



*The University of North Carolina at Chapel Hill*

## MEETING OF THE FACULTY COUNCIL

Friday, December 7<sup>th</sup>, 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
DISC	3:00	<i>Call to Order. The Secretary of the Faculty.</i>
DISC	3:00	<i>Chancellor's Remarks and Question Time.</i>
		Chancellor James Moeser invites questions or comments on any topic.
INFO	3:15	<b>Remarks by the Provost.</b>
		Professor Robert Shelton.
INFO	3:25	<b>Remarks by the Chair of the Faculty.</b>
		Professor Sue Estroff invites questions or comments on any topic.
DISC	3:40	<b>Open Discussion of Topics Raised by Faculty Members.</b>
INFO	3:55	<b>Annual Report of the Faculty Committee on University Government.</b>
		Professor Janet Mason, Chair.
INFO	4:00	<b>Annual Report of the Scholarships, Awards, &amp; Student Aid Committee.</b>
		Professor Charles Daye, Chair.
ACT	4:10	<b>Resolution 2001-7A on Information Technology.</b>
		Professor William Balthrop,
		Chair of the Faculty Information Technology Advisory Committee.
INFO	4:20	<b>Annual Report of the Faculty Athletics Committee.</b>
		Professor Stanley Mandel, Chair.
DISC	4:30	<b>Athletics and the Academic Mission of the University.</b>
INFO	4:50	<b>Resolution 2001-9 on Athletics Programs in the A.C.C.</b>
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/](http://www.unc.edu/faculty/faccoun/).

Annual Report of the  
**COMMITTEE ON UNIVERSITY GOVERNMENT**  
for Presentation to the Faculty Council on  
December 7, 2001

**Current Members:**

Joseph S. Ferrell (ex officio)  
Elizabeth Gibson (2003)  
Jean Goeppinger (2002)  
Mike Lienesch (2002)  
Janet Mason (2003), Chair  
James L. Peacock III (2002)  
Vincas P. Steponaitis (2003)  
Thomas Warburton, Jr. (2001)

**Members leaving the committee this year:** William I. Burke

**Meeting Dates:** March 30, 2001; May 18, 2001.

**Annual Report prepared by:** Janet Mason, chair. This report covers the period from January, 2001, to December, 2001.

**Committee charge.** Section 4-19 of the *Faculty Code of University Government* reads as follows:

4-19. **Faculty Committee on University Government.** (a) The committee shall consist of seven members appointed by the chancellor, serving for staggered and renewable terms of three years each. The secretary of the faculty will serve as an ex officio member.

(b) The committee shall be especially concerned with the continuing development, adaptation, and interpretation of The Faculty Code of University Government. Subject to the powers of the University's Board of Governors and president, and of the Board of Trustees and the chancellor of the University of North Carolina at Chapel Hill, the Code represents legislation enacted by the faculty regarding forms of internal organization and procedures at this institution which are deemed necessary for its fair and effective operation.

(c) The committee should periodically review the existing Code and solicit suggestions for its improvement, and should recommend appropriate amendments in the Code for consideration and vote of the General Faculty. As provided under Article I of the Code, it should consider and report on other proposals to amend the Code and shall also periodically make appropriate adjustments of the elective representatives in the Faculty Council. The committee may also consider and report on special questions of University governance which may be referred to it by the chancellor or members of the faculty. The committee shall be especially concerned with maintaining internal forms and procedures of academic administration which reflect principles of democracy and equity, vision and adaptability, and quality and responsibility, toward achieving the intellectual aims of the University.

## Report of activities.

*Resolution Presented and Adopted.* The committee completed its work related to the following resolution, which the General Faculty approved on first reading in April, 2001, and adopted unanimously on September 7, 2001.

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

*Ongoing.* The committee met with the University librarian and chair of the Administrative Board of the Library to discuss possible changes in the *Faculty Code of University Government* relating to the size and distribution of membership of the Administrative Board of the Library, and will develop a proposal on that subject.

The committee has received a request from the chair of the faculty that the committee propose a process whereby a thorough review and revision of the *Faculty Code of University Government* can be accomplished, and will undertake responding to that request.

**CRITICAL QUESTIONS REGARDING  
SCHOLARSHIPS AND STUDENT FINANCIAL AID  
University of North Carolina at Chapel Hill  
Academic year 2000 – 2001**

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

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

**A. Questions Related to Campus Planning:**

1. How much financial aid will be needed under differing enrollment growth scenarios?
2. How will proposed changes in tuition policy, or subsequent tuition increases, impact the need for additional grant aid?
3. Which types and amounts of aid most effectively influence students to enroll in, persist, and graduate from Carolina?
4. What impact does Carolina's offer of financial aid have on the University's efforts to recruit students of color and first generation college students?
5. What impact does Carolina's offer of academic scholarships and graduate awards have on the University's effort to recruit the highest achieving students?
6. What is the cumulative indebtedness for Carolina's graduating undergraduates, and for graduate and professional students completing programs at the University?
7. How much can undergraduate, graduate, and professional students reasonably be expected to borrow?

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

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

SAO:070101

**FINAL**

**2000-01 SCHOLARSHIP AND FINANCIAL AID AWARDS  
OFFICE OF SCHOLARSHIPS AND STUDENT AID  
The University of North Carolina at Chapel Hill**

*This report is a summary of all aid reported to or distributed by the Office of Scholarships and Student Aid  
to enrolled undergraduate, graduate, and professional students from July 1, 2000 to June 30, 2001.*

<u>Scholarships/Awards</u>		Number of Awards	Amount
<b>AWARDS FROM UNIVERSITY-CONTROLLED SOURCES</b>			
<b>University Funds</b>			
Johnston Award Programs (Need-Based)		6,463	\$21,483,847
		247	\$983,186
Other Distinguished Scholarships (Need-Based)		135	\$547,141
Whitehead Scholarships (Need-Based)		113	\$179,986
<b>Academic Undergraduate Scholarships (Non-Need-Based)</b>			
College Fellows Awards		335	\$1,888,430
Joseph T. Pogue Scholarship		29	72,500
Carolina Scholars Awards		77	517,505
William R. Davie Scholarships		99	781,500
Herbert W. Jackson Scholarships		80	313,425
Other Academic Scholarships		15	36,250
		35	167,250
<b>General Undergraduate Scholarships (Need-Based)</b>			
Escheats Scholarships		2,935	\$4,294,118
Minority Presence Scholarships		192	202,460
North Carolina Scholarships		83	133,402
Student Stores Scholarships		420	604,734
University Trademark Scholarships		83	125,178
Employee-Dependent Scholarships		495	1,088,757
Other General Scholarships		11	28,671
		1,651	2,110,916
<b>Restricted Scholarships (Non-Need-Based)</b>			
		68	\$339,023
<b>Departmental Undergrad Scholarships (Non-Need-Based)</b>			
Art		321	\$388,449
Business Administration		13	9,411
Chemistry		55	133,710
Drama		12	12,600
Education		27	19,800
History		35	22,768
Journalism		3	2,770
Leisure Studies		66	86,075
Mathematics		3	3,800
Music		1	4,500
Nursing		94	79,265
Speech		12	13,750
		0	0

**Graduate and Professional School Scholarships**

Dentistry	795	\$1,667,745
Journalism	28	95,453
Law	9	18,540
Medicine	131	448,765
Minority Presence Graduate Scholarships	486	890,675
Nutrition	35	29,522
Occupational Therapy	0	0
Pharmacy	0	0
Physical Therapy	104	181,890
Public Health	1	2,400
Social Work	0	0
Student Counseling	1	500
	0	0

**Graduate Awards**

Graduate Fellowship	617	\$5,361,239
Graduate Scholarship/Grant	244	2,690,839
Graduate Traineeship	11	39,100
Graduate Tuition & Fee Payment	84	652,213
	278	1,979,087

**Tuition/Remission/Waivers**

Employee Tuition/Fee Waiver	897	\$5,834,530
Graduate Tuition Remission	836	5,780,143
Military Tuition Benefit	0	0
Partial Tuition Reduction	61	54,387

**Federal Funds****Health Professional Scholarships**

Dental Scholarships	8	\$46,852
Public Health and Medical	8	46,852
	0	0

**Total Scholarships/Awards**

6,471	\$21,530,699
-------	--------------

**Grants****University Funds**

Native American Grants	7,854	\$10,235,182
Tuition Enhancement Grants	42	122,337
Athletic Grant-In-Aid	7,341	5,301,360
Student Stores (see Joseph T. Pogue and General Undergraduate Scholarships)	471	4,811,485

**State Funds**

N. C. Student Incentive Grant	664	\$694,899
Other State Grants	244	144,845
	420	550,054

**Federal Funds**

Pell Grants	2,922	\$5,026,506
Supplemental Grants	1,923	4,061,861
	999	964,645

<b>Total Grants</b>	<b>11,440</b>	<b>\$15,956,587</b>
---------------------	---------------	---------------------

Work-Study

Federal Work-Study (Need-Based)	776	1,661,195
America Reads Work Study Jobs	49	85,591
Community Service Jobs	28	55,327
Graduate Assistants	42	329,502
On-Campus Jobs	657	1,190,775

<b>Total Work-Study</b>	<b>776</b>	<b>\$1,661,195</b>
-------------------------	------------	--------------------

Loans

University Funds	127	\$158,777
Federal Funds		
Perkins Loans (Need-Based)	1,491	\$3,381,468
Health Professions Student Loans	1,460	3,226,582
	31	154,886
	16	111,593
Dentistry		
Medicine		
Pharmacy	15	43,293

<b>Total Loans</b>	<b>1,618</b>	<b>\$3,540,245</b>
--------------------	--------------	--------------------

<b>TOTAL AWARDS FROM UNIVERSITY-CONTROLLED SOURCES</b>		<b>\$42,688,726</b>
--	--	---------------------

**AWARDS FROM OUTSIDE SOURCES**

Scholarships

Recognition Scholarships	364	\$530,800
National Merit Scholarships	353	508,800
National Achievement Scholarships	11	22,000

State Scholarships	393	\$2,560,414
N. C. Teaching Fellows Awards	217	1,312,300
N. C. Nurse Scholarships	96	453,500
Other State Scholarships	80	794,614

Various Sponsored Scholarships	2,862	\$4,351,514
Foundation Scholarships	353	\$3,852,250

<b>Total Scholarships</b>	<b>3,972</b>	<b>\$11,294,978</b>
---------------------------	--------------	---------------------



Loans

**Federal Family Educational Loans**

Parent Loans (PLUS) - (Non-Need-Based)	11,692	\$67,538,124
Subsidized Stafford Loans (Need-Based)	719	5,181,819
Unsubsidized Stafford Loans (Non-Need-Based)	5,847	30,229,037
	5,126	32,127,268

**Other Loans**

N.C. Health, Science, Math Loans	667	\$6,564,752
N.C. Nurse Education Scholarship/Loan	72	366,703
N.C. Principal Fellows Award	7	14,980
N.C. Professional Teachers Scholarship/Loan	24	470,000
Other Educational Loans	32	78,750
Private Foundation Loans	6	38,068
	526	5,596,251

<b>Total Loans</b>	<b>12,359</b>	<b>\$74,102,876</b>
--------------------	---------------	---------------------

<b>TOTAL AWARDS FROM OUTSIDE SOURCES</b>	<b>\$85,397,854</b>
--	---------------------

<b>TOTAL FUNDS AWARDED OR DISTRIBUTED BY THE OFFICE OF SCHOLARSHIPS AND STUDENT AID</b>	<b>\$128,086,580</b>
---	----------------------

December 7, 2001

## **Faculty Athletics Committee**

(Elected Committee)

### **Annual Report**

Final Copy

**Members:** Stanley Mandel (chair), Carol Arnosti, Lissa Broome, Nicholas Didow, Jack Evans (ACC rep-ex officio), Henry T. Frierson, Garland Hershey, Celia Hooper, James Murphy, Terry Rhodes, Judy White, and Leo Zorn.

**Meetings:** January 2001-November 2001. The committee held monthly meetings during the 2000-2001 academic year. This report constitutes the activities for the months of January 2001 through November 2001 for a total of seven meetings.

**Report Prepared by:** Stanley Mandel (Chair, 2001-2002), based on minutes and approved by the committee.

**Committee Charge:** "The Faculty Athletics Committee is concerned with informing the faculty and advising the chancellor on any aspect of athletics, including, but not limited to, the academic experience for varsity athletics, athletic opportunities for members of the University committee, and the general conduct and operation of the University's athletic program" (Faculty Code §4-7(a).

### **Committee Charge and Functions:**

In a brief discussion, the history and role of the committee were reviewed. The membership includes ten elected members of the faculty serving staggered five-year terms. In addition, the faculty athletics representative if not already an elective member, is an ex-officio member of the committee. The committee discussed issues that they felt would be important to its work which include academic integrity, sportsmanship, and title nine compliance. The committee felt it did not and should not have a role in the operational decisions within the Athletic Department. The major charge for the committee is to work in a way so as to protect the excellent reputation that our athletic program enjoys.

Subcommittees were established to take primary responsibility for issues as decided in the first meeting of the year. Committee members provided advice that was sought and used by the Chancellor and the Athletics Department. Chancellor Moeser attended meetings as his schedule permitted. Athletics Director Baddour and/or other members of the Athletics Department were also in attendance. Committee members served on various Athletics Department Committees, including the Advisory Board to the Academic Support Center and the committee, chaired by Professor Richard Edwards, which was responsible for conducting the interim certification study required by the NCAA.

## **Report of Discussions:**

### **Academic Performance of Student-Athletes**

Included as an Appendix to this report is a table for the cohort of students entering the University in 1996 which summarizes their academic status as of the Fall of 2001. The data are for men and women, athletes and non-athletes, and they include four categories of students: currently enrolled, graduated, suspended, or withdrawn from the University. These latter two categories have the following meanings: "suspended" means those individuals who left the university not eligible to continue, and "withdrawn" means individuals who left the university eligible to continue. In addition, these data are for all participating student-athletes, not just those receiving athletic scholarships.

Generally, as in the past, women student-athletes have been graduating at higher rates than women non-athletes. It has been noted that the graduation percentage for the 1990

cohort now exceeds 70% level and that the percentage for the 1992 cohort is approaching that level. The levels of graduation achieved through the spring semester of 2001 for male athletes in the 1995 and 1996 cohorts are lower than the level that they are likely to reach ultimately. This is partly explained by the effect of the large size of the football squad and the related fact that football players usually take five to five and a half years to complete their academic work. However, transfers and other departures that have already occurred for these cohorts already exceed 30%. Thus, achieving a graduation percentage exceeding 70% will be dependent upon some re-enrollment in these cohorts. Meetings to include representatives from the Athletics Department, the Academic Support Center, and Academic Information Services have been scheduled to review the definitions and process that are now in use for the creation, monitoring, and reporting of these data.

### **Survey answers by, and exit interviews with, graduating senior student-athletes.**

The Committee and the Athletics Department ask all graduating student-athletes to fill out a detailed questionnaire, prepared by the Committee, covering many aspects of their experience at UNC-CH. In addition, Committee members participate, along with personnel from the Athletics Department and the Academic Support Center, in exit interviews with groups of graduating student-athletes. Looking at these responses, the

committee hopes to obtain an accurate portrayal of how student-athletes view their experience at UNC-CH. Overall, both surveys and the exit interviews reveal that student-athletes have very positive views of their experience at UNC-CH as both students and athletes.

The following are key points extracted from the exit interviews:

- strong emphasis on academics by student-athletes and the coaches
- generally favorable opinion of the Academic Support Center
- Steele Building services not as strong as those of the Academic Support Center
- some issues that exist with the ability to concentrate on studies during team travel

- rigors of practice will also affect ability to concentrate on studies
- fair treatment by faculty, not any special favors, no detrimental treatment
- racial relations among student-athletes are perceived to be better than they are in campus community as a whole
- the estimated GPA in response to the survey was between 2.5 and 3.5
- approximately 15% of respondents have clearly experienced difficulty with registration to an extent that it affected their choice of major
- approximately 38% of respondents reported having difficulty registering for as many as three or more courses
- a majority of the respondents (78%) do not expect to be professional athletes
- generally, respondents reported feeling well prepared to enter into their careers
- some views were expressed that advising occasionally seemed to emphasize maintaining eligibility over progress towards a degree
- pressures to participate in practices were expressed in the phrase "maximum becomes the minimum," meaning that the maximum allowed can easily become the minimum expected.
- concerns were expressed about fatigue from practice including difficulty concentrating on studies

Since interviewing seniors might have the effect of producing old information because student-athletes reported on experiences that are two years old, the committee will review the format of the exit interviews and the questionnaires to provide additional questions and possible revisions to the survey process.

### **Registration Issue**

In this regard information reveals that within the Atlantic Coast Conference UNC-Chapel Hill is alone (with the possible exception of Georgia Tech, for which data were not available) in not providing priority registration for student-athletes. Interviews with graduating student-athletes have identified concerns of difficulty student-athletes have encountered in registering for courses. Many felt it would be desirable that student-athletes not be placed in a disadvantaged position in the registration process because of the fact that they have chosen to participate in athletics. Many felt it was possible that courses required for a particular major could involve so many conflicts with practice and competition that the student athlete might choose a different major. The faculty committee does not support blanket priority in registration for student-athletes. The consensus is that some form of compensatory relief should be found and implemented for individual situations. Simultaneously, the committee recognized that other groups of students that are not within the purview of the Faculty Athletics Committee may also

deserve similar consideration. The sense of the committee was that it is desirable to explore two related sets of issues: 1) What are the groups of students that perform services for the University and who, as a result, are disadvantaged during registration. 2) What types of compensatory registration privileges might be considered for students whose service for the University prevents them from registering for classes on the same basis as do other students who are not performing these services. Although this topic has emerged from exit interviews with student-athletes, the committee feels it is desirable for the topic to be pursued from the more general perspective indicated above and by a group that has an appropriately broad perspective of academic issues. The committee has drafted a summary letter of these thoughts for review and discussion.

### **Knight Commission Report**

President Emeritus Friday and Mr. Doug Dibbert, Executive Director of the General Alumni Association, were invited to present their views as outlined in the Knight Commission Report. The Knight Commission Report was distributed to all members of the committee who thoroughly reviewed its content. General discussion of the committee was supportive of the concepts in the report, but noted that competitive pressures make it difficult for individual institutions to decide to "disarm unilaterally". In the current environment, acts at the level of conferences were felt to be more likely to accomplish things rather than actions individual institutions. The resolution of the PAC-10 Conference was distributed for the information of the committee. It will be discussed at future meetings.

### **Sportsmanship**

Mr. Steve Kirschner, Sports Information Director, has been invited to the December meeting. Issues of sportsmanship will be one of the topics that will be addressed by the committee in forthcoming months.

**Subcommittees of the Faculty Committee on Athletics for major areas will be addressed in forthcoming months.**

- Sportsmanship
- Exit interviews and improvement to the survey
- Academic support for student athletes
- Title IX issues

### **In conclusion:**

The committee felt that the Athletic Department continues to do an excellent job of examining the issues related to the quality of life for the student athlete. Furthermore, there is clear evidence that there is a sincere commitment to continue an appropriate balance between the academic and athletic needs of the University of North Carolina at Chapel Hill.



*The University of North Carolina at Chapel Hill*

## **Resolution 2001-7A on Information Technology**

BE IT RESOLVED:

The Faculty Council...

1. Calls upon the Executive Vice Chancellor and Provost to revise, or create, University statement(s) regarding teaching such that the University promotes both excellence and innovation in teaching, which may include the use of information and communication technology.
2. Calls upon the Executive Vice Chancellor and Provost to establish an Information Technology Strategic Planning Council with substantial faculty representation which will, in collaboration with Faculty Council, develop a strategic plan for information and communication technology covering policy, infrastructure, application, adoption, and fund-raising priorities.
3. Calls upon the Executive Vice Chancellor and Provost, in consultation with the Information Technology Strategic Planning Council and FITAC, to continue the successful faculty summer workshops and grants that promote excellence in teaching and learning through innovative applications of information technology.



*The University of North Carolina at Chapel Hill*

## **Resolution 2001-9 on Athletics Programs in the A.C.C.**

**BE IT RESOLVED:**

The Faculty Council...

1. Urges the presidents and chancellors of the A.C.C. universities to begin serious discussions aimed at moderating the exponential growth and commercialization of athletics programs in the A.C.C.
2. Urges the presidents and chancellors of the A.C.C. universities to set as a first priority for the A.C.C. the development of an appropriate strategy to implement the recommendations of the 2001 report of the Knight Commission.

## Excerpts from

# *A Call to Action: Reconnecting College Sports and Higher Education,* a report of the Knight Commission.

[http://www.ncaa.org/databases/knight\\_commission/2001\\_report/](http://www.ncaa.org/databases/knight_commission/2001_report/)

In 1989, as a decade of highly visible scandals in college sports drew to a close, the trustees of the John S. and James L. Knight Foundation were concerned that athletics abuses threatened the very integrity of higher education. In October of that year, they created a Commission on Intercollegiate Athletics and directed it to propose a reform agenda for college sports...

...The Knight Foundation Commission on Intercollegiate Athletics met repeatedly over a period of five years and produced three reports that helped channel the head of steam building up behind college sports reform in the 1990s...

...The report that follows presents the Commission's findings from a series of meetings in 2000 and 2001...

...The Commission understands that collective action is key to overcoming the dynamic of the athletics arms race. No single college or university can afford to act unilaterally, nor can one conference act alone. But a determined and focused group of presidents acting together can transform the world of intercollegiate athletics. Just as Archimedes was convinced he could move the world with the right fulcrum for his lever, presidents from a group of powerful conferences could, in collaboration with the NCAA, create the critical mass needed to bring about the fundamental changes this Commission deems essential.

In its earlier reports, the Commission defined a "one-plus-three" model, with the "one" - presidential control - directed toward the "three" - academic integrity, financial integrity, and certification. The Commission here proposes a new "one-plus-three" model for these new times - with the "one," a Coalition of Presidents, directed toward an agenda of academic reform, de-escalation of the athletics arms race, and de-emphasis of the commercialization of intercollegiate athletics. The Coalition of Presidents' goal must be nothing less than the restoration of athletics as a healthy and integral part of the academic enterprise.

The creation of the Coalition is the first order of business, but its creation will be no panacea in and of itself. Given the enormous scope of this reform effort, the Commission recognizes that change will have to be accomplished in a series of steps over time. As in its earlier reports, the Commission feels no obligation to rewrite the NCAA Manual or propose solutions to every problem on campus. Starting from the broad principle that athletic departments and athletes should be held to the same standards, rules, policies and practices that apply elsewhere in their institutions, the Commission makes the following recommendations for the Coalition's agenda:



**Academics.** Our key point is that students who participate in athletics deserve the same rights and responsibilities as all other students. Within that broad framework, the Coalition should focus on the following recommendations:

- Athletes should be mainstreamed through the same academic processes as other students. These specifically include criteria for admission, academic support services, choice of major, and requirements governing satisfactory progress toward a degree.
- Graduation rates must improve. By 2007, teams that do not graduate at least 50 percent of their players should not be eligible for conference championships or for postseason play.
- Scholarships should be tied to specific athletes until they (or their entering class) graduate.
- The length of playing, practice and postseasons must be reduced both to afford athletes a realistic opportunity to complete their degrees and to enhance the quality of their collegiate experiences.
- The NBA and the NFL should be encouraged to develop minor leagues so that athletes not interested in undergraduate study are provided an alternative route to professional careers.

These recommendations are not new. What is novel is the Commission's insistence that a new and independent structure is needed to pursue these proposals aggressively.

**The Arms Race.** The central point with regard to expenditures is the need to insist that athletic departments' budgets be subject to the same institutional oversight and direct control as other university departments. The Coalition should work to:

- Reduce expenditures in big-time sports such as football and basketball. This includes a reduction in the total number of scholarships that may be awarded in Division I-A football.
- Ensure that the legitimate and long-overdue need to support women's athletic programs and comply with Title IX is not used as an excuse for soaring costs while expenses in big-time sports are unchecked.
- Consider coaches' compensation in the context of the academic institutions that employ them. Coaches' jobs should be primarily to educate young people. Their compensation should be brought into line with prevailing norms across the institution.
- Require that agreements for coaches' outside income be negotiated with institutions, not individual coaches. Outside income should be apportioned in the context of an overriding reality: Advertisers are buying the institution's reputation no less than the coaches'.
- Revise the plan for distribution of revenue from the NCAA contract with CBS for broadcasting rights to the Division I men's basketball championship. No such revenue should be distributed based on commercial values such as winning and losing. Instead, the revenue distribution plan should reflect values centered on improving academic performance, enhancing athletes' collegiate experiences, and achieving gender equity.

Again, the recommendations put forth here have been heard before. The Coalition offers a chance to make progress on them at long last.

**Commercialization.** The fundamental issue is easy to state: Colleges and universities must take control of athletics programs back from television and other corporate interests. In this regard, the Coalition should:

- Insist that institutions alone should determine when games are played, how they are broadcast, and which companies are permitted to use their athletics contests as advertising vehicles.
- Encourage institutions to reconsider all sports-related commercial contracts against the backdrop of traditional academic values.
- Work to minimize commercial intrusions in arenas and stadiums so as to maintain institutional control of campus identity.
- Prohibit athletes from being exploited as advertising vehicles. Uniforms and other apparel should not bear corporate trademarks or the logos of manufacturers or game sponsors.
- Other athletic equipment should bear only the manufacturer's normal label or trademark.
- Support federal legislation to ban legal gambling on college sports in the state of Nevada and encourage college presidents to address illegal gambling on their campuses.

The Commission is not naive. It understands that its recommendations governing expenditures and commercialization may well be difficult to accept, even among academics and members of the public deeply disturbed by reports of academic misconduct in athletics programs. The reality is that many severe critics of intercollegiate athletics accept at face value the arguments about the financial exigencies of college sports. In the face of these arguments, they conclude that little can be done to rein in the arms race or to curb the rampant excesses of the market.

Nothing could be further from the truth. The athletics arms race continues only on the strength of the widespread belief that nothing can be done about it. Expenditures roar out of control only because administrators have become more concerned with financing what is in place than rethinking what they are doing. And the market is able to invade the academy both because it is eager to do so and because overloaded administrators rarely take the time to think about the consequences. The Coalition of Presidents can rethink the operational dynamics of intercollegiate athletics, prescribe what needs to be done, and help define the consequences of continuing business as usual.

Data on Academic Progress:

Fall 2001

Cohort

1984

Number (Original)	Enrolled (Currently)	Graduated	Suspended	Withdrawn	Cum GPA (Enrolled only)	* GPA for single student omitted to preserve anonymity
100	0	83	10	7		
	0.0	83.0	10.0	7.0		
1218	1	982	115	120		*
	0.8	80.6	9.4	9.9		
Athletes	%	Non-Athletes	%	Men		
50		43		3		
	0.0	86.0		6.0		
2017	0	1612	178	227		
	0.0	79.9	8.8	11.3		
Athletes	%	Non-Athletes	%	Women		

Cohort

1985

Number (Original)	Enrolled (Currently)	Graduated	Suspended	Withdrawn	Cum GPA (Enrolled only)	* GPA for single student omitted to preserve anonymity
105	0	83	8	14		
	0.0	79.1	7.6	13.3		*
1202	1	1022	105	74		
	0.1	85.0	8.7	6.2		
Athletes	%	Non-Athletes	%	Men		
55		53		2		
	0.0	96.4		3.6		
1968	4	1621	129	214		2.47
	0.2	82.4	6.6	10.9		
Athletes	%	Non-Athletes	%	Women		

Data on Academic Progress: Fall 2001

Cohort

1986

Number (Original)	Enrolled (Currently)	Graduated	Suspended	Withdrawn	Cum GPA (Enrolled only)
115	0	90	14	11	
Athletes	0.0	78.3	12.2	9.6	
Men	2	1037	97	78	2.15
Non-Athletes	1214	85.4	8.0	6.4	
%					
115	0	90	14	11	
Athletes	0.0	78.3	12.2	9.6	
Men	2	1037	97	78	2.15
Non-Athletes	1214	85.4	8.0	6.4	
%					
60	0	50	6	4	
Athletes	0.0	83.3	10.0	6.7	
Women	4	1621	108	181	2.44
Non-Athletes	1914	84.7	5.6	9.5	
%					

Cohort

1987

Number (Original)	Enrolled (Currently)	Graduated	Suspended	Withdrawn	Cum GPA (Enrolled only)
109	1	88	8	12	
Athletes	0.9	80.7	7.3	11.0	
Men	1	1026	63	92	
Non-Athletes	1182	86.8	5.3	7.8	
%					
109	1	88	8	12	
Athletes	0.9	80.7	7.3	11.0	
Men	1	1026	63	92	
Non-Athletes	1182	86.8	5.3	7.8	
%					
71	0	63	2	6	
Athletes	0.0	88.7	2.8	8.5	
Women	0	1566	67	164	
Non-Athletes	1797	87.2	3.7	9.1	
%					

\* GPA for single student omitted to preserve anonymity

Cohort

1988

Athletes	%	Non-Athletes	%
117		1237	
0	0.0	1	0.1
100	85.5	1093	88.4
4	3.4	64	5.2
13	11.1	79	6.4
* GPA for single student omitted to preserve anonymity			
Withdrawn			
Suspended			
Graduated			
Enrolled (Currently)			
Number (Original)			
Cum GPA (Enrolled only)			
* GPA for single student omitted to preserve anonymity			

Cohort

1989

Athletes	%	Non-Athletes	%
115		1193	
0	0.0	1	0.1
93	80.9	1030	86.3
12	10.4	55	4.6
10	8.7	107	9.0
* GPA for single student omitted to preserve anonymity			
Withdrawn			
Suspended			
Graduated			
Enrolled (Currently)			
Number (Original)			
Cum GPA (Enrolled only)			
* GPA for single student omitted to preserve anonymity			

Athletes	%	Non-Athletes	%
69		1872	
0	0.0	3	0.2
61	88.4	1641	87.7
2	2.9	92	4.9
6	8.7	136	7.3
2.12			

Athletes	%	Non-Athletes	%
56		1829	
0	0.0	2	0.1
48	85.7	1601	87.5
3	5.4	72	3.9
5	8.9	154	8.4
1.86			

Data on Academic Progress: Fall 2001

Cohort

1990

Number (Original)	Enrolled (Currently)	Graduated	Suspended	Withdrawn	Cum GPA (Enrolled only)
114	2	81	12	19	2.12
Athletes	1.8	71.1	10.5	16.7	
Men					
Non-Athletes	0	1016	71	97	
%	0.0	85.8	6.0	8.2	
1184					
Non-Athletes					
%					
79	0	67	3	9	
Athletes	0.0	84.8	3.8	11.4	
Women					
Non-Athletes	7	1606	75	192	
%	0.4	85.4	4.0	10.2	
1880					
Non-Athletes					
%					
2.40					

Cohort

1991

Number (Original)	Enrolled (Currently)	Graduated	Suspended	Withdrawn	Cum GPA (Enrolled only)
105	0	78	15	12	
Athletes	0.0	74.3	14.3	11.4	
Men					
Non-Athletes	3	952	49	91	
%	0.3	86.9	4.5	8.3	
1095					
Non-Athletes					
%					
82	0	74	2	6	
Athletes	0.0	90.2	2.4	7.3	
Women					
Non-Athletes	8	1629	70	160	
%	0.4	87.3	3.8	8.6	
1867					
Non-Athletes					
%					
2.61					

**Fall 2001**

Cohort	1992	Men			
	Athletes	%	Non-Athletes	%	
Number (Original)	103		1145		
Enrolled (Currently)	0		5		0.4
Graduated	70		967		84.5
Suspended	14		52		4.5
Withdrawn	19		121		10.6
Cum GPA (Enrolled only)					2.16

Athletes	%	Women	%
72	1984		
0	0.0	11	0.6
64	88.9	1598	84.4
2	2.8	55	2.9
6	8.3	230	12.1
			2.09

Cohort	1993
Number (Original)	114
Enrolled (Currently)	1
Graduated	91
Suspended	9
Withdrawn	13
* GPA for single student omitted to preserve anonymity	*
	1.85
	111
	67
	996
	84.6
	0.3
	1178
Men	%
Non-Athletes	%
Athletes	%

Athletes	Women	Non-Athletes	%
67	2009	10	0.5
61	91.0	1675	83.4
0	0.0	73	3.6
6	9.0	251	12.5
			2.41

Data on Academic Progress: Fall 2001

Cohort

1994

Athletes	Men	Non-Athletes	%
116	1292	11.3	2.11
0	22	1.7	
84	1027	79.5	
16	97	7.5	
16	146	11.3	
16			
13.8			
13.8			
72.4			
0.0			
2.49			
1.0			
67.3			
939			
81.7			
1.9			
22			
1150			
104			
1			
70			
16			
17			
16.4			
134			
11.7			
4.8			
55			
15.4			
16.4			
2.49			
11.7			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			
3.7			
82.4			
2.0			
38			
1571			
71			
226			
2.84			
10.8			
1.2			
88.0			
0.0			
0			
73			
1			
9			
83			
1906			
11.9			



**Fall 2001**

9661

Athletes	107	4	3.7	71	1965
	90	2	1.9	79	
	11	10.3	204	10.4	
2.50					2.70
Women					
Non-Athletes					
%					
%					



*The University of North Carolina at Chapel Hill*

## **MINUTES OF THE FACULTY COUNCIL**

### **December 7, 2001, 3:00 P.M.**

#### **Attendance**

Present (62): Admiora, Adler, Allison, Ammerman, Bollen, Bouldin, Boxill, Bynum, Cairns, Carelli, Chenault, Clegg, Colindres, Cotton, Crawford-Brown, Daye, D'Cruz, Elter, Elvers, Files, Fishell, Foley, Fowler, George, Henry, Janda, Kagarise, Kessler, Klervik, Kopp, Kupper, Lubker, Malizia, McCormick, McGraw, A. Molina, P. Molina, Moran, Nonini, Orthner, Otey, Pfaff, Pisano, Poole, Raasch, Reinert, Robinson, Rowan, Sams, Schauer, Sigurdsson, Slatt, J. Smith, W. Smith, Sueta, Tresolini, Tulloch, Vaughn, Wallace, Walsh, Waters, Willis.

Excused absences (20): Bowen, Drake, Granger, Kalleberg, Langbauer, LeFebvre, Meece, Metzguer, Nelson, Owen, Raab-Traub, Rao, Retsch-Bogart, Shea, Straughan, Strauss, Tauchen, Watson, Williams, Yopp.

Unexcused absences (4): Barbour, Bromberg, Giliand, McQueen.

#### **Call to Order**

Prof. Joseph Ferrell, Secretary of the Faculty, called the meeting to order and announced that Chancellor Moeser was in London. He called upon Executive Vice Chancellor and Provost Robert Shelton for opening remarks.

#### **Provost's Remarks**

*Athletics.* The Atlantic Coast Conference presidents and chancellors have already begun the process of implementing some of the recommendations of the Knight Commission. Specifically, the ACC has suggested that the NCAA establish a floor of academic achievement necessary for teams to participate in post-season play, on the condition that the current graduation rate definition be amended to include an assessment of the status of satisfactory progress toward a degree by current members of athletic teams.

*Qatar.* A special seminar series for students to learn more about the proposal has been launched. It is being led by Prof. Robert Adler of the Kenan-Flagler Business School and Prof. Holden Thorp of the Department of Chemistry. The packet of material prepared is extraordinarily well done. Student Body President Justin Young reports that there is strong student participation and that quality of discussion is very high.

The Chancellor is talking with officials of the Qatar Foundation in London this week. This is the next step in negotiations and is a good chance for a face-to-face opportunity on neutral ground. Provost Shelton said he thinks it highly unlikely that any decision would be reached at this meeting, but that it is hoped that a decision can be reached by the end of this calendar year.

*Budget.* Provost Shelton discussed the budget cuts. He recalled that at the November Council meeting, the chancellor had reported that President Broad's meeting with Governor Easley resulted in an agreement that the average non-recurring reversion in the University System would be 2.7%, rather than the 4% reversion required of many State agencies. He noted that this one-time, non-recurring reversion comes on top of permanent cuts mandated by the General Assembly. He said the deans and vice chancellors are acting to minimize the negative impact of the collective cuts on the academic mission. One guiding principle has been to provide as much flexibility to unit managers as possible. The 2.7% rate is a negotiated reduction that could change depending upon the State's economic situation. Some campuses are holding back 4%, rather than 2.7%, just in case. The permanent cut was \$10 million and the non-recurring cut adds another \$10 million.

*Tuition.* Provost Shelton discussed campus-based tuition increases for the past two years. Last September Chancellor Moeser mentioned the need for a regular, updated tuition plan. The University has the flexibility to do this, but the authority rests with the Board of Trustees, and it is the administration's responsibility to bring before the Board a systematic, coherent plan that will allow students and their families to organize and plan out their four or five years of undergraduate time at UNC. Provost Shelton said that last month he presented to the Board of Trustees a series of data trying to put into context tuition at Carolina. The context has many dimensions, including assessment of students' ability to pay. The Board instructed Provost Shelton to develop a proposal or proposals for their next meeting on January 24, 2002. This deadline is critical because the Board of Trustees has to relay this information to the Board of Governors. In response Provost Shelton said he had now appointed a 15-member committee, with leaders from the student government, faculty, administrators, and trustees. He said that joining him as co-chair is Justin Young, Student Body President, and the faculty representatives are Prof. James Jorgenson (Chemistry), Prof. William Maixner (Dentistry), Prof. Rachel Rosenfeld (Sociology), and Prof. Stephen Weiss (Computer Science). Provost Shelton has charged the committee to consider the philosophy by which tuition is set at UNC and to determine the uses to which tuition increases are put, before turning to dollar amounts. He hopes for several options. The need is to consider the ability to attract and retain the very best faculty and to improve the faculty/student ratio which now stands at 21 to 1 for undergraduate instruction. The traditional goal is 15 to 1. The fundamental question is how to garner discretionary resources to accomplish these goals. Provost Shelton said that Prof. Sue Estroff, Chair of the Faculty, has discussed with the Trustees and with him the faculty's sensitivity about tying any future tuition increases solely to faculty salaries. The Trustees realize the importance of that concern.

Provost Shelton said in the two years previous, 65% of the tuition increases went to faculty salaries, yielding an average faculty salary increase of about 3.4%, on top of money the State gave two raises ago of about 4.2%. This gave the University a chance to close some gaps with peer salaries. For this year, the State-funded \$625 salary increase and the \$325 tuition increase yielded about 3.4% after taking out 35% to hold for those students eligible for financial aid.

### **Chair of the Faculty's Remarks**

*Academic calendar.* Prof. Estroff reported that the Faculty Assembly adopted a Resolution on the Academic Calendar introduced by our delegation as directed by Council Resolution 2001-4. There have been promising signals from the Office of the President about accepting the faculty's view of the matter.

*Qatar.* There was a meeting on November 16 of the General Faculty for the express purpose of discussing an undergraduate program in Qatar. A resolution endorsing the program was approved by a vote of 44 to 25 with 9 voting "undecided." Prof. Estroff said she interpreted this vote as a vote to "proceed with caution, but be prepared to stop." She said it was heartening to see this complicated circumstance turn into a valuable learning exercise. She encouraged continued discussion.

*Faculty salaries.* She said the Legislature had finally adjourned, and the question of faculty raises could have been much worse. That, however, is little solace for a campus that has its highest undergraduate enrollment ever (which adversely affects faculty/student ratios), whose students are frustrated at being closed out of course sections, and that is experiencing teaching-support staff reductions. Prof. Estroff said she wanted to make sure that the faculty understands her plea to the Board of Trustees. She said she asked them to consider tuition increases for a broader category of educational resources including, but not limited, to salaries. She said our students deserve the education they came to Carolina to receive and the faculty and staff deserve to be compensated in relation to their qualifications and performance. She added that the students and families deserved some sense of when, and how much, their tuition might increase during their tenure at the University.

*Parking.* Parking continues to be a problem, and the students are upset about the potential loss of parking near their dormitories. Prof. Estroff continues to have discussions with Justin Young, Student Body President, on the unavoidably contentious matter. She asked the faculty to take into consideration some of the concerns expressed by the students, and try to identify areas in which the faculty would be willing to share in addressing the problem.

*FIAC Resolution.* Prof. Estroff said it was her hope that the Council will adopt Resolution 2001-7A on today's agenda. The Faculty Information Technology Advisory Committee has revised its previous resolution (res. 2001-7) in response to the concerns expressed at the November Council meeting.

*Faculty Code revision.* Prof. Estroff has asked the Committee on University Government to develop a process for a thorough-going review, and possible revision, of the Faculty Code. She and Prof. Ferrell plan to meet with the committee soon to outline the task. She added that volunteers are welcome.

*Gender equity.* The issue of gender equity in salaries has begun to come to the fore. Provost Shelton and Sr. Assoc. Provost Bernadette Gray-Little are taking this quite seriously and are taking a good long look at the issue.

*Athletics.* Prof. Estroff said the University has a long history of struggle and debate over the proper balance between healthy competition on the athletic fields and venues and robust focus on the educational enterprise. She congratulated the coach and the football team on their winning season and on their Peach Bowl invitation. She said the Council has been consistent in insisting that our students are students first and then athletes, but the overwhelming force of media money seems to make a mockery of our resolve. Without a series of a coordinated, far-reaching, and sometimes courageous moves on the part of the academic and athletic leaders, commercialism and commodification of college athletics will definitely worsen. The resulting degradation of the academic lives of athletes and the academic integrity of the institution will be substantial. The discussion is not just about basketball and football; and there were many more subtle ways to look for balance. For example, the State high school football championships will be held this year during the week of exams. The Department of Public Safety has made special provisions for parking, but this will not cut down on the noise while students are trying to take exams. Prof. Estroff cited an article in *The Chronicle of Higher Education* about the impact of Title IX on female athletes of color, asserting that the major growth in women's sports as been in soccer, field hockey, and crew which has the result of benefiting white women disproportionately. Since the protest about holding football games on Thursday nights, the ACC has contracted for Sunday night games as well. She read from some provisions of a resolution recently passed by The Big Ten limiting the times and days that games are played, the number of breaks in games for commercials, the types of advertising in stadiums, logos worn by coaches and players, that competitiveness in conferences and divisions should not follow standards appropriate for professional sports, that faculty athletics committees provide increasing amounts of sunshine on athletics operations, and that whenever possible, a sports season should be confined within a single academic term. She said that colleagues all over the country are taking action on the issue. It is time to look at the place of athletics in the life of the University and to engage in a reflective assessment of our values and desires for its present and future.

### **Annual Report of the Faculty Committee on University Government.**

Prof. Janet Mason (School of Government) reported that the Committee was beginning to look at the process of reviewing the Faculty Code of University Government in response to Prof. Estroff's request. She hoped participation in that process would be as broad as possible.

Prof. William Smith (Mathematics) encouraged the Committee in reviewing the Code, which he agrees is in many technical ways outdated. It is not "out of style," however. The spirit of the Code is consistent with basic AAUP principles of the role of the faculty in the governance and operation of the University. In revising the Code, the faculty should keep closely in mind those things which are right about the Code, although they may be reworded.

### **Annual Report of the Scholarships, Awards, & Student Aid Committee.**

Prof. Charles Daye (Law) presented the report. He commended Assoc. Provost Shirley Ort, Director of the Office of Scholarships and Student Aid, and her staff for great advancement in work on the data presented to the Committee. Carolina has been able to hold to our promise to hold harmless any student with financial need in respect of tuition increases, which does not happen in many institutions. In addition to the data, the Committee has heard an appeal on a grant-in-aid determination for a student-athlete and made recommendations, which caused the Committee to look at the questions of the procedures it has, as they were out-of-date. The Committee is looking at a policy that will address what the University will do for students who come with a relatively minor drug offense conviction. He added that there is a question of what happens to students who might have an Honor Code violation, and the Committee is looking at the policies. Prof. Daye concluded by reviewing data presented in the Committee's report, which will be found on the Faculty Governance web site.

Prof. Diane Klervik (Nursing School) asked whether child care expenses are taken into account in determining need for student aid. Ms. Ort replied that these expenses are not included within scholarship grants but are considered in determining need.

Prof. Richard Pfaff (History) pointed out that the 83 Student Stores Scholarships average about \$1,500 each while the University Trademark Scholarships, six times as numerous, average about \$2,200. He asked whether this is accidental or by design. Ms. Ort replied that because both of these scholarships are completely within our control, they are used to round out scholarship "packages" that often include funds from other sources. The difference in average award from these two sources is purely coincidental. Prof. Pfaff then noted that there is considerable

dissatisfaction among the student body as to the pricing policies of Student Stores, especially with respect to textbooks. He said that complaints about prices at Student Stores are often met with the argument that net profits from the operation go into scholarships. In view of the relatively small number of scholarships made available from this source, he asked whether thought had been given to benefiting students by lower prices rather than scholarships. Ms. Ort replied that the amount of scholarship support from Student Stores profits is greater than indicated by reference to the category noted by Prof. Pfaff. Funds from this source go into other scholarship categories as well, such as the Pogue Scholarships. The Student Aid Office receives \$500,000 per year from Student Stores. The Graduate School receives \$500,000 per year as well.

Student Liaison Joshua Bosin referred to the Provost's appointment of a committee to study tuition increases and asked if the Student Aid Office has plans to establish a similar committee to address the needs of students that might be presented as a result of recommendations of the Provost's Committee. Ms. Ort said she is a member of the committee to which Mr. Bosin referred and will be able to interpret for the other members the potential impact on students of its recommendations.

Prof. Bobbie Lubker (Education) asked how the criteria for need could be accessed. Ms. Ort said that the College Foundation of North Carolina's website, [www.cfnc.org](http://www.cfnc.org), has a calculator program for this purpose.

Ms. Ridley Kessler (Academic Affairs Libraries) asked for more information about Prof. Daye's remarks concerning scholarship assistance for students with drug convictions. What is the current policy? Prof. Daye said there had been one recent case that was resolved on an ad hoc basis. As it turned out, the information that we had on the student in question was not entirely accurate. Ms. Ort said the reason this matter has come to the fore is that federal legislation requires that applicants for federal financial aid must respond to questions as to prior drug offense convictions, and federal authorities have stepped up efforts to police the things they want college students to do or not to do in order to get federal financial aid. The Committee felt that it needed a policy to guide the use that would be made of this information. Mr. Kessler said that as a child of the '60s, he had friends who had made mistakes when they were "children." It should be kept in mind that everybody makes mistakes. Prof. Daye said the question the Committee felt was important was that they should attempt to ascertain the suitability of the student at the present moment.

Prof. Estroff said this was using financial aid officers as social policing, and she felt that the University should resist this.

### **Resolution 2001-7A**

Prof. William Balthrop (Communications Studies), Chair of the Faculty Information Technology Advisory Committee, represented the Resolution. He thanked the faculty for their support and suggestions. He emphasized that the Committee does not see innovation and the use of technology as ends in themselves but rather as means toward leading and promoting excellence in teaching. Thus, the first paragraph of the resolution "calls upon the Executive Vice Chancellor and Provost to revise, or create, University statement(s) regarding teaching such that the University promotes both excellence and innovation in teaching, which may include the use of information and communication technology." The second paragraph calls for establishment of an Information Technology Strategic Planning Council that will develop a strategic plan for information and communication technology covering policy, infrastructure, application, adoption, and fund-raising priorities. Finally, the resolution calls for continuation of the successful faculty summer workshops and grants that promote excellence in teaching and learning through innovative applications of information technology.

Prof. Robert Adler (Business) moved adoption of the resolution. He commended Prof. Balthrop for the great job he had done in revising the Resolution, and applauded the patience he had shown.

The Resolution was adopted unanimously.

### **Annual Report of the Faculty Athletics Committee.**

Prof. Stanley Mandel (Surgery), Chair of the Committee, reported that the Committee sees its mission as working to ensure that our athletics program exhibits the highest level of academic integrity, sportsmanship, and Title IX compliance. Its role is not to become involved in the operational decisions of the Athletics Department, but rather to work to protect the excellent reputation that our athletics program enjoys. He submitted with the report a table that outlines the academic performance of the 1996 cohort of student-athletes. The overall four-year graduation rate for male athletes was 60%. The Committee would like for this to be higher, but the percentage is influenced by the fact that football athletes typically take 5 to 5 ½ years to graduate. Withdrawals before graduation also adversely affect the

percentage. He said that the Committee, each year, conducts exit interviews with student-athletes. Key points revealed by those interviews this year were:

- Strong emphasis on academics by coaches and student-athletes
- Generally favorable opinion of the Academic Support Center
- Difficulty of concentrating on studies during team travel
- Rigors of practice will also affect ability to concentrate on studies
- Fair treatment by faculty; no special favors, no detrimental treatment
- Racial relations among student-athletes are perceived to be better than they are in campus community as a whole
- The estimated GPA in response to the survey was between 2.5 and 3.5
- Approximately 15% of respondents have experienced difficulty with registration to an extent that it affected their choice of major
- Approximately 38% of respondents reported having difficulty registering for as many as three or more courses
- A majority of respondents (78%) do not expect to be professional athletes
- Generally, respondents reported feeling well-prepared to enter into their careers
- Some views were expressed that advising occasionally seemed to emphasize maintaining eligibility over progress towards a degree
- Pressure to participate in practices were expressed in the phrase "maximum becomes the minimum," meaning that the maximum allowed can easily become the minimum expected.

Prof. Mandel said that information gathered by Mr. Lanier shows that 29 of 45 institutions in the AAU have special priorities for registration for athletes, and all the schools in the ACC (with the possible exception of Georgia Tech, for which we lack information) are providing some form of priority registration for student-athletes. The Committee does not support blanket registration priority for student-athletes, but there is a consensus that some form of compensatory relief should be found and implemented for individual situations. The Committee recognized that other groups of students not within the purview of the Faculty Athletics Committee may also deserve similar consideration. It was the sense of the Committee that it is desirable to explore two related sets of issues:

- What are the groups of students that perform services for the University, who, as a result, are disadvantaged during registration.
- What types of compensatory registration privileges might be considered for students whose service for the University prevents them from registering for classes on the same basis as do other students who are not performing these services.

The Committee feels that these issues should be pursued from the general perspective as indicated.

Prof. Mandel said the Committee reviewed the Knight Commission Report in detail. The Committee was supportive of the concepts, but noted that competitive pressures make it difficult for individual institutions to decide to "disarm unilaterally." The Committee felt that it is more likely that change can be achieved at the level of conferences rather than actions by individual institutions. Mr. Steve Kirschner, Sports Information Director, has been invited to the December meeting to discuss issues of sportsmanship, as one of the topics of the meeting. Four Sub-Committees have been formed to address:

- Sportsmanship
- Exit interviews and improvement to the survey
- Academic support for student athletes
- Title IX issues

Prof. Mandel concluded that the Committee feels that the Athletics Department continues to do an excellent job of examining the issues related to the quality of life for the student-athlete, and there is clear evidence that there is a sincere commitment to continue an appropriate balance between the academic and athletic needs of the University.

Prof. Pfaff said that he understands the Committee's position that it should not become involved with operational decisions of the Department of Athletics, but he wonders how the Committee defines "operational decisions," especially with respect to matters such as the scheduling of football games on Thursday and Sunday evenings. Prof. Mandel said that he was referring to matters such as which coaches should be hired and at what salary, and other operational issues on which Committee members have no expertise. The Committee has discussed the matter of Thursday night scheduling and took a stand on it.

Prof. Etta Pisano (Radiology) asked how our graduation rates compare to other institutions.

Athletics Director Richard Baddour said the Carolina's graduation is near the top of public institutions.

Prof. Vincent Kopp (Anesthesiology) noted that the rate of suspension for student-athletes is two to three times greater than for the student body as a whole. He asked why.

Mr. Baddour asked Mr. John Blanchard (College of Arts and Sciences), Director of Academic Support to respond. Prof. Blanchard said he had not analyzed that data, but he felt that in the broad spectrum, the University's academic credentials can compete with any institution. Mr. Baddour said graduation rates can get a bit confusing. There and there are three methods of computing the rates:

- The Board of Governors requires submittal of graduation information based on recruited student-athletes.
- The NCAA requires submittal of data on athletes who have grants-in-aid.
- The data reported by the Athletics Committee comes from our own database which includes all students who participate in athletic programs.

Prof. Donald Bynum (Orthopaedics) returned to the question about suspensions. He asked for a definition of the term. Mr. Baddour replied that suspension from an athletic program could be the result of academic ineligibility or student judicial action. The Department of Athletics has no authority to dismiss a student from the University; it does have authority to dismiss a student from a particular athletic team. Prof. Bynum said he had not asked about who was in charge of suspensions but about the cause. Are suspensions the result of poor academic performance or unacceptable behavior? Mr. Baddour replied that there are cases of both. Prof. Bynum noted that including all student-athletes in the data obviously make things look better than if only recruited student-athletes were included. Mr. Blanchard said it is his recollection that there is only a 2% differential between "walk-on" athletes and recruited athletes. He also said that the great majority of suspensions are for academic reasons. Some of these suspended eventually are able to reinstate their academic status and eventually graduate.

Joshua Bosin, Student Liaison, spoke to the suspensions issue. In addition to other responsibilities he is a vice chairman of the undergraduate honor court. It has come to the court's attention that the suspension and sanctioning of disciplinary matters involving athletes is something that the system needs to address. He said these numbers reflect that concern, and he wanted to reassure the chancellor and the faculty that the issue is being considered. As an active member of the student judicial system, he finds the numbers disturbing. Prof. Estroff asked that the Athletics Committee provide a break-down of the suspension data between academic reasons and conduct code violations.

Prof. Celia Hooper (Medical Allied Health Professions) noted that students returning to graduate after withdrawal are not included in the data. Mr. Baddour said that it is standard practice to analyze graduation rates on the basis of a six-year window of opportunity.

Prof. Ferrell asked Mr. Baddour to say something about the dynamics of the ACC. He noted that the Council had resolved against Thursday night games and now finds that not only has that resolve not been heeded but that we will be seeing Sunday night games as well. Are we having any effect on the ACC or is the Council wasting its time in resolving on such matters? Mr. Baddour said we were not wasting our time. In some matters we are by ourselves and in some matters there is some support. This Institution for four years has pushed to get the NCAA to increase the number of core courses required for participation in intercollegiate athletics. Other schools across the country have not supported this attempt. The Institution has been by itself on the issue of Thursday night games, and should continue to speak out against that practice.

Prof. Estroff said if the Big Ten and other major schools could get together on such matters perhaps the ACC could do so also. Mr. Baddour said those discussions are beginning to happen in response to the Knight Commission Report. Prof. Estroff said the faculty should be willing to address matters of concern on our own if efforts to work within the ACC are unsuccessful.

Mr. Kessler asked for comment on how much the ACC controls what we as a member institution do in the athletics sphere, particularly in terms of academics. Why should we be concerned about standards in effect at other member institutions if we feel that higher standards are appropriate for us? Mr. Baddour said in many cases the University does have higher standards, but the question is what are we willing to do, what are we willing to give up, what are we willing to push for change.

Returning to the issue of suspensions, Mr. Blanchard said the reported data includes only academic suspensions. Students who are suspended from a team for honor court violations but left academically eligible are reported in the "withdrawn" category. They would be reported in the suspension category only if they left academically ineligible.

Prof. Estroff said she would like to see the Council discuss the issue of registration and priority registration. Also, in the Big Ten the issue of amount of practice and practice time has been raised.

Prof. Smith said he had been on the Athletics Committee and he felt that there should not be exceptions made for athletics in registration. Students have difficulty with registration for many reasons. Maybe some consideration could be given at the advisor level, where the problems could be assessed on an individual basis. Mr. Baddour noted that the Committee's recommendation was not limited to student-athletes.

Prof. Estroff said she would be interested in discussion of the standards for white women students versus students of color. Mr. Baddour noted that Carolina has a women's squad in every sport in which NCAA has championship competition with the exception of rifle.

Prof. Pfaff said he would like to discuss having the N.C. High School Athletics Association state championship scheduled during exam week. He is grateful for the accommodation that the Department has made to the faculty's concerns, but he would like to hear comment on the pattern of negotiation between the Department and the Association in scheduling these events. Who asks what impact a scheduling request would have on exam week and who balances the considerations of impact on the University as opposed to the Association's financial considerations? Mr. Baddour said the University had hosted the championships for a number of years. The Department of Athletics sees this as an opportunity for service to the State. It provides a wonderful opportunity for young men and women to see the campus. We try to schedule to accommodate the Association's needs. The Department has from time to time gotten feedback about noise level, but has not had complaints about day-time parking or disruption due to traffic. Complaints have centered on night games. The Association has to schedule five games within one weekend, which is a difficult task.

Prof. Pfaff then asked Registrar David Lanier whether it would be feasible for the Registrar to work with the Athletics Department to avoid scheduling particularly heavy exams, such as Tuesday-Thursday classes, on a Saturday during the high school championship games. Mr. Lanier was not enthusiastic. Prof. Estroff asked if would be possible for the Athletics Department to have the exam schedule at hand when discussing scheduling with the Association. Mr. Baddour agreed that would be helpful.

Faculty Marshall Ronald Hyatt spoke to the importance of continuing our long-time relationship with the High School Athletics Association. Their unofficial motto is "on to Chapel Hill." Students from small towns all over North Carolina look forward to those days when they can come to Chapel Hill. Although we may experience some discomfort, the event goes far to maintain our relationship with the State. It is hard to imagine what it means to that boy or girl to be in Kenan Stadium, out there, on that field, on that day. You see there the best that our State has to offer. He urged that we try to keep those games here.

Prof. Estroff remarked that no one is saying that we don't welcome the high school championship games. We are saying that this event should intrude on the University's central mission as lightly as possible.

### **Resolution 2001-9 on Athletics Programs in the A.C.C.**

The Resolution was moved by Prof. Pfaff, seconded by Prof. Bobbie Lubber, and adopted unanimously without discussion or debate.

### **Adjournment.**

The business of the day having concluded, the Council was adjourned at 4:41 p.m.

Joseph S. Ferrell  
Secretary of the Faculty



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 3<sup>rd</sup>, not July 4<sup>th</sup>. 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)<sup>1</sup>
  - **Foreign Language:** (0-3 semesters: Waived if fluent in a language other than English)<sup>2</sup>
- 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)<sup>3</sup>
  - **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.

---

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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)<sup>4</sup>

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)<sup>5</sup>

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)

---

<sup>4</sup> 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.

<sup>5</sup> 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)<sup>6</sup>

OR

--Asian Studies 133, Introduction to Japanese Literature (3 credits)<sup>7</sup>

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)

---

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

<sup>7</sup> 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)<sup>8</sup>

--Political Science 86, International Relations and World Politics (3 credits)

--Women's Studies 81, Gender and Global Change (3 credits)<sup>9</sup>

--Sociology 11, Human Societies (3 credits)<sup>10</sup>

--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)<sup>11</sup>

---

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

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

<sup>10</sup> 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)<sup>12</sup>

- **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.

---

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

<sup>12</sup> 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)

- Economics 10, Introduction to Economics (counted 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 (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.

### 2<sup>nd</sup> year - 3<sup>rd</sup> year Summer Program

#### Courses

- one course offered by the College of Arts & Sciences
- BUSI xxx, Management for the 21<sup>st</sup> 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

### 3<sup>rd</sup> year - 4<sup>th</sup> 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 (S). 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.

More from [Columbia Encyclopedia](#)

### Visit our [Message Boards](#) and [ArabiaChat](#) page and express your opinion.

- [About....](#)
- [Business](#)
- [Culture](#)
- [scientific,](#)
- [environmental, sporting entities & info....](#)
- [Schools, colleges, accadamies, universities, polytechnics, institutions, research, resources,](#)
- [Education projects....](#)
- [History](#)
- [Media](#)
- [cartoons....](#)
- [Organizations](#)
- [entites, centers,](#)
- [Government, ministries, overseas missions, embassies, corporations, organizations, industrial public hospitals, institutions, societies, foreign entites....](#)
- [Travel](#)
- [Airlines, air, sea & coach charters services, travel, tours, guides, hotels, resorts, inns, hostels, health, travel tips, weather....](#)
- [Gateways](#)
- [Arab Countries](#)
- [Arab World: Middle East, North Africa, Arab and regional information. Resources to other Arab countries....](#)
- [Links](#)
- [Page](#)
- [For personal pages, private companies & entites, 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, boudnries, 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

---

[About Qatar](#) \* [Business](#) \* [Culture](#) \* [Education](#) \* [History](#) \* [Media](#) \* [Organizations](#) \* [Travel](#) \* [Gateways](#) \* [Arab Countries](#)

---

## **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 Market](#) 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

[About Qatar](#) \* [Business](#) \* [Culture](#) \* [Education](#) \* [History](#) \* [Media](#) \* [Organizations](#) \* [Travel](#) \* [Gateways](#) \* [Arab Countries](#)

## 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 Manna](#). 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-Etihad 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

[About Qatar](#) \* [Business](#) \* [Culture](#) \* [Education](#) \* [History](#) \* [Media](#) \* [Organizations](#) \* [Travel](#) \* [Gateways](#) \* [Arab Countries](#)

## 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

[Pakistani 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

---

[About Qatar](#) \* [Business](#) \* [Culture](#) \* [Education](#) \* [History](#) \* [Media](#) \* [Organizations](#) \* [Travel](#) \* [Gateways](#) \* [Arab Countries](#)

---

## **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  
[PolSci Almanac](#) Facts & figures, executive, legislative, judicial, government, parties, economy, diplomacy

---




[About Qatar](#) \* [Business](#) \* [Culture](#) \* [Education](#) \* [History](#) \* [Media](#) \* [Organizations](#) \* [Travel](#) \* [Gateways](#) \* [Arab Countries](#)

---



Visit [Arab Media](#) for satellite stations & Arab newspapers

## **Media**

### **Newspapers, Magazines....**

[Al-Raya](#)  Daily newspaper  
[Al-Sharq](#)  Daily newspaper  
[Al-Watan](#)  Daily newspaper  
[Gulf Times](#) Daily newspaper

### **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....**

---

[About Qatar](#) \* [Business](#) \* [Culture](#) \* [Education](#) \* [History](#) \* [Media](#) \* [Organizations](#) \* [Travel](#) \* [Gateways](#) \* [Arab Countries](#)

---

Visit [Arab Organizations](#) for Pan-Arab, middle East, North Africa and regional organizations

## **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

---

About Qatar \* Business \* Culture \* Education \* History \* Media \* Organizations \* Travel \* Gateways \* Arab Countries

---

## **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, specialty 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, specialty 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](#)

[Hotels Travel Hotels directory & tourist information](#)

[The Travel Site Hotel & lodging links](#)

### ***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](#)

---

[About Qatar](#) \* [Business](#) \* [Culture](#) \* [Education](#) \* [History](#) \* [Media](#) \* [Organizations](#) \* [Travel](#) \* [Arab Countries](#)

---

Visit Arab Gateways for Arab and other country links

## **Gateways to Qatar**

[Albawaba Qatar Guide](#)

---

[About Qatar](#) \* [Business](#) \* [Culture](#) \* [Education](#) \* [History](#) \* [Media](#) \* [Organizations](#) \* [Travel](#) \* [Gateways](#) \* [Arab Countries](#)

---

Visit our [Message Boards and ArabiaChat page](#) and express your opinion.

[Sign Guestbook](#) or [View Guestbook](#)

For personal pages, private companies & entities, un-categorized and other sites, please visit  
[Free For All, Add URL or View Qatar Links Page](#)

### **E-mail this link**


Enter recipient's e-mail:

Send this URL

---

For books, popular music, classic music, videos, DVDs and CDs visit:



Search: <input type="text" value="Books"/>	Enter keywords...
	<input type="text" value="Qatar"/>
	<input type="button" value="Search"/>

Please link to this page. For comments, reports of deadlinks and adding your URL e-mail the Webmaster

**You are visitor No. 23986 since 1 November 2000**

First created 1 July 1997 at geocities.com. Last updated 27 May 2001

The URL of this page is: <http://www.hejleh.com/countries/qatar.html>

Names, pictures and logos are the copyright of their respective owners.

(C)Copyright 2000,2001 Mazen Hejleh. All rights reserved.



## The Qatar Proposal:

Carolina explores an opportunity to internationalize

### Background



The University of North Carolina at Chapel Hill is exploring the possibility of establishing an undergraduate business degree program in Doha, Qatar, at the invitation of the Qatar Foundation for Education, Science and Community Development.

The foundation, a charitable organization, was established in 1995 by the emir of Qatar. During the past six years, the foundation has redefined the standards of quality for education in the Gulf region by building prestigious primary and secondary schools in Qatar.

UNC-Chapel Hill is among top U.S. universities that have been approached by the foundation. Last spring, Qatar signed an agreement with Cornell University to provide a medical school program and has been seeking partnerships with other elite universities to establish programs in key areas of study.

Enhancing the university's international presence and opportunities to study abroad has been among the campuswide goals Chancellor James Moeser has emphasized since becoming UNC's chancellor in August 2000.

### The Current Proposal

The Qatar proposal involves expanding how an existing bachelor of science in business administration degree program is offered. The conferring school and campus would be the Kenan-Flagler Business School and UNC, but it would be based in Qatar. About 25 students in Qatar would be admitted into the initial class as freshmen under the proposal. Those students would be required to meet admission standards for both UNC and Kenan-Flagler.

#### Proposed Curriculum

General College

BSBA

Discussion of the Proposed Partnership

Student Government Forum

November 14, 2001

General Faculty Meeting  
Nov. 16, 2001

Survey Results Announced

Qatar Foundation Visit

November Trip Gathers

Facts about Possible

Degree Program

Photos from the Trip

Qatar Visit Itinerary

The College of Arts and Sciences would be responsible for freshmen and sophomores in the program, and the Kenan-Flagler Business School would oversee the junior and senior years of study. UNC would retain control over the design of the program, non-discriminatory admissions standards of students, faculty appointments and program management, among other issues. The Qatar Foundation would bear all costs of operating the program.

[Participants in November 2](#)  
[- 5 Trip](#)

[Learn about Qatar](#)

[Relevant Readings](#)

[The Country of Qatar](#)

[Download a Map of Qatar](#)

[Home](#)

Click here to see copies of the current preliminary draft proposals for curricula in both the [College of Arts and Sciences](#) and the [Kenan-Flagler Business School](#). Both documents were distributed to members of the Faculty Council prior to its regular meeting on November 2 to discuss the Qatar proposal.

Moeser named Provost Robert Shelton to work with Dean Robert Sullivan of the Kenan-Flagler Business School and Dean Risa Palm of the College of Arts and Sciences along with others from the university faculty to discuss the elements of an appropriate curriculum to support a program in Qatar. Those conversations have continued this semester. In mid-October, the chancellor held discussions with faculty members from Kenan-Flagler and the College of Arts and Sciences.

## November Trip

In early November, Moeser led a UNC delegation on a fact-finding trip to further explore the proposal. The purpose of the trip was to gather first-hand information that will help the university evaluate and advance careful consideration of the proposal. The trip was the next step in a process that has involved dialogue among the faculty, the administration and members of the UNC Board of Trustees over the past several months.

The trip, which was coordinated by the Qatar Foundation, included more than 50 administrators, faculty and some members of the UNC Board of Trustees. It was open to any faculty member in the business school or arts and sciences who was interested in the proposal and wanted to participate.

During the trip, the UNC delegation learned about Qatar's education system and toured the campus site. They also met with officials from the US embassy, the Qatar government, the Qatar Foundation, American companies operating in the area and the Al Jazeera television network, a major source of news in the Middle East. They visited Doha, the capital city, and the Ras Laffan Industrial City outside Doha.

Click here to see a list of participants who took part in the trip. Carolina faculty are encouraged to contact their colleagues who were on the trip to learn more about Qatar and the proposal.

In May 2001, at the invitation of Qatar, a UNC delegation that included administrators, faculty and a trustee visited that nation to discuss the business school proposal. That trip followed previous discussions between Kenan-Flagler Business School Dean Robert Sullivan and foundation officials as well as a previous trip by Kenan-Flagler representatives.

## Conditions and Criteria for Assessing the Proposal

Moeser has identified the following as key components of his thinking:

- Enhancing the University's mission by adding this particular international presence.
- Ensuring not only that the full costs of operation the program are borne by the Qatar Foundation, but also that additional resources come to Carolina to strengthen academic programs in Chapel Hill.
- Strengthening the educational environment in Chapel Hill by providing:
  - students with expanded educational opportunities both here and abroad;
  - faculty with research opportunities not otherwise available; and
  - faculty and students with public service opportunities in an international context.
- Ensuring that UNC controls all aspects of program quality (through admissions and the hiring and evaluating of faculty) and can protect academic freedom and our nondiscriminatory policies and practices.
- Having confidence that there are faculty willing to work in Qatar.
- Assuring there is a critical mass of available students who meet the university's admissions standards.
- Addressing concerns about security and safety.
- Ensuring the compatibility of Carolina's program with the goals and objectives of the Qatar Foundation in educating the Qatar people. Those goals include exerting independence from the educational systems of the rest of the region. In addition, UNC's presence and the high quality of a Carolina degree program in Qatar also should help build that nation's economy and help create a productive workforce.

## Timetable

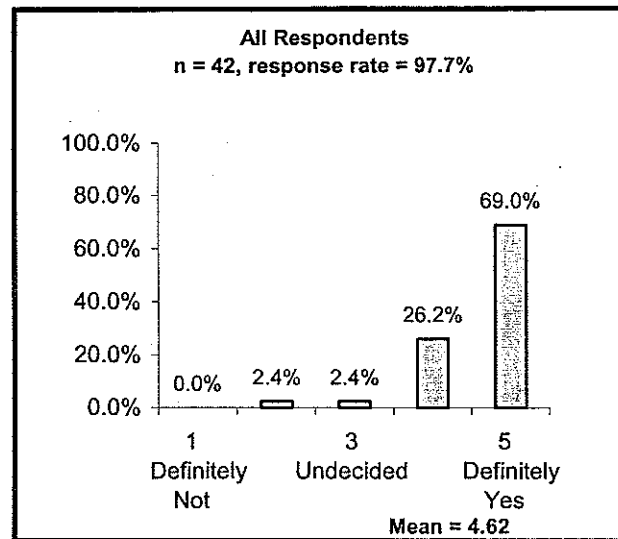
No immediate timetable has been set for making a decision about the Qatar proposal. The chancellor, in consultation with the Board of Trustees, will make the final decision about the Qatar proposal, which involves expansion of an existing degree program.

Moeser will continue to gauge faculty interest in the proposal. He gleaned direct feedback from faculty participating in the Qatar trip in early November. In addition, he will be surveying all faculty in the College of Arts and Sciences and Kenan-Flagler Business School this month. The electronic survey, to be administered by the Office of Institutional Research, will ask faculty to share their views about the proposal ranging from strongly support it to strongly oppose it. The chancellor has pledged to share results of this survey with leaders of the Faculty Council who plan to hold a general faculty meeting on this topic in mid-November.

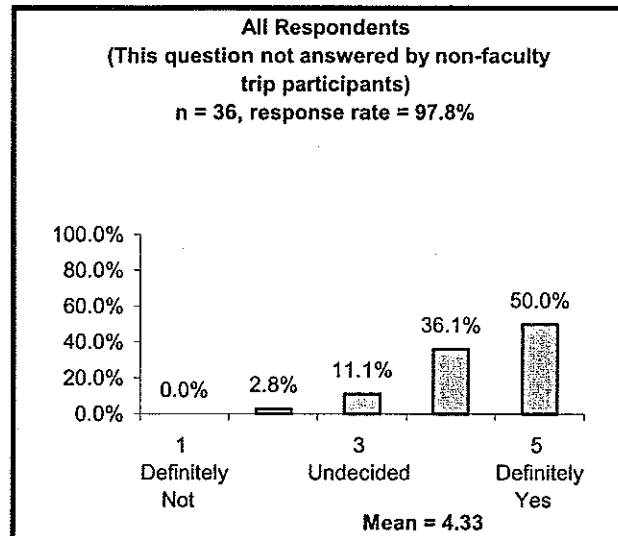
# Results of Qatar Proposal Survey

Trip Participants = 43

1. In your opinion, should the University negotiate a contract with Qatar to establish this program?



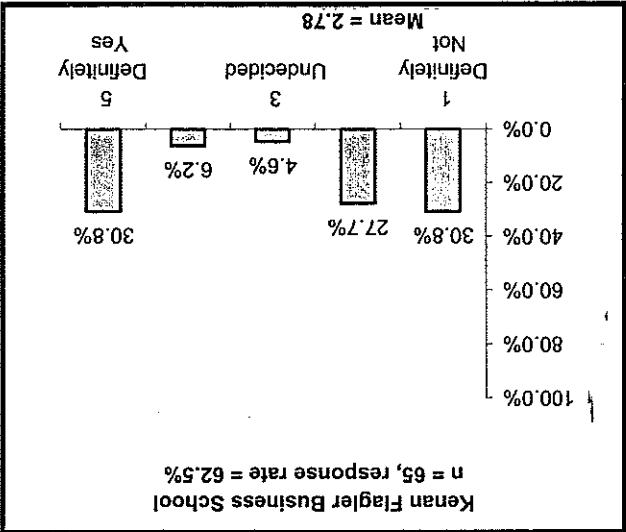
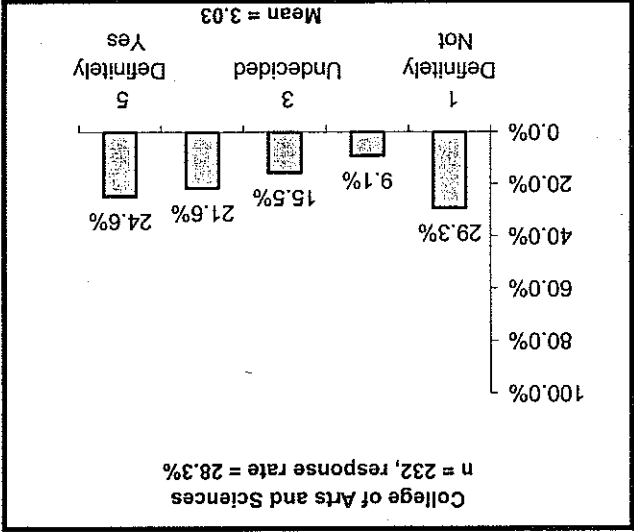
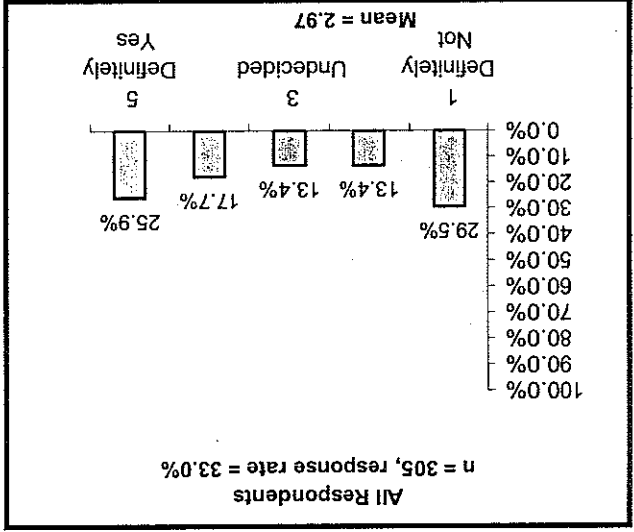
2. Based on what you know so far, would you be willing to teach in Qatar as part of this program?



# Results of Qatar Proposal Survey

Target Population: Faculty in the College of Arts and Sciences (820) and Kenan-Flagler Business School (104)

1. Should the university proceed to begin negotiations toward a contract with Qatar to establish this program?



2. Based on what you know so far, would you be interested in considering teaching in Qatar as part of this program?

