

March 16, 2012

On this page: Meeting of the Faculty Council Agenda Storify, Featuring Live-Tweets from the Meeting Minutes

Meeting of the Faculty Council

Friday, March 16, 2012

3:00 p.m.

Hitchcock Multipurpose Room

Sonja Haynes Stone Center for Black Culture and History

Chancellor Holden Thorp and Professor Jan Boxill, Chair of the Faculty, presiding

Agenda

Seating arrangement

3:00 Chancellor's Remarks and Question Period

- Chancellor Holden Thorp

3:10 Provost's Remarks and Update on the Academic Plan

- Provost Bruce Carney
- **Provost Carney's presentation**

3:25 Chair of the Faculty's Remarks

- Prof. Jan Boxill

3:35 Vote: **Resolution 2012-4. On Establishing a Consolidated Graduate and Professional Student Honor System**

- Melinda Manning, Assistant Dean of Students
- **Related Powerpoint presentation**
- **COSC Report on Graduate and Professional Honor System Consolidation**

3:40 **Administrative Board of the Library Committee Report**

- Prof. David Stotts, Chair

3:50 **Buildings & Grounds Committee Report**

- Prof. David Owens, Chair

3:55 **Committee on Copyright Report**

- Sarah Michalak, Associate Provost and University Librarian, Chair

4:00 **Committee on the Status of Women Report**

- Prof. Patrick Curran, Chair

- Prof. Patrick Curran, Chair

4:05 **Committee on University Government Report** and Resolutions

- Secretary of the Faculty Joseph Ferrell for the Committee on University Government
- FIRST READING: **Resolution 2012-2. On Amending the Faculty Code of University Government to Update the Charge of the Administrative Board of the Library.**
- FIRST READING: **Resolution 2012-3. On Amending the Faculty Code of University Government to Provide for the Removal of Committee Members Who Are Repeatedly Absent Without Cause.**

4:15 Panel Discussion: “The Changing Landscape of Textbooks”

Panelists will briefly discuss complications posed by both changing patterns of purchasing, and by the advent of e-books, e-readers, and other non-print “textbook” and “course title” options. Council members will help to direct and shape the ongoing conversation about what the consequences have been (or might be) for them, and for the university, of these recent developments.

Faculty Council Members: Please respond by midnight, Wednesday, March 14th, to **this 5-minute survey** about your own textbook concerns.

- 3/16/2012: **See the results of that survey here.**

Panelists:

- Jean DeSaix (Senior Lecturer, Biology)
- Kelly Hanner (Course Materials Manager, Student Stores)
- Zealan Hoover (Student Body Vice President)
- Sandi Kirshner (EVP, Higher Education Policy, Pearson Publishing)
- Luke Swindler (Coordinator of General Collections, University Libraries)
- Moderator: Bob Henshaw (Instructional Technology Consultant, Center for Faculty Excellence)

Advance Reading:

- **Schedule of Student Stores Scholarship Distributions, 1955-present** (provided by the Office of Scholarships and Student Aid)
- **New Digital Tools Let Professors Tailor Their Own Textbooks for Under \$20** in *The Chronicle of Higher Ed*
- **Pulling for Better E-Textbook Prices** in *Inside Higher Ed* (January 18, 2012)
- **The Digital Landscape’s Blurry Boundaries**, *Inside Higher Ed* (March 2, 2012)

5:00 Adjourn

Storify, Featuring Live-Tweets from the Meeting

We’re experimenting this month with creating a quick record of the meeting by capturing the live tweets and media reports about it in a Storify. Check it out here.

Minutes

JOURNAL OF PROCEEDINGS OF THE FACULTY COUNCIL

March 16, 2012

The Faculty Council of the University of North Carolina at Chapel Hill convened March 16, 2012, at 3:00 p.m. in the Hitchcock Multipurpose Room of the Sonja Haynes Stone Center for Black Culture and History. The following 52 members attended: Anderson, Bachenheimer, Balaban, Boxill, Brice, Bulik, Cavin, Chambers, Champagne, Chenault, Cohen, DeSaix, Eaker-Rich, Earp, Engel, Friga, Fuchs Lokensgar, Gerhardt, Gilliland, Greene, Grinias, Gullledge, Hill, Hodges, Howes, Irons, Ives, Janken, Jones, Koomen, Kramer, Lastra, Leonard, Linden, Maffly-Kipp, McMillan, Milano, Miller, New, Olcott, O'Shaughnessey, Persky, Reiter, Renner, Rodgers, Rusyn, Schoenbach, Spagnoli, Stewart, Szypszak, Tisdale, and Toews.

Call to Order

Chancellor Holden Thorp called the Council to order at 3:00 p.m.

Chancellor's Remarks and Question Period

Chancellor Thorp began by addressing the recent controversy over the Tar Heel Sports Radio Network's contract with WRDU 106.1, otherwise known as "Rush Radio," stemming from remarks by commentator Rush Limbaugh castigating Sarah Fluke, a Georgetown University law student who had testified before Congress on the issue of insurance coverage for contraceptives. The chancellor said that Limbaugh's comments about Ms. Fluke were "rude, inappropriate and offensive." He understands that many faculty are concerned that play-by-play coverage of Tar Heel sports are broadcast on a station that is closely tied to Limbaugh. The chancellor explained that the Tar Heel Sports Radio Network is an independent contractor for the University. The Network chooses radio stations by the number of listeners reached. WRDU's format was country music when it was initially chosen. Now its format is conservative talk radio with Rush Limbaugh as its star attraction. Chancellor Thorp said that Carolina's association with WRDU does not imply an endorsement of Limbaugh's politics or those of any other radio personality or politician. He expressed appreciation for an agreement initiated by the Department of Athletics whereby WRDU has agreed to end the practice of referencing the Tar Heel Sports Network or the University's name while promoting the Limbaugh program and vice versa.

The Chancellor reminded faculty that state and local primary elections are set for May 8. A reminder will be sent the university employees about University policies governing political activity by state employees. He noted that for many years the University has cooperated with the Orange County Board of Elections to have an on-campus early voting site on or near our campus. The site was initially at the Morehead Planetarium. Due to parking issues, it was moved to University Square but that site proved inconvenient for students. This year it has been agreed that early voting will take place in the Rams Head dining hall and the university will provide free parking for voters in the Rams Head deck.

Chancellor Thorp expressed relief about the conclusion of the NCAA investigation into our football program. During the 20-month-long investigation, the university's goal was to be cooperative and thorough in the investigation. The chancellor said that he was especially pleased that this was noted in the report, and that the NCAA complimented UNC athletics on doing everything we could to cooperate. He said that he hoped to not have as many penalties as we got, but it was his decision that it would be better not to appeal the ruling and thus to end the investigation and allow us to move on. He said that the football program was already prepared for possible scholarship reductions, so foresight has blunted the impact of that sanction. Chancellor Thorp thanked all those who helped with the investigation, and said that he is especially disappointed for the seniors who will not be able to go to bowl games next season.

who will not be able to go to bowl games next season.

Prof. Tom Linden (Journalism) asked if WRDU will continue to identify the station as "Rush Radio" when broadcasting Tar Heel games. Chancellor Thorp responded that he does not know for sure, but there will not be any endorsements of Limbaugh's show during Tar Heel sports broadcasts. Prof. Linden followed up by pointing out that although the Tar Heel Sports Network is an independent nonprofit entity, it is licensed by UNC. He insisted it is not enough just to remove objectionable promotions from the sportscast. He asked when the contract can be terminated and what kind of leverage we can exert to come to an earlier dissolution of the relationship. Chancellor Thorp replied that he is not familiar with the technical aspects of the contract, but he noted that whether the dissolution of the contract helps or hurts UNC's image depends on one's political opinions. He said that he plans to see how the relationship evolves over the future.

Prof. Lloyd Kramer (History) asked for comment about the idea of paying stipends to athletes. He asked if we have a position on that. Chancellor Thorp said that the total value of scholarships for athletes is less than other students, including need-based aid, because the NCAA controls the value of scholarships that can be offered to student athletes. He said it is hard for athletes to have a part-time job to make up the difference. He said that he was a member of a working group of university presidents that proposed a \$2,000 stipend for athletes. It was voted down because not all Division 1 colleges can afford it. The NCAA has struggled to get it approved, but several issues came up regarding implementation, such as how much of the stipend should be available to those on partial scholarships and whether a stipend should be offered to athletes in non-revenue sports. Some were concerned about the potential impact on compliance with Title IV. He said that he did not vote against the \$2,000 stipend, but the NCAA still needs to address many of the details for implementing the proposal. For example, the NCAA must take into account the fact that some student athletes get Pell grants and others receive need-based aid. The working group asked the NCAA to come back with another proposal taking into account financial aid and Title IV. He expressed satisfaction that UNC is having these ongoing discussions and he wants to continue these types of intellectual exchanges.

Provost's Remarks and Update on the Academic Plan

Executive Vice Chancellor and Provost Bruce Carney delivered a presentation on the themes and priorities of the Academic Plan. He outlined the ways in which most of the themes have already begun to be implemented. [In the summary below, Provost Carney's responses to the theme priorities are in bold italics.]

Theme 1: Work as an integrated university to attract, challenge, and inspire students through transformative academic experiences.

Theme 1 Priorities

- Guarantee every first-year student a seat in a first-year seminar. ***Budget hearings may lead to a first step.***
- Pilot innovative lecture courses. ***Request for proposals was included in the Budget hearing memo to the deans.***
- Create Bachelor's to Master's degrees that can be earned in four or five years of study. ***School of Information & Library Science's proposal a B.S./M.S. in Information Science has been approved; M.S. in Global Studies is awaiting approval.***
- Support the expansion of the Honors Program and develop alternate opportunities to Honors. ***This is on the way to completion, thanks to private fund-raising by the College. As of Fall 2011, 291 first-year students admitted to Honors, and we expect 400 to be admitted in the fall of 2013.***

Theme 2 Faculty: Prominence, Composition, Recruitment, Development, Retention, and Scholarship

Theme 2 Priorities

- Reinstatement of the spousal hiring program. **Completed.**
- Ensure that salaries and compensation are equitable through continuous monitoring of faculty and staff salaries. **Preliminary outline has been discussed; we are awaiting a detailed report.**
- Create a pilot Faculty-Student Mentoring Program. **Proposal for the program has been received. Financial implications are under study.**
- Survey examining study leaves at peer universities. **Completed.**

Theme 3 Interdisciplinarity in teaching, research, and public engagement

Theme 3 Priorities

- Coordinate and expedite collaborative teaching efforts across departments, schools, and disciplines via shared financial support. **The College is investing \$60K for the coming year to encourage and fund such developments. Proposals are due April 1.**
- Promote interdisciplinary teaching and research activities via an annual conference. **The Global Research Institute has made a good start on this. We are expanding the idea to our first campus-wide theme: Water in Our World.**

Theme 4 Equity and Inclusion at Carolina

Theme 4 Priorities

- Broaden the mandate and resources of the Office of Diversity and Multicultural Affairs. **Discussions with Vice Provost Taffye Clayton are underway, and an additional senior director position will soon be authorized and posted.**
- Create and maintain a central inclusion and equity website. **Interim Chief Diversity Officer Terri Houston identified all the pipeline programs at Carolina. Vice Provost Clayton will be working on this.**
- Establish a task force to examine whether a student ombudsperson is needed. **In November, 2011, the subcommittee met with the Ombuds Office staff. Discussions with Student Affairs and my office are underway.**
- All academic and enrichment programs should offer and advertise application fee waivers. **Undergraduate Admissions does provide waivers; work is underway to alert needy students of the opportunity.**
- Maintain strategic partnerships with North Carolina high schools. **This is the Carolina Advising Corps. Twenty-nine recent graduates advise students in 57 low-income high schools across the state. In the Fall 2011 semester, they met with over 9,200 individuals and 2,000 groups.**
- Establish priority registration for students who have significant commitments outside the University. **This is under discussion with the Registrar and the Enrollment Policy Committee.**

Theme 5 Engaged scholars and scholarship

Theme 5 Priorities

Include engaged scholarship and related activities in promotion and tenure evaluations, and revise

- Include engaged scholarship and related activities in promotion and tenure evaluations, and revise appointment, promotion, and tenure manuals for each school. ***In May, 2011, my office asked all of the deans to provide a comprehensive update to their written policies, with a December, 2011 deadline. Two schools' policies are complete enough for legal review; others are being revised or developed.***
- Launch a UNC Engagement Council. ***A proposal has been received; we are nearly ready for launch.***

Theme 6 Extend Carolina's global presence, teaching, research, and public service

Theme 6 Priorities

- Augment global learning opportunities for students.
- Global student survey conducted by Student Government. ***Completed.***
- Housing preference process for all entering students. ***Completed.***
- International student handbook. ***Completed.***
- Living/learning community for global and other interested undergraduate students. ***A plan is in place.***
- Orientation for global undergraduate students. ***This has been revised.***
- Implement new opportunities for low-income students. ***This is ongoing.***

Reach Carolina 2011...Looking Back and Looking Ahead

- Development of resources. State funding and tuition.
- Priority on instructional capacity and course sections for this year.
- Priority on faculty salaries and retention for this year.
- Continued emphasis on the Academic Plan for 2013-2014.

Provost Carney thanked the faculty for filling out the faculty retention survey sent out by Student Body Vice President Zealan Hoover.

Chair of the Faculty Remarks and Question Period

Chair of the Faculty Jan Boxill expressed satisfaction that the Academic Plan and Water Theme steering committees have been moving quickly. The campus water theme will launch on March 22, International Water Day. There will be a reading of the "Way of Water," a play about BP Oil Spill at the Old Well.

Prof. Boxill said that the Honor System Task Force is active and considering many aspects and stakeholders. The group intends to take the process very slowly. One group will look at quick improvements and the other will look at underlying philosophy behind the Honor System. The Faculty Advisory Committee is educating faculty about their roles in the system through departmental presentations. They are also working to enhance the University Hearings Board. The results of the turnitin.com pilot are expected at the end of the spring term.

Prof. Boxill commented that there have been lots of discussions about athletics among faculty. The discussions are open, lively, informative, and include faculty, staff, students and administrators. Discussions have provided insights into the complexities of athletic programs on campus. Many have learned that solutions are not as simple as providing a \$2,000 stipend to student athletes.

Resolution 2012-4. On Establishing a Consolidated Graduate and Professional Student Honor System

Assistant Dean of Students Melinda Manning presented a resolution On Establishing a Consolidated Graduate and Professional Student Honor System. She explained that the measure has already been passed by the Committee on Student Conduct and Student Government. If passed by Faculty Council, it will go to Chancellor next for approval.

The resolution will combine six separate honor systems into one Graduate and Professional Student Honor System. This will help solve some of the problems created by insufficient staffing, high member turnover, and lack of experienced members. Combining honor systems will help with the timely processing of cases. Honor court members are unavailable in summer in some schools, and often do not have experience because of few cases being processed. Undergraduates have been more proficient because of the higher caseload in the undergraduate honor system. There are also problems with identifying enough students for leadership roles in the separate systems.

The proposal creates one central system similar to what the undergraduate students already have. Professional schools wanted some degree of autonomy so there would be representation from all those schools. The schools would be charged with recruitment as well. This resolution would also create a new position of outreach coordinator. That person would go to various departments and answer questions about the system. The resolution was adopted without dissent. See Appendix A.

Administrative Board of the Library Committee Report

Prof. David Stotts (Computer Science) presented the committee's report. He explained that there are now 14 members as a result of Resolution 2010-1 which revised the Faculty Code to change the composition of the board. The Committee on University Government has now prepared an updated charge for the committee. Prof. Stotts said that the committee is impressed with librarians' level of service after years of budget cuts and emphasized that services are maintained at a very high level.

One new item on the committee's agenda is the financing of Articles Plus for the library webpage. This tool provides the integrated ability to search a wide variety of research databases. It is popular among with both students and faculty.

Prof. Stotts also mentioned that renovations are ongoing in Wilson Library to remedy fire and safety code problems. There is also a study going on about public spaces in Wilson and how the library may best serve the public's needs. Part of this may be achieved by moving into the digital age with more content being provided in digital format. Library staff are participating in a six month program to create better data management plans. A new science library is in formation at the moment.

The committee still has two meetings. It will hear updates from the Health Sciences and Law Libraries. The committee is asking stakeholders to consider where they think the University Libraries should be going over the next decade if funds become available.

Buildings and Grounds Committee Report

Prof. David Owens (Government) briefly reported that after a slow period, the committee's work seems to be returning to a normal level of activity.

Committee on Copyright Report

Associate Provost and University Librarian Sarah Michalak reported that the committee has met four times. Members recommended terms and FAQs that should be posted to committee's webpage on the university

Members recommended terms and FAQs that should be posted to committee's webpage on the university library's website. They also considered whether the embargo on publication of dissertations should be extended for more than one year (the present policy). Dean Matteson will continue working on this issue. The committee is also examining faculty copyright issues, including educating faculty about the differences between copyright, open access, and fair use.

Committee on the Status of Women Report

Prof. Patrick Curran (Psychology) presented a brief overview of the committee's charge to address the ongoing concerns of women faculty members. The committee reviewed prior annual reports dating back to 1998 and found that while good work was being done, few tangible outcomes or policy changes have occurred as a result. A common thread among previous reports was repeated recommendations for ongoing data collection. The committee wanted to design and implement ongoing data collection on representation of women in leadership positions.

The committee developed a Women and Leadership Assessment and recommends that all departments be required to complete and file it annually. The survey assesses standard leadership roles held by women from temporary assignments to endowed chairs. The goal is to incorporate the results into the committee's annual report.

Prof. Curran explained that one challenge of the survey is how to make it mandatory. There is also a need for some amount of financial support to sustain the assessment. The purpose of it is two-fold: to gather information and track trends over time, and to keep gender issues at the forefront throughout the year.

Prof. Steve Bachenheimer (Microbiology and Immunology) asked how the committee defines "leadership." He thought that the assessment form appears to capture only leadership at the departmental level. He noted that it would appear not to capture the fact that the current chair of the faculty is a woman. Prof. Ferrell (Secretary of the Faculty) noted that the Office of Faculty Governance could complete such a survey for all elected and appointed positions in faculty governance. Prof. Victor Schoenbach (Public Health) asked whether the AAUP collects this type of data. Prof. Curran replied that he was not aware of any data collection like this at other institutions.

Committee on University Government Report and Resolutions

Secretary of the Faculty Joseph Ferrell presented two resolutions on behalf of the Committee on University Government in the absence of Prof. Vin Steponaitis, chair of the committee.

Prof. Ferrell laid before the General Faculty Resolution 2012-2. On Amending the Faculty Code of University Government to Update the Charge of the Administrative Board of the Library. He explained that the resolution streamlines and updates the charge of the Administrative Board of the Library and is not intended to effect substantive change. The resolution was adopted on first reading and will appear for second reading and vote at the April General Faculty meeting.

Prof. Ferrell laid before the General Faculty Resolution 2012-3. On Amending the Faculty Code of University Government to Provide for the Removal of Committee Members Who Are Repeatedly Absent Without Cause. He explained that the resolution fills a gap in the Faculty Code. Currently, a member of the Faculty Council who fails to attend two successive meetings without stating good cause can be removed from office. There is no such provision for elected or appointed standing committees of the General Faculty. This Code amendment would permit removal of a member who fails to attend meetings without stating good cause. The resolution was adopted on first reading and will appear for a second reading and vote at the April meeting.

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Panel Discussion: “The Changing Landscape of Textbooks”

Prof. Boxill introduced the following panel participants: Jean DeSaix (Senior Lecturer, Biology), Kelly Hanner (Course Materials Manager, Student Stores), Zealan Hoover (Student Body Vice President), Sandi Kirshner (Executive Vice President, Higher Education Policy, Pearson Publishing), Luke Swindler (Coordinator of General Collections, University Libraries), and panel moderator Bob Henshaw (Instructional Technology Consultant, Center for Faculty Excellence).

Henshaw: Old e-texts were similar to .pdfs, but since the first e-texts, much has changed and many new developments have been made to make textbooks more interactive. New ones are much more engaging.

Henshaw demonstrated the features of a current version of a biology e-text book that offers personalized options for students. He then asked each of the panelists to consider the following question: In thinking about textbooks what is the most important issue for you?

DeSaix: My pressing issues are figuring out opportunities and challenges that come with these books. My students are required to have an e-book. I like the interactivity, access to animation, and real time-ability. The search function is great, too. I want students to know about those opportunities. The challenges are helping them to know what works for them. E-books do not work for everybody.

Hanner: Student Stores wants to be a part of the adoption of e-books and technology. They have been working with Course Store since the 2008. But they currently only offer faculty approved e-book options. It is up to faculty members to approve an e-book. So far there has not been a lot of interest in e-books. In Fall 2012, the publishing division will allow digital publication packs as well as print packs. This will help faculty because customized e-books or bundled e-books not currently available. Scholarships are problematic because some students must buy texts through store. Digital purchasing would financially impact Student Stores.

Hoover: Textbooks are a significant part of day to day student experience. He has seen a number of different texts and environments. For students, there is a big difference between a \$50 online textbook and \$100 print textbook that can be resold. Transferability (able to resell) and permanence (able to keep the books) seem to be the main factors driving student choices. There are hidden costs to e-books. Online texts are great, but if students are printing them off there is an additional cost. Not every textbook is as refined as the Biology demo. A .pdf that is scanned and put online is not the ideal. Students can be most conservative when it comes to change.

Kirshner: The e-book that is a digital version of a print product is not good because it is not an exciting experience for students. Cost savings when buying the digital book is not driving factor in student choice. Pearson is looking at technology to enhance student learning. They have 90 disciplines with complete learning platforms. What was formally known as “book content” is now organized to enable different kinds of learning. Adaptive learning is built in. Recommendation engines are built in to serve students information to make their experience relevant to them. The tablet and mobile phone devices are going to drive development of e-books.

Swindler: University Libraries are challenged to figure out what people want, what is sustainable, how customized textbooks affect purchase of books, and permissions for students about what they can do with the text. E-texts are a small niche. Students and instructors are often disappointed with content. We need more information and guidance. So far, the experience has been a “jagged, but rapid evolution of textbooks.”

Questions

Prof. Tom Linden (Journalism): What plans are in place to ensure permanence of digital books that will last 20-30 years after tablets will be as old as a Morse code device?

Kirshner: This is a big question for the publishing industry. They are working with technology companies around that issue. Right now, they do not have an answer. There is a similar issue with microfiche too.

Swindler: No one has solved the issue of continuous migration to software and hardware platforms. Libraries have more than a million e-books and they are concerned about that.

DeSaix: Rather than students pulling old textbooks off their shelves, Google might be what students are using for reference.

Henshaw: In 2008, 70% of student sold their textbooks. The ability to sell hard copies back is important for students.

Hoover: For individual students, textbooks for some subjects are worth keeping, but some may not be used in the future. Many students off-load more expensive textbooks and some keep the ones they think they need for the future.

Hanner: Time limitations on e-books are a problem.

Prof. Joy Renner (Allied Health): Can e-texts be downloaded and saved on a network?

DeSaix: I've only heard of that only one time. Most e-texts are internet based and require internet access.

Prof. Kristin Reiter (Public Health): The availability of power and WIFI to run devices is not consistent across all classrooms on campus. This can affect whether an e-textbook can be used during class.

DeSaix: There are no wireless nodes in 103 Stone Center, for example. Some students have the textbook with them and some do not bring it to class.

Hanner: I have not been able to use an e-book at home because there are no internet carriers in my area.

Kirshner: Pearson has been involved in lobbying for better broadband access. Some cell phone carriers provide network access to mobile devices that have internet. Students are using phones now to access e-books.

DeSaix: Another accessibility issue involves students with disabilities.

Prof. Paul Friga (School of Business): Can we lead in this area to assist faculty in creating their own texts? In the Business School, we are creating learning apps. Is there a system-wide initiative for making custom apps and offerings available for free to faculty and students?

Kirshner: Pearson is now developing apps that are open source.

Hoover: This is a good opportunity for UNC to lead, but it is the tablet is the device that is making the adoption of e-texts possible and we tablets are not emphasized by the CCI program. We have a tablet option but students are still buying laptops. Tablets are critical but once textbooks are downloaded features are lost.

Provost Carney: The Provost's Office has asked the task force to look into CCI's inclusion of tablets.

Prof. Shilda Rodgers (Nursing): I disliked the e-book available for my course because was not formatted very

Prof. Shielda Rodgers (Nursing): I disliked the e-book available for my course because was not formatted very well, but she I liked that it incorporated different learning styles and gives students options.

Swindler: Graduate students like paper texts. Undergraduates said that tablets and computers are too distracting and they cannot concentrate. Most prefer print to e-book option.

DeSaix: I think we need to make both options available when possible.

Hoover: A hybrid model seems to be the most popular. Online quizzes and flashcards are great. But paper is important, too.

Henshaw: What should we do to help prepare the university for a transition to e-books?

DeSaix: Make both options available.

Hanner: Apple has announced textbooks options for the iPad through iBooks. Younger students may grow up on e-texts. The transition might take a while, but it is going to happen.

Hoover: Students are generally open and excited about e-texts but they have to be good and engaging e-texts.

Kirshner: Check out new products and give students a choice.

Swindler: Give feedback to library.

Prof. Jeff Greene (Education): A number of faculty in education are studying learning and technology. They have found that the move toward digital books is not a substitute from the traditional textbook.

Adjournment

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

Respectfully submitted

Joseph S. Ferrell
Secretary of the Faculty

Appendix A

Resolution 2012-2. On Amending the Faculty Code of University Government to Update the Charge of the Administrative Board of the Library.

The General Faculty enacts that

§ 12-3 of the Faculty Code of University Government is amended as follows

(deletions are crossed out, additions are underlined):

§ 12-3. Administrative Board of the Library; duties.

Subject to the power of the General Faculty and the Faculty Council, the Administrative Board:

1. Advises the University librarian on the administration of the University library system;
2. Formulates, together with the University librarian, the basic general policies governing the acquisition of, access to, and use of library collections; ~~of library materials and the use of such materials;~~

- ~~3. Allocates, with the advice of the University librarian, the book funds which are not specifically designated;~~
- ~~4. Submits to the chancellor, through the University librarian, its advice on the establishment or discontinuance of library service units outside of the general library building;~~
- ~~5-3. Reviews the University librarian's budget request; and~~
- 6 4. Makes an annual report to the Faculty Council.

Appendix B

Resolution 2012-3. On Amending the Faculty Code of University Government to Provide for the Removal of Committee Members Who Are Repeatedly Absent Without Cause.

The General Faculty enacts that § 4-1 of the Faculty Code of University Government is amended by adding a new subsection as follows:

(d) It is the duty of all members to attend committee meetings, save for good cause. If any elected or appointed member is absent for two successive meetings without cause, the secretary of the faculty, upon referral by the committee's chair and acting with the advice and consent of the Faculty Executive Committee, may declare the seat vacant. In the case of elected committees, the vacancy is filled as provided in § 4-3. In the case of appointed committees, the secretary notifies the appointing officer.

Appendix C

Resolution 2012-2. On Establishing a Consolidated Graduate and Professional Student Honor System.

The Faculty Council hereby consents to the following amendments to the Instrument of Student Judicial Governance:

Section 1. Section V.A.1.C.ii. of the *Instrument* reads as rewritten:

ii. Duties. The Honor System Outreach Coordinator or Coordinators shall be responsible for coordination and promotion of outreach activities by the Office of the Undergraduate Student Attorney General and the Office of the Undergraduate Honor Court; working with the Faculty Honor System Advisory Committee to improve information and education relating to academic integrity issues; working with the student government and other student organizations to foster information and education regarding student conduct issues; and such other related coordination and outreach activities as may be appropriate after consultation with the Undergraduate Student Attorney General, Office of the Undergraduate Honor Court, ~~graduate and professional school honor system officers,~~ the Graduate and Professional Attorney General, the Graduate and Professional Honor Court Chair, the Judicial Programs Officer, the Dean of Students, and the Committee on Student Conduct. The Honor System Outreach Coordinator shall also serve as an appointed or ex officio member of the Committee on Student Conduct.

Section 2. Section V.A.2.a of the *Instrument* reads as rewritten:

2. Graduate and Professional ~~School~~ Honor Systems.~~System.~~

a. ~~Graduate Student Honor System and Professional Honor System.~~ Graduate and Professional Honor System. The graduate student governance agency shall appoint a ~~Graduate School Attorney General and the Chair and members of the Graduate School Honor~~

~~Court, Graduate and Professional Attorney General and Graduate and Professional Honor Court Chair~~ in accordance with its governance and judicial structures. ~~The Graduate-School Honor System and Professional Honor System~~ shall be responsible for charges against students enrolled in a degree program in the University's ~~Graduate School or Professional Schools~~ or any course in post baccalaureate study except as provided in Section V.A.2.b. Except as provided in Appendix C, all other sections of this *Instrument* shall apply. Only Graduate or Professional students in good standing at the University who have at least one semester of experience on the Graduate and Professional Attorney General's staff shall be eligible for appointment to the Graduate and Professional Attorney General position. Only Graduate or Professional students in good standing at the University who have at least one semester of experience on the Graduate and Professional Honor Court staff shall be eligible for appointment to the Graduate and Professional Honor Court Chair position. The Graduate and Professional Attorney General, in cooperation with the Graduate and Professional Honor Court Chair, shall appoint an experienced student candidate to serve as Graduate and Professional Honor System Outreach Coordinator. The Graduate and Professional Attorney General shall also serve as an appointed or ex officio member of the Committee on Student Conduct; foster cooperation between the Graduate and Professional Attorney General's Office and the Office of the Graduate and Professional Honor Court; work closely with the Faculty Advisory Panel on the Honor System; and advise the Judicial Programs Officer, Vice Chancellor for Student Affairs, Chancellor, and Chair of the Faculty about matters relating to the Honor System and Honor Code.

Section 3. Section V.A.2.b.i of the *Instrument* is repealed.

Section 4. Section V.A.2.b.ii. of the *Instrument* is repealed.

Section 5. Section V.B.1. of the *Instrument* reads as rewritten:

1. Appointment. The Chair of the Faculty shall appoint a five-member Faculty Honor System Advisory Committee, drawn from faculty members with interest and experience concerning the campus Honor System. In making the requisite appointments, the Chair of the Faculty shall take into account recommendations by the Undergraduate Student Attorney General, the Chair of the Undergraduate Honor Court, and the ~~Graduate Student Attorney General~~ Graduate and Professional Attorney General. In making appointments, the Chair of the Faculty should strive to maintain a committee that is broadly representative (in terms of academic units and faculty rank) and possesses relevant expertise (such as experience with legal systems, knowledge of undergraduate and graduate-level issues, experience with instructional development, and awareness concerning the operation of the Honor System). Members of the advisory committee shall serve for overlapping three-year terms or until their successors have been appointed.

Section 6. Section V.B.2. of the *Instrument* reads as rewritten:

2. Duties. The Faculty Honor System Advisory Committee shall have the following duties: providing advice when appropriate to the ~~Undergraduate and Graduate School Attorneys General~~ Undergraduate Attorney General and Graduate and Professional Attorney General regarding difficult academic charge decisions; communicating to student judicial officers information regarding faculty concerns or suggestions for improvement of the Honor System; assisting the student judicial officers with outreach and educational activities to involve academic departments and the greater campus community in discussion of issues of honor and integrity; assisting in the development of training materials for use in the Honor System; serving as a source of expertise and advice on educational sanctions; and such other duties as may be appropriate to bolster the effectiveness and smooth operation of the Honor System.

Section 7. Section C.1. of Appendix C of the *Instrument* reads as rewritten:

Section 7. Section C.1. of Appendix C of the Instrument reads as rewritten:

1. Undergraduate Honor Court. The Undergraduate Honor Court shall have authority to hear all matters involving violations of the Honor Code except those within the authority of the Graduate or Professional School Courts, Honor Court, those cases reserved to the University Hearings Board in Section C.5. of Appendix C, and those cases reserved for the Summer School Court under Section C.2. of Appendix C.

Section 8. Section C.3. of Appendix C of the *Instrument* reads as rewritten:

3. ~~Graduate School~~ Graduate and Professional Honor Court. The ~~Graduate School~~

Graduate and Professional Honor Court shall have authority to hear all matters

concerning alleged violations of the Honor Code by students who are enrolled in a degree program in the University's Graduate School or any other course in post-baccalaureate study, except as specified in ~~Section C.4. of Appendix C (relating to professional school courts)~~ or Section C.5. of Appendix C (relating to cases referred to the University Hearings Board).

Section 9. Section C.4. of Appendix C of the *Instrument* is repealed.

Section 10. Section E.1.a. of Appendix C of the *Instrument* reads as rewritten:

a. Student Court panels. Hearing panels of the Undergraduate Court shall be composed of a presiding officer selected by random, drawing from a pool composed of the chair and vice chairs of the pertinent court, and four additional members selected by random, drawing from a pool composed of the remaining members of the pertinent court. Hearing panels of the ~~graduate school and professional school courts~~ Graduate and Professional Honor Court shall be determined according to procedures established pursuant to the governance systems established by these schools. composed of a presiding officer selected from a pool composed of the Chair and vice chairs, and four additional members selected by random drawing from a pool composed of the remaining members of the Court. If the Graduate and Professional Honor Court is hearing an alleged offense committed by a student enrolled in a professional school, the Chair will endeavor to seat court members enrolled in the accused student's designated professional school on the hearing panel first.


Section 11. Section F.2. of Appendix C of the *Instrument* reads as rewritten:

2. Expedited Hearing Panels in Graduate and Professional ~~School Courts~~ Honor Court. Expedited hearing procedures for purposes of determining sanctions may be adopted by the ~~graduate and professional school courts~~ Graduate and Professional Honor Court in accordance with the governance ~~systems~~ system in effect.

Section 12. Section I.1.a. of Appendix C of the *Instrument* reads as rewritten:

a. Authority of University Hearings Board and Composition of Appellate Panel. The University Hearings Board shall have the authority to hear appeals in cases originally considered by the Undergraduate Court (including an expedited hearing panel), Summer School Honor Court, ~~Graduate School Court, or Courts of the Professional Schools~~ or the Graduate and Professional Honor Court. The University Hearings Board shall also have appellate jurisdiction over cases within its authority to hear original matters as specified in Section C.5. of Appendix C, provided that no individual who has served on the original hearing panel shall serve as part of the appellate panel. For purposes of exercising its appellate authority, an appellate panel shall be constituted, including two faculty members selected from among those serving on the Faculty Hearings Board Panel, one designee of the Vice Chancellor for Student Affairs, and two students designated by the Chair of the appropriate student court having original authority who have not been involved in prior proceedings in the

appropriate student court having original authority who have not been involved in prior proceedings in the case. A faculty member or administrator designated by the Vice Chancellor shall serve as presiding officer.



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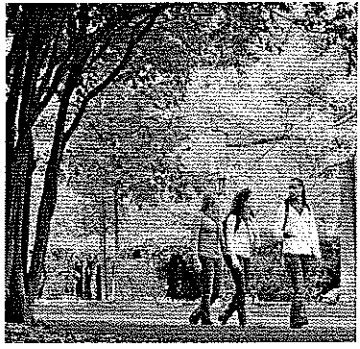
ACADEMIC PLAN REPORT

Faculty Council
March 16, 2012

Bruce W. Carney
Executive Vice Chancellor & Provost


Theme 1

Work as an integrated university to attract, challenge, and inspire students through transformative academic experiences



Theme 1 Priorities



- **Guarantee every FYS a seat in a first-year seminar.** Budget hearings may lead to a first step.
- **Pilot innovative lecture courses.** – Call within the Budget hearing memo to the deans.
- **Create Bachelor's to Master's degrees that can be earned in four or five years of study.** – SIES BSIS-MSIS plan; awaiting approval of MA in Global Studies.
- **Support the expansion of the Honors Program and develop alternate opportunities to Honors.** – On the way to completion, thanks to private fund-raising by the College. As of Fall 2011, 291 first-year students admitted to Honors, and we expect 400 to be admitted in the fall of 2013.



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Theme 2

Faculty Prominence, Composition, Recruitment, Development, Retention, and Scholarship

Theme 2 Priorities




- **Reinstate the spousal hiring program.** – Completed.
- **Ensure that salaries and compensation are equitable through continuous monitoring of faculty and staff salaries.** – Preliminary outline discussed; awaiting detailed report.
- **Create a pilot Faculty-Student Mentoring Program.** – Proposal for the program has been received. Financial implications are under study.
- **Survey examining study leaves at peer universities** – Completed.



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Theme 3

Interdisciplinarity in teaching, research, and public engagement

Theme 3 Priorities


- **Coordinate and expedite collaborative teaching efforts across departments, schools, and disciplines via shared financial support.** – The College is investing \$60K for the coming year to encourage and fund such developments. Proposals are due April 1.
- **Promote interdisciplinary teaching and research activities via an annual conference.** The Global Research Institute has made a good start on this. We are expanding the idea to our first campus-wide theme: **Water in Our World.**



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Theme 4

Equity and Inclusion at Carolina



Theme 4 Priorities


- **Broaden the mandate and resources of the Office of Diversity and Multicultural Affairs.** Discussions with Vice Provost Taffye Clayton are underway, and an additional senior director position will soon be authorized and posted.
- **Create and maintain a central inclusion and equity website.** – Interim Chief Diversity Officer Terri Houston identified all the pipeline programs at Carolina. Vice Provost Clayton will be working on this.
- **Establish a task force to examine whether a student ombudsperson is needed.** – In November, 2011, the subcommittee met with the Ombuds Office staff. Discussions with Student Affairs and my office are underway.



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Theme 4 Priorities (continued)

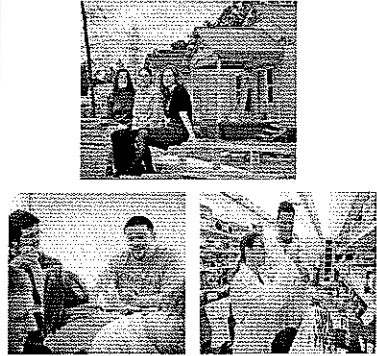

- **All academic and enrichment programs should offer and advertise application fee waivers.** – Undergraduate Admissions does provide waivers; work is underway to alert needy students of the opportunity.
- **Maintain strategic partnerships with North Carolina high schools.** – This is the Carolina Advising Corps. 29 recent graduates advise students in 57 low-income high schools across the state. In the Fall 2011 semester, they met with over 9200 individuals and 2000 groups.
- **Establish priority registration for students who have significant commitments outside the University.** – Under discussion with the Registrar and the Enrollment Policy Committee.



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Theme 5


Engaged scholars and scholarship

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Theme 5 Priorities



- **Include engaged scholarship and related activities in promotion and tenure evaluations, and revise appointment, promotion, and tenure manuals for each school.** In May, 2011, my office asked all of the deans to provide a comprehensive update to their written policies, with a December, 2011 deadline. Two schools' policies are complete enough for legal review; others being revised or developed.
- **Launch a UNC Engagement Council.** – Proposal has been received; near ready for launch.



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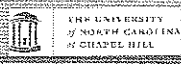
Theme 6

Expand Carolina's global presence, teaching, research, and public service



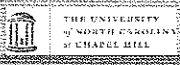
Theme 6 Priorities

- **Augment global learning opportunities for students.**
- **Global student survey conducted by Student Government - Completed**
- **Housing preference process for all entering students - Completed**
- **International student handbook - Completed**
- **Living/learning community for global and other interested undergraduate students - Plan is in place**
- **Orientation for global undergraduate students - Revised**
- **Implement new opportunities for low-income students - Ongoing**

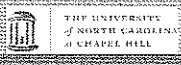


Reach Carolina 2011...Looking Back and Looking Ahead

- **Development of resources - State funding and tuition.**
- **Priority on instructional capacity and course sections for this year.**
- **Priority on faculty salaries and retention for this year.**
- **Continued emphasis on the Academic Plan for 2013-2014.**



Questions?



Graduate/Professional Honor System Consolidation

Currently, there are six separate Honor Systems for graduate and professional students:

- Business
- Dental
- Law
- Graduate
- Medicine
- Pharmacy

Problems with Current System

- Inefficient
- Staff unavailable during summers
- Lack of experience led to more mistakes
- Problems staffing 6 separate systems

Proposed New System

- Would create one Graduate/Professional Attorney General and one Graduate/Professional Honor Court chair who would have ultimate authority
- Would still allow some autonomy with the appointment of deputy staff from the professional schools
- Create position of outreach coordinator

The UNC Graduate and Professional Honor Systems

Graduate and Professional Honor System Consolidation Proposal



Spring 2012

Executive Summary

The UNC Honor System is responsible for providing the University community with a robust and trustworthy system of student judicial governance. Unlike the Undergraduate Honor System, which functions as a single judicial body overseeing all allegations of undergraduate misconduct, the graduate and professional system is split into six separate and distinct honor systems, each responsible only for those student misconduct allegations that arise from within their respective school. This division between the Graduate School honor system and the five systems at the individual professional schools has resulted in various systemic concerns that jeopardize the overall ability to satisfy operational standards.

At the individual professional school systems, concerns of inadequate staffing, dysfunctionality, and procedural inconsistency have risen to the point of crisis. The isolation of these professional systems from the larger graduate system and from their sister professional systems has resulted in increased procedural error as well as a greater risk of violating students' basic rights as outlined in *The Instrument*.

These risks are created in large part by the difficulty of maintaining a fully trained and dedicated student staff within any single professional school. Often, the staff resources needed to manage cases in an efficient and effective manner are lacking within an individual professional system. Historically these problems have been addressed by the professional systems on an ad-hoc basis, typically by leaning on the graduate system for assistance with staffing and decision-making. These spot-fix solutions are often sub-optimal for all parties involved since they require short decision times and unexpected deadlines.

This proposal seeks to address these systemic problems by consolidating the separate professional school systems with the larger graduate system. By combining the Honor Court and Attorney General staff from the graduate system with those of the individual professional systems, the resulting unified structure will provide a larger resource pool from which to draw disinterested court staff and appropriately trained student counsel. This solution will automatically address both staffing and conflict of interest concerns, but will also help foster procedural uniformity, sanctioning consistency, and improved responsiveness for every graduate and professional school program.



Background and Proposed Structural Details

PROPOSAL

This is a proposal to consolidate the student judicial structures of UNC's School of Law, the School of Dentistry, the School of Medicine, the Business School, and the School of Pharmacy into the existing graduate honor system to form an unified Graduate and Professional Honor System.

BACKGROUND

The UNC Honor System is divided into two primary branches – the undergraduate and the graduate. The graduate branch is further divided between the graduate school and the professional schools. Most graduate students in the traditional masters and doctoral programs are under the jurisdiction of the Graduate Honor Court. Professional students who are enrolled in degree programs for law (J.D.), business (MBA + Ph.D), accounting (MAC), dentistry (DDS), pharmacy (Pharm. D.), or medicine (M.D.) are under the jurisdiction of the court at their respective school.

At the professional school systems, concerns of inadequate staffing, dysfunctionality, and procedural inconsistency have risen to the point of crisis. The isolation of the professional school courts from the larger graduate system and from their sister professional systems has resulted in procedural inconsistency, increased procedural error, and an increased risk of violating a student's basic rights as outlined in the *Instrument*.

PURPOSE

In an effort to provide a more effective Graduate and Professional Honor System, the current structure of six separate honor systems should be combined into one system which serves all UNC graduate and professional schools.

The end goal of consolidating the graduate and professional school honor systems is a more unified and flexible structure that retains the close-contact benefits of the individual professional school courts with their respective student populations while making sure that each graduate and professional student who interacts with the honor system is provided with the professionalism, consistency, and functionality expected of a UNC program.



STRUCTURE

The consolidated structure will ensure that the existing gaps and inadequacies in the current divided-scheme are addressed and resolved. The main instruments for affecting the desired changes are enhanced communication between members of the honor system and uniform training.

A combined Graduate and Professional Honor System would maintain its authority as outlined in *The Instrument* to hear all matters concerning alleged violations of the Honor Code by students enrolled in a degree program in the University's Business School, School of Dentistry, Graduate School, School of Law, School of Medicine, and School of Pharmacy as candidates for a degree of MA, MS, DDS, JD, MD, MBA, MAC, PhD and Pharm.D., except as outlined in Appendix C section C.5 (related to cases referred to the University Hearings Board).

OFFICERS

In accordance with *The Instrument*, the UNC Graduate and Professional Student Federation (GPSF) shall appoint a Graduate and Professional Honor Court Chair (GP Chair) and Attorney General (GP AG), and Assistant Graduate Attorney General. As required, the GP Chair and GP AG must be formally approved by Student Congress.

The current court leadership positions at the professional schools shall be deputized under the GPSF-appointed Court Chair and AG.

THE AG STAFF

Make up and selection process

- The AG staff will consist of chosen applicants from across the graduate and professional schools. Application and recruitment periods will occur at the discretion of the GP AG. In making staff appointments, the GPSF AG should endeavor to assemble a staff whose diversity reflects that of the graduate and professional programs and student body as a whole.
- The professional school Deputy AGs will be appointed by their predecessors along with the GP AG and must have actively served on the AG staff for at least one full semester prior to appointment.
- If no Deputy AG is appointed by the predecessor, the GP AG will assume all responsibilities of the Deputy AG until a Deputy AG can be appointed.



- Deputy AGs will be the primary point of contact for recruitment of other AG staff within their respective schools.
- The GP AG shall appoint any additional officers (Chief of Staff, etc.) as he/she wishes.

Charge decisions

- The charge-decision process for charges arising from the Graduate programs will remain unaffected. The GP AG will retain full charge-decision authority.
- Professional school charge decisions will primarily belong to the relevant professional school Deputy AG, but will be reviewable by the GP AG. In the case of an impassable disagreement over a charge decision, the GP AG in conjunction with the Judicial Programs Officer (JPO) will retain final charge-decision authority in light of their system-wide perspective.

Case management

- The GP AG will be responsible for ensuring that appropriate processes are in place to manage each case and that cases at all levels are investigated and defended by the AG staff in accordance with *The Instrument*.
- For Graduate program charges, the GP AG will appoint a member of the AG staff to serve as the investigator.
- Once a professional school charge is initialed, the Deputy AG will serve as the primary contact and investigative lead for the case unless the Deputy AG and GP AG choose to assign another member of the GP AG staff to this role. This role includes any interactions with the relevant school's administrative staff. The case shall be managed in keeping with established AG staff procedures and timelines.
- In the event that multiple unrelated cases arise from a particular professional school at one time, the Deputy AG shall seek assistance from the overall AG staff in order to handle all cases efficiently.
- Defense counsels in all cases will be assigned as necessary by the GP AG.



The Honor Court

Make up and selection

- The Court will consist of chosen applicants from across the graduate and professional schools.
- The professional school Vice Chairs will be appointed by their predecessors and must have actively served on the court for one full semester prior to their appointment.
- The Vice Chairs will retain an active role in recruiting and maintaining court membership from their respective schools.
- If no Vice Chair is appointed for a specific professional school within the first three weeks of the fall semester, the GP Chair will assume all responsibilities of that professional school's Vice Chair until a Vice Chair can be appointed.
- The GP Chair will appoint any additional officers (Special Chairs, Recruitment Chairs, etc.) as he/she wishes.

Forming courts

- For cases arising from the Graduate programs, the process for selecting court member to serve will remain unaffected.
- For any case arising from a professional school, the relevant professional school Vice Chair will be the default hearing chair. For the remaining places, the GP Chair will solicit availability from the full pool of Graduate and Professional court members, but will give preference to court members from the same professional school as the accused student. The GP Chair will work with the Vice Chair to ensure that the court is formed with adequate representation from accused student's school and to eliminate any material conflicts of interest.
- Any alleged violation which takes place on or after the first day following the last day of spring semester classes or before the first day of fall semester classes will be managed in accordance with Appendix C of this instrument. For Honor Court hearings originating after the last day of classes following the spring semester, a full Court will be comprised of available members from the Graduate and Professional Court. If a full complement of Graduate and Professional School Court members is unavailable, members from the



Undergraduate Court may serve as court members on the Graduate and Professional Honor Court. No undergraduate court member may serve as chair on a Graduate and Professional school case, and a majority of the court members must be from the Graduate and Professional Honor School Court.

OUTREACH COORDINATOR

Outreach responsibilities

- The Graduate and Professional Attorney General, in cooperation with the Graduate and Professional Honor Court Chair, shall appoint an experienced student candidate to serve as Graduate and Professional Honor System Outreach Coordinator. The Graduate and Professional Honor System Outreach Coordinator shall serve a 12-month term beginning at the end of the spring term until a successor is selected the following spring.
- The Graduate and Professional Honor System Outreach Coordinator or Coordinators shall be responsible for coordination and promotion of outreach activities by the Office of the Graduate Student Attorney General and the Office of the Graduate and Professional Student Honor Court; working with the Faculty Honor System Advisory Committee to improve information and education relating to academic integrity issues; working with the GPSF and other student organizations to foster information and education regarding student conduct issues; and such other related coordination and outreach activities as may be appropriate after consultation with, the Judicial Programs Officer, the Dean of Students, and the Committee on Student Conduct. The Graduate and Professional Honor System Outreach Coordinator shall also serve as an appointed or ex officio member of the Committee on Student Conduct.



Graduate and Professional Honor System Consolidation Omnibus *Instrument* Amendments

Purpose: To amend The Instrument of Student Judicial Governance at the University of North Carolina at Chapel Hill, to address issues of procedural inconsistency and systemic weakness within the honor systems of the University's professional schools by consolidating and streamlining the judicial structures of UNC's School of Law, School of Dentistry, School of Medicine, Business School, and School of Pharmacy into the existing Graduate School honor system.

Sponsors: Kelley White, Graduate Attorney General; Andrew Baird, Graduate Honor Court Chair; Erik Hunter, Judicial Programs Officer

Supporting Parties: Chelsea Corey, Assistant Graduate Attorney General and Law School Attorney General; Casey Perry, Law School Honor Court Chair; Jessica Zvara, Medical School Attorney General; Sabrina Heman-Ackah, Medical School Honor Court Chair; Ben Thomas, Dental School Attorney General; Trey Greenwood, Pharmacy School Attorney General; Chris Woodward, Pharmacy School Honor Court Chair; Stephen Stancil, Business School Attorney General; Ricardo Amaro, Business School Honor Court Chair

SECTION 1. Section V.A.1.C.ii. of the *Instrument* reads as rewritten:

ii. Duties. The Honor System Outreach Coordinator or Coordinators shall be responsible for coordination and promotion of outreach activities by the Office of the Undergraduate Student Attorney General and the Office of the Undergraduate Honor Court; working with the Faculty Honor System Advisory Committee to improve information and education relating to academic integrity issues; working with the student government and other student organizations to foster information and education regarding student conduct issues; and such other related coordination and outreach activities as may be appropriate after consultation with the Undergraduate Student Attorney General, Office of the Undergraduate Honor Court, ~~graduate and professional school honor system officers, the Graduate and Professional Attorney General, the Graduate and Professional Honor Court Chair,~~ the Judicial Programs Officer, the Dean of Students, and the Committee on Student Conduct. The Honor System Outreach Coordinator shall also serve as an appointed or ex officio member of the Committee on Student Conduct.

SECTION 2. Section V.A.2.a of the *Instrument* reads as rewritten:

2. Graduate and Professional ~~School Honor Systems.~~System.
a. ~~Graduate Student Honor System and Professional Honor System.~~ The graduate student governance agency shall appoint a Graduate School Attorney General and the Chair and members of the Graduate School Honor Court, Graduate and Professional Attorney General and Graduate and Professional Honor Court Chair in accordance with its

Graduate and Professional Honor System Consolidation Omnibus *Instrument* Amendments

governance and judicial structures. The Graduate School Honor System and Professional Honor System shall be responsible for charges against students enrolled in a degree program in the University's Graduate School or Professional Schools or any course in post baccalaureate study except as provided in Section V.A.2.b. Except as provided in Appendix C, all other sections of this *Instrument* shall apply. Only Graduate or Professional students in good standing at the University who have at least one semester of experience on the Graduate and Professional Attorney General's staff shall be eligible for appointment to the Graduate and Professional Attorney General position. Only Graduate or Professional students in good standing at the University who have at least one semester of experience on the Graduate and Professional Honor Court staff shall be eligible for appointment to the Graduate and Professional Honor Court Chair position.

The Graduate and Professional Attorney General, in cooperation with the Graduate and Professional Honor Court Chair, shall appoint an experienced student candidate to serve as Graduate and Professional Honor System Outreach Coordinator. The Graduate and Professional Attorney General shall also serve as an appointed or ex officio member of the Committee on Student Conduct; foster cooperation between the Graduate and Professional Attorney General's Office and the Office of the Graduate and Professional Honor Court; work closely with the Faculty Advisory Panel on the Honor System; and advise the Judicial Programs Officer, Vice Chancellor for Student Affairs, Chancellor, and Chair of the Faculty about matters relating to the Honor System and Honor Code.

SECTION 3. Section V.A.2.b.i of the *Instrument* is repealed. Text included for reference:

~~i. The student government agencies of the Schools of Dentistry, Law, Pharmacy, Business, and Medicine shall operate their own courts and devise their own judicial structures. The Honor Systems of the respective professional schools shall be responsible for charges against students enrolled in their respective programs for the degree of DDS, JD, Pharm.D., MBA, MAC, PhD (Business only) or MD. Except as provided in Appendix C, all other sections of this *Instrument* shall apply.~~

SECTION 4. Section V.A.2.b.ii. of the *Instrument* is repealed. Text included for reference:

~~ii. The student government agencies and academic authorities of other professional schools may request authorization to appoint a professional school attorney general and the chair and members of a professional school honor court and to operate a judicial system responsible for operation of the Honor System as it applies to students enrolled in specified post baccalaureate programs, by filing a proposal describing the proposed judicial system and arrangements for its operation with the Committee on Student Conduct. After consultation with the affected parties, the Dean of Students, and the graduate student governance agency, the Committee on Student Conduct may recommend that this *Instrument* be amended to authorize the establishment of the proposed professional school honor court, in accordance with procedures set forth in Section~~

Graduate and Professional Honor System Consolidation Omnibus *Instrument* Amendments

~~VII.B. of this *Instrument*. Except as provided in Appendix C, all other sections of this *Instrument* shall apply to all professional school judicial systems applicable to post-baccalaureate students.~~

SECTION 5. Section V.B.1. of the *Instrument* reads as rewritten:

1. Appointment. The Chair of the Faculty shall appoint a five-member Faculty Honor System Advisory Committee, drawn from faculty members with interest and experience concerning the campus Honor System. In making the requisite appointments, the Chair of the Faculty shall take into account recommendations by the Undergraduate Student Attorney General, the Chair of the Undergraduate Honor Court, and the ~~Graduate Student Attorney General~~ Graduate and Professional Attorney General. In making appointments, the Chair of the Faculty should strive to maintain a committee that is broadly representative (in terms of academic units and faculty rank) and possesses relevant expertise (such as experience with legal systems, knowledge of undergraduate and graduate-level issues, experience with instructional development, and awareness concerning the operation of the Honor System). Members of the advisory committee shall serve for overlapping three-year terms or until their successors have been appointed.

SECTION 6. Section V.B.2. of the *Instrument* reads as rewritten:

2. Duties. The Faculty Honor System Advisory Committee shall have the following duties: providing advice when appropriate to the ~~Undergraduate and Graduate School Attorneys General~~ Undergraduate Attorney General and Graduate and Professional Attorney General regarding difficult academic charge decisions; communicating to student judicial officers information regarding faculty concerns or suggestions for improvement of the Honor System; assisting the student judicial officers with outreach and educational activities to involve academic departments and the greater campus community in discussion of issues of honor and integrity; assisting in the development of training materials for use in the Honor System; serving as a source of expertise and advice on educational sanctions; and such other duties as may be appropriate to bolster the effectiveness and smooth operation of the Honor System.

SECTION 7. Section C.1. of Appendix C of the *Instrument* reads as rewritten:

1. Undergraduate Honor Court. The Undergraduate Honor Court shall have authority to hear all matters involving violations of the Honor Code except those within the authority of the Graduate or Professional ~~School Courts, Honor Court~~, those cases reserved to the University Hearings Board in Section C.5. of Appendix C, and those cases reserved for the Summer School Court under Section C.2. of Appendix C.

SECTION 8. Section C.3. of Appendix C of the *Instrument* reads as rewritten:

3. ~~Graduate School~~ Graduate and Professional Honor Court. The ~~Graduate School~~ Graduate and Professional Honor Court shall have authority to hear all matters concerning alleged violations of the Honor Code by students who are enrolled in a degree program in the University's Graduate School or any other course in post-baccalaureate study, except as specified in ~~Section C.4. of Appendix C (relating to professional school~~

Graduate and Professional Honor System Consolidation Omnibus *Instrument* Amendments

~~courts) or Section C.5. of Appendix C (relating to cases referred to the University Hearings Board).~~

SECTION 9. Section C.4. of Appendix C of the *Instrument* is repealed. Text included for reference.

~~4. Professional School Courts. The Professional School Courts shall have authority to hear all matters concerning alleged violations of the Honor Code by students who are enrolled in the Schools of Dentistry, Law, Medicine, Business and Pharmacy as candidates for a degree of DDS, JD, MD, MBA, MAC, PhD (Business only) or Pharm.D., except as specified in Section C.5. of Appendix C (relating to cases referred to the University Hearings Board).~~

SECTION 10. Section E.1.a. of Appendix C of the *Instrument* reads as rewritten:

a. Student Court panels. Hearing panels of the Undergraduate Court shall be composed of a presiding officer selected by random, drawing from a pool composed of the chair and vice chairs of the pertinent court, and four additional members selected by random, drawing from a pool composed of the remaining members of the pertinent court. Hearing panels of the ~~graduate school and professional school courts~~ Graduate and Professional Honor Court shall be ~~determined according to procedures established pursuant to the governance systems established by these schools.~~ composed of a presiding officer selected from a pool composed of the Chair and vice chairs, and four additional members selected by random drawing from a pool composed of the remaining members of the Court. If the Graduate and Professional Honor Court is hearing an alleged offense committed by a student enrolled in a professional school, the Chair will endeavor to seat court members enrolled in the accused student's designated professional school on the hearing panel first.

SECTION 11. Section F.2. of Appendix C of the *Instrument* reads as rewritten:

2. Expedited Hearing Panels in Graduate and Professional ~~School Courts~~ Honor Court. Expedited hearing procedures for purposes of determining sanctions may be adopted by the ~~graduate and professional school courts~~ Graduate and Professional Honor Court in accordance with the governance ~~systems~~ system in effect.

SECTION 12. Section I.1.a. of Appendix C of the *Instrument* reads as rewritten:

a. Authority of University Hearings Board and Composition of Appellate Panel. The University Hearings Board shall have the authority to hear appeals in cases originally considered by the Undergraduate Court (including an expedited hearing panel), Summer School Honor Court, ~~Graduate School Court, or Courts of the Professional Schools or the~~ Graduate and Professional Honor Court. The University Hearings Board shall also have

**Graduate and Professional Honor System Consolidation
Omnibus *Instrument* Amendments**

appellate jurisdiction over cases within its authority to hear original matters as specified in Section C.5. of Appendix C, provided that no individual who has served on the original hearing panel shall serve as part of the appellate panel. For purposes of exercising its appellate authority, an appellate panel shall be constituted, including two faculty members selected from among those serving on the Faculty Hearings Board Panel, one designee of the Vice Chancellor for Student Affairs, and two students designated by the Chair of the appropriate student court having original authority who have not been involved in prior proceedings in the case. A faculty member or administrator designated by the Vice Chancellor shall serve as presiding officer.

**Academic Affairs Library
Administrative Board of the Library
2011-2012 Annual Report**

Members:

ending 2012: Robert Allen (Am Stu Cur), Adam Dombay (grad student rep), Frank Dominguez (Romance Lg), Paul Jones (Journalism), Charles Kurzman (Sociology), Megan Matchinske (Engl & CL), Karen O'Brien (Drama Art), David Stotts (Comp Sci), Robert Windsor (undergraduate rep)

ending 2013: Philip Vandermeer (Univ Lib)

ending 2014: Arlene Bridges (Pathology), Fitz Brundage (History), Sue Goodman (Mathematics), Laurie Langbauer (Engl &CL)

ex officio: Sarah Michalak (Univ. Librarian)

Number of Annual Meetings: 7, approx. monthly during spring and fall semesters

Report prepared by David Stotts (chair)

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.

Updating the Charge

The Board was requested in late spring 2011 to consider its current charge and discuss a possible rewriting. It was felt that the current charge is dated and has not evolved along with the library structure and services. We began this discussion in fall 2011, and we are iterating proposals with the Faculty Council Committee on University Government. We expect to have a final proposal for the updated charge to the Council for consideration in spring 2012.

Budget Issues

At the first meeting, the Board received a review of the budget for the fiscal year. As with every part of the University, the library is working with yet another year of large reductions, with this year's cut being 12.7% of state appropriations. A significant portion of the reduction has been absorbed via personnel attrition, but the ability to do that seems at an end without sacrificing services that are popular and necessary. The Board generally agrees that absorbing reductions in this way keeps reductions in acquisitions to a minimum. The acquisitions process is driven by necessity rankings from academic units and by usage, so that most collections cuts are being made in serials that are both expensive and rarely used. New acquisitions continue to be made with the funds that are available. The Librarian is also finding special funding and gifts to continue to offer popular services, such as late night study hours in Davis.

A review of the budget request for next year is scheduled for mid-spring 2012.

SUMMON

The Board received a demonstration of a new library service coming online in 2012. Called SUMMON, the software is a web-based resource discovery engine that allows searching of many different research databases and compendia without having to know the specific interfaces of the individual systems. Not only does SUMMON discover the resources, but it returns direct linked accesses to the found articles for faster and more effective use of research time. Because it can exploit the special structure of its constituent databases, SUMMON produces result lists with more relevant articles up top than general Google search. SUMMON is not intended to replace direct access to these databases, but rather make it easier to search across many of them.

We found SUMMON to be a very interesting facility and expect it will be greeted enthusiastically by the library user community. The Board was also pleased that even with severe budget cuts, the Librarian working with the Provost was able to direct funds to this new project.

Wilson Special Collections Update

We received a presentation on several projects being carried out in the Wilson Special Collections Library. Sprinklers are being installed in the core collections area to bring the facilities up to current code standards. The building security systems are being upgraded as well. Finally, a study is underway to map out use of the public spaces in Wilson. The results of this study will allow the public spaces to be organized and outfitted to best provide services desired by the users of the library. All these efforts are scheduled to be completed in 2012.

e-Science and e-Research Data

The library has been participating in the Association for Research Libraries (ARL) / Digital Libraries Federation (DLF) e-Science Institute. This is a six-month interactive program designed to help research libraries develop a strategic agenda for e-research support, with a particular focus on the sciences. It covers the use of information technology to support scholarly research in all disciplines, including e-science, cyberinfrastructure, and digital data curation.

This program will leave the library in a good position to support the data management plans that will be required in NIH proposals, as well as NSF and other granting agencies. It will also help the library be prepared to support the forthcoming UNC framework for research data stewardship.

The training received by this exercise is also helping define the capabilities for the new Kenan Science Library. As a new resource, it is a particularly good time to establish new digital data management capabilities. An assessment is underway to determine the e-science and e-research data requirements of the users of the library.

Ongoing Work

Ahead in the spring, the Board will be hearing from the Law Librarian and the Health Sciences Librarian for summaries of the year's issues and activities in their respective facilities. We have a session allocated to a budget discussion with the Provost. We have a session allocated to discussing long range plans and visions (5-10 years) for the library with the various librarians; we have asked them where they see the library going -- what needs will be there, what trends are developing in services and particularly what are the implications of ongoing digital transformation of content and delivery. We also have a meeting allocated to a review and discussion of the budget request for the coming fiscal year. Finally, we have a session scheduled to hear about development activities that are underway to enhance the library's collections and facilities; this is especially important in lean budget years.

Buildings and Grounds Committee

(Appointed by the Chancellor)

Annual Report—2011-12

Members:

Terms expire 2014: Tom Clegg, Mary Lynn, David Owens (chair)

Terms expire 2013: Jim Hirschfield, Thomas Campanella, Sherry Salyer

Terms expire 2012: Rachel Willis, Peter White, Steve Wing, Jackie Overton

Student Members: Phil Feagan, Kevin Kimball, Cameron Musler

Members leaving committee during past year: Margaret Miller, Linwood Futrelle, Steven Byrd, Clay Vickers

Meetings during past year (2011): 3/3; 5/5; 9/1; 10/6; 11/3

Report prepared by: David W. Owens (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 campus art works.

Previous Faculty Council questions or charges: None

Report of Activities:

Site recommendations (4): Kessing Pool bathhouse; Research Building, Carolina North; Parking Service building, UNC Hospitals; Rizzo Center expansion

Architectural firm and designer recommendations (5): Kenan Lab renovation; Brauer Hall renovation; Thurston –Bowles renovation; Craige Parking Deck expansion; Research Building, Carolina North

Exterior design and site plan recommendations: (6): Kessing Pool bathhouse; Biomarker enclosure, Genetic Medicine; Ambulatory Care Center food service facility; Parking Service building, UNC Hospitals; Botanical Garden shade structure; ITS Manning louvers

Landscape and ground recommendation: None

Signage recommendations (4): Carmichael Arena banners; Kenan Stadium banners; Koman Way signage; Genomic Science building

Plan and policy recommendations (3): 123 West Franklin redevelopment (University Square); Carolina North update; Campus Art Advisory Committee appointments

Campus art siting recommendations (3): Speaker Ban Memorial; Student Union Plaza art renovations

Recommendations for actions by Faculty Council: None

Annual Report of the
University Committee on Copyright
To the Faculty Council
March 16, 2012

Members: Fletcher Fairey, Ex-Officio; Jon Finson, Music; Deborah Gerhardt, Law; Carol Hunter, University Library; Paul Jones, Journalism; Michael Hoefges, Journalism and Mass Communication; Sarah Michalak, University Library, chair; Steve Melamut, Law Library; Jean DeSaix, Biology; Sandra Hughes-Hassell, Library Science; David Weber, Medicine; Anna Krome-Lukens, Graduate Appointee

Report submitted by Sarah C. Michalak, University Librarian, chair

The committee's charge is to monitor trends in such areas as institutional or consortial copyright use policies, changes in copyright ownership models, and guidelines for fair use of information in all formats; to identify areas in which policy development is needed; to cooperate with the administration to propose and monitor the application of University policies and guidelines regarding ownership and use of copyrighted or licensed scholarly works; to assist in identifying educational needs of the faculty and others related to compliance with copyright policies and guidelines, and to advise on appropriate ways to address those needs.

The committee has met four times and has one more meeting scheduled for the academic year. Members recommended that a glossary of terms and a list of FAQ's be posted along with the University Copyright Policy and both have been drafted. The committee website can be found on the University Library home page and includes a variety of links to copyright information resources. The web page has been updated.

Dean of the Graduate School Steve Matson attended a meeting to discuss embargo periods for dissertations. Some graduate students wishing to publish do not want their dissertations immediately posted on UMI. Students in some disciplines would like to have an embargo period longer than one year which is the current UNC policy. Dean Matson and the Copyright Committee will work on this issue and will seek a broader campus policy discussion.

Other issues on the Committee's longer range agenda are examining faculty copyrights for Web-posted student notes of lectures and for course material; rights issues related to Sakai or Blackboard; preparing a guide explaining the differences between copyright, fair use, and open access; and editing and refreshing the current University copyright policy with a goal of making it more accessible to the lay reader.

Committee Members:

Patrick Curran, Chair (Psychology)
Nancy Demore (Surgery)
Maxine Eichner (Law)
Amy Herring (Biostatistics)
Beth Jordan (Psychology)
Catherine Marshall (Education)
Renee McBride (Libraries)
John Thorp (Obstetrics and Gynecology)
Jane Thrailkill (English)
Jan Boxill (Dramatic Arts, *ex officio*)
Anne Whisnant (Faculty Governance, *ex officio*)

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

Report of Activities: The committee pursued several projects over the year, all of which related to the design and implementation of an annual survey to record and monitor female faculty in leadership positions across all academic units of the University. We began with a systematic review of the prior 13 annual reports filed by this committee; we found that, almost without exception, specific recommendations were made each year that data be collected to assess and monitor the status of women faculty within and across time. No such data collection system has yet to be implemented. Our goal for this year was to design a structured reporting system for the annual collection of data related to the status of women in the University. We refer to this as the *Women in Leadership Assessment*.

The primary purpose of the Women in Leadership Assessment (WLA) is to provide a standardized annual measure of the representation of women in leadership and merit positions across all core academic units within the University. The term *leadership* is used broadly and captures not only recognized administrative positions within each academic unit (e.g., department chair, director of graduate studies, etc.) but also other appointed positions of merit and influence (e.g., endowed chairs, temporary leadership positions, etc.). A pilot instrument has been designed using the online data collection program *Qualtrics*, and a sampling of areas of reporting are provided in the appendix.

The WLA will serve as a required component of end-of-year reporting procedures for all recognized academic units on campus and all key outcomes will be measured consistently each year so that trends can be tracked both within and between academic units over time. It is understood that administrative structures vary widely across the University, and the WLA incorporates all relevant information to capture this between-unit heterogeneity (unit size, number of recognized leadership positions, etc.).

The WLA has been designed to be as brief and efficient as possible to reduce burden on reporting units. The assessment will be completed by the appropriate unit administrator using a web-based interface at the end of each academic year. The unit-level data will be compiled by the Committee on the Status of Women (COSOW) and the results will be disseminated as a standard component of COSOW's annual report to Faculty Council. The WLA represents just one recurring facet of the broader charge of the COSOW, and the committee will continue to address the ongoing needs of female faculty at UNC.

Request: The WLA will require modest financial support to design, implement, and maintain. We are thus requesting \$1500 for next year to design and launch the WLA, and \$750 per year to analyze and publish the results. The WLA will be completed and brought online in the spring of 2013.

Appendix

What is the name of your department/academic unit?

What is the gender of the recognized head of your department?

- Male
 Female

These questions pertain to tenured or tenure-track faculty in your department. In the left column, please write the total number of individuals to whom the question applies; in the right column, please write how many of these individuals are women.

How many tenured or tenure-track faculty...

	Total number	Of these, how many are women?
...are currently in your department?	<input type="text"/>	<input type="text"/>
...left your department this year?	<input type="text"/>	<input type="text"/>
...were newly hired in your department this year?	<input type="text"/>	<input type="text"/>

These questions pertain to fixed-term faculty in your department. In the left column, please write the total number of individuals to whom the question applies; in the right column, please write how many of these individuals are women.

How many fixed-term faculty...

	Total number	Of these, how many are women?
...are currently in your department?	<input type="text"/>	<input type="text"/>
...left your department this year?	<input type="text"/>	<input type="text"/>
...were newly hired in your department this year?	<input type="text"/>	<input type="text"/>
...were hired as tenure-track faculty in your department this year?	<input type="text"/>	<input type="text"/>

Please choose the option corresponding to the gender of the individuals holding the following leadership positions in your department. If your department does not have these leadership positions, please choose the option, "My department does not have this position."

Department Chair
 Department Associate Chair
 Director of Graduate Studies
 Director of Undergraduate Studies

This question pertains to endowed chairs in your department.

	Please enter the number here.
How many endowed chairs do your faculty hold?	<input type="text"/>
Of these, how many are filled by women?	<input type="text"/>

Finally, please provide any additional comments you deem relevant to this assessment.



**Annual Report of the
COMMITTEE ON UNIVERSITY GOVERNMENT
For Presentation to the Faculty Council on
March 16, 2012**

Current Members:

Jo Anne Earp, Health Policy and Management (2014)
Connie Eble, English (2013)
Joseph S. Ferrell, Secretary of the Faculty (ex officio)
Elizabeth Gibson, School of Law (2012)
Clayton Koelb, Germanic Languages (2012)
Michael Lienesch, Political Science (2014)
Melissa Saunders, School of Law (2012)
Vincas Steponaitis, Anthropology (2013), chair

Annual Report prepared by: Vincas Steponaitis, chair. This report covers the period from January 2011 through February 2012.

Committee Charge. The Faculty Code of University Government reads as follows:

“§ 4-19. Faculty Committee on University Government.

“(a) The Faculty Committee on University Government consists of seven members appointed by the chancellor. The secretary of the faculty serves as an ex officio member.

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

“(c) The committee periodically reviews the existing Code and solicits suggestions for its improvement. Based on its review, the committee recommends appropriate amendments in the Code for consideration and vote of the General Faculty. As provided under Article I of the Code, the committee considers and reports on other proposals to amend the Code and also periodically makes appropriate adjustments of the elective representatives in the Faculty Council. The committee considers and reports on special questions of University governance which are referred to it by the chancellor or members of the faculty. The committee is especially concerned with maintaining internal forms and procedures of academic administration which reflect principles of democracy and equity, vision and adaptability, and quality and responsibility, toward achieving the intellectual aims of the University.”

Report of Activities.

Resolutions Presented and Adopted. On February 18, 2011, the committee presented to Faculty Council two resolutions:

- * On Amending the Faculty Code of University Government to Provide Voting Representation for Retired Faculty (Resolution 2011-1), and
- * On Amending the Faculty Code of University Government to Allow Fixed-Term Faculty to Vote in Personnel Matters Affecting Other Such Faculty (Resolution 2011-2).

Both resolutions passed on the first reading, and were adopted by Faculty Council without dissent at its subsequent meeting on March 18, 2011.

Ongoing. Over the past year the Committee continued the discussions that had begun in 2010 on amending the charge of the Administrative Board of the Library to eliminate obsolete provisions and to bring it into line with current practice. These discussions culminated in Resolution 2012-1, which is further described in Appendix 1.

The committee also noted that the Faculty Code lacks a provision for removing elected and appointed members of faculty committees, in cases where such members neither participate in the work of the committee nor resign. Such cases are rare, but it is important to have a mechanism for dealing with them. An amendment that fills this gap in the Code is presented in Resolution 2012-2 and further explained in Appendix 2.

New Business.

Resolutions Presented. The committee presents today the following resolutions:

Resolution 2012-2. On Amending the Faculty Code of University Government to Update the Charge of the Administrative Board of the Library.

Resolution 2012-3. On Amending the Faculty Code of University Government to Provide for the Removal of Committee Members Who Are Repeatedly Absent Without Cause.

The rationale for each of these resolutions is provided in the appendices that follow.

Respectfully submitted,
Committee on University Government

Appendix 1

Report of the Committee on University Government on Resolution 2012-2.

In February 2010, after lengthy period of consultation and deliberation, the Committee on University Government (COUG) presented a resolution to Faculty Council to streamline the composition of the Administrative Board of the Library (ABL). This resolution ultimately passed. However, at essentially the same time this resolution was presented, the provost announced that UNC's libraries would be re-organized, i.e., that the Health Sciences Library would be brought under the umbrella of the University librarian. COUG therefore decided to take another look at the ABL's composition and charge, to see if any further changes were warranted.

After consulting with University librarian, the head of the Health Sciences Library, the chair of the ABL, and the chair of the Health Sciences Library Advisory Committee (HSLAC), we decided it would be too disruptive at this point to merge the two advisory committees or to alter their composition, although such changes might be appropriate in the future.

In the course of these discussions, however, we did note that certain aspects of the ABL's charge were obsolete, in that they did not conform to current practice. We also noted that the wording of the charge might need some clarification. Resolution 2012-1 addresses both these issues.

If passed, the resolution would do the following:

- * The wording of item 2 would be slightly modified for clarity. The ABL, in partnership with the University Librarian, would formulate "general policies," rather than "basic policies" as in the current Code, to make it clear that the ABL's purview is to focus on the big picture rather than the details of library operations, which are best left to the University Librarian and her staff. In other words, ABL's policy-making role would be at the level of setting the overall strategy, rather than the tactics by which these strategies are implemented.
- * Also in item 2, matters of collections "access" would be added to the committee's policy purview. This change ratifies current practice and encompasses matters that might currently be considered under item 4.
- * Item 3 would be eliminated, because the budgeting mechanism to which it refers no longer exists.
- * Item 4 would be eliminated, because the University librarian now reports to the provost, not the chancellor, and the ABL would still be empowered to advise the University librarian on such matters under the provisions of items 1 and 2 (especially with "access" added to the latter).

Note that the new charge was formally endorsed by the ABL at its February 2012 meeting. Thus, the Committee on University Government strongly recommends that Faculty Council adopt Resolution 2012-1.

Appendix 2

Report of the Committee on University Government on Resolution 2012-3.

The Committee on University Government recently noticed a significant gap in the Faculty Code of University Government, to wit, that there exists no provision for removing a member from a faculty committee for cause, specifically in the case where an elected or appointed committee member chooses not to participate and also fails to resign. Happily such cases are rare, but we can imagine circumstances in which the non-participation of a member on a key faculty committee could have serious consequences. Hence it seems prudent to add language to the Code that would allow the secretary of the faculty to deal with such problems, were they to occur.

The proposed amendment is modeled on language already in the Code, which comes into play if a member of Faculty Council is persistently delinquent. Section 2-6 currently reads: "It is the duty of all members [of Faculty Council] to attend all regular and special meetings of the Council, save for good cause. If any voting member is absent for two successive regular meetings without cause, the Council may declare his or her membership vacant." It has always been the Council's custom that *any* reason for an absence is considered "good cause," so long as it is communicated to the secretary of the faculty or his staff. Removals under this provision have been extremely rare, and we would expect the same to be true under the new language, if it is adopted.

Resolution 2012-2, if passed, would add a new subsection to § 4-1, which deals with the "organizational principles" of faculty committees. This new subsection would mirror the wording of § 2-6 just described, except that the seat would be declared vacant by the secretary of the faculty, "upon referral by the committee's chair and acting with the advice and consent of the Faculty Executive Committee."

This amendment was endorsed by the Faculty Executive Committee at its February 27 meeting.

The Committee on University Government also strongly endorses Resolution 2012-2 and recommends that Faculty Council adopt it.

Resolution 2012-2. On Amending the Faculty Code of University Government to Update the Charge of the Administrative Board of the Library.

The General Faculty enacts that

§ 12-3 of the Faculty Code of University Government is amended as follows (deletions are crossed out, additions are underlined):

§ 12-3. Administrative Board of the Library; duties.

Subject to the power of the General Faculty and the Faculty Council, the Administrative Board:

1. Advises the University librarian on the administration of the University library system;
2. Formulates, together with the University librarian, ~~the basic~~ general policies governing the acquisition of, access to, and use of library collections; ~~of library materials and the use of such materials;~~
3. ~~Allocates, with the advice of the University librarian, the book funds which are not specifically designated;~~
4. ~~Submits to the chancellor, through the University librarian, its advice on the establishment or discontinuance of library service units outside of the general library building;~~
- 5 3. Reviews the University librarian's budget request; and
- 6 4. Makes an annual report to the Faculty Council.

Resolution 2012-3. On Amending the Faculty Code of University Government to Provide for the Removal of Committee Members Who Are Repeatedly Absent Without Cause.

The General Faculty enacts that

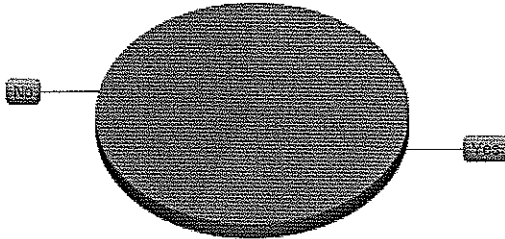
§ 4-1 of the Faculty Code of University Government is amended by adding a new subsection as follows:

(d) It is the duty of all members to attend committee meetings, save for good cause. If any elected or appointed member is absent for two successive meetings without cause, the secretary of the faculty, upon referral by the committee's chair and acting with the advice and consent of the Faculty Executive Committee, may declare the seat vacant. In the case of elected committees, the vacancy is filled as provided in § 4-3. In the case of appointed committees, the secretary notifies the appointing officer.

Initial Report

Last Modified: 03/12/2012

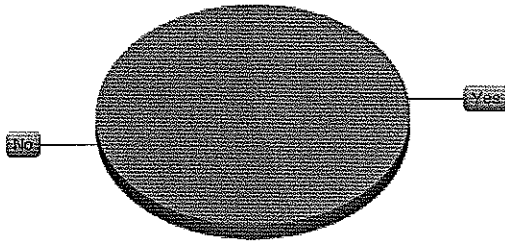
1. Do you read electronic books, either for personal enjoyment or as part of your work?



#	Answer	Bar	Response	%
1	Yes		26	57%
2	No		20	43%
	Total		46	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.43
Variance	0.25
Standard Deviation	0.50
Total Responses	46

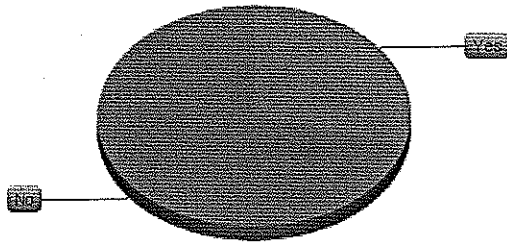
2. Have you seen or explored an electronic textbook within the last year (whether or not you used one in your own teaching)?



#	Answer	Bar	Response	%
1	Yes		21	46%
2	No		25	54%
	Total		46	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.54
Variance	0.25
Standard Deviation	0.50
Total Responses	46

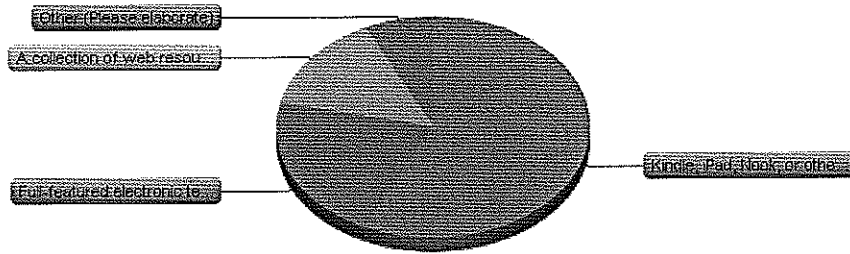
3. Have you used, or offered as an option, an electronic textbook in any of your UNC courses?



#	Answer	Bar	Response	%
1	Yes		13	30%
2	No		31	70%
	Total		44	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.70
Variance	0.21
Standard Deviation	0.46
Total Responses	44

4. If you have used an electronic textbook (or if your students have opted for one), what sort of textbook was it?

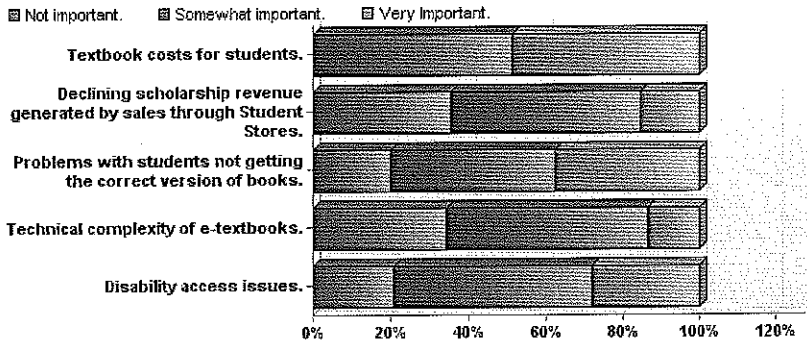


#	Answer	Bar	Response	%
1	Kindle, iPad, Nook, or other PDF-type version of print book.		8	57%
2	Full-featured electronic text learning environment with built-in assessments, video or other graphics, etc.		3	21%
3	A collection of web resources.		2	14%
4	Other (Please elaborate)		1	7%
Total			14	

Other (Please elaborate)
 Not sure, don't have access to the electronic version

Statistic	Value
Min Value	1
Max Value	4
Mean	1.71
Variance	0.99
Standard Deviation	0.99
Total Responses	14

5. When considering the "changing landscape of textbooks" (including, but not limited to, the advent of e-textbooks), please indicate how important each of the following areas of concern is to you.

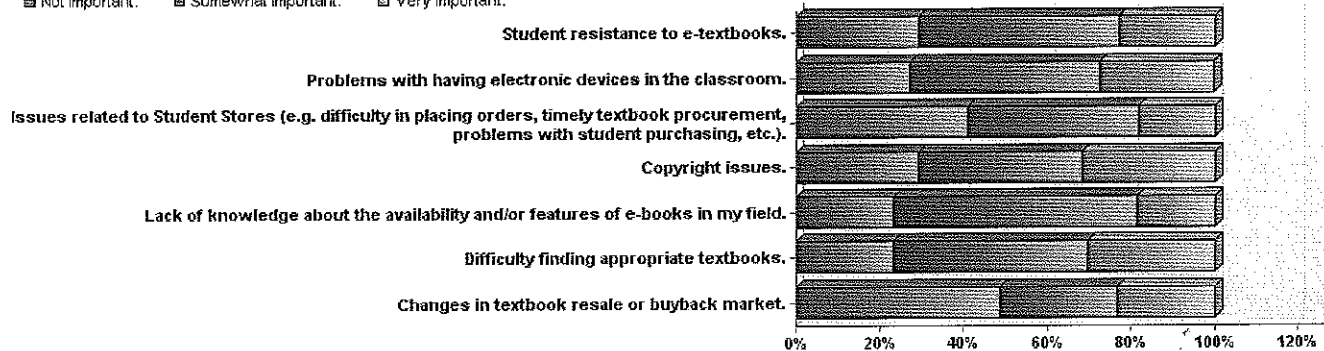


#	Question	Not important.	Somewhat important.	Very Important.	Responses	Mean
1	Textbook costs for students.	0	23	22	45	2.49
3	Problems with students not getting the correct version of books.	9	19	17	45	2.18
5	Disability access issues.	9	22	12	43	2.07
2	Declining scholarship revenue generated by sales through Student Stores.	16	22	7	45	1.80
4	Technical complexity of e-textbooks.	15	23	6	44	1.80

Statistic	Textbook costs for students.	Declining scholarship revenue generated by sales through Student Stores.	Problems with students not getting the correct version of books.	Technical complexity of e-textbooks.	Disability access issues.
Min Value	2	1	1	1	1
Max Value	3	3	3	3	3
Mean	2.49	1.80	2.18	1.80	2.07
Variance	0.26	0.48	0.56	0.45	0.50
Standard Deviation	0.51	0.69	0.75	0.67	0.70
Total Responses	45	45	45	44	43

6. When considering the "changing landscape of textbooks" (including, but not limited to, the advent of e-textbooks), please indicate how important each of the following areas of concern is to you.

Not important. Somewhat important. Very important.



#	Question	Not important	Somewhat important	Very important	Responses	Mean
6	Difficulty finding appropriate textbooks.	10	20	13	43	2.07
4	Copyright issues.	13	17	14	44	2.02
2	Problems with having electronic devices in the classroom.	12	20	12	44	2.00
5	Lack of knowledge about the availability and/or features of e-books in my field.	10	25	8	43	1.95
1	Student resistance to e-textbooks.	13	21	10	44	1.93
3	Issues related to Student Stores (e.g. difficulty in placing orders, timely textbook procurement, problems with student purchasing, etc.).	18	18	8	44	1.77
7	Changes in textbook resale or buyback market.	21	12	10	43	1.74

Statistic	Student resistance to e-textbooks.	Problems with having electronic devices in the classroom.	Issues related to Student Stores (e.g. difficulty in placing orders, timely textbook procurement, problems with student purchasing, etc.).	Copyright issues.	Lack of knowledge about the availability and/or features of e-books in my field.	Difficulty finding appropriate textbooks.	Changes in textbook resale or buyback market.
Min Value	1	1	1	1	1	1	1
Max Value	3	3	3	3	3	3	3
Mean	1.93	2.00	1.77	2.02	1.95	2.07	1.74
Variance	0.53	0.56	0.55	0.63	0.43	0.54	0.67
Standard Deviation	0.73	0.75	0.74	0.79	0.65	0.74	0.82
Total Responses	44	44	44	44	43	43	43

7. Do you have concerns regarding textbooks that are not mentioned in the list above? Please elaborate.

Text Response

I have just attempted to order my textbooks for the fall semester via the student stores link. It is unclear which books are offered in the e-book format. There is no option to make a book or its e-book version required.

Privacy issues.

Cost, ability to share expensive texts, availability of device neutral texts

NO

There are often multiple e-book versions of the same book - not all of them are quite the same, meaning that the students may not have the same book.

I prefer paper books, on which my students can write, for class.

I have used a textbook for many years and would have to change my materials to change textbooks. This book is currently not available in electronic form but will probably become so.

I'm concerned about digital rights management and the potential loss of access to books after a class is over. Students should be able to develop a personal library as they progress through school, rather than just paying as they go and after nothing of their own when they're done.

I tend to rely more on articles published in peer-reviewed journals than textbooks.

Statistic	Value
Total Responses	9

8. What appeals to you about the prospect of adopting electronic textbooks in your classes?

Text Response

Reduction in paper use, convenience and enhanced learning opportunity to students.

Always should be up to date.

Potential for more active learning.

able to use free resources to give students more recommended readings.

Ability to annotate for my Bio 101 course.

None really other than its less expensive. For years textbooks have had additional resources online so I don't think with that respect, e-books offers a an advantage

Nothing

Ability to provide a variety of texts and editions when the books are available through the library

cost savings to students; added features available in e-books

Ease of use and teh fact that students will adapt well.

Access to most current information, possibility of embedded multimedia, convience for students

Reading electronic displays IS different than reading and working with traditional books.

The only appeal is cost reduction.

Student preferences, ease of locating information within the text.

Not much

Reducing cost to students, having immediate access to textbook materials in the classroom, and protecting the environment through less paper usage.

Cost savings for students. Ergonomic considerations!

If there was a way to do electronic course-packs - taking certain features of several books for the reading component, that would be best. I have difficulty finding one book that does everything I really want to cover, but because of cost, don't want to require more than one book (my students also incur costs for art supplies

Students' ease of access.

I hope they would be more affordable to students. They will also offer connectivity to secondary resources that print books can't.

Statistic	Value
Total Responses	20

9. What concerns do you have about the prospect of adopting electronic textbooks in your classes?

Text Response

Inappropriate use of laptops in class.

The University would have to provide e-books (Nook, Kindle, etc.) for low-income students. I wonder if there is money for that.

Cost, inability of students to keep their books for future reference, if they are available.

none

From my experience students still like to physical hold and mark a text. While e-books have features to mark, I am not sure how students would like that as a sole option. I think there is a difference in what people do for leisure than school.

I do not want to adopt e-books.

Cost, device specificity, e may not be the best format for discipline

none, really -- I pretty much view the book as the book regardless of hard or electronic copy

None!

Authors are reimbursed less for electronic versions of their works, may negatively affect faculty who are considering writing a textbook.

I think it is good as an alternative to, but not necessarily complete replacement of, regular books.

The problems with attention and concentration with electronic media. I will not allow my students to have laptops open in my class.

Students keeping their heads buried in their computers, reading off the screen (probably e-mail).

Excluding students who do not have a reader. The possibility that people read differently.

Digital rights management and restrictions on use. Students should be able to use texts whenever they want, copy passages from texts, print portions, and have a copy when they're done with the class.

Access to necessary infrastructure to use electronic devices in the classroom (e.g., power, wireless internet connections) is very inconsistent and unreliable. I often use examples from the textbook to work through in class, and it would be hard if students were not able to access the e-book quickly and/or reliably.

not sure... Students seem more apt to use e-books - they don't seem to use the regular textbook as much. My questions are more about whether the textbook is the best alternative form of delivery for some of the material. An online lecture, a you-tube video or do an online interactive tutorial might be just as effective or more for some things.

none.

Statistic	Value
Total Responses	19

10. Do you have anything you'd especially like to see discussed at the Faculty Council panel on textbooks, Friday, March 16th? Please describe.

Text Response

Costs associated with adoption of e-books, extent to which these are currently available, feedback from students about experience with e-textbooks per se

What are the consequences to the univ if I encourage my students to get textbooks cheaper directly from the publisher.

How are "revised" editions handled? After the initial purchase, will users have the right to revised editions at minimal cost?

What the current library policy on ebooks are for various disciplines; problem of texts that only one or a few students can access

Could we create our own electronic publishing house for our faculty?

With such a proliferation of text formats, nobody is ever on the same page in my lit classes! A big problem!

Are there any real data on whether people learn / think differently when reading electronic versions versus print versions of materials.

Licensing issues and the importance of adopting open platforms/formats. UNC should avoid locking itself or its students into specific hardware platforms or book vendors.

Statistic	Value
Total Responses	8

Schedule of Student Stores Scholarship Distributions

<i>Fiscal Year</i>	<i>Fiscal Year</i>	<i>Fiscal Year</i>	<i>Fiscal Year</i>	<i>Fiscal Year</i>	<i>Fiscal Year</i>
1955/56	1965/66	1975/76	1985/86	1995/96	
1956/57	1966/67	1976/77	1986/87	1996/97	
1957/58	1967/68	1977/78	1987/88	1997/98	
1958/59	1968/69	1978/79	1988/89	1998/99	
1959/60	1969/70	1979/80	1989/90	1999/00	
1960/61	1970/71	1980/81	1990/91	2000/01	
1961/62	1971/72	1981/82	1991/92	2001/02	
1962/63	1972/73	1982/83	1992/93	2002/03	
1963/64	1973/74	1983/84	1993/94	2003/04	
1964/65	1974/75	1984/85	1994/95	2004/05	
Ten Year Total	Ten Year Total	Ten Year Total	Ten Year Total	Ten Year Total	Ten Year Total
\$1,224,132	\$2,405,210	\$4,023,000	\$4,210,000	\$8,011,115	\$500,000
\$56,472	\$186,300	\$340,000	\$503,000	\$500,000	\$500,000
\$57,540	\$180,000	\$340,000	\$503,000	\$500,000	\$600,000
\$137,000	\$195,000	\$340,000	\$503,000	\$300,000	\$600,000
\$23,020	\$213,910	\$350,000	\$300,000	\$0	\$811,115
\$110,000	\$220,000	\$350,000	\$0	\$301,000	\$1,000,000
\$146,000	\$240,000	\$400,000	\$301,000	\$500,000	\$1,000,000
\$170,500	\$275,000	\$450,000	\$450,000	\$400,000	\$1,000,000
\$182,200	\$315,000	\$450,000	\$450,000	\$500,000	\$1,000,000
\$176,400	\$280,000	\$500,000	\$500,000	\$700,000	\$1,000,000
\$165,000	\$300,000	\$503,000	\$503,000		