



The University of North Carolina at Chapel Hill

MEETING OF THE FACULTY COUNCIL

Friday, November 2nd, 2001, 3:00 p.m.

**** The Pleasants Family Assembly Room in Wilson Library ****

Chancellor James Moeser and Professor Sue Estroff, Chair of the Faculty, will preside.

AGENDA

Type	Time	Item
	3:00	<i>Call to Order. The Secretary of the Faculty.</i>
DISC	3:00	Chancellor's Remarks and Question Time. Chancellor James Moeser invites questions or comments on any topic.
DISC	3:15	Remarks by the Chair of the Faculty. Professor Sue Estroff invites questions or comments on any topic.
ACT	3:30	Proposal for a Bachelor of Science Degree Program in Information Science. Dean Joanne Gard Marshall.
INFO	3:45	Annual Report of the Faculty Committee on Research. Professor Vincas Steponaitis.
DISC	3:50	Greetings. Tony Waldrop, Vice Chancellor for Research and Graduate Studies.
DISC	4:00	Qatar: Questions and Concerns.
DISC	4:30	Open Discussion of Topics Raised by Faculty Members.
ACT	4:50	Closed Session. Distinguished Alumnus and Alumna Awards for 2002.
ACT	5:00	<i>Adjourn.</i>

Joseph S. Ferrell
Secretary of the Faculty

KEY: ACT = Action, DISC = Discussion, INFO = Information.

Documents pertaining to meetings of the Faculty Council can be found at www.unc.edu/faculty/faccoun/.

Date: October 26, 2001

To: Faculty Council

From: Faculty Committee on Research

Vincas Steponas (Anthropology), chair AY 2001-2002
William Glaze (Carolina Environmental Program), chair AY 2000-2001
Laura Janda (Slavic Languages and Literatures)
Arne Kalleberg (Sociology)
Mark Peifer (Biology)
Michael Stegman (Public Policy Analysis)
Richard Superfine (Physics and Astronomy)
Jenny Ting (Comprehensive Cancer Center)
Jonathan Wahl (Mathematics)

Re: Report of the committee's activities

Committee Activities During the 2000-2001 Academic Year

We began our work by examining the role and status of research in the upcoming Carolina First Campaign. After reviewing various case statements written by major campus units, and cognizant of the assessment of faculty research needs conducted by this committee in 1998, we focused our attention on a campus-wide issue that was not adequately addressed by any other group: the pressing need for additional "seed monies" to support new initiatives in research.

Having identified this issue as our priority, we discussed ways in which we could help the University raise funds for this purpose. The outcome of these discussions was a promotional brochure that the Central Development Office could use to "sell" this priority to donors. A draft of this brochure is attached. We are grateful to Linda Dykstra, Sandra Hoeflich, Bob Lowman, Mark Crowell, Mark Mearns, Helen Snow, and especially to Neil Caudle for their advice and help in developing this piece.

We would welcome the Faculty Council's suggestions and comments on this brochure, so that we can take these into account as the document is finalized in the coming weeks.

Committee Activities During the 2001-2002 Academic Year

The Committee plans to meet soon with Tony Waldrop, our new Vice-Chancellor for Research and Graduate Studies. Among the questions we may take up are the following:

1. Does the University adequately support *all* areas of research?
2. Should the University develop a campus-wide strategic plan for research, and, if so, how should this articulate with the campus-wide academic plan currently being formulated?
3. How will the Horace Williams project articulate with campus-wide research needs (including those outside of "biotech" and the natural sciences)?

att.

Make a name for yourself in research.

While big grants keep our big labs in business, the best-kept secret in university research is that small grants—sometimes called “seed money” or “start-up funds”—often deliver the most dramatic results. That’s because these small grants typically go to ambitious young researchers who are just starting their careers, or to veterans who would like to pursue a new idea that’s off the beaten track. Often, all it takes is a travel grant, a graduate assistant, or a few weeks of preliminary study to land a big grant or launch a productive new line of research.

Even though these creative new ventures can lead to some of our most important discoveries, they are not the sort of projects typically funded by federal agencies or private foundations. That’s why we need you. Here at Carolina, we have created a special fund, the Carolina Research Initiatives Fund, to seed innovation and discovery. By contributing to this fund, you will team up with some of our most talented researchers, helping them pursue the knowledge and ideas that could shape our society for generations to come.

Modest starts, big results.

Al Baldwin, associate professor of biology

With a Carolina seed grant in 1990, Baldwin began studies on the regulation of the transcription factor NF- κ B, which he and other researchers have found to shield cancer cells from chemotherapy. Building on his initial findings, Baldwin secured grants from the National Institutes of Health to continue his research, which has produced several significant breakthroughs in understanding the role of NF- κ B in cancer formation and chemotherapy.

Michael McFee, associate professor of English

McFee used Carolina seed grants to help cover costs associated with producing *This Is Where I Live: Short Stories by 25 Contemporary North Carolina Writers*, which was edited by McFee and published by UNC Press in October 2000. The anthology figured into "Contemporary North Carolina Literature," a new course McFee teaches at Carolina.

Sharon Milgram, associate professor of cell and molecular physiology

Using a Carolina seed grant, Milgram developed a genetics-based technique to study the interactions of proteins involved in a range of processes that affect human health. Her technique inspired at least four federal grants and one private grant, representing over \$400,000 of direct funding to Milgram's lab. "What a great return on a \$3,000 investment!" Milgram says.

Julius Nyang'oro, chair of African and Afro-American studies

Nyang'oro used a Carolina seed grant of about \$2,500 to publish, in Africa, *Discourses on Democracy*, a collection of articles on African democracy. Many of the articles had not been available to African scholars. "Africans hadn't been able to read these articles that were discussing important issues facing their own countries," Nyang'oro says. Published by Dar Es Salaam University Press in 1996, the book is available worldwide.

Peter Ornstein, professor and chair of psychology

From 1996 to 1998, Ornstein relied on a Carolina seed grant for a pilot study that tracked preschoolers' emerging memory skills. The modest support made it possible to hire a research assistant to handle coding and data analysis. The pilot study led to numbers of papers delivered at professional meetings, an article slated for publication in a major journal, and a five-year, \$3 million grant from the National Institute of Child Health and Human Development.

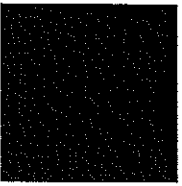


Michael Harris, assistant professor of African and African American art

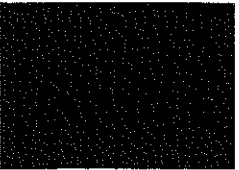
Harris used two Carolina seed grants to fund trips to New York, Chicago, and Massachusetts for research and interviews for a book he is writing, *Colored Pictures: Issues of Race and Visual Representation*. Recently, Harris won UNC's Herdleman Prize for Artistic and Scholarly Achievement.

Bill Kier, professor of biology

A Carolina seed grant enabled Kier to travel to Plymouth, England, where he collaborated with two British colleagues to develop the techniques necessary for an analysis of the mechanics of contraction in specialized cells in the tentacles of squid. Kier incorporated this work into a grant proposal to the National Science Foundation (NSF), which funded his project for \$243,000 over four years.



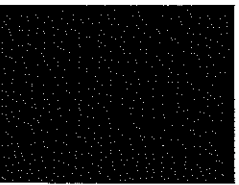
Joy Kasson, professor of American studies



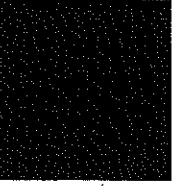
Kasson used a \$1,400 Carolina seed grant to travel to Cody, Wyoming, to study books, manuscripts, photos, and artifacts related to Buffalo Bill. This initial work led to a year-long fellowship at the National Humanities Center, where she wrote *Buffalo Bill's Wild West: Celebrity, Memory and Popular History*, published by Hill and Wang in 2000. "Without that initial support, I couldn't have launched the project," Kasson says. "A small amount of money in an early stage of a project makes all the difference in the world."

Brian Billman, assistant professor of anthropology

Billman's Carolina seed grant helped him begin work in Cerro Oryja, Peru, where he studies what may be the largest collection of prehistoric human remains ever discovered in South America. With the grant, he hired a graduate student to design a database for the project, purchased a digital camera to record artifacts, and financed an undergraduate to assist him in Peru. Data from these preliminary studies will enable Billman to apply for grants from the National Science Foundation and the National Geographic Society.



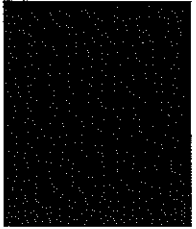
Susan Lord, professor of pathology and laboratory medicine



Lord used a Carolina seed grant for preliminary experiments in her studies of cardiovascular disease. "These experiments were critical to my later obtaining funding from the National Institutes of Health," says Lord. Her laboratory focuses on the role of fibrinogen—a protein involved in blood coagulation—in cardiovascular disease.

John Bane, professor of marine sciences

Bane used a Carolina seed grant to travel to the University of California-San Diego while on a research leave. While Bane was there, the 1997-98 El Niño event struck the West Coast. Because Bane was "on the spot," he and some of his colleagues at UC-San Diego were able to study the event. The studies resulted in a grant of about \$100,000 from the National Oceanic and Atmospheric Administration.



DRAFT 8/31; 9/5; 9/14; 10/25

UNC-CH-QATAR

PROPOSED GENERAL COLLEGE CURRICULUM

Qatar Planning Committee ,

UNDERSTANDING THE GENERAL COLLEGE CURRICULUM

In Doha, as in Chapel Hill, entering students will be admitted into the General College, which is administered by the College of Arts and Sciences. Students remain in the General College for the first two years as they take their first 60 credits. They move on to their major field of study during the fall of their junior year, when they will be admitted into the Kenan-Flagler Business School.

UNC-CH's General College Curriculum is designed to provide the broad foundations for more specialized study. The faculty believes that an educated person has "basic skills" in written and oral communication, quantitative reasoning, and foreign languages. And students also need to be familiar with a wide range of approaches to knowledge from various fields of study. For that reason we ask General College students to enroll in aesthetic perspective courses in literature and the fine arts. They take courses in the social sciences and the natural sciences and are introduced to philosophical analysis and historical inquiry too. Because we live in increasingly diverse social world, we ask students to take a course that deals with "cultural diversity."

But since students still need some freedom to explore other areas of knowledge and prepare for their later field of specialization, the General College curriculum allows for some credits to be devoted to electives. In Doha, those electives (20 credits) will be devoted to preparation for their future major in Business as they study economics, statistics, and accounting, as well as other courses that might be useful.

DESIGNING A GENERAL COLLEGE CURRICULUM FOR QATAR

While many of the educational principles, and the curricular structure, can cross national and cultural borders, we must acknowledge—and celebrate—the differences. Doha is not Chapel Hill. And it is not just that pedestrians hear Arabic, not English, on the streets; that more fans attend camel races than basketball games in the Qatari capital; that businesses close on Friday, not Sunday; or that Independence Day is celebrated on September 3rd, not July 4th. Despite some overlapping patterns and interests, the cultural differences are significant. The campus in Doha also will be distinct in another way: it will offer, at least at the start, only one major, Business. And most of the graduates, the majority of whom will be Qatari nationals, will take up positions in the nation's oil and natural gas companies, or their affiliates.

With these differences in mind, it makes sense to apply two general principles for curriculum design for UNC-CH-Q's General College: 1) The Arts and Sciences curriculum in Doha should have the same structure, approach, and quality as that in Chapel Hill; 2) Without diminishing the breadth or rigor of the curriculum, course work during the first two years should be adapted to Doha's local, national, regional, and global context.

EXPLAINING THE QATAR GENERAL COLLEGE CURRICULUM

Using these two principles—retaining the structure and adapting to context—leads to a curriculum that is very similar to that in Chapel Hill. Both curricula require competence in basic skills—for example, writing and mathematics—and both introduce students to a range of fields of study. The number of credit hours also is very similar. And although we might plan new courses in the future, in the first year most offerings will be existing UNC-CH courses.

There are some differences in the curriculum, however, as we try to adapt requirements to that cultural landscape. First, since most entering students in Doha will already be fluent in a language other than English, we will waive the usual foreign language requirement. And to take its place we ask that students enroll in English 10, Basic Writing, to help the students refine their skills in written communication in English. Second, UNC-CH-Q students will be held to all the other General Education requirements, including the Physical Activities requirement. We will ask that all students take swimming (as a way to meet the University's swim test requirement), and one other activity. Third, the Perspectives requirements will be the same in number, but they will be chosen to be especially helpful for the Business major and the cultural context. Most graduates of UNC-CH-Q will enter the global petrochemical industries in Qatar, or elsewhere in the region, and the natural sciences requirements take that into account. All students will take Chemistry, and they will take one other course in a related field, for example, Introductory Geology, the Marine Environment, or Environmental Sciences. The Social Sciences requirement will be an Economics course that serves as a prerequisite for later Business courses (Econ 10), and one other course that focuses on globalization and the political, cultural, and social forces at work in international contact and exchange. In fact, much of the UNC-CH-Q's General College curriculum will focus on globalization and international exchange, not only the Social Science requirement. So the revised Cultural Diversity requirement introduces students to a wide range of ethnicities, religions, and cultures in the Middle East and the world. And both the Aesthetic Perspective and Historical Perspective courses require students to study both Western and Non-Western cultures. So there might be explorations of both the history of Western civilization (History 11) and Islamic civilization (History 36) as well as offerings on Western novels (English 23) and Asian art (Art 22).

Other features of the Qatar curriculum align it with the most successful and celebrated innovations on the Chapel Hill campus. First, we will ask students to fulfill one of their Perspectives requirements by taking a First Year Seminar, which introduces students to the intellectual life of a research university and emphasizes active participation by students in the learning process. Second, research suggests that students write more effectively when the assignments are connected with subject matter in other courses. UNC-CH has some of these “linked” courses, where the instructor in English Composition and Rhetoric (Engl 12) coordinates the writing assignments with one other professor teaching one of the other required General College courses. But we would like to make all sections of English 12 linked, thereby allowing us to do something in Doha that we cannot accomplish as well in Chapel Hill, where we have many more students—more effectively integrate writing across the curriculum. Third, recent research on undergraduate education suggests that personal interaction with instructors in independent study or research activity is especially valuable. So we will set up an extension of the Office of Undergraduate Research, so that faculty teaching

in Doha can list research opportunities for undergraduates, thereby allowing UNC-CH-Q students to take advantage of one of the strengths of a research university.

THE STRUCTURE OF THE GENERAL COLLEGE CURRICULUM: THE FIRST TWO YEARS

The 60 credits during the first two years of coursework requires the following, if we waive the foreign language requirement and the student does not place out of Math 10, Algebra: 1) approximately 40 credits of General College requirements; 2) 12 credits of Prerequisites for the Business Major; 3) 8 credits of electives.

- I. BASIC SKILLS (9-12 credits. Nine credits if the student places into Calculus, and places out of foreign language. Up to 21 credits total if the student does not.)
 - **English Composition and Rhetoric** (2 semesters)
 - **Mathematical Sciences** (1-2 semesters)¹
 - **Foreign Language:** (0-3 semesters. Waived if fluent in a language other than English)²
- II. PERSPECTIVES (28 credits)
 - **Aesthetic Perspective:** One literature and one fine arts (2 semesters)
 - **Natural Science Perspective:** One with a lab (2 semesters)
 - **Philosophical Perspective** (1 semester)
 - **Social Sciences Perspective:** Economics and one course *other than* Economics (2 semesters)³
 - **Historical Perspective:** One of them pre-1700, and one must be Western and one non-Western (2 semesters)
- III. OTHER GENERAL COLLEGE REQUIREMENTS (2-5 credits, but the Physical Education Activity credits do not count toward graduation)
 - **Physical Education Activity:** 2 courses of one hour each that are not counted toward the graduation requirement of 120 hours (2 credits)
 - Physical Education Activities 27, Swimming (1 credit)
 - One other Physical Education Activity course (1 credit)
 - **Cultural Diversity** (0-3 credits): May be fulfilled by a separate course or by taking a Perspective course that also fulfills this requirement.

¹ As the Carolina Undergraduate Bulletin suggests, "placement in the mathematical sciences will be determined by the scores on the College Board SAT II" (p. 30). And students who place into Math 10 (Algebra) are required to take Math 10 *and* one additional math course (Math 22, Calculus for Business). So in that case it could take the student 12 credits, not 9, to complete the Basic Skills requirements.

² Some students might choose a "Language Intensive Option," which would mean that 9 credits from the Business Preparation courses would be waived so the student could take three semesters of another foreign language.

³ The Social Sciences requirement is six credits. One of the student's Economics courses may count toward this requirement, but the other *must* be from some other department.

IV. OTHER FRESHMAN AND SOPHOMORE YEAR BUSINESS MAJOR

PREREQUISITES (12 credits)

- Economics 10, Introduction to Economics (counted above as one of two social sciences perspective courses above)
- Economics 100 or 101, Microeconomics (3 credits)
- Business 71 Financial Accounting (3 credits)
- Statistics 31, Introduction to Statistics (3 credits)
- Business 24, Applied Business Statistics (3 credits)

V. ELECTIVES (8 credits)

A TENTATIVE GENERAL COLLEGE CURRICULUM
FOR UNC-CH-Q

The 60 credits during the first two years of coursework entails the following, if we waive the foreign language requirement and the student does *not* place out of Math 10 (Algebra): 1) approximately 43 credits of General College requirements; 2) 12 credits of Prerequisites for the Business Major; 3) 5-8 credits of electives. (The latter might include junior year Business requirements or, more likely, other courses in Arts and Sciences.)

- I. BASIC SKILLS (15 credits, if the student does *not* place out of Math 10 but is fluent in a language other than English)
 - **English Composition and Rhetoric** (9 credits)
 - English 10, Basic Writing (3 credits)
 - English 11, English Composition and Rhetoric (3 credits)
 - English 12, English Composition and Rhetoric (3 credits)

Note: Engl 12 includes work in oral communication, and it will be "linked" with some other required course below.
 - **Mathematical Sciences** (6 credits)
 - Math 10: Algebra (3 credits)
 - Math 22, Calculus for Business and Social Sciences (3 credits)⁴

Note: Students who place out of Math 10 can go immediately into Math 22.
 - **Foreign Language** (0 credits)
 - Waived (if fluent in Arabic/ or a language other than English)⁵

Note: If the student is not proficient in a language other than English, then he or she must meet the regular foreign language requirements: through level 3 (up to 9 credits).
For students who place out of the foreign language requirement, we have asked them to take English 10.
- II. PERSPECTIVES (28 credits)
 - a. **Aesthetic Perspective** (6 credits)

⁴ As the Carolina Undergraduate Bulletin suggests, "placement in the mathematical sciences will be determined by the scores on the College Board SAT II" (p. 30). And students who place into Math 10 (Algebra) are required to take Math 10 *and* one additional math course (Math 22, Calculus for Business). So in that case it could take the student 12 credits, not 9, to complete the Basic Skills requirements.

⁵ Some students might choose a "Language Intensive Option," which would mean that 3-9 credits from the electives would be used to take up to three semesters of another foreign language, e.g., French.

One course must meet the literature perspective and one must meet the fine arts perspective. For the Doha campus, we also require that one must deal with Western sources and one with non-Western sources. Listed below are *examples* of the courses that might meet this requirement:

Literature Requirement:

Among the courses that might fulfill the *Western* requirement are the following:

--English 23, Introduction to Fiction (3 credits)

OR

--Comparative Literature 22, Great Books: Romanticism through Modernism

Among the courses that fulfill the *Non-Western* requirement are the following:

--Arabic 133, Arabic Literature (3 credits)⁶

OR

--Asian Studies 133, Introduction to Japanese Literature (3 credits)⁷

Fine Arts:

Among the courses that might fulfill the *Western* requirement are the following:

--Art 31, History of Western Art I (3 credits)

OR

--Music, 41, Survey of Western Music History (3 credits)

OR

--Dramatic Arts 15, Perspectives in Western Drama (3 credits)

Among the courses that fulfill the *Non-Western* requirement are the following:

--Art 22, Survey of Asian Art (3 credits)

OR

--Music 46, Introduction to the Study of World Music (3 credits)

OR

Arabic 33, Introduction to Arab Culture (3 credits)

b. **Natural Science Perspective:** (7-8 credits)

⁶ This course meets the non-Western history requirement, but it is not approved to fulfill the General College literature requirement.

⁷ This is an approved course, but it has not been approved as a General College literature requirement.

--Chemistry 11, General Descriptive Chemistry (3 credits) and
Chemistry 11L, Quantitative Chemistry Lab (1 credit)

And *one* other course that would support a program for Business
majors who probably will work in the petrochemical industries. For
example:

--Geology 11, Introductory Geology (3 credits); optional lab,
Geology 11L (1 credit)
--Geology 12, The Marine Environment (3 credits)
--Environmental Sciences 36, Introduction to Environmental
Sciences (4 credits)

c. **Philosophical Perspective** (3 credits)

One course that fulfills this perspective. For example:

--Phil 20, Introduction to Philosophy (3 credits)
--Phil 22, Introduction to Ethics (3 credits)
--Phil 30, Applied Ethics (3 credits)
--Religious Studies 30, Critical Issues in Western Religious Thought
(3 credits)

d. **Social Sciences Perspective** (6 credits)

--Economics 10, Introduction to Economics (3 credits)

And for the Doha campus, *one* comparative course that deals with
globalization and social, cultural, and political forces. For example:

--Anthropology 50, Anthropology of Globalization (3 credits)⁸
--Political Science 86, International Relations and World Politics (3
credits)
--Women's Studies 81, Gender and Global Change (3 credits)⁹
--Sociology 11, Human Societies (3 credits)¹⁰
--Geography 20, World Regional Geography (3 credits)

e. **Historical Perspective** (6 credits)

As at UNC-CH, one course must cover the period before 1700. And one
course must study Western cultures; one must cover non-Western
cultures.

Among the courses that could fulfill the *non-Western* requirement are the
following:

--History 36, Introduction to Islamic Civilization (3 credits)¹¹

⁸ This is an approved course, but it has not been approved as a General College social sciences
perspective.

⁹ This is an approved course, but it has not been approved as a General College social sciences
perspective.

¹⁰ This is an approved course, but it has not been approved as a General College social sciences
perspective.

- Religious Studies 10, Religion in Global Perspective (3 credits)
- History 35A, South Asian History to 1750 (3 credits)

Among the courses that could fulfill the *Western* requirement are the following:

- History 11, History of Western Civilization to 1650 (3 credits)
- American Studies 20, The Emergence of Modern America (3 credits)
- History 21, American History to 1865 (3 credits)

III. OTHER COMPONENTS OF THE GENERAL COLLEGE EXPERIENCE (2-5 credits)

- **Physical Education Activity:** 2 courses of one hour each that are not counted toward the graduation requirement of 120 hours (2 credits)

- Physical Education Activities 27, Swimming (1 credit)
- One other Physical Education Activity course (1 credit)

- **Cultural Diversity (0-3 credits)**

This requirement, as refashioned for Qatar's cultural context, does not require an introduction to ethnic, religious, and cultural diversity in the *United States*, as at UNC-CH. Rather, it introduces students to ethnic, religious, and cultural diversity in the Middle East and around the world. This course in comparative study of (at least) three different cultures might be fulfilled by one of the Perspective courses or as a separate offering.

Among the courses in comparative study that might fulfill this revised requirement are a few listed above as Perspectives. For example:

- Religious Studies 10, Religion in Global Perspective (3 credits)
 - Sociology 11, Human Societies (3 credits)
- Or it might mean a different course. For example:
- Anthropology 45, Introduction to Cultural Anthropology (3 credits)
 - International Studies 80, Social Theory and Cultural Diversity (3 credits)¹²

- **First Year Seminar:** We require that one of the Perspective requirements be fulfilled by taking a First Year Seminar. All First Year Seminars fulfill a Perspective requirement. Some might also fulfill the Cultural Diversity requirement. The topics of the seminars will vary, as they do in Chapel Hill.
- **Linked Writing Course:** We require that students take English 12 as a linked course, one in which the writing assignments are related to the content of another course they are taking that semester.

¹¹ This is an approved historical perspective class, but it has not been approved as a General College pre-1700 course.

¹² This is an approved course, but has not been approved as fulfilling a Perspective or Cultural Diversity requirement.

- **Undergraduate Research Opportunity:** We strongly suggest that students take advantage of the chance to work closely with a faculty member in an Independent Study on a research project connected with the instructor's area of expertise. Opportunities for undergraduate research with faculty in residence will be posted to a web page maintained by UNC-CH-Q's Office of Undergraduate Research. Students will enroll in the existing Independent Studies course in the faculty member's home department, as they would in Chapel Hill. Where the host department does not have an independent study course in the Bulletin, credit for the experience will be arranged by enrolling in Special Studies 90.

- **Computer Technology:** All students at UNC-CH-Q will be required to purchase a laptop computer and will be trained in its use.

IV. OTHER FRESHMAN AND SOPHOMORE YEAR BUSINESS MAJOR PREREQUISITES (12 credits)

- a. Economics 10, Introduction to Economics (counted as one of two social sciences perspective courses above)
- b. Economics 100 or 101, Microeconomics (3 credits)
- c. Business 71 Financial Accounting (3 credits)
- d. Statistics 31, Introduction to Statistics (3 credits)
- e. Business 24, Applied Business Statistics (3 credits))

V. ELECTIVES (5-8 credits)

These might be courses that are usually required in the junior year for Business majors—for example, Macroeconomics (Econ 130 or 132) and Business Communication (Busi 100). Or, more likely, the credits could be used to take other elective courses in Arts and Sciences.

Kenan-Flagler Business School
UNC-CH-Qatar

Proposed Business Administration Curriculum

Overview

Students will be admitted to UNC-CH-Q and to the Kenan-Flagler Business School at the beginning of their freshman year. This departure from admitting students to the Business School at the beginning of their junior year, as is done in Chapel Hill, is necessary because the BSBA is the only undergraduate degree that will be offered, at least initially, by UNC-CH-Q. Like in Chapel Hill, students admitted to UNC-CH-Q will spend their first two years studying in the General College and obtaining a broad foundation for their more specialized study of business.

The BSBA curriculum offered in Qatar embraces two general principles: (1) It will have the same general structure, approach, and rigor as that in Chapel Hill; (2) It will be adapted to reflect the economic and cultural context of the region. Thus, the required BSBA core courses in the business foundation disciplines (i.e., finance, marketing, operations, management, accounting, and legal studies) will be the same as those offered in Chapel Hill. In addition, several new elective courses will be created in areas of strategic economic importance to the region. These electives will span three general areas of concentration: global venturing and finance, petroleum management, and sustainable business.

The BSBA curriculum in Qatar will stress communication and computing skills and require additional courses in these two areas. A new Advanced Business Communication course will be offered. Also, a new course in Information and Knowledge Management will be developed, possibly in collaboration with Computer Science and Information and Library Science.

Numerous opportunities for creative learning experiences are created by the small size of the program in Qatar. For example, the small size facilitates further integration of the business foundation courses with one another and earlier course work in math, statistics, and economics. There also will be increased opportunities to integrate the business communication courses with the business foundation courses and the earlier English courses. Finally, the business capstone courses will be linked with a global management simulation.

The small size of the program in Qatar also facilitates more faculty and student interaction and more interaction among the Arts and Sciences and Business faculty. An office of Undergraduate Research will be created in Qatar to encourage and facilitate students working closely with professors on projects related to the professor's research. In addition, all students will be required to complete a research requirement before they graduate with the intention that this research be interdisciplinary and be co-directed by two faculty leaders, one from Business and one from Arts and Sciences.

Finally, the proposed BSBA curriculum will require two summers of study in Chapel Hill. These will occur the summers before the junior and senior years. In addition to taking one BSBA course and one Arts and Sciences course each summer, the students

will participate in immersion learning experiences outside of Chapel Hill also, e.g., Washington, D.C. and Monterrey, Mexico.

The following pages detail the business foundation, capstone, research, and elective courses students will take in their third and fourth years. The two summer experiences in Chapel Hill also are described.

Third Year

Business Foundation courses

(all courses are 3.0 credit hours unless otherwise designated)

BUSI 100, Business Communication

BUSI xxx, Advanced Business Communication *(new course proposed number BUSI 101)*

BUSI 105/COMP/INLS, Business Computing Skills (1.5 credits)

BUSI xxx/ COMP/INLS, Introduction to Information and Knowledge Management *(new course proposed number BUSI 106; 1.5 credits)*

BUSI 130, Operations Management

BUSI 140, Legal Studies

BUSI 150, Organizational Management

BUSI 160, Marketing

BUSI 170, Management Accounting

BUSI 180, Corporate Finance

ECON 130/132, Macroeconomics

- Business Communication courses may be sequential to completion of ENGL 11, 12
- Business Computing Skills and Introduction to Information and Knowledge Management may be developed collaboratively and cross-listed between Business Administration, Computer Science (COMP), and Information and Library Science (INLS.)
- The business foundation courses, such as Finance, Marketing, and Operations, will be integrated with one another and linked to prior Math/Statistics and Economics courses.
- Organizational Management will include Kenan-Flagler's Multicultural Communication Project as a course requirement.
- Courses will in part utilize cases appropriate for the region

Fourth Year

[Note: several unnumbered BUSI courses are offered currently but require renumbering for this purpose]

Business Capstones & Research

BUSI 190, Strategic Management

BUSI 191, Introduction to International Business

Research requirement (*new course; interdisciplinary research linking Arts & Science and Business Administration; 3 credits*)

- Capstone courses (BUSI 190 & 191) will be linked by a global management simulation

Business Concentrations and Elective Courses

Students will select three electives from among those listed below. Two electives are required to be Business electives, and one elective is required to be an Arts and Sciences elective. Students are encouraged, but not required, to select electives that allow them to complete a concentration.

Global Venturing Concentration

BUSI 189, Multinational Financial Management

BUSI/ECON, International Trade (*new course*)

BUSI 186, Investments and Derivative Securities

BUSI xxx, Global Operations and Technology Strategy (*proposed number BUSI 136*)

INTS (a related Arts and Sciences elective in International Studies)

Petroleum, Natural Gas, and Petrochemical Industry Management Concentration

BUSI xxx, Global Supply Chain Management (*proposed number BUSI 138*)

BUSI 152, Organizational Design

BUSI 166, Product Innovation Management

BUSI/ECON, Petroleum Economics (*new course*)

CHEM (a related Arts and Sciences elective in Chemistry)

Sustainable Business Concentration

BUSI xxx, Business Strategy in a Sustaining World (*proposed number BUSI 190B*)

BUSI xxx, Environmentally Conscious Operations (*proposed number BUSI 139*)

BUSI xxx, Global Supply Chain Management (*proposed number BUSI 138*)

BUSI/POLI, Environmental Law (*new course; proposed number BUSI 149*)

ENVR (a related Arts and Sciences elective in Environmental Studies)

SUMMER EXPERIENCES IN CHAPEL HILL

- Students in the Qatar program will study in Chapel Hill for two four to six week periods in the summers between their second and third years and their third and fourth years.
- Two courses (three credits each) will be completed in each summer experience so that students earn a total of twelve credits in course work taken on the Chapel Hill campus.
- Students also will participate in immersion experiences outside of Chapel Hill each summer.

2nd year - 3rd year Summer Program

Courses

- one course offered by the College of Arts & Sciences
- BUSI xxx, Management for the 21st Century
(*new course; proposed number BUSI 115*)

Immersion experiences

- Greensboro, NC - Center for Creative Leadership
- Washington, DC - U.S. government, historical, and political
- Richmond, VA - Federal Reserve Bank plus historical colonial Williamsburg

3rd year - 4th year Summer Program

Courses

- One course offered by the College of Arts & Sciences
- BUSI xxx, Management of Workplace Diversity (*proposed number BUSI 153*)

Immersion experiences

- Charlotte, NC - Financial center
- Monterrey, Mexico - *Instituto Tecnológico y de Estudios Superiores de Monterrey* - Latin American business and culture



The Country of Qatar

Specials

[The People of Qatar](#)

[Arab Files](#)

This page contains links to sites in Qatar and Qatar related sites.

For Middle East, North Africa, Arab and regional information visit [Arab Countries](#)

Qatar, officially State of Qatar, independent emirate (1995 est. pop. 534,000), c.4,400 sq mi (11,400 sq km), on a largely barren peninsula in the Arabian Gulf, bordering Saudi Arabia and the United Arab Emirates (U). The capital is Doha. The economy of Qatar is dominated by oil, which accounts for over 90% of exports and government income. Oil revenues have been used to diversify the economy, including the development of natural gas fields, chemicals, iron and steel, cement, and fertilizer industries and banking. A minority (25%) of the population are Qataris (Arabs of the Wahhabi sect of Islam); the rest are largely Pakistanis, Indians, other Arabs, and Iranians. Arabic is the official language, but English is also widely spoken. Qatar is a traditional monarchy. A provisional constitution enacted in 1972 called for elections to the 35-seat advisory council (Shura), but none have been held; council members continue to be appointed by the ruling family. The current emir, Sheikh Hamad bin Khalifa al-Thani, has worked to democratize the political structure, however, and in 1999 the first-ever elections were held for a municipal council; women have the right to vote. Qatar is a member of the Arab League, the United Nations, and the Organization of Petroleum Exporting Countries (OPEC).

History

The area occupied by Qatar has been settled since the Stone Age. After the rise of Islam in the 7th cent. A.D. it became part of the Arab caliphate, and later of the Ottoman Empire. In the late 18th cent. it became subject to Wahhabis from the region of present-day Saudi Arabia; they were later supplanted by the Al Thani dynasty. During the Turkish occupation from 1871 to 1913, senior members of the Al Thani family were named deputy governors; subsequently, Qatar became a British protectorate, with Abdullah bin Jassim al-Thani recognized as sheikh.

In 1971, Qatar became independent of Great Britain. In 1972 the reigning sheikh, Ahmad ibn Ali al-Thani, was deposed by his cousin Khalifa ibn Hamad al-Thani. He in turn was deposed in June, 1995, by his son and heir, Hamad bin Khalifa al-Thani, who as crown prince was credited with having launched a major industrial modernization program. In 1981, Qatar joined neighboring countries in the formation of the Gulf Cooperation Council (GCC) to strengthen economic relations among the participating nations. The country's stability was threatened by the Iran-Iraq War throughout the 1980s.

Territorial disputes with Bahrain over the Hawar Islands and gas fields in the separating sea erupted in 1986. During the Gulf War (1991), international coalition forces were deployed on Qatari soil. Palestinians were expelled from Qatar in retaliation for the pro-Iraqi stance of the Palestine Liberation Organization (PLO), but since the war relations with the Palestinians have returned to normal. After the Gulf War, Iraq was still regarded as a threat to Qatar's oil interests; Qatar signed a defense pact with the United States but also restored relations with Iraq.

In 1996, Qatar settled its border dispute with Saudi Arabia. Adopting a moderate course of action, Sheikh Hamad in the late 1990s eased press censorship and sought improved relations with Iran and Israel. He also

has moved steadily to democratize the nation's government and institute elections.

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- About... General information, cities, towns, municipalities, places, flag, maps, useful information....
- Business Economy, reports, statistics, banks, directories, jobs, investment, promotion....
- Culture General resources, heritage, art, literature, photography, cinema, music, song, dance, cultural, scientific, environmental, sporting entities & info....
- Education Schools, colleges, accadamies, universities, polytechnics, institutions, research, resources, projects....
- History Ancient & modern history, human rights, politics & political parties, related sites, articles....
- Media Newspapers, magazines, news, newsletters, news agencies, radio, TV, internet, articles, reports, cartoons....
- Organizations Government, ministries, overseas missions, embassies, corporations, organizations, industrial entities, centers, public hospitals, institutions, societies, foreign entities....
- Travel Airlines, air, sea & coach charters services, travel, tours, guides, hotels, resorts, inns, hostels, health, travel tips, weather....
- Gateways Gateways, search engines and directories to country related sites and information....
- Arab Countries Arab World: Middle East, North Africa, Arab and regional information. Resources to other Arab countries....
- Links Page For personal pages, private companies & entities, un-categorized and other sites. Add link or view

Hint: Use the "FIND" function in the Edit menu of your browser to search the page.

Where it is not apparent, bold links in other categories also include extensive or interesting information. Also visit [The People of Qatar](#), the real guides to Qatar for more information about Qatar, cities, issues, history, culture, songs.... All sites are in English or an English version is available except where indicated with flag(s) without "+". The flag(s) means the site is available in the language of the flag(s).

About Qatar

General Information Also see [Travel](#)

- [ABC News Country profile, people, economy, national anthem, articles....](#)
- [AME Info Geography, people, government, economy, communication, transportation](#)
- [Arab DataNet Country profile, government contacts, private sector listings, statistics, articles, exchange rate](#)
- [Arab World Online Country profile, government contacts, private sector listings, statistics, articles, links](#)
- [ArabInfo Country info, history, government, links](#)
- [ArabNet Overview, history, geography, business, culture, government, transport, tour guide, links](#)
- [Atlapedia Geography, climate, people, demography, religion, education, modern history, currency, other information....](#)
- [AustArab General info, map, history, constitution & government, economy, communications, education & health, links](#)
- [Britannica.Com Country info, land, people, economy, society, government, history, culture, maps, statistics, links....](#)
- [CIA World Factbook Map, geography, people, government, economy, communications, transportation, military, issues](#)
- [Country Watch Key data, boundries, religion, cities, people, history, economy, agriculture, energy, metals, environment....](#)
- [EmulateMe Economy, defense, geography, government, people, anthem, map, news, weather, links....](#)
- [Encarta Online Info, land & resources, population, economy, government, history, other related items, links....](#)
- [Encyclopaedia of the Orient Geography, politics, economy, health, education, religion, people, history, anthem, cities....](#)
- [Info Please General info, map, geography, government, history, land & people....](#)
- [Information About Qatar Land and population, economy and government, history](#)
- [Qatar General Info....](#)
- [Qatar Info For anyone who wants to find out more about life in the State of Qatar. General & practical info, what to do....](#)

Nation by Nation Basic info, government, human rights, news, geography, history, people, links
[U.S. Library of Congress](#) Everything you ever wanted to know about Qatar....
[World66](#) General info, cities, history, people, economy, getting around, getting there, links....
[World Desk Reference](#) General info, cities, history, people, economy, tourism, facts & statistics, resources, other topics....

Cities, Towns, Municipalities & Places

[Umm Sa'id \(Musay'id\)](#) Town & port. Qatar info: general & industrial

Map & Flag

[Cellular News](#) Cellular coverage map, systems, frequencies....
[Electricity & TV Voltage](#), TV system, plug type....
[Ethnologue](#) Language
[Flag](#) Brief country info
[Flag Explanation](#), historical, military & political flags, subdivisions, national emblem....
[Holidays](#) Fixed public holidays and time zone
[Map Shaded Relief \(285K\)](#)
[Maps](#)
[World Clock](#) Local time, sunrise, sunset, GMT offset, daylight saving....
[World Paper Money](#) Paper currency since 1960

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Business and Economy

General, Economy, Reports & Statistics

[Australian Department of Foreign Affairs and Trade](#) Fact sheet (pdf) & travel information....
[Business Software Alliance](#) Software piracy and Qatar's copyright law
[Central Tenders Committee \(CTC\)](#) + [Tender laws](#), administers tenders and bids including awarding, classification....
[International Exhibitions Logistics Association](#) Customs information
[MBendi](#) Business information, news, industries, events
[MEDEA](#) Facts & figures
[Organization of Islamic Countries - SESRTCIC](#) + [The most comprehensive database: statistical, economic and social](#)
[Organization of the Petroleum Exporting Countries - OPEC](#) Statistics....
[Ports Focus](#) Ports, harbours, marinas....
[Qatar and the IMF](#) Position in the fund, reports....
[Tradeport Marketr](#) research reports, trade information, financing, key contacts, travel, culture
[U.S. - Qatar Business Council](#) Members, trade, links, news
[U.S. Department of Energy - Qatar](#) Information, oil, natural gas, refining, onshore & Offshore Development....
[U.S. Department of State](#) Country commercial guide 2001 (pdf)
[World Bank](#) Qatar at a glance (pdf)

Banks

[Commercial Bank of Qatar](#) Provides the full range of banking services
[Doha Bank](#) The largest private commercial bank in the State of Qatar
[Qatar National Bank](#) Handles all aspects of banking and financial requirements
[Qatar Central Bank](#) + [Support the national economy and the stability of the currency](#)

Directories, Job Opportunities

[Companies in Qatar](#) Web directory of local & foreign companies operating in Qatar, private clinics, web services....

Investment & Promotion....

[International Center for Conferences Management](#) The premium center for holding conferences and seminars in Qatar
[Mirror Public Relations](#) Local & international exhibitions....
[Qatar International Exhibition Center](#) Facilities, calendar, about Qatar, other services

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Art, Culture & Sport

General Resources, Heritage....

[Al-Minbar](#) + [Islam](#) as a creed and a way of life (The Ministry of Endowments & Islamic Affairs site)
[Qatar Festivals](#) A build up to full-fledged events....

Art, Literature, Photography, Cinema....

[Doha Players](#) The home of live theatre in Doha, Qatar.
[Photographic Gallery](#) + [Mohammed Mannai](#). Portraits, human interest, heritage....
[Qatar Photographic Society](#) Galleries, slide show, publications, links....

Music, Song & Dance....

Cultural, Scientific, Environmental, Sporting Entities & Info

[British in Qatar](#) Particularly useful for those of you new to Qatar, though they are useful to everyone

[AquaStat](#) Information on quantity and quality of freshwater and its availability

[Qatar Science Club & Occidental Reef Ball Project](#)

[Center of Environment's Friends](#) Environment awareness which aims at promoting the good of all people

[Al-Etehad Sports Club](#)

[Doha Darts League](#) Results, scoreboard, links....

[Doha Sailing Association](#) Affiliations with the International Sailing Federation & Laser International Classes Associations

[Duchess of York's visit to Qatar](#) "The Qatar Mobil Tennis Open'96 Surprise!"

[Golf in Qatar](#) Information about Qatar's golf courses

[Qatar Amateur Athletic Federation](#) The organizers of the Qatar International Athletic Grand Prix

[Qatar International Desert Marathon](#) Official news letter

[Qatar Volleyball Association](#) Brings you all news on Qatari Volleyball in brief, with direct links to all major happening

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Education

Schools, Colleges, Accademies, Universities & Polytechnics

[Ahmad bin Hambal School](#) Information & services

[Doha College](#) Curriculum is based on the national curriculum for England and Wales

[Doha English Speaking School - DESS](#) A broad and balanced education within a secure and challenging environment

[English Modern School](#) A full educational programme based on the English national curriculum

[Ibn Taymia Secondary School](#) + One of many state schools.

[Norwegian School](#) Norwegian schools and Norwegians living in Qatar

[Pakistan Education Center](#) Mission, organization, administration, prospectus, activities, links

[Qatar International School](#) Following the British curriculum

[Botany Department](#), UQ And The Agricultural Sciences, faculty, general info, links....

[Chemical Engineering Department](#), UQ Faculty, curriculum, courses, labs, activities, admission, engineering....

[Department of Geology](#), UQ Mineralogy, petrology, geochemistry, links to earth sciences University of Qatar, UQ + Consists of seven colleges....

Institutions & Organizations

[Gulf Kids Cool Corner](#), adventure world, Dr. Homework, kid's talk and more....

[Shagab Institute for Girls \(SIG\)](#) The first Institute of its kind in the Arab World

Research, Resources & Projects

[Qatar Archaeology Project](#) Dip into pages on the archaeology of Qatar to learn more about this fascinating country
[Qatar University Foundation Program's Ladies' Group Six's Page](#)

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History, Human Right & Politics

Ancient & Modern....

Human Rights, Politics & Political Parties....

[Amnesty International News & reports](#). Latest annual report....
[U.S. Department of State Qatar Country report on human rights practices](#)

Related Sites, Articles....

[Constitution Background, history & news](#)
[The Duality of the Legal System](#) One applies sharia law (Muslim law). Second, adlia court (civil court)
[Elections Results, parties, parliament, electoral institutes, electoral calendar, political database....](#)
[The Legal System of Qatar](#) Country profile, legislative system, the judicial system, the judiciary, the legal profession
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Media

Newspapers, Magazines....

[Al-Raya](#)  Daily newspaper
[Al-Sharg](#)  Daily newspaper
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Online News, Newsletters, News Agencies....

[Middle East News](#) Regular news coverage including business & finance, health & medicine, art & entertainment....
[Qatar News Agency](#) +    News, images & pictures....
[Washington Post & Associated Press](#) News & references

Radio, TV, Internet....

[Qatar Cable Vision](#) +   Channels & services
[Qatar Television & Radio](#) QTV - Channels 9, 11 & 37

Articles, Reports, Cartoons....

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Government & Organizations....

[Government, Ministries, Overseas Missions, Embassies....](#)

Chiefs of State and Cabinet Members
 Customs Department Qatar, statistics: Foreign trade, general information
Ministry of Foreign Affairs + [] Qatar news, diplomatic pouch, pictures, job opportunities, foreign relations....
Ministry of Municipal Affairs & Agriculture + [] Online services, MIS center, structure, job opportunities....
Planning Council Created by Information System & Computer Department

Corporations, Organizations, Public Hospitals and Industrial Entities

Hamad Medical Corporation Departments, education & Training, health Information, journals, tenders, employment....
 Qatar Fertilizer Company QAFCO
 Qatar Industrial Manufacturing Company QIMCO
Qatar Liquefied Gas Company + [] * QatarGas
 Qatar Lubricants Company QALCO
Qatar Petroleum Formerly Qatar General Petroleum Corporation - QGPC
Qatar Petroleum Company QAPCO
 Qatar Steel Company QASCO
 Qatar Telecom Q-TEL

Centers, Institutions, Societies....

Computer Center []
 Family Development Center [] Social development that is lasting and continuous....
 Geographic Information Center + [] GIS - Journal, events, map & data sales, training....
 Qatar Charity Society + [] Undertake its activities in Asia, africa and Europe

Foreign Entities

British Council Cooperation with ministries, services, news, language Courses....
 British Embassy The Embassy offers consular, commercial and visa services to members of the public....
 Embassy of India Consular Services, labour/welfare, economics & commerce, Indian organizations in Qatar
 French Embassy [] [] Consular section, economics & commerce, cultural centre....
Italian Embassy [] [] Consular services, visas, economics & commerce, info about Qatar & Italy....
 U.S. Embassy + [] [] In the embassy, current, regional & global issues, Washington file, information & services
 World Health Organization Tobacco & health, socio-economic situation

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Travel & Tourism

Airlines, Air, Sea & Coach Charters Services

Gulf Helicopters
Qatar Airways

Airport links Cities, global position, nearest airport, weather....
Airports Airport names, cities and codes

Travel, Tours, Guides.... More country info

Destination Qatar Facts at a glance, photo gallery, Qatar and area maps, links
Excite Travel Fact sheet, what to do, where to stay, speciality guide, news & media....
Loneley Planet Travel information, maps, photos, background historical and cultural information
Lycos Travel Guide Visitor's guide, cities, accommodation, history, culture, things to do, before you go....
Middle East Travel Accommodation, history, after hours, travel info, addresses, cities & sights, business....
My Travel Guide General info, history, business, travel essentials, holidays & events....
Swinging on the Hook Geography, people, government, history, economy, travel Notes
Travel Guide General & travel info, money, duty free, health, accommodation, visas....
The Travel Site Travel notes, cities & regions, airports, sights, eating out, entertainment, events, shopping
Virtual Tourist Here's where you can get tips and info from people who have been there....
Waivata Hotels, shopping, dining, sightseeing, history, culture, business, sport, venture on....
Webcrawler Guide Fact sheet, what to do, where to stay, speciality guides, news & media
World Travel Guide Accommodation, addresses, business, climate, essentials, resort, social, travel

Hotels, Resorts, Inns, Hostels....

[Doha Sheraton Hotel Facilities, reservation, map....](#)
[Hotel Sofitel Doha Palace Location map, guest rooms, function-halls, restaurants, recreation....](#)

All Hotels Hotels, description & rates

Hostels Addresses & location

[Hotel World Hotels, facilities and location](#)

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Health & Travel Tips

[Foreign & Commonwealth Office Travel information....](#)

[Travel Document Systems Passports, visas, travel documents](#)

[Travel Health OnLine General information, health precautions, disease risk summary, official health data](#)

[U.S. Consular Information Visa, health, crime/drug penalties....](#)

Weather....

[Tide Calendar Tide times, sunset, sunrise and global position](#)

[Weather Underground Temperature, humidity, pressure](#)

[Yahoo Weather By city](#)

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University of North Carolina at Chapel Hill
School of Information and Library Science

Bachelor of Science in Information Science

Executive Summary

Information science is the study of cognitive, social, technological and organizational roles of information in all its forms. The importance of information science has grown, and will continue to grow as society increases its reliance on creating, storing, transmitting, securing, evaluating and managing information.

The Bachelor of Science in Information Science (BSIS) is proposed as a new undergraduate degree at UNC Chapel Hill. It is expected that 35 students will enter the major in the fall semester of its first year, as juniors; that the major will expand to 85 in the second year, and that it will reach its full enrollment of 100 students in the third year of implementation. The BSIS will consist of 10 courses (30 credit hours). Students will take a set of core courses and a series of specialty concentration courses. The three concentration areas to be offered are:

Information Technology, emphasizing concepts and principles for understanding, implementing, evaluating, selecting and integrating ever-changing technologies for information development, processing, storage, transmission and use.

Management of Information Resources, preparing students to manage the information resources of their organizations.

Information Design, focusing on effective means of communication and knowledge discovery through effective user-centered design of information systems and services.

Each concentration will have specific required courses, and all will build on a common core. Service learning projects will be encouraged. An honors thesis option will be available.

The degree has been under consideration by SILS faculty for almost three years. The original request to plan was made in April 1999. After receiving planning approval from the Office of the President, a proposal was submitted to the university administration in May 2000. A committee was subsequently convened in Fall 2000 by Acting Provost Richard Edwards to consider whether efficiencies could be achieved by taking an interdisciplinary approach. The committee found that there was no excess capacity in any unit's IT-related courses that could be used to develop an interdisciplinary program.

In response to the January 2001 recommendation of the committee, SILS tabled the proposal, pending further discussion with the new chancellor and provost. With the encouragement of the university administration, a new proposal for a much scaled-down version of the program is now being submitted. During the past two years, the undergraduate degree has been discussed and approved by the following outside members of the SILS Administrative Board: Marian Moore, ATN; Stephen Weiss, Comp Sci; Linda Dykstra, Grad Studies; John Oberlin, ATN; Tom Bowers, JOMC. The following SILS faculty members have also served: Helen Tibbo, Bert Dempsey, David Carr, Paul Solomon, and Brian Sturm.

October 2001

- Courses with a ** are required for all BSIS students.
- Courses with a * are required (or one of several required) for a concentration.
- Courses marked ^m are required for SILS' existing minor in information systems.

Fundamental courses

INLS 40**^m "Retrieving and Analyzing Information"
 INLS 50**^m "Information Technology Applications"
 INLS 55** "Information Use for Organizational Effectiveness"

Information design courses (60's, 160's)

INLS 60**^m "Information Systems Analysis and Design"
 INLS 62* "Human-Machine Interaction"
 INLS 64* "Information Architecture"
 INLS 168* "Computer-Supported Cooperative Work (CSCW) Design"

Information organization and retrieval courses (70's, 150's, 170's)

INLS 70^m "Organizing and Retrieving Information"
 INLS 72*^m "Database Concepts and Application"
 INLS 150* "Organization of Information"
 INLS 170* "Applications of Natural Language Processing" (COMP 170)
 INLS 172* "Information Retrieval" (COMP 172)
 INLS 174* "Multimedia Information Systems"
 INLS 176* "Digital Libraries"

Information technology courses (80's, 100's, 180's)

INLS 80*^m "Data Communication and Networks"
 INLS 181* "Internet Applications"
 INLS 182* "Introduction to Local Area Networks"
 INLS 183* "Distributed Systems and Administration"
 INLS 184* "Protocols and Network Management"
 INLS 186* "TCP/IP Networking and Network Programming" (COMP 143)
 INLS 191* "Advanced Internet Applications"


Information management courses (130's)

INLS 131* "Management of Information Agencies"
 INLS 134* "Developing Information Products and Services"

Topics and special courses (90's)

INLS 90 "Independent Study"
 INLS 91 "Internship in Information Science"
 INLS 92** "Emerging Topics in Information Science"
 INLS 95 "Honors Thesis"

Academy
of distinguished
Teaching Scholars



CB# 1106 UNC-Chapel Hill Chapel Hill, North Carolina 27599-1106

October 4, 2001
Teaching Advocacy Committee
of the
UNC Academy of Distinguished Teaching Scholars

The ADTS Advocacy Committee unanimously adopts the following statement regarding the proposed FTAC Faculty Council Resolution 2001-7 on Information Technology and urges reconsideration of its provisions:

No special consideration should be given for appointment to the University Teaching Awards Committee or in the determination of recipients of university teaching awards to individuals who are "Faculty innovators in the use of information technology" or "creative users of information technology in educational and scholarly endeavors." [See subsections # 1, 2, and 3 of Information Technology Resolution 2001-7] Information technology is simply one of many sources that instructors use to communicate effectively with students. An instructor who uses the most sophisticated technology may not be an effective teacher, while a teacher who uses little or no technology may be an exceptional teacher. If students or colleagues judge a faculty member as deserving of a teaching award, they will recommend that award on the basis of overall teaching excellence, regardless of the methods and tools used by the faculty member.

ADTS Teaching Advocacy Committee:

Chris Armitage (English), Chair; Steve Weiss (Computer Science);
Dorit Bar-On (Philosophy); Julia Wood (Communication Studies);
Kevin Stewart (Geology); Paul Ferguson (Communication Studies);
Donna LeFebvre (Political Science); Florence Soltyz (Social Work).

Donna—as a member of one of the best, most diverse college teaching groups I've ever encountered, and as a scholar whose work centers on college pedagogy (where I advocate that college is the development of persons and their identities), I would like to voice my support for my colleagues who oppose stipulating IT as a special category of teaching excellence or a special criteria that signals excellent teaching. Like most of us at Carolina, I learn about and integrate technology into my teaching WHEN IT SUPPORTS MY GOALS AS A TEACHER AND MY STUDENTS' NEEDS AS

LEARNERS. My innovations in the classroom—those that include technology and those that don't (like using collaborative groups)—stem from meeting these needs. The biggest deficit in teaching is that there is not enough contact or interaction between teachers and students and between students and students. Before technology it was almost impossible to legislate more contact (in the form of writing groups, course projects, independent studies, etc.) because of students' schedules and because there is only one of me. But now with courseinfo, for example, students can have writing groups on line where they have ample time to work through the structures for responding that I have generated. In this simple example, it is easy to see that my teaching goal had to do with increasing the time and quality of the interactions between students and teacher in my classes and did not have anything to do with technology—other than the fact that it was an aid—an excellent aid in fact that helped me meet this goal—in one respect. There are still shortfalls in this area of increased quality interactions. We still meet face to face in our writing groups in class; I still have extensive conference hours; I still require students to find some time to meet out of class.. and in student course evaluations, they remark that the time spent with me or with their classmates was far more important than the time spent on the computers. The computers, they say, were helpful but not critical! Some students even claimed the computers were a distraction in class, and interfered with what they wanted—to be together, face-to-face. They did not want to be anonymous, but wanted to be known, acknowledged, responded to, and otherwise be respected. IT interferes with most of these desires.

I join my colleagues in requesting that CTL be re-established as an independent agency and that the teaching award descriptions do NOT include any special language about IT, require IT, or in any way suggest that IT is synonymous with good teaching. I hope our university will allow good teachers their prized autonomy to teach in their own best ways.

Jane Danielewicz
Associate Professor
English Department

At 06:39 AM 10/4/01 -0400, you wrote:

As last year's chair of the Univ Teaching Awards Committee

- >(and a 4 year committee member), I would like to add that we ALWAYS
- >consider every possible tool of teaching in the awards criteria. IT
- >included. It is neither necessary nor appropriate to add this as
- >a "requirement." Besides the obvious redundancy, it might be
- >considered somewhat insulting to the committee to define "good
- >teaching" to them. The committee members are made up of excellent
- >teachers, most of whom won teaching awards in the past. If you look at
- >our recent past awardees, you will note that we have many IT experts.
- >Thanks, Celia
- >
- >Celia R. Hooper, Ph.D., QCC-SLP, Clinical Professor
- >CB 7190 Med Sch Wing D, UNC-Chapel Hill, NC 27599
- >(919)966-9464 fax:(919)966-0100 <http://www.unc.edu/~chooper>
- >

> — Original Mes

Bart Ehrman, 02:18 PM 10/3/01 , Re: [teachingscholars]

X-Sieve: cmu-sieve 1.3

Date: Wed, 3 Oct 2001 14:18:48 -0400 (EDT)

From: Bart Ehrman <behrman@email.unc.edu>

X-Sender: behrman@login4.isis.unc.edu

To: Donna Lefebvre <donna_lefebvre@unc.edu>

Subject: Re: [teachingscholars] PLEASE READ: Faculty Council Resolution 2001-7
on Information Technology

Donna,

thanks for this. My own personal opinion is that IT is extremely important, but that it should not be singled out as *more* important than other aspects of what we do in the classroom (e.g., we don't single out other specific things, like syllabus construction, course design, ability to lead discussions, skill as lecturers, etc. when rewarding teaching: all of these things are what teachers *do*. So too with IT. To privilege it, in my opinion, is to encourage teachers to focus on *it* rather than on teaching. I've seen disastrous results from this already.)

OK, just my own quick two cents.

- Bart

Bart D. Ehrman
Chair, Dept of Religious Studies

Sherryl Kleinman, 05:44 PM 10/4/01 , Comment on FITAC proposals for

X-Sieve: cmu-sieve 1.3

Date: Thu, 4 Oct 2001 17:44:29 -0400 (EDT)

From: Sherryl Kleinman <kleinman@email.unc.edu>

X-Sender: kleinman@logino.isis.unc.edu

To: Donna LeFebvre <donna_lefebvre@unc.edu>

Subject: Comment on FITAC proposals for teaching awards

Dear Donna,

I do not think there should be teaching awards based entirely or even mostly on one's adeptness at using technology. As Joel Schwartz put it, technology is ONE TOOL of teaching and it would have made no sense, years ago, to have had awards based on a teacher's use of audio or videocassettes. I have served on the Bowman and Gordon Gray teaching award committee, and we looked at a teacher's effectiveness in a variety of ways. If indeed someone is using technology as part of their teaching, and doing it well, that would of course be taken into consideration. But it would receive no more consideration than someone who makes good use of small groups in the classroom (as one example), or comes up with excellent exercises, or lectures well. I see no reason to privilege technology over any other technique we use in our teaching.

Best,

Sherryl Kleinman
Professor of Sociology
Director of Undergraduate Studies

At 11:02 AM 10/4/01 -0400, you wrote:

- > I agree with all of what has been said... IT is nothing more than one tool
- > in a "tool box" of many that allow each of us to relate to our students in
- > uniquely defined ways...

- >
- > In teaching applied statistics, I have been using computers (mainframe,
- > mini, desktop, laptop) for over 33 years... Before
- > PowerPoint was available, I used Harvard Graphics. In my current courses,
- > I use various combinations of Harvard Graphics, PowerPoint, Word, Excel,
- > SPSS, SAS, EQS, AMOS, and listservs to accomplish my goals.

- >
- > However, using the tools in and of itself is not evidence of good
- > teaching. Using them to "enhance" the message is what matters... and what
- > really matters is the message! One has to understand the content of one's
- > discipline from both the substantive and pedagogical perspectives... and
- > then use the best methods available to present the material in a
- > manner/structure that facilitates learning.

- >
- > As for leaves for faculty training... it would be nice if the University
- > could be consistent in its choice of software. I went through training in
- > Learning Space (Lotus Notes). Now I find that I must be re-trained in
- > Blackboard... I find this a bit frustrating...

- >
- > All of this seems to question the decision to merge CTL and CIT. One can
- > not help but wonder how much "politics" influenced said decision. I will
- > not be able to attend Faculty Council tomorrow, but know that you have my
- > support.

> WBW

> William B. Ware, Professor and Chair
> CB# 3500

Educational Psychology,
Measurement, and Evaluation

Adler, Robert, 03:09 PM 10/3/01 , RE: [teachingscholars]

X-Sieve: cmu-sieve 1.3
From: "Adler, Robert" <AdlerR@bschool.unc.edu>
To: "Donna Lefebvre" <donna.lefebvre@unc.edu>
Subject: RE: [teachingscholars] PLEASE READ: Faculty Council Resolution 20
01-7 on Information Technology
Date: Wed, 3 Oct 2001 15:09:16 -0400
X-Mailer: Internet Mail Service (5.5.2653.19)

Donna,

Thanks for asking. As I say, I may miss the Faculty Council meeting, so let me pass on some concerns.

1) I personally object to calling upon the University Committee on Teaching Awards to include use of technology as a criterion in selecting teaching award winners. People who are great teachers with technology should be considered equally with people who are great teachers without technology. One approach should be given no greater consideration than the other, just as one who teaches well with a blackboard should be given no greater consideration than one who teaches well without a blackboard. This simply confirms my fear that technology is becoming an academic driver rather than a tool for driving.

2) For the same reason, I oppose a special teaching award for creative use of technology. I object less to this than to the first proposal because I think the more teaching awards the better. My major concern here is that if we are to add this type of a teaching award that it not be at the expense of the other awards (i.e., that less money is available for them).

Regards,

Bob

Robert Adler
Professor
Kenan-Flagler Business School
University of North Carolina
CB-#3490, McColl Building
Chapel Hill, NC 27599-3490
(919) 962-3156
(919) 962-5539 (FAX)
bob_adler@unc.edu

At 02:54 PM 10/3/01 -0400, you wrote:

Dear Donna,

I am strongly opposed to items #2 and #3 in the resolution that would either "stack the committee" based on technology issues or to establish teaching awards based on innovative use of IT as a criteria for excellence. In my mind, technology is a simply a tool that faculty uses to implement their ideas. A case for excellent teaching needs to be based not on the whiz-bang of technology, but on the substance of the teaching and the faculty member's ability to connect to students. While the ability to effectively integrate technology might be a dimension of the case for any particular nomination, it should not be privileged as a determining factor for teaching awards. It also privileges certain disciplines for whom the inclusion of technology is a natural evolution of the discipline in all areas of the discipline (statistical sciences, for instance) in comparison to other disciplines where a technological approach is simply one of a variety of viable options (studio art)

What I do support in the resolution is item #4 - the designation of faculty leaves for IT development. This measure acknowledges a practical need for faculty to have enough time to adequately consider and explore a dimension of their teaching that could be enhanced by IT, but not without a measured consideration of the value relative to existing teaching strategies.

[Beth Grubowski,
AET

Sue E. Goodman, Re: [teachingscholars]

To: "Sue E. Goodman" <seg@email.unc.edu>
From: Donna Lefebvre <donna_lefebvre@unc.edu>
Subject: Re: [teachingscholars] PLEASE READ: Faculty Council Resolution 2001-7 on Information Technology
Cc:
Bcc:
Attached:

At 09:15 AM 10/4/01 -0400, you wrote:

I also agree with the very serious concerns expressed about the FITAC proposal. And I am one who uses instructional technology with great frequency.

Sue Goodman
Mathematics

Inbox (<Dominant>)

To: Donna LeFebvre <donna_lefebvre@unc.edu>
Subject: Re: [teachingscholars] PLEASE READ: Faculty Council Resolution
2001-7 on Information Technology
Cc: "academy of distinguished teaching scholars" <teachingscholars@listserv.unc.edu>

Donna, on the subject of the Faculty Council Resolution:

I want to second the thoughtful comments of Joel Schwartz, Chuck Stone, and others who have expressed concern about the expanded emphasis on IT in the University's evaluation of teaching. There is much in this proposal I can support--we should certainly make it possible for faculty to expand their use of IT if they wish, and create the infrastructure to make that possible. I LOVE teaching in JCUE, and enthusiastically use the equipment there. I wish more classrooms were so equipped. But I deeply disapprove of the move to make use of IT a stated (even if not required) criterion for teaching awards, and equally I deplore the idea of packing committees with IT advocates. For one thing, both of these moves have the potential to divide us. I consider myself an innovator in (or at least a user of) IT to some extent, but I don't want to have to be categorized as "old-fashioned" or "with it." Sounds like Bush: if you're not for us, you're against us. I've served on committees for the Tanner, Bowman and Gordon Gray, and Chancellors' teaching awards. I'm a two-time Gray professor and a Tanner as well. We have the sense to notice when IT is a part of teaching excellence, but it shouldn't be singled out. Should we insist that someone recognized for discussion-group-leading be on every committee? What about blackboard use? Creative problem sets? I don't want to see IT put in a special category, as if it were a litmus test for excellence. I hope you'll add these comments to your arsenal of responses.

Best, Joy

[Joy Kasson, Professor, American Studies]

Joel J Schwartz, 03:49 PM 10/3/01, Re: [teachingscholars]

X-Sieve: cmu-sieve 1.3

Date: Wed, 3 Oct 2001 15:49:34 -0400 (EDT)

From: Joel J Schwartz <jjschwarz@email.unc.edu>

X-Sender: jjschwarz@login7.isis.unc.edu

To: Donna Lefebvre <donna_lefebvre@unc.edu>

cc: Robert N Shelton <rnshelto@email.unc.edu>,
James C Moeser <jmoeser@email.unc.edu>

Subject: Re: [teachingscholars] PLEASE READ: Faculty Council Resolution 2001-7
on Information Technology

From: Professor Joel J. Schwartz, Adjunct Professor, Department of
Public Policy and University Professor of Distinguished Teaching

Recipient of eight teaching awards, including University Professor of
Distinguished Teaching Award, the Tanner Award (1968, 1974), Bowman and Gordon Gray
(1979-82) and

Nicolas Salgo Awards (1983) and the Undergraduate Teaching Award (1990, 1995).

Recipient also of the Favorite Faculty Award from a number of Senior
Classes and the Learning Disabilities Services Access Award.

No special consideration should be given for appointment to the University
Teaching Committee or in the determination of recipients of teaching
awards to individuals who are "creative users of information technology in
educational and scholarly endeavors." IT is simply one of many different
methods that instructors use to communicate effectively with students. An
instructor who uses the most sophisticated technology may not be an
effective teacher while a teacher who uses no or very little technology
may be an exceptional teacher. Let us not forget that teachers and not
technology are the driving force in learning excellence.

To give special merit in determining teaching excellence to those faculty
who use IT would be equivalent to faculty of another generation receiving
teaching awards because they made extensive use of audio-visual materials
such as transparencies and videocassettes. If STUDENTS think and evaluate
a faculty member as deserving of an award, they will do it on the basis of
their learning experience regardless of the methods or technology of the
instructor and that is how it should be. And the suggestion that faculty
should be chosen as members of this committee because of their use of IT
seems to me to be another attempt to subordinate teaching or pedagogy to
technology. Or to put it another way, the university community does not
want the administration imposing technology on it, whether this is done
for reasons of retention or because of the large capital investment
already made.

The university claims that one cannot be a good or excellent teacher
unless one publishes. Students and alumni know that this is untrue. Will
we create another cynical generation who will be told that they ARE
learning more and better because their teachers are "creative users of
technology?"

Jean DeSaix, 01:48 PM 10/3/01 , Re: [teachingscholars]

X-Sieve: cmu-sieve 1.3
Date: Wed, 3 Oct 2001 13:48:30 -0400 (EDT)
From: Jean DeSaix <jdesaix@email.unc.edu>
X-Sender: jdesaix@login3.isis.unc.edu
To: Donna LeFebvre <donna_lefevre@unc.edu>
Subject: Re: [teachingscholars] PLEASE READ: Faculty Council Resolution 2001-7
on Information Technology

Teaching awards are for excellence in Teaching. If someone wanted to give money for and excellence in the use of IT award, I feel sure the Univ would accept it, but I am totally opposed to trying to bend the current teaching award criteria to any particular methodology. In fact, this idea makes me uneasy in exactly the same place in my gut that the CTL-CIT situation does.

More to follow if I have time

%%
Jean DeSaix, Ph.D.
Department of Biology
Coker Hall CB#3280
University of North Carolina at Chapel Hill, NC 27599-3280
Work Phone: 919-962-1068 Home Phone 919-929-1580
FAX 919-962-1625 email jdesaix@email.unc.edu
%%

E.W. Brooks 475 Ham, 02:31 PM 10/4/01, [teachingscholars] CTL and CIT

X-Sieve: amu-sieve 1.3

Date: Thu, 4 Oct 2001 14:31:34 -0400 (EDT)

From: "E.W. Brooks 475 Hamilton Hall 967-1446" <ewbrooks@email.unc.edu>

X-Sender: ewbrooks@login6.isis.unc.edu

To: "academy of distinguished teaching scholars" <teachingscholars@listserv.unc.edu>

cc: Donna Lefebvre <donna.lefebvre@unc.edu>

Subject: [teachingscholars] CTL and CIT (fwd)

List-Unsubscribe: <mailto:leave-teachingscholars-477835Y@listserv.unc.edu>

Reply-To: "E.W. Brooks 475 Hamilton Hall 967-1446" <ewbrooks@email.unc.edu>

Professor Smith,

With the permission of Joy Kasson, I forward her statement (below) as expressing my own views.

In addition, I write to support/second the statements by Joel Schwartz, Chuck Stone, Jan Boxill, Weldon Thornton, Mike Salemi, and others—all in the same vein. Rare it is for faculty to agree so wholeheartedly—and many offer the most diverse of persuasive reasons to resist both the merger of CTL and CIT and the FITAC resolution.

I add my own specifics:

In my opinion, this University does not properly appreciate the importance of superior teaching for the education of our students (graduate as well as undergraduate). Teaching awards are perfect examples: virtually no University time or money are involved, and since the awards do not enhance the recipients' permanent salary, in effect what the University reports as evidence of commitment to distinguished teaching only is the transfer of funds from grateful alumni to professors as a one/three time payment. The merger of CTL and CIT, and especially the wording of the FITAC—and I say this after having just read Professor Bathrop's 'clarification'—as all my colleagues have been saying, are not just premature in preparation but ill-conceived. They continue to demonstrate this University's lack of concern about distinguished teaching.

For many years the Center for Teaching and Learning has been the one location on campus where one get help in finding the most effective ways to achieve my class goals—helping me with PowerPoint, to be sure when that was the best solution to one situation, but always by examining what needed to be taught and then deciding how to present my ideas to students for their best learning experience. The proposed merger of CTL and CIT cannot improve on that open-minded, professional support. The merger threatens CTL's deserved reputation every bit as much as several of our colleagues argue that the whole process of merger (and the FITAC resolution) insult the faculty.

Forwarded message

Date: Wed, 3 Oct 2001 15:39:07 -0400 (Eastern Daylight

Willis Brooks | Hsnpky

W. Miles Fletcher, 09:07 PM 10/3/01 , Re: [teachingscholars]

X-Sieve: cmu-sieve 1.3

Date: ~~Wed, 03 Oct 2001 21:07:18 -0400~~

From: "W. Miles Fletcher" <wmfletch@email.unc.edu>

X-Mailer: Mozilla 4.76 [en] (Win95; U)

X-Accept-Language: en

To: Donna Lefebvre <donna_lefebvre@unc.edu>

Subject: Re: [teachingscholars] PLEASE READ: Faculty Council Resolution 2001-7 on Information Technology

Dear Donna,

I do not think that use of IT should be privileged over other potential aspects of good teaching. In writing nominations for colleagues for teaching awards, I have sometimes cited their use of IT as evidence of creativity, energy, and caring about the learning of students, but a teacher can demonstrate those same qualities in many different ways. Why not privilege as well teachers who use "active learning" techniques and mandate a quota for teachers with such skills on the teaching committee? Creating awards for IT users and mandating positions on the Teaching Awards Committee for high-profile IT users is an obvious effort to push an agenda. We can find other ways to help faculty figure out how IT may help their teaching.

Sincerely,

Miles

Elvers, Doug, 02:20 PM 10/3/01 , RE: [teachingscholars]

X-Sieve: cmu-sieve 1.3

From: "Elvers, Doug" <ElversD@bschool.unc.edu>

To: "Donna Lefebvre" <donna_lefebvre@unc.edu>

Subject: RE: [teachingscholars] PLEASE READ: Faculty Council Resolution 20
01-7 on Information Technology

Date: Wed, 3 Oct 2001 14:20:30 -0400

X-Mailer: Internet Mail Service (5.5.2653.19)

Donna:

It seems to me that teaching awards are to be focussed on effective learning on the part of the student -- not what method the teacher uses. A person could develop a new "fan-dangled" approach that looks glorious, but if the students take away only the pizzazz and not the substance, what's the benefit. It seems that teaching using technology ought to be on the same playing field as those who don't use technology when it comes to awards. To say that they need something special seems to indicate that they may be inferior and thus need special treatment.

Doug

Douglas A. Elvers

Professor of Business Administration

4713 McGall Building - CB# 3499

Kenan-Flagler Business School

University of North Carolina at Chapel Hill

Chapel Hill, NC 27599-3490

Office Phone: (919) 962-3196

Office Fax: (919) 962-6949

email: elvers@unc.edu <<mailto:elvers@unc.edu>>

At 04:42 PM 10/3/01 -0400, you wrote:

- >Donna, in my opinion, this proposal to reward IT innovation with
- >teaching awards makes no sense at all!!!! I know many award winning
- >teachers at UNC who just use blackboard and chalk (eg, math and
- >statistics teachers among many others), and they are some of the best
- >teachers in the country. It is not the use of IT materials that makes
- >for a great teacher, it is the ability to convey ideas and concepts in a
- >manner that challenges and teaches students to think for themselves in a
- >creative manner (whatever the subject matter). This can be done with or
- >without the use of IT materials. To be honest, this is one of the more
- >outlandish and unwarranted proposals that I have recently read. Please
- >feel free to distribute this email as you see fit. Larry Kupper,
- >Associate Chair, Biostatistics, School of Public Health, UNC.

- >
- >Lawrence L. Kupper, Ph.D.
- >Alumni Distinguished Professor of Biostatistics
- >Dept. of Biostatistics
- >School of Public Health, CB #7400
- >Univ. of North Carolina
- >Chapel Hill, NC 27599-7400
- >(919) 966-7260
- >"kupper@bios.unc.edu"
- >

At 08:52 AM 10/4/01 -0400, you wrote:

>To all:

>

> I would like to echo the comments of Joel, Chuck, and others. The
>obvious problem with the FITAC proposal - as most have already noted - is
>to single out any one method as being the essential element of effective
>teaching. This notion will ultimately lead to a degradation in the
>quality of teaching on campus. By narrowing our definition of effective
>teaching we stifle true innovation. I believe that the FITAC resolution is
>pointing us in the wrong direction and its passage would be a mistake.

>

>

>Kevin Stewart

>

>Kevin G. Stewart

>Associate Professor

>Department of Geological Sciences

>University of North Carolina

>Chapel Hill, NC 27599-315

>

>tel: (919) 962-0683

>fax: (919) 966-4519

>email: kgstewart@email.unc.edu

>

>

>

>

>You are currently subscribed to teachingscholars as: donna_lefebvre@unc.edu

>To unsubscribe send a blank email to leave-teachingscholars-477835Y@listserv.unc.edu

>

X-Sieve: cmu-sieve 1.3
From: "Gerry Oxford"
To: "Donna LeFebvre"
Subject: Re: [teachingscholars] PLEASE READ: Faculty Council Resolution 2001-7 on
Information Technology
Date: Wed, 3 Oct 2001 22:04:21 -0400
Organization: UNC Neurobiology
X-Mailer: Microsoft Outlook Express 5.00.3018.1300

Donna, I think that all of the elements of the resolution are reasonable except #3. I do not believe that singling out a specific teaching approach for an excellence award is a good thing. If you use IT effectively, it will pay off in general teaching performance recognition and need not be separated. Several of us are proof of concept.

Gerry Oxford
[Neurobiology]

Arrel Toews, 04:06 PM 10/3/01 , Re: [teachingscholars] PLEASE

X-Sieve: cmu-sieve 1.3
Date: Wed, 03 Oct 2001 16:06:10 -0400
From: Arrel Toews <Arrel_Toews@med.unc.edu>
Organization: Neuroscience Center
X-Mailer: Mozilla 4.77 [en] (Windows NT 5.0; U)
X-Accept-Language: en
To: Donna Lefebvre <donna_lefebvre@unc.edu>, Arrel Toews <Atoews@med.unc.edu>
Subject: Re: [teachingscholars] PLEASE READ: Faculty Council Resolution 2001-7 on Information Technology

Donna - I think basing teaching awards on "information or instructional technology" at any level is a bad idea. Probably unavoidable, but a bad idea anyway. Good teaching is the effective transfer of information in challenging and interesting ways that stimulate further learning and the constant quest for more knowledge. If this happens, no matter how it happens, then the person doing it is a good teacher - if it doesn't, then the person is a bad teacher. Information technology is basically a gimmick - a useful and potentially valuable gimmick for effective teaching, but a gimmick nonetheless (tool is a more polite name, I guess). If someone uses this tool effectively and is a good teacher because of it, then she/he will (or at least should) win a teaching award because they're a good teacher. If someone is a technology wizard and does many flashy things and nobody learns anything, then the "teacher" doesn't even deserve a kind glance - let alone a teaching award to recognize their technologically impressive activities.

As usual I overstate the case, but hope you get the general idea of what I'm trying to say. Good luck at the faculty council meeting, by the way, and thanks for all your work with the ADTSI!

Arrel Toews

Donna Lefebvre wrote:

Dear Academy Members--

I would appreciate having your input on this FITAC IT Resolution, as it relates to teaching awards, etc.

Arrel D. Toews, Ph.D.
Research Professor of Biochemistry
UNC Neuroscience Center
CB# 7250
Shapel Hill, NC 27599-7250
ATOEWVS@MED.UNC.EDU
919-966-2149 (voice)
919-966-9605 (FAX)



Arrel Toews.vcf

>X-Sieve: cmu-sieve 1.3
>Date: Wed, 3 Oct 2001 16:52:20 -0400 (EDT)
>From: Chuck Stone <cstone@email.unc.edu>
>X-Sender: cstone@login6.isis.unc.edu
>To: "academy of distinguished teaching scholars" <teachingscholars@listserv.unc.edu>
>cc: academy of distinguished teaching scholars <teachingscholars@listserv.unc.edu>
>Subject: [teachingscholars] Re: Fitac proposals for teaching awards
>List-Unsubscribe: <mailto:leave-teachingscholars-477835Y@listserv.unc.edu>
>Reply-To: Chuck Stone <cstone@email.unc.edu>
>
>Cherished Colleagues:
>
> I want to second enthusiastically Joel's thoughtful analysis.
>He has had so much experience as one of UNC-CH's most distinguished and
>accomplished teachers. The IT proposal is so prima facie diaphanous
>that it is difficult to take it seriously. In a court of law, it would
>be a juridical embarrassment, hence my decision not to send comments to
>the Provost.
>
> My problem is fourfold -- I have lived too long, had too much
>political experience as a White House correspondent and congressional
>aide, worked with too many uncommonly brilliant national leaders and
>seen too many similar prepackaged legislative proposals rammed through
>under the simulacrum of a dialogic exchange.
>
> The proposal is a fait accompli and nothing short of an
>academic revolution will reverse the pending decision. Coming behind
>the compassionate and liberal arts genius of our former provost,
>this is indeed a troubling period.
>
> But history is on our side. And NO university has ever
>achieved intellectual greatness when it has substituted utilizing method
>for learning the liberal arts.
>
> Chuck Stone
>Walter Spearman Professor
>
> (Journalism)

weldon thornton, 02:10 PM 10/4/01 , [teachingscholars] The current

X-Sieve: cnu-sieve 1.3

Date: Thu, 04 Oct 2001 14:10:48 -0400

From: weldon thornton <wthornto@email.unc.edu>

Reply-To: weldon thornton <wthornto@email.unc.edu>

X-Mailer: Mozilla 4.76 [en] (Win98; U)

X-Accept-Language: en

To: "academy of distinguished teaching scholars" <teachingscholars@listserv.unc.edu>

Subject: [teachingscholars] The current resolution

List-Unsubscribe: <mailto:leave-teachingscholars-477835Y@listserv.unc.edu>

Colleagues--

I would like to add my name to the chorus in support of the statements of Joel Schwartz, Chuck Stone, and others. The way that this entire matter has been handled is itself an insult to the faculty, and the current provost should clearly understand that.

I have read Professor Balthrop's comments and am by no means persuaded by them. I am especially unimpressed by his argument that many faculty cited lack of specific rewards and incentives as the reason for their unwillingness to incorporate technology into their classes even when it might generate improvements!

Weldon Thornton

William R. and Jeanne H. Jordan

Professor of English

Lloyd Kramer, 05:44 PM 10/4/01 , Re: [teachingscholars]

X-Sieve: cmu-sieve 1.3

Date: Thu, 4 Oct 2001 17:44:31 -0400 (EDT)

From: Lloyd Kramer <lkramer@email.unc.edu>

X-Sender: lkramer@login0.isis.unc.edu

To: Donna Lefebvre <donna_lefebvre@unc.edu>

Subject: Re: [teachingscholars]

Donna,

The outpouring of the faculty on the overvaluation of technology for distinguished teaching is one of the most striking statements of faculty opinion that I can ever remember seeing. There can be no doubt about our commitment to excellent teaching. We are not opposed to technology, but we must insist that this is not an adequate criterion for evaluating the work that teachers do. Thanks for helping to bring this issue into public discussion. I think Kay Lund's summary of concerns is excellent. We have to pay very close attention to technological hubris.

Thanks,

Lloyd Kramer [HSTREY]

To: "academy of distinguished teaching scholars" <teachingscholars@listerv.unc.edu>
Subject: [teachingscholars] Re: CTL and CIT (fwd)

To the Members of the Academy of Distinguished Teaching Scholars:
I enthusiastically support the statements of Professor Schwartz and Professor Stone, and I am heartened to see others of my colleagues in the Academy of Distinguished Teaching Scholars falling in behind them. It is my hope that other members of the Academy will join us.

It is an outrage even to contemplate a day when the use of electronic bells and whistles will be confused with and mistaken for skill and excellence in teaching. This resolution—I am certain very benign in the minds of some of the faculty and most of the administration—is an invitation to venture down the slippery slope to that day. Bad ideas about teaching seem to grow well in the contemporary soil of academia. Pull THIS weed out.

Gerald Unks, Professor
School of Education



The University of North Carolina at Chapel Hill

MINUTES OF THE FACULTY COUNCIL November 2, 2001, 3:00 P.M.

Attendance

Present (58): Adimora, Adler, Ammerman, Barbour, Bouldin, Bowen, Bromberg, Chenault, Cotton, Daye, Drake, Eter, Elvers, Files, Fishell, Foley, Fowler, George, Granger, Henry, Janda, Kagarise, Kalleberg, Kessler, Kjarvik, Kopp, Lefebvre, Malizia, McCormick, McGraw, Meece, P. Molina, Nelson, Nonini, Orthner, Otey, Owen, Pfaff, Pisano, Poole, Raab-Traub, Rao, Reinert, Retsch-Bogart, Rowan, Schauer, Shea, W. Smith, Straughan, Strauss, Sueta, Tresolini, Tulloch, Wallace, Walsh, Waters, Willis, Yopp.

Excused absences (27): Allison, Bollen, Boxill, Bynum, Cairns, Carelli, Clegg, Collindres, Crawford-Brown, D'Cruz, Ketch, Kupper, Langbauer, Lubker, Metzguer, Meyer, A. Molina, Moran, Raasch, Robinson, Sigurdsson, Slatt, J. Smith, Tauchen, Vaughn, Watson, Williams.

Unexcused absences (3): Gilland, McGraw, McQueen.

Chancellor's Remarks

Chancellor James Moeser called the meeting to order at 3:00 p.m. He reported that President Broad and our colleagues in the Office of the President have been working with Governor Easley and his staff to reach a firm number on the percentage of nonrecurring reversion that will be required of the University for the 2001-02 fiscal year. We had been planning for a 4% reversion and are pleased to learn that this has been reduced to 2.7% for each UNC campus due to the Governor's strong desire to protect access to classroom student instruction as much as possible. This reduction required each campus to make a commitment that teaching activities during the Spring semester will be maintained at levels that do not adversely affect students. The Chancellor was also pleased to report that we have been given total managerial flexibility as to how the required 2.7% reversion will be amassed and managed, and that travel restrictions previously announced by the State Budget Office on travel have been removed. The Chancellor said that 2.7% may not be sufficient if State revenues collections do not improve, so we need to remain prudent. Most of the states are experiencing the effects of a full-blown recession. He reiterated his determination that the budget crisis have the smallest possible impact on classes scheduled for the Spring semester.

Chancellor Moeser announced that Sandy Berger, former National Security Advisor to President Clinton, will discuss "American's Fight Against Terrorism: Challenge and Change" on next Wednesday, at 111 Carroll Hall, at 4:00 p.m. One person helping to make this possible is Alston Gardner, 1977 graduate of the University, chair of the Advisory Board for International Area Study. Also attending will be Anthony Harrington, UNC graduate, former ambassador to Brazil, now working for Mr. Berger.

The Chancellor announced that the University of North Carolina will confer an honorary Doctor of Law degree on Ricardo Largos, President of Chile, at 4:00 p.m. in the Morehead Banquet Hall next Friday. He underscored the importance of this event and encouraged faculty attendance. President Lagos is a Duke Ph.D. and held a visiting faculty appointment at Carolina in the 1970s. He has led Chile into the world of democratic nations. The University had hoped to award the degree at commencement as usual, but President Lagos was unable to attend commencement because the date coincided with his State of the Union address. Chancellor Moeser said this was a great pleasure, and the University honors itself by honoring President Lagos.

Prof. Philip Bromberg (Medicine) asked if there was any word on State encroachment on the University's overhead receipts. Chancellor Moeser replied that this is almost a daily topic in Raleigh. One legislator referred to the receipts as a slush fund of available cash that should be reallocated to the greater needs of the State. He said he discusses this issue in every speech he makes around the State. The point is that the capital of the 21st Century economy is knowledge, and the importance of research is that the University creates knowledge. The future of the State's economy rests on the research at the three major research Universities in the State, two of which are public institutions. Funding for research has increased dramatically, and what it takes to be a great research University is to reinvest our overhead receipts. This is compensation from the federal government for the uncompensated costs of doing the research. He said it is important that people understand this. The University takes this as a very serious issue and will take the message to anywhere people gather in the State.

Prof. Etta Pisano (Radiology) asked about the issue of salaries for women and minorities. She was curious about what this institution is doing regarding this issue. Chancellor Moeser said he intends to pose that question to the Provost. He said it would be studied and, if there was an imbalance found, it would need to be addressed.

Prof. Estroff said that the data was already available, and was being put together. She added that it is a fact that there are still gendered-based inequities in salaries among the faculty.

Chair of the Faculty's Remarks

Prof. Estroff introduced Neal DeJong and Blair Watson, who discussed the UNC Dance Marathon. Mr. DeJong said the Dance Marathon is the largest student-run fund-raiser on campus. Over the last three years it has raised over \$210,000 in support of the For The Kids Fund, a fund that assists families of patients in the N.C. Children's Hospital. All the money goes to children's families from distant parts of the State, who can't afford to spend the night at a hotel when their children receive medical care, or to buy groceries when they have to spend several days with their children in the hospital. This year there are opportunities being developed for faculty members. Ms. Watson described some of these opportunities, and she said there was a social planned for November 10 in Coker Arboretum. She encouraged members of the faculty to read for an hour to some of the children/patients. Prof. Pisano asked if students could participate in this also. Mr. DeJong said there was a volunteer coordinator in charge, and each spring they get students from the high schools to volunteer, also.

Prof. Donna Lefebvre (Political Science) asked how faculty members could contribute. Mr. DeJong said that in the spring, before the Dance Marathon, sheets are distributed for donations and they will be going out to talk with the Departments during the next few months. Donations will be accepted all year. His Email address is www.uncmarathon.org.

Faculty Marshal Ronald Hyatt thanked his fellow faculty members for an excellent turn-out for University Day and extended an invitation for faculty members to attend the Mid-Year Commencement on December 20, 2001 in the Smith Center. He announced that on November 14, 2001 there will be a Symposium in Student Union Rooms 205 and 206 from 1:30 p.m. to 4:00 p.m. on the Knight Commission Report, co-sponsored by the Program for Public Policy in Sports. The faculty's attendance is welcomed.

Prof. Estroff recognized Benita Burton, departmental assistant in Allied Health Sciences, who recently won the Governor's Award for Outstanding Service

Prof. Estroff said the Chancellor, during the past weeks, had met with the faculties of the College and the Kenan-Flagler Business School, to listen to their concerns and to make his case for pursuing the Qatar project. Members of the ECFC and others have had meetings with representatives of the Qatar Foundation, during which any and all questions were entertained. There has been lively debate in the press, and a flurry of emails. A delegation of colleagues will make a trip to Doha. Prof. Estroff said she was not going on the trip only because she had a commitment to be with the NIH which she could not change

Prof. Estroff summarized the questions and concerns indicated over the past months. She said the concerns seemed to center on two concerns: (1) why this campus and this degree in Qatar as opposed to elsewhere, and (2) does the conduct of the government of Qatar meet our requirements in the areas of human rights, civil liberties, and political and academic freedom?

Qatar's population consists of a majority comprised of people from elsewhere. Only 40% of the people are Qataris. The majority are Pakistanis, Indians, Iranians, and other nationals. How does the dominant minority treat the majority?

Other concerns include:

- Is this project complementary to and keeping with or divergent from the mission of this University?
- Will this project diminish or enhance the reputation of the University?
- In view of enrollment growth and reduced State resources will students face a further shortage of classes?
- Are enough faculty enthusiastic enough about this degree program to participate in it over time?
- Will our faculty be safe in Doha?
- Are we selling our degrees to the highest bidder? If so, what are the costs and benefits of so doing?
- How is this different, if at all, from the Nike contract?

Prof. Estroff said, in her view, the University is proceeding with appropriate caution thus far. She is most concerned that we have the freedom and opportunity both in Qatar and on the campus to ask questions and to find answers, and that the faculty's advice and consent or dissent be heard based on the information we have and the views that we hold. She said the Chancellor is listening.

Prof. Estroff proposed that a special meeting of the faculty be held in mid-November to hear from any member of the faculty, particularly from those going to Doha, for their views. She said at that time it would be fitting for a resolution on the program to be introduced and voted upon. There are comprehensive web-based resources for much information about Qatar. She urged the faculty to make use of these web sites.

Prof. Estroff announced that the next Council meeting will focus on intercollegiate athletics. A summary of the Knight Commission Report was included in this month's Council packets to enable members to prepare for the December meeting.

There will be an update soon from the Appointments, Promotion, and Tenure Task Force.

Progress is being made in securing broader faculty input in review of Deans, in close collaboration with the Chancellor and the Provost.

Prof. Trudler Harris will deliver the commencement address at the December commencement.

Prof. Estroff repeated her call for reliable public transportation and sufficient remote parking.

Qatar: Questions and Concerns

Prof. Laura Janda (Slavic Languages and Literature) said that graduates of the Qatar program would be Carolina alumni and should be made to feel part of the Carolina family.

Prof. Richard Pfaff (History) said that he hoped that members of our faculty who might be teaching in Qatar would feel as secure in opposing policies of its government as he feels in opposing certain of our own government's policies such as capital punishment.

Prof. Bromberg asked what the University knows about the freedom of expression by its faculty in Qatar and what voice we would have in the selection of students there. Would the faculty be muzzled, and would their ideas about the curriculum be limited by being in an Islamic nation? Prof. Estroff said there have been extensive discussions on that point and have been assured that, with the exception of personal, hostile attacks on religion, intellectual freedom will be respected.

Prof. Linda Bowen (Business) asked why the University of Virginia had decided not to accept a similar proposal from Qatar. Chancellor Moeser said that, in the first place UVA was considering a proposal to transplant a version of the entire institution in Qatar, not one degree program in a particular school. Second, the UVA Board of Trustees insisted on certain socially conservative conditions that made the program unacceptable to Qatar. Interestingly, UVA is now engaged in conversations with Bahrain along similar lines.

Mr. Ridley Kessler (Academic Affairs Libraries) asked about the status of female professors in Qatar. Chancellor Moeser said that Qatar is an emirate, regarded by the United States State Department as the most progressive state in the Persian Gulf. There is universal suffrage; women have the right to vote. It is anticipated that 60% of the students in the program will be female. A commitment to academic freedom is a core principle, and is non-negotiable. Chancellor Moeser said the person behind the proposal is a woman, Sheika Mouza. It is her vision to educate her own people, especially young women.

Ms. Elizabeth Chenault (Academic Affairs Libraries) asked what Qatar would bring to the University and the University to Qatar. What is the vision for the Qatar campus and why is the University of North Carolina at Chapel Hill considering the proposal? Prof. Estroff said the Head of the Qatar Foundation wanted a top-10 university quality education in Qatar. After the negotiations with UVA broke down, the Foundation came to UNC. She said that the Foundation's head's vision is that they will develop a regional university of excellence so that the next generation of leaders in that part of the world do not have to go to Europe to be educated. Chancellor Moeser added that the goal is to develop a society that is quite different from Saudi Arabia, Syria, or Egypt, where there are enormous gaps between those in power and an uneducated underclass. The Sheika recognizes that oil is a depleting resource. The

economy and society must be built on values more lasting. She wants to develop a professional class of men and women who can lead an educated culture. She wants Doha to be the educational center of the Gulf.

Prof. Estroff repeated a question of how many students in the program would be from other countries. Chancellor Moeser said the students would be 75% Qatari, and 25% from the other Gulf States.

Prof. Noelle Granger (Cell Biology & Anatomy) asked if the idea for the long-term is that eventually graduates of this school would be their own entity rather than a Chapel Hill entity. Chancellor Moeser said that the program would be producing Bachelor of Science in Business Administration graduates for the foreseeable future. We have no current plans for offering graduate degrees there.

Prof. Bromberg had two linked questions: (1) is Qatari law is based on the Koran or on principles more analogous to what would be considered reasonable in the West, and (2) would University faculty and visitors have diplomatic immunity from arrest and trial by Qatari institutions. Prof. Charles Daye (Law) said that his impression was that the most immediate sanctions for non-citizens was deportation. He said he did not know how that would apply to UNC faculty and visitors.

Prof. Robert Adler (Business) responded that the UNC faculty would not have diplomatic immunity. Qatari law is a mixture of the Koran law and British law. For most transgressions a person would be sent out of the country, but if alcohol was involved that was serious trouble.

Prof. Bromberg said it is important for those who might be going to Qatar to know that they are not exempt from local legal processes. Our ambassador and diplomats have special status. Being subject to Islamic law based on a conservative interpretation of the Koran is a matter for serious concern.

Mr. Kessler asked about the language of instruction and why the Foundation requested a business degree.

Sr. Assoc. Dean Richard Soloway (Arts & Sciences) said the Foundation primarily wants a business degree from Carolina and is negotiating with other universities for other degrees. The language of instruction will be English, which is their second language.

Prof. Bowen asked how the number of students to be admitted was decided. Prof. Estroff said the Foundation provided the numbers. Eventually, enrollment will expand to a total of 175.

Prof. Granger said she found it amazing that biology is not part of the proposed curriculum.

Prof. Soloway responded that the General College curriculum is in preliminary draft form. Biology will likely be added.

Prof. Donald Nonini (Anthropology) asked about support for the program by the society at large: is the proposal coming completely from the top down? How will it affect various levels of society?

Prof. Bernadette Gray-Little (Psychology) said that, partly because the Qatari population is so small, there are really not enough Qatari to staff positions in business, industry, and other walks of life. They have a great need to produce educated people. Prof. Estroff added that the country had a population of 750,000.

Prof. Soloway said he had also asked the question as to how deep the interest goes. The reality is that the initiative for the program comes from the top down, but he knows of no way to measure the extent of interest among the population at large.

Prof. Thomas Shea (Medicine) asked if there was an opportunity for expansion of the curriculum or would there be other universities to provide undergraduate degrees in fields other than business. Prof. Estroff said that at the present time the Qataris are interested in medicine, design, engineering, and business. Chancellor Moeser added that there is an open-ended possibility for expansion in other fields.

Prof. Estroff encouraged the faculty to consider the questions and comments for future discussion. Chancellor Moeser added that there will be a survey through the Office of Institutional Research, and the faculty will have an opportunity to indicate any interest in participating.

Proposal for a Bachelor of Science in Information Science

Dean Joanne Gaird Marshall presented some background for the proposed degree. This was built upon the foundation in the School of Information and Library Science and out of the school's second professional master's program. There is now a dual master's program with the Kenan-Flagler Business School. Others with the School of Public Health and the School of Law are in the works. SILS now has approximately 300 students, 200 in the two professional master's programs, equally divided, and about 70 students in an undergraduate minor. The proposal is based on demonstrated demand for the undergraduate minor. Information science is defined as the study of cognitive, social, technological and organizational roles of information in all its forms. The importance of information science has grown, and will continue to grow as society increases its reliance on creating, storing, transmitting, securing, evaluating and managing information. Recent marketing research has shown that Carolina is not seen as a strong science and technology campus. The new degree program will attract high-quality undergraduate students to Carolina

who would otherwise enroll in a technology program at another institution. Dean Marshall anticipates that the new program will attract financial support from the business community. The degree will not compete with other academic programs on campus. The new degree program will enroll 35 students in the first year and will reach its full complement of 100 in the third year. It will consist of ten courses totaling 30 credit hours. Students will take a set of core courses and a series of three specialty concentration courses. Dean Marshall said the degree program has been under consideration for three years. A request for such a program was made in 1990. A committee was convened in 2000 by Interim Provost Richard Edwards to consider whether efficiencies could be achieved by taking an interdisciplinary approach. The committee found that there was no excess capacity in IT-related courses being offered by other departments and schools that could be used to develop an interdisciplinary program. It was found that existing courses in information technology are already over-subscribed. In response to the 2001 recommendation of that interdisciplinary committee, the original proposal was tabled pending further discussion with the new chancellor and provost. With the encouragement of the administration, the SILS faculty has prepared a much scaled-down version of the original proposal, which is being presented today.

Prof. A. Reid Barbour (English) asked for an explanation of the cognitive aspect of the major. What does it mean to say that students will study the cognitive roles of information in all its forms? Dean Marshall said the degree program is not intended to be purely technological degree, but is to approach the information needs of our society using many of the tools of social science, especially psychology, as well as more technical disciplines.

Prof. Barbara Wildemuth (Information & Library Science) explained that the cognitive dimensions come in a number of the proposed courses in a variety of ways, certainly in the context of human/machine interaction, but also in the course on information architecture in which students will explore how a body of information should be organized so that users can make effective use of it.

Prof. Rachel Willis (American Studies) moved to approve the proposed degree. The motion was seconded.

An unidentified speaker asked how the program will address the needs of business, such as companies located in Research Triangle Park. What do they find lacking in our current degree programs? Dean Marshall replied that high-tech employers value Carolina graduates, but find that our graduates often lack adequate preparation in technological aspects of information science.

Prof. Vincent Kopp (Anesthesiology) asked if this degree program will supersede the exiting minor. Dean Marshall said it would not, but the new program will certainly have implications on the degree of support that can be provided to the minor. There will probably be a reduction in the size of the classes.

Prof. Granger asked if the program could be supported with the current faculty and if there would be any increase in personnel. Dean Marshall said the committee believes that with the reduced size of the program it can be supported with the resources that have been currently allocated to it.

Prof. Pfaff confessed some lack of understanding as to the nature of information science; he supposed that all information must have some content. It that regard, he observed that the faculty's practice in approving new bachelor's programs is that they should have roughly comparable intellectual weight with the majors that already exist. He understood the arguments in support of the vocational aspect of the proposed program but he had not yet heard persuasive arguments directed toward the intellectual weight of the program.

Dean Marshall responded that the field of information science is very interdisciplinary. The academic background of SILS faculty includes computer science, library science, communications studies, and other disciplines. The intellectual depth of the program thus springs from a wide range of disciplines. Furthermore, information science is rapidly emerging as an independent discipline.

Prof. Jan Yopp (Journalism & Mass Communication) asked whether the proposed program has already been presented to the Office of the President for approval and, if so, what role the Council now plays in approving it. Dean Marshall said the committee requested permission to plan in 1999 which was granted. Prof. Yopp asked for elaboration on the differences between the original proposal, which was not endorsed by a special committee appointed to study it, and the proposal now before the Council. Dean Marshall said the committee was encouraged by the senior administration to submit a reduced proposal. The original proposal submitted over a year ago was a more expensive proposal, but the committee feels that it is important to establish this program in some form. She said the committee can't go any further unless the proposal is submitted to see what the response is and if the Chancellor wishes he will submit it to the Office of the President. Sr. Assoc. Provost Gray-Little said that the proposal had been requested by the Chancellor a few years ago. The usual procedure is that after planning permission has been obtained and a degree program proposal developed, the proposal is submitted to the Council for its approval. The proposal has not yet been submitted to the Office of the President.

Prof. Yopp asked if the Council could have access to the full program document before being asked to vote on it. Dean Marshall said she would be happy to place in on the SILS web site. Prof. Yopp preferred to postpone action on the proposal.

Prof. William Smith (Mathematics) said that within the last three years the Office of the President has changed their attitude slightly. When this proposal was first put forward, OP required an explicitly detailed document just to request permission to plan. For that reason, a request to plan looked much like a final document. After permission to plan is obtained, the unit goes back through the formal approval procedures on campus, including Faculty Council approval. The only reason this proposal is before the Council is that SILS does not currently offer a bachelor's degree. Council approval is not final; it simply assures the Chancellor that the proposal has the support of the faculty at large. He thought that some of the confusion may stem from the fact that the earlier document submitted as part of the planning process looks as if the matter is already a *fait accompli*. That is not the case.

Prof. Barbour asked if North Carolina State has a comparable program. Dean Marshall said it does not; Duke has an interdisciplinary program; UNC-Charlotte has a College of Technology within its School of Engineering.

Prof. Janda said it would be a shame to hold the program up for the future. Having been recently heavily involved in a new degree proposal, she appreciated how much work has gone into it.

Prof. Willis complimented the program's recognition of service learning.

Discussion having concluded, the proposal for a Bachelor of Science Degree Program in Information Science was approved.

Annual Report of the Faculty Committee on Research.

Prof. Vincas Steponaitis (Anthropology) reiterated the main points of the Report. Last year, under the leadership of Prof. Bill Glaze and Dean Linda Dykstra, the committee discussed the question of how Carolina's research needs will be addressed in the upcoming capital campaign. The committee identified campus-wide research priorities, and at the end of the process focused on the need for "seed money." A promotional brochure was developed. This year the committee will meet with Vice Chancellor Tony Waldrop and will concentrate on three questions:

- Does the University adequately support all areas of research?
- Should the University develop a campus-wide strategic plan for research, and, if so, how should this articulate with the campus-wide academic plan currently being formulated?
- How will the Horace Williams project articulate with campus-wide research needs (including those outside of "biotech" and the natural sciences)?

Vice Chancellor Waldrop said he was delighted to be back at Carolina, and was visiting around the campus. He said the Chancellor had asked him to become involved with several activities:

- Horace Williams and the Airport
- Interacting faculty between the two campuses—Main Campus and Horace Williams Campus
- Community input—with two members each from the Chapel Hill Town Council and the Carrboro Board of Aldermen included to work with the group.
- A secondary group in cooperation with Vice Chancellor Nancy Sutfenfield the Office of Research Services focused on administration of contracts and grants.
- Interacting with federal agencies and having a larger presence in Washington, D.C.
- Support of interdisciplinary research on the campus and funding coordination
- Research funding
- Technology transfer—space for the faculty

Distinguished Alumnus/Alumna Awards

The Council went into closed session to consider Distinguished Alumnus/Alumna Awards for 2002.

Prof. Townsend Ludington, chair of the Committee on Honorary Degrees and Special Awards, presented five nominees. Each nominee was approved.

Adjournment.

The business of the day having concluded, the Council was adjourned at 4:55 p.m.

Joseph S. Ferrell
Secretary of the Faculty