



The University of North Carolina at Chapel Hill

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
MEETING OF THE GENERAL FACULTY AND THE FACULTY COUNCIL
April 23, 1999, 3:00 p.m.

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

Acting Chancellor William O. McCoy and Professor Richard N. Andrews will preside.

AGENDA

Type	Time	Item
INFO	3:00	Chancellor's Remarks and Question Period.
INFO	3:10	Presentation of the 1999 Thomas Jefferson Award.
INFO	3:15	Presentation of 1999 Advising Awards. Dean Risa Palm.
INFO	3:20	Chair of the Faculty's Remarks. Prof. Richard N. Andrews.
INFO	3:30	Faculty Elections Results. Prof. Joseph S. Ferrell, Secretary of the Faculty.
INFO DISC	3:35	Update on Licensing Labor Code Task Force. Prof. Richard Andrews, Mr. Rutledge Tufts, Jr., co-chairs.
INFO	3:50	Report of the Task Force on Student Evaluation of Teaching. Prof. Elliot Hirshman, for the Advisory Committee.
ACT		Res. 99-3. Endorsing Implementation of the Report of the Task Force on Student Evaluation of Teaching. Presented by Prof. Andrews for the Advisory Committee.
DISC	4:05	Update Report from the Intellectual Climate Implementation Committee. Prof. Donna LeFebvre.
ACT	4:20	Res. 99-4. On Adequate Funding for Teaching Resources. Presented by Prof. Gerald Postema for the Executive Committee of the Faculty Council.
INFO	4:25	Status Report on the Capital Campaign Case Statement. Vice Chancellor Matt Kupec.
	4:35	Annual Reports of Standing Committees
INFO		Committee on Black Faculty and Students. Prof. Frank Brown, chair.
INFO		Faculty Assembly Delegation. Prof. Laura Gasaway, chair of the UNC Faculty Assembly.
INFO		Committee on Established Lectures. Prof. Bobbi Owen, chair.
ACT		Res. 99-5. Endorsing Abolition of the Committee on Established Lectures.
INFO		Committee on Community and Diversity. Prof. Gerald Horne, chair.
INFO		University Priorities and Budget Committee.
INFO	4:45	Report from the Office of the Vice Provost for Graduate Studies and Research. Vice Provost Tom Meyer.
ACT	5:00	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/>

1999 FACULTY ELECTIONS RESULTS

Faculty Council

Electoral Division/Rank	Elected	Alternates
Executive Committee of the Faculty Council	Robert S. Adler Thomas B. Clegg Arne J. Kalleberg Nancy Raab-Traub	Gilbert C. White II Diane K. Kjervik
Fine Arts	James E. Ketch	David A. Hammond
Humanities		
Associate Professors	Ennio Rao	Paul Ferguson
Asst Professors/Lecturers	Jeannette M. Boxill	Sahar Amer
Basic & Applied Natural Sciences Lecturers	Jeannie M. Walsh	Laurel Dieter
Social Sciences		
Asst Professors/Lecturers	Russel D. Van Wyk	Marisol De La Cadena
Libraries		
Assoc. Librarians	Linda S. Drake	Patricia A. Langelier
Information & Library Science	Barbara B. Moran	Jerry D. Saye
Medicine		
Associate Professors	Paul L. Molina Bradley V. Vaughan Donald K. Bynum	Michael F. Goy Scott L. Sailer
Assistant Professors	Vincent J. Kopp Carol A. Orey	Mark Tommerdahl
Clinical & Research Ranks	Jan S. McCormick Lisa M. Slatt	Christian E. Newcomer
Pharmacy		
Professors & Assoc. Prof.	Ralph H. Raasch	Fred M. Eckel
Asst Prof. Clinical & Research	Dennis M. Williams	Betsy L. Sleath
Public Health		
Professors	Lawrence L. Kupper	Dianne S. Ward
Assistant Professors	Alice S. Ammerman	Megan A. Lewis
Clinical & Research Ranks	Lucy A. Savitz	Fletcher Linder

Standing Committees

Committee/Division	Elected	Alternates
Advisory Committee	Judith M. Bennett Carl L. Bose Jane D. Brown	Pamela J. Conover Lenore Kohlmeier
Athletics Committee	Nicholas M. Didow Celia R. Hooper	Julius E. Nyang-Oro
Honorary Degrees	Townsend Ludington, Jr. C. S. Stone, Jr.	Rollie Tillman
Educational Policy Comm. Humanities Div'n Natural Sciences Div'n Social Sciences Div'n	Randall J. Hendrick Edward Carlstein Heidi M. Schultz	Yves De La Queriere Jonathan H. Engel John R. Bittner
Faculty Grievance Committee Professors/Librarians Assoc. Prof./Librarians Asst Prof./Librarians	Robert P. Joyce Eugenia Eng Lynette Fuller	Louis Bilionis Jan Paris Daniel Anderson
Financial Exigency Committee Academic Affairs Div'n Health Affairs Div'n	R. Stirling Haig II Carol Runyan	Joseph H. Bylinski Gilbert C. White II
Faculty Assembly Delegation	Phillip A. Bromberg	Margaret S. Miles
Faculty Hearings Committee	Lawrence B. Rosenfeld	Lawrence L. Kupper
Admin. Board of the Library Fine Arts Div'n Humanities/Journalism Natural Sciences Social Sciences/Prof. Schools	Roberta A. Owen James Seay Lillie L. Searles Gregory B. Newby	Jon W. Finson Phillip Gura Roberto Camassa Robert A. Connolly

Doris Betts citation
Thomas Jefferson Award, 1999

IN the inscription that Thomas Jefferson wrote shortly before his death--that he requested to be placed over his grave--he listed two of his top three virtues as being author of the Declaration and Father of the University of Virginia. Authorship and stewardship of education: these were contributions he considered most meritorious.

At 20, when he graduated from the College of William and Mary, he carried with him a working knowledge of Latin, Greek and French and a familiarity with natural science and mathematics which was extraordinary for one so young. He sang and danced well. Even as a boy he became an excellent violinist. It is well known that throughout his life he remained an eager seeker for knowledge. Later in his life, as a diplomat, his culture, his personal charm, his accessibility, his populist faith have been thoroughly documented by historians as doing much to set the United States in a more favorable light among Europeans.

I mean to tell you so much about Thomas Jefferson because the achievements of Doris Betts, although not political, bear a striking similarity. I would be hard-pressed to come up with a more deserving recipient of an award given to commemorate the humanitarian ideals of Thomas Jefferson.

Like Jefferson, she is an author and, through her teaching and

service, a steward of this great University. Probably only through the accident of being born to parents residing in Statesville, NC and not Charlottesville, did she wind up teaching at Carolina and not at Jefferson's beloved UVA.

Like Jefferson, she has long been a champion of the common man and woman, as her fiction illustrates. The characters who populate her ten books of short stories and novels are ordinary clay-footed unglamorous souls--highway patrolmen, soldiers, daughters of mill workers, librarians, preachers--and the occasional befuddled academic. Her novel-in-progress is about an embezzler.

The writer Mary Lee Settle has declared that the greatest talent of a truly gifted author is EMPATHY. Thomas Jefferson had this gift of he could not have produced a document that would have served the People of the United States for more than 200 years. Doris Betts has this gift or she could not possibly have garnered the praise both for her teaching and writing that have won her a landslide of prizes and accolades, including three Sir Walter Raleigh awards for the best book of fiction by a North Carolinian in any given year; a Guggenheim Fellowship for Creative Writing; the North Carolina Award for Literature, presented by the state legislature; the Medal of Merit from the American Academy of Arts and Letters, the John Dos Passos Award for Literary Achievement, three honorary degrees--the most recent from the

University of the South in Sewanee, Tennessee. She has served as Chair of the UNC faculty (the first woman to do so) and President of the Association of Women Faculty. Currently she presides over the Fellowship of Southern Writers as Chancellor. Long before if became a fashionable cultural mandate for women, Doris Betts was "doing it all." I do not exaggerate when I tell you that her vita is about as daunting in length and as profound in its content of life fully lived as WAR AND PEACE.

Since 1966 when she became a Lecturer in Creative Writing here, Doris has inspired students and faculty alike with her inexhaustible dedication, wisdom, and humanity. Writer and former student Jill McCorkel has said, "Not only is she a great teacher, but Doris is a great teacher of teachers." Bill Andrews, E. Maynard Adams Professor of English and Chair of the Department, considered her a mentor during his graduate student days at Chapel Hill. "Her encouragement and guidance, " he wrote "were my mainstay that first semester and a foundation on which my subsequent teaching career has been built." Over the years, Doris has won major recognition for her superlative teaching, including UNC's prestigious Tanner award, the Catherine Carmichael Award, and the UNC Alumni Award for Distinguished Teaching.

Like Thomas Jefferson, who extended himself beyond his obvious talents, who was compelled to serve, Doris's contributions beyond those to literature and the academy are extraordinarily

diverse. She has chaired the central committee of the John M. Morehead Foundation, served on the Chatham County Arts Council, been a board member for the NC School of the Arts and the Center for the Book in the NC Dept. of Cultural Resources. She has served as trustee for Union Theological Seminary in Richmond, Virginia and the National Humanities Center. She has been a consultant to organizations as diverse as the editorial board of the Charlotte Observer and the Florida Forestry Commission.

In recent months, a major gift from Ben M. Jones III inaugurated a drive to create a \$1,000,000 Doris Betts Professorship in Creative Writing--just one more testament to the high esteem in which Doris is held by her colleagues and the friends she has made wherever her extensive travels have taken her. IN the words of former Chancellor Paul Hardin, Doris Betts "is one of the finest people anyone could know. Her generosity and help to colleagues, students, young writers and anyone in trouble have become legendary."

No one who knows her life's work and is familiar with the marvelous pantheon of living North Carolina writers would contest her place as First Lady if not President of them all. Yet despite these laudatory remarks and listings of Doris's triumphs I know I've failed in capturing her essence. Perhaps it can best be expressed by the following anecdote:

Not long ago, I invited Doris to have lunch with a few of us who teach creative writing. Since her phased retirement, we see less of her, and we miss her. I could tell, when she declined the invitation that she was truly torn. "I'd love to see all of you," she told me, "but I'm having lunch that day with my hairshirt student."

"Your hairshirt student?" I asked. I'm not sure what I imagined except a student doing some sort of penance. Or maybe she'd said "hirsute."

"I'm the one wearing the hairshirt," she said. "I know this student isn't a particularly good writer. I'm not sure I can teach him one thing. I didn't want to work with him in the first place, but I took that as a sign that maybe I ought to, that I might learn something that will help to make me a better person."

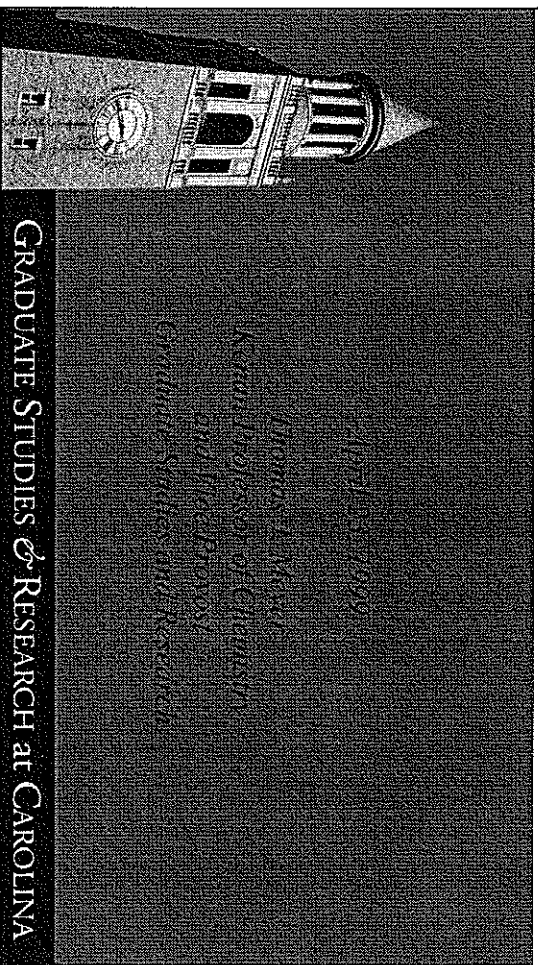
Amid her loot of honors and distinctions, Doris Betts is still looking to improve, a virtue Thomas Jefferson practiced into his retirement as well. With greatest admiration and respect, and with love, too, I am honored to acknowledge Doris Betts, Alumni Distinguished Professor of English at the University of North Carolina at Chapel Hill, this year's recipient of the Thomas Jefferson Award.

Respectfully submitted,

*Marianne Glynn
Department of English*

Research at Carolina

A Status Report



History

"We ... propose a new Office of Research headed by a Vice Chancellor for Research who has substantial budgetary authority and who is a member of the Chancellor's cabinet... The proposed Vice Chancellor through his or her office would be a prime advocate for scholarly work and the stimulus for new research initiatives. He or she would also be the agent responsible for oversight of existing research institutes and the development of new ones, for review and approval of research proposals, for the administration of subsequent grants, for long-range planning for research space, for identification and development of shared major equipment and facilities for research, for consultation and licensing agreements, for overseeing University/industry relationships, and for the expeditious arrangement of legal matters bearing on research."

—From the 1985 study conducted by UNC-CH faculty for reaccreditation by the Southern Association of Colleges and Schools: "Final Report: The Research Mission of the University of North Carolina at Chapel Hill," page 86.

GRADUATE STUDIES & RESEARCH at CAROLINA

Accomplishments, 1994-1999

- Articulated the value of graduate studies and research at a research university.
 - *for the legislature*
 - *on the campus*
 - *to interest groups and the public*
- Created a coherent, service-oriented unit
 - *productive and accountable, with periodic review*

GRADUATE STUDIES & RESEARCH at CAROLINA

The Graduate School

- Internal & external value of graduate education
- Health Insurance
- Graduate Tuition
- Royster Society of Fellow
- Fundraising

Office of Technology Development

- In FY98, disclosed 106 inventions & licensed 63
- \$1.9 million in license income in FY98
- 40 U.S. patents issued
- Since 1995, 4 new high-tech companies
- Corporate sponsors
 - *Glaxo-Wellcome Target Discovery: \$1.8 million*

GRADUATE STUDIES & RESEARCH at CAROLINA

Office of Research
Services

- 1995 to 1999, reduced staff by 3 positions with an increase of \$30 million in grants & contracts administered
- Service-oriented
- IRBs
- New initiatives
 - *Electronic Research Administration*

Office of Information
& Communications

- Award-winning *Endavors* magazine
- Increased PR with targeted groups
- Doubled faculty-staff use of online funding sources (COS and GrantSource)
- Award-winning Web pages for research

GRADUATE STUDIES & RESEARCH at CAROLINA

Proposal Development
Initiative

- Penetrates new markets with interdisciplinary teams
 - *30 proposals now in progress*
 - *\$58 million funded*
- Nominated awards
 - *PDI coordinates nomination process, assists nominees*
 - *Over \$3.6 million awarded*
- Stipend fund
 - *mentoring grad students in proposal development*

Special Projects

- Carolina Environmental Program
- Office of Economic Development
- Arts Carolina
- Carolina in the 21st Century
 - *(capital planning)*
- Science Project, planning
- Bioinformatics & functional genomics

GRADUATE STUDIES & RESEARCH at CAROLINA

Legislative Relations

- UNC-CH Relations
- Faculty Salaries
- Overhead Return (\$5 million annually, UNC-CH)
- Graduate Tuition (\$8 million annually, UNC)
- Startup Funding

GRADUATE STUDIES & RESEARCH at CAROLINA

Issues

Relations & Governance Within UNC

- Absence of open conversation or planning
- Increases in bureaucracy and centralization, at odds with national trends
 - *information technology, personnel-administrative positions, admissions...*
- Homogenization
 - *failure to respect diversity of mission*

GRADUATE STUDIES & RESEARCH at CAROLINA

Evaluation of the UNC System

- Maximize the potential of each campus
- Provide maximum support with a minimum of central control
- Educational equality
 - *define, respect diversity of individual campuses to meet diverse needs*
 - *provide equality of opportunity in admissions & programs*
- Research universities in the UNC system
 - *budgetary and management autonomy (Michigan model) to compete with peers, maximize value to the citizens of NC*
 - *accountable, part of UNC*

GRADUATE STUDIES & RESEARCH at CAROLINA

What Should the Faculty Do?

- Come together and form a public-interest group
- Pursue issues of UNC-CH importance:
 - *encourage open discussion of the UNC System*
 - *capital planning and Carolina in the 21st Century*
 - *review of graduate education in the UNC system*
 - *represent the interests of teaching, research, and public service in UNC-CH governance*

GRADUATE STUDIES & RESEARCH at CAROLINA

Carolina in the 21st Century

A Great University Plans for its Future

The University of North Carolina at Chapel Hill is the oldest state university, honoring its compact with the state's citizens since 1793. For two centuries, Carolina has trained generations of leaders, created models for social change, enriched countless lives, and produced vital innovations in science and technology. With its distinguished programs in the social sciences, humanities, arts, and health affairs, Carolina has become one of the major centers in the world for the study of people, their institutions, their welfare, and their personal and public health. Carolina is also at the heart of a high-technology era, both present and future, for the State of North Carolina.

A NEW VISION

With broad participation from its community of faculty members, this "University of the People" has examined its future in the context of its past. What has evolved is a clear vision built on a continuing partnership with the people of North Carolina. Building on current strengths, the university will create new programs and enrich old ones, addressing a range of challenges vital to our society and its high-tech, information-based economy.

These new efforts will further enrich an already stimulating environment for undergraduate education, infusing it with the excitement that generating new knowledge imparts to all intellectual work at a research university. The training of graduate students and the impact of their research will be at the heart of a series of new initiatives that will enhance North Carolina, its people, its welfare, its technology, and its economic well being.

ELEMENTS OF CHANGE

Planning for Carolina in the 21st Century is a continuing and dynamic process. Significant programmatic and research initiatives define our vision:

In the Sciences

- **Infrastructure of Science**—with emphasis on the elements of modern scientific methods: cutting-edge

instrumentation and visualization, mathematical modeling, scientific computation; emphasis also on the revolution in information science.

- **Interdisciplinary Physical Sciences**—fundamental sciences that will yield exciting new materials and processes—natural and synthetic—including high-tech plastics, the next generation of computer chips, and a whole range of 21st Century technologies.

- **Life Sciences**—a major focus in genomic sciences, the application of genetics to human health, disease prevention, and individualized medicine, and to the function of plant organisms with application to enhanced food resources and plant survival. Additional emphases on such areas as cognitive neuroscience and the science of exercise, fitness, and sports.

- **Multidisciplinary Environmental Studies**—the integrated study of environmental health, policy, and science, addressing the coastal zone of North Carolina, biodiversity and human health, sustainable resources, and responsible technologies.

In the Arts and Humanities

- **Communication**—enhancing the nation's cross-cultural competencies, and our citizens' expertise in communication, both written and oral, in English and the world's diverse languages.

- **Creative and Performing Arts**—enriching our lives through music, art, drama, film, and creative writing.

In Education and Social Science

- **Economic Development and the University in Public Affairs**—shaping the ideas, policies, and technologies that drive economic development and contribute to the public good.

- **Innovations in Education**—enriching and uplifting K-12 education through LEARN NC, development of emerging undergraduate opportunities, a focus on

graduate and postgraduate excellence, and professional and technology programs.

- **International Dimension of Education and Research**—bringing the perspectives of foreign languages and cultures to bear on the educational experiences of UNC-CH students and K-12 students throughout North Carolina.

Enabling the University to succeed in these roles will require a continued and significant partnership with the people of North Carolina, the financial support of friends of the University, and an even greater emphasis on raising funds from foundations, corporations, and federal agencies. It is this effort that will provide the new facilities, the support for new programs, and the help required with new methods of financing.

The process of change has begun. The future is bright for "The University of the People," its public, and the State of North Carolina.

CAPITAL PROJECTS

Our five-year plan includes a total of \$500 million in critically needed capital projects, including \$371 million for the construction of 10 new buildings and \$129 million in repairs and renovations. There will be a reinvigoration of the historic campus and new construction for interdisciplinary programs. In addition to the academic buildings described below, there would also be a new Student Services Support Center, which would enable the consolidation of student services now inefficiently scattered among several buildings.

Interdisciplinary Science Buildings

The interdisciplinary science buildings will be designed to promote the efficient use of shared facilities and equipment and foster natural affinities, helping to break down disciplinary boundaries. These buildings will enable leading-edge, interdisciplinary research and teaching on emerging issues in science.

- **The Interdisciplinary Physical Sciences and Information Technology Building.** This building, which would total about 439,140 square feet, would

house elements of the Department of Chemistry, the Curriculum in Applied Sciences, Materials Science, and infrastructure support. It will provide the laboratories for interdisciplinary programs in polymer science, nanoscale materials, imaging, sensors, and biomaterials. This facility will include a 500-seat auditorium, two 200-seat auditoriums, eight 50-seat classrooms, four 25-seat classrooms, six teaching laboratories, 20 research laboratories, and support space, including shops, imaging facilities, library stacks, group study rooms, and computer facilities. Estimated cost: \$60 million.

- **The Environmental Studies Building.** Totalling about 308,062 square feet, this building would house the Marine Sciences Department, the Ecology Curriculum, the Geology Department, the Geography Department, the Carolina Environmental Program (CEP), the Environmental Studies Curriculum, and the Environmental Resource Program. It would support thematic, interdisciplinary work in Global and Regional Processes, Environmental Modeling and Visualization Science, Sustainable Environmental Management, Environmental Biology and Biotechnology, and Environment and Human Culture. It would include a 300-seat auditorium, a 150-seat auditorium, six 75-seat classrooms, several 25-seat classrooms and laboratories, research laboratories and offices for all faculty, and support space. Estimated cost: \$80 million.

- **The Genomic Sciences Building.** This building, totaling about 333,070 square feet, would house Bioinformatics, Genomics, and Combinatorial/Bio-Analytical Chemistry. It would support thematic, interdisciplinary work in Combinatorial Chemistry, Bioinformatics, Genomics Model Organisms, Cell Biology/Microscopy Imaging, Plant Genomics, and Bio-Analytical Chemistry. The plans include a 500-seat auditorium, two 200-seat auditoriums, four 50-seat classrooms, four teaching laboratories, research laboratories and offices for all faculty, advanced research infrastructure and instrumentation, animal space, greenhouses, and support. Estimated cost: \$80 million.

*Interdisciplinary Arts, Humanities, Education,
and Social Science Buildings*

Each of these proposals responds to the high priority the University's planning groups have placed on globalization as well as the increasingly interdisciplinary nature of advanced learning. Each building will contain classrooms of varying sizes, with special emphasis on small class settings and spaces that can be reconfigured for differing uses.

- **The Communication, Language, and Cultures Center.** This building, providing about 150,000 square feet of instructional and support space would bring together the Communication Studies Department, the language departments (e.g., Asian Studies, Classics, Germanic Languages, Linguistics, Romance Languages, Slavic Languages), writing programs in English and the oral communication program, as well as other units that include global communication and the broader study of cultures (e.g., Anthropology, Cultural Studies, Religious Studies). Estimated cost: \$30 million.
- **The Center for Global and International Education.** This new building, which should be adjacent to the Communication, Language, and Cultures Center, would house faculty, students, and staff who approach global studies primarily from the perspectives of the social sciences. It would be home to such units as the Curriculum in International Studies, the Area Studies Programs (e.g., Latin American Studies, the Curriculum in Russian and East European Studies, the Center for Slavic, Eurasian, and East European Studies), Study Abroad, the International Student Center, and the University Center for International Studies. The Center for Global and International Education would enhance research and education in international studies not only by offering spaces for those activities. It would also house units that focus on research and others that focus on overseas programs for students (Study Abroad), as well as the practical requirements of overseas study and the needs of international visitors (the International Center). The instructional and support spaces in this building would require about 19,350 square feet. Estimated cost: \$10 million.

- **The Center for the Study of the American South.** This building would highlight a particular multidisciplinary strength that creates special opportunities for public interaction across the state and the region. It would house the Research Laboratories of Archaeology (collections and museum), the Southern Oral History Program, the *Journal of Southern Culture*, and the Folklore Curriculum. It also would be an appropriate home for other units or interdisciplinary groups that contribute to the University's growing strength in Native American Studies and its broad and well-established preeminence in the study of African American literature and of Southern Literature. Instructional and support spaces in this building would require roughly 58,000 square feet. Estimated cost: \$11.8 million.
- **The Center for Public Policy and Research in the Social Sciences.** This building would highlight the University's internationally recognized position as a center for advanced interdisciplinary research and teaching in the Curriculum in Public Policy Analysis, the Department of City and Regional Planning, Urban Studies, and the Institute for Research in Social Science. Estimated cost: \$10 million.
- **Digital Multimedia Instructional Center.** This building anticipates the growing importance of digitized audio-visual material for individual student learning and classroom teaching by distributing it to multiple sites over the campus network. It will provide increased classroom space and faculty offices and will offer state-of-the-art digital resources for instructional use in its labs, classrooms, and carrels. It will bring together the internationally recognized music collection, which has occupied substandard, unsafe space in the basement of Hill Hall. The center will vastly expand access to audio-visual materials at Carolina, and will include facilities for the digitization of material from such units as the Music Department, the Art Department, and the Southern Folklife Collection. Estimated cost: \$12 million.

THE NECESSARY SUPPORT

For Carolina, the turn of the century represents a time of decision and opportunity. In the new century, new approaches to teaching and research will restructure our thinking and with it the physical structure of the campus. To meet this challenge, we will need new facilities, new tools, and new methods of instruction—and new ways to finance them all. The capital financing plan must address such factors as

- enrollment growth,
- current deficiencies in laboratory space and shortfalls in renovations,
- new programs identified in the planning process,
- new technology-intensive teaching methods,
- and the need to maintain the historic campus, its appearance and ambience.

The plan is for the next five years and will include

- the self-funding of student residences,
- operating costs,
- partnerships with the State of North Carolina, and with individuals, corporations, and federal agencies,
- and long-term financing.

CAPITAL FINANCING PLAN

Solving Space Needs for the University of the Future

- The capital financing plan for the University must meet the needs and requirements of

- the oldest state university and the need for renovation and restoration of a historic campus, and
- bold multidisciplinary concepts, born in the sciences, promulgated by a new concept in architectural space and how to use multiple interactions amongst units, with disciplinary integrity in a truly multidisciplinary environment.

- The future of the University and its value to the citizens of North Carolina depends on our ability to maintain competitive edge.

A recent study commissioned by the UNC General Administration and performed by a respected outside consultant reveals that the University is short 800,000 to 1,000,000 square feet in research laboratory space for conducting research and for training undergraduate and graduate research students and postdoctoral research fellows. The study also found enormous shortfalls in teaching and office spaces. The lack of space could jeopardize \$305 million in outside grants and contracts and our ability to help North Carolina realize a high-tech future by training the most able students and by encouraging new interactions with industry and new start-up companies.

- Much of the space on the historic campus must be integrated and reconfigured for new interdisciplinary structures and new approaches to teaching.



The University of North Carolina at Chapel Hill

Rules Affecting Presentation of Resolutions to the General Faculty

- Any member of the Voting Faculty is entitled to attend and vote in General Faculty meetings. [The converse is that *only* members of the Voting Faculty may do so.]
- A quorum of the General Faculty is 125. A quorum is presumed unless some member suggests the lack of a quorum, in which case a count of the chamber will be taken. [Faculty Code, sec. 1-2(c)]
- Rule 2 of the General Faculty provides that “every resolution expressing the sense of the Faculty shall be reduced to writing and copies thereof shall have been distributed to every member of the voting faculty at least twenty-four hours in advance of the meeting at which it is to be presented.”
- Rule 8 provides that a motion to suspend the rules requires a two-thirds vote.

Rules Affecting Presentation of Resolutions to the Faculty Council

- Rule 1 of the Faculty Council provides that any member of the Voting Faculty is entitled bring matters for consideration by the Faculty Council and to participate in the discussions upon recognition by the chair. [The converse is that *only* members of the Voting Faculty have privileges of the floor and of debate.]
- A quorum of the Faculty Council is a majority of the *elected* members. This year there are 75 elected members, so a quorum of the Council is 38. [Faculty Code sec. 2-5]
- The right to vote is restricted to (1) elected members of the Faculty Council, (2) the chair of the faculty, and (3) members of the Executive Committee of the Faculty Council who are not otherwise elected members of the Council. [Faculty Code sec. 2-7]
- Rule 5 provides that the text of “any proposal containing any considerable detail” must be presented in writing to the secretary of the faculty sufficiently in advance of the meeting to be distributed along with the agenda.
- Rule 3 provides that a motion to suspend the rules requires a two-thirds vote.

RESOLUTIONS FOR CONSIDERATION BY THE FACULTY COUNCIL, APRIL 23, 1999

Resolution 99-3. Endorsing the Report of the Task Force on Student Evaluation of Teaching.

The Faculty Council resolves:

The Faculty Council endorses the Report of the Task Force on Student Evaluation of Teaching and commends the Task Force for its excellent work.

Resolution 99-4. On Adequate Funding for Teaching Resources

The Faculty Council resolves:

Section 1. The Faculty Council joins the Graduate and Professional Student Federation in urging the provost to establish a task force composed of members of the faculty, graduate teaching assistants, and administrators for the purpose of studying the disparity across campus of teaching resources provided to instructors and recommending a policy that establishes a minimum standard for provision of such resources.

Sec. 2. In the interim, the University should take immediate steps to cover all of the necessary costs of instructional support until a permanent policy is put in place.

Recitals accompanying Resolution 99-4

- It appears that the provision of teaching resources to faculty and graduate instructors varies widely across campus.
- Faculty instructors, and especially graduate teaching fellows and teaching assistants, sometimes are expected to pay for texts, photocopies, and other materials needed in the classroom.
- There is no uniform policy across the campus regarding the resources that departments and schools must provide their faculty and graduate instructors.
- It is outrageous that poorly-paid graduate instructors must pay out of their own pockets for teaching materials.

Resolution 99-5. On Responsibility for Established Lectures.

The Faculty Council resolves:

Section 1. The Faculty Council commends the Committee on Established Lectures for its many years of distinguished service to the University.

Sec. 2. On recommendation of the Committee on Established Lectures, the Chancellor is requested to take appropriate steps to assign responsibility for the John Calvin McNair Lecture in Science and Theology to the Department of Religious Studies; the Martin Luther King, Jr., Lecture on Civil Rights to the Office of the Chancellor; and the Weil Lecture in American Citizenship to the Institute for the Arts and Humanities.

Sec. 3. The Committee on University Government is requested to present to the General Faculty for its consideration an amendment to the Faculty Code of University Government abolishing the Committee on Established Lectures.

INITIAL RECOMMENDATIONS

4/22/1999

By the Licensing Labor Code Advisory Committee to the Chancellor, University of North Carolina at Chapel Hill

I. Disclosure

- A. The February 2, 1999 report of the Chancellor's Task Force on Labor Codes in Licensing noted in its conclusions that "All members of the Task Force support the principle of full disclosure, and most are not convinced that secrecy regarding manufacturing facilities is necessary, legitimate, or even sustainable." Since any monitoring proposal will only realistically allow access to a small percentage of manufacturing sites, students and many others in the University community see full public disclosure of factory locations as a necessary check on any monitoring system. Full public disclosure will allow local NGOs and human rights groups to be involved in ensuring compliance to the code. See also section IV below.

II. Living Wage

- A. The report of the Task Force also stated that "The University should endeavor to participate in identifying the elements of a 'living wage' in areas where products bearing its name are manufactured; in analyzing the impact on families of failure to pay a living wage; in exploring the possible impact within local economies of implementing such a wage; and in advocating, where proper, the implementation of such a wage."
- B. We recommend, therefore, that UNC-Chapel Hill agree to participate in the living wage symposium sponsored by the University of Wisconsin-Madison and to engage its faculty expertise in defining a living wage in areas where UNC-Chapel Hill's products are manufactured.
- C. We also recommend that once a living wage and its implications have been determined to the satisfaction of the Task Force and the University, the Task Force recommend to the Chancellor as to what steps UNC-Chapel Hill should take to achieve implementation of such a wage as a minimum on the part of its licensees:
 - 1. Preferably as part of the Code of Conduct already approved by the Chancellor
 - 2. Or, contractually between UNC-Chapel Hill and its licensees upon the next renewal of the licensing contract.

III. Principles of Independent Monitoring

- A. We recommend that UNC-Chapel Hill commit to the principle of independent monitoring of sites of production of UNC-Chapel Hill licensed products in accordance with the following minimum standards.
 - 1. Independent monitoring excludes manufacturer control of the selection of sites monitored, the timing of inspections, and the instrument or procedure used to monitor the facility.
 - 2. Independent monitoring includes off-site worker interviews, and cooperation with and the involvement of local non-governmental organizations (i.e., religious, human rights, and labor advocates).
- B. We recommend that UNC-Chapel Hill continue to negotiate actively both with the Fair Labor Association and its member institutions and with other universities and stakeholders to create an effective shared monitoring mechanism, noting that the Fair Labor Association currently does not provide independent monitoring according to the aforementioned standards and has unresolved issues as to the role of universities in its governance as well. We recommend that UNC-Chapel Hill also actively work with any other universities that seek to explore alternative monitoring systems that uphold our standards of independent monitoring.

IV. Notification of licensees

- A. We recommend that as soon as possible but no later than August 15, 1999, UNC-Chapel Hill notify all its licensees, through the Collegiate Licensing Corporation, of the principles contained in the proposed CLC labor code which Chancellor Hooker endorsed on behalf of the University in February 1999, and that after a period of 90 days those principles will be incorporated into all UNC-Chapel Hill licensing contracts.

B. We further recommend that UNC-Chapel Hill notify its licensees that it intends to begin requiring full public disclosure of all fully owned and/or subcontracted manufacturing sites involved in production of UNC-Chapel Hill licensed products.

C. Finally, we recommend that these notifications express UNC-Chapel Hill's desire to work closely and constructively with all its licensees to work out reasonable and good-faith steps for implementation of these principles, including a pilot project beginning as early as this summer with representative licensees of varying sizes and types.

Licensing Labor Code Advisory Committee:

Richard N. Andrews, Co-Chair	Catherine Lutz*
Richard Baddour	Shirley Ort
Lorrie Bradley	Karin Ramstad
Nicholas Didow	Marian Traub-Werner
John P. Evans*	Rutledge Tufts, Co-Chair
Donald Hornstein	

* Not able to be present at meeting at which these recommendations were finalized

Report of the Task Force on Student Evaluation of Teaching:

University of North Carolina, Chapel Hill April 5, 1999

Section I: Prologue

The Carolina Course Review (CCR, hereafter) has been used at the University of North Carolina at Chapel Hill since the 1970s. During the 1997-1998 academic year, members of Faculty Council raised a large number of concerns about the CCR. These concerns focused on: the use of the CCR in renewal, promotion and tenure decisions, the effects of extraneous variables on the CCR; the interpretability of statistical analyses of the CCR; and possible violations of privacy that might arise from Web publication of the CCR. As a result of these concerns, the Faculty Council passed a resolution prohibiting the use of the CCR as an instrument for official personnel evaluation at the school or departmental level.

In response to this resolution and the above concerns, Provost Richardson charged a Task Force, chaired by Professor Douglas Kelly, to respond to these issues during the summer of 1998. This Task Force issued short term and long term recommendations. In the short term, it recommended use of the CCR for an interim year, with the proviso that statistical analyses be limited. In the long term, the Task Force recommended that a new system be designed that would simultaneously serve the purposes of: 1) evaluation of faculty members for renewal, promotion and tenure; 2) provision of feedback to faculty members for the improvement of teaching; and 3) provision of information to students to guide

students' course selection. Further they recommended review and consideration of a course evaluation system currently in use at the University of Michigan.

The current Task Force was constituted in January of 1999 in response to these recommendations and charged by Provost Richardson to design a student evaluation instrument for use across the university. The committee was constituted with representatives from Arts and Sciences (E. Hirshman (Chair), A. Panter), Business (R. Adler), Education (W. Ware), Medicine (G. White), Nursing (M. Miles), Student Affairs (C. Wolf Johnson), the Center for Teaching and Learning (E. Neal), Academic Technology (T. Lewis) and Student Government (L. McPhail). In this report, we describe the Task Force's process, present the instrument the Task Force created, and offer recommendations on the appropriate use and interpretation of the instrument. A final section compares the proposed instrument to the CCR and discusses implementation issues.

Section II: Description of Process

The Task Force met five times in the Spring Semester of 1999. Two sub-committees (the instrument evaluation sub-committee and the report drafting sub-committee) also met throughout the semester, providing information and analyses to the Task Force. The instrument evaluation sub-committee (members: Adler, Hirshman, Miles, Neal, Wolf Johnson) reviewed instruments used at peer institutions and suggested items and formats for the task force to consider. The report drafting sub-committee (members: Hirshman, McPhail, Panter, Ware, White) suggested positions on the use and interpretation of

student evaluations for the Task Force and compiled the current report. The Task Force provided multiple opportunities for students, faculty and administrators to provide input during its deliberations. A public forum was held during February and a circular from the Provost solicited input from faculty members and students. In addition, the chair of the Task Force and the student representative (L. McPhail) met with members of the student government cabinet, while the chair of the Task Force and Professor Panter met with members of the executive and educational policy committees of Faculty Council.

During the Task Force's first meeting, prior campus events and the research literature on student evaluations of teaching were reviewed. Between the first and second meetings of the Task Force, the instrument evaluation subcommittee reviewed instruments used at peer institutions and identified a range of different approaches. At the second Task Force meeting, members of the instrument evaluation sub-committee presented these instruments to the Task Force. A consensus emerged that the system currently used by the University of Michigan possessed the structure and the flexibility necessary to meet the many purposes of student evaluations of teaching. At the conclusion of the second meeting, the instrument evaluation subcommittee was charged with identifying questions that could serve the purposes of evaluation of faculty, provision of feedback to faculty, and provision of information to students within the Michigan system.

The third Task Force meeting was a public forum in which input from students, faculty, and administrators was solicited. A strong sentiment emerging from this forum, as well as from input received by electronic mail, was that the student evaluation instrument must provide extensive opportunities for written comments. Following the third Task Force meeting, the report drafting sub-committee was charged with identifying consensus

positions on the use and interpretation of student evaluations, including issues related to statistical norming, web publication, and the effects of extraneous variables.

The fourth meeting of the Task Force featured presentations of proposed items by the instrument evaluation sub-committee and presentation of consensus positions on the use and interpretation of student evaluations by the report drafting sub-committee. Following discussion of these issues, the drafting sub-committee revised the proposed instrument and the consensus positions, and compiled the current report. This report was presented, discussed and revised at the fifth meeting of the Task Force. Following revision the report was submitted to the Chancellor's Advisory Committee and Provost Richardson.

Section III: The Instrument and its Properties

The recommended instrument is presented in Appendix A. As discussed above, and recommended by the prior Task Force, it is modeled on the system currently in use at the University of Michigan. The instrument attempts to meet the purposes of evaluating faculty, improving teaching, and providing information to students, while permitting departmental and faculty users substantial flexibility.

The instrument consists of a two- page required section and a larger optional section.

A. Description of Required Section

The required section consists of four components. The first component is a set of three summary questions measuring students' overall judgments of teaching and course quality. Interpreted in the context of a range of other information (see Section IV below), the responses to these questions provide useful information for evaluating faculty. While the

responses to these summary questions are likely to be correlated, three questions are used to allow the instrument to tap slightly different aspects of overall teaching performance. Consistent with the input we received during the public forum, each summary question presents students with an opportunity for written comments.

The second required component consists of thirteen questions, with each question being designed to capture an element identified by prior research as a constituent of effective teaching (Appendix B presents descriptions of the elements of teaching these questions attempt to measure with relevant citations to research literature). We refer to these as formative questions to denote that their primary purpose is to help faculty members improve their teaching.

The third required component consists of seven questions designed by student government representatives. These questions provide information to students that may help guide course selection. They focus exclusively on issues deemed by students to be relevant to course selection (e.g., workload). As discussed below, the design process suggests responses to these questions should not be used to evaluate faculty performance.

The final component of this section is a single question soliciting input regarding teaching awards. The purpose of this question is to supplement other criteria for teaching awards by providing broader student input to appropriate awards committees.

B. Description of Optional Section

The optional section of the instrument will vary depending on department decisions. Departments, in consultation with faculty, will be able to choose among approximately two hundred and fifty questions designed by researchers at the UNC-CH Center for Teaching and Learning. These questions cover almost all aspects of teaching and are

available for use by faculty members and/or departments. To give an example of how these questions might be used, a faculty member whose performance in an area was rated as poor might choose to include additional questions probing this area to help diagnose reasons for these ratings. Similarly, if a department were attempting to implement a particular teaching initiative (e.g., in information technology), it might include optional questions focusing on this area.

In the context of UNCC Chapel Hill's role as a research university, we wish to draw special attention to the sections of optional questions focusing on graduate education, clinical practice and research supervision. These questions were designed by Task Force members to address the special needs of graduate and professional education. Appendix C provides additional discussion of issues associated with the evaluation of research supervision.

Section IV: Recommendations on the Use and Interpretation of Student Evaluations of Teaching

A. Recommendations on the Role of Student Evaluations in Renewal, Promotion, Tenure and Performance Evaluation

Student evaluations reflect a single type of information about teaching performance; they are reports provided at one point in time by a set of individuals with particular goals and motivations for assessing the merits of a course. Consequently, they should not be used exclusively in the renewal, promotion, tenure and performance evaluation processes. Evaluations of teaching performance should consider multiple perspectives, including student evaluations, peer evaluations, self-evaluations, teaching portfolios, and other external indicators of teaching excellence (e.g., teaching awards). These multiple sources

of information should also be considered over time to provide a broader and more complete understanding of a person's teaching history and progress.

In this context, we recommend administrators receive student ratings from three sections of the proposed instrument to facilitate judgments on renewal, promotion, tenure and performance evaluation. (Faculty members, of course, will have access to all responses.) Administrators should receive: 1) responses from the three summary questions; 2) responses from the core formative questions; and 3) a listing of the written open-ended comments (or where appropriate, a summary thereof). They should not generally receive responses from the seven student questions, the optional questions, or the question about whether the professor is deserving of a teaching award--- unless the professor being evaluated believes these questions are particularly diagnostic of their teaching performance.

The decision regarding which responses administrators should receive is based on the fact that consistent performance on the former set of three measures (either good or bad) provides important information on teaching quality. In contrast, because of considerations influencing their design and purpose, the latter set of measures will not necessarily provide information on overall quality of teaching. For example, questions designed by students for use in course selection (e.g., does a course use information technology?) may not necessarily measure elements of effective teaching. Similarly, questions designed to solicit student opinions of those who merit teaching awards do not necessarily distinguish good, but not outstanding, teachers from very poor teachers.

Neither the good or the very poor teachers would necessarily receive a large number of nominations. Finally, many of the optional questions are designed to measure specific

pedagogical techniques and, consequently, are not appropriate for overall evaluations of teaching quality.

To enhance the ability of administrators to interpret these measures, we recommend that supplementary information be presented to administrators including definitions for measures of central tendency (e.g., mean) and general guidelines for interpreting distributions of responses. Factors identified from the educational literature that may affect student ratings of teaching (e.g., class size, content area) should also be carefully described. Last, the materials should very clearly note that student course evaluations reflect only a limited type of information about teaching performance and that these data must be interpreted in combination with other indicators and perspectives (peer, self, course information, external indicators).

B. Recommendations on Information to be Provided to Students

The Task Force recognizes the importance of providing course evaluation results to students to help guide their course selection. We believe responses from the three summary questions, the core formative questions, and the seven student questions will be sufficient to accomplish this purpose. Distribution of written comments and responses to the optional and teaching award questions do not provide sufficient additional information to justify widespread distribution, especially as the responses for a single course in these latter categories can sometimes represent limited, and potentially misleading, information.

C. Recommendations on Statistical Analyses

The Task Force is convinced that student evaluations of teaching are one important piece of information about the teaching performance of a faculty member, but is also well

aware of their limitations. For example, as mentioned previously, extraneous factors (e.g., class size, course type) may influence student ratings. Similarly, narrow response ranges may make it very difficult to interpret percentile rankings. In this context, we recommend that data summaries include the distribution of responses and the mean response on each of the summary and core formative questions. Further, because the Task Force believes it possible to compare ratings across similar courses within a department, we recommend that data summaries also show the first, second, and third quartile points on the questions identified above for each department. In the same vein, it may be possible to develop over time estimates of quartiles for individual courses by aggregating the ratings as faculty repeat the course and/or it is taught by other faculty. If possible, this information should also be presented with indication of the number of times the course has been taught. The Task Force does not believe it appropriate to make comparisons across the University or even within a large unit such as the College of Arts and Sciences. Extreme heterogeneity in content area, pedagogical style, course goals, and student characteristics make such comparisons extremely difficult to interpret.

The concept of comparing ratings raises the question of how to accommodate the large body of research indicating that student evaluations of teaching may be affected by factors beyond the control of a faculty member. Such factors include class size, type of course (required versus elective), content area or discipline, and expected grade. While it might be possible to develop a mathematical model to "statistically" adjust evaluations to take these factors into account, the Task Force does not recommend doing so at this time.

Such a statistical adjustment is predicated on many assumptions which would need to be investigated in great detail before a model might be developed. Further, statistical models

are generally designed for understanding aggregate or group data. Consequently, application to individual cases, as would be necessary in the current situation, may produce numerous misleading conclusions. As an alternative to a statistical model, and as discussed in Section IV A above, we recommend providing administrators with a general description of the different variables that have been identified in the literature and how these variables may affect ratings. This should help produce more valid judgments of teaching quality, while minimizing the misleading conclusions that might arise from the application of a statistical model to individual cases. A final recommendation is that continual quality monitoring be in place to evaluate the adequacy of the items, to understand better ways to present responses, and to assess the instrument in relation to external criteria.

Section V: Comparison of the Proposed Instrument to the Carolina Course Review and Implementation Details

We view the proposed instrument as a descendant of the Carolina Course Review. Thus, we wish to acknowledge publicly the effort, hard work and creativity of those who developed and maintained the CCR over the last three decades. Further, we wish to emphasize that there is substantial overlap in the constructs that the current instrument and the CCR attempt to measure. (Appendix B presents a detailed comparison of the questions used in the current instrument and the CCR.)

In this context, we wish to mention five important differences between the current instrument and the CCR. First, we have separated questions specifically designed for student use from questions designed for summative and formative uses. This division

allows questions to be designed specifically for student purposes, while ensuring that the responses to such questions do not inappropriately influence the renewal, promotion, tenure and performance evaluation processes. Second, the inclusion of a substantial optional section gives the current instrument significantly more flexibility than the CCR. As discussed above, faculty members or departments can insert optional questions to help them more fully evaluate areas of special interest. Similarly, the newly created modules on graduate education, research supervision and clinical practice can be interchanged with the other formative questions to provide more appropriate evaluation in these areas. Third, the three summary questions are presented together with opportunities for written comments. We think the opportunity for open-ended responses will enhance the reliability of summary judgements that are critical to the evaluation process. Fourth, the format of our core formative questions allows for a broad analysis of many elements of effective teaching, rather than multiple measurements of a limited number of aspects (see Appendix B). This broader measurement can play a critical role in improving teaching by helping faculty members identify and monitor problem areas. Fifth, our proposed statistical analyses are substantially more conservative than those used by the CCR. Specifically, there is no attempt to represent precise percentile rankings, nor do we recommend making comparisons outside a faculty member's department. Similarly, given the broad diagnostic orientation of our formative questions, we do not use factor analytic methods for summarizing measurements. We think this approach responds to many of the criticisms raised previously by members of Faculty Council, as well as to the input we received from faculty members during the current process.

We close this section with a brief discussion of implementation issues. We strongly recommend the creation of a campus unit to implement the current recommendations and maintain the university's system of course evaluation. We believe this unit should be located in the UNC-CH Center for Teaching and Learning so that they can benefit from a collegial environment in which the assessment and enhancement of teaching are central. In this context, we recommend that appropriate resources be allocated to the UNC-CH Center for Teaching and Learning for this purpose.

Section VI: Conclusion

The evaluation of teaching is critical to the university's instructional mission. The proposed instrument is designed to serve the purposes of faculty evaluation, improvement of teaching, and guidance for students in a succinct and flexible format. We strongly recommend that all units of the university adopt the proposed instrument.

Not applicable; Does not apply ^① Strongly Disagree ^② Disagree ^③ Neither Disagree Nor Agree ^④ Agree ^⑤ Strongly Agree

C. Student Questions. UNC student government representatives selected these questions to aid in course selection.

1. The instructor handled questions well.	^①	^②	^③	^④	^⑤
2. The instructor used examples that had relevance for me.	^①	^②	^③	^④	^⑤
3. The instructor used class time well.	^①	^②	^③	^④	^⑤
4. The instructor encouraged participation/interaction.	^①	^②	^③	^④	^⑤
5. The instructor used innovative forms of presentation.	^①	^②	^③	^④	^⑤
6. Information technology was used effectively in the course.	^①	^②	^③	^④	^⑤
7. The workload in the class was appropriate.	^①	^②	^③	^④	^⑤

D. Teaching Award Question. This question will be used to help university committees for teaching excellence

Identify talented and deserving instructors for teaching awards.

1. This instructor was one of the best I have had at UNC-CH, fully deserving of a teaching award.

Yes, this instructor is one of the best I have had at UNC.

E. Additional Comments. Written comments may help improve this course in the future. Please comment on Sections B and C, as well as answer the following: Would you recommend this course under this instructor? Why or why not? What were the best and worst parts? What could be improved?

Thank you for taking the time to give us your evaluation of this course and instructor.
Appendix A (Continued): Optional Questions (Modules A Through X)

Summary of Optional Questions

Questions from the following modules can help provide additional feedback about the course.

Module	Module Name	Number of Optional Items in Module
Module A	Students' Development	9
Module B	Instructor's Development	19
Module C	Instructor's Attitude Toward Students	8
Module D	Instructor's Organization and Preparation	8
Module E	Instructor's Communication Skills	8
Module F	Instructor's Interest in Teaching	3
Module G	Instructor's Presentational Style	5
Module H	Pace and Depth of Coverage	6
Module I	Instructor's Expectations and Objectives	5
Module J	Instructor's Accessibility	6
Module K	Use of Instructional Technology	9
Module L	Students' Attitude Toward the Course	4
Module M	Student Interaction	9
Module N	Course Relevance	4
Module O	Examinations	15
Module P	Assignments	15
Module Q	Grading	6
Module R	Laboratory Work	24
Module S	Clinical/Field Placement	21
Module T	Studio Work	8
Module U	Team Teaching	4
Module V	Guest Lectures	4
Module W	Field Trips	3
Module X	Graduate Seminar	15

Module A: Students' Development

- A-1. This course was helpful in developing new skills.
- A-2. I learned more in this course than in similar courses.
- A-3. I generally understood the material presented in this course.
- A-4. I felt that this course challenged me intellectually.
- A-5. I have become more competent in this subject area during this course.
- A-6. I performed up to my potential in this course.
- A-7. My opinions about some topics changed because of this course.
- A-8. I learned more in this course than I expected to learn.
- A-9. The course made me think hard and carefully.

Module B: Instructor's Development

- B-1. The instructor inspired me to be critical of ideas and materials.
- B-2. The instructor's work in class built upon what I learned from the reading assignments.
- B-3. The instructor related the course to students' experiences and backgrounds.
- B-4. The instructor made me feel that the course material is worthwhile.
- B-5. The instructor helped me develop an interest in the material.
- B-6. I generally enjoyed going to classes.
- B-7. The instructor integrated the course material with what I had previously learned.
- B-8. The instructor presented divergent viewpoints when appropriate.
- B-9. The instructor made me aware of current problems in this field.
- B-10. The instructor related theories and concepts to practical issues.
- B-11. The instructor effectively used examples to get across key points.
- B-12. The instructor clarified complex sections of the text.
- B-13. The instructor presented diverse approaches to problems and their solutions.
- B-14. The instructor accepted viewpoints other than his/her own as valid.
- B-15. I learned more from this instructor than I could by independent study.
- B-16. The instructor incorporated material from other fields to help my understanding.
- B-17. The instructor was knowledgeable about the subject matter of the course.
- B-18. The instructor used a scholarly approach in presenting content, such as referring to theory, research, and debates in the field.
- B-19. The instructor helped me synthesize the material.

Module C: Instructor's Attitude Toward Students

- C-1. The instructor encouraged students to express their opinions.
- C-2. The instructor always seemed aware of the needs of students.
- C-3. The instructor seemed receptive to new ideas and others' viewpoints.
- C-4. I was comfortable asking questions in this course.
- C-5. The instructor knew the names of students.
- C-6. The instructor created a positive classroom environment.
- C-7. The instructor recognized individual differences in the abilities of students.
- C-8. The instructor showed interest in students.

Module D: Instructor's Organization and Preparation

- D-1. The instructor's class presentations made for easy note taking.
- D-2. The instructor presented material in a clear manner.
- D-3. The course material was presented in logical units.
- D-4. There was continuity from one class meeting to the next.
- D-5. The class presentations were well organized.
- D-6. The instructor was prepared for class.
- D-7. The instructor rarely digressed from the subject matter.
- D-8. The instructor summarized key points.

Module E: Instructor's Communication Skills

- E-1. The instructor's voice was clear and understandable.
- E-2. The instructor's vocabulary was appropriate for my level of understanding of the material.
- E-3. The instructor's lectures were at an appropriate level for me.
- E-4. The instructor defined new terms, concepts, and principles.
- E-5. The instructor spoke at an appropriate pace during lecture.
- E-6. The instructor gave examples, illustrations, or applications to clarify abstract concepts.
- E-7. The instructor slowed down when discussing complex and difficult topics.
- E-8. The instructor facilitated student involvement in the seminar.

Module F: Instructor's Interest in Teaching

- F-1. The instructor was enthusiastic in presenting course material.
- F-2. The instructor seemed friendly and relaxed in front of the class.
- F-3. The instructor seemed genuinely interested in the course material.

Module G: Instructor's Presentational Style

- G-1. The instructor varied activities over the course of the semester.
- G-2. The instructor made the subject matter interesting.
- G-3. The instructor's presentations were generally thought provoking.
- G-4. The instructor's classroom sessions stimulated my interest in the subject.
- G-5. I was generally attentive in class.

Module H: Pace and Depth of Coverage

- H-1. The instructor covered about the right amount of material in this course.
- H-2. Prerequisites for this course adequately prepared me for taking it.
- H-3. Within the time limitations, the instructor covered the course content in sufficient depth.
- H-4. The instructor generally presented the material at an appropriate pace.
- H-5. The instructor made sure that students understood material before moving on to new topics.
- H-6. The course material provided sufficient depth of content in the area.

Module I: Instructor's Expectations and Objectives

- I-1. The instructor clearly specified the course assignments.
- I-2. The instructor informed us of the direction the course was to take.
- I-3. The objectives of the course were adequately explained.
- I-4. The instructor took time to define my responsibilities in this course.
- I-5. The catalogue description of the course matched the way it was taught.

Module J: Instructor's Accessibility

- J-1. Assistance from the instructor outside the class was readily available.
- J-2. Talking to the instructor during office hours was helpful.
- J-3. The office hours were scheduled at convenient times.
- J-4. The instructor was available for consultation with students.
- J-5. The instructor encouraged out-of-class consultations.
- J-6. The instructor was available during office hours.

Module K: Use of Instructional Technology

- K-1. Audio/Visual materials (or computers) were an asset to this course.
- K-2. AV materials (or computers) used in this course contributed significantly to my learning.
- K-3. AV materials (or computers) used in this course were well integrated with course topics.
- K-4. AV materials (or computers) used in this course were well chosen.
- K-5. Using the Discussion Board contributed to my learning in this course.
- K-6. Using email contributed to my learning in this course.
- K-7. Using the Listserv contributed to my learning in this course.
- K-8. The WWW course page was an effective tool in this course.
- K-9. Using the Internet to discuss class material was valuable to me.

Module L: Students' Attitude Toward the Course

- L-1. The time spent in the class was worthwhile.
- L-2. My attendance for this course has been better than for other courses.
- L-3. I would have taken this course even if it were not required.
- L-4. I looked forward to this class.

Module M: Student Interaction

- M-1. The instructor stimulated class discussion.
- M-2. I had an opportunity to participate in discussions with the instructor.
- M-3. I participated in class discussion more in this course than in similar courses.
- M-4. The instructor devoted enough time to class discussion.
- M-5. The instructor allowed enough time for answering questions in class.
- M-6. My questions were answered satisfactorily by the instructor.
- M-7. The instructor provided a good mixture of lecture and discussion.
- M-8. The instructor asked questions to gauge whether students understood the material.
- M-9. The instructor noted and responded to students' puzzlement or boredom.

Module N: Course Relevance

- N-1. I was interested in learning the course material.
- N-2. This course has given me an enduring interest in this area.
- N-3. This course has stimulated me to do outside reading on my own.
- N-4. I plan to take additional courses in this field.

Module O: Examinations

- O-1. The instructor gave about the right number of examinations.
- O-2. The exams were clearly worded.
- O-3. The exams gave students an opportunity to demonstrate what they had learned.
- O-4. The exams gave the instructor a good picture of my understanding of the course material.
- O-5. The exams adequately covered the reading assignments.
- O-6. The exams adequately covered the lecture material.
- O-7. The exams concentrated on reasoning and applying concepts.
- O-8. The exams concentrated on factual material.
- O-9. The exams concentrated on the important aspects of the course.
- O-10. The exams were fair.
- O-11. The instructor took reasonable precautions to prevent cheating during tests.
- O-12. The exams reflected the objectives of the course.
- O-13. The answers to the exam questions were adequately explained after the exam.
- O-14. I had enough time during the examination periods.
- O-15. The type of examinations were appropriate to the course content.

Module P: Assignments

- P-1. The assignments were challenging.
- P-2. The assignments were relevant to what was presented in class.
- P-3. The instructor made useful comments on the assignments I turned in.
- P-4. An appropriate amount of homework was required for this class.
- P-5. There was no "busy work" in this class.
- P-6. Assigned readings in this class were at an appropriate level.
- P-7. The reading assignments were interesting.
- P-8. Readings covered both sides of issues.
- P-9. Outside readings were relevant to the rest of the course.
- P-10. The course required a reasonable amount of outside reading.
- P-11. The text used in the course was helpful.
- P-12. The writing assignments were adequately explained.
- P-13. The criteria for grading the writing assignments were clear.
- P-14. The writing assignments were connected to the course material.
- P-15. The course required a reasonable amount of writing.

Module Q: Grading

- Q-1. I had expected to get the grade in this course that I will receive.
- Q-2. My grades accurately represent my performance in the course.
- Q-3. I know my relative standing in the class.
- Q-4. The grading system was adequately explained.
- Q-5. The instructor was fair in assigning grades.
- Q-6. The instructor's grading system encouraged me to work harder.

Module R: Laboratory Work

- R-1. The laboratory instructor was concerned with safety.
- R-2. I generally found the laboratory sessions valuable.
- R-3. The laboratory instructor clarified lecture material.
- R-4. The laboratory instructor presented material over and above the lecture material.
- R-5. The laboratory instructor provided adequate individual attention.
- R-6. The laboratory instructor helped me to find supplementary references.
- R-7. The laboratory instructor was available during office hours.
- R-8. The questions on the lab quizzes were a good sample of what I was expected to know.
- R-9. The lab increased my competence in using lab equipment and materials.
- R-10. The lab equipment was, on most occasions, effectively set up.
- R-11. The laboratory section appeared to be well integrated with the lecture.
- R-12. The use of laboratory equipment was adequately explained.
- R-13. Laboratory assignments were relevant to what was presented in class.
- R-14. The laboratories used for this course had adequate facilities.
- R-15. I had sufficient opportunity to use the laboratory facilities.
- R-16. The laboratory sessions were well organized.
- R-17. My laboratory instructor thoroughly understood the laboratory experiments and equipment.
- R-18. Directions for the laboratory assignments were clear.
- R-19. Laboratory assignments required a reasonable amount of time and effort.
- R-20. Laboratory assignments were interesting and stimulating.
- R-21. Laboratory assignments were reasonable in length and complexity.
- R-22. Assistance was available throughout laboratory sessions.
- R-23. Laboratory reports were graded fairly and impartially.
- R-24. Laboratory reports were returned promptly.

Module S: Clinical/Field Placement

- S-1. We encountered a good variety of clinical problems.
- S-2. The instructor's clinical demonstrations were clear and concise.
- S-3. Clinical techniques were explained and discussed thoroughly.
- S-4. Sufficient observation and supervision were provided in clinical work.
- S-5. Prior course work adequately prepared me to handle the clinical tasks.
- S-6. The instructor satisfactorily answered my clinical questions.
- S-7. The instructor evaluated my clinical work consistently.
- S-8. The instructor was very helpful in my developing good clinical techniques.
- S-9. Appropriate and inappropriate clinical procedures were clearly identified.
- S-10. The instructor made reasonable demands of the students in clinical work.
- S-11. The (C/FP) was valuable in my professional development.
- S-12. The (C/FP) assignments stimulated my ability to critically apply information learned in other courses.
- S-13. The instructor clearly communicated expectations for (C/FP).
- S-14. The instructor was very knowledgeable in regards to the (C/FP).
- S-15. The instructor was sufficiently available to me during the (C/FP).
- S-16. The instructor encouraged critical thinking in regard to my (C/FP).
- S-17. The instructor demonstrated an open and analytic approach to different points of view about issues related to the (C/FP).
- S-18. The instructor facilitated my growth as a professional.
- S-19. The instructor provided timely and constructive feedback about my performance during the (C/FP).
- S-20. The instructor was sensitive about and stimulated thinking related to cultural diversity encountered during the (C/FP).
- S-21. The instructor helped me be aware of ethical aspects of my experiences

Module T: Studio Work

- T-1. The studio projects were valuable in understanding the course.
- T-2. The studio facilities were adequate.
- T-3. The assigned studio projects were appropriate to the level of the course.
- T-4. The instructor required a reasonable amount of work to be done in studio class.
- T-5. The instructor's examples and demonstrations in studio class were clear and concise.
- T-6. The instructor carefully explained each step of new processes and techniques in studio class.
- T-7. The instructor explained the underlying rationale for techniques or styles in studio class.
- T-8. Desk critics were effective in studio class.

Module U: Team Teaching

- U-1. Team-teaching was effectively used in this course.
- U-2. Instruction was well coordinated among the teachers.
- U-3. The teachers were compatible in this course.
- U-4. Course material was effectively presented with the team-teaching approach.

Module V: Guest Lectures

- V-1. The guest lecturers were interesting and stimulating.
- V-2. The guest lecturers contributed significantly to this course.
- V-3. The guest lecturers addressed issues relevant to the course.
- V-4. The guest lecturers were effective speakers.

Module W: Field Trips

- W-1. The field trips were useful learning experiences.
- W-2. The field trips were conducted with a high level of expertise.
- W-3. The logistics of the field trips were well planned.

Module X: Graduate Seminar Module

- X-1. I felt that this course challenged me intellectually.
- X-2. The instructor inspired me to be critical of ideas and materials.
- X-3. The instructor presented divergent viewpoints when appropriate.
- X-4. The instructor accepted viewpoints other than his/her own as valid.
- X-5. The instructor used a scholarly approach in presenting content, such as referring to theory, research, and debates in the field.
- X-6. The instructor helped me synthesize the material.
- X-7. The instructor encouraged students to express their opinions.
- X-8. The instructor seemed receptive to new ideas and others' viewpoints.
- X-9. The instructor facilitated student involvement in the seminar.
- X-10. The course material provided sufficient depth of content in the area.
- X-11. The instructor was available for consultation with students.
- X-12. The instructor stimulated class discussion.

Appendix B: Research References and Item Comparisons

Appendix B, Part 1. Elements of Effective Teaching Supported by Research

1. Plans the course in such a way that students can easily follow its organization.
2. Develops course goals that emphasize higher-order learning.
3. Provides challenging and interesting assignments.
4. Clearly communicates expectations for student performance
5. Varies the instructional strategies used in the course.
6. Uses classroom techniques that involve the students actively in the subject matter.
7. Shows enthusiasm for the subject matter and for teaching.
8. Insures that communication of the subject matter is clear.
9. Provides ways for students to receive individual help if they need it.
10. Gives prompt, constructive feedback to students on their performance.
11. Uses grading practices that insure fairness and impartiality.
12. Demonstrates caring about students and how well they are learning in course.

References

- Cohen, P. A. (1981). Student ratings of instruction and student achievement: A meta-analysis of multisection validity studies. *Review of Educational Research, 51*, 281-309.
- Feldman, K. A. (1989). Instructional effectiveness of college teachers as judged by teachers themselves, current and former students, colleagues, administrators, and external (neutral) observers. *Research in Higher Education, 30*, 137-194.
- Marsh, H. W. (1987). Students' evaluations of university teaching: Research findings, methodological issues, and directions for future research. *International Journal of Educational Research, 11*, 253-388.
- Sullivan, A. M. & Skanes, G. R. (1974). Validity of student evaluation of teaching and the characteristics of effective instructors. *Journal of Educational Psychology, 66*(4), 584-590.
- Wotruba, T. R. & Wright, P. L. (1975). How to develop teacher-rating instruments: A research approach. *Journal of Higher Education, 46*(6), 653-663.

Appendix B, Part 2. Mapping of Current Summative and Formative Items to Carolina Course Review Items and to Effective Teaching Elements

Items on Proposed Form	Carolina Course Review Item	Corresponding Element
Core Summative Items		
1. Overall, considering its content, design, and structure, this course was excellent.	No specific Carolina Course Review Item	Captured by the set of Elements
2. Overall, considering the possibilities of the subject matter, this instructor was an effective teacher.	Overall, my instructor is an effective teacher. (CCR-10)	Captured by the set of Elements
3. Overall, considering the possibilities of the subject matter, I learned a great deal from this course.	Overall, this course was a valuable learning experience. (CCR-21)	Captured by the set of Elements
Core Formative Items		
1. This course challenged me to think deeply about the subject matter.	The course has challenged me to work at my full potential. (CCR-18)	<ul style="list-style-type: none"> • Provides challenging and interesting assignments (Element 3) • Uses classroom techniques that involve the students actively in the subject matter (Element 6)
2. The course was well organized.	No specific Carolina Course Review Item	<ul style="list-style-type: none"> • Plans the course in such a way that students can easily follow its organization (Element 1) • Clearly communicates expectations for student performance (Element 4)
3. It was clear what was expected of me in this class.	No specific Carolina Course Review Item	<ul style="list-style-type: none"> • Provides challenging and interesting assignments (Element 3)
4. The course materials (e.g., textbook) helped me better understand the subject matter.	No specific Carolina Course Review Item	<ul style="list-style-type: none"> • Provides challenging and interesting assignments (Element 3)
5. The course assignments helped me better understand the subject matter.	Course assignments are interesting and stimulating. (CCR-15) The assigned reading significantly contributes to this course. (CCR-16)	<ul style="list-style-type: none"> • Provides challenging and interesting assignments. (Element 3)
6. The instructor expressed ideas clearly.	My instructor presents difficult material clearly. (CCR-6) My instructor speaks audibly and clearly. (CCR-4)	<ul style="list-style-type: none"> • Insures that communication of the subject matter is clear (Element 8)
7. Instructional techniques engaged me in the subject matter	My instructor makes good use of examples and illustrations. (CCR-7)	<ul style="list-style-type: none"> • Uses classroom techniques that involve the students actively in the subject matter (Element 6)
8. The instructor seemed concerned about whether students learned the material.	No specific Carolina Course Review Item	<ul style="list-style-type: none"> • Demonstrates caring about students and how well they are learning in the course (Element 12)
9. The instructor showed enthusiasm for the subject matter.	My instructor displays enthusiasm when teaching. (CCR-2)	<ul style="list-style-type: none"> • Shows enthusiasm for the subject matter and for teaching (Element 7)
10. The instructor treated all students with respect.	No specific Carolina Course Review Item	<ul style="list-style-type: none"> • Demonstrates caring about students and how well they are learning in the course (Element 12)
11. The instructor provided me with helpful feedback on my performance	No specific Carolina Course Review Item	<ul style="list-style-type: none"> • Gives prompt, constructive feedback to students on their performance (Element 10)
12. Grades reflected a fair evaluation of my performance.	Grades are assigned fairly and impartially. (CCR-14)	<ul style="list-style-type: none"> • Uses grading practices that insure fairness and impartiality (Element 11)
13. I was able to get individual help when I needed it.	My instructor is actively helpful when students have problems. (CCR-9)	<ul style="list-style-type: none"> • Provides ways for student to receive individual help if they need it (Element 9)

Appendix B, Part 3. Mapping of Carolina Course Review Items Not Associated with Required Items to Optional Items

Carolina Course Review Item	Corresponding Optional Item from Modules
1. My instructor identifies major or important points in the course. (CCR-1)	My instructor summarized key points. (D-8) The instructor presented material in a clear manner. (D-2)
2. My instructor seems well-prepared for class. (CCR-3)	The instructor was prepared for class. (D-6)
3. My instructor displays a clear understanding of course topics. (CCR-5)	The instructor was knowledgeable about the subject matter of the course. (B-17)
4. Exams in this course have instructional value. (CCR-11)	The exams concentrated on important aspects of the course. (O-9)
5. My instructor returns exams and assignments quickly enough to benefit me. (CCR-12)	No specific optional question is available at this time.
6. Exams stress important points of the lectures/text. (CCR-13)	The exams adequately covered the reading assignments (O-5)
7. The assigned reading is well integrated into this course. (CCR-17)	Outside readings were relevant to the rest of the course. (P-9)
8. The amount of student effort required in this course is reasonable. (CCR-19)	An appropriate amount of homework was required for this course. (P-4)
9. My instructor has a realistic definition of good student performance. (CCR-21)	No specific optional question is available at this time.

Appendix C: Evaluation of Research Supervision

Research supervision (honors projects, master's research, and dissertations) is a major role of a faculty member at a doctoral research university. Yet, faculty are seldom given credit for the time involved (workload), nor is there a requirement or consistent manner to evaluate this work. For some faculty, research supervision is an exceptional teaching strength, when teaching large classes may not be as strong. Thus, these evaluations are important. On the other hand, there are faculty with serious problems in research supervision that are never clearly evaluated or dealt with.

Because research supervision is a one person evaluation, there is a serious problem related to student confidentiality of their evaluations and, given the potential bias regarding whom faculty might give or not give evaluations forms to, an added question is who should request the evaluation. In addition, there are issues related to when and how often such evaluations should be completed.

Regarding confidentiality, it is recommended that someone other than the faculty member administer the evaluation forms; the procedure should be made part of a routine each semester so the process is not overlooked. Efforts should be made to get the completed form from all students to ensure that evaluations are based on all students and not just disgruntled students.

The completed evaluation should be placed in a sealed envelope and given to the Department Chair or similar person to be placed in the faculty members' confidential department file. When 10 (number could be debated) evaluations have accumulated, the data should be compiled by a third party and given to the faculty member and Chair.

Regarding frequency, such evaluations could be done every semester a student is enrolled in a research experience involving advisement or only the semester when the honors project, research project, or dissertation is completed. Because in some programs students are enrolled for research experiences other than for these types of final products, evaluating only at the end of these projects might be too limiting. On the other hand, having a faculty member evaluated by students each semester they take credits involving research advisement activities could mean that several of the 10 evaluations were completed by the same student. Thus, there is a need for discussion on these issues to better understand the issues and needs of different departments.

Recommendation for evaluation items:

- Was knowledgeable about the research process
- Demonstrated an open and analytical approach to different points of view about the problem being studied.
- Was sufficiently available to me.
- Stimulated my intellectual curiosity about the topic
- Facilitated my growth in research skills
- Served as sounding board for my research ideas and guided the development of my research
- Was knowledgeable about School and University research requirements.
- Provided timely feedback
- Provided helpful and appropriate feedback
- Was clear about accepted outcomes at each stage of the process.
- Encouraged critical thinking
- Taught me about scientific integrity in research
- Facilitated my understanding of ethical aspects of the research process
- Facilitated timely completion of my study

INTELLECTUAL CLIMATE PROGRESS REPORT

REVISED REPORT APRIL 1999

To: Richard Richardson, Provost
From: Donna Lefebvre, Executive Committee, Faculty Council
Libby Evans, Employee Forum
Co-Chairs, Intellectual Climate Implementation Committee
Re: Revised Intellectual Climate Progress Report
Date: April 12, 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 can implement and fund immediately. At times, we have modified a recommendation, 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 and other relevant recommendations in the new development campaign.

In March of 1999, we submitted our first report to the Provost; we then made a number of revisions, which are reflected in this second report.

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 IIC 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 UNC 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 17 new grants of \$1,000 each for 1998-99 and 16 grants of \$1,000 each in 1999-2000 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 7 additional course development grants of \$2,000 each to CTL for 1998-1999 and 6 course development grants for 1999-2000, to be awarded to faculty to develop or transform a course into one using active learning techniques. The course development 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 *Enderovors* 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 Services 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 university-wide 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 shortly 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 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 the 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 Internet/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 in the amount of \$18,000 per year 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: Recommendation for IMMEDIATE ACTION by Provost:** We recommend that the Provost restate 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 may also include a coffee house.

Recommendation: The Coordinator of Common Spaces in Facilities Services 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 Class-Related Travel.

**** Status: Recommendation for IMMEDIATE ACTION by Provost.** We recommend that the Provost immediately set aside \$20,000 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 in one 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.

At an average cost of \$400 per trip, funding in the amount of \$20,000 will provide about 50 field trips or other event trips.

2E. Encourage and Facilitate More Faculty/Student Interaction by Fully or Partially Funding Tickets to Cultural/Academic Events Outside the Classroom.

**** Recommendation for IMMEDIATE ACTION by Provost:** With funding, faculty and staff could arrange for reduced cost or free tickets for their students or for a class to go with the faculty member to a cultural or academic event. For example, Don Luse, Director of the Student Union, is enthusiastic about providing group, reduced-cost tickets to faculty/staff and their students to attend Union cultural events together. We expect that other event coordinators around the Triangle would be equally accommodating. Therefore, we recommend that the Provost set aside \$20,000 for 1999-2000 to fund such a pilot ticket program, which would be administered by the University Director and Coordinator of Intellectual Life.

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

3. COMMON SPACES: INTELLECTUAL CLIMATE REPORT RECOMMENDATIONS

**** Status: Four Recommendations for Immediate Action on Common Spaces by Provost:**
The 4 recommendations for immediate action by the Provost are as follows:

3.A. IMMEDIATE ACTION # 1 on Common Spaces: 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 are convinced that this staff position is absolutely essential.

3.B. IMMEDIATE ACTION # 2 on Common Spaces: Provide \$40,000 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.)

3c. IMMEDIATE ACTION:# 3 on Common Spaces: 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. IMMEDIATE ACTION # 4 on Common Spaces: Assign 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 moving 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, landscaper/forester and Grounds Director at 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 University, 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 FY 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 plan 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

300 first year students begin the FYI/L/L 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, CCPS 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 the summer of 1999. 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 CCPS 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 CCPS 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.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 millennium 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. In the meantime, the Provost should set aside funding in the amount of \$12,000 for 1998-99 and \$12,000 for 1999-2000 to make the following awards for extraordinary public service: 1 faculty award of \$5,000 for extraordinary public service; 1 staff award of \$5,000; and 4 student awards of \$500 each.

5G. Create an Endowment for CCPS.

To sustain and protect the work of the Center for Public Service, the Center needs an endowment of 14 million dollars. Therefore, we recommend that the Provost direct the Development Office to make the endowment of CCPS a top priority in the new development campaign.

5H. Assign One Development Officer to Be Responsible for All Public Service Development.

**** Recommendation for IMMEDIATE ACTION by Provost:** To assure that all public service-related items receive attention in an organized, coordinated manner, we recommend that one development officer be assigned to track and be responsible for all public service development requests and initiatives.

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 within 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 July 1999: Faculty member appointed

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

1999-2000 year: Implementation

7. STUDENTS' PERSPECTIVE ON ICI 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 freshmen 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 are engaged in what they do there.
- **Field Trips.** To facilitate the most effective form of active learning, we must give professors opportunities to take their classes into the field, or 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. STUDENT EVALUATION OF THE UNC-CH LEARNING EXPERIENCE: THE EVALUATION OF THE INTELLECTUAL CLIMATE REPORT INITIATIVES

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
<p>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, 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)</p>	<p>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</p>

- **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
<p>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</p>

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

Data Elements – Senior Survey
<p>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</p>

- **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 for IMMEDIATE ACTION by Provost: Establish the Office of University**

Evaluation: Evaluations of learning, teaching, and the UNC-CH intellectual climate are critical to the future, and to the on-going functions of the University. Thus, to assure that these evaluations are valid, coordinated, consistent, and meaningful, we recommend that UNC-CH establish an Office of University Evaluation to handle all campus evaluations. The Provost should also form an Evaluation Advisory Committee composed of faculty, administrators, staff, and students to guide and advise the Office of University Evaluation and to review surveys, results and office functions.

The Office of University Evaluation: Responsibilities

1. Will continue enthusiastic participation in surveys by the UNC General Administration (GA) and the American Council on Education (ACE) of entering first year students (the ACE evaluation); sophomores (GA); graduating seniors (GA); and alumni (GA). To maximize student participation, administration times for the surveys should be carefully selected and publicized, and student groups and student government should be involved in survey distribution and publicity.
2. Should serve as a mechanism to acquire and further analyze evaluation survey data, such as specific evaluation reports by departments and schools since these reports are critical for feedback.
3. Should work with GA to assure that unique individual identifiers are used to track students over their careers at UNC and beyond. Group identifiers, such as in-state/ out-of-state; urban/rural; Morehead program; honors program; other scholarships; etc., are needed for survey tracking.
4. Should, with the Chancellor, work with peer state universities, such as Virginia, Michigan, etc., to establish a network of universities that would conduct comparable evaluations and share information.
5. Should establish a threshold minimum competency standard for acceptable departmental evaluation performance, and develop departmental profiles that examine faculty composition, seniority, tenured teaching faculty, seminars, lectures, and mentoring activities. Departments not meeting the minimum standards will be required to develop an improvement plan to be reviewed by the Office of University Evaluation and its Evaluation Advisory Committee.

6. Should suggest additional questions to include in the existing GA survey evaluation instruments in the following areas:

- Seminar opportunities, including First Year Seminars;
- Opportunities to work with faculty members on research;
- Ability to obtain recommendations from faculty for employment or graduate/professional school;
- Approachability of faculty in the student's major;
- Availability of faculty advisors or mentors for independent study-for-credit and honors theses;
- Availability of internships or practicums in the major area; and
- Success in obtaining enrollment in desired classes

7. Should showcase departments and schools with high student evaluations. We understood that there are limits to the capacity of student evaluations to truly reflect the quality of education provided by a unit. However, since student feedback and evaluations do have an impact on resource allocation to UNC-CH, it is very important that those evaluations be carefully examined and monitored, and they should collect information in a valid and reliable manner.

8. Should, with the Provost, assign to the UNC Center for Teaching and Learning the responsibility for leadership in the coordination of the Carolina Course Review insofar as working with students to score and disseminate the course reviews.

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

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, Executive Committee, Faculty Council (ECFC)
2. Libby Byrns, 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. Monika Moore		Student
8. Abigail Painter	Psychology	Faculty, ECFC
9. Kirk Pelland	Grounds Director Facility 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

Committee on Black Faculty and Students

April 23, 1999

Committee Members: Frank Brown (Chair), Anita Brown-Graham, William A. Darity, Jr., Roberta A. Dunbar, Mae Henderson, James Johnson, Soyini Madison, Carol Mallory, Sandra C. Quinn, and Keith Wailoo.

The Committee on Black Faculty and Students meets monthly during the academic year. Its next meeting is April 26, 1999.

Charge to the Committee: The committee is concerned with those matters of educational policy, programs, and their and their implications upon the well being of Black faculty and Black students within the university. The committee is advisory to the Faculty Council.

Committee Activities:

1. In cooperation with the Black Faculty/Staff Caucus and the Alliance of Black Graduate and Professional Students Association the committee conducted hearings on the needs and concerns of Black graduate students. The committee commissioned a study of Black graduate students regarding their well being on campus. Dr. Lynn E. Williford, Senior Research Associate and Coordinator of Assessment, Office of Institutional Research conducted the study.

During the 1998-99 academic year, a major focus of the committee was the status of recruitment and retention of African American students in graduate and professional programs. A study is being conducted to learn how the University might increase the number of African American enrollees and better support them in completing their programs. The project consists of analyses of trends in applied/accepted/enrolled rates, an overview of recruitment strategies used in major academic units, and a survey of enrolled African American students concerning their experiences on this campus. Preliminary results have been compiled and a final report is expected within a few weeks.

2. The committee also addressed the concerns of African American faculty. After hearings conducted by the committee, it was decided that a meeting and luncheon to discuss the tenure and promotion processes and regulation at the University would be helpful. The meeting/luncheon was held for all African American faculty who wanted to attend, given their schedule.

The Faculty Council Chair, the Associate Provost, and the Committee Chair addressed the meeting. The Luncheon speaker was John Turner, former Dean of the School of Social Work. Attendance was reduced because of a conflict with another major event in the African American community, the Black Women's Writers Conference. However, those who attended the meeting considered the affair very valuable. We will continue to address the concerns of Black faculty and students.

Respectfully submitted,
Frank Brown, Chair

FACULTY ASSEMBLY UNIVERSITY OF NORTH CAROLINA

Report, April 12, 1999

Lolly Gasaway

The UNC Faculty Assembly continued to advise the President of the University of North Carolina on matters affecting faculty, educational policy and the university generally. Several new initiatives are underway this year, and members of the Faculty Assembly were asked to serve on a variety of important system-wide committees and task forces. Additionally, significant internal governance matters were handled. The Assembly held four meetings this year, initiated an annual colloquium and hosted a meeting for the chairs of the faculty senates of the 16 campuses. The chair of the Assembly has met with six more faculty senates and will meet with the remaining two by May 5 to complete visits to each of the campus senates over the past two years.

COLLOQUIUM

In November, 1998 the Faculty Assembly held its first daylong colloquium. The topic was copyright use and ownership. It was attended by 32 of the Assembly delegates, 16 university librarians, 16 attorneys plus 5-6 technology transfer officers from the campuses as well as General Administration staff and President Molly Broad. Ken Crews, Associate Dean of Faculties for Copyright at Indiana University - Indianapolis was the keynote speaker, and there were several sessions led by various faculty and staff with expertise in copyright law.

The outcome of the colloquium was the appointment of a Task Force on Copyright and Intellectual Property with representatives of all of the constituent groups. A majority of the members are faculty. The Task Force is charged to make recommendations on a copyright use policy framework, a copyright ownership policy, a program of education for the campuses and to examine other intellectual property issues. The report is due March 31, 2000.

OTHER ISSUES & INITIATIVES

1. The Faculty Assembly continues to work with the President to see that campus Boards of Trustees find ways to involve faculty representation even though faculty cannot serve as voting members. Two campuses have done this formally: Appalachian State University and UNC-Pembroke. The Assembly hopes the remaining 14 institutions will follow suit.
2. Faculty Assembly representatives served on the following task forces or committees this year:
 - a. Task Force on Faculty Benefits - the final report has gone to the President.
 - b. Task Force on Faculty Worklife - studying the effects of post-tenure review and phased retirement on faculty worklife.
 - c. Tuition Task Force - the final report went to the Board of Governors this fall and was adopted.
3. A Task Force on Faculty Grievance Procedures on the Campuses is being formed and an Assembly ad hoc committee is working to gather information for the Task Force. There will be delegates serving on the Task Force when it is named.

INTERNAL OPERATIONS

The Faculty Assembly bylaws were amended in November, 1998 after almost ten years of working to revise them. Additionally, the Executive Committee has almost completed a thorough review of the existing committee structure and plans to make recommendations for modernizing the structure before the end of the academic year.

Report of the Established Lectures Committee
1998-1999

March 31, 1999

Committee Members: Professor Bobbi Owen (chair), Dramatic Art (2000); Professor Edwin Brown, Classics (2000); Professor Lawrence Grossberg, Communication Studies (1999); Professor Gerald Horne, Communication Studies (2001); Professor Merle Mishel, Nursing (2000); Professor Elin Slavick, Art (1999); Abraham Kurian (undergraduate student); Maria Lund (undergraduate student); Chris Brown (graduate student).

Meetings during past year: November 13, 1998, January 27, 1999, March 31, 1999

Report: Prepared by the committee chair and reviewed by the entire committee at the March 31, 1999 meeting.

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

The established lectures were arranged as follows:

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

On January 20, 1999, the Reverend Bernice King gave the keynote address, concerning the relevance of her father in the new millennium, for the Dr. Martin Luther King Jr. Birthday Celebration in Memorial Hall to an enthusiastic, largely student, audience.

2. *Weil Lecture* (American Citizenship)

All attempts to schedule this lecture during the 1998-99 academic year have met with obstacles, although several prominent individuals have promised to come to Carolina in the future.

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

Dr. Holmes Rolston III, Professor of Philosophy at Colorado State University, gave the McNair Lecture on Science and Theology, on September 16, 1998 to a full house in the Hanes Art Center Auditorium entitled "Evolutionary History and Divine Presence." In addition, on September 17, 1998, he met with groups of students and participated in seminars and classes concerned with environmental studies and sciences.

In recent years many discussions about these and other lecture series have taken place on campus, including some as to whether this committee remains an appropriate one. During the Bicentennial celebration and campaign, several new lectureships were endowed with the result that every week there exists the possibility of attending a wide variety of events on campus. It is impossible for this committee to coordinate all campus lectures and apparent that if ownership resides within academic departments or schools, or in institutes, there can be better continuity, more consistency and intent of the donors can be more easily followed. The committee on Established Lectures, one of the oldest standing committees at UNC, therefore recommends that it be abolished and that ownership of the lectures be transferred, by a process including formally renewing the endowment agreements, to other units which can provide more effective stewardship of the lectureship series.

Resolution:

- Transfer ownership of the John Calvin McNair Lecture in Science and Theology to the Department of Religious Studies, the Martin Luther King, Jr. Lecture on Civil Rights to the Chancellor's committee for the Dr. Martin Luther King Jr. Birthday Celebration, and the Weil Lecture in American Citizenship to the Institute for the Arts and Humanities.
- Appoint no new members to the committee for the 1999-2000 academic year but retain those members with terms remaining to assist with the transition.
- Abolish the Established Lectures Committee.

Community & Diversity Report

April 23, 1999

- I. Committee Members: Gerald Horne, John Stephens, Melissa Exum, Sue Kirchen, Svein Toverud, Bethany Hedt, Claire Miller, Adam Versenyi.
- II. The Committee met approximately once per month this semester after getting started belatedly this academic year.
- III. Our charge is to monitor and make recommendations concerning the overall campus climate as it pertains to questions of diversity and discrimination.
- IV. We investigated, *inter alia*, matters pertaining to sexual orientation and began to formulate recommendations to that end. Concern was expressed that the course requirement for diversity has been weakened to an extent in that so many courses have been listed as fulfilling such; this will be addressed more concretely next semester.
- V. This fall we will be holding a series of conferences on questions of diversity, with the first concerning race. These conferences will mean that our recommendations will be emerging from a base that is broader than that of our committee.

University Priorities and Budget Committee
Annual Report
April 23, 1999

Members

Jack Evans (Business, '01); Darryl Gless (English and Arts & Sciences Deans' Office, '99); Carol Jenkins (Health Sciences Library, '00); Joe Pagano (School of Medicine, '99); and Ruel Tyson (Religious Studies and Institute for Arts & Humanities, '00). Faculty are selected to represent the University at-large rather than a specific constituency. Of the faculty representatives, the Faculty Chair selects three and the Chancellor selects two. Faculty representatives serve staggered three-year terms.

Ex-Officio

Dick Richardson (Provost and UPBC chair); Pete Andrews (Chair of the Faculty, '00); Tom Meyer (Vice Provost for Research); James Ramsey (Vice Chancellor for Finance & Administration); Jane Stine (Employee Forum chair, '99); and Reyna Walters (Student Body President and Ex-Officio Trustee, '99). Non-voting ex-officio members who provide staff support are Ann Dodd (Institutional Effectiveness), Kate McGaughey (Office of the Provost) and Roger Patterson (Finance).

Meetings

The UPBC meets weekly throughout the year.

Charge

The UPBC sees its role as providing advice to the Provost. The committee is charged by the Chancellor with recommending overall University priorities for UNC-Chapel Hill (Appendix 1), and with evaluating and recommending funding for academic and administrative programs that will achieve the University's vision to be the leader among public universities. To form the basis for a functional University-wide budget process, the committee:

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

Activities this year

The UPBC accomplished several objectives during the 1998-99 year. First, they developed a University Planning and Budget Process (Appendix 2) and initiated the process by holding a series of budget discussions with Deans and Vice Chancellors in November and December 1998. Each Dean and Vice Chancellor presented a summary of his or her unit's top five goals, the strategies and resources to be used to accomplish their unit's goals, and their plans to measure the success of these strategies. Deans and Vice Chancellors also presented information about how their unit's activities support the University Priorities. These budget discussions helped to assess the nature of the planning that is occurring in schools and units, and to identify some of our campus' unmet needs. Several themes emerged, and these are summarized in Appendix 3. Prominent among these are the need to strengthen faculty & staff compensation and other factors affecting hiring & retention; the need to strengthen mechanisms for construction and maintenance of academic and research space; and the need to establish a single central source of accurate and consistent data for all units.

A second UPBC accomplishment during 1998-99 was the identification of a need for a Strategic Initiative Fund to facilitate the development of new initiatives that support the University Priorities. UPBC has drafted a Strategic Initiative Fund Request for Proposals and is currently working to identify a source for the Strategic Initiative Fund.

A third UPBC accomplishment during 1998-99 was the development of its advisory capacity for resource allocation matters. A number of proposals were presented to the Provost during the year, and UPBC served as a discussion forum to enable these proposals to be negotiated and resolved. These proposals included improvements to advising functions, span of control budget cuts, allocation of funds received from the 10% state transfer of overhead receipts, indirect costs recovery for seed funded projects, and capital financing alternatives. The UPBC also discussed proposals for use of projected new overhead receipts, and recommended changes in the established overhead allocation formula to fund new faculty startup packages.

The UPBC has spent time studying strategic budgeting concepts, and has studied UNC-GA's new funding formula. They have also worked with Administrative Information Services and Institutional Research to create centralized planning data sheets that will be refined for use in the next phase of the new planning and budget cycle.

Agenda

During the 1999-00 year, the UPBC plans to work with the Deans' Council and others to find and allocate resources for high-priority needs by implementing the next phase of the new planning and budget cycle, and creating a longer-term University Budget Plan. Further, the UPBC plans to work with the Deans' Council and others to identify solutions to University-wide concerns such as the need to strengthen faculty & staff compensation and other factors affecting hiring & retention; the need to strengthen mechanisms for construction and maintenance of academic and research space; and the need to establish a single central source of accurate and consistent data for all units. Finally, the UPBC will conduct a self-study in preparation for the formalization of its role in April 2000.

Appendix 1

Priorities for The University of North Carolina at Chapel Hill

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

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

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

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

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

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

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

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

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

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

D. Foster excellent interdisciplinary programs.

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

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

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

Appendix 2

The University of North Carolina at Chapel Hill University Planning and Budget Process

Prologue

The annual planning and budget process provides an opportunity for the University to assess its progress in achieving its missions; to evaluate the implications of changes in external conditions; and to allocate resources in ways that achieve institutional priorities. This process also provides the basis for developing an annual budget through collegial deliberation at all levels. The annual budget will include projected revenues and projected expenditures.

Annual Planning and Budget Process

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

The University Priorities and Budget Committee (UPBC) will advise the Provost regarding University priorities, strategies for achieving them, and budget allocations from all available sources. At the direction of the Provost, the UPBC will examine and update the University's priorities, and will monitor and evaluate the University's progress in achieving them. The Provost will commission studies (e.g., enrollment, faculty salaries, facilities, and other operations) to provide a basis for understanding current activities and the consequences of changes to financial plans.

This annual planning and budget process, including the mechanisms outlined on the attached timeline, will help the University coordinate the Board of Trustee's agenda, the University's priorities, and special requirements of the Board of Governors. It will also help the University with preparation of its legislative agenda.

For the first year, the timeline will be altered slightly since we are starting the process in the Fall rather than the Summer. In future years, the process will observe the attached timeline.

Annual Cycle of Planning and Budgetary Evaluation and Allocation

<u>Title</u>	<u>Summer</u>	<u>Fall</u>	<u>Spring</u>	<u>Summer</u>
Deans/ Vice Chancellors	Develop Academic/ Admin Plans	Deliver Academic/ Admin Plans	Prepare and Deliver Short-Term and Long-Range Budget	Develop Academic/ Admin Plans Receive Budget Allocation Decisions
Provost	Request Preparation of Academic/ Admin Plans	Conduct Academic/ Admin Planning Review	Conduct Academic/ Admin Budget Review	Request Preparation of Academic/ Admin Plans
	Refine short-term and long-range Academic/ Admin Priorities		Refine and Prioritize short-term and long-range Budget Requests	Make Academic/ Admin Budget and Allocation Decisions
UPBC	Analyze/ Synthesize Plans	Advise Provost as Required	Special Studies and Advise Provost as Required	Analyze/ Synthesize Plans

Becoming the Nation's Leading Public University:

Common Themes from Unit Goals and Strategies

IMPROVE THE RESEARCH AND LEARNING ENVIRONMENT

1. Strengthen faculty and staff compensation and other factors affecting hiring and retention

Because of the central role our faculty and staff play in realizing our vision, it is essential that we offer the appropriate incentives to retain and recruit talented faculty and staff members.

Examples of initiatives that are currently being employed or planned in at least one school or division:

- Deferring 1% of the new state appropriation over the next five years to develop a fund to assist in the recruitment of faculty into new areas of research
- Providing opportunities for staff development
- Increasing compensation to the average of peer institutions
- Raising funds for endowed professorships
- Offering start-up packages for new faculty
- Offering mentoring programs for junior faculty and doctoral students
- Helping junior faculty develop a plan to meet their research goals and develop teaching expertise
- Ensuring a semester-long research assignment for junior faculty during their probationary period (every unit does this)
- Providing assistance to faculty in teaching and the application of technology to teaching
- Sponsoring efforts to achieve and celebrate greater diversity and create an environment that is supportive of differences

2. Strengthen finance mechanisms for construction and maintenance of academic and research space

Space concerns were one of the most common themes that came out of the unit presentations. The environment in which our educational mission takes place has a significant impact on our success in realizing our vision. Without adequate laboratory and office space, faculty and staff face an uphill battle as they strive to complete their daily work. Our University also must provide its students with optimal learning spaces, so we must ensure that we have the funds for renovation of classrooms and teaching labs. Because a significant part of a university education takes place outside of the classroom, we must also adequately fund the construction and maintenance of residence halls and common areas. Our unique buildings and grounds make an important, but indirect, contribution to our intellectual climate so we must also provide the necessary dollars to keep these assets in good order.

Examples of initiatives that are currently being employed or planned in at least one school or division:

- Working in partnership with UNC General Administration and their consultant to develop a plan to finance the University's capital needs
- Developing a new open, consultative process to prioritize capital construction needs

3. Increase technology support

Many units mentioned the need to improve access and availability of up-to-date information technologies. The use of information technology to transform teaching and learning, communication, and productivity is essential for any university that is committed to excellence. The use of computers to enhance traditional classroom learning, provide flexibility in class scheduling, make distance learning possible, transmit electronic mail, and streamline and automate administrative processes is a top priority.

Examples of initiatives that are currently being employed or planned in at least one school or division:

- Providing centralized classroom technology support to faculty and graduate students
- Ensuring that students, faculty, and staff have access to computers and networks, and that we have an adequately funded and responsive support system that provides training, technical assistance, and product support
- Developing a faculty support fund to provide incentives and to reward faculty for technological innovations in learning
- Using information technology to streamline processes

4. Maintain and enhance the quality of our libraries

Because Carolina is a leading research University, we must continue to develop and maintain access to extensive, high-quality print collections necessary to support teaching and research, as well as to extend access to electronic resources. The competitive advantage we enjoy because of our libraries will quickly erode if we cannot provide the funding to maintain or expand the quality and scope of our libraries and their services.

Examples of initiatives that are currently being employed or planned in at least one school or division:

- Developing pre-packaged, web-accessible "personal library" collections of information services and resources
- Offering custom consultation/liaison services
- Addressing emerging needs in information literacy

LEAD, MANAGE, & SUPPORT THE UNIVERSITY MORE EFFECTIVELY

1. Establish a single central source of accurate and consistent data for all units

Prominent among the issues brought forward in the budget discussions is the need for a central source of data. Currently, important data needed for both internal applications and external reports are spread around campus on departmental and professional school servers. In such an environment, developing information ranging from performance measures to rankings can be a daunting task. Although the creation of a central data source will be a major undertaking, increasing pressures for data that are complete, accurate, and consistent make this of paramount importance.

Examples of initiatives that are currently being employed or planned in at least one school or division:

- Strengthening our data warehouse and institutional research functions through internal reallocation
- Consolidating institutional databases currently spread around campus on departmental and professional school servers
- Gathering new information on public service at Carolina

2. Use performance measures and benchmarking in resource allocation

In order for us to have the funds we need to achieve our vision, the administration, faculty, staff, and students must work together to ensure that we use our resources effectively and wisely. This cooperative approach to resource use and allocation must include performance measures and benchmarking, program review, priority setting, continuous improvement, and elimination of duplication of effort. Data driven decision-making is a must. We must also insure that our efforts provide for the infrastructure and basic administrative support that we will need as we strive to strengthen the intellectual climate.

Examples of initiatives that are currently being employed or planned in at least one school or division:

- Developing university-wide measures of progress for the University vision
- Using benchmarking to measure unit performance and set goals for the future
- Using productivity and quality measurements to guide operations
- Changing the allocation of lapsed salary funds from discrete and continuous requests to explicit unit-based allocation
- Eliminating historical allocations by department; pooling all existing resources at the division level and reallocating funds based on department and division priorities

- Creating a list of excellent programs for emphasis and for investing resources based on strong measurements such as NRC rankings, external research awards, faculty honors and teachings awards
- Implementing a division-wide goal setting process based on stakeholder review
- Conducting a self-assessment based on the criteria in the Malcolm Baldrige National Quality Award
- Conducting a planning conference with 80 stakeholders to evaluate mission and explore possible new directions
- Instituting a Master evaluation plan that includes annual student evaluations of teaching, advising and student services; periodic alumni and employer surveys; curricular assessments and program outcome assessments
- Analyzing trends in majors, course enrollments across all terms, and curricular changes, making comparisons to offerings at peer institutions
- Using a team-based continuous improvement process
- Developing a new process for continuous quality improvement for administration of the School's continuum of education

3. Strengthen academic/fund raising interface

Because of increasing demands for limited resources, it is becoming imperative that faculty members get involved in fundraising efforts. This involvement can range from working with development officers to ensure a clear vision for fund use, to the direct solicitation of funds.

- Examples of initiatives that are currently being employed or planned in at least one school or division:
- Expanding the role the faculty play in disseminating the university's message

4. Enhance internal & external communication of ideas, initiatives, results

The sharing of exciting thinking and innovations occurring at Carolina can be beneficial in many ways and to many audiences. In addition to keeping the University community informed, it is becoming increasingly important to share this information at state, national, and international levels.

Examples of initiatives that are currently being employed or planned in at least one school or division:

- Publishing information about research and creative activity on campus
- Conducting a comprehensive communications audit and designing and implementing a strategic communications plan
- Redesigning the University's web presence
- Increasing the focus on national media

EXPAND THE FRONTIERS OF KNOWLEDGE

1. Increase interdisciplinary initiatives

Because the world of work is rapidly changing, there is an increasing demand for students who are cross-functionally trained. Development of interdisciplinary programs can help fill this need. Such programs can also offer heretofore-unavailable intellectual challenge for our students. Further, the ability to bring an understanding of more than one discipline to the study of complex problems will no doubt be of great benefit to society.

Examples of initiatives that are currently being employed or planned in at least one school or division:

- Encouraging the formation of scholarly programs that involve faculty from all divisions/disciplines in the School of Pharmacy, and faculty from other academic units (horizontal teams of faculty formed from the vertical academic divisions)
- Using distance learning technologies in the *Public Health Management Academy*, jointly operated by the School of Public Health, School of Business and the NC Institute of Government
- Providing graduate education and pre- and post-doctoral training in the areas of quality improvement through the *Program on Health Outcomes*, jointly operated by several schools
- Offering dual degree programs within the School of Social Work, School of Law, the School of Public Health Department of Maternal and Child Health, and the Department of Public Administration
- Coordinating teacher education with the arts and sciences, through the *Proteus Project*
- In addition to the above examples, virtually every other unit is engaged in some level of interdisciplinary activity

2. Increase collaboration inside and outside the University

Many complex problems addressed through basic or applied research require collaboration between researchers from different disciplines and different organizations. Partnerships between academic researchers and private sector organizations can help speed the application of basic knowledge to product and service development.

Examples of initiatives that are currently being employed or planned in at least one school or division:

- Seeking out, formalizing and strengthening industry and public school partnerships
- Creating multidisciplinary program development opportunities for internal and external collaborations
- Establishing cooperative programs with NC State

3. Increase internationalization of the University

Tremendous improvements in transportation and communication have in essence “shrunk the world.” Where once we could focus our energies internally, it is now essential that we direct some of our enormous potential toward problems facing a global society.

Examples of initiatives that are currently being employed or planned in at least one school or division:

- Using the Kenan Institute-Asia relationships and support to develop exchanges and collaborative learning opportunities with other Asian universities
- Reorganizing and streamlining the study abroad experience to make it available for as many students as possible

4. Improve undergraduate education throughout the University

Once recruited, we must work to see that we retain our students, and that we make the most efficient use of resources by graduating them in four years. To realize these objectives, we must provide outstanding teaching, enhanced advising and mentoring capabilities, a strengthened undergraduate curriculum, strong support of co-curricular activities and innovative programs of study, to name but a few. Further, the first year experience must be given special attention because the support we give to our students and the standards we set for them during their first year on campus will have a significant impact on their success during the remainder of their education.

Examples of initiatives that are currently being employed or planned in at least one school or division:

- Implementing first-year seminars
- Reorganizing advising services
- Identifying student learning outcomes associated with the core functions of each department
- Employing full time academic counselors and part time counselors and tutors



The University of North Carolina at Chapel Hill

MINUTES OF THE FACULTY COUNCIL April 23, 1999, 3:00 P.M.

Attendance

Present (52): Angel, Assani, Bender, Black, Bluestein, Bolas, Bowen, Carl, Clegg, Covach, Cravey, Daye, Debreczeny, Devellis, Elvers, Estroff, Fishman, Gasaway, Graham, Harrison, Holmgren, Hyatt, Johnson, Kjervik, LeFebvre, Levine, Lubker, Ludlow, Madison, Maffly-Kipp, Margolis, McKeown, Meehan-Black, Melchert, Moreau, Owen, Panter, Pfaff, Plante, Platin, Postema, Raper, Rosenfeld, Schaller, Shea, Steponaitis, Straughan, Strauss, Taft, Vevea, Weiss, Williams.

Excused absences (24): Adler, Bangdiwala, Blackburn, Collins, Cordeiro-Stone, Dalton, Eckel, Favorov, Foshee, Graves, Hattem, Hooper, Huang, Kaufman, Marshall, Mill, Molina, Newton, Nord, Passannante, Raab-Traub, Thorp, Tysinger, White.

Unexcused absences (10): Fox, Grossberg, Haskill, Jackson, Lentz, Lord, Pagano, Sekerak, Wells, Werner.

Chancellor's Remarks and Question Period

Acting Chancellor William O. McCoy presided in the place of Chancellor Michael Hooker, who is on medical leave. Chancellor McCoy said that his thoughts and prayers are with Michael and Carmen Hooker in this difficult time. He deeply regrets the circumstances that have called him to this position. He sees his role as keeping the University focused on its current trajectory. His approach to management will be open and consultative.

Chancellor McCoy spoke briefly to the following topics:

- Earlier today he accepted the recommendations of the Licensing Labor Code Advisory Committee. The trustees support the recommendations, and they are acceptable to the students who have been protesting.
- The search for a new dean of the School of Law has concluded and the search for a new dean of the School of Nursing is nearing completion.
- The Provost Search Committee has been constituted. Dean Jeffrey Houpt (Medicine) will chair the committee with Senior Associate Dean Richard Soloway (Arts & Sciences) as vice chair.
- There is little prospect of substantial additional funding for current operations in the 1999-2000 State budget, but prospects look good for legislation that would enable The University System to fund capital projects through bond issues that do not require voter approval.

Chancellor McCoy concluded his remarks by congratulating Prof. Joseph DeSimone (Chemistry) whose research into the use of carbon dioxide as a solvent is finding a number of commercial and industrial applications.

Presentation of the 1999 Thomas Jefferson Award

Chancellor McCoy presented the 1999 Thomas Jefferson Award to Prof. Doris Waugh Betts (English). (The citation and Prof. Betts' response will be found on the Faculty Governance website.)

Presentation of 1999 Advising Awards

Dean Risa Palm presented the 1999 advising awards. Mickel-Shaw Awards went to Prof. Todd Austell (Chemistry) and Aaron Nelson (Arts and Sciences). Class of 1996 Awards were presented to Jemma Grindstaff (Psychology), Prof. Steven Leonard (Political Science), and Prof. Joy Renner (Medical Allied Health Professions).

Report from the Office of the Vice Provost for Graduate Studies and Research

Vice Provost Tom Meyer reported to the Council on achievements in the Office of Graduate Studies and Research during his tenure in office. He concluded with a call for a thorough study of the UNC System. He fears that the System is losing sight of the mission articulated for it by President Friday of providing maximum support to the

constituent institutions with a minimum of central control. Instead, it is functioning more and more as a centralized bureaucracy. Vice Provost Meyer argued forcefully that each campus needs greater budgetary and management autonomy coupled with strict accountability to the President, the Board of Governors, and the General Assembly. This model should not be controversial; it is in use in California, Michigan, and Virginia, and all private institutions. He urged the faculty to become familiar with these issues and to find appropriate ways to express its desires to the appropriate authorities. [A transcript of Vice Provost Meyer's extensive remarks will be found on the Faculty Governance website.]

Chair of the Faculty's Remarks

Prof. Andrews recognized faculty members who have received teaching awards this year.

- Prof. Slayton Evans (Chemistry) received the Board of Governors Teaching Award.
- Prof. Keith Burrige (Cell Biology & Anatomy), Prof. David Gottschalk (City & Regional Planning), Prof. Donald Ornstein (Law), and Prof. Jerry Saye (Information & Library Science) received Distinguished Teaching Awards for Post-Baccalaureate Instruction.
- Prof. Debashis Aikat (Journalism & Mass Communication), Prof. Deborah Bialeschki (Leisure Studies & Recreation), Prof. Michael Crimmins (Chemistry), Lecturer Jean DeSaix (Biology), and Prof. Frank Church (Pathology & Laboratory Medicine) received Tanner Awards.
- Julius Bailey, Kathleen Drowne, Eric Dugdale, Jeffrey W. Jones, and Christina Strafacci received Graduate Teaching Awards.
- Prof. Robert Daniels (Anthropology) received the William C. Friday Award.
- Prof. Jeffrey Dangl (Biology) received the John Sanders Teaching Award.
- Prof. Richard Blackburn (Business School) and Prof. Thomas Warburton (Music) received Johnston Teaching Excellence Awards.
- Prof. James A. Bryan II (Medicine) received the Mentor Award for Lifetime Achievement

Prof. Andrews reported on the work of the Licensing Labor Code Advisory Committee whose recommendations were accepted earlier today. There are three principal recommendations: (1) the University will insist on full disclosure of factory locations as licensing agreements are renewed, (2) we will undertake a study to define what is meant by a "living wage", and (3) we endorse the principle of enforcement through independent monitoring of manufacturing sites. The committee recommends that no later than August 15 the University will notify all licensees of these and other principles that we have endorsed. Ninety days after that notice, those principles will be incorporated into our licensing agreements as they are renewed. The full disclosure requirement will cover both fully owned and subcontracted sites. The University seeks to work closely and constructively with our licensees to find reasonable, good faith ways to implement the principles. We hope to start a pilot project this summer to include representative licensees of many sizes and types.

Prof. Andrews said that the related questions of labor standards and environmental protection that have been at the heart of the labor code discussions are among the major issues of the post-cold war economy. One of the great achievements of industrialized nations in this century has been systems of minimum social benefits for the protection of those at the low end of the socio-economic scale. These policies are being challenged by the globalization of the economy that has rapidly developed in the last quarter of the century. University logo licensing is only a miniscule element in that large pattern, but universities such as ours have historically been advocates for the values of reason and for the highest aspirations of society. We can provide a potent moral force and should try to engage and work with progressive businesses and governments to improve working conditions wherever they may be found.

Report of the Task Force on Student Evaluation of Teaching

Prof. Eliot Hirschman (Psychology) presented the report of the Task Force on Student Evaluation of Teaching, which he chaired. Other members are Prof. Abigail Panter (Psychology), Prof. Robert Adler (Business School), Prof. Margaret Miles (Nursing), Prof. Gilbert White (Medicine), Cindy Wolf-Johnson (Student Affairs), Prof. William Ware (Education), Todd Lewis (Academic Technology & Networks), Ed Neal (Center for Teaching & Learning), and Lindsee McPhail (undergraduate student). The Provost appointed the task force as requested by the Advisory Committee pursuant to Faculty Council Resolution 98-9, and asked it to design an instrument that could be used to (1) aid in evaluating faculty teaching, (2) serve as a means of helping faculty members to improve their teaching, and (3) serve as a guide to students. The task force worked in two subcommittees. One studied systems used in other institutions,

particularly that used by the University of Michigan. The other worked on issues of interpretation and use of survey results.

Prof. Hirschman called special attention to three of the report's recommendations. First, the task force recommends that the evaluation instrument have many opportunities for written comments; it should not be limited to multiple-choice questions. Second, the instrument should be flexible enough to enable its use throughout the University in a wide variety of instructional settings. Finally, interpretation and use of survey results should bear in mind that while student evaluations provide very important information, they also have significant limitations.

Prof. Timothy McKeown (Political Science) raised the question of reporting normative results as well as raw scores. He thought that it would be relatively easy to develop norms that take into account factors such as class size that can influence the responses to certain types of questions. Prof. Hirschman replied that this had been discussed but is not recommended at this time. As the instrument is used over time, a model could be developed that would account for a large number of assumptions, but the task force does not address that possibility in its report.

Prof. Craig Melchert (Linguistics) asked whether departments should expect to use the instrument recommended by the task force in the 1999-2000 academic year. Prof. Hirschman replied that should be anticipated if the Council endorses the task force's report.

Prof. Virginia Shea (Physiology) asked whether the instrument would be useful for courses in which several instructors teach in sequence. Prof. Hirschman replied that the task force had not discussed or anticipated that format, but was aware that there would always be special situations.

Prof. Timothy Taft (Orthopaedics) asked whether the instrument would be required in the professional schools. Prof. Hirschman replied that the task force recommends that all instructional units take a look at the recommended instrument. There will be discussion about its suitability in some settings. The task force recognizes that modifications will be needed as experience with the instrument develops.

Prof. Bonnie Angel (Nursing) asked if the instrument is suitable for online instruction. Prof. Hirschman replied that it is not. The task force did not address that instructional setting.

Prof. Andrews called for discussion of Resolution 99-3, which endorses implementation of the report of the Task Force on Student Evaluation of Teaching and thanks for the task force for its excellent work. The resolution was adopted without audible dissent.

Faculty Elections Results

Prof. Joseph Ferrell, secretary of the faculty, reported the results of the 1999 faculty elections. He noted that 36% of the ballots were returned. The highest rates of return were in small voting divisions such as the Division of Fine Arts (53%), Pharmacy (67%), and the School of Information and Library Science (76%). The full report will be found on the Faculty Governance website.

Update Report from the Intellectual Climate Implementation Committee

Donna LeFebvre (Political Science) reported that the Intellectual Climate Implementation Committee has been monitoring implementation of the Task Force's recommendations. Provost Richardson asked the committee to prepare four matrixes: (1) recommendations that require no funding, (2) recommendations that require funding, (3) personnel requirements of recommendations not yet implemented, and (4) recommendations that should be included in the upcoming capital campaign. These will inform future plans. Prof. LeFebvre called special attention to the Faculty Associates Program, part of the First Year Initiative, which will be implemented this fall. Thirty positions in this program are available to faculty members. There will be a \$5,000 stipend. Each associate will be work with a group of about 10 students out of a cohort of 300 who will be housed in Ehringhaus. Faculty members will soon receive notice of the program by mail. Although this is a program for undergraduates, the committee especially invites faculty members in the professional schools to participate.

Acting Provost Ned Brooks summarized several new programs that have sprung from the Intellectual Climate Task Force Report:

- The Office of Undergraduate Research has been created.
- A new Center for Public Service has been established with the aid of a major gift from a member of the Board of Visitors.
- The Office of the Provost is working to produce a public service database.
- Implementation of the first-year seminars initiative is proceeding as planned.

- The Office of Prestigious Scholarships, headed by Anne Repp, has been organized and is functioning with great success.

Res. 99-4. On Adequate Funding for Teaching Resources

Prof. Gerald Postema (Philosophy), on behalf of the Executive Committee of the Faculty Council, presented Resolution 99-4 providing as follows:

Section 1. The Faculty Council joins the Graduate and Professional Student Federation in urging the provost to establish a task force composed of members of the faculty, graduate teaching assistants, and administrators for the purpose of studying the disparity across campus of teaching resources provided to instructors and recommending a policy that establishes a minimum standard for provision of such resources.

Sec. 2. In the interim, the University should take immediate steps to cover all of the necessary costs of instructional support until a permanent policy is put in place.

Prof. Postema said that Brian Kennedy, past president of the Graduate and Professional Students Federation, had called attention to the fact that graduate teaching assistants are often required to provide resources needed for classroom teaching at their own expense. The ECFC found this to be shocking and recommends creation of a task force to ascertain the extent of the problem and to suggest a solution. The resolution was adopted without dissent.

Status Report on the Capital Campaign Case Statement

Acting Provost Brooks reported that reports from the case statement subcommittees are nearing completion. The campaign is proceeding as planned notwithstanding Chancellor Hooker's illness.

Annual Reports of Standing Committees

Committee on Black Faculty and Students. Prof. Ann Dunbar (African/Afro-American Studies) presented the report for Prof. Frank Brown, chair. Their report was received without question or comment.

Faculty Assembly Delegation. Prof. Laura Gasaway, chair of the UNC Faculty Assembly, presented the report which was received without question or comment.

Committee on Established Lectures. Prof. Bobbi Owen (Dramatic Art) moved adoption of Resolution 99-5, which calls for abolition of the Committee on Established Lectures. Prof. Owen explained that the committee has been responsible for three established lectures: the John Calvin McNair Lecture on Science and Religion, the Weil Lecture on American Citizenship, and the Martin Luther King, Jr., Lecture. The committee believes that it is preferable to assign each of these lectures to an established unit of the University rather than to a committee whose membership changes annually. The committee has arranged to transfer the McNair Lecture to the Department of Religious Studies, the Weil Lecture to the Institute for the Arts & Humanities, and the King Lecture to the Office of the Chancellor. These transfers are agreeable to representatives of the original donors and to those departments. Resolution 99-5 was adopted without dissent.

Committee on Community and Diversity. The report was received without question or comment.

University Priorities and Budget Committee. The report was received without question or comment.

Joseph S. Ferrell
Secretary of the Faculty

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
MINUTES OF THE FACULTY COUNCIL
April 23, 1999, 3:00 P.M.

Chancellor's Remarks and Question Period. Acting Chancellor William O. McCoy presided in the place of Chancellor Michael Hooker, who is on medical leave. He sees his role as keeping the University focused on its current trajectory. His approach to management will be open and consultative. He concluded his remarks by congratulating Prof. Joseph DeSimone (Chemistry) whose research into the use of carbon dioxide as a solvent is finding a number of commercial and industrial applications.

Thomas Jefferson Award. Chancellor McCoy presented the 1999 Thomas Jefferson Award to Prof. Doris Waugh Betts (English). (The citation and Prof. Betts' response will be found on the Faculty Governance website.)

Advising Awards. Dean Risa Palm presented the 1999 advising awards. Mickel-Shaw Awards went to Prof. Todd Austell (Chemistry) and Aaron Nelson (Arts and Sciences). Class of 1996 Awards were presented to Jemma Grindstaff (Psychology), Prof. Steven Leonard (Political Science), and Prof. Joy Renner (Medical Allied Health Professions).

Report from the Office of the Vice Provost for Graduate Studies and Research. Vice Provost Tom Meyer reported to the Council on achievements in the Office of Graduate Studies and Research during his tenure in office. He concluded with a call for a thorough study of the UNC System. He fears that the System is losing sight of the mission articulated for it by President Friday of providing maximum support to the constituent institutions with a minimum of central control. Instead, it is functioning more and more as a centralized bureaucracy. Vice Provost Meyer argued forcefully that each campus needs greater budgetary and management autonomy coupled with strict accountability to the President, the Board of Governors, and the General Assembly. This model should not be controversial; it is in use in California, Michigan, Virginia, and all private institutions. He urged the faculty to become familiar with these issues and to find appropriate ways to express its desires to the appropriate authorities. [A transcript of Vice Provost Meyer's extensive remarks will be found on the Faculty Governance website.]

Chair of the Faculty's Remarks. Prof. Andrews reported on the work of the Licensing Labor Code Advisory Committee whose recommendations were accepted earlier today. There are three principal recommendations: (1) the University will insist on full disclosure of factory locations as licensing agreements are renewed, (2) we will undertake a study to define what is meant by a "living wage", and (3) we endorse the principle of enforcement through independent monitoring of manufacturing sites. The committee recommends that no later than August 15 the University will notify all licensees of these and other principles that we have endorsed. Ninety days after that notice, those principles will be incorporated into our licensing agreements as they are renewed. The full disclosure requirement will cover both fully-owned and subcontracted sites. The University seeks to work closely and constructively with our licensees to find reasonable, good faith ways to implement the principles. We hope to start a pilot project this summer to include representative licensees of many sizes and types.

Task Force on Student Evaluation of Teaching. Prof. Eliot Hirschman (Psychology) presented the report of the Task Force on Student Evaluation of Teaching, which he chaired. He called special attention to three of the report's recommendations. First, the task force recommends that the evaluation instrument have many opportunities for written comments; it should not be limited to multiple-choice questions. Second, the instrument should be flexible enough to enable its use throughout the University in a wide variety of instructional settings. Finally, interpretation and use of survey results should bear in mind that while student evaluations provide very important information, they also have significant limitations.

In response to questions, Prof. Hirschman added the following information: (1) departments in the College should anticipate using the survey instrument recommended by the task force in the 1999-2000 academic year; (2) the task force recommends that the professional schools consider using the instrument or some modified form of it, but it is recognized that modifications will be needed as experience develops; (3) the instrument was not designed with team teaching or on-line instruction in mind.

Prof. Andrews called for discussion of Resolution 99-3, which endorses implementation of the report of the Task Force on Student Evaluation of Teaching and thanks for the task force for its excellent work. The resolution was adopted without audible dissent.

Faculty Elections Results, Prof. Joseph Ferrell, secretary of the faculty, reported the results of the 1999 faculty elections. The results will be published in the *University Gazette* and may be found on the Faculty Governance website.

Intellectual Climate Implementation Committee. Donna LeFebvre (Political Science) reported that the Intellectual Climate Implementation Committee has been monitoring implementation of the Task Force's recommendations. Provost Richardson asked the committee to prepare four matrixes: (1) recommendations that require no funding, (2) recommendations that require funding, (3) personnel requirements of recommendations not yet implemented, and (4) recommendations that

should be included in the upcoming capital campaign. These will inform future plans. Prof. LeFebvre called special attention to the Faculty Associates Program, part of the First Year Initiative, which will be implemented this Fall.

Acting Provost Ned Brooks summarized several new programs that have sprung from the Intellectual Climate Task Force Report:

- The Office of Undergraduate Research has been created.
- A new Center for Public Service has been established with the aid of a major gift from a member of the Board of Visitors.
- The Office of the Provost is working to produce a public service database.
- Implementation of the first-year seminars initiative is proceeding as planned.
- The Office of Prestigious Scholarships, headed by Anne Repp, has been organized and is functioning with great success.

Res. 99-4. On Adequate Funding for Teaching Resources. Prof. Gerald Postema (Philosophy), on behalf of the Executive Committee of the Faculty Council, said that Brian Kennedy, past president of the Graduate and Professional Students Federation, had called attention to the fact that graduate teaching assistants are often required to provide resources needed for classroom teaching at their own expense. The ECFC found this to be shocking and recommends creation of a task force to ascertain the extent of the problem and to suggest a solution. The Resolution 99-4, which calls for such a task force, was adopted without dissent.

Status Report on the Capital Campaign Case Statement. Acting Provost Brooks reported that reports from the case statement subcommittees are nearing completion. The campaign is proceeding as planned notwithstanding Chancellor Hooker's illness.

Annual Reports of Standing Committees

Annual reports of the Committee on Black Faculty and Students, Faculty Assembly Delegation, Committee on Community and Diversity, and University Priorities and Budget Committee were received without question or comment.

Committee on Established Lectures. Prof. Bobbi Owen (Dramatic Art) moved adoption of Resolution 99-5 which calls for abolition of the Committee on Established Lectures. Prof. Owen explained that the committee has been responsible for three established lectures: the John Calvin McNair Lecture on Science and Religion, the Weil Lecture on American Citizenship, and the Martin Luther King, Jr., Lecture. The committee believes that it is preferable to assign each of these lectures to an established unit of the University rather than to a committee whose membership changes annually. The committee has arranged to transfer the McNair Lecture to the Department of Religious Studies, the Weil Lecture to the Institute for the Arts & Humanities, and the King Lecture to the Office of the Chancellor. These transfers are agreeable to representatives of the original donors and to those departments. Resolution 99-5 was adopted without dissent.

Joseph S. Ferrell
Secretary of the Faculty