



The University of North Carolina at Chapel Hill

MEETING OF THE GENERAL FACULTY AND THE FACULTY COUNCIL

Friday, January 10th, 2003 at 3:00 p.m.

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

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

AGENDA

Type	Time	Item
	3:00	<i>Call to Order. The Secretary of the Faculty.</i>
DISC	3:00	<i>Chancellor's Remarks and Question Time.</i> Chancellor James Moeser invites questions or comments.
DISC	3:10	<i>Remarks by the Provost.</i> Provost Robert Shelton invites questions or comments.
DISC	3:20	<i>Remarks by the Chair of the Faculty.</i> Professor Sue Estroff invites questions or comments.
DISC	3:30	<i>Discussion of the Faculty Salary Equity Study.</i>
INFO	3:40	<i>Annual Report of the Status of Women Committee.</i> Professor Etta Pisano, Chair.
INFO	3:50	<i>Annual Report of the Faculty Committee on University Government.</i> Professor Elizabeth Gibson, Chair.
ACT	3:55	<i>Resolutions Amending the Faculty Code of University Government.</i> Resolution 2003-1 amending the Code as it relates to the Divisions of the College of Arts and Sciences. Resolution 2003-2 amending the Code as it relates to the Advisory Committee on Undergraduate Admissions.
DISC	4:00	<i>Report of the Task Force on Appointment, Promotion, and Tenure.</i> Professors Paul Farel and Barbara Harris, Co-chairs.
INFO	4:30	<i>Progress Report on the Honor System Reform Process.</i> Professor Judith Wegner.
DISC	4:45	<i>Open Discussion of Topics Raised by Faculty Members.</i>
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 Council may be found at www.unc.edu/faculty/faccoun on the Web.

Executive Summary

Report on the 2002 Faculty Salary Equity Study

A Study by the Office of the Executive Vice Chancellor and Provost

The University of North Carolina at Chapel Hill

Lynn Williford and Bernadette Gray-Little

Introduction

This report describes the findings of a multiple regression analysis of faculty salaries to determine if systematic patterns of disparity by gender and ethnicity might exist at the University of North Carolina at Chapel Hill. A number of equity-related analyses have been conducted at the University during the past decade with selected faculty populations. However, findings of several widely publicized reports in the past two years concerning the status of women faculty in major research institutions suggested that increased representation had not necessarily led to salary and status equity. In response to those reports, several campus groups expressed an interest to Chancellor James Moeser and Executive Vice Chancellor and Provost Robert Shelton in seeing more research on equity issues concerning women and minority faculty on this campus. Executive Associate Provost Bernadette Gray-Little was asked to work with Dr. Lynn Williford, Assistant Provost and Director of Institutional Research, to conduct a campus-wide study on this topic. Input from various faculty committees was sought concerning specific research questions that should be addressed. Recommendations were made to study a variety of employment conditions that might be perceived as barriers by women and minorities. Provost Shelton determined that the immediate goal would be to determine if salary differences by gender and ethnicity could be detected after controlling for factors that should be compensable, with the possibility of pursuing related topics in subsequent years.

Methodology

Study design. Multiple regression analysis is the statistical method of choice for salary equity studies because it provides a means of estimating the impact of gender and ethnicity on salaries while holding constant other quantitative factors. A number of publications specific to faculty salary equity analyses were reviewed in the process of designing this study, including the Association of American University Professors (AAUP) publication *Paychecks: A Guide to Conducting Salary-Equity Studies for Higher Education Faculty* (Haignere, 2002). Reviews were also undertaken of the methods used by other institutions, including Michigan, UCLA, UC-San Diego, UC-Irvine, MIT, the SUNY System, Cal Tech, Wisconsin, Illinois, Duke, Washington University, and NC State University. The UNC-Chapel Hill study differed from many of the other studies reviewed in terms of its inclusion of non-tenure track faculty and the clinical areas of Medicine and Dentistry.

Data Sources and Population. Data for the study were extracted from University payroll files, and reviewed for accuracy and completeness by department chairs. The population included all 2,566 individuals with a full-time, permanent, primary appointment as a faculty member on the designated census date, in either an active or on-leave status. Senior administrators in the roles of chancellor, dean, vice chancellor, provost, associate provost, or director of a major center or institute were excluded.

Variables Used in the Analysis. Variables used as predictors of salary were derived from existing campus electronic databases and included measures of: earned degrees, tenure status, distinguished professorships, rank, years since terminal degree, years at UNC-Chapel Hill, years in current rank, departmental affiliation, and the relative market value of the academic discipline. Notably missing from this study are measures of faculty productivity and quality, other than what is represented in the academic rank and distinguished title variables. Consistent with the approach taken by other institutions that have documented the many difficulties in quantifying merit for statistical analyses, the assumption was made that there are no systematic differences in productivity related to gender and ethnicity.

All salaries were adjusted to 9-month equivalents for faculty in Academic Affairs and 12-month equivalents for Health Affairs. Clinical income received by School of Medicine and School of Dentistry faculty was captured and added to base salaries to model the unique compensation policies of those units.

Results

Faculty data were aggregated into three major units for analysis: (1) Academic Affairs, with additional analyses of tenured/tenure track faculty and the College of Arts and Sciences; (2) the School of Medicine, with additional analyses of tenured/tenure track faculty and those in clinical medicine departments; and (3) other Health Affairs units (Pharmacy, Public Health, Nursing, and Dentistry). Several methods of regression analyses recommended in the literature were used to examine the relationship between gender/ethnicity and salaries; in the table below, the coefficients are expressed in terms of the average salary differences in dollars for females and minorities compared to white males after controlling for all other variables in the model.

Multiple Regression Model Results				
	N	%	R ²	Coefficient
Academic Affairs				
Total Population	1,090	100.0%	.819	
Female	353	32.3%		-\$1,332
Minority	153	14.0%		\$1,660
Tenured/Tenure Track Only	927	100.0%	.814	
Female	261	28.1%		-\$1,830
Minority	129	13.9%		\$1,249
College of Arts & Sciences	743	100.0%	.786	
Female	211	28.4%		-\$1,169
Minority	106	14.3%		629
School of Medicine (MD and doctoral degree holders only)				
Total Population	941	100.0%	.817	
Female	283	30.3%		-\$6,976*
Minority	121	12.9%		-\$597
Tenured/Tenure Track Only	612	100.0%	.796	
Female	139	22.7%		-\$6,713*
Minority	65	10.6%		\$6,261
Clinical Medicine Departments	676	100.0%	.793	
Female	200	33.2%		-\$9,293*
Minority	81	12.0%		-\$195
Other Health Affairs Units (Nursing, Pharmacy, Dentistry, Public Health)				
Total Population	421	100.0%	.800	
Female	196	46.5%		-\$3,440
Minority	53	12.6%		\$2,552

*Would be considered significantly different from zero at p<.05 in a random sample of this size, but in an analysis of a population where inference to a larger group is not the objective, statistical significance is generally considered irrelevant, and the coefficients are treated as actual differences. See main report for discussion of the use of statistical significance in faculty salary equity studies.

Each of the models attempted was highly predictive of salaries, with R² values averaging .80. This indicates that about 80% of the variability in faculty salaries could be accounted for by the variables included in this study. Furthermore, across all populations and all models attempted, the strongest predictors of salary were those variables that we normally expect to be related to higher salaries: full professor rank, distinguished professorship, administrator of a large unit, tenure track appointment as opposed to fixed term, and specialization in a relatively high paying discipline.

After adjustments for the variables expected to be related to higher salaries, the variables gender and ethnicity contributed very little to the overall prediction of salaries. However, examination of the coefficients indicates that status as a minority member was positively related to salary in all but the School of Medicine analyses, where a very small negative differential was observed. Average female salaries lagged behind the average for the white male reference category in every analysis, ranging from a deficit of \$1,169 in the College of Arts & Sciences to \$9,293 in Clinical Medicine.

Although the models developed are quite robust, the results indicate that between fifteen and twenty-five percent of the variability in faculty salaries was not explained by the analyses. This remaining variability is quite likely due to differences in the quality of faculty contributions that are not accounted for in the regression analyses. Therefore, the results of this study should be treated as preliminary only. Further analyses at the school/department level might focus on individuals with large negative disparities between their predicted and actual salaries in an attempt to determine what productivity differences or other factors might account for the observed gap.

Status of Women Committee Annual Report November 25, 2002

Members:

<u>Name</u>	<u>School/Department</u>	<u>Term</u>
Etta Pisano -- Chair	Radiology & Biomedical Engineering	2005
Virginia Dickie	Allied Health Sciences	2004
Anneget Fausser	Music	2004
Julie Fishell	Dramatic Art	2004
Jean Goeppinger	Nursing	2003
Gail E. Henderson	Social Medicine	2003
Gregory Cable	Dramatic Art	2005
Margaret Lanchantin	Exercise & Sport Science	2005
Peter Rock	Medicine	2005
Thomas Whitmore	Geography	2004

Meeting Dates: January 18, 2002, April 12, 2002, September 13, 2002, October 25, 2002, November 22, 2002

Committee Charge: "[The committee] addresses ongoing concerns of women faculty members, identifies obstacles to achievement and maintenance of equality in the representation and status of women on the faculty, and proposes steps for overcoming these obstacles." (Faculty Code, Section 4-22)

Report of Activities:Fall Semester, 2002

The Committee met with Lynn Williford and Bernadette Gray-Little to review the results of the Salary Gender Equity Study.

The Committee worked with other women's groups around campus, the Carolina Women's Center,

the Association of Women Faculty and Professionals and the Association of Professional Women in the Medical School (APWIMS) to hear feedback from women on the results of the salary study and to create proposals for UNC-CH response to the study.

The Committee subsequently met to finalize response proposals to the salary gender equity study to be presented to the Faculty Council on 12/6/02.

Annual Report of the
Committee on University Government

*For Presentation to the Faculty Council on
December 6, 2002*

Current Members:

Joseph S. Ferrell (ex officio)
Elizabeth Gibson (2003), Chair
Don Higginbotham (2005)
Michael Lienesch (2005)
Mary Lynn (2005)
Janet Mason (2003)
Vincas Steponaitis (2003)
Thomas Warburton (2004)

Members leaving the committee this year: Jean Goeppinger, James L. Peacock, III

Meeting Dates: January 23, 2002; April 29, 2002; May 9, 2002; October 1, 2002; October 21, 2002; November 25, 2002.

Annual Report prepared by: Elizabeth Gibson, chair. This report covers the period from January 2002 to December 2002.

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.

Resolutions Presented and Adopted. The committee completed its work related to the following resolutions, which the General Faculty approved on first reading in January 2002 and adopted unanimously on February 22, 2002.

Resolution 2002-1. Amending The Faculty Code of University Government as it relates to the composition and selection of members of the Administrative Board of the Library.

Resolution 2002-2. Amending The Faculty Code of University Government to reflect a change in University organization and title and to authorize the Committee on University Government to effect amendments to reflect current titles and names of academic and administrative units and titles.

Resolutions Presented. The committee proposes and by separate documents presents today for approval on first reading by the General Faculty the following resolutions:

Resolution 2002-8. Amending *The Faculty Code of University Government* as it relates to the specification of officers of Arts and Sciences Divisions and eligibility to vote for and hold such offices.

Resolution 2002-9. Amending *The Faculty Code of University Government* as it relates to the responsibilities and membership of the Advisory Committee on Undergraduate Admissions.

Ongoing. In response to a request from the chair of the faculty, the committee has been engaging in a thorough review of *The Faculty Code of University Government* with an eye toward proposing amendments that will promote consistency among provisions and bring the *Code* in line with current faculty governance and University practices.



The University of North Carolina at Chapel Hill

Resolution # 2003-1. Amending The Faculty Code of University Government as it relates to the specification of officers of Arts and Sciences Divisions and eligibility to vote for and hold such offices.

The General Faculty resolves:

Section 1. Section 8-5 of *The Faculty Code of University Government* is rewritten to read:

§ 8-5. Divisional faculties. (a) The faculty of each Arts and Sciences Division shall be composed of the faculty members of its component departments. Each Division shall have a chair, ~~a vice chair, a secretary, and an Advisory Committee consisting of at least one representative from each of the component departments; all shall serve terms of three years and such other officers as its by-laws specify.~~ The chair and other officers shall be elected by members of the voting faculty holding primary appointments in departments and curricula assigned to the Division. ~~The faculty of each Division shall elect a chair.~~ Each Division, in consultation with the dean of the College of Arts and Sciences, shall adopt appropriate rules and regulations governing its functions and procedures, including procedures for ~~the selection of a vice chair, a secretary, and departmental representatives on the Advisory Committee~~ electing its officers. ~~The faculty of each Division shall meet at least once each year upon the call of the chair.~~

(b) Each Division, within its area and in cooperation with the dean of the College of Arts and Sciences, shall concern itself with the courses and curricula, shall originate and develop educational objectives and implement these policies, and the chairs of the several Divisions shall be members of the Committee on Instructional Personnel. In addition, they shall serve in an advisory capacity, upon request or upon their own initiative, to the respective departments and to the dean of the College of Arts and Sciences in matters involving budgetary, personnel, and instructional problems.

~~(c) Only members holding the faculty ranks of professor, associate professor, assistant professor, and instructor have the right to vote for and hold the offices of Division chair and vice chair.~~

Section 2. This Resolution shall become effective upon adoption.



The University of North Carolina at Chapel Hill

Resolution # 2003-2. Amending *The Faculty Code of University Government* as it relates to the responsibilities and membership of the Advisory Committee on Undergraduate Admissions.

The General Faculty resolves:

Section 1. Section 4-24 of *The Faculty Code of University Government* is rewritten to read:

§ 4-24. Advisory Committee on Undergraduate Admissions. (a) The Advisory Committee on Undergraduate Admissions shall consist of the dean of the College of Arts and Sciences ~~and the General College or the dean's designee as chair~~; the associate dean for academic advising in the College of Arts and Sciences ~~of the General College; the vice chairs of the Divisions of Fine Arts, Humanities, Basic and Applied Natural Sciences, and Social Sciences of the College of Arts and Sciences~~; and two other academic deans from outside the College of Arts and Sciences and seven faculty members engaged in undergraduate instruction, all appointed by the provost. At least five of these faculty members shall hold primary appointments in the College of Arts and Sciences. ~~The two academic deans shall be selected by the Committee on Instructional Personnel and shall be rotated on three-year terms; if their terms as dean end before their terms on the committee, the Committee on Instructional Personnel shall make other appointments. The committee may add ad hoc members (who shall be faculty members engaged in undergraduate instruction) as it deems necessary.~~ The university registrar, the director of undergraduate admissions, and the vice chancellor ~~and dean of~~ for student affairs shall be ex officio, non-voting members of the committee. The committee shall meet at least once each semester or more on call of the chair. The chair shall call a meeting whenever requested by ~~the university registrar or~~ the director of undergraduate admissions.

(b) The committee shall serve in an advisory capacity to the director of undergraduate admissions. In particular, it shall address the design and application of admissions policy, recommend guidelines for special talent and exceptional admissions, and monitor and respond to the national college admissions environment.

Section 2. This Resolution shall become effective upon adoption.

EXECUTIVE SUMMARY
REPORT OF THE CHANCELLOR'S TASK FORCE
TO REVIEW THE STUDENT JUDICIAL SYSTEM
JUNE 2002

The following two pages represent a brief summary of the most significant elements of the report of the Chancellor's Task Force to Review the Student Judicial System. The recommendations that follow, while important, are not exhaustive of all of the changes the Task Force has proposed. The Task Force hopes that the report in its entirety--and the recommendations proposed therein--will not be forgotten simply because the executive summary exists. (The full report is at <http://judicialreport.unc.edu> on the Web.)

STRENGTHS OF THE CURRENT STUDENT JUDICIAL SYSTEM

- One of the greatest strengths of the system is that it is essentially student-run.
- Since the 1830s students have assumed leadership of the student disciplinary system at UNC Chapel Hill, resulting in a view of administrators not as disciplinary bodies or enemies to students, but as sources of education and guidance.
- Students' rights (i.e., provision of student counsel, right to appeal, protection of basic rights) and privacy interests are of paramount importance in the current system.
- Normative sanctions for academic dishonesty and for drug offenses allow consistency in assigning responsibility and give students some measure of the seriousness of violating the Code.
- The University Hearings Board, comprised of members of the faculty, administrative staff and student body, serves the important function of appellate review for the judicial system.
- The professions have their own codes of ethics, and because they have their own judicial systems, the professional schools can more appropriately incorporate these into their student systems, presently separate from the undergraduate system.

AREAS FOR IMPROVEMENT

- Many faculty members feel disengaged from the judicial process and often choose not to use the student judicial system.
- Because faculty support of and student participation in the judicial system are not as strong as they should be, the campus climate is less than ideal for the practice of honor.
- The standard of proof "Beyond a Reasonable Doubt" is very difficult to meet in many cases.
- Sanctions currently have little deterrent value because discipline is not announced publicly and therefore is not visible to students. Normative sanctions help somewhat with this problem, but the present lack of flexibility in the sanctions as written causes them often to be ignored. Additionally, normative sanctions for graduate students are frequently not imposed.
- Although only three grounds for appeal exist in the Instrument, in practice almost anything can be appealed as nothing in the judicial system constitutes a disincentive to filing.
- The complexity of the system means that sanctions are usually imposed many months after the alleged offense, resulting in a delayed and often lost opportunity for education of the accused student.
- A clear description of the rights and responsibilities of complainants and defendants is integral to the operation of the student judicial system. Currently this information is scattered throughout various parts of the Instrument.
- Although without exception faculty and student participants in the system expressed their support for its tenets and procedures, they also expressed a need for a more systematic training protocol designed to reinforce their skills and reassure them of their competence to carry out their roles consistent with the aims of the system.

PRINCIPAL RECOMMENDATIONS

- Create the position of the Student Advocate for Honor to coordinate education across the campus, as well as tangible public relations efforts on campus, including the use of the *Daily Tar Heel* and other means of promoting community awareness. Have periodic campus-wide discussions and debates about the responsibilities of all constituents for the promotion of honesty, integrity and personal responsibility.
- Create the position of Faculty Adviser to the Student Attorney General so that the Student Attorney General will have available a faculty member with whom to discuss charge decisions pertaining to academic dishonesty.
- Change the standard of proof from the more stringent "Beyond a Reasonable Doubt" to "By Clear and Convincing Evidence" for all charges in both academic integrity and conduct cases.
- Establish the Informal Faculty-Student Session as an alternative route for academic integrity cases.
- Add a scale of normative sanctions, including for Campus Code violations, that takes a broad range of mitigating and aggravating factors into account.
- Add to the range of normative sanctions for academic integrity the "XF" grade ("failure due to academic dishonesty"). Institute an honor/integrity course requirement that would allow the "X" to be removed but would retain the "F" on a student's transcript.
- Create three-person Appeals Review Committee comprised of experienced University Hearings Board members to determine whether a student should be granted a University Hearings Board hearing.
- Acknowledge and perhaps formalize the Honor Court Expedited Hearing Process as a fast-track option for guilty pleas in both academic integrity and conduct cases.
- Develop a simplified, unitary document addressing integrity on campus, not to replace the Instrument, but to familiarize the campus community with the basic premises and procedures of the system. The statement Basic Premises should be simplified so that the very specific core beliefs of the system are easily understood.
- Request the Chair of the Faculty to oversee recruitment of faculty members to serve on University Hearings Boards.

UNIVERSITY PRIORITIES AND BUDGET ADVISORY COMMITTEE

Annual Report
January 6, 2003

Members (October 1, 2001-September 30, 2002)

Robert N. Shelton (Executive Vice Chancellor and Provost; UPBAC Chair); William Campbell (Dean, School of Pharmacy); Jen Daum (Student Body President); Sue Estroff (Faculty and Chair of the Faculty); Judith Farquhar (Faculty and Chair, Department of Anthropology); Tommy Griffith (Chair, Employee Forum); Joanne Marshall (Dean, School of Information and Library Science); James Peacock (Faculty and Director, University Center for International Studies); Ronald Strauss (Faculty and Chair, Dental Ecology); Nancy Sutenfield (Vice Chancellor for Finance and Administration); Tony Waldrop (Vice Chancellor for Research and Graduate Studies); Gil White (Faculty and Director, Center for Thrombosis and Hemostasis). Non-voting ex-officio staff support: Elmira Mangum (Associate Provost for Finance and Human Resources); Roger Patterson (Associate Vice Chancellor for Finance).

A current membership roster is attached.

During the month of April, Provost Shelton and his staff met with each dean and vice chancellor to discuss budgets for fiscal year 2002-03. The materials provided by each dean and vice chancellor included data on funding resources, strategies for dealing with a budget reduction of 5%, challenges particular to that unit, and future opportunities that might exist for the benefit of the unit. On May 9, 2002 the members of UPBAC received a compilation of the 2002-2003 budget planning process, which formed the basis for meetings on May 13 and May 28. In preparation for those meetings, members were asked to review the one-page budget summaries provided and the suggested criteria for differential budget cuts.

During the individual meetings, each of the deans and vice chancellors was asked whether we should make across the board cuts or differential cuts. There was broad-based, but not universal, support for differential cuts. Each dean and vice-chancellor was then asked what criteria we should use in making cuts. The responses included the following:

- (1) We should take greater cuts from centers and institutes than from academic units, and we should consider outright elimination of some centers.
- (2) We should take into account the added impact of the substantial reduction in state grant or receipt funds that normally flow to some units (e.g., the School of Social Work or the School of Government); they will be hit especially hard. Conversely, the ability of a unit to offset the loss of state funds through other resources (federal grants, private funding, etc.) should be considered.
- (3) Academic units that are not highly rated should bear a greater reduction than those that are nationally regarded. We should not cut nationally ranked programs. We have to protect the crown jewels. There are some programs that are truly

outstanding and can be made even better with additional resources. We have others that are not so good. As painful as it is, we need to cut out programs that are not strong.

- (4) Areas that have been designated for growth and development (e.g., genomics) should be preserved.
- (5) We should look for opportunities to achieve efficiencies through cuts.
- (6) We should strive to maintain quality. We should build on our strengths and focus on what ought to be funded by the State.
- (7) We need to evaluate the ability of the unit to function at a high level if cuts are made. We should not damage any unit to the point that we can't bring it back.
- (8) Our first obligation is to protect the "basic contract" with undergraduate and graduate students to provide instruction. This means that we should save the English Department rather than hiring a computer support person or paying to cut the grass.
- (9) Larger schools can absorb bigger cuts more easily than smaller schools.
- (10) We need to avoid creating mediocrity, and we should cut programs that are not serving students or the State.
- (11) Although it is essential that we make differential cuts, it is very difficult to define the criteria for cuts. In the end, this requires subjective judgments about which units are making real progress and which are less valuable to the University.

After careful consideration of the data provided, and following discussions of the impact of budget reductions, the Committee recommended criteria on which differential budget reductions could be assigned. The factors identified by UPBAC were:

- delivery of the instructional mission
- proportion of a unit's budget comprised of state funds
- ability of a unit to generate alternative resources

These recommendations influenced final budget decisions that resulted in assigning differential budget reductions.

UNIVERSITY PRIORITIES AND BUDGET ADVISORY COMMITTEE
(UPBAC)

October 1, 2002-September 30, 2003
upbac@listserv.unc.edu

Shelton, Robert	2-2198	Exec. VC & Provost	CB #3000	Perm
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Robert Adler	2-3156	Associate Dean	CB #3490	2002-05
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Estroff, Sue	2-1671	Chair of the Faculty	CB #9170	2000-03
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Mangum, Elmira	2-1091	Assoc. Provost, Finance	CB #8000	Perm
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Marshall, Joanne	2-8363	Dean, School of Information	CB #3360	2000-03
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Patterson, Roger	2-7242	Assoc. VC for Finance	CB #1000	Perm
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Stamm, John	6-2731	Dean, School of Dentistry	CB #7450	2002-05
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Waldrop, Tony	2-1319	VC for Research & Graduate	CB #4000	Perm
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January 6, 2003

PROPOSED RESOLVES RESPONDING TO THE RECOMMENDATIONS OF THE TASK FORCE ON APPOINTMENTS, PROMOTIONS, AND TENURE

The following Resolves have been prepared by the Secretary of the Faculty in response to the Report of the Task Force on Appointments, Promotions, and Tenure. They are presented to the Faculty Council for information only. Some or all of these Resolves may be presented to the Council for action later this year. The wording of this document has not been formally approved by the Task Force.

I. Responses to Recommendations with Respect to Flexibility in the Process of Promotion and Tenure.

I.1. The Faculty Council endorses the recommendation that the University of North Carolina at Chapel Hill should seek appropriate funding to support a system of paid parental leave for full-time faculty holding tenure-track appointments who bear primary responsibility for the care of a newborn child.

I.2. The Faculty Council endorses the recommendation that the administration assume responsibility for explaining to new faculty appointed to probationary-term positions the provisions of the tenure regulations concerning special provisions for extending the maximum probationary period.

I.3. The Faculty Council endorses the recommendation that the administration take steps to ensure that faculty members who take advantage of special provisions for extending the maximum probationary period are not subjected to stricter requirements for reappointment and promotion than those expected of colleagues who do not choose to take advantage of those provisions.

I.4. The Faculty Council requests the Committee on University Government to prepare for consideration by the Council a proposed amendment to Section 2.c.(6)(iii) of the tenure regulations (see text below) to increase from one year to two years the maximum extension of the probationary period that may be granted.

[For reasons of health, requirements of childbirth or child care, or similar compelling circumstances, a faculty member holding a probationary term of appointment at the rank of assistant professor or associate professor may request that the maximum probationary period be extended for a period not to exceed 12 months (including any extension that may have been granted under subsection (ii) above), with no resulting change in normal employment obligations, in order to provide the faculty member additional time to demonstrate fully his or her professional qualifications for reappointment or permanent tenure.]

I.5. The Faculty Council requests the Committee on University Government to prepare for consideration by the Council a proposed amendment to the tenure regulations that would permit a probationary-term faculty member and the head of the appointing unit to mutually agree to delay the decision on reappointment until the final year of the probationary period, with the proviso that in such case the faculty member is not entitled to 12-months notice of a decision not to reappoint.

II. Responses to Recommendations with Respect to Policies and Procedures for Appointment and Promotion of Fixed-Term Faculty.

II.2. The Faculty Council requests the Committee on University Government to prepare for consideration by the General Faculty an amendment to the Faculty Code of University Government establishing an elected standing committee on Non-Tenure Track Faculty.

II.2. The Faculty Council endorses the recommendation that each academic unit develop a plan that defines the desired mix of tenure-track and fixed-term faculty appointments in that unit.

II.3. The Faculty Council endorses the recommendation that all appointments to fixed-term faculty positions, whether full-time or part-time, contain provisions relevant to the possibility that funding to cover the full duration of the contract may not be available due to funding rescissions.

II.4. The Faculty Council endorses the recommendation that, to the maximum feasible extent, no person should be appointed to more than three consecutive one-year terms in a fixed-term rank before appointment to a longer term is made available.

II.5. The Faculty Council urges the Dean of the College of Arts and Sciences to rescind the administrative rule now in effect that links the term of fixed-term faculty appointments to the term of appointment of the department chair.

II.6. The Faculty Council requests the Committee on University Government to prepare for consideration by the General Faculty an amendment to the Faculty Code stating the expectation that all appointments and reappointments to fixed-term faculty positions, whether full-time or part-time, will be made with the same consultations within the appointing unit as is the case for appointments to tenure-track positions.

II.7. The Faculty Council requests the Committee on University Government to prepare for consideration by the Council a proposed amendment to the tenure regulations creating the rank of senior lecturer.

II.8. The Faculty Council endorses the recommendation that each appointing unit develop descriptions of the evaluation and criteria for appointment and promotion within fixed-term ranks that differentiate appointment by ranks analogous to those employed in tenure-track appointments.

II.9. The Faculty Council endorses the recommendation that promotions within fixed-term ranks that differentiate appointment by ranks analogous to those employed in tenure-track appointments follow the same time line for review as is prescribed for tenure-track appointments.

II.10. The Faculty Council endorses the recommendation that each academic unit include fixed-term faculty in school and departmental decision-making and advisory venues, except those relating to evaluation and promotion of tenure-track faculty.

II.11. The Faculty Council endorses the recommendation that deans and department heads make every effort to include fixed-term faculty in professional development activities.

II.12. The Faculty Council requests the Provost to examine the criteria for awards, particularly those related to service, to ensure that fixed-term faculty are eligible for consideration unless disqualified by the terms establishing the award.

III. Responses to Recommendations with Respect to Review of Tenure-Track Appointments and Promotions

III.1. The Faculty Council requests the Committee on University Government to prepare for consideration by the General Faculty an amendment to the Faculty Code expressing the expectation that deans and department chairs will consult all tenured faculty in the appointing unit in appointments and promotions that have the effect of conferring permanent tenure, except initial appointment at the rank of professor for which consultation with the professors alone is sufficient.

III.2. The Faculty Council requests the Committee on University Government to prepare for consideration by the General Faculty an amendment to the Faculty Code establishing a University-wide system for review of all appointments and promotions that have the effect of conferring permanent tenure and all promotions from the rank of associate professor to the rank of professor. The system should provide for at least three levels of review, culminating with the Advisory Committee. The intermediate level of review should be conducted either by the entire assembled faculty who are qualified to consult on the action in question or by an elected committee of the unit's faculty, as may be appropriate for the size and complexity of the appointing unit.

III.3. The Faculty Council requests the Committee on University Government to prepare for consideration by the General Faculty an amendment to the Faculty Code enlarging the membership of the Advisory Committee to twelve, and specifying that it is advisory to the Provost with respect to faculty personnel matters and to the Chancellor on all other matters.

III.4. The Faculty Council endorses the recommendation that a decision not to reappoint a probationary-term faculty member should be forwarded by the dean or department chair to his or her immediate administrative superior for review as to the adequacy, consistency, and coherence of the evidence supporting the decision not to reappoint. In conducting that review, the reviewing officer should seek the advice of the faculty advisory committee that would have reviewed the decision had it been positive.

Report of the Committee on Appointment, Promotion, and Tenure

"Declare the past, diagnose the present, foretell the future...make a habit of two things—to help, or at least to do no harm."

-- Hippocrates *Epidemics*, Bk. I, Sect. XI.

"...there is always an easy solution to every human problem - neat, plausible, and wrong."

-- H.L. Mencken *The Divine Afflatus*, 'New York Evening Mail, November 15, 1917

In October, 2000, Chancellor James Moeser directed the appointment of the Committee on Faculty Appointment, Promotion and Tenure with the following charge:

The Committee will review practices, procedures, and policies regulating faculty appointment, promotion, and tenure.

The goal of the Committee is to ensure that these practices, procedures, and policies are equitable and consistent with the educational, scholarly, and service mission of the University.

The Committee will consult regularly with the University community in identifying topics for review and in formulating its recommendations. The Committee will review and discuss its findings with the faculty and report its recommendations to the Chancellor

Paul Farel (Cell and Molecular Physiology) and Barbara Harris (History and Women's Studies) agreed to co-chair the Committee. The other members were Stephen Birdsall (Geography), Ray Dooley (Dramatic Art), Eugenia Eng (Health Behavior and Health Education, Madeleine Grunet (Education), Charles Jennette (Pathology), Peter Ornstein (Psychology), Kathleen Rounds (Social Work), Sarah Shields (History), Michael Smith (Government), Marilyn Yarborough (Law), and Lucila Vargas (Journalism/Mass Communication). Together they represented a broad cross-section of disciplines and schools in the University.

The Committee began its work in February 2001 upon the arrival of Provost Robert Shelton. Members of the Committee formed three working groups, each of which focused on a particular aspect of the charge: policies and procedures for non tenure-track faculty (chaired by Paul Farel), policies and procedures for tenure-track faculty (chaired by Stephen Birdsall), and mechanisms for flexibility in the tenure and promotion of tenure-track faculty (chaired by Barbara Harris).

The policies and procedures regulating tenure-track faculty are virtually identical to those in force at the University in 1950. Although generally effective in promoting the mission of the University and

protecting the rights and prerogatives of faculty, the rigidity of these policies constrains the development of faculty whose personal situation most differs from their colleagues of 50 years ago. Fifty years ago, a professor, if he had children, typically had a wife who was responsible for maintaining the family. Today, many faculty are single parents or in relationships in which both partners hold full-time positions. Responsibilities, such as care of aging parents, of children, or of a partner, place overwhelming burdens on faculty trying to meet the exacting standards for award of permanent tenure. Recommendations directed at providing the flexibility needed to recruit and retain tenure-stream faculty of the highest quality constitute the first part of this report.

Existing policies and procedures do not provide for the increasing proportion of non tenure-track members of the professoriate. Non tenure-track faculty now hold over 30% of the full-time faculty positions at the University, yet have few of the safeguards that apply to tenure-track faculty. The second part of this report suggests mechanisms to implement recommendations made by the Office of the President of the 16-campus system in the report of the Committee on Non-Tenure Track Faculty. The Board of Governors accepted these recommendations at its March 6, 2002 meeting.

The final section of the report suggests changes in existing policies and procedures relating to tenure-stream faculty. Its recommendations recognize that in most respects existing policies serve the University well in hiring and retaining an excellent faculty. Therefore, its recommendations focus on ensuring that all faculty, regardless of their home unit, are subject to comparable reviews. This section is also responsive to concerns expressed about the manner in which negative decisions at the departmental or school level are handled. The report further recommends that issues related to instructional personnel reside in the Office of the Provost, as they have *de facto* for many years.

The most sweeping recommendations of this report thus focus on non tenure-track faculty and on the need for flexibility in the evaluative process for tenure-stream faculty. These emphases should in no way imply that the Committee fails to recognize the critical function of tenure. Tenure is indispensable to hiring and retaining outstanding faculty. Such faculty are the wellspring of the University's exemplary record in serving the people of North Carolina, educating its students, and providing leading scholars to the nation and to the world. The Committee is unanimous in affirming the importance of tenure to the life of the University.

Flexibility in the Process of Tenure and Promotion

Since the 1950s, there have been dramatic changes in the composition of the University faculty. In the mid-twentieth century, most faculty members were men with wives who worked in the home and supported their husbands' careers by providing the bulk of family and household care. In contrast, the majority of today's faculty members live with spouses or partners in family settings in which both members of the unit are employed. In addition, a significant minority of faculty members is single. Many of these faculty, female and male, have major caretaking responsibilities for members of their families and households, particularly children and aging or ill parents.

With these demographic changes in mind, the committee considered the appropriateness of our current appointment, promotion, and tenure regulations. More specifically, we focused on whether the regulations as they stand now meet the needs of the faculty and, simultaneously, ensure that the University succeeds in recruiting and retaining the highest quality faculty.

The change in the composition of the faculty raises questions about whether the existing probationary period permits assistant professors to meet the requirements of their academic units for tenure. The problem is particularly acute for those faculty members who assume major responsibility for their

children and may not have a partner. A disproportionate number of faculty members in this position are women. Consequently, this situation has a significant impact on the University's ability to recruit and retain female faculty in numbers commensurate with the numbers of women receiving terminal degrees. According to the Office of Institutional Research, there is a marked difference between the numbers of female full and associate professors in comparison with assistant professors. For example, in September 2001, the percentages of female assistant professors, associate professors, and full professors were 38%, 34%, and 21%, respectively. Notwithstanding these figures, we emphasize that the fundamental issue is not gender per se, but the responsibilities of parenting. The goal of the committee is to address this problem on behalf of both female and male faculty.

In 1995, the University took an important step in addressing the obstacles facing faculty with family responsibilities trying to meet the requirements to achieve tenure when it instituted a policy of allowing faculty members to "stop the tenure clock" for one year for reasons of health, requirements of childbirth or child care, or similar compelling circumstances. This policy is gender blind and applies to natural or adoptive parents. A survey of our peer institutions indicates that most of them now have similar policies in place, although they vary somewhat in detail.

Widespread confusion exists about the "stop the clock policy." It is therefore included verbatim as an appendix to this section. Most importantly, the suspension of the tenure clock is NOT a leave. Rather it was designed for full-time probationary faculty who choose to remain in full-time employment for professional or financial reasons at a time when they face the situations to which it applies. Nor is it designed to deal only with the situation of women with babies and young children.

The committee surveyed all assistant and associate professors currently employed at UNC-CH to evaluate implementation of clock suspension policy. Based on this survey, other information that we collected and our discussions, we have come to believe that the UNC-CH should build even greater flexibility into our regulations about the probationary period for tenure-track faculty.

Although the recommended changes (see below) will have a disproportionately large effect on women, they will also benefit male faculty, many of whom live in dual-wage-earner or single-parent families and play a significant role in child-care. Many male faculty who responded to the survey indicated that the policy would apply to their family situation although many of them did not know it was gender blind. In addition, because one of the major findings of our survey was that many faculty members (55% of the assistant professors and 60% of the associate professors) did not know about the possibility of stopping the tenure clock, we strongly recommend that the University and individual schools make a systematic and concerted effort to inform chairs and faculty about these policies and how they apply to the probationary period.

In contrast to the situation of assistant professors, the large difference between women and men in the full professor rank does not seem to result from the impact of contrasting family responsibilities on female and male associate professors. According to the Office of Institutional Research, there is no statistically significant difference in the length of time it has taken for female associate professors and male associate professors to be promoted in the last five years. In addition, of current associate professors hired as assistant professors, women have been in rank 6.1 years and men, 7.3; of those hired as associate professors, women have been in rank 5.8 years and men 6.7 years. Therefore, it seems that the difference between women and men in the full professor rank primarily reflects hiring patterns of junior faculty a decade or more ago. However, it should be noted that differential hiring at the full professor rank contributes to the perpetuation of these inequities. In 2000-2001, 19.4% of the new faculty hired in Academic Affairs were hired at the full professor level, but only 31% of the newly hired full professors were female. In Health Affairs the comparable figures were 11.9% and 20%. These figures underscore the necessity of the University continuing to enforce vigilantly the policies in place to

ensure equal employment hiring.

The Committee believes that the changes recommended below will enhance the University's ability to recruit and retain young faculty in a highly competitive academic market. They also recognize the University's commitment to enhancing the quality of life of its faculty, incorporating Chancellor Moeser's conviction that the University of North Carolina at Chapel Hill can and should be both good and great.

Recommendations:

1. UNC-CH should provide all full-time, tenure-track faculty members with the option of a paid maternity or paternity leave of one semester.
2. Faculty members should be allowed to stop the tenure clock for a maximum of two years during the probationary period, instead of one "for reasons of health, requirements of childbirth or childcare, or similar compelling circumstances." Note: These are the reasons included in the current Trustees Policies on "Special provisions for extending the maximum probationary period," (Section 2, Part 2, c. General Provisions), which is included as an appendix to this section.
3. A procedure ought to be developed that allows departments to delay the tenure decision for one year if the department and faculty member agree it would be in her/his interest. In this case, the faculty member must agree that should she/he be denied tenure, she/he will not receive an additional year's employment.
4. Deans and Human Resources personnel should assume responsibility for explaining the "stop the tenure clock" policy to new Chairs and new members of the faculty. This explanation must make the following points clear:
 - a. That the option is open to men as well as women.
 - b. That it is not the same thing as maternity (or paternity) leave.
 - c. That it is not the same thing as unpaid leave.
 - d. That it is open to faculty members who adopt children, as well as those with responsibility for children to whom they or their partners gave birth.
 - e. That it also be available to faculty members who have primary care of aging parents and other close family members
 - f. That it is a right open to faculty members, and not a privilege to be granted at the discretion of the chair
5. To support the effort of informing faculty about the "stop the tenure clock" policy, the University ought to develop explanatory materials that can be distributed to new faculty and chairs.
6. Points 4 & 5 should apply to any new procedures instituted as the result of this report.
7. Deans, Chairs, and other administrators should assume responsibility for ensuring that faculty who elect to stop the tenure clock are not subjected to heavier requirements for promotion, a concern voiced by many faculty who answered our questionnaire.

Appendix to this section:

From Trustees Policies (1999)

Section 2, Part 2, c. General Provisions

iii. Special provisions for extending the maximum probationary period

For reasons of health, requirements of childbirth or child care, or similar compelling circumstances, a faculty member holding a probationary term of appointment at the rank of assistant professor or associate professor may request that the maximum probationary period be extended for a period not to exceed 12 months (including any extension that may have been granted under subsection (ii) above), with no resulting change in normal employment obligations, in order to provide the faculty member additional time to demonstrate fully his or her professional qualifications for reappointment or permanent tenure. [Amended 2/18/94]

iv. Extension and special assignment

Any request pursuant to subsection... (iii) above must be initiated not later than 24 months before the end of the term to which it is to apply and must be approved by the Chancellor. The total extension granted under subsection (ii) and subsection (iii) above cannot exceed 12 months. A request for extension initiated during the third or fourth year of an initial probationary term at the rank of assistant professor shall be granted only upon the condition that the initial appointment is renewed. [Amended 2/18/94]

The provisions of subsection... (iii) above do not apply to informal temporary adjustments of the regularly assigned duties of faculty members by the department chairman who is responsible for their direct supervision; nor to the granting by the University of extended leaves of absence with or without compensation. [Amended 2/18/94].

Policies and Procedures for the Appointment and Promotion of

Non Tenure-Track Faculty

The increasing dependence of American colleges and universities on non-tenure-track faculty is well documented. Nationally, from 1987 to 1998 the combined percentages of part- and full-time non-tenure track faculty increased from 41% to 61% of total faculty, with part- and full-time faculty each increasing their proportion of total faculty by about 10%. Dependence on non-tenure track faculty is less at the 16 constituent institutions of the University of North Carolina, as is the rate of increase. From 1990 to 2000, the percentage of part-time non-tenure track faculty increased from 15% to 21% and the percentage of full-time non-tenure track faculty increased from 19% to 23%. Combining these categories shows that non-tenure track faculty constituted 34% of total faculty in 1990 and 43% in 2000.

At UNC-CH, 795 faculty hold full-time fixed-term appointments. 1,787 faculty hold full-time tenured or

tenure-track appointments. Non-tenure track faculty thus constitute over 30% of full-time faculty at UNC-CH. Three-quarters of full-time non-tenure track faculty hold appointments in Health Affairs. Slightly more than half (54%) of faculty members holding non-tenure track appointments are female. In addition, approximately 260 non-tenure track faculty hold part-time fixed-term appointments.

The number of full-time non-tenure track faculty increased from 582 to 795 between 1997 and 2001, an increase of 37%. This increase was greater in Health Affairs than in Academic Affairs both relatively (40% versus 26%) and absolutely (175 positions versus 38). In contrast, in this same period, the number of tenure-track faculty was little changed (1785 and 1787 in 1997 and 2001, respectively). Projecting the 8.8% mean annual growth rate of non-tenure track faculty forward, the number of non-tenure track faculty will exceed the number of tenure-track faculty by 2011.

Increasing dependence on non-tenure track faculty can be attributed to the managerial considerations of cost and flexibility. Non-tenure track faculty can be hired at relatively short notice without an extensive search to meet needs as they arise, whether these needs relate to an unexpected surge in enrollment, the award of grants or contracts requiring faculty staffing, or the necessity to provide clinical services.

Each of these needs relates to one of the core values of the University's mission and thus could legitimately be seen as the professional province of tenure-track faculty. Unlike tenure-track faculty, who are expected to be exemplary scholars as well as teachers and participants in the governance of the University, non-tenure track faculty typically focus on the comparatively narrow range of activities for which they were hired. Consequently, the cost to the institution may appear less for non-tenure track faculty than for tenure-track faculty if one considers only the specific task at hand. However, the work of non-tenure track faculty may have the unintended consequence of adding to the workload of tenure-track faculty. For example, the use of non-tenure track faculty can allow the University to offer more introductory level courses to students. However, these students will eventually require more specialized courses taught by faculty who participate in the scholarship that distinguishes a research university. These students also call upon faculty for counsel and guidance in choosing a major or even a career. Such activities are rarely included in contracts for non-tenure track faculty, even for those non-tenure track faculty having the necessary experience and ability.

The University is deeply reliant on non-tenure track faculty to achieve its mission. Although the need for non-tenure track faculty is undeniable, the necessity to protect both the concept and fact of tenure is no less compelling. Tenure is the source of the freedom and security without which independent thought will wither and die. Unpopular ideas and research first discussed in the academy have often become mainstream with the passage of time and the evidence of study. Without academic freedom to pursue unpopular research agendas, the country would be required to seek answers to pressing problems outside its own institutions. The freedom to pursue scholarly projects whose benefits, both intellectual and economic, may require many years to realize requires the security tenure brings. Most importantly, tenure allows faculty to teach with integrity without fear their courses will be subject to strictures on intellectual freedom.

Concern about these and other issues led Dr. Gretchen Bataille, Senior Vice President for Academic Affairs in the Office of the President, to appoint the Committee on Non-Tenure Track Faculty in February 2001, chaired by Dr. Betsy Brown, Vice President for Academic Affairs. The report of this committee was presented to the University of North Carolina Board of Governors on March 6, 2002. The Board approved the report and charged the Office of the President to work with the 16 constituent institutions to implement the recommendations.

Throughout this period, the Chancellor's Committee on Appointment, Promotion, and Tenure was also examining many of these same issues. The Board of Governors' recommendations paralleled those

being formulated by the Task Force. In this report, we take each of the recommendations and suggest strategies for implementation at UNC-CH. In formulating these strategies, the Committee attempted to adhere to the following principles:

1. Because non-tenure track faculty members are hired to fill circumscribed needs, the local hiring unit is in the best position to define positions in that unit.
2. Non-tenure track faculty members are colleagues and should be given the respect and status due their positions.
3. The policies and procedures regulating the employment and treatment of non-tenure track faculty members should be subject to review in a manner parallel, but not necessarily identical, to those safeguarding tenure-track faculty members.

The Committee recommends formation of a nine-member Committee on Non-Tenure Track Faculty to monitor implementation of recommendations, review School and unit policies, and formulate new policies and procedures. The new Committee will also continually seek ways to improve the conditions and status of both full- and part-time non-tenure track faculty members, consistent with their responsibilities and the mission of the University. The new Committee will not review individual faculty appointments, which are made by individual units in response to the challenges they face in achieving their mission. The new Committee will be a standing committee of the faculty elected by a campus-wide ballot of the General Faculty and will be composed of three full-time tenure-track and six full-time non-tenure-track faculty members with the chair elected from among the committee membership. The Executive Associate Provost will be a voting, *ex officio* member of this Committee.

Recommendation 1: Each UNC institution should develop a staffing plan defining the desired mix of various types of faculty appointments and monitor its progress in moving toward its staffing goals. These plans should be developed with input from a broad array of campus constituencies, including non-tenure track faculty. The staff of the Office of the President should also undertake periodic studies of the mix of faculty appointments across the University. (See pp. 24-25)

Individual hiring units, typically Schools, departments, or divisions, are in the best position to formulate staffing plans that best allow that unit to fulfill its mission. Thus, staffing plans should originate with individual hiring units. These plans will be reviewed by a committee within the School, or if such a committee does not exist, by the proposed new standing committee for non-tenure track faculty.

Recommendation 2: Each campus, whenever possible, should offer multi-year contracts (for three or more years, with eligibility for reappointment) to full-time non-tenure track faculty who have successfully completed a probationary period or otherwise demonstrated their effectiveness and contributions. (See p. 27)

The nature of non-tenure track positions makes them less secure than those in the tenure stream. Funding for these positions may depend on sources such as state appropriations, contracts, grants, or clinical receipts that do not easily lend themselves to long-term planning. Non-tenure track faculty members are hired for their ability to fill positions that are typically narrower in scope than positions designed for tenure-track faculty. The skills that make an individual successful in winning a non-tenure track faculty position may not be those that are most needed if the mission of the hiring unit shifts.

Nonetheless, these uncertainties must be balanced against the need to provide non tenure-track faculty colleagues with as great a sense of security as possible. To accomplish this goal will require compromise. Individual hiring units are in the best position to formulate the policies most consistent with their mission and fiscal situation. For example, units that employ non tenure-track faculty for teaching or service may not be able to offer longer term contracts to all deserving non tenure-track faculty, but very likely can offer three- to five-year contracts to some percentage of those faculty.

For non tenure-track faculty supported by grant or contract funding, the duration of appointment may fluctuate depending on where in the funding cycle reappointment is made. For example, if extramural funding that has two years to run supports a non-tenure track faculty member, the duration of reappointment may be such that the ending date is synchronous with the end of extramural support.

The Task Force also urges that all appointment and reappointment contracts contain provisions relevant to the possibility that funding to cover the entire duration of the contract may not be available due to funding rescissions.

The Task Force recommends that

- o If possible, nor more than three consecutive one-year contracts should be offered before a longer term contract is made available.
- o If circumstances compel a continuation of one-year contracts beyond this limit, a letter of justification from the chair should be reviewed by the University-level committee.
- o In the College, the duration of non-tenure track faculty contracts is now linked to the tenure of the departmental chair. The committee recommends strongly that this practice be abandoned.
- o All hiring of non-tenure track faculty, both part-time and full-time, should be reviewed by the appropriate committee advisory to the unit head.

Recommendation 3: The Office of the President should develop a policy and guidelines for non-tenure track appointments, requiring each institution to develop the following:

- (A) a definition of "full time" faculty load applicable to non-tenure track positions and appropriate to the institution's mission and program array;**
- (B) a definition of assignments and responsibilities that constitute 50%, 75% and 100% loads, with identification of the employee benefits available to non-tenure track faculty employed at 50% or 75% of a full-time load;**
- (C) a policy determining under what circumstances if any faculty on part-time appointments can be assigned full-time loads;**
- (D) a policy determining under what circumstances part-time faculty should be issued two-semester continuing contracts with accompanying eligibility for benefits;**
- (E) a policy for timely notice of appointment or reappointment of part-time faculty.**

Individual hiring units have such diverse missions that it is most appropriate that these units develop the policies described under items A and B. Items C and D are best handled at the University level. Item E should also be developed at the unit level since the reliability of funding can vary greatly depending upon its source (e.g., campus, state, or national). The groups responsible for developing these policies and definitions should include representative membership of non-tenure track faculty.

Policies developed at the unit level will be reviewed and, if adequate, approved by School and University committees.

Recommendation 4: Each campus should develop a set of clearly defined position descriptions and titles for full- and part-time non-tenure track positions. The use of "advanced" titles with appropriate salary increases and other recognition should be considered to appropriately distinguish faculty with longer service records and accomplishments (for example, Senior Lecturer or Research or Clinical Faculty with rank). (See p. 31)

The committee recommends that the rank of senior lecturer be added with appropriate changes to The Trustee Policies and Regulations Governing Academic Tenure, section 2 b. (5). Because of the diversity of activities performed by lecturers across Schools, each hiring unit will determine the schedule and criteria by which lecturers will be considered for promotion to the rank of senior lecturer.

Recommendation 5: At campuses which have not done so, full-time and part-time non-tenure track faculty should be provided a specific description of the evaluation process and criteria by which their performance will be judged and how the evaluations will be linked to reappointment and salary determination; training should be provided to department chairs on effective means of evaluating and supervising non-tenure track faculty. (See p. 32)

Descriptions of the evaluation process and criteria for promotion should be developed by the hiring unit and reviewed by the School or University committee, as appropriate.

The Task Force recommends that promotion of non tenure-track faculty in research or clinical tracks follow the same timeline for review as for tenure-track faculty. If a non tenure-track faculty member is not recommended for promotion, that faculty member can be reappointed at her/his current rank.

Policies developed at the unit level will be reviewed and, if adequate, approved by School and University committees.

Recommendation 6: Each campus should

(A) provide non-tenure track faculty adequate orientation to their responsibilities and access to office space, telephones, computers, email, clerical support and other assistance necessary to fulfill their responsibilities;

(B) develop guidelines for the proper compensation, either through stipends or adjusted teaching loads, for advising and administrative activities

assigned to non-tenure track faculty;

(C) include non-tenure track faculty as appropriate in decision-making processes at the department, college, and university level, particularly in decisions affecting their own responsibilities and employment conditions. (See p. 34-35)

The following suggestions for implementation apply to both part- and full-time non-tenure track faculty.

- A. Every effort should be made by the hiring unit to ensure that available resources are allocated such that both tenure- and non tenure-track faculty are able to fulfill the expectations of their position.
- B. The nature of professional employment is that the boundaries of responsibilities are often vague. It is unlikely that teaching, for example, can be completely separated from advising or some degree of administration. On the other hand, if the position of a non tenure-track faculty member includes expectation of substantial time devoted to activities beyond the primary responsibilities of teaching, research, or service, the unit head is responsible for ensuring that such expectations are delineated in the letter of appointment and that rewards are commensurate with expectations.
- C. At UNNC-CH, full-time non tenure-track faculty are full voting participants in faculty governance and can be elected to most decision-making groups. The participation of non tenure-track faculty in more local decision-making processes varies from unit to unit. The committee urges each unit and School to include non tenure-track faculty in as many decision-making venues as possible.

Recommendation 7: Each campus should provide opportunities to non-tenure track faculty for professional development activities and for recognition of their accomplishments through campus awards. (See p. 36)

Unit heads and deans are encouraged to make every effort to include non tenure-track faculty in professional development activities that will improve their ability to fulfill the responsibilities for which they were hired.

Many awards are available to both tenure-track and non tenure-track faculty. The criteria for other awards, particularly those relating to service, should be examined to ensure the eligibility of non-tenure track faculty.

Recommendation 8: As part of their staffing plans, institutions should

- (A) analyze the compensation of full-time and part-time non-tenure track faculty and weigh this compensation against the duties and responsibilities of these positions;**
- (B) increase compensation where appropriate to ensure the continued employment of qualified, experienced, and professional faculty;**
- (C) develop policies for the eligibility of full-time non-tenure track faculty for regular salary increases and for increases in part-time faculty stipends, both**

across-the-board within disciplines and for individual faculty based on experience and performance. (See p. 38)

Schools should institute a compensation plan for non-tenure track faculty. Plans developed at the School level will be reviewed and, if adequate, approved by the Committee on Non-Tenure Track Faculty.

Policies and Procedures for Tenure-Stream Faculty

Individual academic units address a diversity of subjects and are subject to distinct disciplinary and professional traditions, goals, cultures, and standards, yet each academic unit is governed by aspirations for excellence in teaching, scholarship/creative endeavor, and service. This striving for excellence is most clearly embodied in the policies and procedures that regulate the appointment, tenure, and promotion of faculty.

The policies and procedures under which the University currently operates are very similar to those summarized in 1950 by Chancellor Frank Porter Graham in an address to the Faculty Council of the Woman's College in Greensboro. Despite the absence of substantive modification in the subsequent half century, the Committee believes that, on the whole, these policies and procedures continue to serve the University and its faculty well, nurturing excellence and providing for the fair and equitable treatment of individual faculty members.

The Committee focused on two areas in which the current system should be improved. First, each candidate for promotion and tenure should go through a series of evaluations that is similar throughout the University, regardless of the School in which the initiating department is located. Second, the Committee recommends that negative decisions by a department chair or dean be subject to a second faculty review.

1. Faculty candidates for promotion and/or conferral of permanent tenure should undergo review by faculty committees at the Department, School, and University levels. The results of committee deliberations at all levels should be in the form of a vote, separated by rank. The Task Force was divided on whether votes by committee members should be by secret ballot.
 - The initial level of faculty review, typically within the candidate's department, is concerned primarily with evaluation from the perspective of the candidate's discipline. This review is to be conducted by individuals who are knowledgeable about the candidate's scholarship/creative endeavor, teaching, and other activities and who are able to evaluate the quality, national impact, and promise of the candidate with respect to the discipline. In preparation for this review, the hiring unit and candidate will prepare a dossier containing written evaluations of the candidate's teaching, scholarship/creative endeavor, service and other documents as may be required by the School of which the hiring unit is a part. The unit head will summarize the results of the review and make a positive recommendation or a negative decision. The Committee urges that tenured associate professors be included in the evaluation of candidates being considered for promotion to the rank of associate professor with conferral of tenure.
 - The second level of faculty review is concerned primarily with evaluation of the quality, impact, and promise of the candidate with respect to the standards and mission of the School/College. This review can be performed by a

committee of the whole in smaller Schools (assembled full professors and others, as appropriate) or, in Schools with a departmental structure, by a committee whose members are elected. This committee will evaluate the adequacy, consistency, and coherence of the evidence supporting the Chair's recommendation. The result of this review will be reported to the Dean of the school, who will make a positive recommendation or a negative decision.

- The Advisory Committee to the Chancellor (CAC) conducts the third level of faculty review. This committee will evaluate the adequacy, consistency, and coherence of the evidence supporting the Dean's recommendation. This committee is also in a position to ensure that all Schools maintain the high standards for teaching, scholarship/performance, and service expected of our institution. For many years, the Provost, as the chief academic officer of the University, or his representative, has served as the liaison between the CAC and the Chancellor on matters concerning promotion and tenure. We recommend that this practice be formalized by having the CAC advise the Provost on personnel matters and the Chancellor on all other matters. The Provost will advise the Chancellor on faculty appointments and promotions after receiving the recommendation of the Advisory Committee. We further recommend that the size of the Advisory Committee be increased to 12 members from its current membership of nine in order to ensure the necessary breadth of knowledge about the variety of scholarship and creative endeavors pursued by faculty as well as to distribute the workload in a manner that ensures careful review.

2. Faculty review committees may make **positive or negative recommendations**.

Administrative officers (Chair, Dean, Provost, Chancellor) may make **positive recommendations or negative decisions** concerning promotion and tenure. Currently, positive recommendations proceed through a series of reviews, but negative decisions by administrative officers do not proceed. The Task Force recommends that negative decisions be subject to a further level of review by the next higher-level faculty review committee.

- If a department Chair makes the initial negative decision, the School/College faculty review committee will conduct the subsequent review. If the Dean makes the initial negative decision, the University-level faculty review committee (CAC) will conduct the subsequent review. In Schools without a departmental structure, the initial negative decision lies with the Dean. In such instances, the subsequent review will be conducted by the CAC. This review of a negative decision will focus on the adequacy, consistency, and coherence of the evidence supporting the initial negative decision. If questions arise in this second review, the Dean or Provost, as appropriate, may ask for explanation, elaboration or clarification of the negative decision, but cannot impose a reversal. The Dean/Provost will add a summary of the review process to the candidate's file. This information can then become part of an appeal filed with the Hearings or Grievance Committee, if the candidate so chooses.

- The Taskforce recommends continuing the present practice whereby an applicant can appeal a negative decision concerning promotion or tenure according to procedures specified in Section 4 (Faculty Hearings Committee) of the *Trustee Policies and Regulations Governing Academic Tenure* or Section 4-8 (Faculty Grievance Committee) of the *Faculty Code*, as appropriate. If the appeal is supported, we suggest that the relevant body report its findings to the Provost, who may recommend corrective action to the Chancellor. If the Chancellor overturns a negative decision of a Department or School

following an appeal, the reasons for this action should be reported to administrative officers within the candidate's chain of review.

MEMORANDUM

TO: Members of Faculty Council

FROM: Professor Judith Wegner, Chair, Committee on Student Conduct

RE: Proposed Faculty Council Resolution Adopting New Version of Statement on Faculty Responsibilities Under the Honor Code for inclusion as an Appendix to the Instrument on Student Judicial Governance

DATE: December 4, 2002

This memorandum provides a brief summary and explanation of key features of the proposed resolution revising the Appendix of the Instrument of Student Judicial Governance, entitled "Faculty Responsibilities in Relation to the Honor Code." Attached are (1) the resolution and recommended revision; (2) the current version of the Appendix; (3) a draft version of the report form that faculty will be asked to use in dealing with academic dishonesty in the future. The proposed changes are submitted in response to the Chancellor's request that the Committee on Student Conduct develop means of implementing key recommendations of the Task Force on the Student Judicial Process distributed in late summer 2002.

This proposal is the first of three major items that you will receive from the Committee on Student Conduct during December. By the end of the month, we will be transmit to you, Student Congress, and the Chancellor a complete revision of the Instrument of Student Judicial Governance (including the "Honor Code") along with an action plan for making the UNC-CH Honor System the best and most widely respected such system in the country. As I will address in brief remarks at Faculty Council's December 6 meeting, we ask Faculty Council to approve the change in the Appendix attached here during its December meeting, and will ask Faculty Council to act on the latter two items by March 2003.

.....

Faculty Responsibilities Under the Honor Code—A Brief Summary

Preamble. The language of the preamble reiterates the importance of recognizing the shared responsibility of both faculty and students for ensuring academic integrity at UNC-CH.

Specific Faculty Obligations and Commitments. The campus Honor System operates as a means through which high community standards of academic integrity are voiced and enforced within a context of responsible student self-governance. The Honor System can only operate, however, with the active commitment of instructional personnel to do their part in the following respects:

1. **Awareness.** Unless instructional personnel are themselves aware of the Honor System and its operation, students will not receive a consistent message that both their teachers and their peers hold them responsible for high standards of academic integrity and are committed to take necessary steps to see that those standards are observed.
2. **Good Instructional Practices in Providing Guidance.** Although the Honor Code itself articulates general standards regarding academic integrity, individual courses and assignments require these standards to be implemented in specific ways. Instructional personnel are the only ones in a position to make the considered judgments needed to apply broad requirements in the particular circumstances of their courses, taking into account their specific instructional goals and course designs. Only they are in a

position to explicate their precise expectations to students and to take necessary steps to reinforce these expectations as an important part of the academic enterprise.

3. **Good Instructional Practices in Administering Examinations.** If a high standard of academic integrity is to be observed across the campus as a whole, individual instructors are best situated to take informed, preventive action that can deter potential student misconduct before it arises, particularly with regard to examinations. Academic research has found that many cases of academic dishonesty can be avoided if instructional personnel adopt simple, common sense protocols in developing and administering examinations. Instructors can save themselves, their students, and their colleagues from problems if they observe good practices in these regards.

4. **Oversight.** Faculty members, teaching assistants, and other instructional personnel are likewise the ones who most often spot instances in which students have violated the University's (and the instructor's) requirements regarding academic integrity. Unless they report such instances and the student judicial system takes prompt and effective action, the campus-wide commitment to set and enforce high standards will inevitably become dysfunctional and the incidence of academic dishonesty is likely to increase. The proposed revision fine-tunes the longstanding system for reporting and handling cases of academic dishonesty in several important respects.

- a. **Reports.** The proposal clarifies when and how instructors should report suspected academic dishonesty.

Threshold criteria. Rather than continuing the prior formulation ("has given or received unauthorized aid on graded work") the new benchmark for reporting is framed in terms that mesh more specifically with clarified language in the Honor Code itself.

- **Academic Dishonesty.** Instructors should report instances "in which the instructor has reasonable basis to conclude that a student under the faculty member's supervision has engaged in academic dishonesty or substantially assisted another to do so." This reformulation shifts the focus from "aid" that is "unauthorized" to the bottom line ("academic dishonesty"). A much more full-blown definition of "academic dishonesty" will be included in the proposed new version of the Instrument of Student Judicial Governance and key definitions are included on the attached draft of a proposed on-line reporting form.

- **Academically Related Work.** The threshold criterion for reporting covers all types of "academically related work" rather than only that submitted for a "grade." It thus encompasses required submission of drafts even if the drafts are not "graded" and other types of academic work that may be required for academic honors or other purposes, even if not associated with a formal grade.

Report with recommendations. The proposal also provides instructors with better guidance regarding how they should "report" instances of suspected misconduct.

- **Description.** The instructor's report should include a brief description of the suspected academic dishonesty including surrounding facts and circumstances.
- **Recommended sanction.** Perhaps more importantly, the proposal states that instructors are invited to recommend sanctions from among those available, particularly with regard to decisions regarding grade penalties. The new formulation thus gives instructors the opportunity to articulate their judgments regarding the gravity of the student's conduct, providing students involved in the administration of the student judicial process an informed view about the gravity of the misconduct and how it should be addressed.

On-Line Report Form. To simplify the reporting process, a new form will be made available on the web to reduce the burden on faculty who need to report suspected misconduct. The format for reports will also allow COSC, personnel in the Dean of Student's Office, and students involved in administering the Honor System to simplify record-keeping, identify patterns of academic dishonesty that might be curtailed through more systematic action, improve the quality of training for those involved in the student attorney general's office and the honor court, and dispose of cases of academic dishonesty more promptly. A sample of the proposed form for reporting suspected academic dishonesty is attached.

Reporting All Instances Meeting Threshold Requirements. The proposal reiterates the long-standing expectation that faculty members report "any" instance of academic dishonesty. Although some faculty members have in the past acted on their own to address problematic situations, significant improvements have been made and will continue to be made in all facets of the Honor System as will be explained in a separate reports regarding proposed amendments to the Instrument of Student Judicial Governance and recommendations for other action already taken or to be proposed to improve the operation of the Honor System in coming days.

Importance of New System to Faculty, Students, and Effective System. Receiving up-to-date information from instructors whenever an instance of suspected academic dishonesty arises is absolutely essential for a variety of reasons such as these. It will

- Allow more systematic monitoring of student misconduct that may arise in more than one class.
- Provide academic departments with information about the types of academic misconduct that seems to be developing on campus.
- Assit in developing or refining University policies that address various types of misconduct.
- Provide better guidance on "best practices" to aid instructors in heading off misconduct in the future.

With the introduction of a simple, easily submitted reporting form, instructors should be able to fulfill this obligation without undue burden. Completion of such reports will also assist COSC and Faculty Council to monitor the operation of the student judicial system more readily and systematically to assure that it is operating as faculty members believe it should.

- b. **Student Notification.** The current version of Appendix A states, "When possible, consultation with the student should precede reporting" of suspected conduct. The proposal reiterates and clarifies this long-standing expectation. The proposed revision refers to "notification" rather than "consultation" in order to emphasize the faculty member's role in making a considered judgment regarding the need to report suspected misconduct. It also clarifies the role of a discussion between student and instructor, stating that the instructor may "permit the student to provide relevant further information" while likewise making clear that the student has a choice whether to do so or not. To facilitate such discussions, once the faculty member has submitted a report of suspected academic misconduct, the Judicial Programs Office and the Student Attorney General's Office will forward to the accused student a copy of the report form with an indication of the faculty member's willingness to meet and a statement of student rights under the Honor Code.

- c. **Supplement, Not Substitute for Student Judicial Process.** The process of notification does not, and should not, serve as a substitute for the operation of the student judicial process as the long-standing means for determining student culpability and assigning sanctions in cases of demonstrated academic dishonesty. The proposal accordingly incorporates longstanding language cautioning instructors that "Private action as a sanction for academic cheating, including the

assignment, of a failing grade in the course, is inconsistent with faculty policy and shall not be used in lieu of or in addition to a report of the incident.”

d. **Cooperation with the Student Process.** Instructors who identify instances of suspected academic dishonesty have long been expected to cooperate with the student judicial process, including the appropriate student attorney general and staff, to bring the matter to a prompt conclusion. The proposal reiterates this expectation.

5. **Involvement.** A new provision has been added to the Appendix in order to emphasize and codify the importance of an active faculty role in strengthening and supporting the operation of the Honor System.

a. **Active Attention to Academic Integrity by Instructors.** Creating an active intellectual climate that takes issues of integrity seriously can only be accomplished through faculty contributions to such dialogue and concerted efforts to communicate the importance of attention to such matters in teaching and learning that lies at the heart of the academic enterprise.

b. **Role of Academic Units.** The overall operation of the Honor System on campus can also be improved when academic units take related issues seriously and colleagues work collaboratively to determine how academic dishonesty can be prevented. Shared attention is thus needed to potential problems arising within the specific context of given disciplines. Enhanced awareness of training and support opportunities is also critical. Academic units should be particularly attentive to the need to provide education and support to teaching assistants who are often in the front line of instruction for large courses populated by undergraduates fresh from high school. Such students may not yet appreciate the high expectations for academic integrity in effect on campus. They may also be relatively immature, and lack appreciation the substantial adverse consequences of academic dishonesty in years ahead. Teaching assistants themselves are relatively new to the enterprise of teaching, and may be unfamiliar with the ways in which their students may engage in academic dishonesty or the instructional practices that can be used to avert such problems. Special attention should therefore be paid by senior colleagues to clarify expectations, provide guidance, and assist in addressing difficulties that could confound teaching assistants' own educational development and effectiveness as teachers in future years.

c. **Participation in Educational and Operational Aspects of the Honor System.** Instructors who have not been actively involved in the operation of the student judicial system are sometimes unfamiliar with the role played by faculty in assuring the integrity of the system, apart from reporting student misconduct. Faculty members are needed to serve on University Hearing Boards that handle certain types of student misconduct in the first instance, and provide an avenue for appeals necessary to assure that the student judicial system operates with integrity in all cases. A new five-member “faculty honor system advisory board” will also be proposed in the comprehensive revision of the Instrument of Student Judicial Governance in order to provide advice to the student leaders responsible for the system's day-to-day operation, and enhance training and educational efforts designed to foster the integrity and effectiveness of the system as a whole. The proposed revision accordingly emphasizes the importance of faculty members' contributions to each of these aspects of the Honor System, in keeping with the faculty's overall responsibilities and desires to foster an effective and trustworthy process for handling cases of academic misconduct.

DRAFT Revision of Appendix ____ (Faculty Responsibilities in Relation to the Honor Code)
Submitted for Approval by Faculty Council, December 6, 2002

Whereas, faculty members and students at the University of North Carolina at Chapel Hill share a commitment to the pursuit of truth, and the dissemination of knowledge to succeeding generations of citizens devoted to the high ideals of personal honor and respect for the rights of others; and

Whereas, these goals can only be achieved in a setting in which intellectual honesty and personal integrity are highly valued; others are trusted, respected, and fairly treated; and the responsibility for articulating and maintaining high standards is widely shared; and

Whereas the University can effectively set and maintain high standards for academic integrity only through the individual and collective commitment of its faculty to this end; and

Whereas the Faculty Council, on behalf of the faculty, wishes to provide renewed guidance to colleagues on how best to achieve this important objective,

Now therefore be it resolved

Preamble: Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and both must share responsibility for ensuring its integrity. Therefore, the specific actions enumerated below are declared to be those which are included in, but do not exhaust the responsibility of the faculty in relation to the Honor Code.

1. **Awareness.** To assure that community-wide expectations regarding academic integrity are understood and communicated, and that students are held accountable for conforming their conduct to such expectations, faculty members, teaching assistants and other instructional personnel should become familiar with the University Honor System (embodied in the Instrument of Student Judicial Governance and related documents) and other sources of information about instructional practices that foster a strong commitment to academic integrity. Deans, department chairs, advisors, and others responsible for academic units and support services related to the University's academic mission should aid instructional personnel in achieving this objective.

2. **Good Instructional Practices in Providing Guidance.** To assist students in complying with their responsibilities relating to academic integrity, faculty members, teaching assistants, and other instructional personnel should use **adopt good instructional practices that set and communicate clear ground rules** for academic work conducted under their supervision (for example by stating expectations as part of course syllabi, identifying materials that may or may not be used in completing assignments, and indicating the extent of collaboration that is or is not permitted).

3. **Good Instructional Practices in Administering Examinations.** To reduce the temptation to engage in academic dishonesty and the opportunities to do so, faculty members, teaching assistants, and other instructional personnel should adopt good instructional practices included but not limited to the following

- a. Require students to sign the honor pledge as a condition of submitting academic assignments.
- b. Take steps to prevent unauthorized access to examinations during development, duplication, and administration.

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- c. **Avoid re-using prior examinations in whole or part where possible unless placed on reserve or otherwise made available to all students.**
 - d. **Take all reasonable steps consistent with physical classroom conditions to reduce the risk of cheating during the administration of examinations.**
 - e. **Maintain proper security during the administration of examinations including as appropriate overseeing distribution and collection of examinations and proctoring the examination session.**
- 4. Oversight.** To reinforce expectations that students conduct themselves in keeping with high standards of academic integrity, and to bolster the integrity of the fact-finding and sanctioning process, faculty members, teaching assistants, and other instructional personnel should
- a. **Report** to the appropriate student attorney general any instance in which the instructor has reasonable basis to conclude that a student under the faculty member's supervision has engaged in academic dishonesty or substantially assisted another to do so in connection with academically related work. Such reports should include a brief description of the suspected academic dishonesty including surrounding facts and circumstances, and possible recommendations as to the appropriate sanction or disposition from among those available.
 - b. **In the instructor's discretion, notify the student** of the instructor's intention to report the suspected academic dishonesty and permit the student to provide relevant further information if the student chooses to do so.
 - c. **Recognize that private action** as a sanction for academic cheating, including the assignment of a failing grade in the course, **is inconsistent** with faculty policy and shall not be used in lieu of or in addition to a report of the incident.
 - d. **Cooperate with representatives of the student judicial system** (including the appropriate student attorney general, defense counsel, honor court personnel, and the judicial program officer) in conducting necessary investigation, providing testimony or other evidence, recommending appropriate sanctions, or otherwise bringing the matter to prompt conclusion.
- 5. Involvement.** To bring to bear requisite faculty judgment regarding the nature and importance of academic integrity, and to nourish a strong campus-wide understanding and commitment to associated intellectual and personal values, faculty members, teaching assistants, and other instructional personnel should
- a. **Explore issues of integrity in connection with instructional activities** where relevant and appropriate;
 - b. **Encourage their academic units to take matters of academic integrity seriously**, become informed regarding related problems and advisable means of preventing problems from arising, and provide requisite training and support to instructional personnel;
 - c. **Participate** upon request as part of educational initiatives, faculty advisory panels, and University Hearing Boards designed to create, nurture, and enforce high standards of academic integrity within the University community.

Appendix on Faculty Responsibilities in Relation to the Honor Code
UNC-CH Instrument of Student Judicial Governance
Current Version (to be changed to proposed revised version)

Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and both must share responsibility for ensuring its integrity. Therefore, the specific actions enumerated below are declared to be those which are included in, but do not exhaust the responsibility of the faculty in relation to the Honor Code.

1. To inform students at the beginning of each course and at other appropriate times that the Honor Code, which prohibits giving or receiving unauthorized aid, is in effect. Where appropriate, a clear definition of plagiarism and a reminder of its consequences should be presented, and the extent of permissible collaboration among students in fulfilling academic requirements should be carefully explained.
2. To identify clearly in advance of any examination or other graded work the books, notes or other materials or aids which may be used; to inform students that materials or aids other than those identified cannot be used; and to require unauthorized materials or aids to be taken from the room or otherwise made inaccessible before the work is undertaken.
3. To require each student on all written work to sign a pledge when appropriate that the student has neither given nor received unauthorized aid. Grades or other credits should not be awarded for unpledged work.
4. To take all reasonable steps consistent with existing physical classroom conditions-such as requiring students to sit in alternate seats to reduce the possibility of cheating on graded work.
5. To exercise caution in the preparation, duplication and security of examinations (including make-up examinations) to insure that students cannot gain improper advance knowledge of their contents.
6. To avoid, when possible, reuse of instructor-prepared examinations, in whole and part, unless they are placed on reserve in the library or otherwise made available to all students.
7. To exercise proper security in the distribution and collections of examination papers; and to be present in the classroom during an examination when the instructor believes that his presence is warranted or when circumstances, in his opinion, make his presence necessary.
8. To report to the Office of the Student Attorney General or the Office of the Dean of Students any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work. When possible, consultation with the student should precede reporting. Private action as a sanction for academic cheating, including the assignment for disciplinary reasons for a failing grade in the course, is inconsistent with faculty policy and shall not be used in lieu of or in addition to a report of the incident.
9. To cooperate with the Office of the Student Attorney General and the defense counsel in the investigation and trial of any incident or alleged violation, including the giving of testimony when called upon.

(DRAFT) REPORT OF SUSPECTED ACADEMIC INTEGRITY VIOLATION

(JW 12/4/02)

1. Student and Course Information

Student Name: _____ PID: _____
Dept. & Course No.: _____ Section No. _____

2. Type of Violation

- _____ Plagiarism ("deliberate or reckless representation of another's words, thoughts or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise")
- _____ Falsification, fabrication, misrepresentation of data, other information, or citations in connection with an academic assignment whether graded or otherwise
- _____ Unauthorized assistance or unauthorized collaboration in connection with academic work, whether or not for a grade
- _____ Cheating on examination or other academic assignment ("using unauthorized materials or methods"), violating or subverting rules and requirements governing administration of examinations or other academic assignments; compromising the security of examinations or academic assignments; representing another's work as one's own; engaging in other actions that compromise the integrity of the grading or evaluation process)
- _____ Other (providing false information, misusing University resources, violating other University policies, assisting another to engage in acts of academic dishonesty)

3. Circumstances. Briefly summarize what happened and related facts and circumstances:

4. Recommended Sanctions. The Instrument of Student Judicial Governance includes several types of sanctions in instances of academic dishonesty. Instructors are invited to make recommendations regarding the following types:

Grade Penalty: (a required sanction if student is found guilty)
_____ F for the course _____ F for the assignment _____ Defer to Honor Court determination

Educational requirements: (optional sanction) _____ Other requirement (specify) (special course, workshop)
_____ Additional assignment (explain)

Penalties of record which are flagged on transcript during time they are in effect (a required sanction if student is found guilty)

- _____ Suspension for a full academic semester (usual sanction)
- _____ Probation for a full academic semester (minimum sanction)
- _____ No recommendation on this matter

I prefer to make no recommendation because:
_____ I need more information
_____ I prefer to defer to the Honor Court in all respects

5. Notification of Student

- _____ I have already met with the student to discuss this matter.
- _____ I have not met with the student but would be willing to do so to if the student chooses do so.
- _____ I have not met with the student and would prefer not to.

Instructor Name: _____ Dept: _____ Address: _____
Signature: _____ Date: _____ Phone: _____ E-mail: _____

NOTICE TO FACULTY MEMBERS: For additional assistance please contact xxxx (include list of advisory committee)
NOTICE TO STUDENT: You are receiving a copy of this report to notify you that a report of suspected academic dishonesty has been submitted in connection with the conduct described above. You may review additional information concerning Honor Code and your rights under the Instrument of Student Judicial Governance as explained in the attached letter and as explained at (website). You should contact the relevant Student Attorney General or the Judicial Program Officer at xxxx at your earliest convenience. If the complainant has indicated a willingness to do so and you elect to do so, you may then contact the complainant to set up a meeting after reviewing your rights under the Instrument of Student Judicial Governance.



The University of North Carolina at Chapel Hill

MINUTES OF THE GENERAL FACULTY AND FACULTY COUNCIL January 10, 2003, 3:00 p.m.

Attendance

Present (59): Admiora, Ammerman, Bachenhaimer, Barbour, Bollen, Bouldin, Cairns, Carelli, Carter, Chenault, Cotton, Crawford-Brown, Dielte, Elvers, Files, Fishell, Foley, Gerber, Granger, Henry, Janda, Kagatise, Kjervik, Langbauer, Leigh, Lohr, Malizia, McGraw, Meece, Metzguer, Miller, Morris-Natschke, Nicholas, Norini, Panter, Parikh, Pfaff, Pisanò, Pittman, Poole, Reisner, Retsch-Bogart, Rippe, Rock, Rowan, Salmon, Schauer, Simpson, W. Smith, Straughan, Strauss, Toews, Tulloch, Vandermeer, Wallace, Weiss, Willis, Wilson, Yopp.

Excused absences (24): Allison, Bane, Bowen, Daye, D'Cruz, Eiter, Gollop, Kelley, Kessler, Meyer, Molina, Moran, Nelson, Orthner, Owen, Porto, Reinert, Rong, Shea, Sigurdsson, Sueta, J. Smith, Tresolini, Watson.

Unexcused absences (8): Colindres, Fowler, Gilliland, Holditch-Davis, Sams, Slain, Tauchen, Vick.

Call to Order

Prof. Sue Estroff called the meeting to order and reminded the faculty that this is a special meeting called to complete the agenda of the regular December meeting that had been suspended due to the ice storm and resulting power outage. She announced that Chancellor James Moeser, although present, would not deliver his remarks as usual due to an attack of laryngitis.

Provost's Remarks

Budget. Provost Robert Shelton said that the budget outlook for the 2003-04 fiscal year does not look favorable, but he declined to speculate further than that. He does not expect additional budget reductions in the current fiscal year.

Tuition. The Tuition Advisory Task Force completed its work on December 19, 2002, before the Board of Governors' decision to implement a freeze on tuition increases of any type across the UNC System. Nevertheless, the Task Force, by a vote of 14-1, recommended a campus-based tuition increase of \$350 per year for each of three years. Acknowledging the difficult financial situation that many North Carolina families are facing, the Task Force suggested that implementing the difficult financial situation that many North Carolina families are facing, the Task Force suggested that implementation of that increase be delayed. Needs identified as appropriate for campus-based tuition increases were, in priority order, (1) need-based financial aid, (2) teaching-assistant salaries, (3) faculty salaries, and (4) SPA staff salaries.

Academic Plan. Work continues on the Academic Plan with a goal of completing action in time for presentation to the Board of Trustees at its March meeting. Three general themes have emerged from the many comments that have been received to date: (1) maintaining the core of excellence now existing in our undergraduate, graduate, and professional instructional programs; (2) the need to recruit and retain excellent faculty and to meet their needs with innovations such as a true sabbatical program, and (3) increasing diversity, which is critical to achieving the first two goals.

Proposed APT Committee. Provost Shelton expressed his complete support for the proposed creation of a new Committee on Appointments, Promotions, and Tenure.

Honor System Reform. The Provost praised the report of the Committee on Student Conduct to be addressed later on today's agenda. "It is," he said, "a foundation that we can use to reinvigorate a culture of honor that will improve the Carolina experience."

Senior leadership recruitment. The provost reported that he is negotiating with a finalist for the position of dean of the School of Pharmacy. The search for a new dean of the School of Education is at the stage of identifying finalists to bring to campus for interviews. The search committee for dean of the Kenan-Flagler Business School has met several times and has recommended an executive search firm to assist in their work. Recruitment efforts for a new

vice chancellor for information technology and a vice chancellor for student affairs will begin this semester with a goal of filling both positions for the start of the 2003-04 academic year.

Prof. Steven Bachenheimer (Microbiology) noted that news reports suggest that the Board of Governors' motivation in freezing tuition increases was concern that increasing costs would limit access to higher education for students of limited means. He asked whether there is evidence on this campus that tuition increases have had a measurable effect on such access. The provost replied that is has been Carolina's policy to earmark 35% to 40% of tuition increases for need-based aid. Over the past three years, the debt of our graduating seniors has declined, which is counter to historical trends. Furthermore, over the past three years we have been admitting a higher percentage of applicants from lower income groups. Prof. Bachenheimer ask if we could not make an argument to the Board that their concerns are unfounded insofar as this campus is concerned. Provost Shelton replied that the Board sets policy for the entire UNC System, which requires them to act uniformly for all campuses. They are also influenced by the political factors involved. He did think that we at Carolina are acting responsibly on this issue, but he did not think that an argument to give us sole authority to manage our own tuition would get very far.

Chair of the Faculty's Remarks.

Prof. Estroff expressed her thanks for leadership and membership of the Committee on the Status of Women, the Committee on University Government, the Task Force on Honor System Reform, and the Committee on Student Conduct, all of whom have devoted countless hours this year to their work on behalf of the faculty. "This kind of citizenship is more than a small part of what makes us a superb public university and what makes shared governance a core principal of Chapel Hill," she said. She also thanked Prof. Joseph Ferrell, secretary of the faculty, for his work behind the scenes.

Prof. Estroff paid tribute to Prof. Rachel Rosenfeld, a member of the Council who recently died, saying "Professor Rosenfeld, for many women of my generation on the campus, was a warrior; she was a beacon; she was a tough cookie who knew what was right and how to fight for it; she led by example; she was generous and ambitious. The campus is diminished by her absence." The Council rose in silent tribute.

Discussion of the Faculty Salary Equity Study.

Exec. Assoc. Provost Bernadette Gray-Little reminded the Council that she had briefly described the Faculty Salary Equity Study at the November Council. At that time she had spoken to the results of the preliminary analysis. Since then, a set of more fine-grained analyses have been completed at the department level. Those analyses have been sent out to deans and department chairs with the request to submit to the provost by February 1 a plan for assessing the salaries of those faculty members whose salaries are at least one standard deviation below what is predicted for someone of the same rank, seniority, and level of experience. The plan for review of those salaries will describe the procedures to be used as well as identifying who will conduct the review. As these plans are received, they will be reviewed by a university-wide faculty committee (not yet formed).

Prof. Estroff asked whether the plan is to review salaries of men as well as women whose salaries appear to be out of line. Prof. Gray-Little replied in the affirmative.

Prof. Kenneth Bollen (Sociology) asked whether faculty members whose salaries deviate above the expected amount would also be reviewed. Prof. Gray-Little replied that this is not contemplated for two reasons: (1) the focus of concern has been faculty who are being under-paid, and (2) there is very little likelihood reducing anyone's salary in consequence of this study.

Prof. Diane Kiervik (Nursing) asked whether information being sent to the School of Nursing focuses on that faculty alone. Prof. Gray-Little said that Nursing will get two analyses, one focusing solely on that school and another combining School of Nursing data with what seems to be the most comparable Health Affairs units.

Prof. Camilla Tulloch (Dentistry) asked whether deans and chairs had been instructed to form faculty committees at the school or department level to assist in this matter. Prof. Gray-Little said that the deans have been requested to address this issue in their reports.

Prof. Ed Halloran (Nursing) asked whether the detailed departmental analyses would be made public, as was the results of the overall study. Prof. Gray-Little replied that these reports would not be made public because they contain detailed information that, in many cases, would make individual faculty members readily identifiable.

Prof. Rebecca Laudicina (Medical Allied Health Professions) asked whether individual salaries were compared at the departmental level or the school level, and whether the analysis was limited to faculty at Carolina. Prof. Gray-Little replied that to the extent possible, faculty members were compared with that group of individuals in the same

profession with the same degree, and that while some of the analyses included a market factor, none included faculty at other universities.

Prof. Frank Wilson (Orthopaedics) observed that the multiple regression analysis appears to show the greatest disparity in clinical departments in the Medical School. He said that salaries in clinical departments are strongly tied to clinical productivity, and that data provided by the American Association of Medical Colleges suggests that there is a significant difference between men and women in the number of patients seen and the income generated by such activity. He asked whether there are plans to take this into account. Prof. Gray-Little said that this should be addressed in the Medical School's response.

Prof. Estroff asked for comment on the relative merits and drawbacks of taking an individualized approach as opposed to addressing salary inequity on an across-the-board basis. Prof. Gray-Little said that in her view the preliminary analysis reported in November does not support across-the-board salary adjustments because there are still unexplained factors that contribute to salary levels. Thus, across-the-board adjustments are not advisable for practical reasons. There are also legal considerations to be taken into account. Provost Shelton added that in his view the culture of the University is based on individual effort and merit. Faculty members have their individual programs and roles and are evaluated annually by faculty peers for individual merit salary increases.

Prof. Halloran said that he sees the Salary Equity Study as a study of class, not of individuals. To use the results of a study of a class to identify individuals seemed specious to him. He urged a solution that addresses an issue of class distinction.

Prof. Richard Pfaff (History) disagreed with Prof. Halloran. He said that a class pattern is appropriately used to identify individuals whose salaries should be adjusted.

Annual Report of the Committee on the Status of Women.

Prof. Etta Pisano (Radiology), chair of the Committee on the Status of Women, submitted the committee's report by title. She said she wished to devote her time to further discussion of the Salary Equity Study.

Prof. Pisano said that she could not understate the degree of interest in this topic among women faculty. Many women colleagues are worried that their individual worth is not appropriately recognized, that they are not being paid enough, and that they do not have an effective means of resolving conflicts or concerns that they have within their own departments. She thought that it is imperative that the campus deal with these concerns in a straightforward manner that will make people confident that they are being treated fairly. The Committee on the Status of Women has developed a proposal [See Resolution 2003-4] that reflects a broad consensus among members of the committee, the Carolina Women's Center Executive committee, the Associate of Women Faculty and Professionals, and the Association of Professional Women in the Medical School. The proposal essentially has two parts. The first part addresses the acute problem of resolving salary inequities that exist now. The second addresses the chronic problem of salary inequity and seeks to prevent recurrence of the current acute problem. Prof. Pisano said that she has personally come to the conclusion that the Salary Equity Study is in fact a study of individuals, and that we need to look at the individuals who are outliers. Resolution 2003-4, which will be presented for a vote at the January 17 Council meeting, will propose a procedure for identifying those individuals and fashioning appropriate redress. It will also call for creating department-level faculty committees to monitor this issue on an on-going basis. As to the matter of long-term prevention, Prof. Pisano noted that the American Association of Medical Colleges recommends that the annual reports of administrators include a section of gender and minority equity. This will also be included in Res. 2003-4.

Prof. Kjevriek asked whether thought had been given to back pay to make up for past inequities. Prof. Pisano replied that this is not part of the committee's proposal.

Prof. Tulloch noted that in the School of Dentistry, 66% of faculty women are on fixed-term appointments. There is a great sense of insecurity among these women, who are hesitant to complain to their department chairs. Prof. Tulloch said that many have spoken to her individually about their concern that they are severely underpaid. Prof. Pisano replied that this concern is addressed in the resolution by requiring administrators to provide detailed information as to the percentage of male and female faculty who are fixed-term as opposed to tenure-track.

Prof. Laura Janda (Slavic Languages & Literatures) pointed out that the majority of women faculty are in fixed-term positions. As looks at the tenure-track ranks, the higher one goes the fewer women there are. She said there is a problem with women getting into the tenure-track ranks and moving up in the same ways as men. Prof. Pisano replied that she thought this was in part a societal issue, but there are things that could be done to better support women

faculty as they arrive at the institution, such as starting salary, non-salary startup packages, and support for spouses or partners.

Prof. Charles Poole (Epidemiology) asked what possible flaws there might be in the data other than the absence of data on productivity. Prof. Abigail Parler (Psychology) said that the methodology is sound and follows other work in this area. Prof. Pisano said that the model predicts 80% of the variance, which is quite high for multiple regression analysis. She thought it possible that all of the remaining differences could be explained by clinical productivity and similar factors, but it is also possible that there are a few people in each unit whose salaries should be adjusted. She added that the issue is not simply one of equity and morality; there is a business aspect that affects our ability to recruit and hire the best faculty in the future. We do not want to appear to be an institution that does not take gender equity seriously. Prof. Estroff said that she rejects the blanket statement that there are no quality and productivity indicators in the data. They may not be as fine-tuned as we would like, but they are there, she said.

Prof. Ronald Strauss (Dentistry) asked if the individuals who are identified as under-paid will be informed that their salaries are under review. Prof. Pisano said that this has been included in the committee's recommendations.

Prof. Mary Anne Salmon (Social Work) objected to the suggestion that some of the salary discrepancies identified in the study could be due to the individual's status as a fixed-term. She asserted that since this was included as a variable, that assertion is not correct. Prof. Pisano agreed.

Prof. Salmon also asked about the burden of proof: Will it be assumed that persons whose salaries are more than one standard deviation on the low side are underpaid because they are less productive or meritorious than their colleagues, or will the burden be on the department to justify the discrepancy? Prof. Gray-Little said that she was not prepared to answer that question. Each case will be examined in an open fashion.

Prof. Shirley Mason (Nursing) pointed out that the retirement benefits of women faculty who are members of the State retirement system are affected by this issue since benefits are calculated on the basis of average compensation over the four highest years of earnings.

Prof. Jan Yopp (Journalism & Mass Communication) asked if she was correct in her understanding that deans and department chairs are being directed to report back to the provost why the salaries of faculty members who fall more than one standard deviation below the predicted salary are not higher. Prof. Gray-Little replied that at this point deans and chairs are being asked to describe the procedure they intend to use to analyze those salaries and who will do the review. At this point they are not being asked to justify or prove the appropriateness of the salary, she said.

Prof. Wilson said that the issue of productivity needs better definition. We should distinguish between economic and scholarly productivity. In his experience, economic productivity has been the principal determinant of salary, whereas scholarly productivity has been considered in relation to promotion in rank. He thought that salary and promotion are related, but the correlation is not exact.

Prof. Douglas Kelly (Statistics) said that, speaking as a statistician, it is inaccurate to use the term "outlier" to describe observations that are only one standard deviation away from the mean; the term is used to characterize observations that are much farther out. Indeed, in any normal population, 17% of all the scores will be more than one standard deviation below the mean. He also said that some have asserted as a flaw of the study that the \$1,000 coefficient of regression reported in the study is not statistically significant. Others have said that the statistical significance of the coefficient is not relevant to the equity question here. But, he said, one can still ask whether, if there were no gender bias present, the \$1,000 variation could still be found in a study like this. The probability of that occurring, i.e., the significance level, is about 35%, which is approximately the probability of 100 coin tosses resulting in "heads" 45 or fewer times. In other words, that is not enough to conclude bias. He said that two things worry him: (1) if we had to prove that we have a problem, we would be on very shaky grounds to use the \$1,000 figure, and (2) if we use one standard deviation as the breakpoint, we will be missing some people who are also being underpaid. While the study was conducted properly and is free from flaws, the uncertainty of the coefficient leaves us open to the possibility of missing some people who should be included.

Prof. Kay Lund (Cell & Molecular Physiology) said that the issue of productivity must take into account resources that are available to women faculty. She said that whenever this has been explored in medical schools, it has been shown that women are given fewer resources. We are no different from the national trend in this regard, she said. She thought it very unlikely that this has occurred by chance. She asserted that when the productivity of women is adjusted to account for inferior space and inadequate support, their productivity per dollar is actually quite good. If it is true that women faculty are not as productive as men, we should be asking why we have an environment that appears to foster that result.

Annual Report of the Committee on University Government.

Prof. Elizabeth Gibson (Law), chair of the Committee on University Government, presented the committee's annual report by title. There were no questions or comments.

Resolution 2003-1 Amending the Code Relative to Division of the College of Arts & Sciences.

Prof. Gibson presented Resolution 2003-1. Prof. Ferrell explained that the four divisions of the College of Arts and Sciences have operated for many years under by-laws adopted in 1971. The divisions have recently updated their by-laws, and the purpose of this amendment to the *Faculty Code of University Government* is to bring the Code into line with these revisions. The principal change is to provide for separate election of chairs and vice-chairs, and to drop the requirement that the vice-chair is automatically a member of the Committee on Undergraduate Admissions.

Resolution 2003-1 was adopted without dissent on first reading and will remain on the agenda for consideration on second reading at the January 17 meeting of the General Faculty.

Resolution 2003-2. Amending the Code Relative to the Advisory Committee on Undergraduate Admissions.

Prof. Ferrell said that the changes proposed by Resolution 2003-2 flow from the changes made by Resolution 2003-1. Now that the divisional vice-chairs will no longer be serving on the Advisory Committee on Undergraduate Admissions, it is necessary to provide other means for filling these slots. The proposal is to have the positions filled by appointment of the provost.

Resolution 2003-2 was adopted without dissent on first reading and will remain on the agenda for consideration on second reading at the January 17 meeting of the General Faculty.

Report of the Task Force on Appointment, Promotion, and Tenure.

Prof. Paul Farel (Cell & Molecular Physiology) and Prof. Barbara Harris (History), co-chairs of the Task Force, briefed the Council on the report.

Prof. Farel said that the policies and procedures governing academic tenure under which we now operate are virtually identical to those described by President Frank Porter Graham in a talk to the faculty council of the Woman's College (as UNC-Greensboro was then known) in the 1950s. The Task Force found that the important changes needed are those that will address the ways in which the professoriate has changed in the past half-century. In 1950, the typical professor's family responsibilities were largely within the province of his wife. Today, many faculty members are single parents, or have spouses or partners who also work in full-time positions outside the home. Family responsibilities such as the care of young children or an aging and infirm parent can be overwhelming to faculty members of either gender. One of the principal foci of the Task Force's report are recommendations that will introduce needed flexibility in the process during the time in which new faculty members are being evaluated for permanent tenure. The other dramatic change in the professoriate is a much greater reliance on non-tenured faculty, both part-time and full-time. As of 2001, approximately 30% of full-time faculty members hold non-tenure-track appointments. In the School of Medicine, the figure is 42%. The percentage of faculty in this category has increased at an annual rate of about 8.8% since 1997. If this rate of increase continues, non-tenure-track faculty will outnumber tenure-track faculty by 2011. Yet, non-tenure-track faculty have few of the safeguards for systematic policies and procedures regulating promotion and appointment that tenure-track faculty enjoy.

The Task Force organized itself into three subcommittees that focused on (1) flexibility in the tenure process, (2) policies and procedures for non-tenure-track faculty, and (3) policies and procedures related to evaluation for permanent tenure.

Prof. Harris spoke of the work of the subcommittee that focused on flexibility in the tenure process. The first recommendation in this area is that the University institute an appropriately funded system of paid parental leave for a parent with primary responsibility for newborn children. This is deliberately made gender neutral. The second and third recommendations relate to the provisions of the current tenure regulations which permit an untenured assistant professor or associate professor to request a one-year extension of the probationary period for reasons of child birth or similar compelling reasons. A survey of all current assistant and associate professors disclosed that few knew that this option exists, and those who did are confused about its provisions. Furthermore, very few faculty members have chosen to take advantage of it. The survey found that many faculty members who might have been interested in asking for such an extension did not do so for fear that their colleagues would disparage them, or that they would not

be considered appropriately professional, or that they would be expected to make up for the extra year by demonstrating more accomplishments. The Task Force is recommending steps that will ensure that faculty members know that the option exists, and that reassure faculty members who avail themselves of it that they may do so with impunity. Finally, the Task Force recommends that a department chair and a faculty member up for tenure mutually agree to postpone the decision until the final year of the appointment, with the proviso that if the decision is negative, there will be no right of continuation for an additional year.

Prof. Farel said that the recommendations concerning non-tenure-track faculty are drawn almost entirely from a special report commissioned by President Molly Broad. The study group was chaired by Assoc. Vice President for Academic Affairs Betsy Brown.

Prof. Ferrell pointed out that the 21 recommendations of the Task Force have been compiled in Resolution 2003-7, which will be on the Council's agenda later in January or February.

Progress Report on Honor System Reform

Prof. Judith Wegner (Law), chair of the Task Force on Honor System Reform, briefed the Council on the work of the Task Force. She wanted to emphasize that this review has been a matter of partnership involving the entire campus community. Although the Instrument of Student Judicial Governance is sometimes thought of as relating purely to student conduct and student discipline, it really is a fundamental governance document for all of us.

Prof. Wegner noted several provisions of the revision that are of particular interest to the faculty.

Definition of academic dishonesty. The definition of academic dishonesty has been rewritten to expand and clarify its provisions. Plagiarism is defined as deliberate or reckless representation of another words, thoughts, or ideas as one's own without attribution, in connection with the submission of academic work, whether graded or otherwise. The definition of academic dishonesty now includes falsification and fabrication or misrepresentation of data, library abuse, and violation of other pertinent University policies.

Penalties. The document now speaks of minimum and usual penalties for academic dishonesty. The minimum is probation, the usual is suspension. It now makes it clear that a faculty member bringing a complaint may recommend to the Honor Court handling the matter whether the student should be failed in the course or on a particular assignment. Provision is made for academic assignments as part of the sanctioning package. It is made clear that probation and suspension are both penalties of record, which means that this will appear on the student's transcript while those sanctions are active.

Trial procedure. The task force considered modifying the burden of proof. In the end, "beyond a reasonable doubt" was retained, but this standard was redefined to say that it means doubt based on reason and common sense after careful and impartial consideration of all the evidence. It does not mean beyond a shadow of a doubt or beyond any conceivable doubt.

Operational procedure. There will now be a new student honor outreach coordinator, a five-member faculty advisory committee on the honor system, and a standing panel of 30 faculty members to serve on University hearing boards (rather than composing those boards on an ad hoc basis). There will be a new online report form that faculty members may use to report offenses. There will be an effort to distribute the findings of research on cheating and academic dishonesty. An expedited hearing system has been in effect since last spring, and there are major improvements in the appeals system.

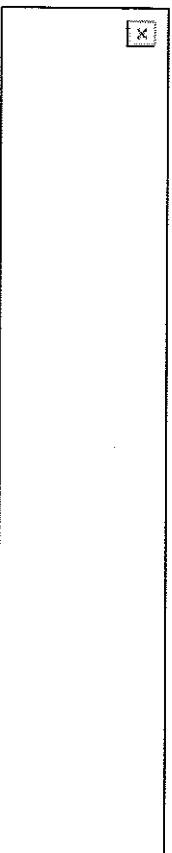
Prof. Wegner urged Council members to study materials that have been distributed to the Council in preparation for a vote on January 17 on two resolutions. Resolution 2003-5 will ask for Council endorsement of the Statement of Faculty Rights and Responsibilities which appears in an Appendix to the Instrument of Student Judicial Governance. Resolution 2003-6 will ask for Council endorsement of the entire revised Instrument.

Adjournment.

Its business having been completed, the Council adjourned at 5:00 p.m.

Joseph S. Ferrell
Secretary of the Faculty

Resolutions Adopted January 10, 2003



Resolution 2003-1. Amending *The Faculty Code of University Government* as it relates to the specification of officers of Arts and Sciences Divisions and eligibility to vote for and hold such offices.

The General Faculty resolves:

Section 1. Section 8-5 of *The Faculty Code of University Government* is rewritten to read:

§ 8-5. Divisional faculties. (a) The faculty of each Arts and Sciences Division shall be composed of the faculty members of its component departments. Each Division shall have a chair, a vice chair, a secretary, and an Advisory Committee consisting of at least one representative from each of the component departments; all shall serve terms of three years and such other officers as its by-laws specify. The chair and other officers shall be elected by members of the voting faculty holding primary appointments in departments and curricula assigned to the Division. The faculty of each Division shall elect a chair. Each Division, in consultation with the dean of the College of Arts and Sciences, shall adopt appropriate rules and regulations governing its functions and procedures, including procedures for the selection of a vice chair, a secretary, and departmental representatives on the Advisory Committee electing its officers. The faculty of each Division shall meet at least once each year upon the call of the chair.

(b) Each Division, within its area and in cooperation with the dean of the College of Arts and Sciences, shall concern itself with the courses and curricula, shall originate and develop educational objectives and implement these policies, and the chairs of the several Divisions shall be members of the Committee on Instructional Personnel. In addition, they shall serve in an advisory capacity, upon request or upon their own initiative, to the respective departments and to the dean of the College of Arts and Sciences in matters involving budgetary, personnel, and instructional problems.

(c) Only members holding the faculty ranks of professor, associate professor, assistant professor, and instructor have the right to vote for and hold the offices of Division chair and vice chair.

Section 2. This Resolution shall become effective upon adoption.

Resolution 2003-2. Amending *The Faculty Code of University Government* as it relates to the responsibilities and membership of the Advisory Committee on Undergraduate Admissions.

The General Faculty resolves:

Section 1. Section 4-24 of *The Faculty Code of University Government* is rewritten to read:

§ 4-24. Advisory Committee on Undergraduate Admissions. (a) The Advisory Committee on Undergraduate Admissions shall consist of the dean of the College of Arts and Sciences and the General College or the dean's designee as chair; the associate dean for academic advising in the College of Arts and Sciences of the General College; the vice chairs of the Divisions of Fine Arts, Humanities, Basic and Applied Natural Sciences, and Social Sciences of the College of Arts and Sciences; and two other academic deans from outside the College of Arts and Sciences and seven faculty members engaged in undergraduate instruction, all appointed by the provost. At least five

~~of these faculty members shall hold primary appointments in the College of Arts and Sciences. The two academic deans shall be selected by the Committee on Instructional Personnel and shall be rotated on three-year terms; if their terms as dean end before their terms on the committee, the Committee on Instructional Personnel shall make other appointments. The committee may add ad hoc members (who shall be faculty members engaged in undergraduate instruction) as it deems necessary. The university registrar, the director of undergraduate admissions, and the vice chancellor and dean of student affairs shall be ex officio, non-voting members of the committee. The committee shall meet at least once each semester or more on call of the chair. The chair shall call a meeting whenever requested by the university registrar or the director of undergraduate admissions.~~

~~(b) The committee shall serve in an advisory capacity to the director of undergraduate admissions. In particular, it shall address the design and application of admissions policy, recommend guidelines for special talent and exceptional admissions, and monitor and respond to the national college admissions environment.~~

Section 2. This Resolution shall become effective upon adoption.