



The University of North Carolina at Chapel Hill

## MEETING OF THE GENERAL FACULTY AND THE FACULTY COUNCIL

Please note the earlier starting time and the location of the meeting.

Friday, September 7<sup>th</sup>, 2001, 2:00 p.m.

\*\*\* The Faculty Lounge in the West Wing of the Morehead Building \*\*\*

Professor Sue Estroff, Chair of the Faculty, will preside in the absence of the Chancellor.

### AGENDA

Type	Time	Item
INFO	2:00	<i>Call to Order. The Secretary of the Faculty.</i>
INFO	2:00	<i>Greetings from the Board of Trustees of UNC-Chapel Hill.</i> Timothy B. Burnett, Chair of the Board of Trustees.
INFO	2:05	<i>Remarks.</i> Gretchen Batalle, Senior Vice President for Academic Affairs (UNC System).
INFO	2:10	<i>Remarks.</i> John Heuer, Chair of the Employee Forum.
DISC	2:15	<i>Remarks by the Chair of the Faculty.</i> Professor Sue Estroff invites questions or comments on any topic.
INFO	2:35	<i>Faculty Council Expectations and Procedures.</i> Professor Joseph S. Ferrell, Secretary of the Faculty.
ACT	2:45	<i>Resolution 2001-3 on the University Committee on Copyright (Second Reading).</i> Professor Janet Mason.
	2:50	<i>Break.</i>
ACT	3:00	<i>Resolution 2001-4 on the Academic Calendar.</i> Professor Douglas Crawford-Brown.
ACT	3:20	<i>Resolution 2001-5 on Grading Standards.</i>
DISC	3:40	<i>Report on the Revision of the General Education Curriculum.</i> Professor Laurie McNeil.
DISC	4:00	<i>Annual Report of the Faculty Information Technology Advisory Committee (FITAC).</i> Professor William Balthrop.
DISC	4:30	<i>Report on Faculty Salaries.</i> Professor Steve Bachenheimer.
DISC	4:45	<i>Topics Raised by Council Members.</i>
ACT	5:00	<i>Adjourn.</i>

Joseph S. Ferrell  
Secretary of the Faculty

## *Schedule of Faculty Council meetings for 2001-2002*

Unless announced otherwise in the monthly agenda, meetings will be held from 3:00 until around 5:00 in the Pleasants Family Assembly Room at the Louis Round Wilson Library.

September 7, 2001

October 5, 2001

November 2, 2001

December 7, 2001

January 18, 2002

February 22, 2002

March 22, 2002

April 26, 2002

## Faculty Council

### Procedures and Expectations

## Attendance

- Required attendance except for "good cause"
- Check in by signing attendance roster
- Notify Secretary if unable to attend
  - email David\_Thompson@unc.edu
- Two successive unexcused absences reported to Council

## Identification

### Please

- Wear name tags
- Identify yourself before speaking
- Speak clearly and distinctly (transcripts and minutes are prepared from tape recordings)

## Alternates

- Alternates are chosen from among those voted on in the most recent election in the order of number of votes received
- Alternates are asked to serve only if an elected member resigns or goes on leave

## Modes of Action

- INFO items are presented to the Council for information only.
- DISC items are presented for discussion; no formal vote is needed
- ACT items are presented for formal action

## Participation

- Any General Faculty member may bring matters to the Council for consideration and may participate in discussion
- Other members of the University community may attend as observers except during closed sessions held to approve honorary degrees and awards

### Action Item Procedures

- Any Council member, whether ex officio or elected, may make motions
- Only elected members (including ECFC members) may vote on Action Items

### Principles of Parliamentary Procedure

- Council must have authority to take any action it purports to take
- Council can act only in a valid meeting
- Proper notice of the meeting and all action items must be given
- A quorum must be present to act

### Principles of Parliamentary Procedure

- There must be a question before the Council that is capable of being answered yes or no
- Only one question ("main motion") can be pending at the same time
- There must be an opportunity for debate
- The question must be decided by a vote

### Principles of Parliamentary Procedure

- A question is decided by a majority of the votes cast
- Presumption is that the body will not act
  - Motions must be in the active mode
  - Negative vote implies disapproval, but
  - Decision not to vote does not imply a position on the merits

### Types of Motions

- The Main Motion is the ultimate action to be taken, e.g., to adopt a resolution
- Subsidiary Motions are procedures to perfect the text of the Main Motion or to move from one stage of consideration to another

### Common Subsidiary Motions

- To amend the text of the Main Motion
- To refer the pending matter to committee
- To postpone consideration to another time
- To table (i.e., to kill the pending matter without actually voting on it)
- To end debate and vote immediately on the pending matter (the "Previous Question")



*The University of North Carolina at Chapel Hill*

**Resolution 2001-3 Amending *The Faculty Code of University Government* as it relates to responsibilities of the University Committee on Copyright, to conform to General Administration Copyright Policy and to delete responsibility for monitoring application of University policies and guidelines regarding copyrighted works.**

The Faculty Council resolves:

Section. 1. Section 4-25 of *The Faculty Code of University Government* is rewritten to read:

**§ 4-25. University Committee on Copyright.**

(a) The committee is appointed by the chancellor. It shall consist of (i) faculty members, who shall constitute a majority of the members, (ii) one or more graduate students, serving one-year renewable terms, and (iii) members from campus units, such as the campus libraries and the Office of Technology Development, that are involved in intellectual property matters.

(b) The committee represents to the chancellor and the University community the concerns of faculty and other users and creators of scholarly information. The committee's functions include:

1. monitoring trends in such areas as institutional or consortial copyright use policies, changes in copyright ownership models, and guidelines for fair use of information in all formats;
2. identifying areas in which policy development is needed and recommending to the chancellor new or revised institutional policies and guidelines;
3. cooperating with the administration to propose University policies and guidelines regarding ownership and use of copyrighted or licensed scholarly works;
4. assisting in identifying educational needs of the faculty and others related to compliance with copyright policies and guidelines, and advising on appropriate ways to address those needs; and
5. except in cases of a matter heard by the Faculty Grievance Committee, hearing, mediating, and advising the chancellor on disputes and disagreements involving faculty, students, and University staff arising from the application and interpretation of the campus Copyright Policy and related guidelines.

Sec. 2. This Resolution shall become effective upon final approval.



*The University of North Carolina at Chapel Hill*

## **Resolution 2001-4 on the Academic Calendar**

WHEREAS prior to a policy change by the Board of Governors in 1996, the academic calendar typically in use varied between 140 and 144 days; and

WHEREAS there have now been five years of experience with the current 150-day calendar; and

WHEREAS the 150-day calendar, when combined with the Summer School schedule, leaves very short periods of time between the end of Summer School and the opening of the school year, and also between the end of fall semester examinations and the opening of the spring semester; and

WHEREAS the need to return in mid-August has decreased the number of options in internships, summer work, and summer educational experiences open to our college students; and

WHEREAS the summer is the best and only concentrated time for our faculty to revise their courses and learn new teaching techniques, including those pertaining to instructional technology; and

WHEREAS the 150-day policy cuts into this time and may have an adverse effect upon the quality of instruction; and

WHEREAS the summer is also the best time for students and faculty to carry out research; and

WHEREAS our calendar does not correspond to that of Duke, thus discouraging inter-institutional collaboration and cross-registrations; now therefore

**BE IT RESOLVED:**

The Faculty Council urges the President of The University of North Carolina to recommend to the Board of Governors that each constituent institution be allowed to set its own academic calendar; and

The Faculty Council urges the administration of the University of North Carolina at Chapel Hill to seek to return to the 140 to 144 day period that was typical prior to the policy change in 1996, and

The Faculty Council calls upon the University-wide Faculty Assembly to help in the effort to change the current 150-day policy.



*The University of North Carolina at Chapel Hill*

## **Resolution 2001-5 on Grading Standards**

WHEREAS at its April 2001 meeting the Faculty Council received the report of the Task Force on Grading Standards, and

WHEREAS the present Resolution endorses the recommendations of that report, and

WHEREAS letter grades are defined on pages 300-301 of the 2001-2002 *Undergraduate Bulletin*,

**THEREFORE, BE IT RESOLVED:**

The Faculty Council recommends that:

- (1) The faculty of each educational unit within the University should review its grading standards in a formal meeting, and in the light of the disciplines of that unit and the pedagogies by which they are taught. The goal should be to arrive at consensus on the standards represented by the letter grades used in the educational unit.
- (2) For graduate teaching assistants and other part-time or temporary instructors within the units, a review of grading standards should occur on an annual basis. In addition, part of the ordinary review within the units of the teaching performance of graduate teaching assistants and other part-time or temporary instructors should include a review of the instructor's grading patterns.
- (3) The chairs and heads of each unit should review the grading patterns of the individual faculty on an annual basis. Such evaluations of faculty should review grading patterns as they are established over several semesters.
- (4) Deans should require in the annual report of each educational unit of the University a general summary of grading patterns within that unit to insure that reviews of grading patterns within the unit occur on a regular basis.
- (5) The Registrar should distribute annually to deans and chairs a summary of grades assigned within all units.

*approved*



*The University of North Carolina at Chapel Hill*

## **Resolution 2001-5 on Grading Standards**

WHEREAS at its April 2001 meeting the Faculty Council received the report of the Task Force on Grading Standards, and

WHEREAS the present Resolution endorses the recommendations of that report, and

WHEREAS letter grades are defined on pages 300-301 of the 2001-2002 *Undergraduate Bulletin*,

THEREFORE, BE IT RESOLVED:

The Faculty Council recommends that:

- (1) The faculty of each educational unit within the University should review its grading standards in a formal meeting, and in the light of the disciplines of that unit and the pedagogies by which they are taught. The goal should be to arrive at consensus on the standards represented by the letter grades used in the educational unit.
- (2) For graduate teaching assistants and other part-time or temporary instructors within the units, a review of grading standards should occur on an annual basis. In addition, part of the ordinary review within the units of the teaching performance of graduate teaching assistants and other part-time or temporary instructors should include a review of the instructor's grading patterns.
- (3) The chairs and heads of each unit should review the grading patterns of the individual faculty on an annual basis. Such evaluations of faculty should review grading patterns as they are established over several semesters.
- (4) Deans should require in the annual report of each educational unit of the University a general summary of grading patterns within that unit to insure that reviews of grading patterns within the unit occur on a regular basis.
- (5) The Registrar should distribute annually to deans and chairs a summary of grades assigned within all units.
- (6) The Educational Policy Committee should report to the Faculty Council regularly, but at a minimum once per year, on the state of grading practices at UNC-Chapel Hill.



August 28, 2001

## THE GENERAL EDUCATION CURRICULUM

### MISSION STATEMENT: UNDERGRADUATE EDUCATION

The University of North Carolina at Chapel Hill strives to cultivate the skills, knowledge, values, and habits that will allow graduates to lead personally enriching and socially responsible lives. The undergraduate experience should foster the qualities graduates will need as effective citizens of rapidly changing, richly diverse, and increasingly interconnected local, national, and worldwide communities.

To this end our curriculum seeks to provide for all students: (1) the foundational skills that will facilitate future learning; (2) broad experience with the methods and results of the most widely employed approaches to knowledge; (3) a sense of how to integrate these approaches to knowledge in ways that cross traditional disciplinary boundaries; and (4) a more thorough grounding in one particular subject. The General Education Curriculum focuses on the first three of these curricular goals; the undergraduate major addresses the fourth.

### OUTCOME GOALS FOR UNDERGRADUATE GENERAL EDUCATION

#### *Preface*

The outcome goals presented here will form the basis for the new curricular requirements to be proposed for undergraduates at UNC-CH. However, each outcome goal will not mandate a separate requirement, rather each requirement will be associated with a subset of these goals. Some of the goals may be achieved through a single requirement; others will be achieved only by the cumulative effect of several requirements (and, indeed, by the cumulative effect of all of a student's study here). Some goals may be addressed in more than one requirement, and some broad goals may be relevant to all of the requirements that are ultimately proposed. The committees charged with formulating the requirements to be proposed will exercise their creativity to find ways to achieve the goals in the smallest possible number of requirements, allowing the students the greatest possible flexibility consistent with the achievement of these goals. In all cases, the goals represent things that our graduates should know, understand, and be able to do by the time they have completed their degrees. We believe that these goals represent the basis for becoming an educated person, for effective citizenship, and for lifelong learning.

#### **I. FOUNDATIONS:** To provide the foundational skills that will facilitate life-long learning.

##### *A. Written and Oral Communication*

Graduates should be able to express themselves clearly and effectively in writing and orally, both in English and in another language.

##### **1. Writing, reading, and speaking in English**

Since clear thinking and communicating are linked, educated persons need not only mastery of English grammar, syntax, and elocution, but also the skills of organization, exposition, and argumentation. Graduates should therefore have sufficient mastery of:

- a. Exposition and argument: to be able to state, support, and defend a thesis both orally and in writing; use the conventions of format and structure appropriate to the situation; and understand and be able to use different genres of writing and speaking.
- b. Critical thinking in reading and writing: to read intelligently and make effective use, both in speaking and in writing, of what is said; find, evaluate, analyze, and synthesize

appropriate primary and secondary source material; and integrate their own ideas with those of others in their written and oral presentations, giving proper credit to ideas and language taken from others.

c. The process of composition: to generate, revise, edit, and proof-read multiple drafts; critique their own and others' work; work cooperatively and effectively with others, when appropriate, to produce a text for written or oral delivery; and make appropriate use of technologies available to facilitate communication.

d. The conventions of language: to recognize and use appropriate formats for different kinds of written and oral communication; use the norms of documentation expected by the desired audience; and employ the syntax, grammar, punctuation, and spelling of standard written English.

2. Writing, reading, and speaking in a second language

As citizens of an increasingly interconnected world, graduates need a secure working knowledge of at least one language other than English and an acquaintance with the principal cultures and peoples employing that language. Students should therefore:

- a. Be able to communicate directly, orally and in writing, with speakers of the acquired second language.\*
- b. Be able to read and understand texts of average complexity written by and for native speakers of the second language.
- c. Be conversant with the behavioral norms and cultural practices--frequently quite different from ours--of the relevant speech community.

\*For learners of languages with no living native speakers (e.g. Latin, ancient Greek, classical Chinese, Sanskrit), traditional standards of competence in reading and writing will normally be substituted for this goal.

B. *Quantitative Reasoning*

Graduates should be able to think clearly and critically about quantitative and spatial questions and have the skills to be able to solve problems in various real-world contexts. Specifically, our graduates should be able to:

1. Recognize situations where quantitative methods can be used to model and solve problems, and employ appropriate tools in formulating and solving a particular problem.
2. Reason using numbers. Recognize quantitatively unreasonable solutions or conclusions, and demonstrate facility in the using of numbers.
3. Collect and interpret quantitative data, draw appropriate inferences, understand the role of chance in the occurrence of events, determine which (if any) of two or more possible conclusions are supported by a given set of data and find potential sources of error.
4. Use quantitative information and mathematical analysis to construct logically sound arguments, question assumptions, and recognize fallacies.
5. Express ideas and concepts from the mathematical sciences orally and in writing.
6. Understand the role of the mathematical sciences in cultural change and their connections with other sciences, the arts, and the humanities.

C. *Critical Thinking and Research Skills*

Graduates should possess the skills and habits of mind that will enable them to think critically about their own reasoning and the reasoning of others, formulate and defend sound conclusions, pursue appropriate strategies to solve problems, and to conduct, present, and defend their research. Specifically, graduates should have the ability to:

1. Analyze a reasoned argument, distinguishing premises and evidence from intermediate and final conclusions.
2. Recognize presuppositions (i.e., unstated premises) of reasoned arguments.
3. Recognize common errors in reasoning, evaluate others' reasoning, and improve their own reasoning.
4. Analyze and interpret information to solve problems, and use a variety of problem-solving strategies.
5. Frame significant research problems and evaluate strategies for investigating the problem.
6. Use experimentation, observation, archival research, or other appropriate means to solve research problems.
7. Present and defend solutions to research problems in written, oral, or graphic form.

#### *D. Moral Reasoning*

Graduates should understand the ethical dimensions of human life. They should be prepared to think and act morally as individuals and as members of local, national, and global communities. They should be able to plan professional and personal life paths in ethical terms. Specifically, graduates should:

1. Be sensitive to the moral dimensions of life and distinguish moral problems from other kinds of practical problems.
2. Be aware of differing moral perspectives.
3. Be aware of contemporary moral issues.
4. Be able to assess conflicting moral judgments and defend their own.
5. Be able to apply ethical principles in a variety of personal, professional, and civic contexts.

**II. APPROACHES:** To provide broad experience with the methods and results of the most widely employed approaches to knowledge.

#### *A. The Natural Sciences*

Graduates should be familiar with the natural world and scientific methods of understanding it. They also should be familiar with the scientific basis of technology and its uses, and should be able to think critically about the ethical and social implications of scientific inquiry and technological change. These goals imply that graduates must be familiar with both the content and the approach of the natural sciences. Specifically, graduates should be familiar with:

1. The physical sciences, including the basic physical laws that govern matter and energy and their interactions; the compositions and reactions of chemical substances; time and space and the nature and origin of the objects in the universe; and Earth processes and evolution.
2. The life sciences, including the basic principles that govern the evolution and organization of biological systems; the fundamental components of living organisms; the complex interactions that sustain life; and the interdependent relationship between humans and the natural world.
3. The scientific method: graduates should be able to make observations, design experiments, generate and analyze data using appropriate quantitative tools, use abstract reasoning to interpret the data, and formulate and test hypotheses with scientific rigor.
4. Certainty and uncertainty: graduates should be able to make informed judgments in which they differentiate among scientific models that have varying degrees of factual support. They should be familiar with the interdependence of scientific knowledge across disciplines.

5. Social and ethical implications: graduates should recognize that science and technology raise moral issues. They should be prepared to make informed judgments on such issues as they arise in daily life and public policy.
6. Science and culture: graduates should be familiar with the role of scientific thought in human cultures, and the connections and applications of the natural sciences to the social and behavioral sciences, the humanities, and the arts.

*B. The Social and Behavioral Sciences*

- Graduates should have an understanding of the role of society in shaping the world and their place in it. They should be able to think critically about the behavior of individuals and groups, the role of institutions and processes, and the influence of beliefs and values in a variety of social contexts. They should be familiar with recent findings and leading theories in the social and behavioral sciences, and have an elementary grasp of the variety of investigative methods employed by social and behavioral scientists. They should be able to analyze social change comparatively and historically, and understand how social science can be employed to analyze and evaluate social problems and policies. To this end, graduates should:
1. Understand basic social science concepts such as culture, society, politics, and economy, and the relationships among these concepts.
  2. Be able to analyze the impact of major social institutions such as the family, education, government, media, and religion on individual and group behavior.
  3. Understand the cognitive, behavioral, emotional, and physiological aspects of human behavior across the life span.
  4. Be able to chronicle, analyze, and explain the past using social scientific methods, and apply comparative and geographical perspectives to begin to understand society, culture, politics, and economy.
  5. Be able to apply social scientific methods in order to analyze and evaluate social problems and policies.
  6. Appreciate the diversity among the social and behavioral sciences, and their relations to one another and to the natural sciences, the humanities, and the arts.
  7. Understand and appreciate their rights and responsibilities as citizens, as members of society, and as inhabitants of an increasingly interdependent world.

*C. The Humanities and the Arts*

- Historical Analysis:** Graduates should have the critical perspective on themselves and their world that is generated by the study of the recent and distant past. Historical and cultural study includes a wide range of humanistic, quantitative, and theoretical approaches, and graduates should be familiar with those ways of chronicling, analyzing, and explaining the past. They should be able to:
1. Judiciously interpret verbal, visual, and quantitative evidence about the past.
  2. Self-consciously formulate (and assess) arguments about social and cultural change over time.

**Philosophical Analysis:** Graduates should be able to think critically and systematically about the most fundamental questions of human life. They should be familiar with some of the reasoned answers humans have offered to questions that arise when they reflect on themselves and interact with the world: What can we know? What is beauty? How should we act? But graduates need more than familiarity with others' answers to fundamental questions of morality, religion, art, science, and politics; they need the conceptual tools to assess arguments and the elementary

skills to work out their own coherent and compelling view of the world. To this end, graduates should:

1. Understand basic concepts that organize thinking about human life and the natural world.
2. Be able to identify and assess their own and others' most fundamental presuppositions.
3. Be familiar with varied approaches to philosophical issues and divergent answers to fundamental questions.
4. Be able to understand and assess philosophical arguments.  
Be able to formulate, revise, and defend their own beliefs and values.

**Visual, Performing, and Literary Arts.** Works of artistic expression and imaginative creation--including painting, sculpture, architecture, music, poetry, fiction, non-fiction, drama, and film--offer distinct angles of vision on a wide range of human experience. Graduates should be familiar both with how such art works are produced and how they are analyzed. As a result, graduates should be able to:

1. Understand a creative process by looking at the ways that artists acquire and transform ideas.
2. Evaluate the significance of forms of art from different periods and cultural origins and develop a range of criteria for evaluating them.
3. Recognize how human experience is perceived and explored in music, art, drama and literature, whether separately or in combination.
4. Understand that works of art can have multiple meanings, which may depend on cultural and/or historical context.
5. Understand how works of visual, performing, and literary art are constituted and have the skills required to analyze and interpret them.
6. Demonstrate an awareness of the relations among author, reader, text, and the circumstances in which the text is produced and received.
7. Enrich their lives by active participation in the arts.

**III. CONNECTIONS:** To provide a sense of how to integrate these foundations and approaches in ways that cross traditional disciplinary boundaries and to create pathways from the campus to local, national, and worldwide communities.

*A. Connecting Foundations: Skills Across the Curriculum*

The foundational skills delineated in section I of the curriculum are vital to learning at all stages, and should be incorporated into every aspect of a graduate's academic experience. Graduates therefore should have:

1. Exercised and improved their skills in written and oral communication and quantitative reasoning in as many courses as possible, beyond those designed specifically to teach those skills.
2. Exercised and improved their skills in critical thinking, research, and moral reasoning in as wide a variety of fields as possible, including but not limited to their major field of study.

*B. Connecting Approaches: Interdisciplinary Study*

Graduates should have a sense of how to integrate the varied approaches to knowledge in ways that cross traditional disciplinary boundaries. To that end, they should:

1. Be familiar with some of the ways that the natural sciences, the social sciences, the humanities, and the arts connect.
2. Be able to draw on multiple, relevant fields of study to analyze issues and solve problems.

*C. Capstone Experiences: Making Connections from within the Major*

Graduates should have been given the opportunity in their junior or senior year to broaden, deepen, and integrate the experience of the major by connecting it with learning in the general education curriculum. The capstone experience, which will be situated in the major department but function as an important component of the broader undergraduate curriculum, might vary in form according to the size of the department and the nature of the discipline. It might be a capstone course, senior thesis, independent study, professional internship, research experience, or creative project. But to the extent that the major field and institutional context allow it, the capstone experience should have encouraged graduates to:

1. Draw on the foundational skills encountered in the general education curriculum.
2. Draw together the broad experience with the methods and results of various approaches to knowledge-as those inform focused study in the major.
3. Participate in a small community of learners comprised of faculty members, graduate students, and undergraduate peers.
4. Symbolically mark the culmination and integration of undergraduate learning.

*D. U.S. Diversity and Global Citizenship*

In order to fulfill the obligations of U.S. citizenship, graduates of this public university should have an understanding of the ethnic, racial, religious, and cultural diversity of the state, region, and nation. As citizens of an increasingly interconnected world, graduates also should have an understanding of the diverse languages, peoples, and cultures around the globe and of the political, economic, and political forces that impact these. More specifically, graduates should:

1. Have some knowledge and understanding of at least two major ethnic groups within the United States, including African Americans, European Americans, Native Americans, Latinos, or Asian Americans.
2. Have some knowledge and understanding of at least one major area of the world outside the United States (or the graduate's country of citizenship, if not USA),
3. Have some knowledge and understanding of at least one non-Western, third-world, or indigenous or tribal culture.
4. Have some knowledge and understanding of interrelationships among these and other groups or areas as analyzed historically, comparatively, and as aspects of global forces, patterns, and trends.

"Understanding" includes familiarity with an area's or group's language, geography, religion, and worldview across a spectrum ranging from urban to "indigenous" or "tribal" settings and with the impact of political, demographic, ecological, and economic forces.

*E. Connecting Generations: Intergenerational Contact and Lifelong Learning*

Undergraduate study is a limited phase in the cycle of living and learning. Accordingly, graduates should have been provided with opportunities to share learning with those younger and older, including opportunities that would:

1. Expand their own education by outreach to younger students in K-12 schools;
2. Expose them to graduate and professional students whose research and learning is freshly gleaned from lab, library, or fieldwork; and to life-long learners, including alumni.
3. Expose them to the rich experiences of senior citizens who have experienced the history that the students study.

August 28, 2001

*F. Creating Campus Pathways: Study Abroad, Student Internships, Service Learning*

- Campus pathways diversify and broaden liberal education and offer students opportunities for additional educational and professional development. Because citizenship requires it, graduates should have gained an appreciation for the value of service to others in the local, national, and global community. They should have been given the opportunity for experiences designed to:
1. Encourage them to function as self-reliant citizens with an awareness of differing cultures, and prepare them to enhance the lives of our citizens by responsible leadership for the state and the nation.
  2. Foster exchange of knowledge and understanding among groups and individuals in the state, the nation, and the world, by study abroad, international exchange, and other means.
  3. Engage students, faculty, and other community partners to form service-learning partnerships that address the needs and concerns of North Carolina communities.
  4. Advance professional understanding of the workplace through internships.

8/29/01

BRIEF SUMMARY OF SUBCOMMITTEE CHARGES  
Undergraduate General Education Curriculum Review

***Committee W: Written and Oral Communication***

This committee is charged to develop requirements to assure that our students achieve the goals outlined in section I.A.1 of the Outcome Goals. The integration of the development of communication skills with learning across the curriculum should be a particular aim of this committee. Special attention should be paid to oral communication, which is presently less well integrated (and less well developed) than is written communication within the curriculum.

***Committee F: Foreign Language***

This committee is charged to develop requirements to assure that our students achieve the goals outlined in section I.A.2 of the Outcome Goals. Writing and speaking in a second language is a foundational skill, and this committee should consider ways in which students can make use of their language skills in other areas of study.

***Committee Q: Quantitative Reasoning***

This committee is charged to develop requirements to assure that our students achieve the goals outlined in section I.B. of the Outcome Goals. The integration of the development of quantitative reasoning skills with learning across the curriculum should be a particular aim of this committee.

***Committee R: Critical Thinking and Research Skills***

This committee is charged to develop requirements to assure that our students achieve the goals outlined in section I.C. of the Outcome Goals. Because reasoning is not a skill that can be taught in the absence of something about which to reason, the work of this committee must be intimately intertwined with the work of many of the other committees, especially those concerned with particular content. The integration of the development of critical thinking skills with learning across the curriculum should be a particular aim of this committee.

***Committee P: Physical Activity***

This committee is charged to determine what requirement might be needed to assure that our students achieve the classical goal of *mens sana in corpore sano*. Students should have opportunities to develop and practice healthy life behaviors and to understand the ways in which they can influence both their own health and that of others.

***Committee N: Natural Sciences***

This committee is charged to develop requirements to assure that our students achieve the goals outlined in section II.A. of the Outcome Goals. In addition to integrating quantitative reasoning with scientific study, the committee should explore ways in which the students can be led to understand the interdependence of the sciences, and develop an understanding of the social and ethical implications of science and technology.



***Committee S: Social and Behavioral Sciences***

This committee is charged to develop requirements to assure that our students achieve the goals outlined in section II.B. of the Outcome Goals. In addition to integrating quantitative reasoning with social and behavioral science study, the committee should explore ways in which the students can be led to understand the interdependence of the different fields within the social and behavioral sciences, and the relationship of those fields to the natural sciences and to the humanities. The moral and ethical implications of the social and behavioral sciences, both in the context of the ethical conduct of research and of the moral implications of the findings of such research, are also an important aspect of education in this area.

***Committee H: Historical Analysis***

This committee is charged to develop requirements to assure that our students achieve the goals outlined in section II.C (Historical Analysis) of the Outcome Goals. Among the issues this committee must address are the balance between the study of the recent and the distant past, between the study of U.S. and European history and the history of other parts of the world, and between the approaches to historical study in the social science and the humanistic tradition.

***Committee M: Philosophical Analysis and Moral Reasoning***

This committee is charged to develop requirements to assure that our students achieve the goals outlined in sections I.D. and II.C (Philosophical Analysis) of the Outcome Goals. In addition to focused study of the philosophical thinking of the past, the integration of the development of moral reasoning skills with learning across the curriculum should be a particular aim of this committee. Students should develop the ability to apply philosophical analysis in the context of other approaches to knowledge, and in daily life and when addressing issues of public policy.

***Committee V: Visual, Performing, and Literary Arts***

This committee is charged to develop requirements to assure that our students achieve the goals outlined in sections II.C (Visual, Performing, and Literary Arts) of the Outcome Goals. Among the issues that this committee should address are the balance between creating art and analyzing art, and between the study of the arts and of their cultural and historical role.

***Committee I: Interdisciplinary Study***

This committee is charged to explore creative ways in which the goals for the integration of knowledge in various fields, expressed in section III.A and III.B. of the Outcome Goals. This involves the strengthening of foundational skills such as communication and reasoning across the curriculum, connections between the major field of study and general education, and articulation of the ways in which disciplines within an area (such as the natural sciences) and in different areas are connected.

***Committee U: U.S. Diversity***

This committee is charged to develop requirements to assure that our students achieve the goals outlined in sections III.D of the Outcome Goals, insofar as they relate to the understanding of cultural diversity within the United States. The understanding of culture is inextricably intertwined with history, social relations, and with the ways in which culture is expressed in the arts. This committee must therefore coordinate closely with many of the other committees.

***Committee G: Global Citizenship***

This committee is charged to develop requirements to assure that our students achieve the goals outlined in sections III.D of the Outcome Goals, insofar as they relate to the understanding of cultures outside the United States and the relationship of the U.S. to the rest of the world. The understanding of culture is inextricably intertwined with language, history, social relations, and with the ways in which culture is expressed in the arts. This committee must therefore coordinate closely with many of the other committees.

***Committee I: Pathways***

This committee is charged to explore creative ways in which the students' education can be broadened and diversified by a variety of types of experiences, as expressed in section III.E. and III.F. of the Outcome Goals. The role of such experiences in unifying knowledge across disciplines should be of particular concern to this committee. It should explore creative ways in which the relevant goals can be incorporated into the work of other committees.

***Committee B: General Education and Study in Depth***

This committee is charged to consider the relationship of general education to the major field of study, and to explore the balance between specialized study and general education in various fields. What is the proper portion of the 120 credit hours that should be devoted to each? Are the needs different for different fields of study? Do the needs of students pursuing the B.A. degree differ from those of students pursuing B.S., B.F.A., B.Mus., and professional school degrees, and if so, in what way? What are the elements of a liberal arts education that should be included in the curriculum for all students? How can the general education curriculum and the major field of study be coordinated in ways that enhance both?

**Faculty Information Technology Advisory Committee (FITAC)**  
**(Appointed Committee)**

**Annual Report**

**September 7, 2001**

Members: Bill Bathrop (Department of Communication Studies), Chair (2002); Terms Ending in 2001: Daniel Anderson (Department of English), Skip Bollenbacher (Department of Biology), James Noblitt (Department of Romance Languages), Howard Reisner (School of Medicine), Diane Strauss (Davis Library); Terms Ending in 2002: Bob Adler (Kenan Flagler School of Business), Anita Farel (Maternal and Child Health), Ed Neal (Center for Teaching and Learning), Richard Whisman (Institute of Government); Terms Ending in 2003: Bonnie Angel (School of Nursing), Idris Assani (Department of Mathematics), Karen Metzger (School of Medicine), Jocelyn Neal (Department of Music).

Report prepared by: Bill Bathrop (Chair)

During its second year as a committee of the Faculty Council, FITAC continued to build on its previous activities and worked to complete a broad exploration of Information and Communication Technology (IT) on the UNC-Chapel Hill campus. The Committee met twice a month during the fall and spring semesters addressing a variety of issues and projects. A summary of activities follows.

1. *Report on "Information and Communication Technology at The University of North Carolina at Chapel Hill" (previously submitted to the Faculty Council)*

Over the course of the past eighteen months, FITAC devoted most of its attention to deliberations about strategic directions for IT at UNC-Chapel Hill, including such important concerns as faculty reward, professional development, scholarship, curricular and programmatic matters, and assuring appropriate faculty voice in the development of IT policy at the University. It was the Committee's view that the University has been aggressive in establishing an Information Technology Services (ITS) strategic plan for infrastructure and conceiving the Carolina Computer Initiative (CCI) but, by contrast, had not articulated a clear institutional strategic plan that considered these other concerns.

The Report on *Information and Communication Technology at The University of North Carolina at Chapel Hill* was submitted to the Faculty Council. Given the length of the document and the pressing agenda at the April, 2001 Faculty Council meeting, consideration of the Report was postponed until September, 2001 (for a copy of the Report and access to the Discussion Board, please see <http://www.unc.edu/cit/fitac/vision2001/>).

*It is important to see this document as a work in progress or as an opening comment in an on-going conversation. It is not intended as a final statement of policy.*

2. *Continuing Activities*

A. IBM Curricular Innovation Grants:

As part of the Carolina Computing Initiative, IBM agreed to provide \$250,000 per year for four years to support curricular innovation using new technology. FITAC assumed responsibility for establishing the guidelines, criteria for evaluation, and announcement of proposals. This year, grants were designed to appeal to faculty members with a wide range of experience using instructional technology. One grant track was designed for instructors who have not used instructional technology and were interested in exploring how technology can be used to support instructional goals. Other tracks were directed toward faculty members ready to begin integrating

technology in a specific course or curriculum or who wished to build on previous experiences using instructional technology. A fourth track supported faculty interested in working with advanced and emergent technologies. All those receiving grants will participate in a comprehensive assessment of IT in the learning and teaching process during the 2001-2002 academic year. The following table indicates how grants were distributed across units and faculty.

**2001 UNC/IBM Instructional Technology Development Grants**

	Submitted	Funded
Number of Proposals	90 (Track1=6, Track2=26, Track3=42, Track4=16)	46 (Track1=6, Track2=19, Track3=17, Track4=4)
Number of proposals from Health Affairs units	20	9
Number of proposals from Academic Affairs units	70	37
Number of proposals from professional schools and institutes	18	11
Number of faculty participating	115	58
Number of graduate students participating	60	22
Number of collaborative proposals	48	19
Number of proposals from faculty who also participated in last year's program	27	11

**B. knowledgeWorks@Carolina**

While presenting a report to FITTAC in mid-November on CCI and IT more generally, Vice Chancellor Marian Moore outlined her thoughts regarding the publication of "e-books" to develop materials for undergraduate education. FITTAC created a working committee to explore this idea, ultimately joining with other faculty and administrators from across the campus to form a Steering Committee. VC Moore presented the recommendation from that Steering Committee to FITTAC and received unanimous endorsement at the December 6, 2000 meeting. *knowledgeWorks* requested proposals for innovative projects near the end of the spring, 2001 semester. Two proposals were accepted and these projects are just beginning development.

**C. Joint Project between Operations Research and IBM:**

Under the contract with IBM for CCI, funds were allocated for research projects addressing new technology. The project established between Operations Research at UNC-CH and IBM involved faculty and graduate students working with IBM to improve their business processes by examining efficiency of process and quality of product. This was a two-year project and constituted the first endeavor to see how collaborative projects can function and serve both parties. Reports on the research project were presented by the UNC-Chapel Hill team at a major research conference last fall.

This endeavor is part of a broader exploration of joint research projects between IBM and UNC. *FITAC recognizes the importance of openness in all dealings with IBM and in assuring that opportunities are available to all members of the University community.*

D. Student Internship Program:

A student internship program was also part of the IBM relationship. Last summer, IBM had approximately ten student internships from across the University participating. The program was handled through Career Services and will continue for the next two years. Both students and IBM report very satisfactory experiences.

E. Technology in Context Consortium:

FITAC continued coordinated establishment of the "Technology in Context Consortium." This Consortium was created to include as many service organizations and providers for new technology across campus as possible. This resulted in a website (COMPASS; [www.unc.edu/faculty/tic](http://www.unc.edu/faculty/tic)) that identifies providers, access, and services. This website is continually updated and is designed to provide "one-stop shopping" for the University community. The Consortium has resulted in greater collaboration and less duplication among service providers. FITAC will continue to review this effort and provide feedback and direction for a more comprehensive strategy to facilitate professional development.

Charge to the Committee:

"4-26. Faculty Information Technology Advisory Committee. The chair of the faculty appoints the committee. It shall consist of (i) faculty members, who shall constitute a majority of the members; and (ii) one or more students, serving one-year renewable terms. The committee represents to the chancellor and the University community the concerns of faculty and others with regard to information technology. The committee's functions include:

1. considering issues pertaining to the use of information technology in teaching and learning, research, and other professional activities in the University; and
2. advising University officers and offices of administration on faculty needs and interests relating to information technology."

INFORMATION AND COMMUNICATION TECHNOLOGY AT THE UNIVERSITY OF  
NORTH CAROLINA AT CHAPEL HILL

A Report Submitted to the Faculty Council by the  
Faculty Information Technology Advisory Committee  
(FITAC)

*April 20, 2001*

## EXECUTIVE SUMMARY

Advances in Information and Communication Technology (IT) are transforming society and education. IT, when used appropriately, is facilitating the creation, management, and distribution of knowledge and enabling teaching methodologies in positive ways. However, many concerns accompany IT advances, including questions about the effects of IT on personal relations and on knowledge and learning. Judicious integration of IT into the University mission will require informed strategic planning.

By offering this report, FITTAC seeks to ensure faculty representation and to encourage strong leadership in the strategic planning process. Understanding and planning for IT integration demands leadership at all levels of the University. A broad view of key IT integration issues and specific recommendations for short-term and long-term actions are also required. This report presents an overview and offers recommendations regarding five key concerns:

- **Strategic leadership, planning and coordination** is needed at the levels of central administration, academic units, and Information Technology and Information Services (TTIS). An IT Strategic Planning Council should be formed to facilitate coordination and develop a strategic plan for IT integration at the University.
- **Faculty incentives and recognition** should be expanded to consider expertise with IT as a measure of academic excellence. Faculty interests relating to IT should be represented on key committees, including the Chancellor's Committee on Faculty Appointment, Promotion and Tenure. Initiatives should recognize innovation and expertise with IT, including faculty leaves, grant programs, and teaching excellence awards.
- **Faculty professional development** must be provided to ensure the diffusion of IT into teaching. We recommend ongoing support for IT professional development workshops, adequate teaching and support facilities, and an intellectual climate that will promote faculty proficiency and creativity with IT.
- **Infrastructure and support** needs must be addressed in sustainable ways that include faculty input. Access to IT resources must be available for all members of the UNC Chapel Hill community. Along with infrastructure investments, resources must be devoted to support services.
- **Funding** will be needed for IT initiatives. An IT component should be included in the capital campaign. Resources should promote public and private grant applications and when possible funds should be sought from UNC General Administration and the state.

Both a broad vision and specific recommendations for integrating IT into the many missions of UNC Chapel Hill must evolve in accord with faculty concerns. We see this report, therefore, as initiating a dialog on how we should engage IT in our teaching and scholarship. We also recognize, however, that the University has an obligation to provide timely leadership in addressing the challenges and opportunities raised by IT. To this end, we offer four resolutions for adoption by the Faculty Council: a resolution recommending representation of IT concerns on key committees and the formation of an IT Strategic Planning Council; a resolution concerning the capital campaign; a resolution concerning faculty incentives and rewards for IT innovation, and a resolution concerning grant programs for IT professional development.

## INTRODUCTION

Advances in Information and Communication Technology (IT) are having a profound impact on commerce, communication, personal relations, and culture. Along with these societal changes, IT is also affecting education, challenging its culture and how teaching and learning are conducted. Many believe that IT has the potential to transform institutions of higher learning in positive ways by providing opportunities to create, manage, and share knowledge and by enabling substantive, dynamic methods of teaching and learning. These IT advances, however, are accompanied by crucial questions and concerns. The impact of IT advances on human relations, the construction of knowledge, teaching and learning, and the educational mission of universities are examples of the challenges that institutions of higher learning must face as they operate in the context of the information age.

In light of these ongoing and impending IT-based transformations, it is clear that The University of North Carolina at Chapel Hill (referred to as the University) must consciously confront advances in IT. Further, as one of the world's first tier research universities, this institution has an obligation to provide leadership by addressing the concerns and capitalizing on the opportunities afforded by the integration of IT into education. Only with deliberate efforts can we understand and enjoy the full benefit of IT advances while ensuring that what we value most in our scholarly and educational enterprises is preserved and carried forward.

FITAC has taken an initial step toward creating a vision of how the University can best integrate IT into its own mission and model effective IT planning as it enters into an unprecedented era of challenges and opportunities. The committee advances this vision in two concerted ways. First, we offer a broad view relating to IT integration at the University. Second, we recommend specific actions to be taken by the Faculty Council and other members of the UNC community. We understand that both a larger vision and specific recommendations for enacting that vision must develop in accord with faculty concerns and ongoing advancements in IT. This statement is provided, therefore, as a living document detailing current concerns and articulating a number of recommendations. We conclude with specific recommendations with the understanding that additional actions will be needed as the University engages with continuing IT advances.

An understanding of the potential impacts of IT on the University must begin by considering the following points relating to IT:

- IT is transforming society along a continuum from how students learn, to how business is conducted, to how communities are organized and maintained. Higher education has a responsibility to contribute to the shaping of that transformation.
- Expertise with IT will increasingly contribute to the academic and professional success of higher education in general and of faculty and students in particular.
- The ever-increasing volume of knowledge necessitates the adoption of IT to manage, disseminate, and create new knowledge.
- IT transformations are challenging and expanding definitions of knowledge and literacy and changing the educational expectations of students and society.
- The infrastructure advances made by the Vice Chancellor for Information Technology and Information Services, exemplified by the Carolina Computer Initiative (CCI), are creating a foundation upon which the University can integrate IT into its teaching and learning practices.



- The University has an opportunity to enhance multiple modes of teaching and learning (e.g., presentational, hands-on, student-centered, active, life-long) through the use of IT.
- The University has a unique opportunity to develop a plan to pinpoint and promote appropriate IT adoption throughout its cultures of teaching, research, and service.

Because IT innovation is clearly transforming knowledge and society, the University's mission and underlying strategic objectives must be refined to accommodate IT and, most importantly, must be refined to recognize faculty adoption and creative uses of technology in scholarly, teaching, and service venues. The goal of this document is to promote the creation of policies and practices that will enable the dissemination of IT use and innovation at the University and the acceptance of IT's contribution to education and scholarly endeavors.

In making these recommendations, we recognize that The University of North Carolina General Administration is actively developing plans for the integration of IT into system universities' work at all levels. We also recognize the concerns of the University's faculty who believe strongly that IT will affect student learning positively and that the University should implement a coherent IT integration plan (FITAC 2000 Faculty Information Technology Survey). In the context of unprecedented societal and intellectual evolutions driven by IT, system-wide efforts to develop IT strategic plans, and faculty concerns, it is time for the University to act decisively on the IT recommendations for the UNC system put forth by President Broad:

*Each campus will have to evaluate the merits of the IT Strategy recommendations in light of its own mission, objectives, priorities and culture. The IT Strategy process has identified common needs and has outlined broad strategic approaches, but it will be up to the campuses ultimately to determine how these strategies are translated into solutions.*

Regardless of what form these solutions take, they all must support this basic objective: To make sure our students, faculty, and staff have up-to-date information technology tools to help them think critically, work cooperatively, reason analytically, communicate effectively and perform well—on campus and in the larger world. (President Broad's Column for ITS Summary Report/Newsletter, emphasis added)

In developing this action plan for IT at the University, FITAC has focused on faculty, the primary key to inculcating IT into the teaching and learning enterprise. We do this acknowledging that successful integration of IT into the University raises issues and challenges for all members of our community which will need to be addressed as a comprehensive University plan is developed. To begin the creation of such a pan-University plan, this report covers the following topics: 1) strategic leadership and planning; 2) faculty incentives and recognition; 3) faculty professional development; 4) infrastructure and support; 5) funding; and 6) initial action recommendations to the Faculty Council.

## SECTION I: STRATEGIC LEADERSHIP AND PLANNING

Responding to the technological forces that confront our society and higher education will require substantive cultural change. For this change to be successful, visionary, proactive leadership is required. Leaders have the responsibility for defining a vision for IT and strategic plans for the facilitative role IT will play in advancing our scholarly and educational enterprises. FITAC recognizes that planning for the integration of IT into the University will challenge existing beliefs and practices. However, it believes that at the same time IT proffers new ways of thinking, learning, and teaching that will enable us to preserve those characteristics that we find

essential in our teaching and research, while at the same time meeting the demands of a technology/information-based society.

Collective leadership at all levels in the University is required to provide support for change. In this regard, FITAC recommends strongly that the University address the leadership issue through a strategic planning initiative carried out at three levels—Central Administration, academic units, and Information Technology and Information Services (TTIS). In considering these recommendations, FITAC stresses the importance of coordination overseen by a committee structure that will maximize quality outcomes with the limited resources the institution will have to achieve IT adoption. FITAC acknowledges the existing committees that are able to assist in providing leadership, including The Academic Planning Committee, The Educational Policy Committee, The Committee on Copyright and Intellectual Property, The Classroom Design and Advisory Committee, and The Distance Education Steering Committee. However, we also believe that additional leadership actions are needed in order for these groups to work together to address IT transformation most successfully. To this end, the following recommendations are put forth.

#### RECOMMENDATIONS

**Central Administration:** The following steps should be taken to achieve IT adoption throughout the University.

- **Leadership:** Proactive, strong leadership is paramount to developing and implementing a compelling, visionary institutional strategic plan for IT. The administration needs to publicly state the importance of IT to the University's academic prosperity at all levels.
- **University Mission and Strategic Plan:** The administration must embark upon a planning process that embraces IT in its mission and strategic plan. Such an effort will not only provide a leadership vision for IT but will also lead the University toward alignment with evolving SACS goals for IT.
- **Faculty Input:** Under direction from Faculty Council, FITAC should host forums for discussing issues related to IT integration at UNC Chapel Hill. Sessions should be attended by key committee and administrative leaders and consider topics including the role of IT in the University mission, the professional development needs of faculty, and faculty incentives and rewards for IT innovation. Discussions should inform decision making at all levels of IT strategic planning.
- **IT Strategic Planning Council:** The University should establish a high level administrative IT Council along the lines of the late Chancellor Hooker's Technology Coordinating Council to develop a strategic plan. The group should include in addition to key administrators (e.g., Provost and Deans) representation from appropriate organizations and committees (e.g., FITAC, The Academic Planning Committee, campus libraries) and faculty innovators in IT-supported teaching and research. The latter constituency is critical for an effective plan because these are the individuals implementing the vision that needs to be articulated.
- **Committee Coordination:** The Academic Planning Committee and other appropriate University committees should integrate strategic IT considerations into their planning. Representation from faculty familiar with issues and concerns related to IT integration should be ensured on the Academic Planning Committee. Members of additional committees concerned with IT (e.g. FITAC, The Distance Education Steering Committee) should also be included on the Academic Planning Committee.

- *Academic Unit Strategic Planning:* IT strategic planning is necessary at all levels of the University. Therefore, academic units should be charged with developing IT plans and specific goals for integrating IT into their teaching and learning and identifying actions for achieving those goals.
- *Timeline, Review, and Assessment:* To be of optimal benefit, the planning process must proceed quickly. Thus the proposed IT Strategic Planning Council should complete a pan-University IT strategic plan by the end of the 2001-2002 academic year. Because of the rapid evolution of IT technology and IT-supported teaching and learning, the administration will need to periodically and comprehensively review and refine the IT strategic plan, e.g., every three years. The process should include analysis of assessment data that must be gathered on the impact of IT on teaching and learning enterprises, particularly for initiatives like CCI.
- *Funding:* Substantive administrative funding decisions are needed to effect meaningful IT adoption by the University. Thus, the planning process needs to include funding strategies that would involve potential new resources, and importantly, the reallocation of extant resources with possible restructuring of programs.

**Academic Units:** For innovations such as IT to become part of a learning and research culture reform must involve bottom-up in addition to top-down strategic planning. Therefore, FITTAC believes academic units must develop strategic plans and that these must be responsive and complementary to a clearly articulated institutional plan. Components of a unit's plan should include the following:

- *Pan-University goals:* A unit's unique plan must accommodate pan-University goals such as faculty incentives and rewards, faculty professional development, infrastructure and support, and funding (covered in the following Sections).
- *Leadership:* Deans, Department Chairs, etc. of academic units need to proactively promote and model the use of IT in teaching and learning.
- *Multi-year Plan and Funding:* Units should develop long-term plans for the utilization of IT which include strategies to use existing personnel and financial resources for implementation as well as to identify additional resources that would be needed. Collaborative initiatives between units could be an effective means of resource pooling to increase operational efficiency.
- *Teaching and Learning Goals:* Academic unit plans need to address central teaching goals and methods, including objectives and priorities for face-to-face, technology-assisted, and online education. While the relationship between IT and learning is complex, plans should begin with desired learning outcomes, then consider how best to implement IT into curricula to achieve those outcomes.

**Information Technology and Information Services:** The nexus for the integration of IT into teaching and learning at the University is Information Technology and Information Services (ITIS), which is presented in detail at infrastructure levels later in this report (see Section IV). Therefore, this section focuses on recommendations that will strengthen collaboration between ITIS and academic units and faculty.

- *Strategic Planning:* The development of plans for infrastructure and services needs to be coordinated closely with strategic planning by Central Administration and academic units. Currently, ITIS planning is limited by the absence of coordination with administrative and

academic unit planning. Such coordinated planning is critical for cost-effective, high quality dissemination of IT at both centralized and decentralized infrastructure and service levels.

- *Faculty Involvement:* Key committees involving policy on and funding of computing infrastructure and support services should include faculty representation. Historically, this has occurred episodically and with input from only a few faculty. Broader faculty input would help to ensure that future initiatives like CCI are implemented from a teaching and learning perspective as well as from administration and technology perspectives.

## SECTION II: FACULTY INCENTIVES AND RECOGNITION

IT has a rapidly evolving and increasingly critical role in teaching and scholarship at the University. Because the nature of IT's impact on higher education over time is certain to grow, incentives for adoption and recognition of accomplishments need to be addressed dynamically as technology evolves. For faculty, IT encompasses a range of innovative tools that allow—and, increasingly, will even demand—new modes of teaching and scholarly endeavor. Hence, the measure of academic excellence needs to be expanded to include the creative use of IT.

The role IT must play in the University's learning culture should mirror its role in society beyond academe. In both the educational setting and the work place, an understanding of IT tools and practices and the ability to innovate and apply IT critically to manage, share, and create knowledge are in ever-increasing demand. Therefore, the University must provide its students these skills and strengthen their ability to innovate with IT. In this regard, the faculty who use IT and teach its use should be particularly valued because of the benefit they provide to learners, and hence society at large. However, to promote adoption of IT beyond the innovators, the University must provide faculty incentives for creative teaching using IT; define the relationship of IT to scholarly endeavors, and reward faculty who excel in this area. Only then will adoption across the University's culture take place, with students being the beneficiaries. The following recommendations form a framework for such a plan.

## RECOMMENDATIONS

**Administration Leadership:** The University administration in its strategic planning needs to make IT innovation by faculty a high priority. Initiatives must be developed to recognize faculty who use IT and to provide them with resources to excel at IT utilization in teaching and learning.

**Faculty Role in Policy:** Successful IT integration at the University will depend upon informed decisions made at the highest leadership levels. Therefore, faculty—particularly those who are early adopters of and innovators in IT—need to be present on administration and Faculty Council committees that influence IT policy. Examples of such committees include any technology committees (see Section D), the Chancellor's Budget Committee, the Academic Planning Committee, the Chancellor's Committee on Faculty Appointment, Promotion, and Tenure (currently being constituted), the Faculty Council Education Policy Committee, and FTTAC's proposed IT Strategic Planning Council.

**Recognition of Innovators/Risk Takers:** Because tradition, in many ways, constitutes the accepted measurement of academic excellence, the users of non-traditional methods—the early innovators, the risk takers—are rarely recognized for their achievements. Therefore, initiatives must recognize these individuals and provide opportunities for them to continue to lead the University forward in the information age.

**Faculty Leaves:** To accelerate the adoption of IT, sabbaticals should be designated for faculty seeking to advance IT's role in teaching, learning, and scholarship. Sabbaticals could provide

both opportunities for faculty to adopt and conduct research into the use of IT in teaching and learning and avenues for collaboration with ITIS programs and IT support personnel. Such action would communicate to the University community the importance of IT integration and of staying at technology's cutting-edge.

**Grant Program:** A substantial, sustained grants program for faculty should be created to advance the diffusion of IT in teaching. Such a program, if coupled with initiatives like CCI and focused on faculty adoption of IT, would ensure the use in the classroom of the IT infrastructure (in particular, the increasing number of students equipped with laptops for in-class use). An effective grants program should be designed based upon successes and lessons-learned from the late Chancellor Hooker's IT grants program and the IBM-supported CCI grants program (which will lose funding with the 2002-2003 academic year) administered by FITAC. A commitment to ongoing funding for faculty training and development is critical for the diffusion of IT throughout the University culture.

**Teaching Excellence Awards:** The University's Teaching Excellence Awards Program, or other similar programs, should be revised to include awards specifically for "Outstanding Teaching with Technology." Again, such a program would send a clear message of the importance of IT and would contribute to the rate of IT adoption. One or two of the current awards could be allocated or additional funding could be provided for these awards.

**Compensation:** University administration, schools, and departments need to commit to developing compensatory incentives for faculty involved in the development, implementation, and evaluation of teaching with technology. Designation of a percentage of annual raise funds for this purpose could be one means of providing compensation.

**Promotion and Tenure:** Electronic scholarship (e.g., electronic publications and courses online), like other forms of scholarship, needs to be evaluated as an academically viable alternative and an integral part of faculty accomplishments when decisions are made regarding promotion and tenure. In fact, as we move further into this technological age, considerations for employment should increasingly include prowess at technology. To this end, the Chancellor's Committee on Faculty Appointment, Promotion, and Tenure should address this topic by establishing clear criteria for the evaluation of excellence in the use of IT in promotion and tenure decisions, taking advantage of the evolving national dialogue on this topic fostered by organizations like the American Association of Higher Education. In addition, if the Chancellor's committee does not include faculty with IT expertise this situation should be rectified.

**Criteria for IT Innovation:** The Faculty Council should charge FITAC with establishing criteria for recognizing achievement and creativity when IT is used in teaching and research. This process would include defining and measuring IT achievement. These criteria should then be forwarded to the Chancellor's Committee on Faculty Appointment, Promotion, and Tenure for inclusion in its report.

### SECTION III: PROFESSIONAL DEVELOPMENT IN INSTRUCTIONAL TECHNOLOGY

True innovation in IT and wide spread adoption in teaching and learning can occur only with a creative, cutting-edge portfolio of IT professional development programs for faculty. Many universities are aggressively moving in this direction (e.g., UCLA, Virginia Tech, University of Iowa, University of Michigan, and University of Maryland). The University has not adequately committed to the professional development of its faculty in innovative fields like IT. Generally, the University has relied upon individual faculty to see to their own professional development, with some support through small grants and over-extended campus services. However,

technology and information are evolving at such a rate that faculty cannot be expected to keep abreast of and adopt IT in teaching and learning unless they have access to adequate professional development resources and services.

Professional Development in IT is a life-long process of adopting and applying 1) communication methods, 2) information transmission, storage, creation, and dissemination methods, and 3) analytical and theoretical tools that function via computer hardware and software. Such development requires personal motivation, institutional support, and available resources. Given the required investment of time and energy on the part of the faculty, an institutional environment that supports and values such endeavors is essential. Therefore, FITTAC submits the following recommendations to advance the diffusion of IT innovation in the University's teaching and research. In some instances these recommendations are inextricably connected to those made for academic units (Section I) and faculty incentives and recognition (Section II).

#### RECOMMENDATIONS

##### **Pan-University Efforts:**

- *Support Facilities:* To facilitate faculty adoption of IT, the University needs to increase support resources. Currently support resources include the Center for Instructional Technology, the Center for Teaching and Learning, The Friday Center for Continuing Education, and the campus libraries. Working together, the proposed IT Strategic Planning Council, central administrators, and ITIS should evaluate and review the effectiveness of such services given the unique needs of academic units and the changing demands of an IT enabled campus.
- *IT Workshops:* To accommodate diverse learning styles and different levels of IT proficiency, the University should offer a variety of goal-directed workshops on IT-supported teaching and learning. This summer, for a second year, FITTAC will have allocated IBM funds provided through CCI to conduct workshops to help faculty develop IT-supported courses. The success of this model here and at peer universities (e.g., University of Iowa and Virginia Tech.) leads to the recommendation that the University identify resources to fund these workshops on an ongoing basis (CCI-related funds will end with the 2002-2003 academic year).
- *Conferences, Symposia, Etc.:* Effective dissemination of IT innovation throughout the UNC Chapel Hill environment will depend upon the timely acquisition of cutting-edge information. To this end, the University needs to establish a competitive grants program that enables faculty and others involved in teaching at the University to attend IT-based conferences, symposia, etc. that will advance the University's leadership in IT-supported teaching and learning.

##### **Academic Unit Efforts:**

- *Faculty Responsibility:* While faculty should be individually responsible for their professional dedication to and interest in IT adoption, the significance of IT in the culture at large argues that the University should promote base-line expectations for IT skills and use in teaching. In this regard, University administration and Faculty Council should work with Departments and Schools to characterize these expectations at skill and classroom levels and link them to the appropriate incentives and recognition recommendations noted above. Such a program can exist only if the institution provides adequate professional development services to faculty.

- *Time for IT:* As with any scholarly endeavor, proficiency and creativity in IT demand the availability of time and an optimal intellectual climate. Therefore, faculty IT professional development should include competitive faculty leaves (e.g., sabbaticals, as well as lightened teaching loads). However, faculty should have targeted goals for bringing those IT developments back into the classroom and for sharing them with other faculty.
- *Physical Space and Support Facilities:* Academic units need to determine their own support needs in light of the availability and appropriateness of centralized support resources. Units should coordinate with campus resources while planning and budgeting to provide necessary support facilities. Units should also review and coordinate with campus resources in planning for and addressing physical space needs related to IT.

#### SECTION IV: INFORMATION TECHNOLOGY INFRASTRUCTURE AND SUPPORT

Universal access to IT infrastructure and support services has become a prerequisite to the transfer and transformation of learning. In fact, this access is increasingly an around-the-clock demand (e.g., access to the campus network and central systems like e-mail, department and individual data archives, and libraries). In this context, a robust, up-to-date communication network with associated technical and applications services is critical for the effective integration of IT into teaching and learning within a defined social system like UNC at Chapel Hill.

The CCI, from an infrastructure vantage point, marks the first systemic effort to provide faculty, students, and staff with access to the central computing infrastructure. Here, computing infrastructure is defined as the computing devices, transmission media, software, and facilities that enable computing at the University. While CCI must be assessed within a larger framework of IT and University priorities, the advantages of universal access to standard computing tools and resources are quickly being realized. When complete—and with life cycling that will include the addition of cutting-edge technology like wireless devices—this infrastructure will position the University to be a leader in IT-supported education and research.

A leadership position in higher education will also demand adequate support services to maintain the infrastructure and to facilitate faculty adoption of IT. Here, support is defined as the people and systems that provide for the maintenance, optimization, reliability, and effective application of technology. While the use of IT at the University has greatly increased and is destined to increase even more into the foreseeable future, the scale of the support services has not kept pace. This shortfall is the result of dramatically limited resources, particularly in the areas of support systems and staff. The professionals working in the libraries, technology-support units, and instructional design services are the fuel for the University's learning engine. They provide the maintenance, training, documentation, and personal consultation that enable effective use of the infrastructure. Following any acceptable timetable, IT will not become a foundation for teaching and learning if the University does not have an adequately prepared and supported professional staff.

The following recommendations cover issues that must be addressed to ensure that infrastructure and services will meet faculty needs and promote a rate of IT diffusion that keeps pace with technological innovation.

#### RECOMMENDATIONS

**Technology Life-Cycling and Maintenance:** The University must develop a long-term financial commitment to the CCI concept in terms of periodic upgrades of infrastructure (e.g., instructional labs, faculty/staff computers) to take advantage of prevailing technologies and applications that will advance teaching and learning. In addition, funding needs to be committed

to cover the ongoing maintenance of technology resources such as multimedia classrooms, which has in the past not been addressed adequately. Success here will require a commitment of additional resources and periodic review of needs in response to IT innovations.

**IT Support Beyond CCI:** The CCI addresses the computing needs of many of the faculty and most of the students on campus. However, professional schools and graduate students have not been included and this must be rectified. The University has a clear obligation to strive for equity of resource allocation and, in doing so, must ensure equity of IT access.

**Leveraging Institutional Resources:** The University has ties to a number of regional and national consortia, professional organizations, and corporations that have similar or complementary IT goals. At the same time, corporate and other collaborations must be approached critically to ensure the integrity of our educational and scholarly endeavors. In this regard, the University should do more to address concerns regarding these collaborations and where appropriate to leverage these external infrastructure resources and know-how to achieve IT integration.

**Support Services:** The diverse IT-focused organizations across campus are, in terms of both infrastructure and support, at best a loose confederation. In addition to not being cost-effective, such a structure is inefficient at technology dissemination. The University should review these services and develop an organizational structure that provides incentives for collaboration. A review would also define roles that play to the strengths of each.

**Multimedia and Technology-Fitted Classrooms:** For meaningful IT adoption to occur, adequately equipped classrooms must be available. The development of such facilities is occurring across campus in a disorganized fashion without consideration of platform compatibility and serviceability. The university needs to allocate resources to increase substantially the number of technology-fitted classrooms with an emphasis on wireless technology for student laptop use. These rooms should be configured to meet instructional goals with input from faculty and University committees like the Classroom Design and Advisory and Intellectual Climate Committees. By building to meet teaching and learning goals, instead of building comprehensive state-of-the-art facilities, the University would be able to create far more multimedia and technology-fitted classrooms with available resources.

**Faculty Awareness:** IT infrastructure and support services need to develop a portfolio of strategies to make faculty aware of available IT resources. In addition, they need to get faculty guidance on IT teaching and learning goals and needs.

## **SECTION V: FUNDING**

Garnering resources for the above-proposed initiatives will be critical for success, and FITAC recommends funds be secured in several ways.

## **RECOMMENDATIONS**

**Capital campaign:** The campaign should be employed to secure the funds required to provide faculty substantive recognition and incentives. The Faculty Council should charge FITAC with developing a plan in collaboration with Administration, University Advancement, and the Vice Chancellor for Information Technology and Support Services that will secure funds to put the University at the forefront of IT use in public higher education. Examples of initiatives for funding include Vice Chancellor Marian Moore's "KnowledgeWorks@Carolina", CCI, chaired professorships acknowledging scholarship in IT, and a sabbatical program stressing IT scholarly activities.



**Grants:** The University should provide support and resources to enable faculty collaborations with campus IT units to submit grant applications to public and private organizations. An example would be to provide additional resources to the University's Proposal Development Initiative that are targeted for this purpose.

**General Administration and State:** When possible, additional funds should be sought from UNC General Administration and the State. FITAC recognizes that current fiscal stringency could preclude obtaining significant resources from this source at this time, but a compelling long-term plan could yield resources.

**Reallocation of Resources:** The University's administration should strengthen its review of programs that directly and indirectly involve IT for possible reallocation of resources. An example would be redundancy of IT infrastructure and support services (technical and instructional/learning) between divisions in Health Affairs, Academic Affairs, and Information Technology and Information Support Services.

## SECTION VI: RECOMMENDATIONS TO THE FACULTY COUNCIL

In addressing strategic needs for successful integration of IT into the University, FITAC has identified both short- and long-term priorities. FITAC acknowledges that achieving all of the recommendations at once is unreasonable, but assertive action on some will set a tone indicative of IT's importance to the University's prosperity. Therefore, FITAC has prioritized key recommendations from among those listed throughout this document and will present them to the Faculty Council for action over the coming year or two. It is our belief, however, that the Council needs to act quickly on four recommendations. To this end, FITAC puts forth the following resolutions for immediate action predicated upon Faculty Council adoption of this document.

**Resolution 1—Committee Representation and IT Strategic Planning Council:** FITAC proposes adoption of the recommendation that Faculty Council request that the Chancellor include on the Chancellor's Committee on Faculty Appointment, Promotion, and Tenure and on the Academic Planning Committee faculty innovators in IT. FITAC also proposes adoption of the IT Strategic Planning Council concept by Faculty Council followed by a request to Central Administration to move immediately on its formation so that an IT strategic planning process can begin the 2001-2002 academic year.

**Resolution 2—Faculty Incentives and Rewards:** FITAC proposes adoption of the recommendation that measures of academic excellence be expanded to include creative uses of IT in educational and scholarly endeavors. We recommend representation of IT innovators on key committees including the University Committee on Teaching Awards and the Chancellor's Committee on Faculty Appointment, Promotion, and Tenure. We recommend the designation of faculty leaves for IT development and teaching awards that consider teaching innovation with IT as criteria for excellence.

**Resolution 3—Capital Campaign:** FITAC proposes adoption of the recommendation that Faculty Council request that Central Administration and University Advancement include an IT component in the capital campaign. FITAC and the proposed IT Strategic Planning Council should be charged with the responsibility of helping to determine IT priorities that have high prospects for fund raising. Immediate action on this resolution is important due to the advanced planning stage of the campaign.

**Resolution 4—Replacement Funding for Faculty IT Professional Development :** FITTAC proposes adoption of the recommendation that Faculty Council request Central Administration to begin planning for the allocation of funds to continue the IT innovation grants initiated by Chancellor Hooker and the faculty IT development workshops funded by CCI (this funding ends with the 2002-2003 academic year). FITTAC and the IT Strategic Planning Council should work collaboratively with Central Administration on this action.

March 5, 2001

Review of new Office of Institutional Research (OIR) Salary Report I format  
Prepared for the Faculty Council by the Faculty Welfare Committee

**BACKGROUND:**

At the direction of the Faculty Council, the Faculty Welfare Committee has undertaken three initiatives to promote implementation and monitoring of the Council's faculty salary policy. In 1998, the Committee completed a survey of individual units' salary policies, and a survey of unit heads' assessments of their unit's salary policy. This report considers the third of these initiatives: a restructuring and review of the annual Salary I (internal statistics) report produced by the Office of Institutional research.

The primary function of these initiatives has been the creation of a set of analytical tools useful for monitoring the realization of salary equity. The principle at issue here is that salary should be commensurate with merit, and the Salary I report offers the best opportunity for assessing the University's success in achieving this ideal.

Up until now, such assessment was hampered by the fact that salary data were available only in highly disaggregated form, or in highly aggregated form. Both the disaggregated data (alphabetically listed reports on individual faculty members' salaries, available in Davis Library), and the aggregated data (school-and-department- level reports in the current Salary I report format) make it difficult to assess the success of individual units in addressing equity concerns. Current individual-level data does not readily support comparisons of individuals within units, and unit-level data precludes consideration of individuals within units.

To help correct these difficulties, the Faculty Welfare Committee recommended to the Office of Institutional Research a number of revisions in the annual Salary I report. These revisions were intended to produce a visual representation of the organization of unit salary structures that would 1) facilitate assessment of salary equity concerns in the various University academic units, and 2) provide data of use to individual faculty members who may wish to assess their own status in their unit's salary structure.

**REVISIONS OF THE OIR SALARY I ANNUAL REPORT:**

The Faculty Welfare Committee proposed, and the OIR implemented, the following changes to the annual Salary I report:

- Creating a new method of determining "years at UNC." (The existing method distinguished "continuing faculty" from "new hires" by defining these categories in terms of those hired before or after January 1995. OIR will now include "year of hire at UNC" as part of the personnel record.)
- Graphically presenting salary structures for individual units showing salaries of individual faculty (by amounts only; no names), organized by rank, and years in rank, running from most junior to most senior.

In addition, OIR produced, and the Faculty Welfare Committee endorsed for inclusion in the annual Salary I report, additional unit graphs showing:

- For each unit, the salary range within each rank, using "box and whisker" graphs illustrating upper and lower limits of the salary range, the median salary, and the limits of the 25<sup>th</sup> and 75<sup>th</sup> percentile salary groups in rank.
- For each unit, the salary range within each rank, disaggregated by sex and race, using "box and whisker" graphs illustrating upper and lower limits of the salary range, the median salary, and the limits of the 25<sup>th</sup> and 75<sup>th</sup> percentile salary groups in each rank grouping.

After reviewing the prototype for these changes, the Faculty Welfare committee offered additional suggestions to OIR for improving the usefulness of the various charts, including:

- Clarification of the category "non-white."
- Use of a uniform scale in all unit graphs. (Some graphs were more difficult to compare because unusually high or low salaries changed the graph scale).

Finally, the Committee recommends that the availability of these materials is advertised to the University community, and that they be made available to the public by posting a digital copy on an appropriate web-site, and a print copy in the main Library along with the individual salary figures already available.

#### **GENERAL PRINCIPLES OF INTERPRETATION:**

The Faculty Welfare Committee agreed on several general principles of interpretation for the data in the OIR annual Salary I reports. However, since the existence of salary inequities in individual cases cannot be definitively established from the OIR data alone, the Committee thought it ill-advised for it, or any body representing the Faculty Council, to assume responsibility for identifying problems of salary inequities for specific individuals, or in specific academic units below the school level.

- The reviewing body of the OIR Annual Salary Reports for the Faculty Council (perhaps the Faculty Welfare Committee) should limit its oversight to the identification of patterns of possible inequities that are not unit-specific below the school level. For example, such reviews might discuss patterns of possible problems for classes of persons (i.e., by race, sex, rank, years at UNC, etc) in, say, the School of \_\_\_\_\_, but would not address particular departmental units, or the situations of particular individuals, in the school. The principle here is that the purpose of the review is to identify patterns of University management that may be of interest to the University community as a whole.
- It is the responsibility of unit administrators to monitor equity issues within department-level units. The data in the annual salary report can provide a useful tool in this regard, but administrators are the only persons who can gain access to the full range of information required to make a reasoned decision about these matters.
- It is the responsibility of individual faculty to determine for themselves whether they may have suffered from salary inequities. The data in the annual salary report can, at best, identify *possible* cases of inequity, but cannot establish the fact of inequity for individual cases.

Given these general principles, the Faculty Welfare Committee seeks guidance from Faculty Council on which, if any, interpretive endeavors it wishes the Committee to undertake.

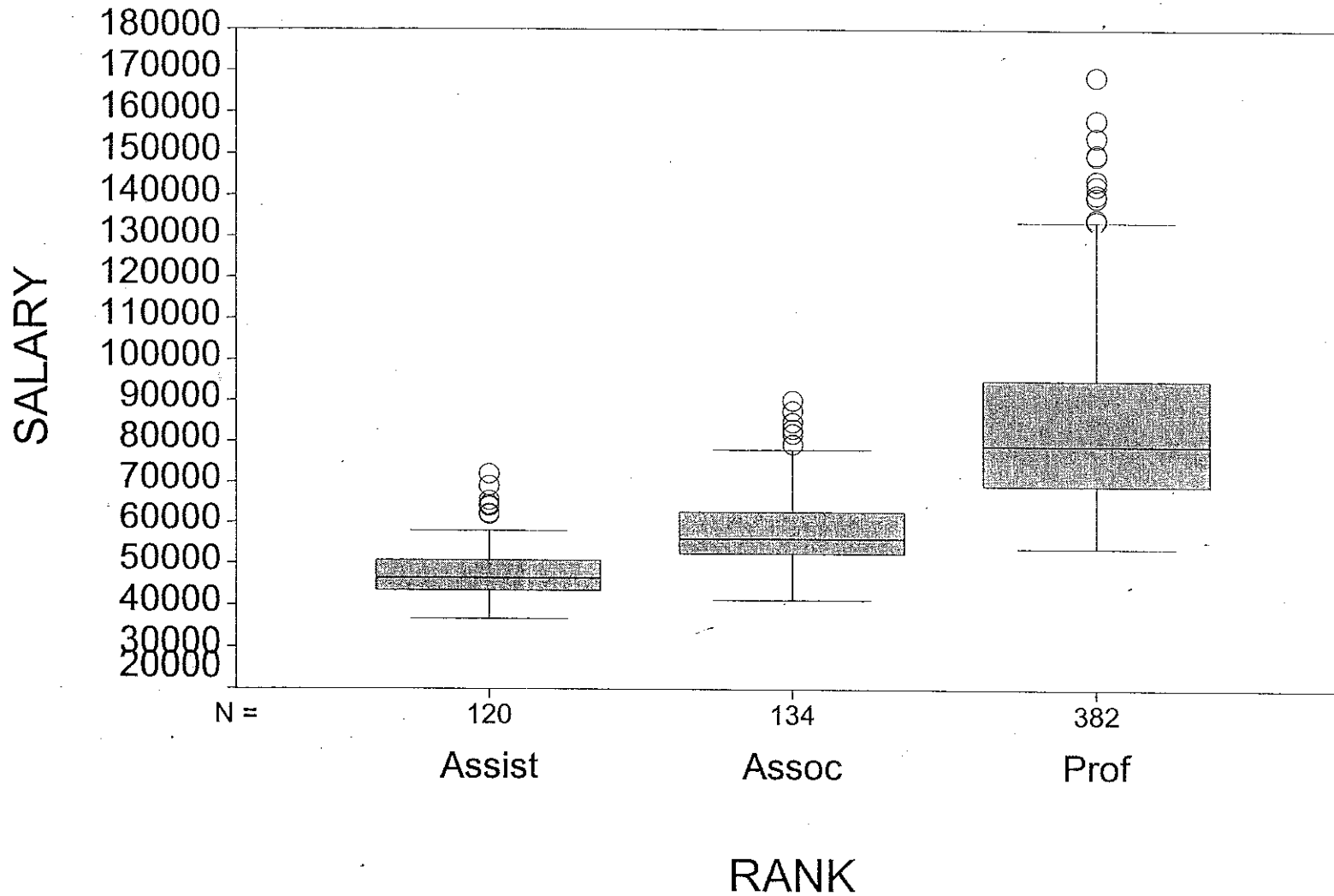
#### **FUTURE USE OF THE OIR SALARY I REPORT**

The usefulness of the new Salary I report format should increase significantly as it becomes the basis of longitudinal analyses of salary structures at Carolina. While it is certainly the case that the data in any individual year can be helpful for understanding salary practices at the University, comparative analysis of changes in salary structures over time should make this understanding more robust.

With the new Salary I report format, Faculty Council, and the University community more generally, should be able to monitor salary equity concerns in a variety of areas. For example, monitoring the effects of market forces on salary structures, and tracking of race and gender equity in salaries, can be more readily realized using the new Salary I report format. A potentially useful tool in promoting the ideal of reward for meritorious achievement, the Salary I report should become a staple resource for institutional governance in the years to come.

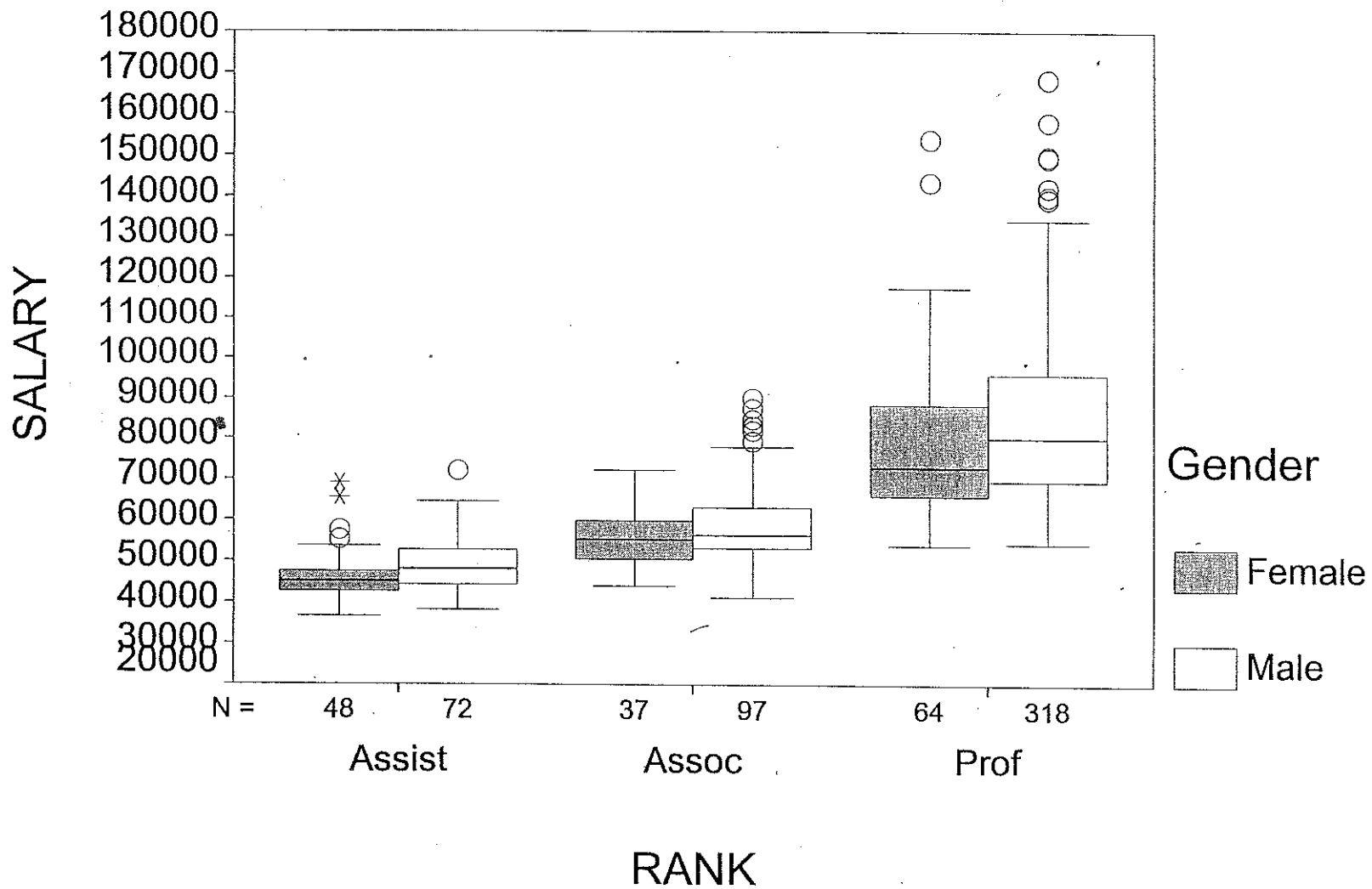
# Faculty Salaries By Rank

## College of Arts & Sciences



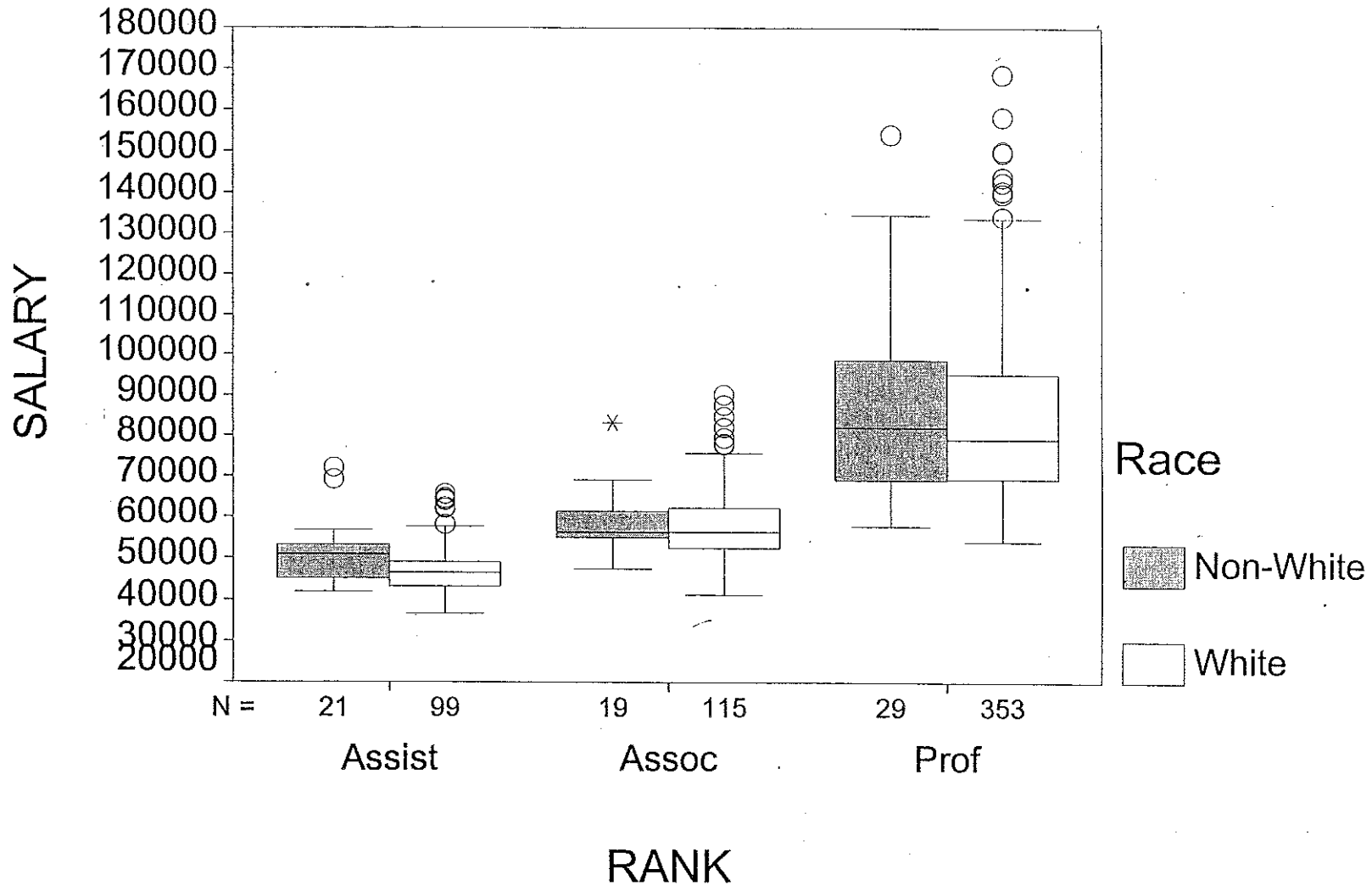
# 1999-00 Salaries by Rank and Sex

## College of Arts & Sciences



# 1999-00 Salaries by Rank and Race

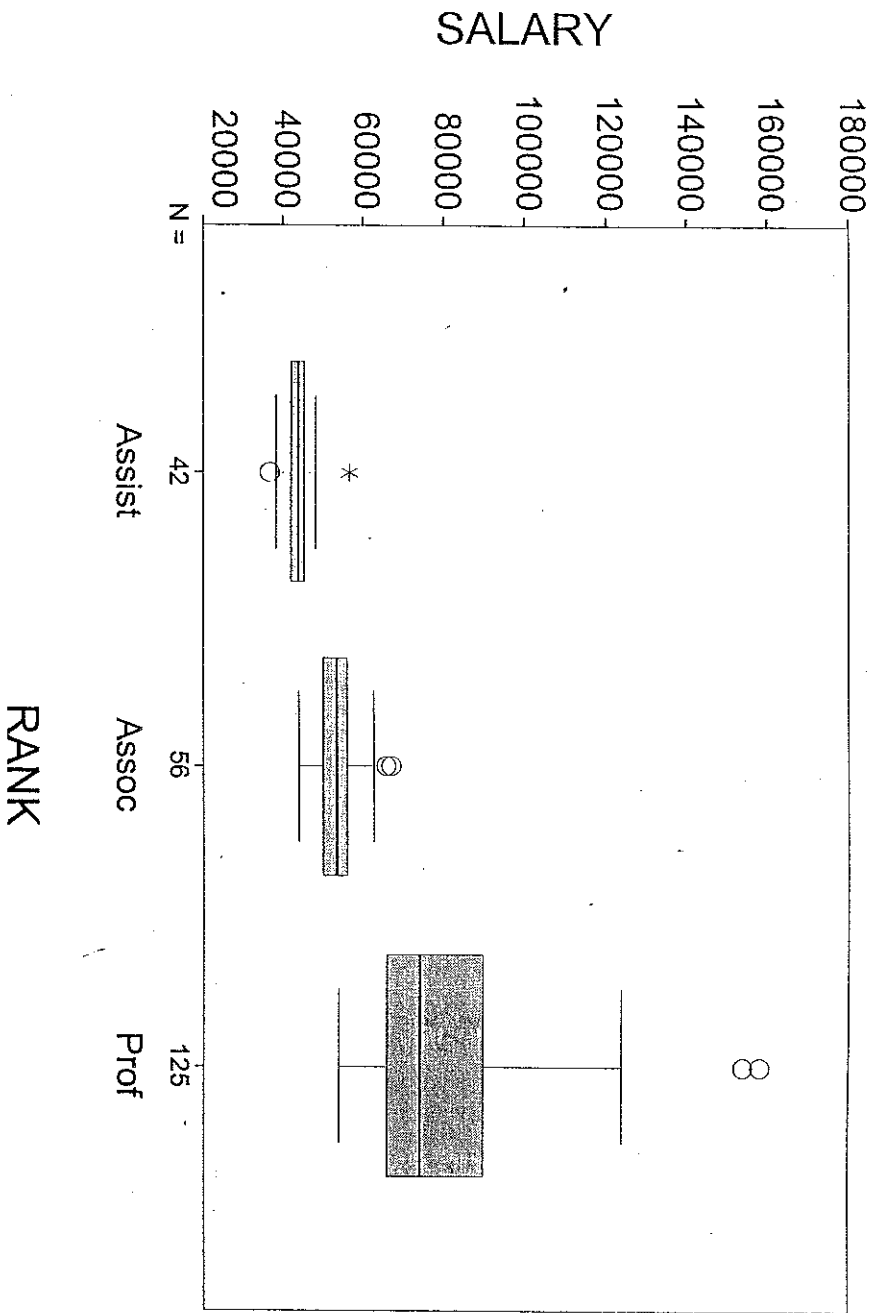
## College of Arts & Sciences





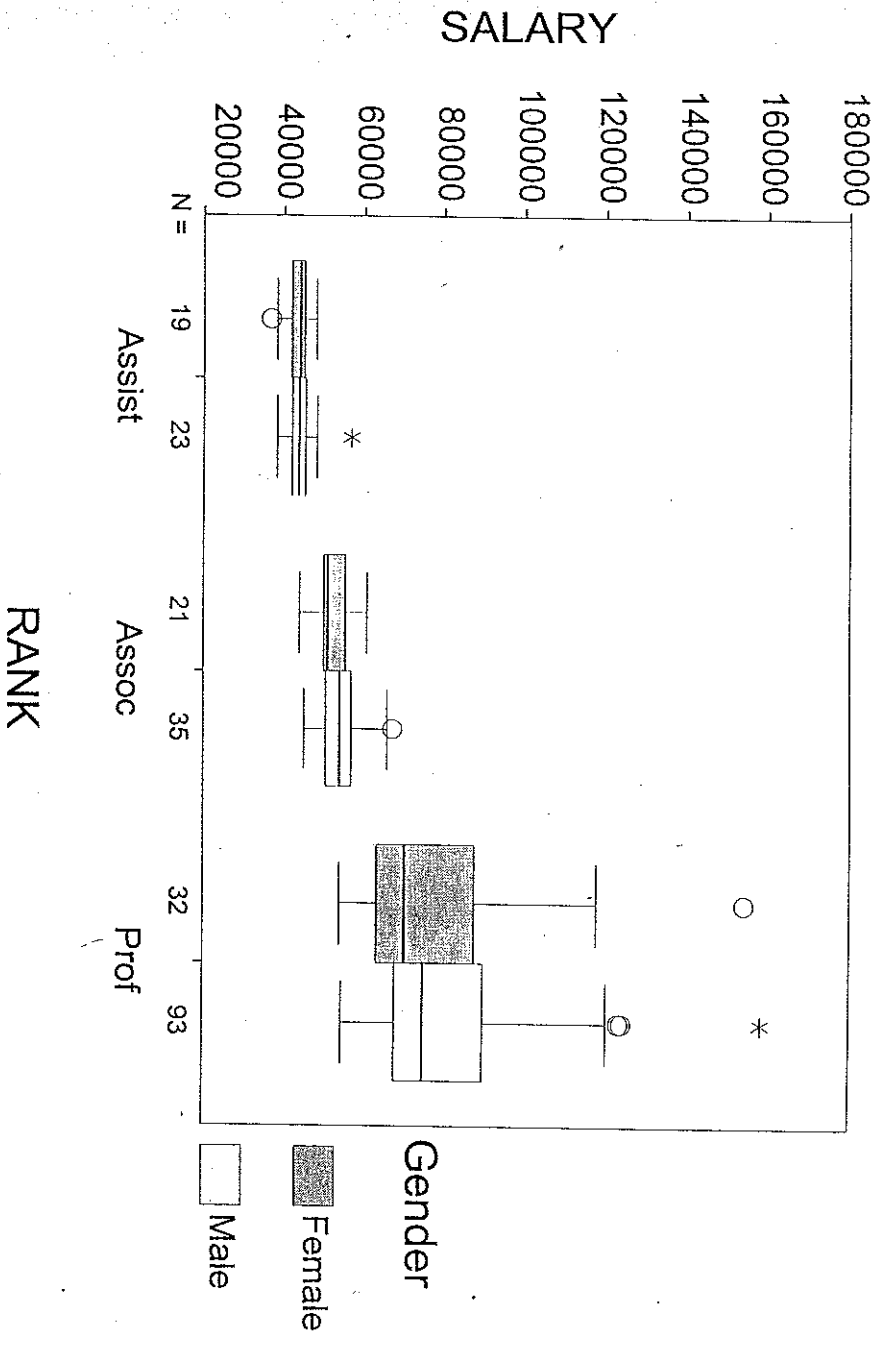
# Faculty Salaries By Rank

## College of A&S - Fine Arts/Humanities



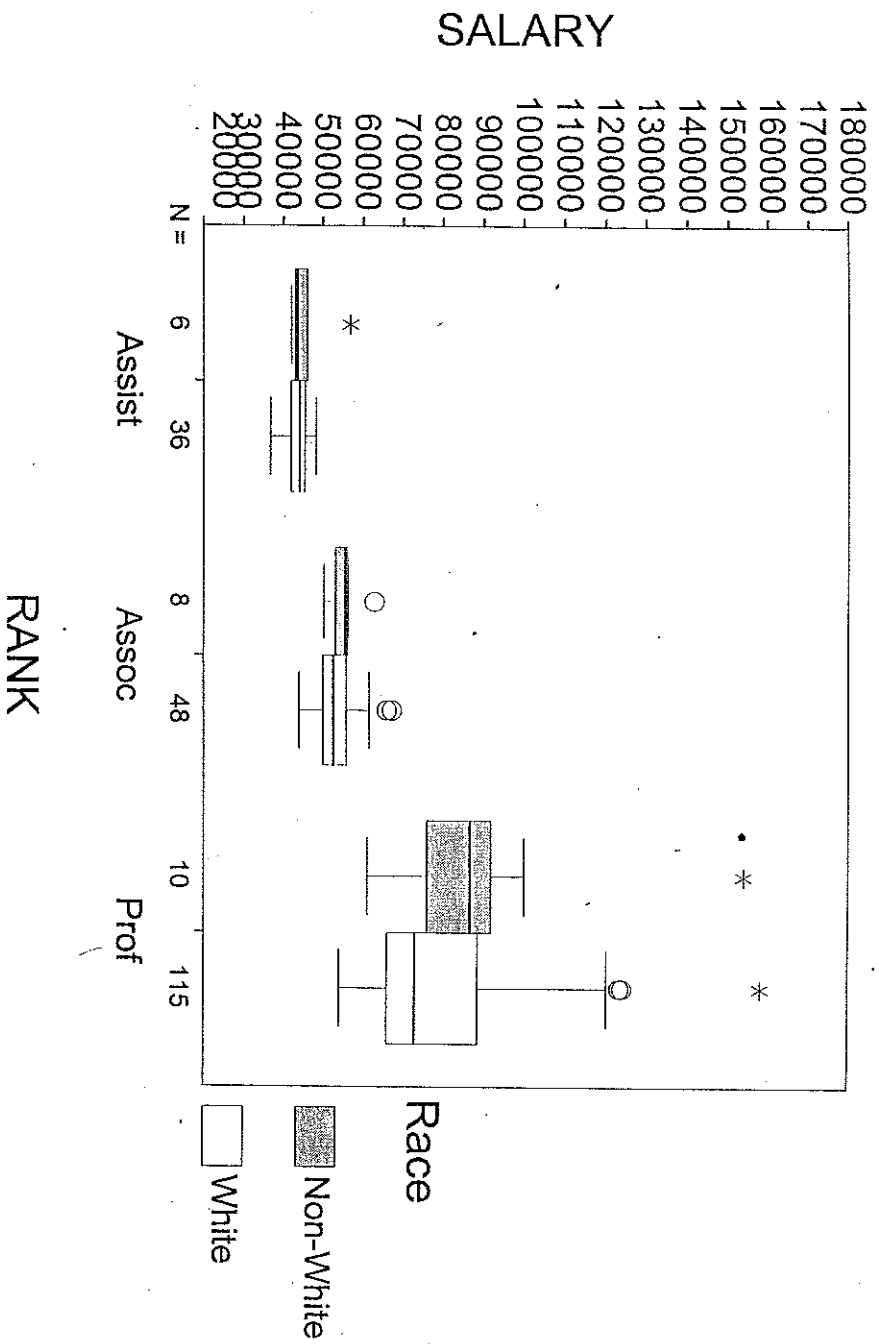
# 1999-00 Salaries by Rank and Sex

## College of A&S - Fine Arts/Humanities



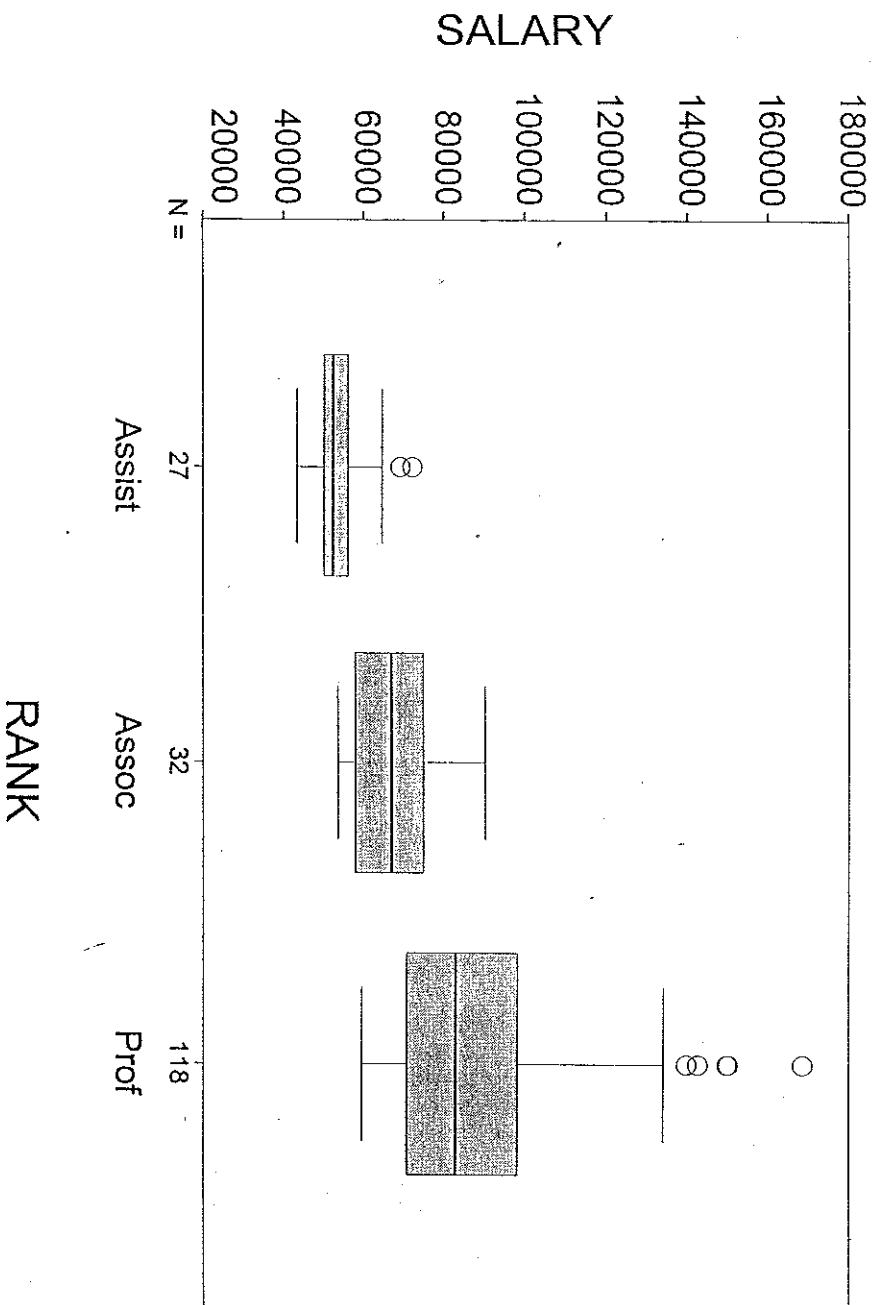
# 1999-00 Salaries by Rank and Race

## College of A&S - Fine Arts/Humanities



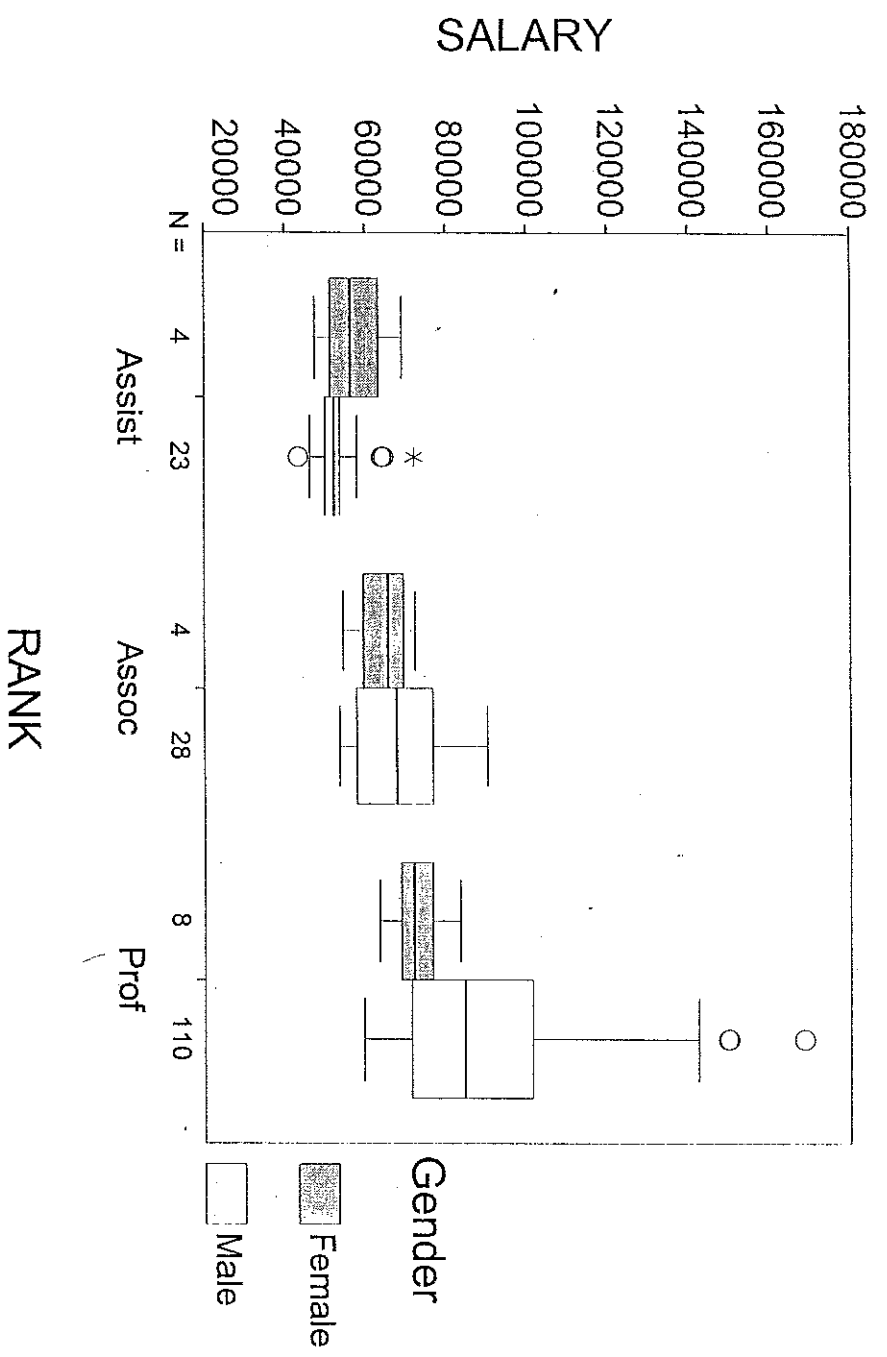
# Faculty Salaries By Rank

## College of A&S - Natural Sciences & Math



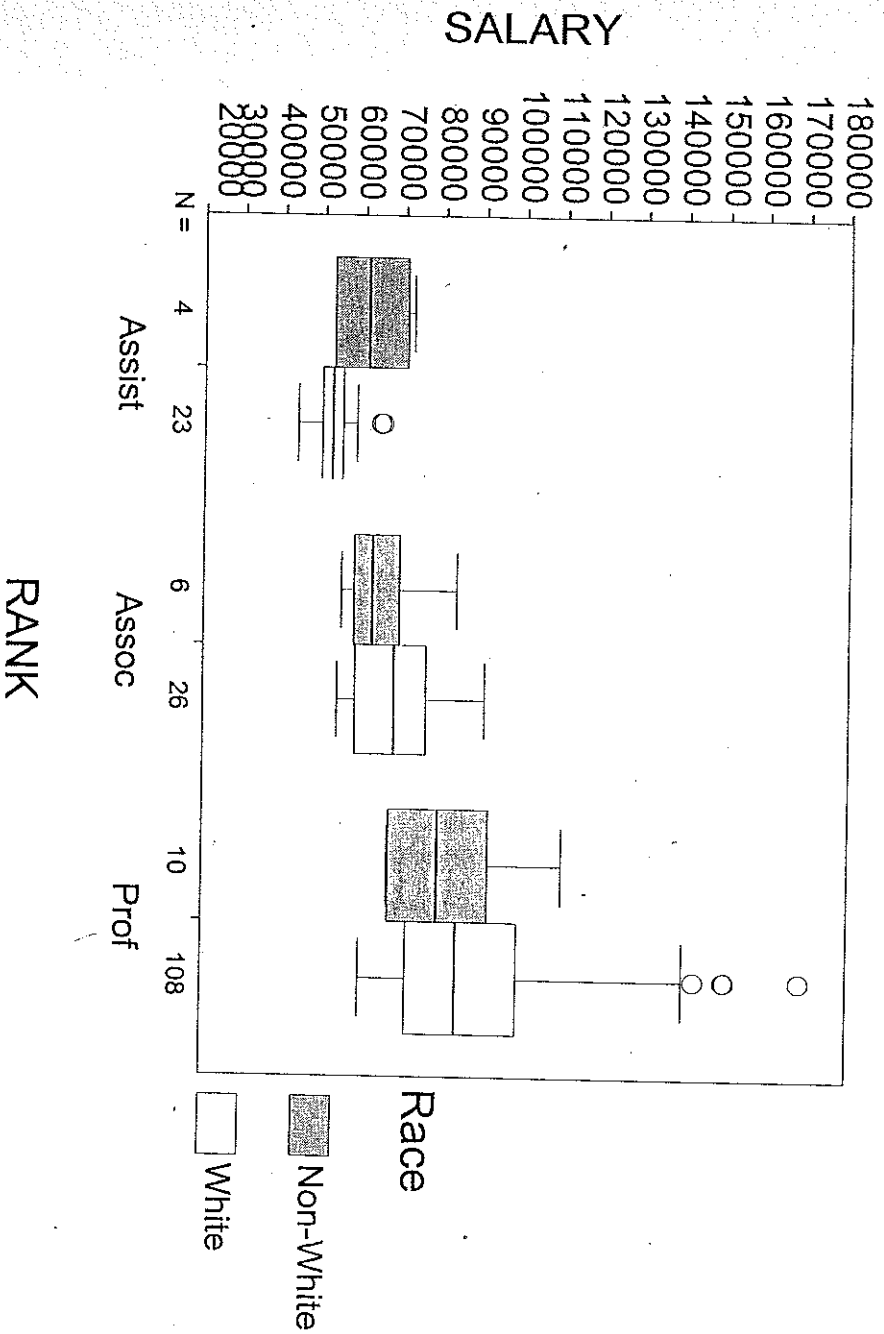
# 1999-00 Salaries by Rank and Sex

## College of A&S - Natural Sciences & Math



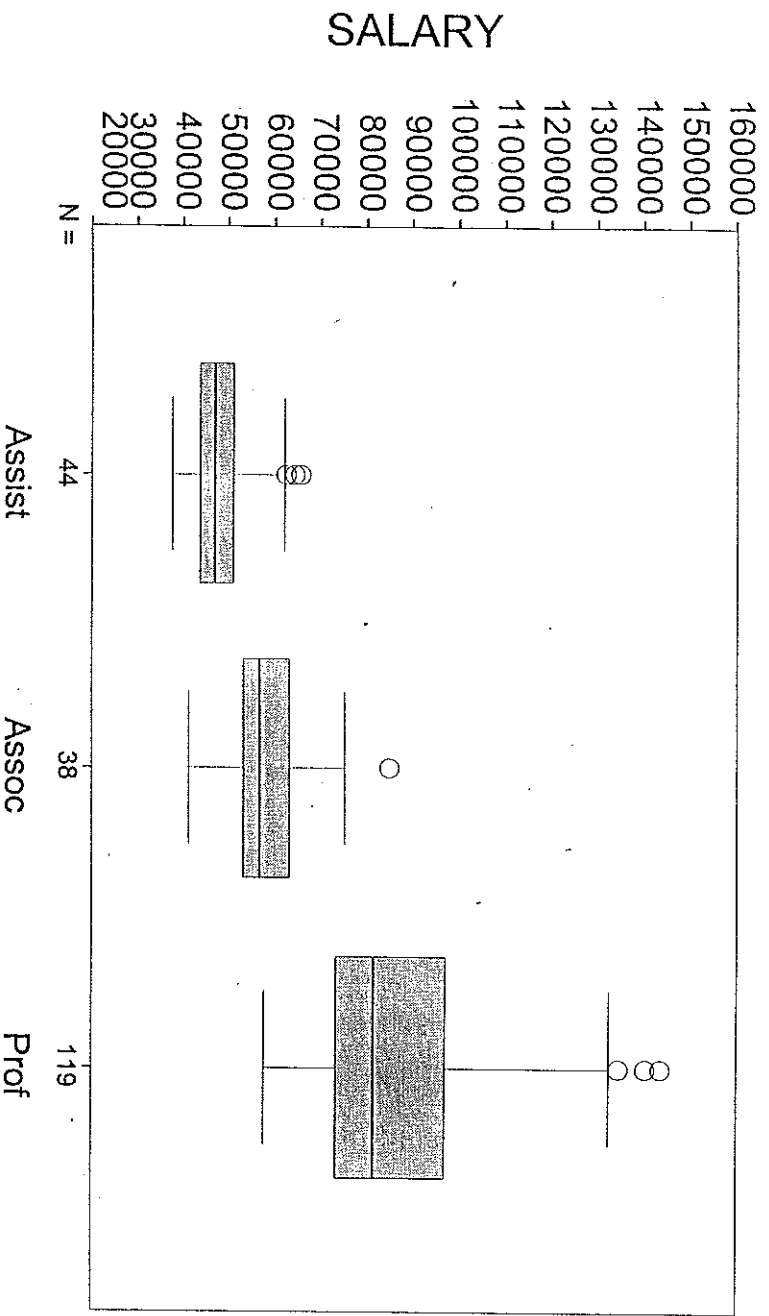
# 1999-00 Salaries by Rank and Race

## College of A&S - Natural Sciences & Math



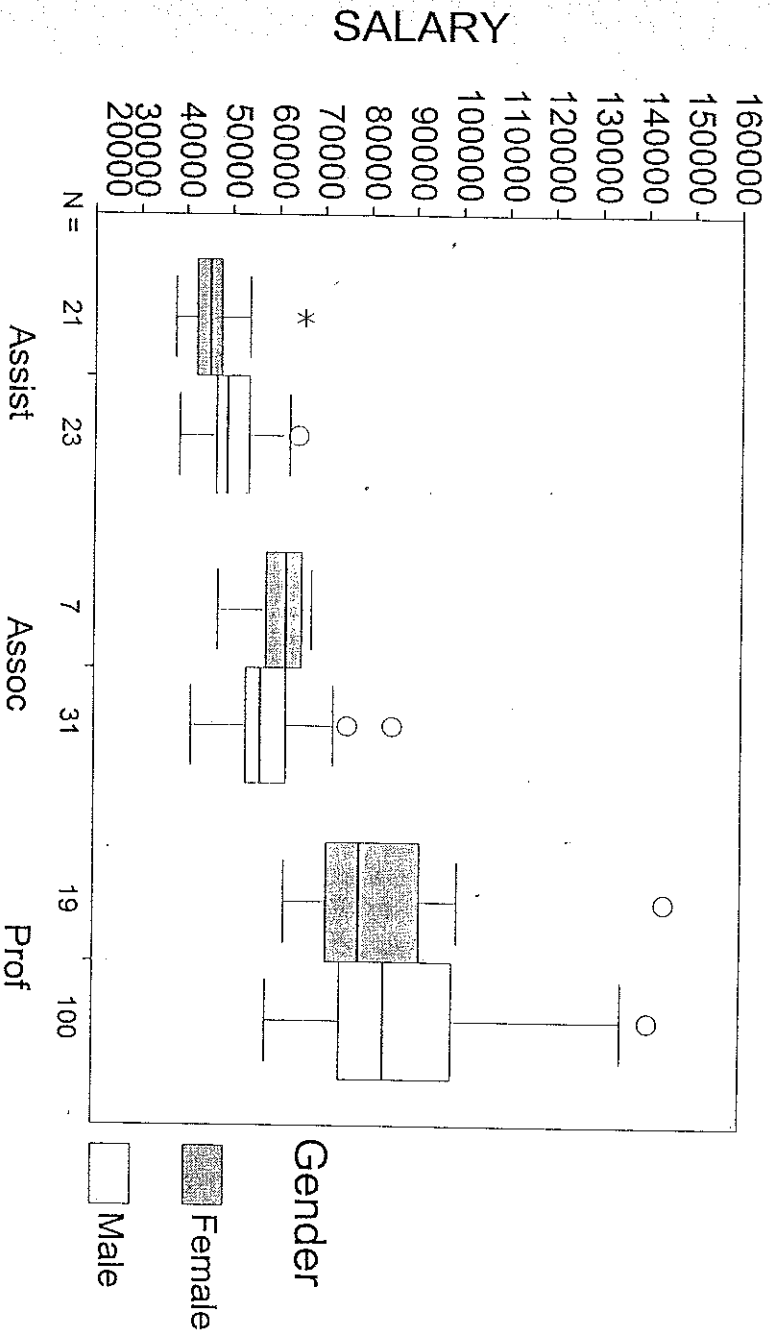
# Faculty Salaries By Rank

## College of A&S - Social Sciences



# 1999-00 Salaries by Rank and Sex

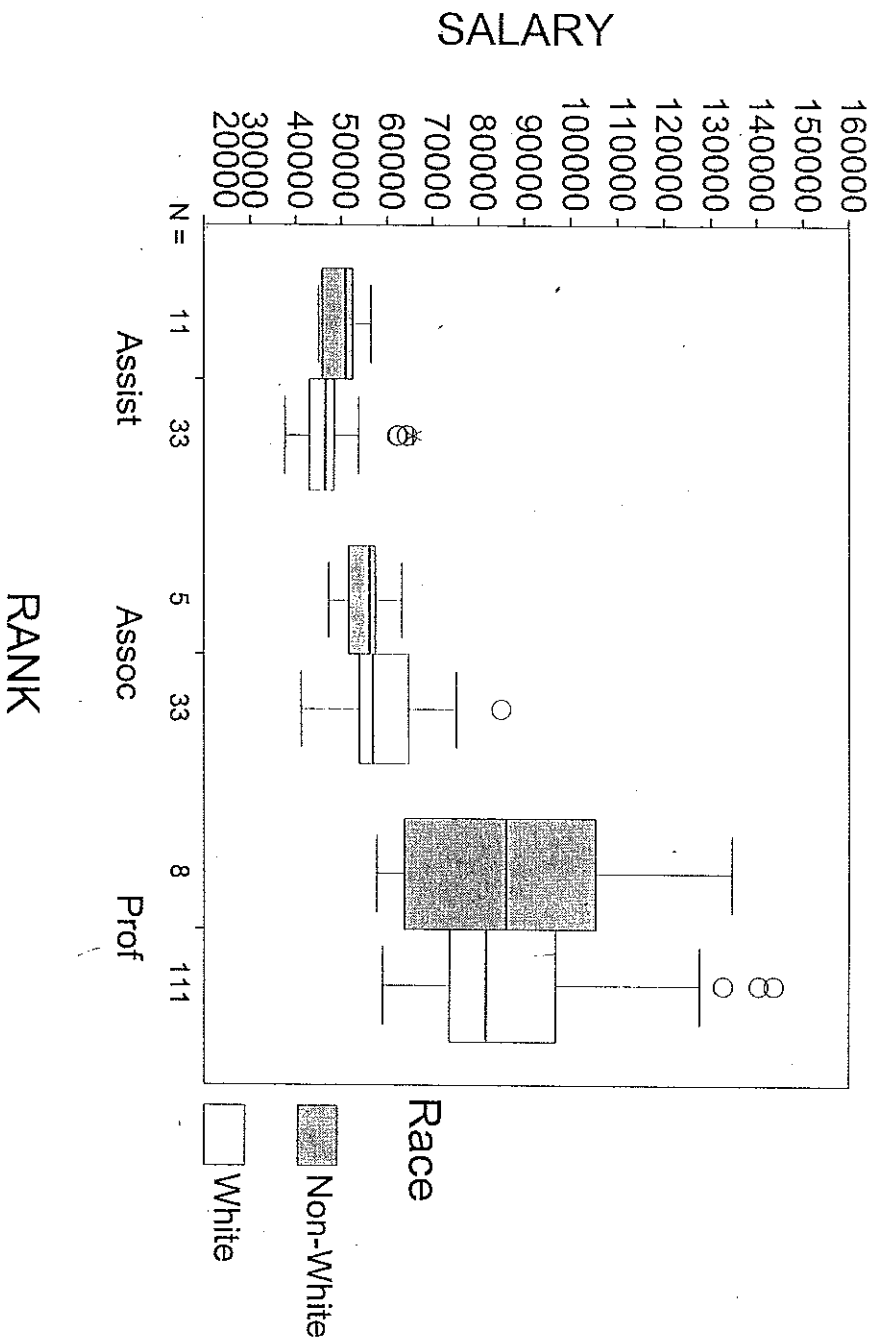
## College of A&S - Social Sciences





# 1999-00 Salaries by Rank and Race

## College of A&S - Social Sciences



Symposium Schedule for 2001 - 2002 for Program for Public Policy and  
Sports at UNC-Chapel Hill

<http://www.unc.edu/depts/ppps>

The Program for Public Policy and Sport at UNC-Chapel Hill will present three symposiums-related to sports during 2001-2002 school year. The symposiums and a description of them are provided for your information and your support. It is noted that specific dates have not yet been announced due to the calendar of some of our speakers.

- I.** The Second Knight Commission Report on Intercollegiate Athletics: A Review: and A Look Towards the Future.  
Date: Last week in October  
Location: Fetzer Gymnasium  
Time: 1:30pm to 4:30pm  
Who: Members of the Knight Commission, UNC Athletic Officials (Tentative) and UNC Faculty  
Audience: Open to all members of the UNC campus
  
- II.** The Desegregation of Sports in the American South in Basketball, and other Sports.  
Date: Thursday, 24 January 2002  
Location: Fetzer Gymnasium  
Time: 1:30pm to 4:30pm  
Who: Writers in the field and Sport Administrators  
Audience: Open to all members of UNC and the public
  
- III.** How Can the Business of Sport be improved in North Carolina?  
Date: Thursday, 21 March 2002  
Location: Fetzer Gymnasium  
Time: 1:30pm to 4:30pm  
Who: Invited members of Sport Industries in North Carolina and Sport Management Administrators  
Audience: By invitation with opportunities for public input



*The University of North Carolina at Chapel Hill*

## MINUTES OF THE FACULTY COUNCIL AND GENERAL FACULTY September 7, 2001, 2:00 p.m.

### Attendance

Present (59): Adimora, Adler, Allison, Barbour, Bollen, Bouldin, Bowen, Boxill, Bromberg, Bynum, Cairns, Carelli, Chenault, Clegg, Colindres, Crawford-Brown, Daye, Drake, Elter, Elvers, Fishel, Foley, George, Gilland, Kalleberg, Kessler, Kopp, Langbauer, Lubker, McCormick, McGraw, Meece, Meyer, A. Molina, Nelson, Otey, Owen, Pfaff, Poole, Raab-Traub, Rao, Reinert, Rowan, Schauer, Shea, Sigurdsson, Slatt, W. Smith, J. Smith, Straughan, Strauss, Tresolini, Tulloch, Vuaghn, Wallace, Waters, Watson, Willis, Yopp.

Excused absences (27): Ammerman, Cotton, D'Cruz, Files, Fowler, Granger, Henry, Janda, Kagarse, Ketch, Klenik, Kupper, LeFebvre, Metzguer, P. Molina, Moran, Nonini, Orthner, Pisano, Raasch, Runyan, Sams, Sueta, Tauchen, Walsh, Williams.

Unexcused absence: McQueen.

### Call to Order

The General Faculty convened at 2:00 p.m. in the Faculty Lounge of the Morehead Building. In the absence of Chancellor Moeser, Prof. Joseph Ferrell, Secretary of the Faculty, convened the meeting and called upon the Chair of the Faculty, Prof. Sue Estroff, to preside. She announced that the Chancellor was unable to attend due to a prior commitment, and that John Heuer, Chair of the Employee Forum, was ill and would not be able to address the faculty as had been planned.

### Chair of the Board of Trustee Remarks

Mr. Timothy Burnett, Chair of the Board of Trustees, brought greetings to the faculty from the Board. He noted that if one looked out of the windows at the rear of the meeting room, one would see the new building for the Institute for Arts and Humanities now under construction. He looks forward to seeing that facility complete. It is significant that this new building is directly across McCorkle Place from the Johnston Center for Undergraduate Excellence. In the mind's eye, one can already see a well-traveled brick walk connecting the two. He reminisced about his college years at Carolina (Class of 1962). He had no career objective in mind; rather he hoped to learn to think critically, to be able to express himself in both written and oral forms, and to broaden his horizons of understanding and learning. Although his formal major was mathematics, he characterized his experience as "majoring in professors." He especially mentioned Joffre Coe (Anthropology); Maynard Adams (Philosophy); Bernard Boyd (Religious Studies); Ed Cameron, John Lasley, and Bill Mann (Mathematics). He congratulated the faculty on its record of research, but reminded us that many thousands of students remember us not for the books we write or the research we produce, but for the classroom experience.

Prof. Philip Bromberg (Medicine) asked why the University did not encourage "diversity in the undergraduate years," but did encourage it in the graduate levels (referring to the limit of out-of-state college enrollment). He said he thought this showed a serious long-term lack of vision. Mr. Burnett agreed, but pointed out that the enrollment cap is statutory. He noted that most members of the General Assembly feel that their first obligation is to the taxpayers of North Carolina and that it would be difficult to retain the level of support that we enjoy from legislative appropriations while at the same time reducing the number of North Carolina residents that we admit.

## **Remarks by Gretchen Bataille, Senior Vice President for Academic Affairs, Office of the President**

Vice President Gretchen Bataille (also a member of the UNC-CH faculty) touched on a number of topics of interest.

*Enrollment growth.* Overall, the UNC System enrolled 6,400 new students this year. The number exceeded previous estimates. Enrollment growth for this fiscal year has been fully funded by the General Assembly.

*Campus-initiated tuition increases.* Earlier this year, there was cause to fear that the legislature would derail campus-initiated tuition increases already approved. This did not occur.

*Benefits.* The Office of the President (OP) was successful in persuading the General Assembly to expand eligibility for participation in the Optional Retirement Plan (ORP) to include many professionals, such as post-doctoral students, who were not previously eligible. The legislature did not, however, agree to increase the state contribution to ORP. The Health Plan Legislative Oversight Committee will be recommending a "medium option plan" to the General Assembly. This will reduce employee costs for medical insurance in return for reduced benefits and increased deductibles.

*Personnel actions.* The Board of Governor's Personnel and Tenure Committee has been supportive of delegating more authority to the campuses with respect to hiring and promotion decisions, and the full Board of Governors seems inclined to support that position. The President may now approve changes in institutional tenure regulations without ratification by the Board.

*Faculty Assembly.* President Broad invited Prof. Richard Veit, the new president of the Faculty Assembly, to attend orientation sessions provided for new Board of Trustees members. At his request, a similar session was provided for Assembly members.

*Phased retirement.* The Board of Governors has approved the phased retirement plan, initially offered on a trial basis, as a permanent faculty benefit.

*Recruitment and retention.* The UNC System anticipates enrolling 50,000 more students over the next decade and, over the same time period, a large percentage of the tenured faculty will retire. For example, by the year 2010, the System will need to hire 1,200 new faculty in that year alone. It is essential that salaries and benefits remain competitive in order to meet that challenge. A special task force appointed last year to study use of fixed-term faculty throughout the System is nearing completion of its work and anticipates reporting recommendations to the campuses early in 2002.

*Academic program planning.* OP has been working to streamline the process for approval of new academic programs and evaluation of existing ones. The revised process seems to be working well. In this year's survey of low-performing programs, only 19 were identified for elimination and all of those eliminations are supported by the affected campus.

*Academic Common Market.* The General Assembly has been receptive to a proposal for an Academic Common Market in which individual campuses have the option of providing graduate programs to out-of-state students under circumstances that allow the students to be considered in-state for tuition purposes.

*Teacher education.* OP is cooperating with the Department of Community Colleges in attempts to identify means for increasing the number of teachers being prepared for work in the elementary and secondary schools.

*Distance education.* The UNC System now offers 24 complete academic programs online.

*Surveys and assessment.* OP has been visiting each campus to discuss surveys and assessment reports required by the System.

*Strategic planning.* The System's five-year strategic plan will place greater emphasis on internationalization.

Vice President Bataille also responded to Prof. Bromberg's remarks concerning out-of-state admissions. She pointed out that the 18% cap on out-of-state enrollment applies only to entering freshmen, and she agreed with Mr. Burnett that it seems unlikely that there will be legislative support for raising the cap within the foreseeable future.

### Chair of the Faculty's Remarks

Prof. Estroff reported on a busy summer in dealing with the Legislature. She thanked the Chancellor and all those who have worked faithfully with the Legislature on behalf of the faculty. She reported that there still was no budget. The University Priorities and Budget Advisory Committee has been asked to advise the administration on principles to guide mandated budget cuts. Prof. Estroff thanked Representatives Verla Insko and Joe Hackrey for their help in educating their colleagues about the negative effects of a proposed legislative requirement that all tenured faculty teach at least 15 credit hours each year.

The University is about to develop a plan to open a satellite campus of the Kenan-Flagler Business School in the Middle East country of Qatar. Many members of the faculty met recently with a representative of the Qatar Foundation to voice concerns and ask questions about academic freedom, human rights, and the rationale for the plan. The current plan calls for a two-year general college curriculum leading to an undergraduate major in Business. Prof. Estroff said she is particularly interested in the Council's views and how to ensure a timely faculty-wide conversation on the plan.

Prof. Estroff distributed a draft overview of the Agenda which the Executive Committee proposed to address this year. Items include

- Discussions with the Chancellor and Provost about working relationships. The key principles here are transparency, timely consultation, and implementation follow-through.
- Moving forward with "Intellectual Climate-2", especially with respect to the intellectual climate in the professional schools.
- Discussions leading toward review and improvement of the Honor System.
- Revision of the Faculty Code.
- A review of institution-wide tenure and promotion regulations now being undertaken by an *ad hoc* task force co-chaired by Prof. Paul Farel and Prof. Barbara Harris.
- Participation in development of the Academic Plan.
- Discussion of how the most recent recommendations of the Knight Commission can be implemented at Carolina.
- Procedures for review of vice chancellors, deans, and other senior administrators.
- Issues arising from construction projects, especially parking.
- Relationships with the Board of Trustees.
- Improved faculty communication with the General Assembly, especially with respect to research and graduate education.

Prof. Ronald Hyatt (Exercise & Sport Science) announced upcoming symposia on the *Knight Commission Report on Intercollegiate Athletics* (late October), the *Desegregation of American Sports in the Southeast* (in January 2002), and *How Can the Business of Sport Be Improved in North Carolina?* (March 2002). These are sponsored by the Program for Public Policy in Sport. In his capacity as Faculty Marshall, Prof. Hyatt also urged the faculty to participate in upcoming University Day events.

Prof. Estroff discussed the proposal to raise tuition and said that she regrets that tuition increases are usually coupled with discussion of faculty salaries. This places the faculty in the position of expecting students and their families to pay for higher salaries. She said this is a mistaken connection and does a disservice to the University community.

### Resolution 2001-3 on the University Committee on Copyright (Second Reading)

Prof. Janet Mason (Institute of Government), Chair of the Committee on University Government, presented for adoption on second reading an amendment to the Faculty Code of University Government concerning the University Committee on Copyright. The proposed amendment was approved on first reading at the April, 2001 meeting of the General Faculty. The amendment was approved unanimously.

### **Resolution 2001-4 on the Academic Calendar**

The General Faculty proceeded to consideration of Resolution 2001-4, reported to the floor by the Educational Policy Committee.

Vice President Bataille reported that the crux of the matter with respect to the length of the academic calendar is the accreditation issue and federal requirements for instruction. Federal requirements do not speak to the number of instructional days. Rather, the requirement is 750 "Carnegie units" per credit. [A "Carnegie unit" appears to be defined as one minute of instructional interaction between faculty and students in a classroom, laboratory, or comparable setting.] That works out to 2,250 instructional minutes for a three-credit course. An institution can meet this requirement with 14 weeks of instruction in the semester plus one 3-hour meeting in the 15<sup>th</sup> week, which can be the final examination. However, the faculty member must be present during the entire exam period in order for this period to be counted as instructional time. When President Spangler recommended that the Board of Governors require 15-week semesters, this was thought of as "rounding up." However, the critical measure remains the number of instructional minutes. It is not possible to meet the 750 minutes per credit hour requirement without going into the 15<sup>th</sup> week. At some institutions with which she is familiar, faculty began to move the exams into the 14<sup>th</sup> week. This practice threatens accreditation. Vice President Bataille also pointed out that it is misleading to compare institutional calendars by looking only at the opening and closing dates of the semester. Duke, for example, holds classes on Labor Day and Good Friday. She said that she is working with Provost Robert Shelton in an effort to resolve this issue in a way that will be satisfactory to all concerned.

Prof. Douglas Crawford-Brown (Environmental Science and Engineering), 2000-01 Chair of the Committee on Educational Policy, said that the Committee had been more concerned about the limitations that the requirement places on future developments than its current impact. As we move toward involving college students in research projects, more toward study abroad, and more toward students participating in programs off campus, problems arising from the need to coordinate our schedules with other campuses become more acute.

Prof. Boone Turchi (Economics) said that two years ago, when he was the Chair of this Committee, the Committee prepared a report to the Chancellor in an effort to urge him to approach General Administration with a request that the policy be re-evaluated. The Committee did extensive research on the policy and its consequences. This revealed that no research on the policy was done prior to its imposition; it was decided unilaterally to increase the length of the academic year by two full weeks because there were members of the Legislature who were concerned that the faculty was not teaching enough. We had been on the same academic calendar for thirty years. Prof. Turchi does not agree that accreditation issues are a problem. It is rather an issue of the extent to which each individual campus will be permitted to define and achieve its educational goals. This is a precedent which should not be allowed to stand. He said he supports the Resolution, and there is no other issue on which he has seen more unanimity among the faculty.

Prof. Vincent Kopp (Anesthesiology) wondered if there was a way to reword the resolution so as not to leave the impression that the faculty is trying to giving itself ten fewer days of work to do, while simultaneously asking for more money from the Legislature.

Prof. Estroff said that it is not accurate to equate the number of days in the semester with the number of work days for the faculty. She noted that a majority of the faculty work a 12-month year. The resolution refers to class days, not work days.

Prof. Richard Pfaff (History) asked Vice President Bataille whether she means to say that every private institution in the nation, including liberal arts institutions such as Amherst and Swarthmore, observes the 2,250 instructional minutes standard. She replied that this is her understanding. To some extent, compliance depends on how one counts final examinations.

Prof. Estroff said that part of the problem is that the policy promulgated by General Administration specifically prohibits counting exam week as instructional time.

Prof. Thomas Shea (Medicine) asked how the University calendar matches up with the calendars of other institutions.

Prof. Turchi responded that the 75-day semester requirement exceeds that of our peer institutions. He noted that it is very difficult to coordinate joint programs with other campuses and still comply with the strictures of the General Administration policy.

Prof. Estroff responded that the policy probably delayed start-up of the Robertson Scholars program by at least a year.

Resolution 2001-4 was adopted unanimously.

### **Resolution 2001-5 on Grading Standards**

The Resolution was presented to the Council by the Task Force on Grading Standards, chaired by Prof. Beverly Long (Communication Studies). Prof. Long was unable to attend the meeting due to a death in her family. Prof. Crawford-Brown, who served on the Task Force, said the group had met for about a year. There was agreement that grades had changed on campus, but less of an agreement as to what the causes of the change are, and differences of opinion of what the policy should be. The Resolution embodies a consensus among members of the Task Force that there is a need for discussion of grading practices and for individual departments to review their grading practices. The resolution does not go so far as to recommend adoption of University-wide practices. The approach is to urge departmental discussions of grading policies given the University-wide definitions of letter grades as adopted by the Council in the 1970s.

Prof. Harry Watson (History) called attention to Section 3 of the Resolution, which calls on department chairs to review grading patterns with faculty members on an annual basis. He asked whether this information would be placed in faculty members' personnel files. Prof. Crawford-Brown said that questions of this nature would be left up to individual departments.

Prof. Turchi moved to amend the resolution by adding a new paragraph (6) as follows: "The Educational Policy Committee should report to the Faculty Council regularly, but at a minimum once per year, on the state of grading practices at UNC-Chapel Hill."

Prof. Steven Bachenheimer (Microbiology and Immunology) said he supported the amendment. There is a need to monitor implementation of regulations of this nature. Prof. Robert Adler (Business School) also supported the amendment.

Prof. Crawford-Brown said that the Educational Policy Committee would need to receive routine information on grading practices in order to comply with Prof. Turchi's amendment.

Mr. David Lanier, University Registrar, replied that his office routinely prepares several reports on grades and grading patterns and would be happy to pass those on to the Educational Policy Committee.

Prof. Turchi pointed out that the Registrar is a member of the Educational Policy Committee and has always been extremely helpful in facilitating its work.

Prof. William Smith (Mathematics) commented that department chairs have many things thrown at them and sometimes feel that the administration is requiring too many reports. He pointed out that Prof. Turchi's amendment requires department chairs to undertake this review every year. He much preferred language that would require it to be done on a regular basis, but not necessarily each year.

Prof. Pfaff asked what the specific goal of the amendment would be. Prof. Turchi said that the Educational Policy Committee had taken note of the steep rise in grade point averages over the past twenty-five years and felt that this was harmful to the educational mission of the University. This is a fundamental issue that should be regularly addressed, particularly as grade point averages continue to increase. The intent of the amendment is to keep the issue before the faculty.

The amendment to Resolution 2001-5 moved by Prof. Turchi was adopted unanimously.

Prof. Thomas Clegg (Physics and Astronomy) moved to strike paragraph 4 of the Resolution, which requires deans and department chairs to include in their annual reports information as to grading practices. He asked whether this is needed in view of the Registrar's statement that reports would be routinely sent to the Educational Policy Committee. The annual report process is already rather onerous. Adding another item should be done only if really necessary and useful. Prof. Estroff explained the purpose of paragraph 4 is to keep all layers of the administration involved in this issue.

The Registrar commented that he is already sending grade distribution reports to the dean's office. The report is organized by subject and individual instructor. He interprets paragraph 4 as requiring that this report also be distributed to department chairs.

Prof. Adler spoke against striking paragraph 4.

The amendment to strike paragraph 4 was defeated.

Prof. Charles Daye (Law School) asked to whom the Resolution was directed.

Prof. Estroff pointed out that the resolution makes recommendations for action. She understands that it would be forwarded to the Provost in his capacity as chief academic officer.

The Resolution, as amended, was adopted unanimously.

### **Report on the General Education Curriculum**

Prof. Laurie McNeil (Physics and Astronomy) said that the Committee she chairs is revisiting the general education curriculum for the first time in about 20 years. Information about the review is available at <http://www.unc.edu/curriculumrevision/>. The review is being conducted through a number of subcommittees involving about 150 people.

### **Annual Report of the Faculty Information Technology Advisory Committee (FITAC)**

Prof. William Bathrop (Department of Communication Studies), Chair of the Committee, presented the report.

Prof. Adler commended Prof. Bathrop for a superb job of chairing this committee. He added that several members of the Faculty Council had been concerned about the Provost's decision to consolidate the Center for Teaching and Learning and the Center for Instructional Technology. He said that the language on page 11 of the report gives the impression of the Committee endorses that action. Prof. Adler said that this is a matter that is not universally supported and should be a point of major discussion if acceptance of the report is to be construed as agreeing to such an endorsement.

Prof. Estroff pointed out that the report was received at the April Council meeting, but receipt of a report does not constitute adoption of specific actions recommended therein without separate discussion and vote. The resolutions recommended in the report will be on the agenda for the October Council meeting.

### **Report on Faculty Salaries**

Prof. Steve Bachenheimer presented the wrap-up report on a study of faculty salaries that has occupied the Faculty Welfare Committee for several years. The Committee has worked closely with Dr. Lynn Williford, Director of the Office of Institutional Research, in developing a new faculty salary report format that provides useful information for comparative purposes while at the same time protecting the privacy interests of individual faculty members. The report will be especially useful in implementing and monitoring the Council resolution on faculty salary policies adopted over five years ago. In 1998, the Committee completed a survey of individual units' salary policies, and a survey of unit heads' assessments of their unit's salary policy. This report completes the Committee's original assignment by improving the usefulness of information routinely gathered and published by the Office of Institutional Research.

### **Adjournment**

The business of the day having concluded, the Council adjourned at 4:45 p.m.

Joseph S. Ferrell  
Secretary of the Faculty