Chair-Social Sciences, 1997-00); Cynthia Freund (Academic Dean, School of Nursing, 1996-99); Barbara Moran (Academic Dean-Sch. Information and Library Science, 1995-98).

Ad Hoc Members: Peter Coclanis (Assoc. Dean-General Education); John Edgerly (Director-U. Counseling Center, 1997-00); John Evans (Sch. Business, Tenure as ACC/NCAA Faculty Rep.); Miles Fletcher (Department of History, 1997-99); Audrey Johnson, (School of Soc. Work-Tenure as Chair of U. Faculty Committee on Athletics); Dixie Spiegel (Sch. Education, 1996-98); Jon Tolle (Department of Mathematics, 1997-99); Barbara Stenross (General College, 1997-99); Dennis Steil (Learning Services, 1997-00).
Ex Officio Members: Sue Kirchen (Tenure as VC & Dean-Student Affairs); Jane Byron (Director-Learning Disabilities Center, 1994-97); Carolyn Cannon (Tenure as Assoc. Dean-Academic Services); Jerry Lucido (Tenure as Director-Undergraduate Admissions); David Lanier (Tenure as U. Registrar); James Kessler (Tenure as Acting Director-Disability Services); Shirley Ort (Tenure as Director-Student Aid Office); Herbert Davis (Tenure as Assoc. Director-Undergraduate Admissions); Barbara Polk (Tenure as Assoc. Director-Undergraduate Admissions); Anthony (Tony) Strickland (Tenure as Assoc. Director-Undergraduate Admissions); Sue Klapper (Tenure as Asst. Director-Undergraduate Admissions); Sylvia Perry (Tenure as Asst. Director-Undergraduate Admissions); Timothy Sanford (Tenure as Director-Institutional Research).

Members leaving committee during past year: None

Meetings during past year: September 10, 1997; October 8, 1997; December 10, 1997; February 4, 1998; March 4, 1998; April 8, 1998.

Report prepared by: Risa Palm, Dean; Richard Soloway, Senior Associate Dean; and Jerry Lucido, Associate Provost and Director of Undergraduate Admissions.

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

Previous Faculty Council questions or charges: None

Report of activities:

[See comparative statistics (attached).]

1. Conducted annual reviews of admissions actions by the Admissions Subcommittees on Athletics, Persons with Disabilities.
2. Discussed the implications and efficacy of requiring an essay of all freshmen applicants. At the suggestion of the Office of Undergraduate Admissions, members felt it was appropriate to make this change.
3. Discussed proposed revision to Trustee policy that would provide authority for the Chancellor to grant discretionary admissions. The committee determined that current policy wording provides this authority. Members asked that profiles of such admissions, along with selected other categories, be included in the annual report to the Faculty Council.
4. Discussed increasing the flexibility of the Department of Music in administering special talent admission cases. At the request of the Department, the committee felt flexibility was appropriate.
5. Discussed the implications of the use of race as a criterion in the selection of undergraduate students in light of the national debate on Affirmative Action. Subsequently, Resolution 98-6, Faculty Statement on Principles of Service, Diversity, and Freedom of Inquiry, was passed by the Faculty Council (April 24, 1998).

Resolutions for action by Faculty Council:

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

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
1994-1995-1996-1997-1998
FRESHMAN CLASS PROFILE DATA

I. Application Data

	APPLICATIONS					ADMITS					MATRICULATIONS				
	1994	1995	1996	1997	1998	1994	1995	1996	1997	1998	1994	1995	1996	1997	1998
Total FRESHMAN	15661	16063	15799	15980	17239	6142	5570	5825	5881	6043	3497	3238	3276	3417	3436
% Change 1993-94-95-96-97	+3.96%	+2.51%	-1.70%	+1.15%	+7.9%	+2.69%	-9.32%	+4.40%	+9.5%	+2.8%	+4.75%	-7.41%	+1.20%	+4.3%	+6%

SUB GROUPS

In-State	6701	6739	7098	6865	6977	4369	4175	4279	4442	4401	2757	2677	2656	2855	2836
Out-of-State	8960	9324	8701	9115	10,262	1773	1395	1546	1439	1642	740	561	620	562	600
African American	1453	1533	1590	1679	1799	804	725	748	816	794	440	393	387	420	403
Asian American	1138	1070	1096	1183	1309	387	284	354	347	338	192	159	179	189	170
Native American	70	101	91	83	118	39	59	48	44	51	20	30	22	27	26
Puerto Rican/Hispanic	366	415	60	417	426	62	91	30	66	74	27	30	39	39	38

Total TRANSFERS	3011	2591	2417	2366	2303	1242	1244	1204	1078	1076	894	908	928	735	735
% Change 1994-95-96-97-98	0%	-13.95%	7.20%	-2.1%	-2.7%	-7.0%	+1.7%	-3.30%	-10.5%	-0.1%	-6.8%	+1.55%	+2.20%	-20.8%	0%

II. Freshman Class School Background

	1994	1995	1996	1997	1998
NC Public School Graduates	2485	2364	2328	2514	2471
Out-of-State Public Graduates	546	442	490	448	461
Private/Parochial School Graduates	404	407	418	421	468
Foreign/Service Dependent Schools	62	25	40	34	28
Other					8

III. Freshman Class Distribution by Sex

	1994	1995	1996	1997	1998
Men	1436	1250	1208	1297	1314
Women	2123	1998	2068	2120	2122

IV. Percent of Admitted Who Enrolled

	1994	1995	1996	1997	1998
North Carolina	63%	64%	63%	64.2%	64%
Non-Residents	41%	39%	38%	39.1%	35%
Non-Residents (Alumni)	55%	51%	53%	55.9%	47%
TOTALS	57%	58%	58%	58.1%	57%

V. High School Senior Class Rank

	1994	1995	1996	1997	1998
Top Tenth	2529 (72.3%)	2378 (73.4%)	2378 (73.0%)	2408 (70.6%)	2235 (65%)
Second Tenth	706 (20.1%)	617 (19.0%)	612 (19.0%)	734 (21.5%)	786 (22.9%)

VI. SAT Average

1993 - 1126
 1994 - 1128
 1995 - 1142
 1996 - 1222
 1997 - 1222
 1998 - 1231

VII. Freshman Class Distribution by Residency

	1994	1995	1996	1997	1998
NC Residents	2753	2677	2655	2855	2836
Non-Resident Alumni	108	90	105	109	82
Non-Residents	636	471	516	453	518
TOTAL Class	3497	3238	3276	3417	3436

TOTAL Alumni Children	528	442	478	543	514
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VIII. Student Profile by Selected Categories (Data reflects admitted students only; enrolled student data will differ.)

Category	Number of Admits	Average SAT	Admissions Index	Average Class Rank/Size	HS GPA	Average Course Work*	Average Leadership*	Average Activities*
All Admit	6041	1262	2.84	21/258	3.99	3.46	3.02	3.65
Disabilities 10	1269	2.74	37/285	3.76	3.0	3.4	4.4	
Discretionary	41	1216	2.45	48/208	3.5	2.82	3.0	3.6
Music/Drama	40	1235	2.56	71/365	3.76	2.78	2.78	3.30
Student-Athletes	114**	1078	2.07	92/275	3.65	1.91***	2.68****	3.72****

Footnotes:

*Rated on a five point scale (5=highest)

**Total number of student athletes admitted is 126. The data on twelve of them is not sufficient for inclusion in this document.

***GPA based on data available for 111 student athletes.

****Courses, leadership and activities based on data available for 109 student athletes.

Source: Office of Undergraduate Admissions

Case Statement Committee
Charge to Task Forces
November 18, 1998

The case statement for the 21st Century UNC-Chapel Hill Development Campaign will be put together by six task forces, each composed primarily of faculty members broadly representative of university-wide perspectives. It is vitally important that each member of these task forces bring to their task both the special knowledge they have of the strengths and opportunities of their parts of the university, and a commitment to trying to articulate together the best interests of the university as a whole. Each task force will be co-chaired by faculty members from both academic and health affairs. These twelve co-chairs, with other possible appointees, and will be chaired by the provost and constitute the overall case statement committee to integrate and edit the work of the six task forces into a single document. Each task force will also have staff support from the development office.

Each task force is responsible for one of six broad domains which when taken together are intended to cover the full life and needs of the university. These are

The University as an Academic Community
The University as a Community Resource
The University and Graduate and Professional Education
The University and Lifelong Learning
The University as a Research Center
The University and Undergraduate Education

These are the same six divisions that were used in the Bicentennial Campaign, the university's most recent previous development campaign, and each task force is invited to review and consider building upon the report and priorities of its predecessor task force to the extent that they consider those priorities still appropriate. Each task force is even more strongly encouraged, however, to take its own fresh look at the university's needs and priorities today and for the future.

In particular, each task force is asked to pay particular attention to the statement of university priorities which was recently developed by the University Priorities and Budget Committee, endorsed by the chancellor, and elaborated somewhat by the chancellor's cabinet (attached). This statement should provide a common body of primary priorities for the university's foreseeable future, and an important framework for the overall case statement. However, it leaves the selection of many specific manifestations of these priorities open for proposals and prioritization of particular initiatives.

Each task force will inevitably face the challenge of sorting and prioritizing among the many specific priorities nominated by individual units. One possible answer to this is to list all of these as priorities--but to make everything a priority is to make nothing a

priority. Each task force is therefore encouraged to trust that the individual schools will articulate their own needs directly to donors as well, and to focus their own attention both on common and overarching needs and on specific initiatives that in their judgment would contribute most to the university's future excellence, not just the sum of those of the individual units.

Within this overall framework, each task force has a particular domain of responsibility. These will inevitably overlap, and that is anticipated: it is far more important that all good ideas and important priorities be articulated well in at least one task force report than that they be stated in only one report. The far greater danger would be for an important university opportunity or priority to fall through the cracks and be overlooked or marginalized.

1. **The Task Force on the University as an Academic Community** is asked to take particular responsibility for community-building initiatives that cut across the lines of existing academic and administrative units. These include the broad domain of initiatives to improve campus-wide interactions among faculty, students and staff, especially as recommended in the recent report of the Intellectual Climate Task Force (including for instance increased opportunities for participation in cultural events outside the classroom); to provide development opportunities for university staff members, so that they can be fuller participants in the university as an academic community; and to provide support for capital facilities that may be needed to enhance the university's functioning as an academic community, such as renovation of the Campus Y, construction of the Sonja Hayes Stone Black Cultural Center and the Institute for Arts and Humanities building, and interdisciplinary studies facilities.

This task force in particular should also articulate the case for those areas in which UNC-Chapel Hill has the most promising opportunities for interdisciplinary programmatic initiatives, and for programmatic targets of excellence in which UNC-CH could be truly outstanding with the help of private contributions. Examples of interdisciplinary areas that have already been identified for potential emphasis in some university statements, for instance, include environmental studies, international studies, public ethics, African and African-American Studies, southern studies, materials sciences, public affairs, human biology, and others; additional nominations will undoubtedly come from the deans and other units. Targets of excellence include both interdisciplinary and more focused initiatives that would build in targeted ways on the university's strengths and comparative advantages: examples might include, for instance, broad collaborations such as the new Carolina Environmental Program but also more focused targets such as virtual reality, functional genomics, and others. Finally, the task force should consider carefully the recommendations of the recent Task Force on Intellectual Climate on such matters as improving teaching and intellectual interaction among faculty, students and staff, which pervasively affect both the excellence and the quality of interaction of the university's life as an academic community. The Task Force is encouraged to appoint sub-task forces on interdisciplinary programs and targets of excellence respectively, and perhaps on other aspects of university life as an academic community as well.

Among the topics considered by the 1993 Bicentennial Task Force were the following:

1. Faculty Research Leaves
2. Faculty Fringe Benefits
3. Faculty Housing
4. Professorships
5. Institute for Interdisciplinary Work
6. Interdisciplinary Programs
7. Forums
8. Faculty Club /The Farm
9. Student Extracurricular Activities, including Athletics
10. Faculty Recruitment
11. Relationships with Other Academic Institutions
12. Continuing Education Center

2. **The Task Force on the University as a Community Resource** is responsible for considering the university's most important needs and opportunities across the full domain of its mission to serve the larger community, from locally and statewide to more widely, especially considering the rapidly increasing magnitude of North Carolina's interconnections with the international economy. The Task Force will need to consider the university's public service and outreach mission in several contexts. One is the needs of formal units one of whose primary missions is service to the public, such as the museums, performing arts units, Botanical Garden, Institute of Government, libraries, and others. A second context is the needs of other organized programs that provide public service, such as the university's new Public Service Center, a.p.p.l.e.s. and service-learning courses, the Campus Y, Environmental Resource Program, and the university's many health services programs--and in coordination with the other appropriate task forces, the deep interconnectedness that does and should exist between the university's role as a community resource and its roles in education at all levels and with research. Finally, there is the innumerable range of ways in which university faculty, staff and students provide service to the external community at all geographic scales, and which could be further encouraged and rewarded through private development support.

Among the topics considered by the 1993 Bicentennial Task Force were the following:

1. Visual Arts, Performing Arts, Botanical Garden and Arboretum, Museums, etc.
2. Health Care Services
3. Community Service
4. Athletics
5. The Quality of Life of the Community -- Local/State/National
6. Facilities and Equipment
7. Relationships with Primary and Secondary School

3. The **Task Force on the University and Graduate and Professional Education** is responsible for articulating the needs and promising opportunities for graduate and professional education in all its dimensions, both academic and more broadly the intellectual, social and professional development of all our graduate and professional students. It should pay particular attention, for instance, both to the important needs for resources to assist in recruitment and support of outstanding graduate and professional students, and also to the need to develop and support their intellectual life and interaction across the boundaries of particular disciplines and subfields that tend to isolate them--an issue that was not clearly articulated in the Intellectual Climate task force report but which has since been recognized as an important need as well. The Task Force should also pay particular attention to the needs for the professional development of our graduate and professional students, including for instance strong teaching as well as research experience, competence in the applications of information technology in their fields, support for travel to research resources and conferences, and preparation for a range of careers both within and beyond the academy, not simply in narrowly predefined research specialties.

Among the topics considered by the 1993 Bicentennial Task Force were the following:

1. Scholarships/Student Aid - Merit/Need/Minorities
2. Graduate and Professional Support (Research, Travel, Teaching, Job Placement)
3. Postdoctoral Support
4. Dissertation Research Grants
5. Curriculum Development/Alternative Degrees - Interdisciplinary Contemporary Issues Program
6. Graduate and Professional Student Recruitment
7. Graduate Student Center

4. The Task Force on the **University and Lifelong Learning** should pay particular attention to the university's major roles in continuing education for professionals, in both academic and health affairs. In addition, however, it should also seek to articulate the best opportunities to serve all our alumni and other educated adults throughout their lives (as one commentator has noted, universities are the only business known which often attempts to serve its customers for only one four-year period and then drops them). Examples include lifelong learning programs in all fields, weekend and alumni seminars and Humanities short courses, perhaps adult certificate programs in the humanities and other fields as well as the professions, and certainly the university's opportunities to offer more lifelong learning opportunities of all kinds via the Internet and other electronic technologies. The task force should also consider the best ways in which lifelong learning might be linked and integrated with its undergraduate and graduate and professional education missions.

Among the topics considered by the 1993 Bicentennial Task Force were the following:

1. Financial and Fellowship Support of Non-Traditional Students
2. Incentives for Faculty Involvement
3. Role of Retired Faculty
4. Program Development (Institutes, Mini-Residencies, Business/Industry Linkages, Second Career Programs, Alumni Seminars, etc.)
5. Facilities and Equipment (Continuing Education Center, etc.)
6. Regional Outreach -- Program Development, Faculty Travel
7. Communications Technology

5. **The Task Force on the University as a Research Center** should pay particular attention to the recent report of the Faculty Research Committee, and the needs and priorities identified in that report as articulated by respondents to a faculty survey. In addition, it should coordinate with the Task Force on the University as an Academic Community on research priorities that relate to interdisciplinary programs and targets of excellence which are being considered by that task force; and it should consider the opportunities and needs for research support both of faculty members as individuals, as clusters or potential clusters engaged in common areas of research inquiry, and through centers and institutes. This task force should also pay particular attention to the need and opportunities for increased support of student research, both by graduate and professional students and by undergraduates, and keep in touch with those respective task forces to this end. Finally, in the same vein this task force should pay particular attention to seeking support for expanding the role of research inquiry in teaching and learning, at both graduate and undergraduate levels, as a hallmark of UNC's commitment to the special kind of educational experience that an outstanding research university can provide to all its students.

Among the topics considered by the 1993 Bicentennial Task Force were the following:

1. Research Leaves
2. Research Awards
3. Professorships
4. Development and Recognition of Support Staff
5. Dissemination of Research and Creative Activities (Including Publication and Exhibition Costs)
6. Support Facilities and Equipment
(Libraries/Computation/Media/Continuing Education and Conference Facilities)
7. Faculty Revitalization and Professional Growth
8. Recruitment of Faculty

6. **The Task Force on the University and Undergraduate Education** is responsible for considering the university's needs for undergraduate education in all its

dimensions, including of course the academic curriculum but also the needs for both need-and merit-based financial aid to recruit and support excellence and diversity in the student body; the needs of undergraduate student life in all its dimensions; the needs for support of Intellectual Climate initiatives, such as encouraging and rewarding innovation in teaching and learning, the freshman seminars program, living/learning experiences, undergraduate research opportunities, Study Abroad and other enrichment experiences, improving advising and increasing faculty/student interaction, and service learning; the Center for Undergraduate Excellence; expansion of the Honors program; services to students with special needs; and others that will undoubtedly be identified.

Among topics considered by the 1993 Bicentennial Task force were the following:

1. Curriculum Development
2. Residential Experience (including Social)
3. Extramural Experiences (e.g., Internships)
4. Scholarships/Student Aid -- Merit/Need/Minority
5. Recruitment of Undergraduates (including Pre-Freshmen Programs, Merit Scholarships, etc.)
6. Honors and Specialized Programs -- Honors Programs with Merit Awards, Overseas Programs, Undergraduate Research Awards
7. Teaching Improvement (relates to #1)
8. Facilities and Equipment (including Endowed Rooms, etc.)

Case Statement Task Forces

Academic Community Task Force. Co-chairs: Alan W. Cross (Medicine), Judith B. Farquhar (Asian Studies), Stuart Bondurant (Medicine), Mary Ruth Coleman (Frank Porter Graham Center), Michael I. Corrado (Law), Douglas J. Crawford-Brown (Environmental Studies), Robert S. Dalton (Academic Affairs Libraries), Sue E. Estroff (Medicine), William H. Glaze (Carolina Environmental Program), Speed Hallman (Development Office), Lacey Hawthorne (student), Reginald F. Hildebrand (African/Afro-American Studies), Vincent J. Kopp (Medicine), Robert P. Kusy (Dentistry), James L. Leloudis (History), James L. Peacock III (Anthropology), Carol W. Runyan (Health Behavior/Health Education), Lars G. Shoultz (Political Science), Richard A. Soloway (Arts & Sciences), Ruel W. Tyson Jr. (Institute for Arts & Humanities), Adam N. Vensenyi (Dramatic Art).

Community Resource Task Force. Co-chairs: Jane D. Brown (Journalism), Diane K. Kjervik (Nursing), L'Tanya Bailey Jefferson (Dentistry), Gerald Bolas (Ackland Museum), Linda Carl (Office of the Provost), Sunil Dogra (Medicine), Katherine Duckert (student), Melissa Exum (Student Affairs), Linwood Futrelle (ATN), J. Ferrel Guillory (Journalism), James E. Ketch (Music), Frances M. Lynn (Carolina Environmental Programs), Pip R. Merrick (Biology), Mary Morrison (apples), John A. Pieper (Pharmacy), Harold C. Pillsbury III (Medicine), Gary L. Shaffer (Social Work), Julia R. Shaw-Kokot (Health Sciences Library), Michael R. Smith (Institute of Government), Andi Sobbe (Development Office), John Thomas (Public Safety), Rollie Tillman (Kenan-Flagler), Kate Torrey (UNC Press), Peter White (Botanical Garden).

Graduate and Professional Education Task Force. Co-chairs: Laurie Langbauer

(English), Michael J. Symons (Public Health). Gail B. Agrawal (Law), Priscilla Bratcher (Development Office), Peggy Berryhill (Graduate School), Philip L. Carl (Medicine), Linda A. Dykstra (Psychology), Noelle A. Granger (Medicine), B. W. Hadzija (Pharmacy), Bryan Kennedy (GPSF), Lloyd S. Kramer (History), Ernest N. Kraybill (Medicine), Linda Lacey (City & Regional Planning), James W. Lea (Medicine), Kay Lund (Medicine), Christopher S. Martens (Marine Sciences), Virginia J. Neelon (Nursing), Walter B. Pryzwansky (Education), Alicia Rivero-Potter (Romance Languages), Darlene K. Sekerak (Medical Allied Health), Rachel A. Rosenfeld (Sociology), Mary Alice Shaver (Journalism), Diane C. Strauss (Academic Affairs Library), Sheryl Taylor (student), Gordon P. Whitaker (Institute of Government).

Lifelong Learning Task Force. Co-chairs: Bonnie F. Angel (Nursing), Warren A. Nord (Philosophy). Stephen C. Bayne (Dentistry), William I. Burke (Education), A. Fleming Bell (Institute of Government), Douglas Dibbert (General Alumni Assoc.), Jo-David Fine (Medicine), Edward M. Galligan (Philosophy), Laura N. Gasaway (Law Library), Sharon Grayden (Dentistry), Marcia Harris (Univ. Career Services), Paula P. Hinton (Academic Affairs Libraries), James N. Hirschfeld (Art), Rebecca Hockfield (student), Norm Loewenthal (Continuing Education), Bonita L. Marks (Physical Education), Donald Matthews (History), Elizabeth Mutran (Health Behavior/Health Education), Robert L. Peiffer Jr. (Medicine), John J. Pringle (Kenan-Flagler), Joy J. Remner (Medical Allied Health), Richard A. Rosen (Law), June Steel (Development Office).

Research Center Task Force. Co-chairs: Arne L. Kalleberg (Sociology), Susan T. Lord (Medicine). James H. Anderson (Computer Science), Donald Bailey (Medical Allied Health), Carl L. Bose (Medicine), John R. Carlson (Nursing), Thomas B. Clegg (Physics & Astronomy), Renee Dobbins (Development Office), Marcella Grendler (Wilson Library), Trudier Harris (English), Abraham G. Hartzema (Pharmacy), Laura A. Janda (Slavic Languages), James H. Johnson Jr. (Geography), Robert Lowan (Research Services), Janet Southerland (Dentistry), Michael A. Stegman (Public Policy Analysis), Gilbert C. White II (Medicine), Steven H. Zeisel (Public Health).

Undergraduate Education Task Force. Co-chairs: Deborah Bender (Health Policy & Administration), Patricia Pukkila (Biology). Robert S. Adler (Kenan-Flagler), Robert C. Allen (American Studies), Harry Amara (Journalism), Michael Bucy (student), Margie Crowell (Development Office), Beverly Foster (Nursing), Lynn D. Glasscock (Music), Bernadette Gray-Little (Psychology), Larry D. King (Romance Languages), Jerry Lucido (Undergraduate Admissions), Carol E. Malloy (Education), Mark A. McCombs (Mathematics), Stuart McDonald (Political Science), Anne Neville (student), Shirley Ort (Scholarships & Student Aid), Lawrence G. Rowan (Physics & Astronomy), Todd W. Taylor (English), Holden Thorp (Chemistry), Cynthia Wolf-Johnson (Student Affairs).

DRAFT
UNC Campaign--Priority Setting Process

September 1 - Selection of Case Statement Committee & Task Forces
 October 15, 1998

Case Statement Committee & Provost
 Call for Priorities
 November 15, 1998

Deans/Directors/Vice Chancellors

Provost &
 Case Statement Committee
 January 30, 1999
 Preliminary Priorities

February 15, 1999
 Priorities categorized

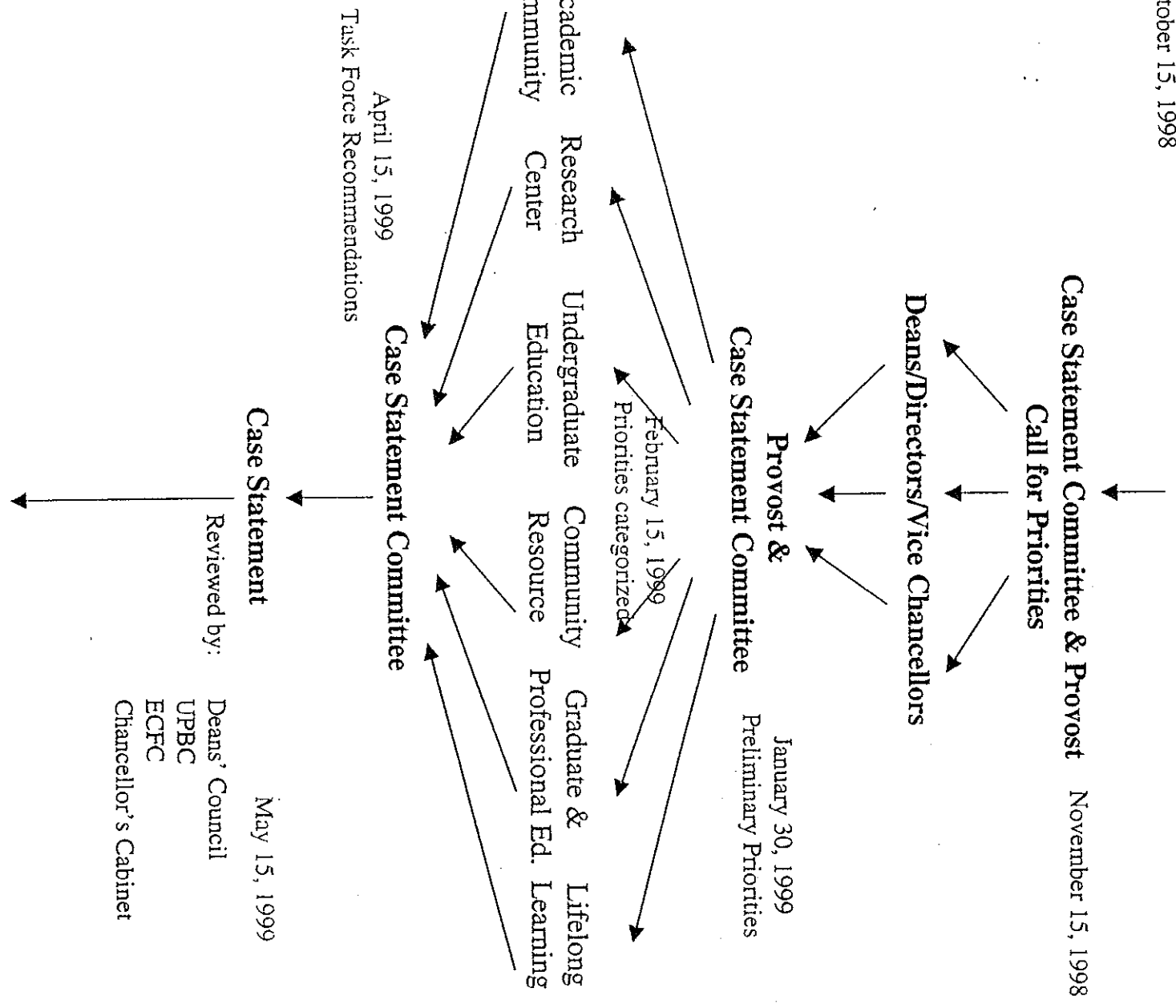
Academic Community Research Center Undergraduate Education Community Resource Graduate & Professional Ed. Learning Lifelong Learning

April 15, 1999
 Task Force Recommendations
 Case Statement Committee

Case Statement
 May 15, 1999

Reviewed by:
 Deans' Council
 UPBC
 ECFC
 Chancellor's Cabinet

Chancellor
 June 15, 1999



Annual Report of the Faculty Hearings Committee, 1997-98

The Faculty Hearings Committee conducted no hearing during the Fall semester of 1997. The committee was affected, nevertheless, by actions taken by the Faculty Council. On 14 November 1997, resolution 97-13 "Regarding Procedures for Discharge of Faculty Members" was adopted. This resolution modified section 3 (b)(8) of the Trustees Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill. The section was rewritten to introduce, during the phase after which the committee shall have reached a decision, procedures for communication between the Chancellor and the Hearings Committee.

During the Spring semester of 1998, Chairperson Elizabeth Gibson convened a panel of three members, consisting of the chairperson, Stephen Allred (alternate for Marie Bristol ['98]), and Beverly Taylor (2001), to conduct a hearing requested by a member of the faculty not reappointed to a tenure track position. After careful consideration of the evidence presented by the faculty member, the panel concluded that the professor had failed to establish any claim by clear, cogent, and convincing evidence. Specifically, the panel found that the department's decision was neither affected by material procedural irregularities nor the result of discrimination based upon sex.

No additional matters came to the attention of the Faculty Hearings Committee before the close of the academic year, 1997-98. As a result of elections held during the semester, a new committee was constituted for the academic year 1998-99. Those elected to serve and returning to service include: Stephen Allred (2002), Barbara Harris (2003), Elizabeth Gibson (2000), Beverly Taylor (2001) and Genna Rae McNeil (1999).

Respectfully submitted,

Elizabeth Gibson (past-Chairperson)
Dirk Frankenberg (alternate)
Robert Gwyther (alternate)
Lars Schoutz (alternate)
Genna Rae McNeil (Chairperson, 1998-99)

Addendum

The present Faculty Hearings Committee, having completed its preparation of the 1997-98 annual report in November 1998, would be remiss if it did not acknowledge with appreciation the distinguished service of former member, Robert Gallman, Kenan Professor of Economics, and express sadness in regard to his passing on 10 November 1998. His was always a strong voice in defense of faculty governance and fairness.

Genna Rae McNeil, Chairperson
13 November 1998



The University of North Carolina at Chapel Hill

MINUTES OF THE FACULTY COUNCIL November 6, 1998, 3:00 P.M.

Attendance

Present (52): Adler, Blackburn, Bluestein, Bolas, Bowen, Cordeiro-Stone, Covach, Dalton, Debrezenny, Devellis, Elvers, Estroff, Favorov, Fishman, Foshue, Fox, Graves, Grossberg, Harrison, Hattam, Holmgren, Hooper, Johnson, Kaufman, Kjervik, LeFebvre, Lentz, Levine, Lord, Lubker, Madison, Margolis, Meehan-Black, Melchert, Mill, Moreau, Nord, Pagano, Panter, Pfaff, Plante, Powell, Raab-Traub, Raper, Schaller, Sekerak, Straughan, Strauss, Taft, Vevae, Weiss, White.

Excused absences (27): Angel, Bandiwala, Bender, Black, Clegg, Collins, Cravey, Daye, Eckel, Gasaway, Graham, Haskill, Jackson, Ludlow, Marshall, McKeown, Molina, Newton, Owen, Postema, Rabinowitz, Rosenfeld, Shea, Steponaitis, Thorp, Tysinger, Wemmer,
Unexcused absences (7): Carl, Huang, Hyatt, Matfly-Kipp, Passannante, Platin, Williams.

Memorial Resolution

Professor Jaroslav Folda presented a memorial resolution for the late Joseph Curtis Sioane, Professor Emeritus of Art.

Chancellor's Remarks

Chancellor Hooker said that an unusual confluence of circumstances is presenting the University with one of those rare moments when decisions made in the near future will have profound influence on the future of the institution. He referred to the prospect of a major increase in enrollment as recommended by the Task Force on Enrollment Planning, the new campus master plan being developed with the assistance of Ayers Saint Gross, the decision to mount a major capital funds drive in the near future, the opportunity to develop the Horace Williams property in accordance with a plan that has been prepared in cooperation with the Town of Chapel Hill, and the possibility that the composition of the 1999 General Assembly could make it more likely that we will be able to realize our legislative goals in the 1999 and 2000 sessions. The chancellor is looking forward to the challenge of husbandry of the University in the months ahead.

Chancellor Hooker congratulated Prof. Joseph Pagano (Medicine) upon his recent election to the Institute of Medicine.

Prof. Steven Bachenheimer asked how the chancellor plans to involve the governing boards of Chapel Hill, Carboro, and Orange County in assessing the impact on the community of the projected growth in enrollment. The chancellor replied that he has been in close communication with our local governing boards and mayors. We intend to provide on-campus housing for the additional students admitted, but there will certainly be an impact on the community from the additional faculty and staff that will be needed. He has appointed a group co-chaired by Jonathan Howes, Susan Ehringhaus, and Jim Ramsey to assess how the Horace Williams tract might be used constructively in this regard. One suggestion has been to use part of the tract for affordable housing for young faculty and staff.

Prof. Barry Lentz (Biochemistry) asked whether there are plans to increase graduate enrollment. The chancellor replied that we plan to maintain the same ratio of undergraduate to graduate students as at present.

Prof. Richard Andrews, speaking as a member of the Task Force on Enrollment, said that about one-third of the projected increase will be graduate and professional students. The Task Force will recommend that UNC-CH take up to one-half of the projected increase in graduate and professional students, which is the proportion we now serve.

Chair of the Faculty's Remarks

Continuing the discussion of the Task Force on Enrollment Planning, Prof. Andrews noted that the group is chaired by Provost Richard Richardson and includes faculty members, students, trustees, community representatives, and staff members from Student Affairs, Arts and Sciences, and other units. The Task Force received excellent staff support from Kate McLaughney and an outside consultant in an effort to estimate the costs involved. The Task Force strongly recommends that every effort be made to ensure that enrollment growth does not have a negative impact on the quality of education and life at UNC-CH and that adequate resources must be provided as the growth occurs, not afterwards.

Prof. Andrews has been working with the Provost to constitute the working groups that will develop the case statement for the upcoming capital campaign. There will be six of them focusing on (1) the academic community, (2) community service, (3) graduate and professional education, (4) lifelong learning, (5) research, and (6) undergraduate education. Each group will have two co-chairs, one from Academic Affairs and one from Health Affairs. The groups will be asked to report between January and March so that an integrated draft statement can be available for review by the various constituencies by the end of the 1998-99 academic year.

Prof. Andrews called attention to a note recently sent to all faculty by Dean Robert Allen that reports on plans to implement recommendations of the Task Force on Intellectual Climate concerning involvement of undergraduate students in research. He also noted that plans for a pilot Living and Learning Program for undergraduates are proceeding rapidly. While many recommendations of the Task Force on Intellectual Climate are going forward, others have not moved as rapidly as hoped. Prof. Andrews has asked Prof. Donna LeFebvre (Political Science) to chair an implementation group to monitor progress on these recommendations.

Prof. Andrews urged members of the faculty to thank those members of the General Assembly who supported us so generously in the 1998-99 budget.

Prof. Richard Pratt (History) asked whether the Faculty Council's discussion in October had any discernable impact on the report of the Task Force on Enrollment Planning. Prof. Andrews replied that a summary of the Council's deliberations was distributed to the Task Force. He thought it was instrumental in affirming the key principles underlying the report, particularly the importance of the quality of the educational experience and the need to make sure that any enrollment increase is directly linked to availability of the resources to support it.

Annual Report of the Research Committee

Prof. James Leloudis (History) presented the annual report of the Research Committee for Prof. Arne Kalleberg, chair, who was unable to attend. At the request of Vice Provost Thomas Meyer, the committee conducted last fall a study of faculty research needs. The first phase of the study was a series of open-ended interviews with a number of faculty members selected to provide a range of opinion and perspective across disciplines and ranks. Using what was learned in the interviews as a guide, the committee then developed a survey instrument that was sent to the entire faculty. About 700 surveys were returned out of over 3,000 distributed. The three top concerns identified by the survey are (1) the need for more time for research, (2) increased funding for graduate students, and (3) the need for increased funding for direct research support of various kinds. Other major concern is a need for more matching funds. There was also much comment on the distribution of overhead receipts and a need to streamline the grant application process.

Vice Provost Meyer said that the idea of asking the committee to do this study had occurred to him as the chancellor's cabinet began to discuss the possibilities of resource reallocation guided by the priorities established by the University Priorities and Budget Committee. He thought that it would be important to have good information about the perspectives of individual faculty members as to their

research needs when discussions begin about the best uses to which the University's limited resources should be put. He distributed to the Council a document that he has prepared which outlines strategies that respond to the concerns identified by the Research Committee's study. [The document will be found on the Faculty Council website.] Meyer challenged the faculty to bring its research concerns to the table in a positive, productive, and aggressive way.

Prof. Jack Sasson (Religious Studies) called attention to the need for more physical space for research. Meyer agreed, noting that the a study done by General Administration had identified a shortage of 800,000 square feet of research laboratory space on this campus.

Prof. Gary Bowen (Social Work) urged that allocation of resources for the research function should be guided by specific performance standards and goals and appropriate indicators to measure the extent to which those goals are being achieved.

Prof. Catharine Newbury (Political Science) urged that there be an effort to increase the number of research leaves available, and to make funds available to help departments and programs to be competitive in attracting outside support. Meyer replied with two points. First, he would like for the University to set as a goal making available to every tenured member of the faculty some amount of independent support funds such as those now available to distinguished professors. Second, he hopes the University Priorities and Budget Committee will be able to identify a source for setting aside a significant amount of money to be available to faculty members on a competitive, peer review basis. Peer review has already proved extremely effective in allocating the small amount of funds now available for competitive allocation. Prof. Joseph Pagano (Medicine) asked how the peer review to which Meyer referred is conducted. Meyer replied that in the past ideas have been vetted through department chairs and deans up to his office. He is developing a more systematic process that will be announced soon.

Report of the UNC-CH Committee on Copyright

Prof. Robert Peet (Biology) continued his report on the recommendations of the Committee on Copyright that he began at the October Council meeting. He presented Resolution 98-13 entitled "Endorsing a Proposed Policy Statement Concerning Fair Use Under the Federal Copyright Law." Prof. Newbury, speaking as chair of the Administrative Board of the Library, asked for clarification about the University's policy of providing legal defense for faculty and staff who might become entangled in copyright litigation. Susan Ehringhaus, Assistant to the Chancellor and Senior University Counsel, explained that state law empowers, but does not require, the North Carolina attorney general to represent any state employee in litigation arising out of the scope and course of employment. In her experience, the attorney general has always provided such representation with one exception. In a 1975 case, the attorney general declined representation because the employee had acted deliberately and wrongfully toward the University. She felt that state employees can expect to be defended without charge by the attorney general's staff except in truly egregious circumstances. Prof. Robert Adler (Kenan-Flagler Business School) suggested that it would be useful to circulate summaries of recent court decisions on copyright that would be of interest to the academic community. Resolution 98-13 was adopted unanimously.

Prof. Peet next presented Resolution 98-14, entitled "Endorsing the National Humanities Alliance's 'Principles for Managing Intellectual Property in the Digital Environment.'" Prof. Celia Hooper (Medical Allied Health) hoped there would be some training for faculty like her who are becoming more and more involved in internet teaching and distance learning. Ehringhaus said that plans are well along to provide such a workshop in the spring semester. Craig Melchert (Linguistics) added that two of his junior colleagues have become concerned about using digitized materials in teaching. Resolution 98-14 was adopted unanimously.

Prof. Peet then presented Resolution 98-15 entitled "Endorsing a Copyright Use Policy for Faculty, Staff, and Students." Prof. Newbury said that the Administrative Board of Library has noted with anger and frustration the impact of copyright regulations on the cost of course packs. In many instances faculty are unable to include everything the student should read because the cost becomes prohibitive. Prof. Peet added that the problem is exacerbated by the policy that prohibits faculty members from substituting library reserves for coursepacks on which royalties have been paid, that is to say, materials placed on reserve may not comprise all or the major portion of readings for the course. Ehringhaus said that the

only solution, in her opinion, is a change in federal copyright law. Resolution 98-15 was adopted unanimously.

Prof. Peet next presented Resolution 98-16, entitled "Endorsing a Proposed University Policy on Multi-Institutional Initiatives on Copyright Ownership." The resolution was adopted unanimously.

1999 Distinguished Alumna/Alumnus Awards

The Council went into closed session to hear the recommendations of the Committee on Honorary Degrees and Special Awards for Distinguished Alumna/Alumnus Awards to be presented on University Day 1999. Prof. Ferrell presented five nominees. All were approved and will be nominated to the Board of Trustees.

Adjournment

The Council returned to open session and adjourned.



The University of North Carolina at Chapel Hill

MINUTES OF THE FACULTY COUNCIL November 6, 1998, 3:00 P.M.

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