



The University of North Carolina at Chapel Hill

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
MEETING OF THE FACULTY COUNCIL
March 26, 1999, 3:00 p.m.

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

Chancellor Michael Hooker and Professor Richard N. Andrews will preside.

AGENDA

Type	Time	Item
ACT	3:00	Memorial Resolution for the late Robert B. Gardner, Professor Emeritus of Mathematics presented by Prof. Warren Wogen
INFO DISC	3:05	Chancellor's Remarks and Question Period. Chancellor Michael Hooker. The Chancellor invites questions or comments on any topic.
INFO	3:20	Chair of the Faculty's Remarks. Prof. Richard N. Andrews
INFO	3:30	Annual Report, Executive Committee of the Faculty Council. Prof. Richard N. Andrews, Chair
INFO	3:35	Greetings from the Chair of the Graduate & Professional Students Federation. C. Lee Conner
INFO	3:40	Annual Report, Educational Policy Committee. Prof. Thomas Warburton, Chair
ACT	3:50	Resolution 99-1. On Thursday Night Football Games. Prof. Richard W. Pfaff.
ACT	4:00	Faculty Welfare Committee, Prof. Steven Bachenheimer Resolution 99-2. On the Faculty Welfare Implications of Distance Learning
DISC	4:20	Annual Report, Administrative Board of the Library. Prof. Catharine Newbury, Chair
INFO	4:35	Update Report from the Intellectual Climate Implementation Committee. Prof. Donna LeFebvre
ACT	4:50	CLOSED SESSION Report of the Committee on Honorary Degrees and Special Awards. Honorary Degrees for Commencement 2000. Prof. Joseph S. Ferrell, Secretary of the Faculty
ACT	5:00	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 website:
<http://www.unc.edu/faculty/faccoun/>

Memorial Statement

Robby Gardner was a member of the UNC Math Department from 1971 until his death at the age of 59 on May 5, 1998. He is survived by his wife of more than 35 years, Harolyn, and his two children, Kirsten and Steven. Robby received his A.B. from Princeton in 1959, his M.A. from Columbia in 1960 and his Ph.D. from the University of California at Berkeley in 1965. His Ph.D. adviser was S.S. Chern, one of the outstanding geometers of this century, who was himself a disciple and unofficial student of the great French mathematician Elie Cartan. From 1965 to 1967 Robby was a member of the Courant Institute at New York University, and from 1967 to 1970 he was an Assistant Professor at Columbia. After a year at the Institute for Advanced Study in 1970-71 he came to UNC and became Professor in 1977. During the 70's he played a leading role in making the UNC Mathematics Department a modern one by recruiting and helping to hire many young people in major areas of mathematics that were previously unrepresented.

Robby was a warrior, and he enjoyed the struggle almost as much as he enjoyed winning. A famous American once said " You gotta know when to hold 'em, know when to fold 'em ", but for Robby, folding was an option that he rarely exercised.

Robby worked with great energy at whatever he did. During his career he published more than 50 papers and 3 books on various topics in differential geometry and geometric partial differential equations. He was proud and supportive of his graduate students, who included 18 Ph.D. and 13 Masters students from Columbia and the Technical University of Berlin as well as UNC. His Ph.D. student Robert Bryant from UNC is currently the Juanita M. Kreps Professor of Mathematics at Duke University.

Robby loved fine wine and cuisine and pursued this interest all over the world. When he went to Berlin to visit his friend and collaborator Udo Simon he frequently took an empty suitcase that came back filled with the finest German wines, which he generously offered to all who were interested. His tastes extended to more ordinary eatables as well.

Even his close friends may be unaware of his extensive potato chip collection that he kept on display in his office. He never revealed his master plan for these chips.

Robby was one of the first people in the Department to realize the important role that computers would play in mathematics, perhaps as a result of his undergraduate experiences with von Neumann's original computer at Princeton. In the 70's the hand calculator was still pushing out the slide rule and personal computers were barely on the horizon of our consciousness. With no Departmental budget for such things Robby found a creative way to finance his personal computer, the first in the Department. He used workman's compensation money that he received after being mugged and shot in the shoulder during the AMS annual meeting in 1979. During the 80's Robby was a leader in building up the Department's computer resources, but he used different financing methods.

Robby could have led a second and possibly more lucrative career as a tax consultant. He enjoyed his annual competition with the IRS and he usually began preparing in January. He armed himself with the unexpurgated version of the Federal Tax Code, and he researched all changes from the previous year. No potential tax deduction was too small to be considered. Robby was so good at tax questions that many of us in the Department came to rely on him for advice and the correct interpretations of ambiguous IRS instructions. Near April 15 he and Harolyn used to answer the phone routinely with the response " H and R Gardner."

The Department has honored Robby's memory by creating a Robert Brown Gardner Memorial Fund for the support of graduate students. To celebrate the 60th anniversary of his birth some of his friends and colleagues have organized a research conference that will take place at UNC on the weekend of October 8,9 and 10 this year. The Department has also put together a special webpage that tells much more about Robby and his work than this short statement can convey. It can be accessed through the homepage of the Mathematics Department, and we invite you to take a look.

Patrick Eberlein

Sue Goodman

Joseph Plante

Full memorial Statement

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Patrick Eberlein

Sue Goodman

Joseph Plante

Curriculum vitae of Robert Gardner (February 27, 1939 - May 5, 1998)

Education

A.B., Cum Laude in Mathematics, Princeton University, 1959
M.A., Mathematics, Columbia University, 1960
Ph.D., Mathematics, University of California at Berkeley, 1965 (Advisor : S.S. Chern)

Academic and Educational Positions

UNC Chapel Hill, 1977-1998, Professor
UNC Chapel Hill, 1971-77, Associate Professor
UC Berkeley, Spring 1971, Research Mathematician
Institute for Advanced Study, 1970-71, Member
Columbia University, 1967-70, Assistant Professor
Courant Institute, 1965-67, Visiting Member
UC Berkeley, Spring 1965, Acting Instructor

Short term visiting positions

University of Bonn, 1970, Visiting Dozenten
Technische Universitaet Berlin, 1970, Guest Professor
Technische Universitaet Berlin, 1988, Guest Professor
Geometry Institute, Park City, 1992, Guest Researcher
Fields Institute, Waterloo, 1992 Guest Researcher
Technische Universitaet Berlin, 1994, Guest Professor
MSRI (Berkeley), 1994, Member

Ph.D. and Master's Students

Ph.D. Students

Donald Singley, 1970, Columbia
Greg Jackson, 1971, Columbia
Robert Buemi, 1974, UNC Chapel Hill
Dean Payne, 1977, UNC Chapel Hill
Robert Bryant, 1979, UNC Chapel Hill
Gerard Thompson, 1985, UNC Chapel Hill
George Wilkens, 1987, UNC Chapel Hill
Charles Grissom, 1987, UNC Chapel Hill
David Thompson, 1988, UNC Chapel Hill
Michael Sutton, 1988, UNC Chapel Hill
Boyd Coan, 1990, UNC Chapel Hill
Stefan Horvath, 1993, UNC Chapel Hill
Christine Scharlach, 1994, UNC Chapel Hill / TU Berlin (Codirector)

Master's Students

George Wilkens, 1982, UNC Chapel Hill
Paul Morris, 1982, UNC Chapel Hill
Gerard Thompson, 1983, UNC Chapel Hill
Michael Sutton, 1984, UNC Chapel Hill
Charles Grissom, 1985, UNC Chapel Hill

Rudy Zalesak, 1985, UNC Chapel Hill
Michael Reed, 1988, UNC Chapel Hill
Paul Weiss, 1988, UNC Chapel Hill
Ruhgirath Thaker, 1989, UNC Chapel Hill
Rene Holland, 1989, UNC Chapel Hill
Maura Mast, 1989, UNC Chapel Hill
A. Kohlhase, 1990, Diplomarbeit TU Berlin
William Oliver, 1990, UNC Chapel Hill
Stefan Horvath, 1989, UNC Chapel Hill
Alexander Parovic, 1990, UNC Chapel Hill
Lukas Taube, 1990, UNC Chapel Hill
Barbara Winkler, 1990, UNC Chapel Hill
Larissa Bucchi, 1991, UNC Chapel Hill
Donald Wickelgren, 1994, UNC Chapel Hill

Professional Service

Cofounder with Udo Simon of the exchange between UNC Chapel Hill and the Technische Universitaet Berlin
Codirector, NSF-CBMS Regional Conference on Symplectic Manifolds, Chapel Hill, 1976
Codirector, NSF-CBMS Regional Conference on Harmonic Maps, New Orleans, 1980
Codirector, Geometry Festivals 1988, 1991 and 1997
Consultant / Editor : Marcel Dekker, Prentice Hall, Addison Wesley

Publications of Robert Gardner

1. Thesis : " Differential Geometric Methods in Partial Differential Equations " , Berkeley University Press, 150 pages, 1965.
2. "Invariants of Pfaffian systems", Trans. Amer. Math. Soc. 126 (1967), 514-533.
3. " Some Applications of the Retraction Theorem in Exterior Algebra ", J. Diff. Geom. 2 (1968), 25-31.
4. "The Cauchy Problem for Pfaffian Systems ", Comm. Pure and App. Math. 22 (1969), 587-596.
5. " A Differential Geometric Generalization of Characteristics ", Comm. Pure and App. Math. 22 (1969), 597-626.
6. " An Integral Formula for Immersions in Euclidean Space ", J. Diff. Geom. 3 (1969), 245-252.
7. " The Dirichlet Integral in Differential Geometry ", Proc. Symposia in Pure Math. vol. 15, Amer. Math. Soc. Providence (1970), 231-238.
8. " A Differential Geometric Approach to Characteristics ", Proc. Symposia in Pure Math. vol. 16, Amer. Math. Soc. Providence (1970), 179-186.
9. " The Technique of Integral Formulas in the Geometry of Immersions ", Mathematisches Forschungsinstitut Oberwolfach Berichte 4 (1971).
10. " The Geometry of Subscalar Pairs of Metrics ", Proc. Carolina Conference on Minimal Surfaces and Several Complex Variables (1971), 29-42.
11. " Subscalar Pairs of Metrics and Hypersurfaces with a Nondegenerate Second Fundamental Form ", J. Diff. geom. 6 (1972), 437-458.
12. " Lectures on Exterior Algebras over Commutative Rings ", UNC Lecture Notes (1972).
13. " The Influence of Caratheodory on Differential Systems ", C. Caratheodory Symposium, Greek Mathematics Society (1973), 146-153.
14. " Geometry of Submanifolds of R^n ", Proc. Symp. Pure Math. , vol. 27, Amer. Math. Soc. Providence (1975), 125-134.
15. " The Fundamental Theorem of Vector Relative Invariants ", Jour. Algebra 36 (1975), 314-318.
16. " Modules which Admit Determinants ", J. Linear and Multilinear Algebra 3 (1975), 209-214.
17. " New Viewpoints in the Geometry of Submanifolds in R^n ", Bull. Amer. Math. Soc. 83 (1977), 1-35.
18. " Differential Geometric Viewpoints on the Developments of Shockwaves ", in the 1976 Ames Research Center (NASA) Conference on the Geometric Theory of Nonlinear Waves, editor Robert Herman, vol. 6, Math-Science Press (1977), 89-104.
19. " Differential Geometry and Foliations " in Differential Foliations and Gelfand-Fuks Cohomology, edited Paul Schweitzer, Springer Lecture notes in Math., vol.652 (1978), 75-94.
20. " Constructing Backlund Transformations ", in Partial Differential Equations and Geometry, edited C. Byrnes, Marcel Dekker, (1979), 77-87.
21. " Invariant Theory ", Bull. Amer. Math. Soc. 12 (1980), 246-256.

22. " Exterior Differential Systems ", (joint with R. Bryant, S.S. Chern and P. Griffiths), China Scientific Press, publication no. 3.
23. " Differential Geometric Methods Interfacing Control Theory ", in Diff. Geom Control Theory, vol. 27, Progress in Math., Birkhauser (1983), 117-180.
24. " Equivalence of 1-dim. Lagrangian Field Theories in the plane I ", (joint with W. Shadwick), Springer Lecture Notes in Math. vol. 1156 (1985), 154-179.
25. " A Simple Characterization of the Contact System on $J^k(E)$ ", (joint with W. Shadwick), Rocky Mountain J. Math. 17(1987), 19-21.
26. " Differential Equations and the Method of Equivalence ", Proc. IEEE Conference on Decision and Control, Fort Lauderdale, Fla. Dec. 1985, 1777-1778.
27. " Overdetermined Equivalence Problems with an Application to Feedback Equivalence ", (joint with W. Shadwick), Proc. San Antonio Conf. on Diff. Geom., Contemporary Mathematics, Amer. Math. Soc., 111-120.
28. " Feedback Equivalence of Control Systems ", (joint with W. Shadwick), Systems and Control Letters 8 (1987), 463-465.
29. " The Principal Components Construction Applied to Affine Unimodular Repere Mobile ", Results in Mathematics 13 (1988), 235-239.
30. " A Geometric Isomorphism with Applications to Closed Loop Controls ", (joint with W. Shadwick and G. Wilkens), SIAM Journal of Control 27 (1989), 1361-1368.
31. " Feedback Equivalence and Symmetries of Brunowski Normal Forms ", (joint with W. Shadwick and G. Wilkens), Contemporary Mathematics, vol 97, Amer. Math. Soc., Providence 1989, 115-130.
32. " The Method of Equivalence and its Applications ", SIAM-CBMS Regional Conference Series in Applied Mathematics, vol. 58, 1989, 127 pages.
33. " The Geometry of Nonlinear Control Systems ", in Differential Geometry, a Symposium in honor of Manfredo do Carmo, Pitman Monographs and Surveys in Pure and Applied Mathematics, vol. 51 (1991), 179-198.
34. " Feedback Equivalence for General Control Systems ", (joint with W. Shadwick), Systems and Control Letters 15 (1990), 15-23.
35. " Exterior Differential Systems ", (joint with R. Bryant, S.S. Chern, P. Griffiths and H. Goldschmidt), MSRI Pub. # 18, Springer, 1990, 525 pages.
36. " An Algorithm for Feedback Linearization ", (joint with W. Shadwick), Diff. Geom. and its Apps. vol.1, no.2 (1991), 153-158.
37. " Image Segmentation and Evaluation of Deformation Features ", (joint with Oliver, Pizer and Przwansky).
38. " Symmetry and the Implementation of Feedback Linearization ", (joint with W. Shadwick), Systems and Control Letters 15 (1990), 25-33.
39. " An Equivalence Problem for a 2-Form and a Vector Field in R^3 ", (joint with W. Shadwick), CMS Proc. 12, Differential Geometry, Global Analysis and Topology (1992), 41-50.
40. " Evaluation of Cytological Deformation by Boundary Driven Energy Minimization ", (joint with Oliver,

- Pizer and Pryzwansky), in Information Processing in Medical Imaging, Wiley-Liss, NY, vol. 363 (1991), 355-358.
41. " Characteristics and the Geometry of Hyperbolic Equations in the Plane ", (joint with N. Kamran), Jour. Diff. Equations., 104 (1993),60-116.
 42. " Classical geometries arising in feedback equivalence ", Proceedings of the 32nd IEEE Conference on Decision and Control,(1993),3437-3440.
 43. " The GS-algorithm for Exact Linearization to Brunovsky Normal Form ", (joint with W. Shadwick), IEEE Transactions on Automated Control, 37 (2) (1992), 224-230.
 44. " Ridges for Image Analysis ", (joint with D. Eberly,B. Mardo and S. Pizer), Journal of Math Imaging and Vision, 4 (1994), 353-373.
 45. " Generalized Spherical Functions on Projectively Flat Manifolds ", Results in Math. 27 (1995), 41-50.
 46. " Control Structures ", (joint with R. Bryant), Banach Center Publ. # 32, Warsaw, (1995), 111-121.
 47. " Normal forms and focal systems for determined systems of two first-order partial differential equations in the plane ", (joint with N. Kamran),Indiana Univ. Math. J. 44 (4)(1995), 1127-1162
 48. " Applications of Finsler Geometry to Control Theory " (preface), (joint with G. Wilkens), Proc. of the conference **Finsler Geometry**,Seattle 1995, in Contemp. Math. 196, Amer. Math. Soc., Providence, 1996, pages 227-229.
 49. " A Pseudogroup Isomorphism between Control Systems and Certain Generalized Finsler Structures ", (joint with G. Wilkens), Proc. of the conference **Finsler Geometry**, Seattle 1995, in Contemp. Math. 196, Amer. Math. Soc., Providence, 1996, page s 231-243.
 50. " The Fundamental Theorems of Curves and Hypersurfaces in Centro-affine Geometry", (joint with George Wilkens), Bull. Belgian Math. Soc. Simon Stevin 4 (3) (1997),379-401.
 51. " Exterior Differential Systems and Normal Forms of Parabolic Systems ", (joint with N. Kamran),in **Advances in Mathematical Sciences : CRM's 25 Years**, Montreal, PQ 1994,CRM Proc. Lecture Notes 11, Amer. Math. Soc., Providence 1996,215-230.

Selected talks of Robert Gardner

These talks are taken from a list of more than 130 talks since 1968

1. " A differential geometric approach to characteristics ", Global Analysis Institute, Berkeley, 1968
2. " Geometry of immersions ", Global Analysis Institute, Berkeley, 1968
3. " A geometric solution of the Cauchy problem ", Arbeitstagung, Bonn, June 1969
4. " The technique of integral formulas in the geometry of immersions ", Oberwolfach, 1969
5. " Rigidity and uniqueness of convex hypersurfaces ", Arbeitstagung, Bonn, June 1970
6. " Development of singularities of partial differential equations ", Differential Geometry Institute, Stanford, August 1973.
7. " Caratheodory's influence on differential systems ", Athens, 1973.
8. " Submanifolds of Euclidean space ", Hour Address, AMS Southeastern Regional Meeting, Nashville 1974.
9. " Differential geometry and foliations ", Rio de Janeiro, 1976
10. " Backlund transformations ", Global Differential Geometry Conference, Berlin, 1977
11. " Constructing Backlund transformations ", Conference on PDE and Geometry, Park City, Utah, July 1977
12. " Invariants of differential systems ", series of 4 talks, AF-OSR-NASA Conference on Geometric Control Theory, Houghton, Michigan 1982
13. " Holonomy from Cartan to Bryant ", NSF-AMS Conference on Lie Groups and Differential Geometry ", July 1985
14. " Equivalence problem for ordinary differential equations ", Control Theory Workshop, Berkeley, July 1985
15. Hour talk, Meeting on Affine Differential geometry, Oberwolfach, November 1986
16. " Geometry of nonlinear control systems ", Rio de Janeiro, August 1988
17. " Systems of regular classical Lagrangian type have closed loop time optimal controls ", SIAM Summer Research Conference on Control Theory and Multibody Systems, Bowdoin, Maine, August 1988
18. " The equivalence problem for first order Lagrangian particle mechanics ", CBMS Lectures on Kaluza - Klein Theorems, Albuquerque, 1988
19. " Control linear, controllable normal forms ", International Conference on Dynamical Systems and Control, Dayton, Ohio, June 1989
20. " Exact linearization of controllable, linearizable systems ", Workshop on Symbolic Manipulation, IMA, Minneapolis, June 1989
21. " Equivalence problem for a vector field and a 2-form ", Los Alamos, April 1990
22. " The relationship between invariants of Pfaffian systems and feedback equivalence ", Conference on

Control in the 90's, San Francisco, May 1990

23. " Exact methods for normal forms in control theory ", Canadian Mathematics Society 100th Anniversary, Halifax, Nova Scotia, June 1990
24. " Control structures ", Technische Universitaet Berlin, June 1990
25. " Pseudogroups, overdetermined equations and control theory ", Differential Geometry Summer Institute, Los Angeles, July 1990
26. " Feedback linearization with minimal integration ", NASA Workshop on Nonlinear Flight Control, Berkeley, August 1990
27. Hour talk, Conference on Theory and Control of Dynamical Systems, Stockholm, August 1991
28. Hour talk, Workshop on Nonlinear Control Theory, Los Alamos, July 1991
29. " Methods of Equivalence, I - IV, Optimization and Control Theory Conference, Banach Center, Warsaw, June 1993
30. " Control Structures ", California Institute of Technology, 1994
31. " Feedback Equivalence of Control Systems ", MSRI, Berkeley, 1994
32. " Geometry of Control Systems ", Hong Kong, 1995
33. " Geometric Methods in Control Theory ", 10th Anniversary of Nankai Institute, Hong Kong, 1995
34. " Normal Forms and Systems of PDE ", Banach Center, Warsaw, 1995
35. " Equivalence Problems in Differential Geometry ", Bucharest, September 1996
36. " Exterior Differential Systems and Feedback Equivalence, I " and " Classical Geometries Arising in Feedback Problems : Finsler, Affine and Pseudo-Riemannian Structures, II ", AMS Summer Research Institute on Differential Geometry and Control, Boulder,CO, 1997

Remembering the Mathematics of Robert Brown Gardner

George R. Wilkens

1. Mathematical Interests

Robby Gardner, one of the organizers of this Summer Research Institute, passed away on May 5, 1998¹. Robby led an extremely active mathematical life producing more than fifty papers, three books, eighteen masters students and thirteen Ph.D students. He seemed to spend a sizeable fraction of every year traveling to conferences and meetings around the world. I was continually amazed by the number of mathematicians who had met Robby. He was one of those personalities that everyone, regardless of field, knew.

Robby was part of a long heritage of great differential geometers, tracing a direct line from Élie Cartan, through S.S. Chern, to himself. Robby's own mathematical interests clearly reflect this lineage. Even a casual observer of Robby's work could not help noticing the central role of exterior differential systems. Nor could anyone fail to notice Robby's enthusiasm for Cartan's work and his vigorous efforts to bring this work to a much larger audience. Robby certainly succeeded. Numerous "heirs to Cartan" dot the current mathematical landscape, and many of them have Robby as an ancestor on their family tree.

Robby's mathematical interests covered a number of areas. A list of these areas includes the following:

- geometric partial differential equations
- Cartan's equivalence method
- Cartan's method of moving frames
- exterior differential systems

I want to thank Robert Bryant, Niky Kamran and William Shadwick for their comments and support.

¹To honor his contributions to graduate education, the UNC Mathematics Department created the Robert Brown Gardner Memorial Fund devoted to supporting graduate student activities. Contributions may be sent to Ms. Janet Farrell, Robert Brown Gardner Fund, Department of Mathematics, CB#3250, University of North Carolina, Chapel Hill, NC 27599.

- submanifolds of Euclidean space
- integral geometry
- calculus of variations
- exterior algebra over commutative rings
- invariant theory
- control theory
- affine geometry
- Lie groups, Lie algebras and symmetries
- the geometry of shape in medical imaging.

I believe it is fair to say that Robby worked near the junction of geometry, algebra and analysis.

Before getting started, I want to issue a few apologies to the reader. Due to the limited time available to prepare this article, I will only be able to discuss some of the above topics. Further, time did not allow me to adequately refresh my memory of Robby's earlier work so my coverage will not be very balanced. Finally, I decided not to indicate which work is joint within the article, leaving that instead to the nearly complete bibliography. I hope this will not detract from the overall spirit of the article, and that the reader will forgive any shortcomings.

2. Exterior Differential Systems

Exterior differential systems (EDS) permeate nearly all of Robby's work. Many of his papers exemplify skillful and artistic applications of EDS. One of his very earliest papers [Gar67] deals with differential systems in their own right. Specifically this paper discusses the invariants of one of the most commonly occurring differential systems, Pfaffian systems.

In this paper, Robby lays out tools he will use his entire life. The first invariant of a Pfaffian system is its Cauchy characteristics. This is an involutive distribution, and the Pfaffian system is locally generated by 1-forms involving only first integrals of the Cauchy system and their differentials. Moreover, a maximal independent set of first integrals of the Cauchy system gives the minimum number of variables required for any set of generators of the Pfaffian system. This number of variables, which is also the co-dimension of the Cauchy characteristic system, is called the class of the Pfaffian system.

In addition to the Cauchy characteristics, there is also the derived flag of a Pfaffian system. The length of the flag is called the derived length, and the co-dimensions of this flag of subspaces give further integer invariants, called the type numbers. Another basic integer invariant is the Engel rank. These integer invariants are not arbitrary, and Robby establishes a number of inequalities they must satisfy.

The real meat of the paper is contained in the last two sections. Robby shows how to intrinsically define a symmetric conformal tensor on Pfaffian systems with even co-dimension. In the case of co-dimension 4, the conformal tensor is bilinear. The rank, index and any isotropic subspaces of this

tensor are immediately seen to be invariants of the Pfaffian system. Robby applies these results to a single second order pde in the plane and shows that its classification as elliptic, parabolic, or hyperbolic corresponds exactly to the classification of the conformal tensor. Since this tensor is contact invariant, an immediate consequence is that the type of the pde is contact invariant. Robby goes on to show how the characteristic curves belonging to a solution of a hyperbolic or parabolic pde are completely determined by the isotropic subspaces of the conformal tensor.

In the early 1980s, Robby began participating in a new comprehensive treatment of the theory of exterior differential systems. This wonderful book [BCG⁺91] is now the standard reference for the subject. A tremendous amount of effort went into its production, and I remember a period of about ten years where it was regularly referenced in papers as “EDS, to appear.” With ten chapters and nearly five hundred pages, the book covers a wide range of topics and strikes an appropriate balance between theory and application. Robby, of course, was a master at applying EDS and any reader wanting to supplement [BCG⁺91] with additional applications may consult the reference section of this article.

3. Submanifolds and Integral Geometry

Robby loved submanifold theory and integral geometry. He wrote a number of papers on these subjects including [Gar69c, Gar70b, Gar70c, Gar71, Gar72b, Gar75b, Gar77b].

In [Gar70b], Robby shows how the Dirichlet integral formula can be used to generate numerous integral formulas in differential geometry. In addition to showing how this technique leads to several established results, Robby proves a new rigidity theorem for Euclidean spheres.

Robby goes to town in [Gar77b] by digging into the study of arbitrary co-dimension submanifolds of Euclidean space. As one might guess from the title, *New viewpoints in the geometry of submanifolds of \mathbf{R}^N* , the new viewpoints are Robby's own and they are wonderfully original. Robby develops the basic invariants in a way that is both geometrically and algebraically natural. He defines new invariants, gives new meaning to old ones, and develops new methods for studying submanifolds.

4. Invariant Theory

While this section is very short, it would be very remiss not to mention one of Robby's most scholarly works [Gar80]. Interestingly, it is a review of a book on invariant theory. The book is only reviewed in the last paragraph while the rest of the article is a review of invariant theory itself.

Robby brings the reader through a historical development of the subject in a mere ten pages. He traces this development from the naive beginnings with Cayley and Sylvester to the post-Hilbert period of then present 1980. While, at first glance, this attention to invariant theory might seem out of

place in the work of a differential geometer, Robby understood its central importance in the early development of differential geometry and, indeed, how important the interplay between the two subjects was. However, Robby's interest was not just scholarly. He certainly viewed invariant theory as the ultimate technique in tensor analysis and used it wherever possible.

5. Geometric PDE²

Robby's papers contain beautiful developments of EDS concepts applied to the geometric study of PDEs. In [Gar69a] and [Gar69b], Robby defined and studied a rather broad notion of a Cauchy problem for Pfaffian systems. He was notably able to prove an existence theorem for the Cauchy problem in the C^∞ category for Pfaffian systems admitting what Robby called k -stable vector fields. These are vector fields which essentially stabilize the Pfaffian system after k iterations of the Lie derivative. They can thus be thought of as natural generalizations of Cauchy characteristics. He then defined a powerful general notion of characteristic and focal systems for Pfaffian systems endowed with distinguished invariant subsystems, such as the maximal isotropic subsystems associated to an intrinsic conformal symmetric bilinear form. The fundamental examples are the Monge and Friedrichs characteristics for the Pfaffian systems associated to scalar second-order pdes or first-order determined systems in the plane. This enabled him to prove in [Gar69b] and [Gar77a] several elegant existence theorems and finite escape-time theorems for the smooth Cauchy problem for non-linear parabolic equations. Paper [Gar79] gives a very elegant explanation in EDS terms of a notoriously difficult memoir of Goursat on Bäcklund and Laplace transformations for scalar second-order hyperbolic pdes in the plane. Papers [GK93], [GK95] and [GK97] contain further applications of this body of ideas to second-order hyperbolic pdes and first-order determined systems in two independent variables.

6. Control Theory

Robby began his work in control theory in the early 1980s. He had a long interest in this vital area of twentieth-century research, especially in the work by the very active group in geometric control. Problems related to the classification of orbits of control systems with respect to various transformation groups held a special interest for Robby. He was, after all, one of the few experts at that time in a technique ideally suited to study such problems.

In a series of four talks given at a conference on geometric control theory at Michigan Tech, Robby introduced exterior differential systems and Cartan's equivalence method to a new audience. The corresponding paper [Gar83] showcases Robby's original perspectives on differential geometry, and I think it is an important mile marker in his career. On reexamining

²I am extremely grateful to Niky Kamran for contributing this section.

this paper, I can not help but feel the connection between his early papers (e.g. [Gar67], [Gar68], [Gar69b]) and his later books on the method of equivalence [Gar89] and on exterior differential systems [BCG⁺91].

Robby began to study the orbits of control systems under the action of the pseudo-group of (static) feedback transformations. One of the principal tools of this investigation was Cartan's equivalence method. A series of papers describing normal forms, new integration methods, geometric isomorphisms, relationships with classical geometries, and a universal bundle for control systems issued forth.

Much of the early work is summarized very nicely in the paper [Gar91]. This paper begins by describing the representation of the feedback equivalence problem as a G -structure equivalence problem. Following that is a discussion of the G -structure equivalence associated to constrained variational problems of the sort found in Phillip Griffiths' book on calculus of variations. One immediately observes that these G -structures are formally identical which suggests a geometric isomorphism between the two problems. Some low dimensional examples are examined in detail. In addition to identifying systems with control-linear and linear normal forms, systems with special geometric structures are also identified. Examples include systems with intrinsically attached pseudo-Riemannian metrics and contact structures.

Robby generated tremendous interest in his applications of the equivalence method to control theory. Interest was so great that in 1988 Robby was invited to be the principal speaker at a joint AMS-SIAM CBMS regional conference at Texas Tech. Robby gave a series of ten lectures on Cartan's method of equivalence. Robby covered the general theory and presented numerous applications to differential geometry and control theory. Robby's book [Gar89] was the first to clearly exhibit the algorithmic nature of the equivalence method. His book remains the best one-stop source for general theory, examples and computational technique.

A particularly important piece of work emanated from studying the feedback orbits of Brunovsky normal forms. While the problem of identifying which non-linear systems are feedback equivalent to a Brunovsky normal form was already solved, some interesting new results were obtained. For instance in [GSW89a] it was shown that a Brunovsky normal form is characterized by its symmetry subgroup. Following this was a series of two papers [GS91a], [GS92] showing how the symmetries give rise to a new algorithm for finding a particular feedback transformation to linearize the original non-linear system. This algorithm, called the GS-algorithm, was a substantial improvement over then existing methods. The GS-algorithm identifies a set of Frobenius systems, minimal in dimension and number, to be integrated. A maximal independent set of solutions to these systems forms part of a linearizing coordinate system. The remaining coordinates are then determined by routine differentiation and linear algebra. The efficiency

of the GS-algorithm led to its adoption by NASA as part of an automatic flight controller.

A beautiful normal form theorem lies at the heart of GS-algorithm. The spirit of this new theorem is very similar to other normal form theorems in exterior differential systems, such as the Engel, Goursat and Bryant normal forms (see [Gar83] or [BCG⁺91] for details on these normal forms.) I believe that this result inspired some of the work by Shankar Sastry, Richard Murray and their colleagues on applications of exterior differential systems.

The paper on control structures [BG95] provided an intrinsic and global representation of control systems in terms of an affine co-distribution in the co-tangent space of a manifold. The co-distribution must satisfy some reasonable necessary conditions. The interesting properties of these structures are that they naturally determine a manifold of states, their presentation in local coordinates has the expected form, and the given co-distribution is realized as the pull-back of a canonical co-distribution on the punctured tangent bundle to the state manifold. This last property represents the universal bundle construction belonging to control structures. One of the main technical advantages of control structures is that tools like the method of equivalence can be directly and easily applied.

The work on control structures developed from the interpretation of a control system as a subbundle of the tangent bundle to state space, and the interpretation of a feedback transformation as the canonical extension of a state space diffeomorphism to the tangent bundle. From these interpretations, Robby observed that a control system embeds a submanifold in each tangent space and that a feedback transformation induces a linear action on each of these submanifolds. He reasoned that an important first step in understanding the geometry of the subbundle is to understand the geometry in each fiber. The next step is to piece the fiber geometries together in a way that exhibits their evolution over state space.

The fiber geometry can be described as the study of submanifolds of a finite dimensional vector space under the action of the full general linear group. This turns out to be a subject in classical differential geometry called centro-affine geometry. While this geometry is classical, far more attention had been given to the study of affine geometry and equi-affine geometry. Theorems in centro-affine geometry were relatively scarce. Additionally, the existing theorems had to be adapted to their intended applications to the feedback equivalence problem. With that in mind, Robby established the basic theorems for curves and hyper-surfaces in centro-affine geometry [GW97].

Some applications of centro-affine geometry are found in [GW93] and [GW96b]. These papers revisit the geometric isomorphism between control systems and variational problems. They show that the feedback invariants for a co-dimension 1 control system are completely determined by the centro-affine geometry of the fibers. The evolution of the fiber geometry across

the state space is uniquely determined. The relationship between these co-dimension 1 systems and Finsler geometry becomes clear. This connection shows how to transport the same analysis to Finsler structures. In this case the centro-affine fiber geometry determines Chern's connection for Finsler geometry. This geometric isomorphism with Finsler geometry also explains the appearance of pseudo-Riemannian metrics which were observed earlier.

The applications just cited use the centro-affine structure of hypersurfaces to study co-dimension 1 systems. The centro-affine structure of curves was being applied to the study of scalar control systems. That work is unfinished, but I intend to continue that project and report on this part of Robby's work.

7. Farewell to a Friend

My goal in this article has been to give the reader a sample of the substantial contributions Robby made to mathematics. I also want to take this opportunity to say something about Robby as a person. Many of us knew Robby through his passions: his love for his family, his loves of fine food and fine wine, his love of music, his love of travel, his ardent stamp collecting hobby, and his commitment to excellence in all things.

At the center of all these passions was a deeply caring person. This is what I think of first when I think of my friend. Robby's office door was always open, and this simple symbol reflects so much of Robby himself. I never saw him turn anyone away, regardless of how busy he was. Robby would guide the inexperienced, nurture the talented, and clear obstructions wherever he could. He was a marvelous teacher, mentor, colleague and friend. He touched the lives of so many people and in ways too numerous to list. Robby leaves a legacy of humanity as well as one of mathematics, and with very fond memories I bid him *adieu*.

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March 9, 1999

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

Annual Report to the Faculty Council

Members: Robert Adler (Business, alt. 1998-99 for Laurie McNeil, '99); Thomas Clegg (Physics & Astronomy, '99); Sue Estroff (Social Medicine, '99); Laurie McNeil (Physics & Astronomy, '99); Joe Pagano (Cancer Center, '99); Donna LeFebvre (Political Science, '00); Abigail Panter (Psychology, '00); Richard Pfaff (History, '00); Stephen Weiss (Computer Science, '00); Charles Daye (Law, '01); Marila Cordeiro-Stone (Pathology & Laboratory Medicine, '01); Gerald Postema (Philosophy, '01); Ronald Strauss (Dentistry, '01)

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

Meetings: The ECFC met twice monthly throughout the year; one of the meetings each month was normally with Provost Dick Richardson and other senior administrators as particular topics warranted. The ECFC also had regular dinner discussions with Chancellor Hooker, and held one joint meeting with the Executive Committee of the Employee Forum.

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

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

Enrollment Growth: In response to major projected increases in demand for public higher education in North Carolina over the coming decade, all 16 campuses were charged to estimate how much additional enrollment they could accommodate. ECFC discussed at length the implications of such growth, collaborated with the Agenda Committee in bringing these issues to the Faculty Council for discussion, and advised the Provost and Chancellor as well as the Chair of the Faculty on faculty views and concerns related to this issue.

Other issues discussed:

- *Board of Governors' tuition policy study:* The UNC-Chapel Hill response to this task force was prepared by the Chair of the Faculty, at the request of the Chancellor and Provost and with input from the deans and substantial discussion by ECFC.
- *Revision of the central campus plan:* ECFC has taken an active role in generating faculty input to the consultants, in particular generating input from both the natural sciences and the arts, humanities, and social sciences; and it has collaborated with the Agenda Committee to arrange several meetings for faculty review and comment on the consultant study as it has continued to develop. Completion is anticipated in Fall 1999. Tom Clegg and Jerry Postema have been especially active in these matters.
- *Development options for the Horace Williams tract:* ECFC has advised the Chair of the Faculty, who sits on the Chancellor's task force considering this matter, on faculty concerns related to this issue, and has collaborated with the Agenda Committee in organizing faculty discussion of issues and options for its use.
- *Planning for the University development campaign:* With the advice of ECFC, the Provost and the Chair of the Faculty have created a set of six faculty task forces to draft and integrate elements of the case statement for the university's upcoming major capital development campaign; a report is anticipated at the April Faculty Council meeting.
- *Diversity and affirmative action:* ECFC has continued to monitor and discuss these issues. A faculty statement on this subject, developed by ECFC members in cooperation with several other faculty committees, was approved by Faculty Council in April 1998, and has reportedly been helpful to the university admissions office.
- *Creation of the UNC Health Care System*
- *Increase in student smoking:* ECFC expressed concern to Vice Chancellor Sue Kitchen and to the new director of the Student Health Service concerning the apparent increase in student smoking, and invited future discussions with them concerning faculty cooperation in helping to prevent or reduce other student health risks.

Referrals to Faculty Council: ECFC has sent several matters to Faculty Council for action. These include resolutions creating a new electoral division of the School of Information and Library Science; empowering ECFC to appoint up to three additional members of the Nominating Committee; creating a Faculty Information Technology Advisory Committee; and opposing the scheduling of football games on weekdays. ECFC also referred two matters to the Chancellor's Advisory Committee, to examine the status and needs of fixed-term faculty and to monitor the implementation of post-tenure review procedures.

Educational Policy Committee Annual Report

March 2, 1999

Committee Members: Thomas Warburton-2000, chair; Paul Fullagar-1999, Judith Meece-1999, Jack Sasson-1999, Reid Barbour-2000, Boone Turchi-2000, Douglas Crawford-Brown-2001, Jean S. DeSaix-2001, and Catherine Lutz-2001; David Lanier (*ex officio*).

The Educational Policy Committee meets monthly during the academic year. Its next scheduled meeting is March 16, 1999.

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

Report of activities:

1. At the request of Dean James Murphy of the Summer School, the committee considered the option of offering the Pass/D/Fail option in Summer School. The committee determined that it would be impossible to offer the option in Summer School and still maintain the principles that govern that option during the regular academic year.
2. In cooperation with Dean Darryl Gless, we have discussed the Oral Communications requirement in the College of Arts and Sciences at some length. The discussion included consultation with those who are charged with implementation of the requirement. There is no recommendation to the Faculty Council possible at this time.
3. Throughout the year, the committee has been examining the educational parameters related to the presence of personal computers on the campus. This study has been self-generating, and representatives of the committee have been invited to the next meeting of the Faculty Information Technology Advisory Committee, March 17.
4. It is our plan to address the matter of grade inflation during our final meetings of the year.

Respectfully submitted,
Thomas Warburton, Chair



The University of North Carolina at Chapel Hill

PROPOSED RESOLUTIONS FOR CONSIDERATION BY THE FACULTY COUNCIL

March 23, 1999

Resolution 99-1. On Football Scheduling On Weekdays

Presented by Professor Richard W. Pfaff

The Faculty Council resolves:

The Faculty Council opposes the scheduling of any home football game on a weekday or weeknight.

Resolution 99-2. On the Implications of Distance Learning for Faculty Welfare.

Presented by the Committee on Faculty Welfare

The Faculty Council resolves:

The Chair of the Faculty is requested to establish a task force whose charge is to (1) evaluate the implications of distance learning on aspects of faculty welfare, and (2) report its findings and any recommendations with regard to this subject to the Faculty Council.

Resolution on Distance Education and Faculty Welfare

The faculty at UNC-Chapel Hill are well aware that their roles as educators extend beyond the walls of the University and indeed the boundaries of the State of North Carolina. To serve the needs of the growing numbers of non-traditional off-campus students, as well as traditional on-campus students, distance education instruction has become part of the normal range of pedagogical methods utilized by our faculty. Though it can be viewed as just one of several types of distance education methods, the increasing use of digitally-based distance education technologies has also become a significant force for change in the relationships between students, teachers and administrators. The Faculty Welfare Committee believes that a number of faculty welfare concerns are raised by these digitally-based technologies, including 1) changes in the status of faculty, 2) deterioration of the quality of instruction, and 3) and changes in the traditional concepts of ownership of intellectual property.

The following resolution is proposed in order to prompt a discussion of these issues by the faculty, with the goals of 1) maintaining the quality of our instructional efforts, both to on-campus students as well as the beneficiaries of distance education technologies, and 2) preserving the integrity of our roles as teachers and scholars.

Be it resolved that the Chair of the Faculty establish a task force whose charge would be to 1) evaluate the implications of distance learning on aspects of faculty welfare, and 2) report its findings and any recommendations with regard to this subject to Faculty Council.

Background information:

FACULTY STATUS: It is becoming common practice for institutions of higher education to employ part-time and contractual instructional personnel in distance education instruction. The problems that attend the status of part time and contractual instructional personnel generally should therefore be carefully considered in any assessment of distance education initiatives. These problems may include, among others, the decline or elimination of tenure, the erosion of salary structures and various employee benefits typically associated with full-time employment, and the weakening of faculty participation in institutional governance.

INSTRUCTIONAL CONDITIONS: Digitally based distance education technologies may have profound effects on instructional conditions. Potential effects on instructional workloads, expenses, and relationships should be carefully scrutinized.

Digitally based distance education technologies have the appearance of enabling greater economies of scale in instruction. At present, the evidence supporting this assumption is mixed. As a consequence, faculty should be attentive to whether the adoption of these technologies results in unreasonable increases in instructional workloads.

Institutional initiatives to develop the use of digitally based instructional technologies may also necessitate increasing instructional support costs to faculty, such as investment in computers and software. This may be a potentially significant employment expense, especially in light of the short cycle of obsolescence in digital technology development.

In addition to workload and expense concerns, the increased use of distance education methods – for both on- and off-campus students – radically alters the student/instructor relationship. This change may strain traditional norms, standards, and practices of academic work. Some areas of difficulty may be faculty/student contact (as asynchronous communication erodes traditional practices of "office hours" and "contact time"), issues of academic integrity (as new modes of instruction and fulfillment alter the range of practices subject to honor codes), and issues of performance standards (as new modes of teaching and learning strain traditional assessment standards).

INTELLECTUAL PROPERTY: Among providers and purveyors of intellectual properties, discussion of the impact of digital technologies on intellectual property rights has generated a literature of enormous proportions. In the final analysis, the academic work of faculty is the production of intellectual properties. Faculty should be extremely careful to articulate how the disposition of intellectual property – including both research and instructional materials – is to be defined in terms of the conditions of both the production and distribution of such property.

**Report to the Faculty Council
Status of Faculty Salary Policies
University of North Carolina, Chapel Hill
March 25, 1999**

INTRODUCTION The Faculty Council on 10 November, 1995 adopted the document "Principles to Guide Faculty Salary Policies" and on 23 February, 1996, the document "Mechanisms to Implement Salary Principles". Together these were to guide the writing and adoption of Faculty Salary Policies by all units within the University that initiate salary decisions. The Chancellor issued a "Directive to Deans, Directors and Librarians" on 1 May, 1996, to formulate such policies. Finally, the Provost, in a memo on 30 September, 1996, to Deans and Directors, inquired as to the status of implementation of salary policies within their units. The Faculty Welfare Committee presented an initial report "Status of Faculty Salary Policies" to Faculty Council, on 26 February, 1997.

The resolution that Faculty Council adopted in 1996 also stated that "The recommendation of these mechanisms is provisional. Their efficacy will be reviewed by the Faculty Council in the Spring of 1998, at which time they may be permanently adopted, amended, replaced, or eliminated." Faculty Council did not in fact review the status of the Faculty Salary Policies, but charged the Faculty Welfare Committee with the task of reporting to it on the status of written salary documents and to provide an assessment of the documents. To that end we began to review salary policies adopted by units within the College of Arts and Sciences and the professional schools. A letter was sent on August 28, 1998 to all heads of departments within the College of Arts and Sciences, the School of Public Health, and the School of Medicine, and to Deans/Directors of all other Schools, Libraries, and the Institute of Government. The letter requested a copy of the salary policy adopted by each unit, a brief statement on the status of compliance of the unit with the directives of the Chancellor and the Provost, and an assessment by the unit head of the usefulness of the policy in establishing salaries. A follow-up letter was sent on November 23, 1998, to those units not initially responding.

Of the 81 units contacted, the committee received responses from 33 of 37 units (departments and curricula) within the College of Arts and Sciences; 9 of 10 Professional Schools and the IOG (no response from Dentistry); all three Libraries; 7 of 8 departments within the School of Public Health; and 18 of 23 departments within the School of Medicine. In total 70 of 81 units replied for a total response rate of 86%. The responding units represent 85.7% of the full time tenure track faculty, fixed appointment faculty, and librarians, at UNC.

OBJECTIVES As in the previous 1997 survey, the Committee reviewed all the policies for language related to a) consultation with faculty on salary policy implementation, b) procedures for redress, c) remedies of inequity due to gender, and d) remedies of inequity due to salary compression. Since all units had had 2 or more years of experience with the Salary Policies as guides, we also reviewed unit heads' assessment of the usefulness of the policies.

SUMMARY

Part A. Selected aspects of the Salary Policies have been summarized with reference to the following questions:

1. Does consultation with the faculty influence or shape the unit's salary decisions? Is there an elected faculty salary committee?
 - 57 units reported that the chair or Dean/director of the unit makes the salary decisions without formal advice or guidelines from an elected salary committee (though some informal consultation with senior faculty members often occurs).
 - 6 units reported that an elected faculty committee develops or advises on general salary policies, which the chair or Dean/director implements.
 - 8 units reported that an elected faculty committee advises on policy and evaluates individual faculty performances in order to give each department member a specific ranking for salary increases. These recommendations are then passed on to the chair or Dean/director.
 - Although heads of units typically make final decisions on salaries, 21 units indicated that they now have some kind of elected faculty committee that influences, monitors, or reviews faculty salaries. The School of Medicine also has a salary review committee that formulates faculty salary guidelines, but this committee is not included in the numbers for specific departments and units.
2. Are there formal mechanisms within the unit to provide for redress of faculty salary grievances?
 - 59 units reported that they have no departmental procedures for redress of faculty salary grievances. (Faculty do have the right to appeal to the University's Grievance Committee.)
 - 7 units reported that they have a departmental committee that reviews faculty complaints about salary.
 - 4 units specifically mentioned the right of individual faculty members to file a complaint with their chair or Dean/director.
3. Are issues of gender equity addressed in the unit's statement on salary policy?
 - 28 units reported that gender equity is addressed as part of a general, ongoing concern with salary inequities (which also include other forms of unfair or discriminatory salary distribution).
 - 6 units reported that gender equity is addressed as a specific concern in their salary decisions.
 - Gender equity is not mentioned in salary policy statements of 37 units.
4. Are problems of salary compression addressed in the unit's statement of salary policy?
 - 9 units reported that salary compression is addressed as part of a general, ongoing concern with salary inequities (including inequities between persons of long service and persons who have recently entered the unit).
 - 26 units reported that salary compression is addressed as a specific concern in their salary decisions.
 - Salary compression is not mentioned in policy statements of 36 units.

To determine the impact of specific Salary Policy language on faculty at UNC, responses were broken down by unit name and number of full time tenure track and fixed term faculty within those units. The per cent of total affected faculty was calculated, assuming a total faculty (including librarians) of 2325. All faculty numbers were based on the "Faculty Salary Report, 1997-98, Part I: Internal Statistics", prepared by the Office of Institutional Research.

1a. Breakdown of six units with an elected salary committee that develops or advises on

general salary policies:	Faculty members
Institute of Government	32
Biomedical Engineering	8
School of Pharmacy	55
School of Education	47
Mathematics	33
School of Information and Library Science	14
Confirmed number of faculty in these units	189 , % of total faculty 8.6

1b. Breakdown of 8 units with an elected salary committee that evaluates individual faculty

members and ranks performance:	Faculty Members
Statistics	13
Religious Studies	13
Anthropology	16
History	42
Geography	13
Psychology	44
Communication Studies	22
Asian Studies	6
Confirmed number of faculty in these units	169 , % of total faculty 7.6

1c. Breakdown of units having some kind of elected faculty committee that consults on

salary policies:	Faculty Members
Law Library	7
Health Science Library	21
Institute of Government	32
School of Medicine	852
Law School	36
School of Information and Library Science	14
Psychology	44
Communication Studies	22
Asian Studies	6
Biomedical Engineering	8
School of Pharmacy	55
School of Nursing	56
School of Journalism	30

School of Education	47
Mathematics	33
Statistics	13
Religious Studies	13
Anthropology	16
History	42
Geography	13
Confirmed number of faculty in these units	1360, % of total faculty
	58.5

2a. Breakdown of units reporting a committee that reviews faculty complaints about

salary:	Faculty Members
School of Medicine	852
Biomedical Engineering	8
Microbiology and Immunology	31
Pharmacology	29
Physiology	25
Radiation Oncology	10
Sociology	21
Confirmed number of faculty in these units	976, % of total faculty
	44.2

3a. Breakdown of 28 units reporting that gender equity is addressed as part of a general concern with salary inequities: Faculty Members

Law Library	7
Health Science Library	21
Academic Affairs Library	91
Institute of Government	32
Anesthesiology	34
Dermatology	8
Social Medicine	10
Biostatistics	24
Maternal and Child Health	10
Nutrition	21
School of Law	36
Biomedical Engineering	8
Pharmacology	29
Physiology	25
School of Nursing	56
School of Business	81
Mathematics	33
Religious Studies	13
Linguistics	6
Dramatic Art	12
Philosophy	19
Geology	13
Communication Studies	22

Art	18
Biology	44
City and Regional Planning	15
Sociology	21
Confirmed number of faculty in these units:	709, % of total faculty 30.5

3b. Units reporting that gender equity is addressed as a specific concern of salary decisions;

	Faculty Members
School of Medicine	852
Health Behavior and Education	11
Health Policy and Administration	21
History	42
Biochemistry and Biophysics	30
Microbiology and Immunology	31
Confirmed number of faculty in these units	987, % of total faculty 44.7

4a. Units reporting that salary compression is addressed as part of general concern with salary inequities:

	Faculty Members
Social Medicine	10
Pharmacology	29
Physics & Astronomy	32
Geology	13
Germanic Languages	10
Political Science	31
Biology	44
City and Regional Planning	15
Computer Science	30

Confirmed number of faculty in these units 214, % of total faculty 9.7

4b. Units reporting that salary compression is addressed as a specific concern in salary decisions:

	Faculty Members
School of Medicine	852
Biostatistics	24
Health Behavior and Education	11
Health Policy and Administration	21
Maternal and Child Health	10
Nutrition	21
School of Law	36
Law Library	7
Health Science Library	21
Academic Affairs Library	91

Institute Of Government	32
Biomedical Engineering	8
Biochemistry and Biophysics	30
Microbiology and Immunology	31
School of Nursing	56
School of Journalism	30
Classics	14
Chemistry	35
Religious Studies	13
Psychology	44
Communication Studies	22
Sociology	21
Economics	28
Romance Languages	32
School of Information and Library Science	14

Confirmed number of faculty in these units **1504**, % of total faculty **64.7**

Part B. Summary of Unit Heads' Assessments of the Usefulness of Faculty Salary Policies

1. Unit heads were asked to evaluate the usefulness of their Faculty Salary Policies; 54 unit heads responded:
 - 8 unit heads provided no assessment of their policies beyond statements of compliance with the directives of the Provost and Chancellor.
 - 1 chair provided no assessment of usefulness but did criticize the units current policy for involving only full professors in the process.
 - 3 unit heads found the policies useless, saying they merely created another bureaucratic layer.
 - 2 unit heads said the policies were not useful since they replicated existing unit policies.
 - 5 unit heads found the policies to be of very limited use, citing the availability of funds for salary increases (as opposed to a clear salary policy) as a more significant consideration in resolving salary problems.
 - 37 units heads found the policies useful, but the assessments of usefulness ranged from "minimal" and "probably" to "very" and "extremely."

2. Eleven unit heads, who found the policies useful to some degree said they were essentially replications or codifications of existing salary procedures and practices. Despite the redundancy, unit heads said adoption of written policies:
 - reminded faculty of performance expectations
 - provided an opportunity for open discussion
 - formalized existing practices
 - assured faculty they had recourse in case of unfair decisions.

3. Among the other 26 units that reported the policies useful, the reasons cited were wide-ranging. Unit heads perceived salary policies as serving a number of functions, viz:
- in multi-division/departement units, as means of establishing a degree of uniformity across different parts of the unit;
 - in individual departments, as means of ensuring consistency;
 - as instruments for establishing and communicating standards and norms in units;
 - as processes for ensuring fairness in decisions;
 - as systematic means of performance assessment;
 - as provision of support for unit heads decisions;
 - as provision of protection for individual faculty interests;
 - as a mechanism for mitigating discontent;
 - as a mechanism for sustaining unit cohesiveness;
 - as provision for advising chairs on decisions.

4. In addition to these comments, a number of unit heads noted the following to be factors in shaping their assessment of their units salary policies:
- unit size seemed critical, especially for smaller units, where decisions more easily approach the ideal of consensus;
 - the degree and character of collegiality in a unit was occasionally cited as a factor in determining the usefulness of the units salary policy;
 - the extent of long-standing conditions of salary compression or inequity was seen as crucial in rendering salaries policies effective or moot;
 - constraints imposed by higher levels of administration were cited as limiting the ability of departments to adhere to their policies;
 - money, money, money. Lack of adequate salary funds to address salary concerns was frequently noted as a constraining condition.

CONCLUDING NOTE: There are major differences in the length and specific guidelines of the salary policy statements that the various units have forwarded to the Welfare Committee. The information about the issues listed here often includes more diversity and nuance than those broad categories suggest, but the unit heads generally report that their salary policies seem to be working to the satisfaction of their colleagues. Although department chairs and Dean/directors remain the key decision makers in virtually every unit, the Committee noted a general trend toward more salary review committees and more faculty input on salary policies.

This report was prepared by a sub-committee of the Faculty Welfare Committee. We wish to thank Lynn Williford, OIR, for providing data on unit sizes.

Diane Kjervik
Lloyd Kramer
Stephen Leonard
Ruth Walden
Steven Bachenheimer (Chair)

Survey of Salary Policies at UNC-Chapel Hill as of 1/29 /99

UNIT	POLICY	FACULTY CONSULTATION	FACULTY REDRESS	GENDER EQUITY	COMPRESSION
Law Library	As of 5/7/96	<p>"The director, in consultation with the librarians is responsible for formulating a written policy to guide recommendations for librarian salaries and salary increases. Consultation between the Director and the librarians regarding the development of a salary policy occurs through both formal and informal meetings with individual librarians. Consultation on a group basis occurs during monthly librarians meetings."</p> <p>Also there is a salary policy committee.</p>	<p>"Each fall .. the Director distributes information to all librarians... on their individual salaries and the general basis on which salary increases were allocated...A list of librarian salaries is distributed to librarians annually. The Director entertains comments and questions from librarians about this information upon request."</p>	Salary inequities discussed generally	Specifically addressed
Health Sciences Library	As of 7/25/96	Very similar to above	Very similar to above; also refers to University Faculty Grievance Committee	Salary inequities discussed generally	Specifically addressed
Academic Affairs Library	As of 10/15/96	Reference to, salary policy committee only.	As above: the Director distributes information to all librarians... on their individual salaries and the general basis on which salary increases were allocated, But: no reference to entertaining comments.	Salary inequities discussed generally	Specifically addressed
Institute of Government	As of 6/11/97	Faculty Salary Committee elected by faculty advises Director on policies and procedures after salary levels are set annually	Initially to the Director, then the Faculty Grievance Committee	Equity to address salary differential resulting from discrimination is noted	Specifically addressed

UNIT	POLICY	FACULTY CONSULTATION	FACULTY REDRESS	GENDER EQUITY	COMPRESSION
School of Medicine Anesthesiology	As of 10/97	Consult for policy	Not addressed	Inequities addressed generally	Not addressed
Biomedical Engineering	As of 8/15/99	Salary level set by Chair with consultation from senior faculty members when appropriate. Salary policy formulated by a three person committee (one Professor, one Associate Professor, and one Assistant Professor) elected by faculty; recommendation taken to faculty who approve the salary policy	Faculty member first brought to Chair; if further disagreement, appeal may be taken to senior faculty for their recommendation to Chair. Further appeals to follow SOM and campus guidelines	Inequities addressed generally	Specifically addressed
Biochemistry & Biophysics	As of 8/15/97	Specifically addressed	Not addressed	Specifically addressed	Specifically addressed
Cell Biology & Anatomy	As of 10/97	No faculty salary committee	Not addressed	Not addressed	Not addressed
Dermatology	As of 10/97	Consult on salary	Not addressed	Inequities addressed generally	Not addressed
Emergency Medicine	Yes 10/97	Consult on policy	Not addressed	Not addressed	Not addressed
Family Medicine	As of 10/97	Consult on part of salary	Not addressed	Inequities addressed generally	Not addressed
Allied Health Sciences	As of 12/97	Consult about the policy	Not addressed	Not addressed	Not addressed
Medicine	As of 11/11/97	Not addressed	Specifically addressed: discussion with Division Chief and Chair and faculty member; if not resolved, faculty member may take issue to "appropriate" department committee	Specifically addressed	Specifically addressed
Microbiology & Immunology	As of 10/97	No faculty committee on salary policy	Faculty committee addresses complaints related to salary	Specifically addressed	Specifically addressed

UNIT	POLICY	FACULTY CONSULTATION	FACULTY REDRESS	GENDER EQUITY	COMPRESSION
Ophthalmology	As of 9/15/97	Not addressed specifically, but faculty may respond to Chair's policies	Not addressed	Not addressed	Not addressed
Obstetrics and Gynecology	In process				
Orthopedics	In process				
Pathology and Laboratory Medicine	As of 10/97	Not addressed	Not addressed	Not addressed	Not addressed
Pediatrics	In process				
Pharmacology	As of 1/98	No faculty committee on salary policy	Specifically addressed; elected salary grievance committee (3 faculty members) hear complaints of individual faculty members about salary; Chair receives report of committee and makes final decision	Inequities addressed generally	Inequities addressed generally
Physical Medicine & Rehabilitation	As of 10/97	Consult on policy	Not addressed	Not addressed	Not addressed
Physiology	As of 10/97	Not addressed	Specifically addressed	Inequities addressed generally	Not addressed
Psychiatry	As of 2/98	No faculty committee on salary policy	Not addressed	Not addressed	Not addressed
Radiation Oncology	As of 10/97	Chair consults with Division Chief when such Chief exists; no faculty salary policy committee	Faculty member can discuss concerns with sub-Chairs or appropriate committees in the SOM and university level	Not addressed	Not addressed
Radiology	Yes 10/97	Not addressed	Not addressed	Not addressed	Not addressed

UNIT	POLICY	FACULTY CONSULTATION	FACULTY REDRESS	GENDER EQUITY	COMPRESSION
Social Medicine	As of 6/97	The chair will be available to answer questions about principles and criteria. No faculty salary policy committee.	Chair responds to individual inquiries about salary adjustments	Inequities addressed generally	Inequities addressed generally
Surgery	As of 10/97	Consult on policy	Not addressed	Not addressed	Not addressed
School of Pharmacy	As of 4/16/97	Salary policy committee elected by faculty provides input to the Dean to formulate and implement salary policy	Not addressed	Not addressed	Specifically addressed
School of Nursing	As of 3/96	Faculty policy review committee elected by faculty reviews pressure of market trends on salary levels	Not addressed	Minority status is considered for salaries of new hires	Specifically addressed
School of Public Health Biostatistics	As of 10/97	No faculty committee to consult on salary policy	Not addressed	Salary inequities discussed generally	Specifically addressed
Environmental Science & Engineering	In process				
Epidemiology	As of 5/21/97	Faculty provided input in the development of salary policy	Not addressed	Not addressed	Not addressed
Health Behavior & Health Education	As of 10/97	Not addressed	Not addressed	Specifically addressed	Specifically addressed
Health Policy & Administration	As of 10/97	Chair examines annual reports submitted by faculty members; no faculty committee reviews or develops salary policies	Not addressed	Specifically addressed	Equity adjustments made for differences in salary levels for faculty of the same rank and level of accomplishments

UNIT	POLICY	FACULTY CONSULTATION	FACULTY REDRESS	GENDER EQUITY	COMPRESSION
Maternal & Child Health	Yes 10/97	Not addressed	Not addressed	Salary inequities discussed generally	Equity adjustments made for differences in salary levels for faculty of the same rank and level of accomplishments
Nutrition	9/1/98	Chair, Full Professors and division directors meet to discuss faculty performance; Chair incorporates their input into evaluation of performance and salary decision	Not addressed	Salary inequities discussed generally	Addressed specifically
School of Dentistry	none submitted as of 1/26/98				
School of Journalism & Mass Communication	As of 9/20/96	An elected faculty committee on faculty salary with four members reviews salary increases after Dean has made the decision and consultation cases that do not follow written policy or show inconsistencies	University Grievance Procedure	Not addressed	Specifically addressed
School of Education	As of Spring, 1997	Faculty Advisory Committee elected by faculty advises Dean on general salary policy	Not addressed	Not addressed	Not addressed
School of Social Work	As of 11/96	Personnel committee elected by faculty sets criteria for tenure and promotion which are used by Dean to decide salary levels	Not addressed	Not addressed	Not addressed
Law School	As of 10/24/96	Consultation by Dean with a three-person committee elected by faculty on overall salary structure	Not addressed	Inequities from discrimination addressed generally	Specifically addressed

UNIT	POLICY	FACULTY CONSULTATION	FACULTY REDRESS	GENDER EQUITY	COMPRESSION
School of Business	As of 8/15/96	"Senior associate dean and area chairs meet with individual faculty to provide feedback"	Not addressed	Salary inequities addressed generally	Not addressed
College of Arts & Sciences Mathematics	As of 5/95	Salary Advisory Committee	Not addressed	Salary inequities addressed generally	Not addressed
Statistics	As of 9/95	Advisory Committee evaluates faculty performance and recommends ideal salary level for each faculty member; Chair averages recommended salary and adjust average	Not addressed	Not addressed	Not addressed
Religious Studies	As of 4/30/96	Faculty Salary Committee elected from tenured faculty to advise the Chair regarding salary increases for faculty other than committee members	Not addressed	Salary inequities addressed generally	Specifically addressed
Linguistics	As of 11/94	Chair consults with faculty in the case of countering an outside offer; no regular consultation with Chair by faculty committee	Not addressed	Salary inequities addressed generally	Not addressed
Comparative Literature	As of 12/94	Not addressed	Not addressed in current plan	Not addressed	Not addressed
Anthropology	As of 4/97	Advisory committee ranks faculty members (top, middle, bottom) for salary recommendations	Personal evaluations are given on request	Not addressed	Not addressed
Physics and Astronomy Dramatic Art	As of Spring/98	No faculty salary policy committee	Not addressed	Not addressed	Inequities addressed generally
	As of 4/29/97	Not addressed	Not addressed	Salary inequities addressed generally	Not addressed

UNIT	POLICY	FACULTY CONSULTATION	FACULTY REDRESS	GENDER EQUITY	COMPRESSION
History	As of 1995	Salary review committee of elected members evaluates quantity and quality of scholarship, and also ranks productivity; sends rankings to the Chair	Not addressed	Specifically addressed	Not addressed
Leisure & Recreation	As of 1995	Faculty adopted salary policy	Not addressed	Merit money not to be used to address inequities which should be handled at College level	Not addressed
Philosophy	As of 11/94	"Faculty members are entitled to discuss with the chair the basis of his or her salary recommendation for the faculty member in question."	"If he or she is unhappy with the chair's recommendation, he or she can protest the recommendation to the chair and seek some reconciliation from the chair. If this proves unsatisfactory, the faculty member may bring the protest to the Dean. If this proves unsatisfactory, the faculty member may initiate a formal grievance with the Faculty Grievance Committee."	Salary inequities addressed generally	Not addressed
Geology	As of 12/94, developed by chair	Not addressed	Not addressed	Reference to inequities	Reference to inequities
Germanic Languages	As of 11/94	Chair consults with full professors	Not addressed	Not addressed	Inequities addressed generally
Marine Sciences	As of Fall, 1995	Chair meets with tenured faculty to receive information about the performance of untenured faculty	Faculty member may request meeting with the Chair to discuss salary	Not addressed	Not addressed
Geography	As of Fall, 1997	A merit review committee elected by tenure track faculty meets after annual report by faculty to recommend merit raise levels	Not addressed	Not addressed	Not addressed

UNIT	POLICY	FACULTY CONSULTATION	FACULTY REDRESS	GENDER EQUITY	COMPRESSION
Political Science	As of 11/11/94	A five person advisory committee appointed by Chair reviews criteria to be used in salary decision (rank, merit, and market awareness) and advises Chair about criteria	Not addressed	Not addressed	Discussed generally
Psychology	As of 12/19/94	A six-person department evaluation committee chosen by Chair from list generated by faculty evaluates faculty annually, creates merit score which is used for basis of salary raise, and submits report to Chair	Not addressed	Not addressed	Addressed specifically
English	As of 12/12/94	Chair sought input about creating salary committee, but majority of faculty expressed no interest in establishing a committee	Not addressed	Not addressed	Not addressed
Communication Studies	As of 12/7/94	All faculty discuss and approve general salary policies; Chair presents recommendation for salary level to Departmental Budget Committee (comprised of all Full Professors and one elected representative from lower ranks; Committee then concurs or suggests change to Chair; Chair then sends recommendation to the Dean	Not addressed	Inequities discussed generally	Specifically addressed
Art	12/2/94	Chair consults with Full Professors about performance and salary increases for untenured faculty for the year	Not addressed	Addressed generally	Not addressed

UNIT	POLICY	FACULTY CONSULTATION	FACULTY REDRESS	GENDER EQUITY	COMPRESSION
Biology	11.28.94	Not addressed	Not addressed	Inequities addressed generally	Inequities addressed generally
Curriculum in Asian Studies	As of 11/30/94	Elected salary committee on curriculum chair on annual salary adjustments, discusses salary policies and evaluates the performance of core faculty	Not addressed	Not addressed	Not addressed
Slavic Languages and Literature	As of 11/16/94	No faculty consultation on salary policy	Not addressed	Not addressed	Not addressed
City & Regional Planning	As of 5/4/95	No faculty salary committee	Not addressed	Equity discussed generally	Equity discussed generally
Computer Sciences	As of 4/27/95	No faculty salary committee	Not addressed	Not discussed	Equity discussed generally
Sociology	As of 12/15/94	Executive Committee may consult with Chair about salary policy	Executive Committee serves as review committee to hear faculty complaints about salary insufficiency	Affirmative action discussed generally	Addressed specifically
Physical Education, Exercise and Sports Science	Date not specified	No faculty salary committee	Not addressed	Not addressed	Not addressed
Economics	As of 12/8/94	Salary policy reviewed each year by Full Professors; Chair sets salary levels in consultation with Personnel Committee; Chair consults with Full Professors each year prior to setting salary levels to discuss priorities and needs for salary adjustments	Not addressed	Not addressed	Addresses need to consider market in setting salary levels

UNIT	POLICY	FACULTY CONSULTATION	FACULTY REDRESS	GENDER EQUITY	COMPRESSION
Classics	As of 5/22/95	Faculty discussed and approved salary policy which gives Chair authority to set salary levels, "without the involvement of colleagues."	Not addressed	Not addressed	Addressed specifically
Romance Languages	As of 1/10/98	Faculty developed a statement of principles for salary recommendations and adopted the following response to the Faculty Council's directive: "We express our approval of the Faculty Council's adopting mechanisms for monitoring faculty salary distribution provided that the mechanisms be a simple as possible and representative as possible of each department's interests."	Not addressed	Not addressed	Addresses market competition generally
Chemistry	As of 11/23/94	Full Professors advise the Chair regarding appropriate salaries for faculty; Chair recommends salary level to Dean and informs faculty member of the salary recommendation after approval of the recommendation by the Dean	Not addressed	Not addressed	Competitive market considerations addressed
Curriculum in Women's Studies	As of 9/1/98	Faculty meet in May to discuss how to allocate salary increments; Chair follows faculty's recommendation but holds 1% of salary pool to distribute at Chair's discretion	Not addressed	Not addressed	Not addressed

UNIT	POLICY	FACULTY CONSULTATION	FACULTY REDRESS	GENDER EQUITY	COMPRESSION
School of Information and Library Science	As of 9/2/98	<p>Faculty elect three persons (one Assistant Professor, one Associate Professor and one Full Professor) to a Faculty Salary Policy Committee which ensures that the written salary policy is on file, receives a list of salary increases for each faculty member from the Dean each year, consults with the Dean about trends that are inconsistent with the written salary policy and appraises the Dean's performance in implementing salary policy; Committee and Dean invite faculty to submit comments about policy at any time; faculty review the policy every other year to determine whether revisions are needed; faculty vote on changes to the policy</p>	Faculty are to follow University grievance procedure regarding specific complaints about salary adjustments	Not addressed	Addressed specifically

EXECUTIVE SUMMARY

The University of North Carolina Report of the Faculty Benefits Study Group

In November 1998, the President appointed a Faculty Benefits Study Group to assess the status of the University of North Carolina fringe benefits package. The Study Group's charge was to conduct a benefits study and collect comparative data on fringe benefits. The primary purpose of the study was to determine how the University's benefits plans compare with peer institutions across the country and identify any deficiencies in the University's benefits packages.

The Study Group met one time in December 1998 and two times in January 1999, and reviewed the existing University benefits plans; examined the competitiveness of faculty salaries versus total compensation (salary and benefits) at the University compared with other AAUP, AAU and Research I institutions; collected data from various resources on state retirement plans, optional retirement programs, and state health plans across the country; and made recommendations for improving the University's benefits plans. The primary focus of the study was on employer-provided benefits as part of total compensation. After identifying a number of deficiencies, the Study Group devised a conservative plan of action to improve the University's benefits package and position the University within the top one-third of other peer institutions.

Recommendations of the Study Group are summarized below:

The first set of recommendations pertains to improvements in the North Carolina Teachers' and State Employees' Retirement System (TSERS) as follows:

Recommendation 1: Seek legislative action to increase the TSERS benefit formula multiplier of 1.80% to 2.0%.

Recommendation 2: Seek legislative action to decrease the employee contribution rate from 6.0% to less than 4.0%.

Recommendation 3: Seek legislative action to reduce the Final Average Salary (FAS) period to three years.

The second set of recommendations pertains to the University of North Carolina Optional Retirement Program (ORP) as follows:

Recommendation 4: Seek legislative action to reduce the employee's contribution rate from 6.0% to 4.0% and increase the employer's contribution rate from 6.84% to 9.29%.

Recommendation 5: Seek legislative action to allow immediate vesting of employer contributions.

Recommendation 6: Seek approval from the Board of Governors of the University of North Carolina to allow 100% cashability of employer contributions at retirement. This recommendation would require extensive communication between the ORP participant and the University that a portion of the ORP benefit must be annuitized if the employee wishes to continue coverage under the State Health Plan at retirement.

The third set of recommendations pertains to the State of North Carolina Comprehensive Major Medical Plan as follows:

Recommendation 7: Seek legislative action to increase the total cost paid by the State for indemnity coverage from 40% to the national average of 69%.

Recommendation 8: Seek legislative action to provide an employer-funded flexible compensation plan and fund it for each employee based on the current cost to the employee for employee-children coverage under the Comprehensive Major Medical Plan (\$90.12 per month). This type of arrangement would provide employees with an opportunity to spend these dollars as they choose and decide among the benefits, levels of coverage, and form of compensation (cash, savings, or benefit purchases). For example, employees who do not need to cover family members under the health insurance plan may use this \$90 toward the cost of other University taxable and non-taxable benefits. For HMO participants, this would help to defray the cost of employee-only coverage.

Recommendation 9: The Study Group recommends that the President consider forming a coalition of University representatives and interested groups, such as representatives from the Public School System, the Community College System, the State Employees' Association of North Carolina (SEANC), and the NC Retired Governmental Employees Association (NCRGEA), to work together to develop a strategy for approaching the General Assembly with regard to the State providing a subsidy for family coverage. It would also be beneficial to explore the possibility of offering an employee and spouse type of coverage.

The Study Group identified other areas that may warrant further study, but due to time constraints the scope of this study was limited.

February 23, 1999
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 (Elected by the General Faculty)

1998-1999 ANNUAL REPORT

MEMBERS: Harold E. Aldrich (1997/8-1999/00); Lucia Binotti (1997/98-1999/00); James M. Coggins (1996/7-1998/9); Alice Cotten (1998/9-2000/1); Louise A. Dolan (1997/8-1999/00); David A. Hammond (1996/7-1998/9); John Hammond (1998/9-2000/1); William J. Kier (1998/9-2000/1); James L. Leloudis (1998/9-2000/1); M. Catharine Newbury, Chair (1996/7-1998/9); Jack M. Sasson (1996/7-1998/9); Thomas A. Stumpf (1998/9-2000/1); Dorothy Verkerk (1997/8-1999/00); Brent W. Wissick (1998/9-2000/1); *Graduate Student representatives:* Lora Holland (1998/9), Aaron Redalen (1998/9); *Undergraduate Student representative:* Wendy Anderson (1998/9); *Ex officio:* Linda Dykstra, Richard J. Richardson, Joe A. Hewitt; *Alternate members:* A. Conrad Neumann (Spring 1999)

MEMBERS LEAVING DURING PAST YEAR: Linda S. Drake (1995/6-1997/8); Don Madison (1995/6-1997/8); Terry E. Rhodes (1995/6-1997/8); Peter M. Smith (1995/6-1997/8); Richard Superfine (1995/6-1997/8); James A. Wilde (1995/6-1997/8)

NUMBER OF ANNUAL MEETINGS: Seven

REPORT PREPARED BY: M. Catharine Newbury and Joe A. Hewitt
 Not reviewed by full Board this year.

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

PREVIOUS FACULTY COUNCIL RECOMMENDATIONS OR QUESTIONS: None

Overview of Activities

The Library's State funding for materials improved in FY 1998/99, principally through one-time appropriations that may not be renewed in the coming fiscal year. Funding was approved for the renovation of the House Undergraduate Library. Current plans call for vacating House during the summer of 1999. Modifications to Davis and Wilson Libraries are being made to accommodate UL services during the transition. Programs to provide access to electronic resources were expanded during the year. Planning is under way for enhanced Library support for teaching and learning through new information literacy programs. A major bequest received in FY 1998/99 will support the preservation of Library materials. Salaries for Librarians continue to be a problem for the recruitment and retention of professional staff.

Materials Budget

The situation with respect to the library materials budget is complicated. In the fiscal year 1997/98, the Libraries purchased over 12,000 fewer monographic volumes than in the previous year. Indeed, in total dollars expended the Libraries, including Health Sciences and the Law Libraries, spent \$512,000 less on library materials than in 1996/97. Several factors caused this reduction. First, significant funding for the purchase of monographic materials in the Academic Affairs Library, made possible by a gift from Walter Davis, was completely used by the end of FY 1996/97 and thus not available in FY 1997/98. Second, there were reductions in one-time supplemental funding that had been made available to the Health Sciences Library in past years. Third, while the Libraries

received an increase from the Legislature for inflation and library materials, that increase was offset by a reduction in funding available from campus sources.

In the current fiscal year, 1998/99, the library materials budget has experienced considerable growth as compared to last year. This growth, which will certainly restore the 1996/97 purchasing level and perhaps exceed it, is a result of one-time appropriations from the Legislature for library support and the provision of one-time monies for collections and technology infrastructure from the "one-percent reversion fund" that the University was permitted to retain and spend by the Legislature. This one-time funding enabled the Library to maintain its current serials and standing orders and to purchase monographs at a level that can support teaching and research needs of the University. It was not sufficient to expand purchase of monographs for the support of new and emerging disciplines or to restore serials cut in previous years and to add serials that support new and important disciplines.

While funding for materials surpassed the Library's initial expectations for this year and advanced the collections, the outlook for next year raises concerns about the Library's ability to continue to build collections which adequately support the teaching and research needs of faculty and students. In the Academic Affairs Library, \$612,000, or 9.3% of this year's library materials budget consists of one-time funding from the Legislature and the University. The Law and Health Sciences Libraries' budgets also include significant non-recurring allocations. The Governor's budget proposal does not include any new funding for libraries and does not include the non-recurring funding from 1998/99. Inflation for scholarly materials in both print and electronic format far in excess of the Consumer Price Index is expected to continue unabated. Even if the Library's continuing state budget is not cut, the loss of State and University one-time funds will require the Library to cancel large numbers of serial titles and to reduce significantly the purchase of monographs. The Library faces a period of severe retrenchment and decline for the collections unless the current scenario for next year's budget can be dramatically altered.

Committees of the Administrative Board of the Library

At its first meeting, the Board agreed to reorganize its committee structure to reflect significant changes in issues and services. Committee operations were streamlined by reducing the number of standing committees from seven to three and by consolidating committees with highly specialized or time-limited charge. The new structure consists of:

- Collections Committee - incorporates the work of the former Budget Committee, Manuscripts Committee, Research Fund Committee, Serials Committee, and General Sciences Committee, all of which dealt with some aspect of the Library's collections programs.
- Policies and Services Committee - incorporates the work of the former Faculty Studies Committee and Library Appeals Committee. Will also deal with loan periods and fines, service issues such as departmental library support, undergraduate library services, and cooperative programs. The new committee actively solicited comments and suggestions from faculty and graduate students during the year.
- Scholarly Communications Committee - will deal with emerging areas of copyright and intellectual property, electronic resources, library publishing ventures, and related issues.

During the year, a Student Library Advisory Board was formally convened by Student Government, although the Board has not yet met. Its activities will parallel those of the Administrative Board, focusing on issues of concern to students.

Copyright

As part of its October, 1998 meeting, the Board invited Professor Robert Peet to discuss the final report and recommendations of the University Committee on Copyright. Board members identified several concerns which were brought to the attention of Faculty Council. In particular, the Board felt that the proposed general policy statement, intended to promote assertion of fair use principles, required clarification or revision: 1) The Board found that the phrase "Attorney General generally provides legal representation for employees sued," implies that such representation might be withheld in certain instances, even from employees who believe themselves to have exercised in good faith the fair use provisions of copyright law; 2) The Board encouraged verification that the "insurance" provided to University employees would cover legal fees as well as damages and, if not, requested

reinstitution of the inexpensive, voluntary insurance once available as part of the group plan; 3) The Board urged that protections afforded graduate students who teach be clarified, as these students are not considered to be employees of the University. The Board also expressed concern that proposed copyright restrictions affecting library reserves would force students to spend more on coursepacks. Other recommendations of the Copyright Committee, including establishment of an Office of Scholarly Communication, met with the approval of Board members. Adoption of a statement indicating the University's willingness to participate in large-scale, multi-institutional initiatives to explore alternative copyright models for journal articles was considered especially important. Such a policy will position the University and the Library to seek innovative solutions to the copyright and scholarly communications issues which have driven up the price of publications and which threaten the Library's ability to keep pace with escalating materials costs.

Undergraduate Library Renovation

As part of the 1998 budget agreement, the State Legislature appropriated \$9.3 million to renovate the House Undergraduate Library. This represents the full amount requested by the University and will cover all construction costs. A volunteer fundraising committee, led by Ed Pleasants of Winston-Salem, is working to raise an additional \$5 million, of which \$1 million has been earmarked for furnishings and state-of-the-art equipment. The remaining \$4 million will fund an endowment in support of undergraduate library services. Many individuals were instrumental in helping to secure funding for this project, including local legislators, members of the fundraising committee and Friends of the Library, student leaders and early contributors to the fundraising campaign.

The renovation project is expected to begin with the closing of the Undergraduate Library in fall, 1999. Comprehensive plans have been adopted to relocate collections and services to Wilson and Davis Libraries. In preparation for the transition, a significant shift of materials has been initiated in Davis Library, the first such shift since Davis opened in 1984. All Undergraduate Library services, including classroom instruction, reserves, and showing of films, will be assured through other service points. During the renovation period, Davis Library will provide 24-hour service. Although the renovation will inevitably cause disruption, this redesign is long overdue. When it reopens in spring, 2001, the Undergraduate Library will feature fully-equipped spaces for hands-on instruction, specially configured group and individual study areas, a redesigned reference area, and state-of-the-art facilities where faculty and librarians will be able to consult and to work cooperatively. Existing services will move into spaces correctly configured to account for the changes which have affected libraries since the Undergraduate Library opened in 1968. The renovation is intended to create a teaching library which will support student learning and will prepare undergraduates for today's information-rich academic and work environment.

Development

The Library received the world's foremost collection on the kidney, a gift from the widow and family of the collector, Karl Gottschalk. The much sought-after collection has great importance for the history of science and medicine, and for the study of the printed book. A special alcove has been created to house the collection in the Rare Books reading room, and an endowment has been established for acquiring additions to the collection.

This year, the Library also received the \$3.4 million bequest of the late Winston-Salem businessman Thomas Jack Lynch for the preservation of library materials. The Library has used the money from the estate to create the Lynch Endowment. The annual interest will be used for a wide variety of preservation activities such as restoring old and damaged materials, microfilming brittle and crumbling books, restoring photographic negatives, and re-mastering failing audio and video recordings.

Electronic Collections

The Library devoted considerable resources during the past year to building and enhancing access to its growing electronic collections. Among the many electronic products added were:

- *ISI Citation Databases (Web of Science) backfiles (1980-87); includes Science Citation Index Expanded, Social Sciences Citation Index, and Arts & Humanities Citation Index*
- *Academic Universe, Statistical Universe, and Congressional Universe*
- *American Chemical Society and American Physics Institute publications*
- *Annual Bibliography of English Language and Literature*

- BIOSIS
- Columbia International Affairs Online
- GeoRef

Ongoing memberships in JSTOR and Project Muse continue to make full-text versions of scholarly publications available to the Library's patrons via the Internet. As of March, 1998 the Library also benefits from access to the resources made available through the NC LIVE initiative, including numerous North Carolina newspapers. Davis Library houses one of the servers used for this statewide program and Library staff were instrumental in selecting and negotiating licensing agreements for NC LIVE resources.

The benefits of this active growth in electronic resources are significant for research and teaching. While much of the information available free of charge over the World Wide Web is at best disorganized and of dubious quality, the Library applies to the electronic products which it purchases or to which it subscribes the same stringent standards for evaluation and selection as it uses in acquiring print publications. It is through this concerted collection development effort that the Library works to ensure the availability of reliable online resources for students and faculty. In addition, the Library produces original high-quality electronic content through projects such as the ongoing *Documenting the American South*.

These efforts represent a significant and rapidly increasing cost center for the Library. The electronic products purchased by the Library do not replace, but rather supplement and expand the existing, and likewise growing, print collections. In 1997-98, the Academic Affairs Library alone spent \$863,831 for electronic resources, including both one-time purchases and acquisition of new or maintenance of continuing subscriptions. Licensing issues continue to present difficulties: In many cases, publishers have sought to include unfavorable terms in purchase agreements, such as high surcharges, restrictions on access, and provisions which would limit the rights of scholars, faculty, or students to use materials as allowed by fair use provisions of the U.S. Copyright Law. The Library furthermore has devoted considerable staff effort to make electronic resources readily and widely available. The new online lists of the Library's "Electronic Indexes and Databases" and "Electronic Journals," for example, represent many months of work and require continuous updating and maintenance.

Support for Teaching and Learning

While the proliferation of new electronic resources benefits the Library's users in many ways, it also presents significant difficulties. Students are particularly likely to feel overwhelmed by the information options available to them at UNC-CH. The ability to locate needed information in the vast universe of print, electronic, and other media, to evaluate it critically, and to use it effectively represents a nexus of competencies critical to the realization of most academic, personal, and professional goals. Mastery of these lifelong learning skills is certainly fundamental to effective learning. As part of its mission, the Library has historically provided instruction and interpretation in the use of Library materials to support patrons' varied research, teaching, and learning goals. The rapid rate of growth and change in resources, however, calls for evolving methods and a broader, systematic approach to instruction. The upcoming Carolina Computing Initiative also promises to place more information power directly in the hands of students, provided they learn to master its potential.

In order to study these issues, the Academic Affairs Library convened a Task Force on Information Literacy to recommend the ways in which the Library could bring its traditional strengths and expertise to bear in support of teaching and learning activities within this emerging climate. As part of its work, the Task Force spoke extensively with faculty members and students in focused roundtable discussions. The result has been an ambitious plan to address identified needs and help better prepare students for the challenges they face both within and beyond the classroom. On the one hand, the plan calls for making use of information technologies in order to deliver current, personalized assistance, guides, and gateways to students through an online student library and information "Toolkit." At the same time, the Task Force considers preserving the Library's traditional emphasis on the "human touch" to be a priority and seeks to accompany the Toolkit with broadened instruction and outreach initiatives. The renovation of the Undergraduate Library will greatly facilitate many of these programmatic goals.

Above all, the Library Task Force proceeded from the premise that any new or expanded service ought to grow directly from local needs and contexts, and be well integrated with University priorities. To that end, the final

report emphasizes partnerships, networking, and seeking of opportunities to support the classroom goals which faculty have for their students. Implementation of the plan is already under discussion, although addressing the full range of services which have been requested and which the Library could conceivably provide will depend in large part upon budgetary considerations and the ability of the Library to create new positions and invest in program development.

Span of Control Cuts

The Library was severely affected this year by budget decisions based on the State's 1997 "Study of the North Carolina University System Span of Control and Organizational Layers." This commissioned study, based on a textbook management theory of organizational effectiveness, recommended that no position in the organization be more than seven reporting levels removed from the "level one" position (the Chancellor), and identified a benchmark of 5.7 reports per supervisor. Cuts in the University System budget were allocated by General Administration to individual institutions based on the number of staff at or further removed than reporting level 8. Within the University, academic departments were excluded from the study; the Libraries, business and finance departments, and Student Affairs and Auxiliary Services were all included. Based on these cuts, the Library suffered a budget reduction of \$112,761, which was absorbed by eliminating four existing, though currently vacant, staff positions.

In an effort to comply with the benchmarks set by the study, the Library revised its organizational structure. The Library has also expressed to the Provost's office serious concerns about the report's applicability to the Library. In particular, the study fails to account for specialized collections such as the departmental libraries, in which a single librarian may supervise only one or two support staff, or for area studies services which call for highly specialized language and bibliographic skills. The report further disregards the considerable role which students play in Library operations, and the attendant supervisory responsibilities for staff, and it reverses the library's attempts to lengthen the career ladder for SPA employees. Future budget cuts based on the Span of Control study remain an area of significant concern.

Librarians' Salaries

The salaries of librarians at UNC-CH continue to lag significantly behind those of their counterparts at peer and local institutions. In comparison with all 110 member libraries of the Association for Research Libraries, UNC-CH placed 77th in 1997/98. Among the 18 ARL libraries in the South Atlantic region, UNC-CH placed 13th, trailed by Florida, Florida State, South Carolina, Virginia Tech, and Georgia. Among the top 25 libraries on ARL's annual Index, an overall measure of library strength, UNC-CH placed 17th overall, but last in librarian salaries. Salaries trail significantly behind those of librarians at Berkeley and Michigan, our peer institutions, and behind salaries of librarians at Virginia, Duke, and North Carolina State.

Although the UNC-CH libraries have never ranked very high in salaries, this issue is beginning to present real problems for the Library in terms of recruitment and retention, particularly of younger librarians who are more readily mobile. Salary was a primary factor in two resignations during the past year, and it has played a role in several other departures. Prospective librarians with highly prized technology and management skills are finding jobs in the private sector at much higher salaries. The Library is also facing several significant retirements during the next few years and is concerned about its ability to recruit at competitive salary levels.

These trends place the Library at a considerable disadvantage during a time of rapidly evolving needs. In order to maintain the quality of its collections, continue providing the customary high level of service, and develop innovative programs based on electronic technologies, the Library must be able to recruit and retain staff in the national market. Low salaries will seriously undermine the Library's ability to attract and retain the highly skilled professionals who can provide the accustomed level of excellence.

RECOMMENDATIONS FOR ACTIONS BY FACULTY COUNCIL: None

INTELLECTUAL CLIMATE PROGRESS REPORT

To: Richard Richardson, Provost
From: Donna LeFebvre and Libby Evans,
Co-Chairs, Intellectual Climate Implementation Committee
Re: Intellectual Climate Progress Report
Date: March 8, 1999

INTELLECTUAL CLIMATE IMPLEMENTATION COMMITTEE: ORGANIZATION AND MANDATE

In November 1998, the Provost created the Intellectual Climate Implementation Committee (ICIC) to monitor the progress of the recommendations made in the Intellectual Climate Report of 1997 (ICR) and to move forward those recommendations not yet implemented. The committee divided itself into the same six subcommittees constituting the ICR. After discussion regarding the need for measuring the success of the Intellectual Climate initiatives, we decided to create a seventh subcommittee to investigate and create a valid evaluation mechanism. In addition, it was clear to us that to manage this project we would need to create a website, with a web-based grid setting out the ICR recommendations and progress being made. Thus, the eight subcommittees are:

- Inside the Classroom
- Outside the Classroom
- First-Year Experience
- Common Spaces
- Public Service
- Faculty Roles and Rewards
- Evaluation of Intellectual Climate Initiatives
- Website and Web-Based Intellectual Climate Progress Grid

This document is organized according to these divisions. In addition, following the section on Faculty Roles and Rewards, there is a student perspective section, contributed by two student members of the committee, who wished to have their comments set out in a separate section.

We conducted a preliminary review of many of the original ICR recommendations and have listed those that the Provost's Office could implement and fund immediately. At times, we have modified a recommendation, where necessary, or suggested a different strategy, while remaining faithful to the spirit of the original recommendation. One should keep in mind that implementation of the ICR will be an ongoing process with regard to some of the recommendations.

It is essential that the university's space and planning consultants, Eva Klein and Ayers Saint Gross, fold the applicable recommendations of the ICR and of the Implementation Committee into these consultants' reports and plans. This committee urges the Chancellor and Provost to require these inclusions. Equally important is the need for the Provost to include those recommendations in the new development campaign.

1. INSIDE THE CLASSROOM: INTELLECTUAL CLIMATE REPORT RECOMMENDATIONS

1.A. Create a Process for "Continuous Appraisal of Educational Enterprise"

The ICR recommended that an Academy of Distinguished Teaching Scholars be created. The ICIC recognizes that such an academy, as described in the original report, may not be workable, based on the experience of other institutions. However, we also recognize that a pan-university organization made up of excellent teachers should be created for the following reasons:

- (1) to recognize and reward faculty for excellent teaching over a sustained period of time;
- (2) to demonstrate the university's commitment to the importance and value of excellent teachers;
- (3) to be the vehicle for frequent interaction and exchange of ideas between excellent teaching faculty across disciplines and divisions, there being at present no forum for such an exchange;
- (4) to provide, in an organized way, teaching mentors for less experienced faculty or for faculty seeking improvement in teaching and to act as a resource for those faculty and for the university;
- (5) to offer workshops, demonstrations, and symposia on teaching, in collaboration with the Center for Teaching and Learning;
- (6) to serve as a creative resource for the Center for Teaching and Learning; and
- (7) to develop a plan to use financial and other incentives to foster better teaching.

**** Status: Recommendation for Immediate Action by Provost:** We recommend that the Provost immediately create the Pan-University Association of Outstanding Teaching Faculty, dedicated to recognizing and nurturing excellent teaching, and to appoint an acting president to recruit members and develop bylaws, among other duties. Criteria for selection are as follows: The candidate must

- (1) have taught full-time at UNC-CH for at least 10 years;
- (2) have won at least two campus-wide teaching awards; and
- (3) agree to assist the organization in fulfilling its commitments (as set out above) to fellow faculty and to the university.

Candidates may nominate themselves and should be admitted automatically upon a showing of having fulfilled the above eligibility requirements.

1.B. Expand Opportunities for Mentored Learning Experiences by:

1.B. (1) Establishing an Undergraduate Research Opportunities Program

Status: Completed. Recently, the Senior Associate Dean of Arts & Sciences announced the creation of the new Office of Undergraduate Research (OUR), and a search for the director is underway.

1.B. (2) Allowing Credit for Undergraduate Mentored Experiences as Part of a Regular Course with Permission of the Instructor of that Course.

For example, a student taking a three-hour course could expand that same course to four hours, with the instructor's agreement, where the student wanted to pursue a research or service interest connected to the course.

**** Status: Recommendation for Immediate Action by Provost.** We recommend that the Provost immediately refer this recommendation to the Director of the Office of Undergraduate Research for implementation, with the assistance of the Dean of Arts & Sciences.

1.C. Develop Educational Experiences for Cohorts of Students

Status: Pending. In a limited sense, this recommendation will be realized in the FYI Living / Learning Program at Ehringhaus in 1999-2000 to the extent that the same 300 first-year students next fall will be sharing the intense intellectual and cultural experiences that will be part of that program. Plans are also being developed to pilot one or two cohorts, of 20 students each, who will take some of the same courses and live together in the FYI Living / Learning Program. However, the FYI plans are not as extensive as is envisioned in this recommendation.

Recommendation: None at present.

1.D. Encourage Teaching by Active Learning Methods and Access to Active Learning Information

1.D. (1) Encourage Active Learning Teaching:

**** Status: Recommendation for Immediate Action by Provost:** We recommend that the Provost provide 15 new grants of \$1,000 each for 1999-2000 and 2000-01 to the Center for Teaching and Learning (CTL) to be awarded to faculty to attend three active learning workshops over a one-year period, designed to assist the faculty member in transforming the teaching of an existing course to one using primarily active learning methods. In addition, we recommend another 15 new grants of \$1,500 each to CTL for 1999-2000 and 2000-01, to be awarded to faculty to attend two active learning conferences and workshops over a two-year period; these grantees would then be expected, in collaboration with the Center for Teaching and Learning, to assist in workshops, demonstrations, and a symposium on teaching. In the 1998 UNC-CH Graduating Senior Survey, released in January 1999, "numerous suggestions were made [by students] for incorporating more interactive forms of learning" and "specific concerns were raised about lack of creativity in teaching methods and the need to extend beyond traditional lectures." For many faculty members, bringing active learning to the classroom requires considerable planning time in order to change from a more passive mode of instruction to this new method. Faculty members need time, incentives, and assistance to redesign their instructional material to incorporate active learning strategies.

1.D. (2) Expand the Inquiry Track Program:

Status: In progress. This program continues with a small group of interested and devoted faculty members. The creation of the new active learning grants to faculty, as recommended above, will increase the number of inquiry track / active learning courses offered to undergraduates.

1.D.(3) Provide Information about Active Learning Activities and Create Active Learning Databases:

Status: In progress. A great deal of information about active learning is available to faculty at the Center for Teaching and Learning. In nearly all of CTL's workshops for regular faculty and graduate students, active learning principles are strongly promoted, and in one-on-one consultations with faculty members, CTL also promotes active learning strategies. Information about active learning is available on CTL's website, which also identifies many publications and resources.

1.D. (4) Make More Information Available Regarding Faculty Teaching Experiences:

Status: Pending. CTL has agreed to expand its collection of videos of excellent teachers as a resource.

1.D.(5) Make More Information Available Regarding Student Experiences:

Status: Pending. CTL does not have a collection of student educational experience success stories; this information would best be obtained with the help of the Office of Student Affairs. CTL has agreed to contact Student Affairs for assistance in developing such a collection.

1.D. (6) Develop a Database of Active Learning Courses.

Status: Deferred. This committee is uncertain about how such a database would be developed and what its purposes would be.

1.E. Increase Exposure of Active Learning Approaches on Campus

Status: Continuing. CTL has contacted the *University Gazette* about publishing an article highlighting CTL. CTL has agreed to contact *Endeavors* to see if it will publish an article about the connection between undergraduate teaching and research on campus, and it will get in touch with the Office of Undergraduate Research regarding publicity about active learning on campus.

1.F. Reduce Classroom Constraints Affecting the Use of Active Learning Approaches

The Center for Teaching and Learning has been a part of some of the committees that were created to make recommendations to UNC officials about classroom renovation priorities and design. CTL has consistently urged, at these committees' meetings, that classrooms be made compatible with active learning strategies by having good acoustics, quiet air-conditioners, and movable tables and chairs, etc. Often, these recommendations are set aside because they conflict with higher-level recommendations and needs.

**** Status: Recommendation for Immediate Action by Provost:** We recommend that the Provost direct Facilities Planning and Architectural and Engineering Services each to appoint a staff member to consult with the Director of CTL in the construction and renovation of classrooms to assure that active learning needs are considered and incorporated into the construction of new classrooms and the renovation of old ones and to assure that smaller classrooms are technologically enabled. Several classrooms have been renovated with excellent multi-media technology facilities. Unfortunately, many of these are large classrooms that seat 100 students. With the Carolina Computer Initiative (CCI), which encourages laptop computers for all students, it is not clear what a classroom intended to accommodate many laptops would look like. The possibility of wireless instead of wired Internet connection will significantly modify classroom design, and CCI will greatly expand student access to web-based resources.

2. OUTSIDE THE CLASSROOM: INTELLECTUAL CLIMATE REPORT RECOMMENDATIONS

The ICR sets out more than 30 recommendations for improving intellectual life outside the classroom (see ICIC website) under the following five headings:

2.A. Provide Better Information about Events by Creating a Central Clearinghouse for Intellectual Events.

2.A. (1) Create a Campus-wide Events Calendar:

Status: In progress. Work is progressing well toward having a web-based campus-wide events calendar, and this will be completed by Fall 1999. Representatives from the many campus organizations that already publish calendars are on the Calendar Committee, which has met several times to determine what technology-based functions are necessary in order to have one calendar for all campus-related activities, including all intellectual events. This group will approve the final list of necessary functions within a month and then will begin to review commercial products that might meet their requirements. The web-based, campus-wide events calendar is expected to be in production by the major campus calendar publishers by fall 1999. (Libby Evans, co-chair of ICIC, is a member of the Calendar Committee.)

2.A. (2) Identify Current Event-Sponsoring Groups on Campus:

Status: In progress. When the Director and Coordinator for Intellectual Life is hired (see 2.D. below), he / she will need to contact appropriate event-sponsoring groups on campus. However, these groups need to be identified in advance so that contact by the new director can be made immediately; therefore, the ICIC Outside the Classroom Subcommittee will gather information about these groups, by April 30, 1999, and provide that list to the new director.

2.A. (3) Identify All Calendars of Events:

Status: In progress. The new Director and Coordinator of Intellectual Life will also need to be aware of units which publish events calendars. Many campus event sponsors have been identified as work on an events calendar has progressed. However, a comprehensive list will be vital to the new director's job; the Outside the Classroom Subcommittee will gather information about these calendars to submit to the new director by April 30.

2.A. (4) Establish Video Kiosks Around Campus:

Status: In progress. Some activity in this area is taking place as part of the Student Union's renovations, and we will investigate possibilities for kiosks in Lenoir (which may have had network connections installed during the recent renovation). This is a long-term project. No immediate action is necessary.

2.A. (5) Create a Central Information Office for Intellectual Awards and Scholarships for Students:

Status: Completed as recommended.

**** Recommendation for Immediate Action by Provost:** We understand that this office is responsible for information about awards and scholarships which originate off-campus. We recommend that information about on-campus awards, such as the Class of '38, the undergraduate research awards, the Burch Awards and the Phillips Awards, also be collected and distributed by this office to make sure that students are aware of all possible awards for which they may be eligible.

2.A. (6) Create Departmental and Special Interest Electronic Mail Groups and Listservs to Distribute Information about Relevant Events:

**** Status: Recommendation for Immediate Action by Provost:** We recommend that ATN develop a brochure which describes mailing list and listserv resources currently available on campus. We further recommend that this brochure be mailed to deans, directors, and department heads for further distribution to their faculty and staff. The brochure should include a specific reference to the Intellectual Climate Task Force Report recommendation.

2.A. (7) Make More Information about Events Available:

Status and recommendation: The Director and Coordinator of Intellectual Life should routinely encourage event sponsors to widely publicize their events and should provide sponsors with a list of publicity sites.

2.A. (8) Create Better Communication among Event Coordinators:

Status and recommendation: This task should be taken on by the Director and Coordinator of Intellectual Life. Both the Events Calendar and the list of sponsors, which will be collected by the ICIC Outside the Classroom Subcommittee, will facilitate this task.

2.A. (9) Reinstate Funding for 24 by 7, the Weekly Printed Calendar Inserted into the *Daily Tar Heel*.

This is a new recommendation submitted by the ICIC Outside the Classroom Subcommittee. Reduced funding for 24 by 7 has resulted in a calendar which is only published online. A printed calendar will continue to be very important to the campus for some time; therefore, we recommend funding for 24 by 7 for the next two years. We anticipate that the web-based campus-wide events calendar will make publication of a printed calendar substantially easier and perhaps less costly.

**** Status and Recommendation for Immediate Action by Provost:** We recommend that the Provost reinstate funding for 24 by 7 for the next two years at the previous level of \$18,000 per year, which will allow printing and distribution through the *Daily Tar Heel*, and increase funding during 1999-2000 so that 24 by 7 can also be mailed to all faculty and staff, or can be an insert into the *University Gazette* when its mailing dates coincide with the *Gazette's* publication schedule.

2.B. Reform Advising System in Arts & Sciences.

Status: In progress. The entire advising system in Arts & Sciences is being overhauled. In addition, the Dean's office has encouraged departments to improve their departmental advising, and, in response, some departments are changing their internal advising programs.

2.C. Provide More and Better Space for Intellectual Exchange

Status: In progress. (See also information under Common Spaces.) The recommendation regarding a coffee bar at Student Stores has already been integrated into the renovation plan, and more intellectual user-friendly space has also been incorporated into plans for the Student Union renovation and addition. The plans for the renovation of the FYI space at Ehringhaus also include a coffeehouse.

Recommendation: The Coordinator of Common Spaces in Facilities Planning should be charged with making sure that these kinds of recommendations are integrated into all future design plans. (See Common Spaces.)

2.D. Create the Position of University Director and Coordinator of Intellectual Life.

**** Status: Recommendation for Immediate Action by Provost:** The Provost, in consultation with the Associate Dean for Honors, Bobby Allen, and/or the new Director of the Center for Undergraduate Excellence, should create the position of University Director and Coordinator of Intellectual Life. The Provost should also provide funding for a support staff person for the Director. The ICR recommended that a University Director and Coordinator of Intellectual Life be based in the Center for Undergraduate Excellence and have multiple responsibilities affecting intellectual life all across campus. For example, the Director would:

- coordinate the intellectual events calendar;
- link all different kinds of groups and activities;
- publicize and promote intellectual activities;
- foster cultural exchanges;
- administer the funds for special faculty/student intellectual activities outside the classroom;
- administer the fund for faculty/student lunches;
- administer funds for tickets to cultural events and field trips;
- coordinate special activities beyond the classroom between groups;
- create connections between in-class and out-of-class activities; and
- implement the remaining recommendations, with the help of an advisory committee of students, faculty and staff, ranging from awards for departmental advising, to the establishment of a lending library of art, to judging the student competitions for outdoor space projects.

The Director and Coordinator of Intellectual Life could work alongside the Coordinator of Special Scholarships and Intellectual Awards, who is now in the Provost's Office.

2.E. Encourage and Facilitate More Out-of-Class Service Learning, Field Trips, and Student / Faculty Travel.

**** Status: Recommendation for Immediate Action by Provost.** We recommend that the Provost immediately set aside \$10,000 for faculty to use to rent university vans or Chapel Hill Transit buses for field trips for undergraduates in academic courses and for co-curricular activities, such as Campus Y community service projects, Carolina Leadership Development activities, FYI field trips, etc. Many courses at UNC-CH have field trips that are required of students as part of the course, despite the transportation obstacles, and many other professors would like to have field trips but cannot do so because of transportation needs. Students and faculty are enthusiastic about these kinds of activities. At present, it is difficult for a faculty member to have a field trip for a class, especially if there are more than 15 students (and the vast majority of classes have 30-65 students). For a class of 15, a faculty member can rent a large university van, but there are no general funds to pay for the van, so either the students pay or the faculty

member pays. If the class is larger than 15, the faculty member must rent 3 or 4 vans. Even if funds can be obtained to pay for the vans, there are no drivers for the other 2 or 3 vans. Presently, faculty members with larger classes who plan field trips must ask the students to carpool, which raises safety and university liability issues. Chapel Hill Transit will rent buses to faculty at a reasonable cost, which would enable faculty to take ordinary-sized classes on field trips as a group. If the university provides funds for renting vans and buses, faculty could arrange many more out-of-class intellectual activities -- such as trips to museums, factories, anthropology digs, land formations, historic sites, or prisons -- for their students. There is no doubt, as the ICR states, that "off-campus experiences strongly enhance intellectual exchanges outside classrooms." To have these kinds of intellectual off-campus experiences, faculty and staff must have the transportation resources needed to make them happen.

Other ICR Out-of-Classroom Recommendations Under Review by ICIC: Most, if not all, of the rest of the ICIC Out of Classroom recommendations could be achieved by hiring a Director and Coordinator of Intellectual Life.

3. COMMON SPACES: INTELLECTUAL CLIMATE REPORT RECOMMENDATIONS

**** Status: Four Recommendations for Immediate Action by Provost:**

3.A. Create the New Staff Position of Coordinator of Common Spaces, to be part of Facilities Services, who will be charged with overseeing design of common spaces and with facilitating and coordinating Buildings and Grounds protocols, Grounds Maintenance, competitive student proposals for common spaces, the Master Plan, etc. As an interim measure, the Provost should immediately create a Common Spaces Committee consisting of a Facilities Services staff member, the Grounds Director, a member of the Faculty Council, a member of the Employee Forum, and a member of Student Government. This committee would begin identifying a series of common space projects that need to be developed, and it would project future budgetary needs. It is necessary to have this committee in place now while the Master Plan is being developed, partly to consult with the planners, but mostly to produce improvements in common spaces that do not have to wait the years it will take for the Master Plan to be implemented.

Rationale: No one person is (1) in charge of the design of common spaces; (2) responsible for coordinating all the actors having an impact on common spaces; or (3) responsible for making sure that common space needs and concerns are addressed by all the various players, from the Master Planners, to architects designing buildings for individual departments, to Facilities Services, to Buildings and Grounds, etc. The recommendations in the Common Spaces ICR have little chance of being implemented unless one person is responsible for making sure that all actors are attentive to common-space needs. A Coordinator of Common Spaces would be charged with the job of designing and coordinating common-space interests, implementing the many common-space recommendations that do not fall under the Master Plan, and contributing common-space input into the Master Plan proposal, as needed. The Master Plan consultants, Ayers Saint Gross, have also pointed out to us that many of our peer universities have a permanent staff person responsible for continuously designing and developing outdoor spaces over their entire campuses. We feel that this staff position is absolutely essential.

3.B. Provide \$35,000 to landscaping in Facilities Services for the immediate purchase of benches and tables that will provide more outdoor seating arrangements to facilitate group interaction and conversation. (See discussion below.)

3.C. Assign a development officer to oversee fundraising for creative outdoor improvements to encourage intellectual exchange. Amphitheaters; landscaping and seating arrangements; arcades and performing space; and other enhancements should be considered as part of senior class gift solicitation and alumni projects for development and naming.

3.D. Assign future implementation of all remaining ICR recommendations to the Common Spaces Coordinator.

One way that the University can immediately make a huge impact on the amount of interaction between all members of the University community is by spending a relatively modest amount of money to buy more benches for outdoor seating. A small project like this has instant visibility and would be enthusiastically received by everyone in the community. There are few benches on the Polk Place and McCorkle quads, and the benches that are there are singles. Very little interaction with others occurs when sitting side-by-side; stone walls are nice, but stone walls do not make for interactive communication, either. Therefore, we recommend the purchase of 12 attractive circular tables and 40 benches of varying sizes and shapes. These benches should be grouped in "L" or "U" formations on central campus, or designed in "S" formations, which would allow class/group use. We recommend that benches and tables be placed immediately along Polk Place and McCorkle quads; under the arcades on the south side of Davis Library; between Alumni Building and Howell Hall; and around Y Court. The double brick sidewalks around Polk Place allow the placing of benches there without the creation of mowing problems. A circular table and some benches should also be placed along the brickways between Hamilton and Saunders halls. In other areas, recessed brickwork could be laid around the bench, as was done with the benches in front of and facing Old East and Old West.

According to Kirk Pelland, a landscaper and forester with Facility Services, the central campus had many more benches in the past, in a number commensurate with its needs and design. However, as those benches deteriorated, they were not replaced. The Old East/Old West benches are the approved standard for the University and are manufactured in different sizes, at a cost of \$800 each. Although these are attractive, long-lasting, and functional, Adam Gross of Ayers Saint Gross pointed out that at Emory, when he called for bench demonstrations, suppliers produced hundreds of bench prototypes of different materials, shapes, and prices, at short notice. (See attachment for Old East/Old West bench prototype picture and manufacturer's specifications.) It is not an accident that when the director of the *Patch Adams* film decided that the characters needed to have a serious, meaningful conversation, he put them on an Old East wooden bench -- not on a stone wall, not on steps!

Students have expressed enormous enthusiasm both for benches and for raising funds to buy additional attractive benches, especially if a small brass plaque could be attached. UNC alumni would be equally interested. Students have already asked if they can create a committee, which they have tentatively called "Get Benched!" Such student enthusiasm could carry over to encourage student design competitions in the future and fundraising for future projects under the direction of the Common Spaces Coordinator.

The next project after the bench project is completed could be the development of the Y Court for luncheon talks and presentations, with the space designed to encourage poetry readings, instrumental music, mime, dramatic presentations, and outdoor discussion.

4. THE FIRST-YEAR INITIATIVE: INTELLECTUAL CLIMATE REPORT RECOMMENDATIONS

4.A. Improve the First-Year Student Orientation Program: The Summer Reading Project

Status: In progress. The First Year Initiative Committee that is designing the Living/Learning Program addressed this aspect of the IC recommendations. This committee formed a new Summer Reading Committee of 3 faculty, 3 staff and 3 students, chaired by Peter Coclanis, in History, who had previously co-chaired both the FY Academic Seminars Committee and the FY Living/Learning Committee. Recommendations from other schools in the country have been collected for this committee to use in its work.

PLAN: Following the ICR recommendations, the Summer Reading Committee will select one book for all first year students to read during the summer of 1999. The committee will find ways to incorporate small group discussions into Fall Orientation for new students or into other existing venues in order to

reach the majority of first year students. In addition, the committee will examine ways in which this book can be featured during the First Year Student Convocation, such as having the author speak or having an expert speak on the theme of the reading. The theme of the summer reading will also be incorporated into the FYI Living/Learning Program at Ehringhaus throughout the year.

TIMELINE: Begin Implementation Summer 1999
February 1: Book selected (deadline extended)
March 15: Small Group Discussion Format Established (including convocation plans)
June 1: Book available for students to purchase at C-TOPS.

**** Recommendation for Immediate Action by Provost:** We recommend that the Provost set aside \$15,000 for the Fall 1999 Convocation for first-year students (1) to support a major keynote speaker who will address topics related to the book assigned for summer reading, and (2) for costs connected with having small discussion groups for first-year students. We also recommend that the Provost emphasize for first-year students the intellectual significance of the Convocation and the general intellectual climate of UNC by asking faculty and administrators to wear full academic regalia to the event, communicating to university administrators and departmental chairs that he expects them to attend the Convocation, and strongly urging chairs to have their faculty there, too.

The Convocation will set the intellectual tone for first-year students for the rest of their academic careers. Creating an atmosphere of scholarship is very important, and having a good showing of faculty and administrators in academic attire at the Convocation makes a strong intellectual statement at the outset to beginning students about our intellectual environment and expectations.

4.B. Improve the Academic Program During the First Year: the First Year Seminar Program

Status: Done. An extensive plan for establishing first year seminars was created by the Dean of Arts & Sciences, Risa Palm. Following this plan, a First Year Academic Seminars Committee was formed and co-chaired by Associate Dean Daryl Gless and Peter Coclanis, chair of the History Department, to examine the content and process for developing First Year Academic Seminars. Once this committee completed its work, Associate Dean Gless and his staff solicited proposals from faculty interested in teaching first year seminars. The Administrative Board of the College of Arts & Sciences and the General College reviewed these proposals. Ninety-four (94) proposals were approved for the 1999-2000 academic year. These seminars, enrolling no more than 20 students each, will be taught by faculty. The seminars will assist students with analytical thinking, written and oral communication skills, and research skills. Some current Honors Program Seminar courses have also qualified as First Year Academic Seminars. In support of this teaching, 17 new technology positions were created. Dean Gless has convened a small group of faculty and staff to design a day-and-a-half workshop for all faculty teaching First Year Seminars.

PLAN: In March 1999, a First Year Academic Seminars brochure will be mailed to all new first year students. In May 1999, the day-and-a-half workshop will be held for all interested faculty teaching these seminars. During the summer C-TOPS, students will register for the seminars by selecting their top three choices.

TIMELINE: Begin Implementation Fall 1999
Fall 1999: 38 First Year Seminars will be offered.
Spring 2000: Comparable number of First Year Seminars will be offered.

4.C. Improve the First-Year Residency through Graduate Mentors, Weekly Dialogue Groups, and Communal Living

Status: In progress. For the past year, the First Year Initiative Committee, composed of faculty, staff and students and chaired by Cynthia Wolf Johnson, Associate Vice Chancellor of Student Learning, has been meeting on a bi-weekly basis (except for the summer) to plan and design a First Year Initiative Living/Learning Program. The committee has finalized the program name ("FYI Living/Learning Program", allowing for utilization of the term "initiative" as a key point in the mission of the program);

finalized program size and projected growth (300 residents for '99-'00; 300 or 600 for '00-'01; 600 for '01-'02); finalized program location (Ehringhaus Residence Hall, floors 3-5); sought feedback from constituencies; identified facility renovation needs; identified staffing needs (3 Graduate Mentors, 12 Undergraduate Mentors, 30 Faculty Associates); developed a public relations plan; established a detailed timetable for program planning; and submitted a budget to Vice Chancellor Sue Kitchen. Meanwhile, information about the FYI Living/Learning Program has been published in the Housing and Residential Education contract booklet sent to newly admitted students. Several interested students and parents have already called. A program application is being mailed to those who express interest in the program.

PLAN: Interested students will complete an application for the FYI L/L Program at Ehringhaus. Priority will be given to applications received by May 1. The FYI Committee will continue to meet on a bi-weekly basis to continue planning the curriculum for weekly dialogues (to include topics covered in the recommendations); communal involvement activities (service projects, field trips, performing arts, etc.); staffing responsibilities (Faculty Associates; Graduate Mentors; Undergraduate Mentors), and public relations (written publications; presentations at admissions functions). The existing detailed program planning calendar will be followed.

TIMELINE: Program begins Fall 1999

Spring 1999: Recruit interested first year students

Recruit Faculty Associates, Graduate Mentors, and Undergraduate Mentors

Continue curriculum planning

Recruit faculty interested in weekly dialogues

Begin renovations to facilities

Summer 1999: Assign first year students to FYI Living/Learning Program

Complete renovations to facilities

Complete program planning

Fall 1999: 300 first year students begin the FYI/LL program at Ehringhaus Residence Hall

**** Recommendation for Immediate Action by Provost:** The Vice Chancellor for Student Affairs has submitted a budget request for the FYI Living/ Learning Program to the Provost; we urge the Provost to support this funding request.

4.D. Evaluate the FYI Program.

Status: Pending. The FYI Committee has intentionally waited until all the major parts of the FYI program were designed. Discussions have taken place about the need to complete a comprehensive evaluation of the FYI program, including the summer reading, academic seminars and living/learning program. A program impact assessment will be conducted in addition to program evaluations.

PLAN: Associate Vice Chancellor for Student Learning Cynthia Wolf Johnson and Senior Associate Dean Bernadette Gray-Little will oversee the full FYI program to ensure that appropriate evaluations and assessments are completed.

TIMELINE: Begin program implementation Fall 1999

Spring 1999: Initial discussions and design of evaluation and assessment processes.

Summer 1999: Continued discussion and plans for evaluation and assessment.

Fall 1999: Implement evaluation/assessment for first semester of the program.

Spring 2000: Implement evaluation/assessment for first full year.

4.E. Re-Open Discussion of Greek Rush

**** Status: Recommendation for Immediate Action by Provost.** We recommend that the Provost and the Chancellor immediately appoint a committee composed of faculty, staff, students (Greek and non-Greek), and a parent (a member of the Parents Council), to reopen the discussion of Greek Rush for first-year students. The purpose of this committee will be to examine the following options: (1) delayed rush, (2) deferred rush until Spring semester, and (3) deferred rush until sophomore year. While the original IC Report recommended deferring rush until sophomore year, this committee recommends, at the minimum, the examination of deferring rush until Spring semester.

5. PUBLIC SERVICE: INTELLECTUAL CLIMATE REPORT RECOMMENDATIONS

5.A. Create a Pan-University Carolina Center for Public Service (CCPS) and Hire its Director

Status: In progress. In 1997-98, the Center was approved, and a million-dollar gift for the next three years from a private donor received, with the prospect of additional funding from the same person. In addition, a public service endowment fund of \$500,000 was moved to the Center, and income from it will be used to fund one half of the director's salary. The university has agreed to fund the other half of the director's salary, and the Provost's Office has pledged \$125,000 to hire a programmer this year to develop the database and to purchase equipment. An interim director was appointed for the purposes of making public service grants and to carry out other interim activities. In Fall 1998, a faculty/staff/student/community search committee began a national search to find a director for the Center. That committee will finish its work by May 1. The search committee is hopeful that the person hired will be able to begin work as soon as possible. Although CCPS is off to a promising start, the present Center staffing plan is inadequate. The staff, as configured now, will consist of the director and a part-time assistant, which is unrealistic given the overarching responsibilities of the Center.

Some finalists for the director position have expressed concern during their interviews about the low level of staffing, given the expectations of the Center; members of the search committee are likewise very concerned. The CCPS Transition Team has recommended additional positions, and the ICIC committee enthusiastically supports these recommendations.

**** Recommendation for Immediate Action by Provost:** The Provost should expand the staffing for CCPS and secure funds to do the following:

- Add a full-time assistant director (\$60,000 per year for salary and benefits);
- Change the administrative assistant position from part-time to full-time (additional \$20,000 for salary plus benefits), and
- Add a part-time technical support staff person to manage the databases (\$40,000 for salary plus benefits).

For further information and detailed job descriptions, see the CCPS memo of January 19, 1999, from the CCPS Transition Team to the Provost.

5.B. Create Grants to Fund Student and Faculty/Staff Service Projects

Status: Completed. Two committees were formed in spring 1998 to award public service grants from the Center for Public Service to student organizations and to faculty/staff:

- 15 CPS Public Service Grants to Student Organizations: In Fall 1998, from a pool of \$20,000, a student/staff committee awarded grants ranging from \$500 to \$3,000 to 15 student organizations to fund outreach projects from the campus to the community.
- 5 CPS Public Service Grants to Faculty/Staff: In Fall 1998, from a pool of \$25,000, a committee awarded grants of \$5,000 each to fund 5 faculty and staff outreach proposals.
- Total number of new public service grants: 20

5.C. Create Grants to Expand the Number of Service Learning (SL) Courses

Status: Completed. In May 1998, from a gift by the Ueltschi family, 10 service learning course development grants of \$8,000 each were awarded to faculty members. Health Affairs provided funding for 6 additional grants, for a total of 16 new service learning courses.

Total number of grants for new SL courses: 16

5.D. Create a Comprehensive Service Database that Will Act as a Gateway Between the Community and the University and Between Students, Faculty and Staff; Provide an 800 Number and Staff for Access to the Database by Those Without Web Connection or Capability.

Status: Incomplete. This public-service database proposal predates the IC Report and has been discussed for more than 3 years. There is a committee responsible for implementing it, and Marian Moore, Vice Chancellor for Information Technology, and Ned Brooks, Associate Provost, are in charge of it. Their plan now is for ATN to have the database structure and the template in place by July 1, 1999, but there will be no information in it. The template design is being developed based on input from the Database Committee and from a private company, US Interactive; before the design is finalized, the committee will also get input from potential community users. The university cannot use any of the donor's one-million-dollar contribution toward the database project. The Provost's Office has pledged \$125,000 for this fiscal year to hire a programmer to create the database and to buy necessary equipment. However, the Center needs a permanent part-time programmer to maintain and expand the database. (See recommendation under "A" above, requesting that a permanent part-time programmer position be created by the Provost.)

5.E. Create and Award a Bachelor's Degree with "Distinction in Public Service"

Recommendation: The Provost should assign the implementation of this recommendation to the new director of CCPS, who should work on this with other members of the campus community involved with undergraduate service, such as a.p.p.l.e.s, the Campus Y, etc., using as models the bachelor's degree programs at other colleges (University of Utah, etc.) that confer a "distinction in public service" degree.

TIMELINE: In place by January 2000; first graduates, 2001.

5.F. Create Public Service Term Professorships Connected to CCPS

**** Recommendation for Immediate Action by Provost:** We recommend that the Provost assign the funding of these term professorships as a priority in the new millenium development campaign; implementation to be given to CCPS director.

5.G. Create Administrative Mechanisms and Policy at the Dean's Level that would (1) monitor and reward service by departments and (2) require that departments give a substantial weight to service by faculty when making promotion and salary decisions.

**** Recommendation for Immediate Action by Provost:** We recommend that the Provost assign a faculty member to design a restructuring of the reward system for faculty. (See complete recommendation below under Faculty Roles and Rewards.)

5.H. Create and Fund Public Service Awards to Honor Extraordinary Service by Faculty, Students, and Staff; these Awards Would be Modeled after the Campus-Wide Teaching Awards.

**** Recommendation for Immediate Action by Provost:** We recommend that the Provost make funding these awards a priority in the new development campaign. The Provost should also refer the complete recommendation, as set out in original ICR, to the Development Office and to the new CCPS director for interim implementation by interested donors, as set out below.

TIMELINE:

By February 2000: Have funding in place for initial faculty, student and staff awards
April 2000: Award one \$5,000 faculty award, one staff award, and

four student awards of \$500 each
By July 2002: Fund additional awards, as set out in ICR

6. FACULTY ROLES AND REWARDS: INTELLECTUAL CLIMATE REPORT RECOMMENDATIONS

To implement the recommendations in the ICR, a restructuring of the entire reward system for faculty is required at the deans' level. This kind of restructuring requires a change in the culture of the university: Only if the Provost and deans are seriously committed to changing the culture will it be possible to restructure the reward system as recommended; real change can come only from the top. Therefore, we recommend that the Provost appoint a member of the faculty to explore models of reward restructuring and to prepare a proposal for the Provost and deans for implementation during the 1999-2000 academic year.

One model, for example, might require as a condition for complete funding to a department by Arts & Sciences that a department chair demonstrate that his/her department, as a whole, is fulfilling its commitments to all three missions of the university -- service, research, and teaching. It is rare that a single faculty member is a "triple hitter" in all three; by making the department, rather than individual faculty, responsible for all three, the value of a faculty member who is stellar in research but not in service is not penalized; conversely, the faculty member who shines in the areas of service and teaching equally helps the department meet its complete funding requirements. In other words, the service and teaching provided by that faculty member also benefits the department directly and meaningfully, and the department is obligated to reward the faculty member in turn. Under such a model, if the department is not rewarding service, faculty are more likely not to be substantially engaged in service, and the department is not likely to earn high marks on service from the College of Arts & Sciences, leading perhaps to diminished departmental funding. Other kinds of models also exist in this university, such as the model followed by Public Health. The point is that someone, supported by the authority of the Provost and Academic Affairs, needs to explore the specifics of different models to see which model best accomplishes the ICR goals.

**** Recommendation for Immediate Action by Provost:** With input from the Dean of Arts and Sciences, the Provost should immediately appoint a faculty member to explore faculty reward models, particularly for application to Academic Affairs, and recommend the model that best accomplishes the goals set out in the Faculty Roles and Rewards section of the Intellectual Climate Report.

TIMELINE:

By March 1999: Faculty member appointed

By August 1999: Plan completed and referred to Provost and Dean of
Arts & Sciences

1999-2000 year: Implementation

7. STUDENTS' PERSPECTIVE ON IC IMPLEMENTATION RECOMMENDATIONS

Student members [Alex Little and Monika Moore] of the Intellectual Climate Implementation Committee felt an obligation to add to this report a discussion of the issues that they think are most important to students on this campus. They fully agree with all of the recommendations set forth in the progress report; however, they believe several items deserve special attention:

- **Direct Student Involvement with Intellectual Climate Progress.** As a matter of general concern, publicity about the ICR's progress and student involvement in the changes seem to

be lacking this school year. Last year, the Intellectual Climate Report made headline news, and many students had a broad knowledge of its contents and importance. Unfortunately, this trend has not continued. Most members of the student body have no idea of the progress being made and no involvement and, thus, hold little stake in the development. Therefore, the administration should make a concerted effort to include more students in the different areas where progress is occurring and, concurrently, issue statements identifying the individual initiatives as part of a broader plan to solidify the University's reputation as one of the finest educational institutions in the nation. Excellence is the goal which the original ICR sought, and, if this goal is pursued, it should manifest itself in a concrete form that can affect the lives of students on a daily basis.

- **FYI and Greek Rush.** The First Year Initiative is essential for building an atmosphere where the pursuit of knowledge will thrive. Small classes in the first semester, face-to-face contact with a supportive faculty mentor, and extra academic support will enable freshman to start their collegiate careers focused on their future. FYI can make our large campus seem small and accessible, opening doors that might otherwise be shut. In addition, the small student groups will facilitate academic interaction outside of the classroom, an opportunity far too rare.

The administration must reopen discussion on deferring Greek Rush until the spring semester. If we are serious about doing our best to help our students succeed academically, we must not overlook the importance of their first semester. The demands of beginning college are many. When parties, pledge duties, and, frankly, excessive drinking are included, many students allow other responsibilities to suffer. Though the Greek community may protest this move on financial grounds, a smooth transition for first-year students is worth the loss of one semester's dues.

- **Public Service.** In the realm of public service, a bachelor's degree with "distinction in public service" is a concrete gesture by the University to demonstrate our support for and emphasis on community involvement. Public service is one of the three missions of the University and should be recognized as such. Consequently, the new Director of the Center for Public Service should make this proposal a top priority during his/her first few weeks on the job.
- **Undergraduate Research/Active Learning.** Research is another aspect of education which is the University's mission to foster. The opportunities for undergraduate research must be extended to a greater number of students, and the proposals in the progress report encourage students to take ownership of their education, allow them to pursue their passions in a concrete fashion and connect them with their future goals. For similar reasons, active learning techniques must become more widespread. Active learning creates an environment where students are excited about coming to class and, once there, are engaged in what they are doing.
- **Field Trips.** To facilitate the most effective form of active learning, we must give professors opportunities to take their classes into the field. For students, class field trips are some of the most enriching experiences they have. Presently, professors are discouraged from taking their classes off campus because of a lack of funds and an abundance of liability issues. The administration needs to appropriate sufficient resources to allow field trips and other off campus learning experiences.
- **Events Calendar.** Also outside the classroom, the events calendar will be a giant benefit for campus organizations and intellectual events. First-year students have no idea what information is out there about these events, let alone where to find it. Unfortunately, this tends to remain true even after four years on campus. The events calendar will standardize the publication of information regarding campus events, making these events more visible, accessible and, therefore, successful.

- **Common Spaces.** As for common areas, there are currently not enough spaces on campus where students, faculty, and staff can sit and discuss subjects of interest. Placing more benches on campus will encourage interaction among the campus community and will provide places for individuals to meet outside of classrooms and offices.

To conclude, students are excited about the proposals being offered in this report and hope they will be acted upon in a timely manner. Students recognize that many of these initiatives offered will directly affect them for the better. Students look forward to a future where the intellectual climate is not a matter of debate, but a daily reality.

8. EVALUATION OF INTELLECTUAL CLIMATE REPORT INITIATIVES

Status: In progress. Members of the ICIC evaluation team have been gathering information about existing assessments of UNC student attitudes and expectations. The team has also been thinking about ways to incorporate questions relevant to the intellectual climate initiatives in order to assess change in student perceptions during each of their undergraduate years, as well as across years.

We have identified several major student assessments that are conducted on our campus each year. These instruments examine student attitudes, expectations, and experiences. Members of this committee are analyzing common and unique data elements for each assessment. We hope to map specific items from these assessments to particular Intellectual Climate Report goals and to suggest additional items that may not be currently covered.

For each assessment, we are compiling information about existing administration procedures; how data are maintained (following data collection and over time); and about the reporting mechanisms to students, faculty, administration, and broader audiences. We are especially interested in ensuring that student responses and perceptions can be tracked over time, using unique identifiers. In other words, for a given student, we want to follow that individual through his/her UNC experience by linking the student's responses across these multiple assessments. We are considering ways that the campus might most efficiently deal with student assessments such as these in the future.

The instruments we are working with are as follows:

- **First-Year Survey.** Students are assessed when they arrive at UNC, using a combination of a standardized instrument (developed by the Higher Education Research Institute at UCLA for the American Council on Education) and a set of 15 questions specific to the UNC experience. This instrument is administered by the Office of Student Affairs.

Data Elements – Standardized	Data Elements – UNC Questions
Gender, age, graduation year, full-time/part-time status, miles from home, average grade in high school, scores on SAT/ACT, citizenship status, need for tutorial/remedial work, prior courses at institution, courses at other institutions, living arrangements, college planning, college choice, number of other colleges applied to, number of acceptances, highest planned academic degree, parents living, educational expenses from family, aid not repaid, aid repaid, number of dependents for parents, English native language, religion, activities in past year (24 items), trait ratings (18 traits), parents' education, parents' income, ethnic/racial background, reasons for college (12 items), mother's occupation, father's occupation,	Importance of joining a student organization, study habits, importance to discuss issues with faculty outside of class, expectations about participating in student activities, working for pay, having a leadership position, volunteering, participation in student organizations, drinking during high school, email access, internet access, have a computer, plan to purchase a computer, student cheating, minimum penalty for first-time possession of marijuana

probable occupation, attitude items (20 items), hours per week on activities, concern about financing education, political views, reasons to come to institution (20 reasons), probable major, importance of certain qualities (19 qualities), expectations about college performance (21 items)	
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- **Sophomore Survey.** Students are assessed during their sophomore year using a survey administered by General Administration. Many sections are repeated in the survey administered at the time of graduation.

Data Elements – Sophomore Survey
Faculty contributions (nine items; e.g., respect, expectations), orientation for new students (five items), academic advising (five items), academic skill labs or tutoring (five items), library (four items), technology (six items), career-related services (five items), campus bookstore, taken steps to ensure physical safety, number of classes that are too large, number of classes with difficulty with instructor's English, quality of campus services and programs (ten programs), intellectual environment rating, quality of instruction rating, overall education rating, intend to complete degree program at institution, would this institution be chosen again, comments

- **Senior Survey.** Students are assessed during their senior year using a survey administered by General Administration.

Data Elements – Senior Survey
Faculty contributions (nine items; e.g., respect, expectations), academic advising in major (five items), library (four items), technology (six items), career-related services (seven items), employment search assistance (six items), how much did college education contribute to certain skills (14 skills), did major include internship experience, quality of campus services and programs (ten programs), intellectual environment rating, quality of instruction rating, overall education rating, would this institution be chosen again, plans for next year, comments

- **Alumni Survey.** Students are contacted one year after graduation (in the summer). The survey was developed by General Administration.

Data Elements – Alumni Survey
Plans for future at graduation, employment experiences since graduation, part-time/full-time status, jobs in NC, jobs as school teacher, attributes of jobs held (six items), relation of job to college major, preparation for job rating, income in past 12 months, educational experiences since graduation (taken admissions tests, applied for other college, accepted by other college, enrolled at other college, name of institution, major at institution, held an internship at other institution, degree sought, preparation for current study, highest degree intended to pursue), how undergraduate education was financed, total amount of loans at graduation, number of hours worked for pay per week during last year of college), use of career counseling in major, career counseling office, job search and placement services, did an internship as part of undergraduate program, assessment of internship experience, quality of instruction rating, overall education rating, would this institution be chosen again, plans for next year, comments, did parents earn a bachelor's degree or higher.

- **College Student Experience Questionnaire.** The Office of Student Affairs is planning to administer the **College Student Experience Questionnaire (CSEQ)** on a pilot basis during the Spring 1999 semester, with the intent to expand it to the entire undergraduate population in future years. Vice Chancellor Sue Kitchen presented details of this plan to the UPBC in the Fall of 1998. The CSEQ has several items that are applicable to the Intellectual Climate goals, with a focus on both inside and outside the classroom. Student responses can be tracked over time.

Recommendation: We recommend that institutional funding be provided to support efforts that will allow us to best assess whether change has occurred in the intellectual climate of our campus. Specific funding requests will be forthcoming.

9. WEBSITE AND WEB-BASED INTELLECTUAL CLIMATE PROGRESS GRID:
<http://teach.oit.unc.edu/cit/ic>

The ICIC recognized the need for a systematic way to record progress as we continue implementing recommendations to improve the campus intellectual climate. Therefore, we developed a simple web-based tracking system which permits subcommittees to record several different kinds of important information about each recommendation:

- Priority
- Due date for completion
- Status
- Actual date of completion
- Person responsible, and
- Implementation notes

The text for all recommendations from the original ICR has been entered. Subcommittees will determine priorities, assign individual responsibilities, and schedule a preliminary due date for each recommendation. Anyone will be able to view the notes about each recommendation, although only ICIC members will be able to make modifications. This system will enable the entire campus community to track Intellectual Climate progress. A printout of sample pages is attached to this report.

**MEMBERS
INTELLECTUAL CLIMATE
IMPLEMENTATION COMMITTEE**

NAME	DEPARTMENT	AFFILIATION
1. Donna LeFebvre, Co-Chair	Political Science	Faculty; Exec.Com. of Faculty Council
2. Libby Evans, Co-Chair	Manager, Info.Group ATN	Staff; Employee Forum
3.Miles Fletcher	History	Faculty; Honors Program
4.Diane Gillis	Architect, Facilities Services	Staff
5.Alex Little		Student
6.Melinda Meade	Geography	Faculty
7.Monica Moore		Student
8. Abigail Panter	Psychology	Faculty; ECFC
9. Kirk Pelland	Forester, Facilities Services	Staff
10. Larry Rowan	Physics; Director, CTL	Faculty
11.Andi Sobbe	Director, Annual Fund Development Office	Staff
12. Ron Strauss	Chair, Dental Ecology	Faculty; ECFC
13. Reyna Walters		Student; Pres. Student Body
13. Emily Williamson		Student; Vice-Pres. Student Body
14.Cynthia Wolf Johnson	Vice-Chancellor, for Student Learning Student Affairs	Staff

Resolution 99-3. On Improving Librarian Salaries

Presented by the Administrative Board of the Library

The Faculty Council resolves:

The University Administration is requested to work to raise librarian salaries to a level competitive with peer institutions and to ensure that librarians participate fully in any salary increase provided other faculty members, regardless of source of funds.

Recitals accompanying the Resolution:

- Librarians at the University of North Carolina at Chapel Hill are members of the General Faculty;
- Librarians are critical partners with other faculty members in teaching students to locate, evaluate, and use information effectively and in helping students to master the skills that support their academic work and give them a competitive edge in today's information-based economy;
- The principles and skills of librarianship are increasingly critical to the University in the electronic information age;
- In 1998/99 the University Libraries ranks 17th among the 110 members in the Association of Research Libraries Index, which ranks collections and staff size, but only 80th in average librarian salary;
- In 1998/99 the UNC-CH average librarian salary is 16.3% below the average for the top 25 ARL libraries and the lowest among those libraries;

<ul style="list-style-type: none"> Technology Initiatives (continued) 	<p>3-25-99</p>	<ul style="list-style-type: none"> Planning student pilot for Carolina Computing Initiative featuring distribution of machines at summer orientation. Faculty, staff and students already taking advantage of CCI prices; more than 500 computers have been purchased for personal use through UNC Student Stores. The majority of the purchases were high-end laptops. Student on-line registration pilot completed last fall with positive student reaction. Faculty Request for Proposals announced for innovative work in instructional technology supported by the IBM grant. Awards to be announced in June. Arts and Sciences Carolina Computing Initiative faculty and staff pilot complete. Departmental rollout continues. Students are applying to and being selected for 10 student summer positions with IBM in Research Triangle Park.
<ul style="list-style-type: none"> Promote Pluralism 	<p>1-29-99</p>	<ul style="list-style-type: none"> Expanded charge and membership of Chancellor's Committee on Community and Diversity. Hosted teleconference, "Racial Legacies and Learning: How to Talk About Race."
<ul style="list-style-type: none"> Centers of Excellence 	<p>1-29-99</p>	<ul style="list-style-type: none"> Have begun process to identify centers of excellence.
<ul style="list-style-type: none"> Undergraduate Research Experiences 	<p>1-29-99</p>	<ul style="list-style-type: none"> \$1.3 million gift secured to create program to help undergraduates join faculty members in semester-long field research projects.
<ul style="list-style-type: none"> Interdisciplinary Activity 	<p>1-29-99 3-25-99</p>	<ul style="list-style-type: none"> Approved search for Director of Arts Carolina. Awarded \$25,000 grants in Health Affairs for interdisciplinary courses. Approved interdisciplinary programs in sciences – bioinformatics and genomics. BA, BS in environmental sciences approved to begin in Fall of 1999.
<p>Building Resources:</p>		
<ul style="list-style-type: none"> Government Relations 	<p>1-29-99 3-25-99</p>	<ul style="list-style-type: none"> Initiated efforts to support University and UNC General Administration priorities. Efforts ongoing to support University and UNC General Administration priorities.



The University of North Carolina at Chapel Hill

MINUTES OF THE FACULTY COUNCIL

March 26, 1999, 3:00 P.M.

Attendance

Present (54): Angel, Assani, Bangdiwala, Black, Blackburn, Bluestein, Collins, Cordeiro-Stone, Covach, Dalton, Debreczeny, Estroff, Favorov, Fishman, Fox, Grossberg, Harrison, Haskill, Holmgren, Hooper, Huang, Johnson, Kaufman, LeFebvre, Levine, Lord, Lubker, Ludlow, Madison, Maffly-Kipp, Margolis, McKeown, Meehan-Black, Molina, Newton, Nord, Owen, Panter, Passannante, Pfaff, Plante, Postema, Raper, Rosenfeld, Schaller, Shea, Straughan, Strauss, Taft, Thorp, Tysinger, Vevea, Weiss, Williams.

Excused absences (20): Bowen, Carl, Cravey, Daye, Devellis, Eckel, Elvers, Foshee, Gasaway, Hyatt, Lentz, Melchert, Mill, Moreau, Platin, Sekerak, Steponaitis, Wells, Werner, White.

Unexcused absences (12): Adler, Bender, Bolas, Clegg, Graham, Graves, Hattem, Jackson, Kjervik, Marshall, Pagano, Raab-Traub.

Memorial Resolution

Professor Patrick Eberlein (Mathematics) presented a memorial resolution for the late Robert G. Gardner, Professor of Mathematics.

Chancellor's Remarks

Chancellor Hooker spoke with guarded optimism about the condition of his health. He thanked everyone for the expressions of support he has received. He said that he has been in touch with Provost Richardson who seems to be mending well and is in great spirits.

The chancellor reported that the prospects for increased funding from the General Assembly over the next few years are remote. Even though the state's economy is healthy, the combined effect of tax cuts and adverse court decisions means there is very little available money in the near term. Prof. Diane Kjervik (Nursing) asked about the prospects for continued funding for distance education. The chancellor replied that he has no definite information.

Prof. Steven Bachenheimer (Microbiology) noted that press reports imply that most of the projected increase in enrollment will be at the undergraduate level. He wondered about the impact on the community. Chancellor Hooker replied that the University will be adding enough residence hall capacity to absorb the undergraduate enrollment increase. A significant increase in undergraduate enrollment will also entail adding faculty and staff and increased graduate enrollment in certain disciplines. These increases will have an impact on the community that the University will not be able to ameliorate directly.

Prof. Larry Grossberg (Communication Studies) asked why the chancellor has declined to support student demands that the University's licensing agreement include clauses requiring public disclosure of factory sites and commitment to paying a "living wage." Chancellor Hooker replied that the task force now studying these issues is developing recommendations that are very close to what is being asked by the student group. He will be guided by its recommendations when they are complete.

Chair of the Faculty's Remarks

Prof. Andrews, who is co-chairing the Labor Licensing Code Advisory Committee, also responded to Prof. Grossberg's question and promised that a discussion of the task force's recommendations on the matters in question will be scheduled for the April meeting of the Council.

Prof. Andrews introduced Lee Connor, newly elected president of the Graduate and Professional Student Federation. Mr. Connor spoke briefly of his plans for the coming year. He called attention to a concern first voiced by

Bryan Kennedy, past president of GPSF, about the disparity across the University as to teaching resources made available to graduate teaching assistants. In some departments, teaching assistants are not provided with desk copies of textbooks and are expected to pay for copies of classroom handouts. Prof. Andrews said that he has brought this matter to the attention of the Executive Committee.

Football Scheduling

Prof. Richard Pfaff (History) presented Resolution 99-1 resolving that "The Faculty Council opposes the scheduling of any home football game on a weekday or weeknight." In the course of the discussion it was explained that the Atlantic Coast Conference has agreed, as a part of negotiating television rights, that each of its member schools will play a home game on Thursday at least once over the five-year period of the contract. Prof. Pfaff asserted that it would be extremely difficult, if not impossible, to schedule a Thursday game in Kenan Stadium without disrupting the University's normal functions. Prof. Jack Evans, speaking as a member of the Athletics Committee, said that the committee does not favor Thursday night games and had no part in the decision to schedule them. To avoid the undesirable consequences pointed out by Prof. Pfaff, the Athletic Department has complied with the ACC rule by scheduling Thursday "home" games in Charlotte. In response to a question as to whether a Thursday game could be scheduled during Fall break, David Lanier, University Registrar, said that the Athletics Department has asked that fall break not be scheduled to coincide with a home football game. It was also noted that Fall break does not affect the schedules of most 12-month faculty. Prof. Frayda Bluestein moved to amend the resolution to add the words "on campus" after the words "football game." The amendment was adopted, and the resolution, as amended, was then adopted.

Annual Reports of Standing Committees

Educational Policy Committee. The annual report of the Educational Policy Committee was received.

Faculty Welfare Committee. Prof. Steven Bachenheimer (Microbiology) presented three additional items for the Faculty Welfare Committee which had submitted its annual report in February.

Prof. Bachenheimer summarized several recommendations that have been developed by a Faculty Benefits Study Group appointed in 1998 by President Broad. With respect to the Teachers' and State Employees' Retirement System, the Study Group recommends an increase in the benefit multiplier formula to 2%, a decrease in the employee contribution rate to 4%, and a reduction in the final average salary period to three years. With respect to Optional Retirement Program, the Study Group recommends reducing the employee contribution rate to 4% and increasing the employer's contribution, immediate vesting of employer contributions, and 100% cashability of employer contributions at retirement. With respect to the Comprehensive Major Medical Plan, the Group recommends increasing the State share of indemnity coverage to 69%, provision of an employer-funded flexible compensation plan, and formation by the President of a coalition of University representatives and other interested groups for the purpose of achieving a State subsidy for family coverage.

Prof. Bachenheimer next presented a comprehensive summary of compliance with the Faculty Salary Policy Resolution approved by the Council in 1995-96.

Prof. Bachenheimer next moved adoption of Resolution 99-2 requesting the Chair of the Faculty "to establish a task force whose charge is to (1) evaluate the implications of distance learning on aspects of faculty welfare, and (2) report its findings and any recommendations with regard to this subject to the Faculty Council." He said that the committee sees the need for a careful study of the impact of distance learning on such matters as faculty status, instructional conditions, and intellectual property. The resolution was adopted.

Administrative Board of the Library. Prof. Catharine Newbury (Political Science) presented the report of the Administrative Board of the Library. She warned that the library faces a fiscal crisis in 1999-2000 unless one-time funding that has been available in 1998-99 is renewed. Without continuation of that funding, the library will have to reduce purchases of monographs by as many as 20,000 volumes, or cut serial and electronic subscriptions by as much as 20%, or do some of each. As for salaries, our library now ranks 17th in the nation among research libraries but 80th in salaries. This is having a serious negative impact on recruitment. Prof. Newbury moved adoption of Resolution 99-3 which calls on the University Administration "to work to raise librarian salaries to a level competitive with peer institutions and to ensure that librarians participate fully in any salary increase provided other faculty members, regardless of source of funds." Prof. Timothy Taft (Orthopaedics) questioned whether it is wise to single out a particular group in this way when many departments are in a similar situation with respect to salary levels. Barbara Tysinger (Academic Affairs Libraries) noted that many librarians are paid less than \$35,000 annually. Robert Dalton

(Academic Affairs Libraries) said that librarians have in the past been excluded from special pay raises made available to other faculty members. Prof. Joe Hewitt (University Librarian) said that the intent of the resolution is to urge that librarians, as members of the General Faculty, be included in any special initiative to improve faculty salaries. Prof. Diane Kjervik (Nursing) voiced concern about the phrase "regardless of source of funds." Prof. Richard Pfaff (History) countered that the resolution does not go far enough. He contended that librarians' salaries cannot be brought up to any reasonable level if they are limited to percentage raises available to the faculty in general. The resolution was adopted as presented.

Prof. Hewitt reviewed with the Council plans for continuing services now provided in the House Undergraduate Library when that building closes for renovations, which will take place beginning August 3. It is anticipated that the renovated building will be ready for occupancy by January, 2001.

Honorary Degrees

The Council went into closed session to consider nominations for honorary degrees to be awarded at Commencement 2000. Five nominees presented by the Committee on Honorary Degrees and Special Awards were approved. The Council also discussed the selection of a speaker for Commencement 2000 and asked that its wishes in this regard be communicated to the chancellor and the selection committee.

Joseph S. Ferrell
Secretary of the Faculty

Resolution 99-1. On Football Scheduling On Weekdays

The Faculty Council resolves:

The Faculty Council opposes the scheduling of any home football game on campus on a weekday or weeknight.

Resolution 99-2. On the Implications of Distance Learning for Faculty Welfare.

The Faculty Council resolves:

The Chair of the Faculty is requested to establish a task force whose charge is to (1) evaluate the implications of distance learning on aspects of faculty welfare, and (2) report its findings and any recommendations with regard to this subject to the Faculty Council.

Resolution 99-3. On Improving Librarian Salaries

The Faculty Council resolves:

The University Administration is requested to work to raise librarian salaries to a level competitive with peer institutions and to ensure that librarians participate fully in any salary increase provided other faculty members, regardless of source of funds.