



The University of North Carolina at Chapel Hill

## MEETING OF THE GENERAL FACULTY AND THE FACULTY COUNCIL

Friday, April 25<sup>th</sup>, 2003 at 2:30 p.m.  
Reception (with refreshments) begins at 2:00

\*\*\*\* 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
ACT	2:30	<i>Call to Order. The Secretary of the Faculty.</i>
ACT	2:30	<i>Memorial for Deceased Faculty.</i>
DISC	2:35	<i>Chancellor's Remarks and Question Time.</i>
		Chancellor James Moeser invites questions or comments.
INFO	2:50	<i>Presentation of the 2003 Thomas Jefferson Award.</i>
INFO	3:00	<i>Remarks by the Chair of the Faculty.</i>
		Professor Sue Estroff.
INFO	3:20	<i>Recognition of the 2003 Advising Awards.</i>
		Executive Associate Provost Bernadette Gray-Little.
ACT	3:25	<i>Resolution 2003-8 on Curriculum Revision for the College of Arts and Sciences.</i>
INFO	4:10	<i>Annual Report of the Administrative Board of the Library.</i>
		Professor Richard Pfaff, Chair.
INFO	4:15	<i>Annual Report of the Buildings and Grounds Committee.</i>
		Professor David Godschalk, Chair.
INFO	4:20	<i>Final Report on the Faculty Salary Equity Study.</i>
		Executive Associate Provost Bernadette Gray-Little.
ACT	4:25	<i>Resolution 2003-9 on Amending the Instrument of Student Judicial Governance.</i>
DISC	4:30	<i>Open Discussion of Topics Raised by Faculty Members.</i>
ACT	4:45	<i>Resolution of Appreciation.</i>
INFO	4:55	<i>2003 Faculty Election Results.</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](http://www.unc.edu/faculty/faccoun) on the Web.



The University of North Carolina at Chapel Hill

## Resolution 2003-8 Endorsing the Report of the Undergraduate Curriculum Revision Steering Committee

The Faculty Council resolves:

- 1 The Report of the General Education Curriculum Revision Steering Committee
- 2 (*Making Connections: A Proposal to Revise the General Education Curriculum*, version
- 3 1.4), as presented to the Faculty Council on March 28, 2003, is endorsed. It is
- 4 understood that the General Education Implementation Committee, which will be
- 5 chaired by the Associate Dean for Undergraduate Curricula, will include the conditions
- 6 set by the Administrative Boards of the General College and the College of Arts and
- 7 Sciences in their report of March 7, 2003 in the development of its implementation plan.
- 8 The General Education Implementation Committee is directed to begin work as soon as
- 9 possible with a goal of implementing the new curriculum for the Fall semester, 2006. If
- 10 the General Education Implementation Committee finds it necessary to make any minor
- 11 revisions to the approved document, it will follow the usual procedures and submit those
- 12 revisions to the Administrative Boards of the General College and the College of Arts
- 13 and Sciences and the Educational Policy Committee of the Faculty Council for approval.

To: Faculty Council, University of North Carolina at Chapel Hill  
From: The Educational Policy Committee  
Date: April 9, 2003

The Educational Policy Committee has read and discussed Version 1.4 of "Making Connections: A Proposal to Revise the General Education Curriculum," prepared by the Curriculum Review Steering Committee. We recommend the proposal with reservations. The vote in the Committee was nine in favor, three opposed.

Version 1.4 represents an improvement over the existing curriculum in the following areas.

1. It distinguishes more clearly between General College and upper-level requirements.
2. It eliminates the complex "Western Historical/Non-Western/Comparative" requirement.
3. It includes a formal requirement for experiential education.
4. It mandates-increased exposure to the world outside of North Carolina and the United States.
5. It focusses the diversity requirement on the United States.
6. In its suggestion that faculty develop interdisciplinary clusters of related courses it fosters the kind of teamwork and educational experience that is likely to become more essential in the decades to come.

Our reservations stem from the following concerns.

1. The overall structure of the proposed curriculum is very complex and prescriptive.
2. The intellectual goals of the "Connections" section and its constituent parts are not entirely clear or consistent.
3. The number of requirements is substantially larger than in the current curriculum.
4. The use of multiple counting to enable students to satisfy "Connections" requirements may lead students to select courses not for educational reasons but because a given course satisfies more requirements. We recommend that the number of requirements that can be satisfied by any single course be limited to two or three.

We recognize that no single document is perfect and able to satisfy all interested parties on campus, and that the proposed curriculum addresses a number of issues in our existing curriculum. The Educational Policy Committee wishes to acknowledge and thank Laurie McNeil and the other members of the Steering Committee, as well as the dozens of students and faculty who contributed to the proposed new curriculum.

(This report is submitted by George W. Houston, Chair of the EPC. He can be reached at <gwhousto@email.unc.edu>.)

April 10, 2003  
ACADEMIC AFFAIRS LIBRARY  
ADMINISTRATIVE BOARD OF THE LIBRARY  
(Elected by the General Faculty)

**2002-2003 ANNUAL REPORT**

**MEMBERS:** Richard W. Pfaff, Chair (2000/1-2002/3); Larry Benninger (2002/3-2004/5); Deborah Bialeschki\* (2002/3); Stephen S. Birdsall (2001/2-2003/4); Michael Louis Corrado (2002/3-2003/4); Dino S. Cervigni (2002/3-2004/5); (Anne) MacKay Coble (2000/1-2002/3); Patricia A. Curtin (2002/3-2004/5); Robert S. Dalton (2001/2-2003/4); Donald Haggis (2002/3-2004/5); John Hammond (2001/2-2003/4); Beth C. Holmgren (2000/1-2002/3); Diane M. Juffras (2002/3); Theodore Leinbaugh (2001/2-2003/4); Anne MacNeil\*\* (2002/03); J. Stephen Marron (2001/02-2003/4); Robert Peet (2002/3-2004/5); Karl E. Petersen (2000/1-2002/3); *Graduate Student representatives:* Chad Fogleman, Scott Turner; *Undergraduate Student representative:* Paige Wehan; *Ex officio:* Linda Dykstra, Joe A. Hewitt, Robert Shelton

\* Alternate for Charles Kurzman (2002/3-2004/5); \*\* Alternate for M. Evan Bonds (2001/2-2003/4)

**MEMBERS LEAVING DURING PAST YEAR:** Gregory B. Newby (1999/00-2001/2); Roberta A. Owen (1999/00-2001/2); Lilie L. Searles (1999/00-2001/2); James Seay (1999/00-2001/2); John B. Smith (2001/2-2001/2)

**NUMBER OF ANNUAL MEETINGS:** Eight

**REPORT PREPARED BY:** Richard W. Pfaff and Joe A. Hewitt

Reviewed by full Board 16 April 2003.

**CHARGE:** Shall advise the University Librarian on the administration of the University library system; formulate, together with the University Librarian, the basic policies governing the acquisition of library materials and the use of such materials; allocate, with the advice of the University Librarian, the book funds which are not specifically designated; submit to the Chancellor, through the University Librarian, its advice on the establishment or discontinuance of library service units outside of the general library building; review the University Librarian's budget request; and report annually to the Faculty Council.

A resolution from the University Government Committee to change slightly the composition of the Board was approved by the Faculty Council at its 20 February 2002 meeting. The purpose is to have a matrix for selection that will be more adequately representative of the faculty, in part by providing that the Chair of the Faculty will appoint a member from Health Affairs and two members from the faculty at large; fourteen members will continue to be elected, according to a slightly altered formula.

**INTRODUCTION/OVERVIEW:** In the face of a statewide financial crisis, the Library and the University Administration were able to protect the monographs acquisition program and to avoid large-scale serials cancellations. However, the coping strategies used this year cannot be continued indefinitely, nor will they permit the Libraries to rise in the national ARL rankings with regard to the other top ten public universities. Budget uncertainties also continue to pose a challenge for the recruitment of skilled library professionals. On a positive note, this year saw the reopening of the R.B. House Undergraduate Library following an extensive 18-month renovation. Redesigned Library

Web pages have facilitated the location and use of the Library's extensive electronic resources. The Library participated, with favorable results, in a large-scale user survey sponsored by the Association of Research Libraries and has joined a partnership to develop an Encyclopedia of North Carolina Online. Library fundraising for the Carolina First campaign continues to be on target. Acquisition of the Andre Savine Collection of Russian émigré materials was a highlight.

**RANKINGS:** Two sets of figures excerpted from the annual statistics compiled by the Association of Research Libraries are extremely instructive. The first is a simple comparison of the 2001-02 ARL rankings for the libraries of the most eminent American public universities with the latest *US News* rankings (parlous, in some respects specious, as they clearly are) for the same institutions.

<u>USNWR</u>	<u>Institution</u>	<u>ARL</u>
20	Cal-Berkeley	3
23	Virginia	23
25	Michigan	6
25	UCLA	8
<b>28</b>	<b>UNC-Chapel Hill</b>	<b>16</b>
31	Wisconsin	15
38	Illinois	7
45	Penn State	12*
47	Texas-Austin	11
47	Washington	14

\* Includes figures for the branch campuses as well.

This shows that every one of the top ten public universities in the *USNWR* rankings except the much smaller University of Virginia (and with the asterisked caveat about Penn State) outranks us in the ARL rankings, which are based on a robust statistical formula. Two other large public institutions are in the ARL top twenty but not among *US News's* top fifty: Minnesota (17) and Indiana (13).

The second set of figures demonstrates how far our Library has to go to be able to offer salaries to professional librarians even remotely comparable with those offered by our peer institutions. These are overall national rankings, among the 114 US academic libraries that belong to ARL; the figures are for median salaries to professional librarians—those in all cases with master's degrees and in many cases with doctorates.

<u>Institution</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Cal-Berkeley	5	5	2	2	2
Virginia	24	37	57	46	30
UCLA	2	2	2	2	1
Michigan	60	53	47	56	51
<b>UNC-Chapel Hill</b>	<b>77</b>	<b>85</b>	<b>74</b>	<b>70</b>	<b>62</b>
Wisconsin	39	55	30	39	45
Illinois	49	43	38	52	68
Penn State	31	34	36	34	33
Texas-Austin	71	60	62	58	54
Washington	61	56	41	41	49

Again, it is clear that in this matter aspirations outrun reality by a large margin.

**BUDGET:** Last year the Library reported that protecting the materials budget was its highest priority. The Academic Affairs Library avoided cuts to its acquisitions program in the current fiscal year largely because the University Administration protected to the extent possible the library materials budget from permanent cuts. The Library is grateful to the University Administration for its recognition of the centrality of the library collections, both electronic and print, to the academic mission of the university, and for its assistance in protecting the collections in the current budget crisis. Additional measures taken by the Library also helped to safeguard the acquisitions program. As in past years, the Library postponed building repairs and equipment replacement, diverting funds to support the purchase of library materials. Positions were held vacant for longer than the normal recruiting time in order to increase the lapsing salary funds available to support the library materials budget. Through these means, the library maintained the library materials purchasing power in fiscal year 2002/2003 as compared to the previous year.

All of these are coping strategies in austere times. The library expects to continue these strategies in the next fiscal year, although it is not yet certain that significant cuts in acquisitions can be avoided. The long-term solution is, of course, sufficient additional permanent funding to enable the Library to purchase the electronic and print information expected and required in a leading research institution.

As noted in the past, the cost of scholarly information in both electronic and print form continues to escalate at a rate far higher than any price index. Clearly, while the Library requires an infusion of permanent funds to solve in the short term the library acquisitions problems, new methods for disseminating peer-reviewed scholarly information must eventually be designed to break the hold on scholarly publishing now held by several highly profitable international corporations. The Library Administration and the Library Administrative Board have discussed these issues and will continue to look at solutions, including the development of institutional repositories for the dissemination of scholarly information created at Carolina.

The Library continues to investigate systems available to replace the automated library management system and online catalog. The purchase of a state-of-the-art system will be a major capital expense, possibly in excess of \$1.3 million. It is, however, an essential purchase if students and faculty are to have access to the powerful information tools that are made available through the online catalog as well as to the Library's vast print holdings.

**COLLECTIONS:** As noted in the budget section, with support of the University Administration and by implementing a number of coping strategies, the Library was able to sustain the purchasing power of the library collections budget at last year's level. A mandatory serials cut was avoided although extensive planning was done in the event that a serials cut had to be implemented on short notice. In the course of planning for serials cancellations, many faculty members informed the Library Administration that there were no remaining subscriptions that could be considered marginal; any such subscriptions were cancelled years ago. The serials subscriptions now held by the library are critical to the teaching and research needs of the faculty. Although serials cancellations were avoided and monographs acquisitions sufficient to support teaching and research were maintained, the library has not had the funds to acquire new serials in many disciplines. Indeed, in order to acquire an essential new serial publication, librarians and faculty must cancel other subscriptions to fund the purchase.

The Library has continued to build its electronic collections in recognition of the demand by students and faculty for access to electronic information from the office, laboratory, and home. The licensing of information in electronic format including both indexing and abstracting services as well as full

text has become the highest priority for the collections budget. It should be noted that in most cases the cost of electronic information is more expensive than the cost of the print subscriptions which the electronic information may replace. The full text electronic selections, however, provide increased convenience coupled with powerful searching tools that enable faculty and students to find information more quickly and to perform sophisticated text analysis to facilitate research. A few of the electronic resources added to the library collections this year are listed below:

1. *Early English Books Online* (A database of most books printed in English prior to 1700.)
2. The Journal Archives of the American Chemical Society
3. The Journal Archives of the Institute of Physics
4. *Current Protocols in Bioinformatics*
5. Full-text of *The New York Times* beginning in 1863.
6. *L'Année Philologique on the Internet*

These and the many other electronic titles acquired by the library support almost all disciplines. Many have very expensive one-time data fees coupled with ongoing access fees. These resources are, however, critical to teaching and research on campus and continue to be a high priority of acquisitions.

The Library is also very pleased to announce the purchase with assistance from an anonymous donor of the André Savine Collection, a collection of books, manuscripts, photographs, and artifacts documenting Russian emigration and the activities of Russian ex-patriots over the course of the 20<sup>th</sup> Century.

**R. B. HOUSE UNDERGRADUATE LIBRARY:** On August 19<sup>th</sup>, 2002, the R.B. House Undergraduate Library reopened following an extensive 18-month renovation which transformed the thirty-four-year-old building into a state-of-the-art facility. Designed as an open, comfortable environment for study, research, instruction, and creative collaboration, House Library offers a variety of seats, tables, and carrels equipped for both wired and wireless laptop access; over 100 computer workstations; an instructional lab; nine group study rooms; two film viewing rooms for classroom showings; a Reserve Reading Room; and a collection of more than 75,000 volumes. Students can create and edit video and audio projects in the Media Resources Center or create multimedia presentations in one of the new Collaboratories. Assistance to students with their CCI laptops is available at the IT Response Center, located on the lower level. Students who do not carry their laptops with them may use the ATN computer lab or library workstations or they may borrow library laptops for in-house use. Distinguished by being the first campus project completed—on time and on budget—with funds from the higher education bonds approved two years ago, the library also demonstrates public-private partnership at its best. More than \$2 million received from donors ensured that the Library is handsomely furnished and well-equipped for 21<sup>st</sup> century students. Since it reopened, House Undergraduate Library has been one of the most popular and heavily used buildings on campus.

**LIBRARY SYSTEMS:** As the result of various usability studies, the Library introduced an interim re-design of its Web pages in 2002. A full re-design is in process for the 2003 fall semester. The Library introduced a new "Journals in Electronic Format" service in January 2003, which significantly increases access to these journals. The number of entries included in the database jumped from under 6,000 to nearly 40,000. Use of the Library's proxy service for access to licensed resources from off-campus continues to grow. We now average over 10,000,000 transactions per month. A team of Library staff is now engaged in a process which will result in the replacement of

the current library automation system, which includes the online catalog; as the result of the sale of the current vendor's software to a competitor. The Library's goal is to replace the current system in December 2004.

**ASSESSMENT / LibQUAL:** The University of North Carolina at Chapel Hill was one of 164 institutions that participated in the 2002 LibQUAL+ survey sponsored by the Association of Research Libraries. All Academic Affairs faculty and a sample of graduate students, undergraduates and University staff were asked to complete the Web-based survey, used to measure their perceptions of library service quality and to identify gaps between desired, perceived, and minimum expectations of service. Some 624 usable responses were received. Preliminary analysis of survey results show that library users are generally well satisfied with the Library, but that some areas—particularly journal collections and the accessibility of electronic resources from home or office—need improvement. A Library Assessment Task Force has been appointed to review survey results in greater detail; solicit additional information from faculty, students, and staff; and work with other members of Library staff to improve service in those areas with which library users are least satisfied.

**ENCYCLOPEDIA OF NORTH CAROLINA ONLINE:** The library has joined a partnership that includes the North Carolina Humanities Council and the University of North Carolina Press to develop an Encyclopedia of North Carolina Online known as ENCO. This encyclopedia is envisioned as a resource about North Carolina history and culture freely accessible to all citizens of the state. It will foster an understanding of the history and culture of North Carolina over the centuries and will be an invaluable resource for the teaching and understanding of the state's history in the public schools as well as a resource to anyone with an interest in North Carolina. The partnership has obtained a planning grant from the National Endowment for the Humanities and is now conducting a series of focus groups across the state to determine the need for information about North Carolina. The final report of the planning grant is due in the summer and will include a plan for financing the encyclopedia and for sustaining it over the long-term.

**DEVELOPMENT PROGRAM:** Library fund raising for the Carolina First campaign continues to be on target. As of April 4, 2003, the Library had raised more than \$18 million in gifts and pledges, or 52% of its \$35 million goal. Notable new gifts this year include a \$100,000 pledge from the Ready Mixed Concrete Company of Raleigh. Its owner, a graduate of NC State, responded to a solicitation from a member of the Friends of the Library board. He wrote "The Library is a gift not only to the students and faculty at the university, but also stands as a beacon to the total Orange County community and the populace of North Carolina. It is such a valuable resource."

The Library celebrated the reopening of House Library this fall with students, faculty and donors. Student reaction to the renovation has been overwhelmingly positive. Members of the Class of 2003 responded in a similar manner by choosing to establish a permanent endowment in support of the newly reopened R.B. House Undergraduate Library. To date, members of the class, their parents, faculty members and friends have pledged more than \$43,000 to the fund. Because the House Library renovation came in under budget, the Library also asked donors with outstanding pledges to the renovation to consider redirecting the balance of their pledges to the Class of 2003 Fund, which has resulted in an additional \$103,000 in commitments to the endowment.

On April 3 the Library celebrated the acquisition of the André Savine Collection of Russian emigration materials with a reception and dinner in Wilson Library. The Savine Collection, made possible by a gift from Kay and Van Weatherspoon of Charlotte, is one of the largest on the topic of



post-1917 Russian émigré life and catapults the Library into one of the major centers for the study of Russian culture outside of Russia.

**RETIREMENTS / RECRUITMENT:** The demand for skilled library professionals is increasing and we expect recruitment for librarians at UNC-Chapel Hill will be a challenge in the coming years. Reasons for this include the lack of graduates to keep up with the increased demand, low professional salaries, and increased competition for higher paying jobs in the private sector and corporate libraries.

Most of the vacancies at UNC-Chapel Hill's Academic Affairs Library are created by librarian retirements. While it is difficult to predict retirements accurately, data show that 13% of AAL librarians will reach age 65 by 2008 and 21% will reach age 65 by 2013. The Library will need to replace *at least* 34% of professional staff in the next 10 years.

The jobs vacated by retirees are reshaped and updated to meet library research and service needs. They will be attractive to new and seasoned librarians alike, and we hope that the Library will have the resources to recruit successfully for these positions. In FY 2002/03, the Library filled the following vacancies: Photographic Archivist, Systems Librarian; Integrated Library System, Undergraduate Librarian, Undergraduate Library Reference and Instruction Librarian, and University Archivist. Recruitment is underway for: Assistant University Librarian for Collections and Resource Services, Director of Library Digital Publishing; Head, Public Services, North Carolina Collection; Manuscripts Curator.

**CONCLUDING REFLECTIONS:** The Board spent considerable time, over several meetings, discussing the fundamental question of the kind of Library this University should have. Recognizing the quality of the Library at present—as indicated by the advance from 17th to 16th place among all North American research libraries in the latest ARL rankings—we nonetheless found it useful to ponder the scope and dimensions of the Library to which we might reasonably (or even unreasonably) aspire. Rather than an exercise in building libraries in the air, we regarded these discussions as congruous with the spirit of looking ahead which has animated the University's new Academic Plan, and which is articulated in the often-repeated goal of being the nation's leading public university.

We are not, however, unmindful of the perils of the immediate future. In times of financial stress, funding of the Library could easily be regarded as though it were a maintenance item, to be deferred, like many such items on our campus, until rosier days. It is greatly to the credit of the present Administration at Chapel Hill that this has not happened. Our library continues to be the envy of many institutions. But its excellence is, perhaps even more than that of other components of the University, fragile. Two major problems—providing a more secure funding base for collection development (ideally through endowment) in both monographs and serials, and bringing the salaries of professional librarians into line with the Library's national ranking otherwise—must be solved not only for the sake of the Library's quality but also in order that the University can achieve the stature which is now aimed at. A truly superb Library is a necessity, not an optional luxury, if that aim is to be met.

## **Buildings and Grounds Committee**

(Appointed by the Chancellor)  
**Annual Report--2002**

**Members:**

*Class of 2005:* Thomas B. Clegg; JoAnn B. Dalton; David Owens.

*Class of 2004:* David R. Godschalk, Chair; Jim Hirschfeld; Melinda Meade.

*Class of 2003:* Thomas A. Bowers, Vice-Chair; Linwood Furtelle; Fred Mueller; Rachel Willis.

*Student Members:* Wyatt Dickson; Andrew Pike; William Yeager.

*Members leaving committee during past year:* Walter Pryzwansky

*Meetings during past year (2002):* 1/11, 2/7, 3/7, 4/4, 5/2, 6/6, 7/15, 9/5, 10/3, 10/31.

*Report prepared by:* David R. Godschalk (Chair).

**Committee charge:** The committee advises the Chancellor on siting and external appearance of new buildings and additions, removal of facilities, changes in long term use and appearance of campus grounds, selection of architects for University projects, preparation of long-range campus plans, placement and design of signs and art works.

**Previous Faculty Council questions or charges:** None.

**Report of Activities:**

*Site recommendations (12):* Park and Ride Parking Lot Expansions at Horace Williams and Friday Center; South Chiller Plant Expansion-Phase IV, Thermal Storage Facility; Research Resource Facility; Parking Booth Relocation, Morehead Planetarium Parking Lot; Information Technology Services Building; Facilities Services Support Facilities; Global Education Center; Phillips Building (Global Knowledge Center); Phase II Residence Halls; Manning Drive Steam Plant.

*Architectural firm recommendations (13):* Renovations to 440 West Franklin Street; Replacement of Medical Research Wings; Information Technology Services Building; Renovations to Brauer Hall; Alumni Hall and Wollen Gym Classroom Renovations; South Chiller Plant Expansion-Phase IV, Thermal Storage Facility; Global Education Center; Renovations to Cobb Residence Hall; Phase II Residence Halls; Renovations to Morrison and Hinton James Residence Halls; Area Health Education Centers Airplane Hanger; Mary Ellen Jones Building Renovation; Renovation to Rosenau Hall.

*Exterior design recommendations (10):* Knapp Building Auditorium Wing Renovation; Medical Sciences Research Building Renovation; Video Scoreboard, Kenan Stadium; Science Complex-Phase I; Burnett-Wornack Clinical Sciences Building Renovations; Campus Y Renovations and Addition; Additions to Rizzo Center; Addition to Kenan Center; Facilities Services Support Facilities; Renovations to McIver, Alderman and Kenan Residence Halls.

**Other recommendations:** Design of Arts Common Master Plan; Manning Drive Pedestrian Access and Streetscape; Brick Selection for Women's Softball Field; Entry for R.B. House Undergraduate Library; Resolution for University Commitment to Sustainability Measures (presented to Faculty Council); Formation of Campus Art Advisory Committee.

**Campus planning:** David Godschalk continued to serve on the Facilities Planning Committee.

**Campus Art Advisory Committee:** At the request of the Chancellor, this new committee was formed to review proposed gifts or acquisitions of exterior art and their placement on the campus. It met on November 13 and December 9 and recommended the attached charter, which was approved by the Chancellor on January 10, 2003. Membership includes both permanent and rotating slots with terms.

Campus Art Advisory Committee membership includes:  
Buildings and Grounds Committee: David Godschalk (Chair), David Owens (3 year term), Rachel Willis (2 year term); Linwood Futrelle (1 year term).  
Art Department: Jim Hirschfeld, Juan Logan.  
Ackland Art Museum: Gerald Bolas.  
Student representatives (1 year terms): Val Martinez; Robert Basinger. (Alternate: Mela Kirkpatrick).

Ex-officio membership includes:  
Anna Wu, Campus Architect.  
Jill Coleman, Campus Landscape Architect.  
Paul Kapp, Campus Historic Preservation Officer.  
Amy Brannock, Arts Carolina Director.  
Stephen Allred, Associate Provost.

**Recommendations for actions by Faculty Council:** None.

CHARTER OF  
THE CAMPUS ART ADVISORY COMMITTEE

Section 1. Establishment and source of authority. The Campus Art Advisory Committee (hereinafter, Advisory Committee) is hereby established as an agency advisory to the Buildings and Grounds Committee and to the Chancellor of The University of North Carolina at Chapel Hill (hereinafter, the University).

Section 2. Organization.

a. Membership and voting. The Advisory Committee shall be comprised of nine regular voting members and six non-voting ex officio members.

b. Composition and terms, regular members. The Advisory Committee shall have the following nine voting regular members:

- (1) Chair of the Buildings and Grounds Committee;
  - (2) Chair of the Art Department (or his or her designee from the Department of Art faculty);
  - (3) Studio Art Assistant Chair of the Art Department (or his or her designee from the Department of Art faculty);
  - (4) Director of the Ackland Art Museum (or his or her designee from the Ackland staff);
  - (5) Three faculty or staff members elected by the Buildings and Grounds Committee for terms of three years (with staggered initial terms); and
  - (6) Two students elected by the Buildings and Grounds Committee for terms of one year.
- An additional student member may be elected as an alternate member to serve in the absence of one of the two regular student members.

The Chair of the Buildings and Grounds Committee shall annually solicit recommendations and advice for faculty, staff, and student appointments and annually submit a slate of proposed appointments for approval by the Buildings and Grounds Committee. Members of the Buildings and Grounds Committee are eligible for election to the Advisory Committee. All members elected by the Buildings and Grounds Committee shall be presented to the Chancellor for confirmation. Each regular elective term shall begin on 1 September of the year in which the election occurs and end on 31 August of the appropriate year. A vacancy occurring before the expiration of a regular term shall be filled in the same manner as the original appointment and the person so appointed shall serve for the remainder of that term. Any member may be elected to serve successive terms.

c. Composition, non-voting ex officio members. The Advisory Committee shall have the following six non-voting ex officio members:

- (1) Provost (or his or her designee);
- (2) Vice Chancellor of Finance and Administration (or his or her designee);
- (3) Director of Facilities Planning;
- (4) Campus landscape architect;
- (5) Campus historic preservation officer; and
- (6) Director of Arts Carolina.

d. Chair. The initial Chair of the Advisory Committee shall be appointed by the Chancellor for a term of one year. Thereafter the Chair of the Advisory Committee shall be elected by the Advisory Committee from its membership for a term of one year.

e. Quorum. A majority of the nine regular voting members shall constitute a quorum of the Advisory Committee.

f. Staff. The Director of the Facilities Planning Office shall provide primary staff assistance required by the Advisory Committee. The Advisory Committee is authorized to consult such outside experts as deemed appropriate by the Committee.

### Section 3. Functions of the Advisory Committee.

a. Role. The Advisory Committee shall be a body advisory to the Buildings and Grounds Committee and to the Chancellor, and shall have no policy-making or administrative authority.

b. Duties. The Advisory Committee shall advise the Chancellor on: (1) the appropriateness for acceptance or acquisition for permanent or long-term display by the University of each proposed new work of public art, and (2) matters related to the University's existing collection of public art, including its maintenance, relocation, and deaccession or decommissioning. The Advisory Committee shall advise the Buildings and Grounds Committee with respect to the location of works of public art. The Advisory Committee shall provide advice on such other matters related to public art as may be referred to the committee by the Chancellor or the Buildings and Grounds Committee.

For the purposes of this procedure, a "work of art" is defined as a tangible item of personal property that is considered by its creator, by the Buildings and Grounds Committee, or by the Chancellor to be a work of art. "Public art" is defined as a work of art that is sited in a public space on the University campus and meant to be experienced by the members of the University community or the general public (including exterior works of art and interior works of art meant to be seen from the exterior of buildings). "Long-term display" means display for a period of thirty days or more.

The review authority of the Advisory Committee shall not extend to any work of art sited in or adjacent to the Ackland Art Museum or in the Alumni Sculpture Garden, or to any work of art acquired by any unit of the University for display within a building assigned wholly or in part to that unit for its use.

c. Procedure. Prior to the acceptance by the University of any work of public art as defined above, the proffered or proposed work of art shall be presented to the Advisory Committee for review and comment. The Advisory Committee shall examine the work of public art, preferably in the form of a detailed sketch or model if it is to be a new creation, and shall advise the Chancellor whether, in the opinion of the Advisory Committee, the work of public art should be accepted and displayed. The Advisory Committee shall make recommendations to the Buildings and Grounds Committee regarding the location of these works of public art. The Buildings and Grounds Committee shall consider the advice of the Advisory Committee and make its own recommendation regarding location of public art to the Chancellor. The final decision with respect to the acceptance and display of a work of public art shall be made by the Chancellor.

d. Factors for consideration by Advisory Committee. In its review of proposed acquisition, acceptance, and display of works of public art, the Advisory Committee shall consider each of the following factors:

- (1) Whether the work of public art furthers the overall identity of the campus and enhances the existing public art collection.
- (2) Whether the work of public art is of high quality.

- (3) Whether the work of public art is appropriate for public display on campus.
- (4) Whether the work of public art is durable.
- (5) Whether the work of public art is safe and non-hazardous.
- (6) Whether adequate provisions and funding (such as an endowment) have been made available for site preparation, installation, lighting, security, theft and damage protection, liability, and maintenance of the work of public art.
- (7) Whether there are particular locations especially suitable or unsuitable for siting the work of public art.
  - e. Factors for consideration by Buildings and Grounds Committee. In its review of the location and installation of works of public art, the Buildings and Grounds Committee shall give due consideration to the relationship of the work with its surroundings, including existing and potential buildings, circulation patterns, and campus grounds.
  - f. Educational program. The Advisory Committee and the Buildings and Grounds Committee shall develop and present to the Chancellor an educational program on these policies and procedures that can be regularly presented to those in the University community who are in positions that may propose public art acquisition or who may be approached with proposed gifts of public art. An emphasis of this educational program shall be the timely provision of information to potential donors regarding the necessity of adherence to this review policy and the need for early consultation prior to any gifts or acquisition.

Section 4. Meetings. The Advisory Committee shall meet on call of its Chair or of the Chair of the Buildings and Grounds Committee.

Section 5. Effective date. This charter shall be effective when approved by the Chancellor.

James C. Moeser, Chancellor: \_\_\_\_\_

Approval Date: 10 January 2003

## EXECUTIVE SUMMARY

What follows is a brief outline of the new curriculum proposal, which is offered primarily as a ready reference. More detailed information should be sought in the complete proposal document. A few particularly salient points regarding innovations in the proposed curriculum are the following:

- The new curriculum reduces the general-education component of a Carolina A.B. degree to 42 hours in the General College.
- The number of hours that A.B. students must take to fulfill their "upper level" Arts and Sciences general education requirement is reduced to 9 hours, and both the Distributive and Integrative Options for fulfilling this requirement are simpler and clearer than in the former curricular structure. A.B. students either will take three courses from three different divisions or they will elect to enroll in three linked courses comprising an interdisciplinary Cluster program.
- Since there was widespread confusion about the Cultural Diversity requirement, that requirement has been renamed "U.S. Diversity" and reformulated to more clearly reflect curricular goals.
- In the old curriculum, fragmentation was a problem in several ways. Among the solutions proposed here are the "Foundations Across the Curriculum" courses, which attempt to apply, refine, and extend the students' foundational skills in communications, foreign language, and quantitative reasoning in other major or general education courses. There is, in both the General College curriculum and in the additional requirements for Arts-and-Sciences students, a much greater emphasis on making connections between courses.
- While the 1980 curriculum remained focused on the campus and the classroom, the new Experiential Education requirement clears paths that lead from the campus to local, regional, national, and global communities. It integrates into general education varied efforts to encourage students to move beyond the classroom—in study abroad, fieldwork or field-based research, internships, creative arts, and service learning.

### OVERALL GOALS

The University of North Carolina at Chapel Hill strives to cultivate the skills, knowledge, values, and habits that will allow graduates to lead personally enriching and socially responsible lives as effective citizens of rapidly changing, richly diverse, and increasingly interconnected local, national, and worldwide communities. The undergraduate experience aims to foster in Carolina graduates the curiosity, initiative, integrity, and adaptability requisite for success in the complex, demanding environment of the twenty-first century world.

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

The three goals of the General Education Curriculum can thus be summarized as

- **Foundations:** the skills needed to communicate effectively both in English and another language; to apply quantitative reasoning skills in context; and to develop habits that will lead to a healthy life.
- **Approaches:** a broad experience with the methods and results of the most widely employed approaches to knowledge.
- **Connections:** a sense of how to integrate these foundations and approaches in ways that cross traditional boundaries and to create pathways from the campus to local, national, and global communities.

## REQUIREMENTS

### FOUNDATIONS

(17 hours total)

#### *English Composition and Rhetoric (6 hours)*

- RHETORIC A and B, a two-course sequence in written and oral communication

#### *Foreign Language (7 hours, with level 2 placement)*

- Through level 3 (if placed into level 4, must complete it)
  - No credit for level 1 of high school language

#### *Quantitative Reasoning (3 hours)*

- One quantitative reasoning course

#### *Lifetime Fitness (1 hour)*

- One course granting 1 hour academic credit

### APPROACHES

(25 hours total)

#### *Physical and Life Sciences (7 hours)*

- Two courses from approved list, at least one with lab

#### *Social and Behavioral Sciences (9 hours)*

- Three courses from at least two different departments or curricula
  - One course must engage in historical analysis.

#### *Humanities and Fine Arts (9 hours)*

##### *Philosophical and Moral Reasoning*

- One course in philosophical analysis that contains significant content in ethics and moral reasoning

##### *Visual, Performing, and Literary Arts*

- One course in literature
- One course in visual or performing arts

### CONNECTIONS

(0 additional hours, all courses eligible for “multiple counting.”\*)

\*“Multiple counting” means that courses may meet several requirements at once—for a major or minor, for example; or as electives; or as other components of the General Education curriculum. For a more complete explanation, please consult the Connections section below.



***Foundations Across the Curriculum***

- One *Communication* course (multiply counted)
  - One *Language enhancement* course or program of study (multiply counted)
  - One *Quantitative methods* course (multiply counted)
- Local, National and Global Connections***
- *Experiential Education*: One course or program of study (multiply counted)
  - *U.S. Diversity*: One course (multiply counted)
  - *The North Atlantic World*: One course (multiply counted)
  - *Beyond the North Atlantic*: One course (multiply counted)
  - *The World Before 1750*: One course (multiply counted)
  - *Global Issues*: One course (multiply counted)

***SUPPLEMENTAL GENERAL EDUCATION REQUIREMENT FOR A.B.  
STUDENTS IN THE COLLEGE OF ARTS AND SCIENCES***

All students who seek A.B. degrees in the College of Arts and Sciences must take an additional nine hours of coursework. This requirement can be fulfilled in *one* of two ways:

**EITHER**

**The Distributive Option: Crossing Divisions**

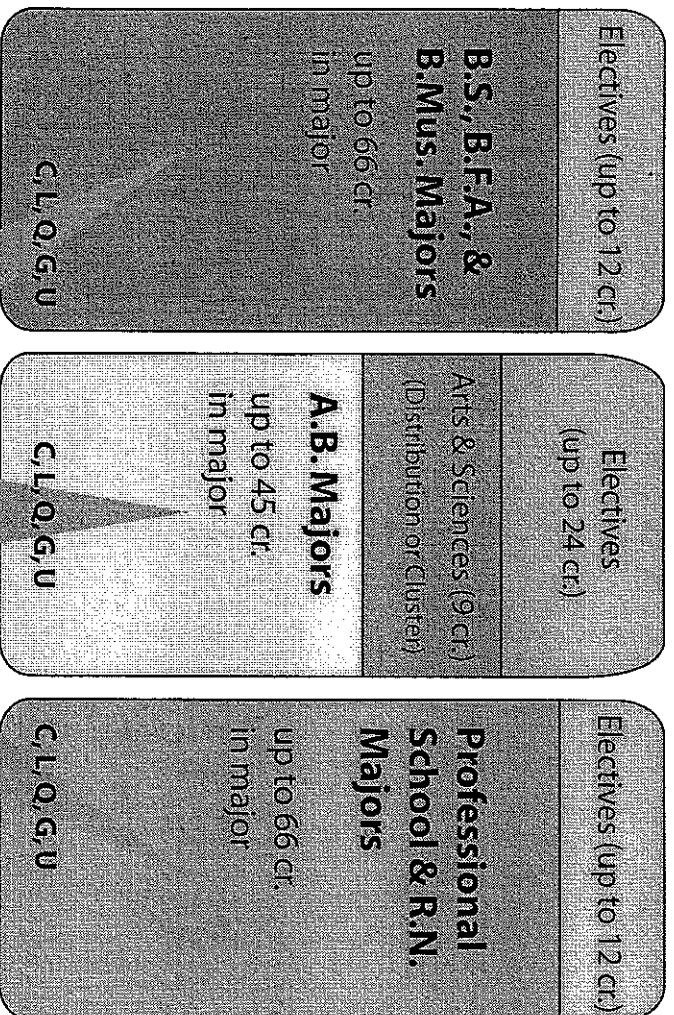
- Three non-introductory courses, one in each of the three Divisions of the College of Arts and Sciences outside the student's major field of study.

**OR**

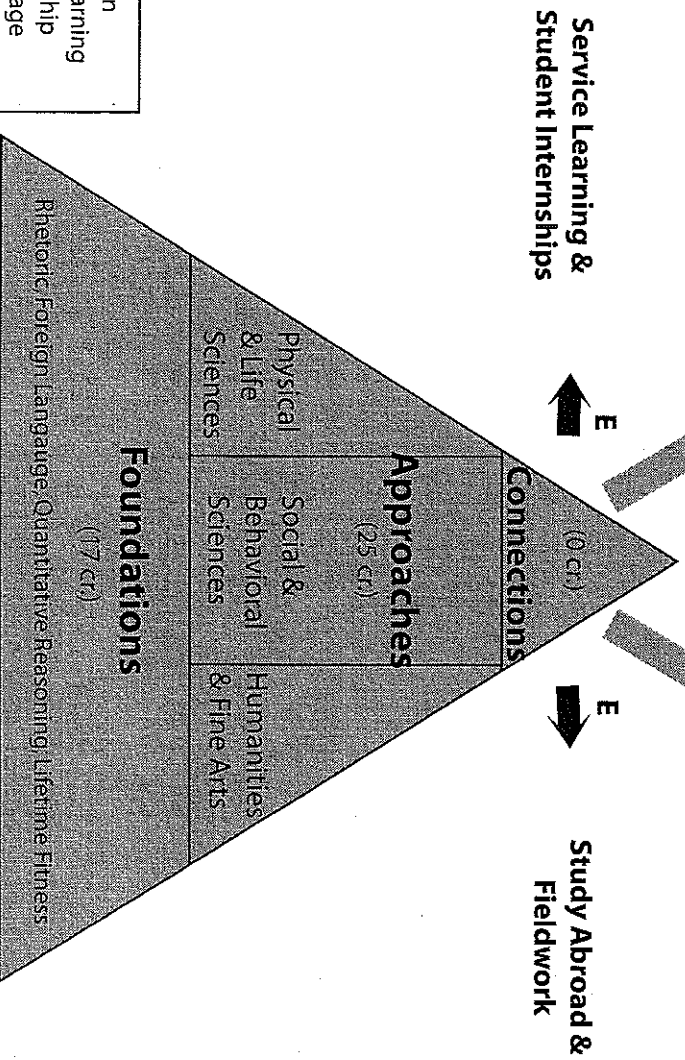
**The Integrative Option: Interdisciplinary Clusters**

- A *Cluster* program.
  - Each of these interdisciplinary clusters requires students to take nine hours (usually in three courses) that are linked in some way and that focus on a single theme. Some examples might include: "Landscape" (with faculty from Geography, Environmental Science, and Art History); "Race" (with faculty from Anthropology, English, and History); "Chaos" (with faculty from Mathematics, Economics, and Sociology), and "Evolution of the Cosmos" (with faculty from Physics, Religious Studies, and Biology).

# General Education Curriculum: Tentative Proposal



## Connections across the Curriculum



C = Communication  
 E = Experiential Learning  
 G = Global Citizenship  
 L = Foreign Language  
 Q = Quantitative Reasoning  
 U = U.S. Diversity

## General Education (42 credits)



*The University of North Carolina at Chapel Hill*

## **Resolution 2003-9 on Amending the Instrument of Student Judicial Governance**

Whereas, at its January 17, 2003, meeting the Faculty Council adopted Resolution 2003-6 approving a comprehensive revision of the Instrument of Student Judicial Governance upon the recommendation of the Committee on Student Conduct; and

Whereas the revision was subsequently approved by Student Congress and has been submitted to the Chancellor; and

Whereas the Chancellor has indicated his desire that Section B.3 of Appendix C be revised to eliminate certain limitations on the right of an accused student to request and receive an expedited hearing procedure in specified circumstances; and

Whereas the Committee on Student Conduct has recommended an amendment to Section B.3 of Appendix C that accommodates the Chancellor's preferences in this regard; now therefore

The Faculty Council resolves:

- 1 Section 1. The revision of Section B.3 of Appendix C of the Instrument of Student
- 2 Judicial Governance recommended by the Committee on Student Conduct and
- 3 transmitted to the Chair of the Faculty and the Secretary of the Faculty by letter dated
- 4 March 18, 2003, is endorsed as submitted, and the Secretary of the Faculty is requested to
- 5 advise the Chancellor to that effect.



*The University of North Carolina at Chapel Hill*

## **IN MEMORIAM**

### **Indra Mohan Chakravarti**

Professor of Statistics. Ph.D., 1958, M.S., 1950, B.S., 1948 (Calcutta University, India).  
Appointed September 1, 1964. Died April 16, 2002.

### **Melvin Arthur Chambers**

Professor of Pharmacy Administration Emeritus. B.S., 1944, Ph.D., 1949 (Ohio State  
University). Appointed 1959. Died February 19, 2003.

### **Floyd Wolfe Denny Jr.**

Alumni Distinguished Professor of Pediatrics Emeritus. M.D., 1946 (Vanderbilt  
University); B.S., 1944 (Wofford College). Appointed 1960. Died October 17, 2001.

### **Everett Harvey Emerson**

Alumni Distinguished Professor American Literature Emeritus. Ph.D., 1955 (Louisiana  
State University); M.A., 1949 (Duke University; A.B., 1948 (Harvard University).  
Appointed 1983. Died July 9, 2002.

### **Dorothy Jane Kiester**

Associate Professor of Public Law and Government Emerita. M.S.S.W., 1952, A.B.,  
1939 (University of Texas). Appointed 1963. Died April 11, 2003.

### **Cecil Rhodes Lupton**

Professor of Oral and Maxillofacial Surgery Emeritus. D.D.S., 1954 (The University of  
North Carolina at Chapel Hill). Appointed 1958. Died July 24, 2002.

### **Richard Edgeworth Richardson**

Professor of Oral Diagnosis Emeritus. D.D.S., 1937 (University of Maryland). Appointed  
1952. Died June 30, 2002.

### **Rachel Ann Rosenfeld**

Lara G. Hoggard Professor of Sociology; Chair, Department of Sociology. Ph.D., 1976,  
M.A., 1974 (University of Wisconsin at Madison); B.A., 1970 (Carleton College).  
Appointed July 1, 1981. Died November 24, 2002.

### **David Serrins**

Professor of Music Emeritus. M.A., 1952 (The University of North Carolina at Chapel  
Hill); A.B., 1943 (Miami University). Appointed 1967. Died November 10, 2002.

**Ann Shepherd Sheps**

Lecturer in Dramatic Arts Emerita. Appointed 1975. Died November 30, 2002

**Ernest William Small**

Professor of Oral and Maxillofacial Surgery Emeritus, Professor of Surgery Emeritus. D.D.S., 1945 (University of Minnesota); M.S., 1972 (Old Dominion University); B.A., 1943 (University of Minnesota); Appointed 1971. Died September 5, 2002.

**Marian J. Smallegan**

Associate Professor of Nursing Emerita. Ed.D., 1969 (Boston University); M.A., 1947 (University of Illinois); A.B., 1945 (Hope College). Appointed 1970. Died April 28, 2002.

**Robert Neal Wilson**

Professor of Sociology Emeritus. Ph.D., 1952 (Harvard University); B.A., 1948 (Union college). Appointed 1963. Died December 20, 2002.

**Robert Paul Ziff**

William Rand Kenan Jr. Professor of Philosophy Emeritus. Ph.D., 1951, B.F.A., 1949 (Cornell University). Appointed 1970. Died January 9, 2003.

## 2003 UNIVERSITY TEACHING AWARDS

### BOARD OF GOVERNORS' AWARD FOR EXCELLENCE IN TEACHING

The Board of Governors gives this award annually to a tenured faculty member on each of the UNC campuses for excellent and exceptional teaching over a sustained period of time.

Judith Miller

Professor

Nursing

### TANNER FACULTY AWARDS FOR EXCELLENCE IN UNDERGRADUATE TEACHING

These awards are given annually to *five* faculty members for excellence in undergraduate teaching.

Christopher Armitage  
Gary Bishop  
Bernard Boxill  
Larry Goldberg  
Boone Turchi

Professor  
Associate Professor  
Professor  
Lecturer  
Assistant Professor

English  
Computer Science  
Philosophy  
English  
Economics

### TANNER TEACHING ASSISTANTS' AWARDS FOR EXCELLENCE IN UNDERGRADUATE TEACHING

These awards are given annually to *five* graduate teaching assistants for excellence in undergraduate teaching.

Jen Ashlock  
Yaacov Ben-Shemesh  
Richard Landesberg  
Maureen O'Brien  
Kathrine Theyson

Sociology  
Philosophy  
Journalism and Mass Communications  
Art  
Economics

### WILLIAM C. FRIDAY--CLASS OF 1986 AWARD FOR EXCELLENCE IN TEACHING

This is the fourth year for this award, which honors one member of the undergraduate faculty who has exemplified excellence in inspirational teaching.

Arrel Toews

Research Professor

Biochemistry and Biophysics

**SANDERS AWARD FOR DISTINGUISHED UNDERGRADUATE TEACHING AND SERVICE**

This award is given annually for distinguished undergraduate teaching and service. Selection for this award is made by a separate committee in the College of Arts and Sciences cooperating closely with the University Teaching Awards Committee.

Richard H. Kohn                      Professor                      History

**SITTERSON AWARD**

This is the second year of this award, which is given to a faculty member teaching first-year students. Selection for this award is made by a separate committee in the College of Arts and Sciences cooperating closely with the University Teaching Awards Committee.

Paul W. Leslie                      Professor                      Anthropology

**JOHNSTON TEACHING EXCELLENCE AWARD**

These awards are given annually to **two** faculty members for excellence in undergraduate teaching. Nominations and final selections for this award are made by the Johnston Fellows cooperating closely with the University Teaching Awards Committee.

James Thompson                      Professor                      English  
Ivana Vuletic                      Assistant Professor                      Slavic Languages

**MENTOR AWARD FOR LIFETIME ACHIEVEMENT**

This award is given annually to acknowledge a broader range of "teaching beyond the classroom."

Daphne Athas                      Professor                      English

**TEACHING AWARDS FOR POST-BACCALAUREATE INSTRUCTION**

These awards are given annually to **four** full-time faculty members for exceptional teaching of post-baccalaureate students.

Debashis Alkat                      Professor                      Journalism  
Barbara Entwisle                      Professor                      Sociology  
Ken Hillis                      Professor                      Communication Studies  
Glenn Hinson                      Professor                      Folklore and Anthropology

# 2002 Faculty Salary Equity Study Final Report to Faculty Council

Submitted by the Office of the Executive Vice Chancellor and Provost  
April 25, 2003

This is a report of the results of follow-up analyses conducted since the release of the *Report of the 2002 Faculty Salary Equity Study* in October 2002 (<http://www.ais.unc.edu/ir/equity/>). The purpose of the original study was to see if there was evidence of systematic patterns of disparity by gender and ethnicity in faculty salaries at the broadest organizational levels of the University. Multiple regression analysis was used to examine the effects of gender and ethnicity on salaries after controlling for variables such as education, experience, rank, and discipline that one would expect to relate to salary. Minority status was positively related to salaries in both Academic and Health Affairs with the exception of a small negative disparity in the School of Medicine. Average female salaries lagged behind those of white males in every analysis, ranging from a deficit of \$1,169 in the College of Arts and Sciences to \$9,293 in Clinical Medicine. However, the differences were statistically significant in only three of the seven regression analyses. Because the original study focused only on the largest units or clusters of units within the University, there was considerable interest in determining whether the observed disparities were systematic or if in fact, the results were influenced by localized effects in specific schools and divisions. Therefore, analyses at the levels of schools and divisions were conducted.

## Data and Methods Used

The same data used in the original study were reanalyzed at the school level. As a reminder, those data represented a snapshot of the School of Medicine faculty for fiscal year 2001 and as of Fall 2001 for all other academic units. A complete description of the data sources, procedures for cleaning and validating the data, approach to creating variables, and the various decisions that went into the development of the regression models can be found in the original report.

As in the University-wide analyses, multiple regression analysis was employed in order to observe the overall impact of gender and ethnicity on salaries in the unit after controlling for other variables such as education, experience, rank, and administrative role. The unstandardized coefficients for Female and Minority were used as estimates of the dollar amount of difference between the average salaries of females and minorities compared to those of white males after controlling for other variables. In addition, a residual was calculated for each faculty member by taking the difference between the actual salary and the salary predicted by the regression model with gender and ethnicity removed. Because regression models predict salaries imperfectly due to incomplete information (e.g., lack of productivity data) and other sources of error, it is very important to understand that a negative residual (i.e., when the actual salary is lower than the salary predicted by the model) does not mean that the faculty member in question is underpaid. The residual includes unmeasured factors that might reflect performance as well as other factors. It is also possible that an individual whose residual is very small or even positive is being underpaid, as in the case of a top performer whose work is only being paid at the rate of the "average" performers.

A problem with conducting school level analyses is that small numbers of faculty impact the reliability of multiple regression analysis results. The general convention is that at least five cases are needed for each of the predictor variables used in the analysis. The original study which used very large units of analyses afforded the opportunity to include a great many predictor variables which helped control for issues such as non-linearity, and the many variations in faculty status that might be legitimately related to salary. In the school level follow-up analyses, it was necessary to severely limit the number of variables that could be used as predictors, which translates into a loss of precision in the estimation of regression coefficients and individual residuals. The school-level results presented here should be used with caution, as the regression coefficients can be greatly influenced by only a few cases.

## Summary of Findings

Regression analyses were conducted separately for the four divisions of Fine Arts, Humanities, Social and Behavioral Sciences, and Natural Sciences and Math within the College of Arts and Sciences. In the School



of Medicine, separate analyses were conducted for the Allied Health Sciences, Basic Sciences, and Clinical Medicine. Findings for the remaining schools are presented for the entire unit.

There was no statistical evidence that salary differences could be attributed to ethnicity, and in only one subunit was gender a significant predictor of salary. Neither gender nor ethnicity was a significant predictor of salary in the four College of Arts and Sciences divisions, nor in any Academic Affairs' professional school (Kenan-Flagler Business School, Education, Government, Information and Library Science, Journalism and Mass Communication, Law, Social Work). Ethnicity was not a significant predictor of salary in any of the Health Affairs' professional schools. Gender was not a significant predictor of salary in Dentistry, Nursing, Pharmacy, Public Health, nor in the School of Medicine divisions of Basic Sciences or Allied Health Sciences. Gender was a significant predictor only in the School of Medicine Division of Clinical Medicine.

In addition to the overall findings from the multiple regression analyses, schools were provided the following: residuals graphs displaying the dollar amount of the difference between actual salary and the salary predicted by the regression model (with gender and minority excluded) for each faculty member; scatterplots of the difference between predicted and actual salary for each faculty member; and graphs comparing individual salaries by rank, years in rank, and years at UNC.

We initiated the salary equity study in order to make an informed assessment of faculty compensation practices at UNC-Chapel Hill. It is important to understand that the report on salary equity, although quite extensive, was not comprehensive. The statistical analyses described thus far do not fully exhaust the factors that contribute to differences in faculty salary, nor were they expected to do so. In particular, differences in the level or quality of the individual faculty member's productivity, which we assume to be a primary basis for merit increases, could not be examined. To address this limitation, further review at the school/department level focusing on individuals with large differences between their predicted and actual salaries were requested in order to determine whether the observed gaps might be due to differences in the unmeasured productivity factors or other issues.

Academic units were asked to constitute a salary review committee to evaluate the salaries of those faculty members whose residuals were one standard deviation or more below the mean to determine whether their salary levels were commensurate with performance/productivity in relation to other members of the faculty. Five schools have reported the results of their review of faculty members whose salaries were in the target range. Salary adjustments were recommended for approximately 29% of the faculty (males and females) who were reviewed. In the remaining cases salaries were judged to be commensurate with productivity in relation to norms within the unit. The 29% figure may change as other units complete their analyses.

### **Conclusions**

We recognize the limitations of this approach to studying salary equity. Perhaps most important, the regression analyses were not sensitive to differences in performance or productivity except as they are reflected in variables such as rank and seniority. We also recognize serious limitations on our attempts to completely control for market effects on individual salaries, especially in areas of clinical practice within dentistry and medicine where there might be many subspecialties within each department. Other factors that contribute to differentiated salaries such as the capacity to perform specific procedures and participate in other types of income-producing activities seriously affect salary levels also.

Although there are limitations of this kind of analysis, periodic review of salaries is an essential step in ensuring that we maintain our standing as a great university. We are committed to the principle of fairness and to creating a working environment free from discrimination. No one should infer from the discussion that has taken place thus far that these principles have been compromised.

The failure to find a statistically significant effect for gender and ethnicity on salary in most units on the campus does not automatically imply that men and women and members of ethnic minority groups work in environments that are equally supportive of their success and professional development. For this reason we believe that it is important to give serious attention to the recommendations from the Committee on the Status of Women to examine other equity issues on an ongoing basis.

*Lynn Williford  
Bernadette Gray-Little*

# Graduate School Doctoral Hooding Ceremony

The inaugural

## Graduate School Doctoral Hooding Ceremony

for May 2003 graduates will be held

**May 17, 2003 at 10 a.m. in Polk Place.**

[www.unc.edu/commencement](http://www.unc.edu/commencement)

The *Graduate School Doctoral Hooding Ceremony* is designed specifically to recognize students who receive their doctoral degree through the Graduate School. The ceremony will honor a long-standing tradition in graduate education that symbolizes the completion of doctoral training. Each graduate who participates in this ceremony will be called to the stage and will have the hood of the commencement regalia conferred by his or her advisor or dissertation committee chair. Family and friends are invited to attend this ceremony.

- The ceremony speaker will be UNC-Chapel Hill alum Beth Whitaker, an assistant professor at UNC Charlotte.
- The Ph.D. processional will form in quad area of Manning Hall, Murphey Hall and Saunders Hall. Students and their faculty advisors should arrive no later than 9:30 a.m. in full regalia.
- Reserved parking for faculty will be in the Bynum-Steele parking lot. Parking for guests attending the Ph. D. Hooding Ceremony on Saturday, May 17 will be available in most campus lots. Please see the website for more specific information. If someone is in need of disability parking, please contact the Office of Disability Services at (919) 962-8300.
- Regalia can be purchased through UNC Student Stores. If you have questions about regalia, please contact Eve Bradshaw at (919) 962-2427.
- In the event of severe weather, the ceremony will be held in Carmichael Auditorium. Announcements will be made on 1610 AM, the UNC web site, and local radio stations WCHL (AM 1360) and WXYC (FM 89.3) with specific information on parking and access to Carmichael Auditorium. All shuttle services will be redirected to Carmichael Auditorium in the case of severe weather.



The University of North Carolina at Chapel Hill

## 2003 FACULTY ELECTIONS RESULTS

### Faculty Council

Electoral Categories	Elected	Alternates
Fine Arts	Susan Klebanow ✓	David Hammond
Humanities	Beth Holmgren ✓ Diane Leonard ✓ Patricia Sawin ✓	Paul Roberge Rosa Perelmuter Lance Lazar
Basic & Applied Natural Sciences	Paul Frampton ✓	
Social Sciences	Helen Tauchen ✓ Jay Smith ✓ Wendy Wolford ✓ Andrew Perrin ✓	Harvey Goldstein Daniel Gitterman
Libraries	Carol Tobin ✓	Elizabeth Chenault
Kenan-Flagler Business School	Mabel Miguel ✓	
School of Education	Dwight Rogers ✓ Suzanne Gullledge ✓	Stanley Schainker
School of Government	Cheryl Howell ✓ Eric Muller ✓	Aimee Wall Kenneth Broun
School of Law	Eva Anton ✓ Aravinda de Silva ✓ Syndee Givre ✓ Tracy Heenan ✓ Mary Jane Kagarise ✓ Joy Renner ✓ Richard Weinberg ✓	Jeffrey MacDonald Harsharan Kingh
School of Medicine		
School of Public Health	Danyu Lin ✓ Sandra Martin ✓	Ivan Rusyn

### College of Arts and Sciences Divisions

	Elected	Alternates
Fine Arts Chair	A. MacKay Coble	Tomu Kalam
Fine Arts Vice Chair	John Nadas	Bobbi Owen
Social Sciences Chair	Evelyne Huber	Alfred J. Field
Social Sciences Vice Chair	John Florin	Richard Froyen

## Standing Committees

	Elected	Alternates
Admin. Board of the Library Humanities Natural Sciences Social Sciences Professional Schools	Daniel Anderson Michael Gagne (vacancy) Charlotte Mason	Christopher Wild  Gregory Cizek
Advisory Committee	Peter Coclanis Melissa Bullard Etta Pisano	Vincas Steponaitis Anthony Meyer
Appointments, Promotions & Tenure Committee		
College of Arts and Sciences	Judith Bennett (3 yr term) Laurie Langbauer (3 yr.) Thomas Clegg (2 yr.) Jonathan Wahl (1 yr.)	William Race Jeffrey Dangel
School of Medicine	Gilbert White (3 yr) Janne Cannon (2 yr) John Thorp (2 yr) James Donohue (1 yr)	Charles Jennette Michael Caplow
Professional Schools	Melissa Saunders (3 yr) J.F. Camilla Tulloch (2 yr) Mark Fraser (1 yr) Lawrence Kupper (1 yr)	David Owens John Galassi
Athletics Committee	George Lensing Kathleen Harris	Stephen Leonard David Klapper
Educational Policy Committee		
Fine Arts Humanities Social Sciences	Adam Versenyi Clayton Koelb Karen M. Booth	Larry King Jay Smith
Faculty Assembly Delegation	Bonnie Yankaskas Carol Pardon	Emil Malizia Donald Haggis
Faculty Grievance Committee Professors/Librarians Assoc. Prof./Librarians Asst Prof./Librarians Fixed-term	Paul Farel Andrew Chin Jessica Smith Hannelore Jaurausch	Bonnie Raphael Edward Halloran Beverly Rockhill Mary Whitton
Faculty Hearings Committee	Abigail Panter	Marian Crain
Honorary Degrees Committee	Stephen Birdsall William Ferris	Carol Tobin

APT

~~Bernadette Gray-Little~~  
 Gilbert White  
 James Donohue  
 Janne Cannon  
 John Thorp  
 Jonathan Wahl  
~~Joseph S. Ferrell~~  
 Judith Bennett  
 Larry Kupper  
 Laurie Langbauer  
~~Trinda Naylor~~  
 Mark Fraser  
 Melissa Saunders  
 Thomas Clegg  
~~Tara Perkins~~  
~~unknown~~  
 Cavilla Tulloch

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 jdonohue@med.unc.edu  
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 jsferrel@email.unc.edu  
 bennett@email.unc.edu  
 kupper@bios.unc.edu  
 langbau@email.unc.edu  
 lnaylor@email.unc.edu  
 mfraser@email.unc.edu  
 msander@email.unc.edu  
 clegg@tunl.duke.edu  
 perkins3@email.unc.edu  
 jfc\_tulloch@dentistry.unc.edu

Elected to ECFC;

Granger  
 Conover  
 Mesibov  
 Simpson



*The University of North Carolina at Chapel Hill*

## MINUTES OF THE GENERAL FACULTY AND FACULTY COUNCIL April 25, 2003, 3:00 p.m.

### Attendance

Present (60): Adimora, Allison, Bachenheimer, Bane, Barbour, Bollen, Bouldin, Bowen, Carelli, Carter, Chenault, Colindres, Crawford-Brown, Daye, D'Cruz, Elter, Elvers, Files, Fishell, Foley, Gerber, Gilland, Gollop, Kagartse, Kelley, Kessler, Langbauer, Leigh, Lohr, Malliza, McGraw, Metzguer, Molina, Nonini, Orthner, Owen, Parter, Parikh, Pfaff, Pisano, Pittman, Poole, Porto, Reinhert, Retsch-Bogart, Rock, Rowan, Salmon, Schauer, Sigurdsson, Smith, Sueta, Toews, Tresolini, Tulloch, Vandermeer, Wallace, Weiss, Wilson, Yopp.

Excused absences (24): Ammeman, Fowler, Granger, Henry, Holditch-Davis, Janda, Kjerвик, Meece, Meyer, Miller, Moran, Morris-Natschke, Nelson, Nicholas, Reisner, Rippe, Rong, Simpson, Straughan, Strauss, Tauchen, Vick, Watson, Willis.  
Unexcused absences (3): Cotton, McQueen, Sams.

### Memorial for Deceased Faculty

Chancellor James Moeser read the names of faculty member who had died in the past year. They were:

- Indra Mohan Chakravarti, Professor of Statistics. Appointed 9/1/64. Died 2/29/03.
  - Melvin Arthur Chambers. Professor of Pharmacy. Appointed 1959. Died 2/19/03.
  - Floyd Wolfe Denny, Jr. Alumni Distinguished Professor of Pediatrics. Appointed 1960. Died 12/17/01.
  - Everett Harvey Emerson. Alumni Distinguished Professor of American Literature. Appointed 1983. Died 7/9/02.
  - Dorothy Jane Kiester. Associate Professor of Public Law & Government. Appointed 1963. Died 4/11/03.
  - Cecil Rhodes Lupton. Professor of Oral & Maxillofacial Surgery. Appointed 1958. Died 7/24/02.
  - Richard Edgeworth Richardson. Professor of Oral Diagnosis. Appointed 1952. Died 7/2/02.
  - Rachel Ann Rosenfeld. Lara G. Hoggard Professor of Sociology. Appointed 7/1/81. Died 11/24/02.
  - David Serrins. Professor of Music. Appointed 1967. Died 10/10/02.
  - Ann Shepherd Sheps. Lecturer in Dramatic Arts. Appointed 1975. Died 11/30/02.
  - Ernest William Small. Professor of Oral & Maxillofacial Surgery. Appointed 1971. Died 9/5/02.
  - Marian Jane Smallegan. Associate Professor of Nursing. Appointed 1970. Died 4/28/02.
  - Robert Neal Wilson. Professor of Sociology. Appointed 1963. Died 12/20/02.
  - Robert Paul Ziff. William Rand Kenan Jr. Professor of Philosophy. Appointed 1970. Died 1/9/03.
- The faculty stood in a moment of silent tribute.

### Chancellor's Remarks and Question Time

Chancellor Moeser reported on the current status of the State budget, which had passed the House and was under consideration in the Senate. He thought that the Senate's version of the budget would be more favorable to higher education. He also reported that the most recent revision of the Academic Plan will be presented to the Board of Trustees at its regular May meeting.

The chancellor was pleased to report that Carolina for ranks 17<sup>th</sup> in the National Science Foundation's report on federal academic science and engineering research for 2001, which is a jump up of three places from 2002 when we were 20<sup>th</sup>. Carolina is now one of two North Carolina universities in the top 20, as duke moved up from 21<sup>st</sup> to 20<sup>th</sup>. Our faculty attracted nearly \$300 million from the Department of Health & Human Services and the National Science Foundation.

Chancellor Moeser congratulated Dean Risa Palm on her selected as executive vice chancellor and provost of Louisiana State University. With respect to filling the position she will vacate, the chancellor said that he and Provost

Shelton are agreed that the next dean of Arts & Sciences should be drawn from within our current faculty. It is important, he said, to maintain a balance between the fresh ideas brought in by senior administrators who come here from other institutions and the institutional memory and experience of those whose careers have been based here. He said he planned to discuss this with the Advisory Committee and the provost plans to meet with department chairs in the College in the near future.

The chancellor concluded his remarks by paying tribute to Prof. Estroff whose three-year term as chair of the faculty concludes in June. "Sue and I have enjoyed this entire three-year ride together. She has been a wonderful friend, great colleague, and, in my view, she is an exceptional citizen of this University who has devoted an incredible amount of time and energy to her role as chair. I have seldom known anyone in academe with greater integrity, personal honesty, skill, and, yes, diplomacy. Sue and I have not always agreed. In fact, we have often disagreed. But in our disagreements there has never been a moment of instability in our conversations. We have been able to be friends and trusted colleagues in our interactions, which have been meaningful for me and, I hope, for her. She has represented the faculty with class, with dignity, with wisdom, with great articulation. One of the salutary results of her work has been the new role that the chair of the faculty now enjoys with the Board of Trustees. Working with the chair of the University Affairs Committee, Sue found a middle course, which in many ways we believe is the best solution of all, that the chair of the faculty sits at the table with the University Affairs Committee where all of the business that would concern faculty—academic affairs issues, student affairs issues, athletics—flow through. I will miss her but will continue to count on her as friend, advisor and colleague."

### **Presentation of the 2003 Thomas Jefferson Award**

Prof. Richard Andrews, a member of the Committee on Honorary Degrees and Special Awards, announced the recipient and read the following citation:

"The recipient of this year's Jefferson Award is an able embodiment of the hallmark of Jefferson's public discourse, his idea of the public happiness. This theme is echoed in this University's charter with its mandate to 'consult the happiness of the rising generation' and in this University's status and history as a public university, serving the state and the world for over 200 years. The life and works of Joseph Stevens Ferrell present an exemplary allegory of this Jeffersonian idea. Joe Ferrell's devotion to the public's happiness is manifest in his education, his vocation to the profession of law as student, teacher and scholar, in his service to local governments of this state and the North Carolina General Assembly and to this faculty as one of its long-term leaders.

"Born in Elizabeth City, North Carolina, he came to the University here and received a Bachelor of Science in Science Teaching in 1960. Having been inducted into Phi Beta Kappa in 1959, he continued here as a student of Law, receiving the J.D. degree with honors and as a member of the Order of the Coif in 1961. After receiving the LL.M. degree at Yale in 1964, he became a member of the North Carolina Bar that same year. Joe's entire professional career has been as an active member of this faculty which he joined in 1964 as an assistant professor of public law and government. His passage through the ranks was productive and steady. He became professor of public law and government in 1973 and in 1989 he became the Alfred Coates Professor of Public Law and Government, a professorship with a venerable lineage to which his tenure is a felicitous addition.

"Much of Joe's public work for the state has been through the multiple offices and services of the School of Government, formerly the Institute of Government. From this base, he has served as instructor, consultant and scholar to the Legislative Research Commission which included work on the revision of the North Carolina Constitution. He served as staff counsel to the House and Senate Committees on Local Government. This field is one of his scholarly specialties. Such services to local and state government agencies have been consistent and vital over many years. Of Professor Ferrell, we can say that "he wrote the book" as general editor of the first edition of *County Government in North Carolina* and author of *The General Assembly of North Carolina: A Handbook for Legislators*, now in its seventh edition. Rarely has scholarship been so consistently and relevantly translated into policy and procedure for the public good. If Joe's publication list is long, the chronicle of his services to this faculty is as extensive. He has brought mastery of the law's craft, informed by a learned prudence and enlightened by a gentle wit, to his many offices and tasks. He has served on the Committee on University Government since 1974, working as its Chair for two terms. It is no exaggeration to say that Joe has had a helpful hand in almost all faculty legislation during this period. He has served as chair of search committees for major university posts and headed key task forces and study groups. The list of works is too long to recite. His election as Secretary of the Faculty in 1996 is a capstone to his career of service to the Faculty and to this University.

"The great legal historian, F.W. Maitland, observed that justice is secreted in the interstices of the law. Joe's knowledge of the intricacies of our institutions of government, of faculty legislation, of our traditions of faculty governance, of the rules and precedents is guided by his finely honed sense of justice and fairness. His unflinching good humor and ingenious savvy make him a resourceful and approachable secretary. He is our virtual memory. We honor in this Council today on behalf of the University of North Carolina at Chapel Hill Joseph Stevens Ferrell as Servant of the Public Happiness, a true legatee of Thomas Jefferson."

Professor Ferrell responded to the award and citation in the following words:

"When Charles Kuralt's papers arrived at the Southern Historical Collection, there were two boxes of awards, one labeled 'major awards,' the other 'minor awards.' If I needed two boxes to hold awards, which I don't, this would definitely belong in the major awards box. Of all the honors I might have dreamed of coming my way, your Thomas Jefferson award is the dearest to my heart. Carolina has been the focus of my life for as long as I can recall. Some of my earliest memories are leafing through the pages of my father's 'Yackety-Yaks' from the 1930s. The first family trip we took after the end of gasoline rationing in our shiny new Dodge was to Chapel Hill in 1948 for the Carolina/William and Mary football game. It was the only game that year they didn't win. It was a 7-7 tie. I thrilled my fourth grade class by bringing back to show and tell a rock and a jar full of red dirt, something that no child in Elizabeth City had ever seen.

There was no family discussion about whether I would go to college and very little about where. When the time came, I would go to Carolina. It was settled. I applied to the University and no other. (In my family, and to everyone else I knew in Elizabeth City, there was no ambiguity whatever in the term "the University.") Lucky for me, admission standards in 1956 were not what they are now. I spent the happiest seven years of my life here as an undergraduate and a law student. I treasure the memory of such inspiring teachers as O.B. Hardeston, Norman Eliason, Clifford Lyons, Loren McKinney, Alfred Brauer, Fred McCall, and Maurice Van Hecke. I've had the rare privilege of shaking the hand of Frank Porter Graham and blurring out like the schoolboy I was, "My father thinks you're the greatest man who ever lived."

I've served for 39 years on this faculty. It is the only job I've ever had and the only one I ever wanted. It has been my privilege to serve in various aspects of faculty governance under six chancellors and ten faculty chairs and as your secretary for the last seven years. The honor you do me today touches me deeply. But it would not have come my way but for the support of my partner of 37 years, Joe Fama, and the many friends and mentors who have encouraged me along the way, among them John Sanders, Henry Lewis, Lonnie London, Janet Mason, Boca Hadzija, Jim Peacock, Harry Gooder, Jane Brown, Pete Andrews and Sue Estroff, to mention only a few. To them and to all of you, thank you from the bottom of my heart.

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

Professor Sue Estroff delivered her valedictory as chair of the faculty in these words:

Members of the Council, members of the Faculty, Chancellor Mosser, Provost Shelton, and all assembled here, it is time for me to bid you farewell as Chair of the Faculty. I do so with a very full heart. And while with a somewhat weary head to boot, there are some thoughts and recollections which I wish to convey. Three years ago just at this time, I was enjoying the annual white asparagus harvest in Leipzig, Germany, while I was lecturing there. I sent my greetings by Joe Ferrell and in those remarks promised that I would make mistakes but that with your help, they would be the right ones. I think it's fair to say that we've been a great success. What a time we've had. And what a pleasure it has been to represent you. Now, we spent a lot of the time on an agenda that was actually developed by the Executive Committee in the summer of 2001. It included the Academy, the University as a workplace, and the University as a community. And in each of these areas, we have together made significant progress.

In the Academy, we have put in motion major changes to our appointment, promotion and tenure process. But we still need to address the oxymoronic question appointment to tenure-track positions "subject to continued availability of funds" that is so prevalent in the Schools of Public Health and Medicine. And we still need to make part-time tenure track appointments possible. We put a watchful lid on grade inflation. We're on the verge of making significant changes to the General College curriculum. We've reviewed almost every dean and vice chancellor with more and better faculty input in the process. We finally saw a return of a more civilized productive, i.e. normal, academic calendar. Our honor system has been reviewed and revised and soon the Faculty Code will be as well. Commencement is much more dignified and orderly.

The most ominous threat to a flourishing future for Chapel Hill lies in the noxious mix of enrollment growth and recurring budget reduction. We have to resist both, dislodge them from each other and get them off our backs. It is upon the vibrant and deliberative nature of this body, of this Council, that our future depends in some good measure. We



meet here, not to provide a platform for the chair or the administration, but to debate, discuss and decide. I know these agendas can be numbing. You see me squirm and I see you squirm. But we've come a long way back to active government and I plead with us to continue in that vein.

In the workplace, we have had less success, but not because we've expended less effort. We will hear today the final report on this year's salary equity study, and the response of deans and chairs. I say "this year's" deliberately because it's clear that the process of ensuring equal compensation and equal opportunity among the faculty requires vigilant and continual attention. We should engage in these analyses regularly and often. This is a start; it's not a finish. Our salaries and benefits continue to rank far below our individual and collective achievements and the rankings of our schools and departments. I cannot emphasize enough how important it is to keep this issue at the forefront. It is my view that we cannot attain that to which we aspire within a system that's as shackled, stifled and undernourished as ours is. I hope that I and you will see the day when we are free of the state's health non-insurance plan and when we actually have not just flexibility but freedom as an institution of the people.

Despite failing to convince the Board of Trustees that the faculty chair should have a non-voting seat on the board, we made a critical first, and I emphasize first step, by creating the standing seat on the University Affairs Committee. You know, we speak often of shared governance, and usually that means we have every type of person on the ark at the table. But it has a new meaning for me. Shared governance marks the covenant that we share with each other as faculty colleagues. We all share the responsibilities for doing the hard work of wise decision making and taking calculated risks with each other. There is a sharing of governance amongst us that also has to be evoked by that concept.

The Community: as a community, we have celebrated, deliberated and grieved together. Who can forget the majestic silence of our September 12, 2002 gathering or the poetic calls of the one-year anniversary. Vivid also in my mind is the debate about a campus in Qatar that we held in Gerard Hall. Seidom have I been so proud of this faculty and this University. As a community, we categorically and fiercely rejected attempts to limit our and our students' rights to explore the Koran. In my view, it is incumbent upon us now to call upon the Carolina Activities Board to reverse its decision to censor the Leather and Lace photography exhibit. We didn't focus enough on the imperative of making a living wage a reality for all employees on this campus, and I don't think we solved all the downtown tensions. Well, I guess there are a few more left. But they're improving and I think we're doing the right thing by the tiered parking permit prices.

We selected and greeted new leaders and have engaged in the reciprocal process of getting acquainted or refining the truth that we tell one another. We have certainly had our disagreements at moments of unease, but I would be remiss if I didn't remind all of us that Chancellor Moesser and Provost Shelton could have slowed and could have blocked most of what we were able to accomplish over the last three years. Instead, they enthusiastically and energetically agreed to virtually every major change initiative we proposed. They stayed engaged in each projects, often providing material support as well as support in principle.

Come July, I'm eager to reintroduce myself to my colleagues and students in Social Medicine and Anthropology who have taken up way too much slack for me over the last three years. And I'm going to clean up my office which has never been messier and is a complete disaster at present. And I'm eager to reintroduce myself to myself. I'm tired, but I'm not weary. I plan to have a very small appointment book. There are two toddlers and two lonesome yellow retrievers who deserve more of my attention. I'm going to save what I was going to say about the next Chair until later.

The very wise department chair who hired me two decades ago had a credo, that respect was more important than affection for sustaining relationships and for working effectively together. I approach the end of my tenure with ample amounts of both for this Council, this faculty, and this place. I've had the rare privilege of seeing Carolina from the inside out, from the outside in. And this familiarity has spread and fed an informed passion within me. It took me awhile, but I have finally fallen in love with Carolina. If there is a light that glows from the top of this hill, it emanates from the collected goodness, the accumulated wisdom, the commitment to truth and principle, and the passion for justice and equity and peace that burns inside you all.

### **Recognition of the 2003 Advising Awards**

Executive Associate Provost Bernadette Gray-Little recognized this year's winners of advising awards. Each recipient received a cash award and a commemorative plaque. The winners were: Jan Boxill, Robert Kirkpatrick, Karen James, Rosemary Howard, Cheryl Junk, and Barbara Stenross.

### **Resolution 2003-8 on Curriculum Revision for the College of Arts and Sciences**

Resolution 2003-8 was placed before the Council for action. The resolution was adopted unanimously without discussion or debate, having been thoroughly explained at the March 28, Council meeting.

### **Annual Reports**

*Administrative Board of the Library.* Prof. Richard Pfaff, chair of the Administrative Board of the Library commented on the board's annual report. He said that, while we have a superb library, there is much room for improvement, especially in the area of salaries for professional librarians. We now rank 62<sup>nd</sup> in the nation, which is unacceptable.

In response to a question about the budget for subscriptions to serials, Prof. Pfaff said that while the library had been able to stave off a large cut in the number of serials this year due to the provost's decision to relieve the library of much of the pressure of immediate budget cuts, there will almost surely be cuts next year. He said the major problem is the tremendous and largely unjustified increase in the prices of scientific serials.

*Buildings and Grounds Committee.* Prof. Tom Bowers, a member of the Committee on Buildings and Grounds, offered to respond to questions about the committee's annual report in the place of Prof. David Godschalk, chair, who was unable to attend. Several Council members remarked about the negative impact that construction is having on pedestrian traffic and urged that the committee give more thought to that issue.

### **Final Report on the Faculty Salary Equity Study**

Executive Assoc. Provost Gray-Little reported on the follow-up school and departmental analyses that have been done in response to the faculty salary equity study. She reminded the Council that the original purpose of the study was to determine whether there was evidence of systematic patterns of salary disparity by gender or ethnicity. The first round of analysis did indicate areas of concern in some areas of the university. Subsequent analyses, using the same data, focused on individual appointing units and even particular programs within those units.

Prof. Gray-Little said that all of the studies used a method of statistical analysis known as multiple regression. She said it must be understood that the regression model employed necessarily predicted salaries imperfectly because we did not have data on productivity. Because of that lack of data, a "negative residual", i.e., an actual salary lower than that predicted by the model, does not necessarily mean that the faculty member is underpaid. Furthermore, when a residual is small or even positive, the individual in question could also be underpaid. Therefore, she said, it must be accepted that the analyses that have been undertaken are not perfect.

With the above cautions in mind, Prof. Gray-Little said that the study had detected no statistical evidence of salary disparities attributable to ethnicity and only one area in the University in which gender was a significant predictor of salary. In particular she said that neither gender nor ethnicity was a significant predictor of salary in any of the divisions of the College of Arts and Sciences, in any of the professional schools in Academic Affairs, or in the schools of Dentistry, Nursing, Pharmacy, or Public Health. Within the School of Medicine, neither gender nor ethnicity was significant in the divisions of basic sciences or allied health sciences. Gender was a significant predictor on the Medical School's division of clinical medicine.

Prof. Gray-Little said that the analyses that have been done to date have been based solely on variables that were readily available in existing university records; they did not take into account productivity, merit, quality, or performance. She concluded her remarks by summing up the work that has been done to date and that which remains to be done as follows:

When I spoke with you the last time, I indicated that we had sent that information to the schools and departments and asked each unit to form a salary review committee that included members of the faculty who were not involved in the original salary decisions. [Those committees were] to review those faculty members whose salaries were lower than predicted and to establish some way for assessing whether the salary being paid was, in fact, appropriate or whether some adjustment should be made. The schools were asked to respond back to the Provost's office. Several of the schools, especially the larger schools, requested a delay because they did not have enough time before this meeting to complete that process. To date, we have received reports from only five of the schools. I have to say that my impression is that the schools have taken this process and this task very seriously. They have reviewed each faculty member who was identified as having a salary lower than predicted and, of the schools that sent in their reports, they have identified approximately 29% of the faculty who were identified as having lower salaries than predicted as needing adjustments in salary. The remaining 71% were judged as having salaries that are commensurate with their performance. Those faculty identified as having salaries that need adjustment include both males and females.

We recognize the limitations of studying salary equity in the way that we have done, and even in the final stage that we're in now (looking at salaries at the department level). We have not been able to control for market effects in

individual salaries, and I think that's especially true in some areas, perhaps in Dentistry and Medicine, where there are huge differences among specialties and in fields where, even within a given specialty, offering a particular procedure or not can make a huge difference in the kind of salary that is earned. Although there are limitations, I agree, as I said earlier, that it is necessary for us to do periodic review of salaries. We are committed to principles of fairness and creating a work environment that is free from discrimination, and I think a periodic and thorough review of salaries is an important part of communicating our dedication to that principle. I also say that the failure to find significant effects of gender and ethnicity on salary in most units in the university does not automatically imply that men and women and members of ethnic and minority groups work in environments that are equally supportive of their success and professional development. For this reason, we believe it is important to give serious attention to the recommendations from the Committee on the Status of Women to examine salary and other equity issues on an ongoing basis.

In response to a question, Prof. Gray-Little said she anticipated receiving reports from the remaining schools before the end of this fiscal year.

Prof. Charles Daye (Law) said that it was his understanding that the membership roster of some of the school salary review committees is not announced to the school's faculty. He asked if these were the committees Prof. Gray-Little had referred to in her remarks. Prof. Gray-Little replied that she knew who the committee members in each unit were but she did not know whether the roster had been publicized.

Prof. Etta Pisano (Radiology) said that in the School of Medicine, faculty members who had been identified with inappropriately low salaries are not informed of that fact unless they ask their department chair if they are on the list. If they are uncomfortable with going to the chair for that information, they are supposed to ask the dean. Prof. Gray-Little said she would ask about that practice.

In response to a question, Prof. Gray-Little said no decision had been made as to how often gender equity studies would be done. She did not think one would be needed every year, but she thought every three years would be the minimum.

### **Resolution 2003-9 on Amending the Instrument of Student Judicial Governance**

Prof. Ferrell explained that certain minor amendments to the Instrument of Student Judicial Governance can be made on the initiative of the chancellor without formal approval by the Faculty Council or the Student Congress. The document allows either body to object to the amendment within 30 days. If there is no objection, the amendment takes effect. He said that the purpose of Resolution 2003-9 is to offer an opportunity for objection if any member of the Council is so inclined. There was no objection. Resolution 2003-9 was approved unanimously.

### **Resolution of Appreciation**

Prof. Bobbi Owen (Dramatic Art), a member of the Executive Committee of the Faculty Council presented a resolution of appreciation for Prof. Estroff's service as chair of the faculty.

- Whereas, Sue E. Estroff has served as the Chair of the Faculty from 2000 to 2003; and
- Whereas she provided distinguished leadership; and she used her quick wit and intelligence in our behalf; and
- Whereas she spoke her mind when necessary; and
- Whereas she advocated for Faculty involvement in the Dean's review process; and
- Whereas she did not flinch from controversy; and
- Whereas she monitored the mounting pressures for enrollment increases, keeping us apprised about the potential effects; and
- Whereas she guarded our right to know the things we needed to know; and Whereas she extended the definition of silver-backed mail; and Whereas she kept the faculty involved in policy and decision making; and
- Whereas she was vigilant about the rights of faculty, students and staff; and
- Whereas she recognized the need for interaction with the Administration, Student Body, Press, Legislature, Board of Visitors, Board of Trustees and the Chapel Hill Town Council, Board of Governors, and even the Office of the President; and
- Whereas she asked hard questions about issues as varied as athletics, the Academic Plan, parking, tuition increases, and performance measures; and
- Whereas she maintained her sense of humor; and
- Whereas she urged members of the Faculty to be involved with the University and its administration, even going so far as to offer inducements in the form of her basketball tickets; and
- Whereas she listened when we spoke; and
- Whereas she made the campus feel a little smaller; and
- Whereas she made compelling and eloquent remarks every single time she spoke in our behalf; and

Whereas she made us laugh; and  
Whereas she pursued reform of the honor system; and  
Whereas she opened many opportunities for conversation between faculty from Health Affairs and Academic Affairs;  
and

Whereas she invariably provided pistachio nuts along with red and white grapes at ETFC meetings; and  
Whereas she presided over 26 meetings of the Faculty Council, represented us at six graduations and three  
University Day celebrations and countless other official events; and

Whereas she tenaciously pursued salary equity; and  
Whereas she worried about our declining benefits and increasing responsibilities; and

Whereas whether Carolina blue jackets should be retired and hung in the rafters of South building, or perhaps the  
upper branches of the Davie Poplar, and

Whereas she fostered a series of reforms to the Appointments, Promotions and Tenure Committee, and  
Whereas she doodled over all the documents she received, usually by filling in all of the circles in the letters o, zero

and p; and

Whereas she nominated hundreds of faculty members to committees; and  
Whereas through all this, she continues to be believe in faculty governance; now therefore

We, the faculty of the University of North Carolina, on the 25<sup>th</sup> day of April, 2003, on the occasion of her final Faculty  
Council meeting as the chair, do hereby recognize and celebrate her leadership, count her among our most prized  
colleagues and friends, and thank her from the bottom of our hearts.

The resolution was adopted by standing ovation.

### **2003 Faculty Election Results**

Prof. Ferrell reported that in the recent faculty elections 2,853 ballots were distributed, but only 727 voters  
participated, which is a return of 25.5%. He said that voter participation has been steadily declining over the past  
several years, a trend that is observable in state and national elections as well.

Prof. Ferrell announced that the following persons had been elected to the Executive Committee of the Faculty  
Council for three-year terms: Prof. Pamela Conover (Political Science), Prof. Noelle Granger (Cell & Developmental  
Biology), Prof. Laurie Mesibov (Government), and Prof. Ross Simpson (Medicine).

Prof. Ferrell reported that Prof. Judith Welch Wegner (Law) is the newly-elected chair of the faculty.

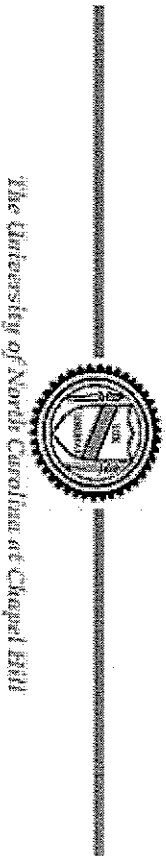
Prof. Wegner spoke briefly expressing her surprise and humility at being called to the task.

### **Adjournment**

Its business having been concluded the General Faculty and Faculty Council adjourned at 4:17 pm.

Joseph S. Ferrell  
Secretary of the Faculty

**Resolutions Adopted April 25, 2003**



**Resolution 2003-8. Endorsing the Report of the Undergraduate Curriculum Revision Steering Committee**

The Faculty Council resolves:

The Report of the Undergraduate Curriculum Revision Steering Committee (*Making Connections: A Proposal to Revise the General Education Curriculum*, version 1.4), as presented to the Faculty Council on March 28, 2003, is endorsed. It is understood that the General Education Implementation Committee, which will be chaired by the Associate Dean for Undergraduate Curricula, will include the conditions set by the Administrative Boards of the General College and the College of Arts and Sciences in their report of March 7, 2003, in the development of its implementation plan. The General Education Implementation Committee is directed to begin work as soon as possible with a goal of implementing the new curriculum for the Fall semester, 2006. If the General Education Implementation Committee finds it necessary to make any minor revisions to the approved document, it will follow the usual procedures and submit those revisions to the Administrative Boards of the General College and the College of Arts and Sciences and the Educational Policy Committee of the Faculty Council for approval.

**Resolution 2003-9. Amending the Instrument of Student Judicial Governance**

Whereas, at its January 17, 2003, meeting the Faculty Council adopted Resolution 2003-6 approving a comprehensive revision of the Instrument of Student Judicial Governance upon the recommendation of the Committee on Student Conduct; and

Whereas the revision was subsequently approved by Student Congress and has been submitted to the Chancellor; and

Whereas the Chancellor has indicated his desire that Section B.3 of Appendix C be revised to eliminate certain limitations on the right of an accused student to required an expedited hearing procedure in specified circumstances; and

Whereas the Committee on Student Conduct has recommended an amendment to Section B.3 of Appendix that accommodates the Chancellor's preferences in this regard; now therefore

The Faculty Council resolves:

The revision of Section B.3 of Appendix C of the Instrument of Student Judicial Governance recommended by the Committee on Student Conduct and transmitted to the Chair of the Faculty and the Secretary of the Faculty by letter dated March 18, 2003, is approved as submitted.