

**Faculty Assembly
University of North Carolina**

*Meeting of the Executive Committee
September 17, 1993*

Present: William Kane(WCU), Chair; Margaret Parrish(UNCW), Vice Chair; Paul Duvall(UNCG), Secretary; John Moskop(ECU), Chair, Professional Development Committee; Peter Petschauer(ASU), Chair, Planning and Programs Committee; George Baily(ECU), Chair, Governance Committee; Etta Gravelly(NCA&T), Chair, Faculty Welfare Committee; Patricia Campbell(ECU), Chair, Budget Committee; John Stevens(UNCA), Chair, Academic Freedom and Tenure Committee; Roy Carroll, Presidential Staff Member.

Chair William Kane called the meeting to order at 10:10 AM. The minutes of the August 17, 1993 meeting of the Executive Committee were approved as circulated.

Chair's Report

William Kane reported that the Board of Governors has approved the joint recommendations on Teaching and Tenure, and that he has written to Chairman Poole requesting that three faculty members be included on the Board's committee for evaluating teaching awards.

Vice Chair's Report

Margaret Parrish had no report.

Secretary's Report

Paul Duvall had no report.

Planning and Programs(Peter Petschauer - ASU)

Peter Petschauer distributed the agenda (attached) for the Committee's afternoon meeting.

Governance(George Baily - ECU)

Items to be discussed by the Committee will include:

1. Secretarial support for campus Faculty Senates and Councils.
2. Faculty awareness of academic rules and regulations.

3. The wide variance of shared governance among the campuses.
4. Grievance procedures on the various campuses.
5. Follow-up on last spring's resolution on sexual orientation.

Faculty Welfare(Etta Gravelly - NCA&T)

Items to be discussed by the Committee will include:

1. A possible resolution concerning adding additional Funds to the retirement options.
2. Concerns about crime and disruptions on the campuses.

Faculty workloads was suggested as a possible additional topic for the Committee. It was agreed that the Budget Committee would continue to concern itself with faculty salaries.

Professional Development(John Moskop - ECU)

Items to be discussed by the Committee will include:

1. The possibility of a system-wide conference for development.
2. The Report on Teaching and Tenure.
3. Appropriate structures for Faculty Centers for Teaching.

Budget(Patricia Campbell - ECU)

Items to be discussed by the Committee will include:

1. A review of the new budget and the budget cycle with Mr. Joyner.
2. Faculty Salaries.

Academic Freedom and Tenure(John Stevens - UNCA)

Items to be discussed by the Committee will include:

1. The resolution on the assessment of teaching that was tabled in April.
2. Three documents: The Report on Teaching and Tenure, a report from the North Carolina Center for Public Policy Research on "How Do Universities in the UNC System Identify and Reward Excellent Teaching?", and a talk by R. Edgerton on "The Reexamination of Faculty Priorities."
3. The possibility of a conference concerned with the issues in the documents in 2.

There was some discussion on the overlap in responsibilities among the committees' responsibilities regarding the study of teaching issues, and it was agreed that the Academic Freedom and Tenure Committee would concern itself with issues involving evaluation of teaching, while Professional Development would be concerned with effectiveness.

General Administration Staff Liaison

Roy Carroll explained the reasons for the change in the agenda for the Assembly meeting. He also reported that a Benefits Specialist will be added to the General Administration staff.

The meeting was adjourned at 12:10 PM.

Respectfully submitted,

Paul Duvall, Secretary

FACULTY ASSEMBLY
PLANNING COMMITTEE
Agenda, September 1993

1. Minutes
2. Short report on the progress of the UNC constituent institutions' Fall, 1993, and Spring, 1994, schedules.
3. Report on the NC Legislature's activities and potential implications for the University
4. Enrollment update.
5. Short report on graduation and retention rates.
Full report in November.
6. The latest round of SAT scores.
7. The allocation of funds to the constituent institutions of UNC, by FTE and other criteria.

Several issues were brought up this past year and we need to discuss if we want to pursue those or select some others that might have a more immediate meaning.

1. Discuss faculty work-load: do we have outdated expectations and ways of thinking about faculty work loads?
Collect policies from all campuses and discuss a model developed by Appalachian's Senate and statistics generated thus far through its approach.
2. Are ecological issues being integrated into the policies of the University? Into the Long Range Plan?
3. What responsibility does the University have to provide child care?
4. Have a look at life-long learning/training needs of NC and programs and discuss spreading ideas and highlighting existing programs.
5. Discuss potential leadership encouragement and training for chairs of departments, deans of colleges, vice chancellors, and other unit heads.

Completed 1992/3:

- *Resolution regarding 30% Return of funds in line item upon the retirement of faculty members. Passed.
- *SAT Scores: How well or poorly is NC really doing? Report. Short mission statements update. Now in Long Range Plan.
- *Resolution to improve the accessibility of University class schedules. Failed.
- *Enrollment update for the University. Report.

*Discussion of graduation and retention rates and House Bill
1340. Report.

*Discussion and report on a number of issues related to
teaching and its standing and remuneration within UNC

*Resolution on Honoring Teaching. Passed.

*Report and discussion of NC Legislature's reaction to
Performance Audit and the
GA's responses to Legislature's activities

**Faculty Assembly
University of North Carolina**

***Minutes of the Eighty-sixth Meeting
September 17, 1993***

The eighty-sixth meeting of the Faculty Assembly of the University of North Carolina was held in the Board Room of the General Administration Building in Chapel Hill on September 17, 1993. The meeting was called to order by the Chair, William Kane at 1:30 PM with 46 delegates in attendance. The delegates were asked to introduce themselves, and the officers and committee chairs were introduced. Kane distributed the following documents to the delegates:

1. A Wall Street Journal Article criticizing the work ethics of college professors;
2. The list of standing committee assignments for the year;
3. A list of delegates and their addresses;
4. The Bylaws of the Faculty Assembly;
5. The Charter of the Faculty Assembly;
6. A list of studies and reports required of the General Administration by the Legislature;
7. "Teaching and Tenure in the University of North Carolina: A Joint Report," submitted to the Board of Governors by the Committee on Personnel and Tenure and the Committee on Educational Planning, Policies, and Programs;
8. Page one of Administrative Memorandum Number 331 - Plan to Improve Graduation Rates in the University of North Carolina; and
9. A brochure concerning the November 2 Bond Referendum.

Chair's Comments (William Kane-WCU)

Chairman Kane discussed both the general problems facing the Assembly and specific issues which need to be addressed this year. The complete text of his remarks is attached to these Minutes.

The Plenary Session was adjourned at 2:03 PM.

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SECOND PLENARY SESSION

The second session was called to order at 3:07 PM by Chairman Kane with 46 delegates in attendance.

President Spangler's Report

The first part of the President's Report was devoted to the November 2nd Bond Referendum. President Spangler introduced Samuel Poole, Chair of the Board of Governors, and Thomas Storrs, Chairman for the Bond Campaign. Mr. Spangler explained that the Bond Issue is needed because the traditional source of funding for capital improvements, the non-recurring income available to the General Assembly, has not been present since the State's economy began to decline in 1988. Since that time, the enrollment in the University has increased by approximately 16,000 students while facilities have aged and deteriorated. Mr. Poole pointed out the fact that the University is now in a "catch up" situation, and that if the Issue is not approved, funds will have to be diverted from current programs for essential capital projects. He also mentioned that no new taxes are needed for the projects to be funded by the Bonds. Dr. Storrs encouraged the faculty to support efforts to increase the number of persons voting.

Questions and Answers

- Q. P. Hunter(NCA&T). Statistics from the Triad area were not favorable for the 1976 bond issue, even though the voters were close to campuses. Why should voters in areas without campuses support the Issue?
- A. Poole. That problem is being considered by consultants. It is also true that community colleges are involved. Storrs. Most of the campuses have a base of support in outlying areas. Spangler. The 14 counties involved represent 40% of registered voters.
- Q. P. Cabe(PSU). To what extent will the students be educated about the Issue?
- A. Storrs. There is a campaign to get students registered and to get them to the polls, also a program to reach their parents. Spangler. Don't expect us to tell students how to vote! We encourage discussion, but we must respect professional integrity.
- Q. D. Caton(ASU). This Issue is a catch-up. What are the prospects for getting back to the non-recurring funds system?
- A. Spangler. The economy will have to improve before we can expect a long-term solution.
- Q. T. Oldenburg(UNCCH). Some units have made great efforts to supplement their own funding with outside sources. Are the public and the General Assembly aware of this?
- A. Spangler. It is true that the bond projects will be supplemented by some \$40,000,000 raised by the individual campuses.
- Q. J. Johnson(UNCG). The faculty are constrained as to how we can approach students, but not the general public. Is any effort being made to engage the faculty in the campaign?

- A. Spangler. People are interested in hearing the faculty, and you are encouraged to get involved.
Storrs. Local coordination is being left to the Chancellors. Interested faculty are urged to volunteer to their Chancellors.

Following the discussion on the bond referendum, President Spangler turned the floor over to Vice President William Little for the remainder of the President's report. Dr. Little conveyed the President's remarks concerning the Teaching and Tenure Report and the status of several of the Faculty Assembly's resolutions. The text of those remarks is attached to these Minutes.

Vice President Felix Joyner gave a report on this year's budget. He reported that the tone of the budget discussions was generally positive, and that the base reductions amounted to about 6-7 million out of a total budget of almost one billion.

Due to the lateness of the hour, Vice President Carroll's report on other actions of the General Assembly was postponed to the evening session. The Second Plenary Session was adjourned at 4:20 PM.

EVENING PLENARY SESSION

The evening session was called to order at 7:05 PM by Chairman Kane. The roll was called by Secretary Paul Duvall.

Vice President Roy Carroll made several comments related to the distributed document, "Selected Studies and Reports Mandated by the 1993 Session of the General Assembly." A copy of the document is attached to these Minutes. He pointed out that the goal of an average of 15 hours taken by full-time students dictated in Section 89(1) does not require that all full-time students enroll in 15 hours, that the surcharge in Section 89(2) would have affected about 8% of the students in the past year, and that the \$250,000 per year to be used for faculty awards for excellent teaching was not appropriated, but will come from overhead receipts. Section 101.5(2) raises the issue of changing the FTE formula from 12 to 15 hours. Carroll estimated that this change would reduce the University budget by 7 to 8%. He explained that the other SREB states have a base of 15 hours, but that they also include summer and extension FTE funding, while North Carolina does not.

- Q. J. Nicholl(WCU). Concerning the target of an average enrollment of 15 hours, how will students who enroll and later drop be counted?
- A. Carroll. We're not certain yet.
- Q. T. Oldenburg(UNCCH). How will the \$250,000 allocation to teaching awards be levied?
- A. Carroll. I understand that it will come from General Administration's overhead receipts.

- Q. P. Cabe(PSU). The Legislative Study Commission is to have an interim report by April 15, 1994. That's very soon. Has the Commission been established yet?
- A. Carroll. Six members from the Senate have been appointed, no one from the House yet. The study provides an opportunity for the University to work closely with some legislative leaders.

Chairman Kane introduced a Resolution honoring past Chair Ken Wilson. The Resolution(#93-1) passed without dissent.

STANDING COMMITTEE REPORTS

Planning and Programs (Peter Petschauer - ASU)

The Committee has begun gathering information on scheduling and will have a report at a later meeting. This year's report will include information on some private institutions. The Committee discussed the features of Roy Carroll's report on legislative activities. The Committee plans to consider faculty work-loads, graduation and retention rates, FTE allocations and the 12-15 hour issue, and enrollment and SAT data. Petschauer's report was followed by some discussion among the delegates concerning the question of work-loads, the fact that most campuses do not seem to have satisfactory definitions of work-load, and the problem of confusing work-load with classroom contact hours.

Faculty Governance (George Bailey - ECU)

The Committee is going to consider a number of issues addressing the general issue of shared governance. These include:

1. improving faculty awareness of UNC and local campus policies and procedures;
2. providing secretarial and other support for faculty senates and councils;
3. providing released time or other compensation to senate and council chairs; and
4. providing incentives for getting qualified faculty to participate in shared governance, especially for getting qualified faculty to serve on grievance committees.

The Committee will also review the charge of the Faculty Governance Committee.

General Administration attorney Dick Robinson explained to the Committee that the GA has established a committee to identify problems in the current procedures used on our campuses. Faculty are included on this committee, including Ken Wilson, past Faculty Assembly Chair.

Faculty Welfare (Etta Gravely - NCA&T)

The Committee agreed that recorder duties will be rotated among the membership. The Committee reviewed the Faculty Assembly bylaws and the Committee's charge, as well as some issues continued from 1992-93, including crime on campus and disruptive animal rights demonstrations. Dave Edwards reviewed several bills considered by the 1993 General Assembly. The Committee received a resolution from the ASU Faculty Senate requesting that the Faculty Assembly work to repeal House Bill 957, which regulates smoking in public places. Dave Edwards informed the Committee that the GA is studying the Bill in conjunction with the Attorney General's Office. Larry Hough(ECU) was elected Vice Chair of the Committee.

The Committee introduced a resolution recommending additional retirement fund investment opportunities under the Optional Retirement Plan. The Resolution (#93-2) passed without dissent.

Professional Development (John Moskop - ECU)

The Committee elected Joseph Johnson (UNCG) Co-Chair, and Harmon Watson (FSU) Secretary. The Committee discussed the possibility of sponsoring a conference on teaching effectiveness and evaluation. Discussion included potential themes, target audience and funding.

The Committee introduced two Resolutions, one on Faculty Representation on the Teaching Awards Committee (#93-3) and one on Faculty Development Funding (#93-4). Both were passed without dissent.

Budget (Patricia Campbell - ECU)

Vice President Felix Joyner presented a copy of the 1993-95 Budget Request Calendar and discussed the budget process with the Committee. The Committee identified three goals for the year:

1. to investigate ways of becoming more involved in the budget process,
2. to explore what procedures are in place on the various campuses for involving faculty in the budget process, and
3. to investigate faculty salaries and benefits across the nation to determine UNC's status.

Academic Freedom and Tenure (John Stevens - UNCA)

The Committee was instructed by a motion from the April meeting to study the issue of teaching assessment. The Committee will be studying three documents: The Report on Teaching and Tenure, a report from the North Carolina Center for Public Policy Research on "How Do Universities in the UNC System Identify and Reward Excellent Teaching?", and a talk by R. Edgerton on "The Reexamination of Faculty Priorities."

The Committee plans to bring in experts from the Teaching Centers at WCU and ASU to discuss student evaluations, peer review, and portfolios.

The Committee requests that one or more member of the Faculty Assembly attend the next AAHE conference on Faculty Roles and Awards.

The Committee introduced a Resolution on the Board of Governors Tenure and Teaching Report. After some discussion and editorial changes, the Resolution (#93-5) passed without dissent.

Chairman Kane asked for nominations for a Parliamentarian for the Assembly, and announced that the remaining meetings for the 1993-4 academic year will be held on November 19, February 4, and April 22. The meeting was adjourned at 8:45 PM.

Respectfully submitted,

Paul Duvall, Secretary

Resolution 93-1
UNC Faculty Assembly
September 17, 1993

**RESOLUTION TO HONOR CHAIR KEN WILSON
EAST CAROLINA UNIVERSITY**

Whereas, Ken Wilson served in the Faculty Assembly for six years from academic year 1987-1988 through academic year 1992-1993, and

Whereas, Ken Wilson Chaired the Academic Freedom and Tenure Committee for three years, from academic year 1988-1989 through academic year 1992-1993, and

Whereas, Ken Wilson was the Chair of the Faculty Assembly for two years, from academic year 1991-1992 through academic year 1992-1993, and

Whereas, in each of these offices Ken Wilson demonstrated his professional competence, and

Whereas, in each of these offices Ken Wilson demonstrated a scholar's patience and meticulousness, and

Whereas, in the performance of his duties Ken Wilson enhanced the image of the Faculty Assembly with the General Administration and the Board of Governors,

Therefore Be It Resolved that the Faculty Assembly thanks Ken Wilson for his years of service and honors him for the quality of that service.

William Kane
Chair, Faculty Assembly

Paul Duvall
Secretary, Faculty Assembly

C. D. Spangler, President
University of North Carolina

Resolution 93-2
Faculty Welfare Committee
UNC Faculty Assembly
September 17, 1993

**RESOLUTION RECOMMENDING ADDITIONAL RETIREMENT FUND
INVESTMENT OPPORTUNITIES UNDER THE OPTIONAL RETIREMENT PROGRAM**

Whereas, a diversification of portfolios reduces the risk to participants in the Optional Retirement Program, and

Whereas, access to world markets not at present accessible might increase returns and retirement benefits, and

Whereas, certain funds which might be authorized to receive employer and employee contributions under the Optional Retirement System are not at present available to University employees,

Now, Therefore Be It Resolved that the Faculty Assembly urges President Spangler to request the Board of Governors to approve the following funds as additional retirement fund investment alternatives under the Optional Retirement Program for University employees:

1. The CREF Global Equities Account
2. The VALIC International Equities Fund
3. Lincoln National International Fund

William Kane
Chair, Faculty Assembly

Paul Duvall
Secretary, Faculty Assembly

Resolution 93-3
Professional Development Committee
UNC Faculty Assembly
September 17, 1993

**RESOLUTION ON FACULTY REPRESENTATION ON
TEACHING AWARDS COMMITTEE**

Whereas, The UNC Board of Governors has chosen to create annual system-wide teaching awards with monetary stipends,

Whereas, the North Carolina General Assembly has directed the Board of Governors to allocate \$250,000 each year of the current biennium for establishing faculty awards for excellent teaching,

Whereas, UNC faculty members have unique expertise and experience in establishing standards for teaching excellence,

Whereas, UNC faculty members have a strong interest in establishing effective and fair procedures for awarding UNC system-wide teaching excellence awards:

Now, Therefore Be It Resolved that the Faculty Assembly urge UNC Board of Governors Chairman Samuel Poole to appoint three or more UNC faculty members to the AD HOC Committee to implement Awards for Excellence in Teaching.

William Kane
Chair, Faculty Assembly

Paul Duvall
Secretary, Faculty Assembly

Resolution 93-4
Professional Development Committee
UNC Faculty Assembly
September 17, 1993

RESOLUTION ON FACULTY DEVELOPMENT FUNDING

Whereas, the UNC Board of Governors has recommended that each UNC institution allocate a portion of its budget for faculty development and target a specific part for the development of teachers and teaching,

Therefore Be It Resolved, that the UNC Faculty Assembly commend the UNC Board of Governors for its explicit recognition of the need for financial support for faculty development, including the encouragement of excellence in teaching.

Be It Further Resolved, that the Faculty Assembly urge the Board of Governors to seek appropriations for faculty professional development activities, including activities in support of teaching, in its biennial budget requests.

William Kane,
Chair, Faculty Assembly

Paul Duvall
Secretary, Faculty Assembly

Resolution 93-5
Academic Freedom and Tenure Committee
UNC Faculty Assembly
September 17, 1993

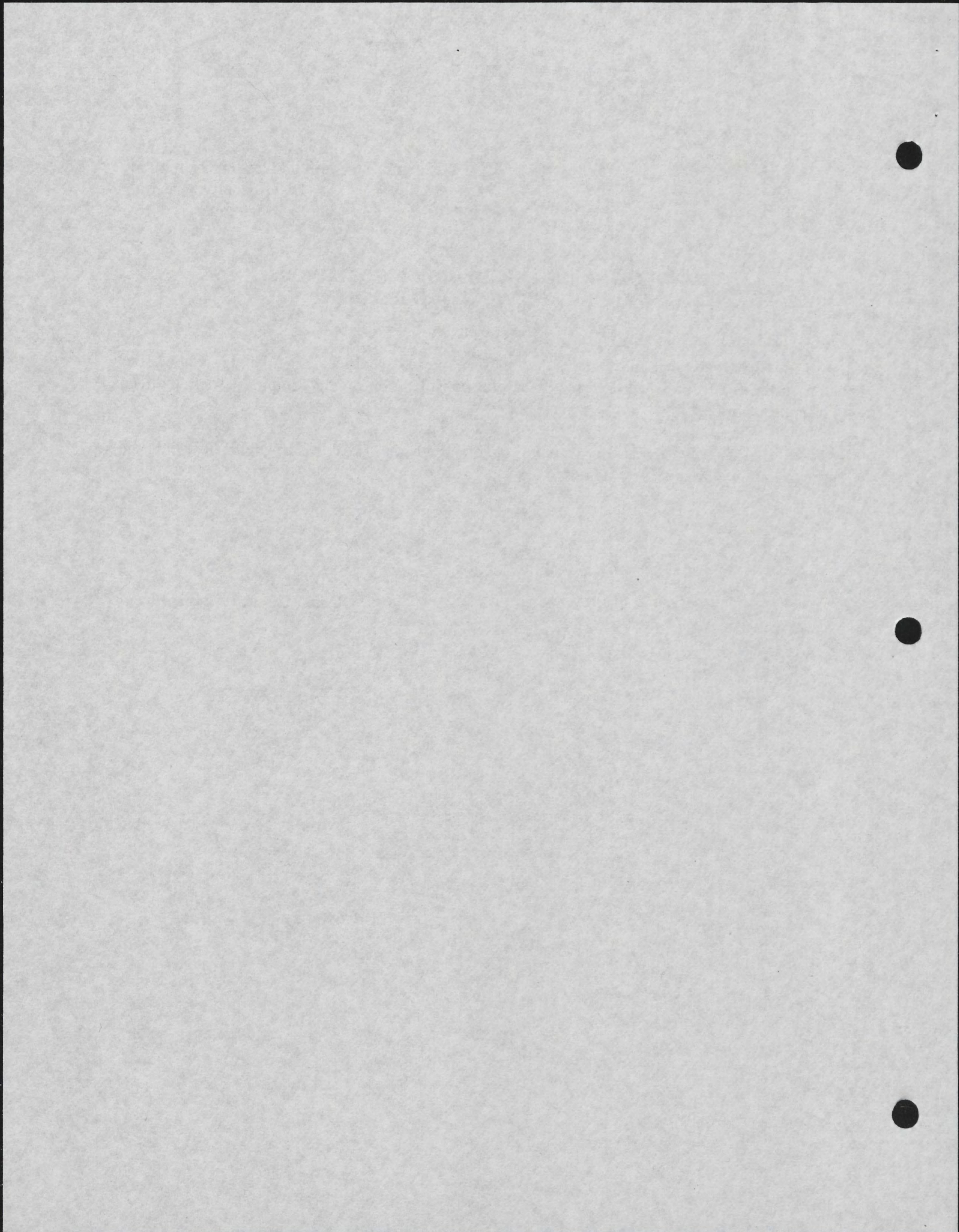
**RESOLUTION ON THE BOARD OF GOVERNORS
TENURE AND TEACHING REPORT**

Let It Be Resolved, that the Faculty Assembly requests that President Spangler convey our thanks to the Board of Governors for its careful consideration of the complex issues involved with tenure and teaching,

Be It Further Resolved, that the Assembly recommends that President Spangler distribute the report to the faculty as widely as possible.

William Kane
Chair, Faculty Assembly

Paul Duvall
Secretary, Faculty Assembly



VICE PRESIDENT WILLIAM LITTLE'S
REMARKS TO THE FACULTY ASSEMBLY

September 17, 1993

I wish to share with you the President's response to four resolutions adopted at your April meeting.

Resolution 92-1. This resolution called the President's attention to a survey by your professional development committee that determined the level of unreimbursed professional development expenses incurred personally by faculty members. You requested that he encourage General Administration and each institution to commit additional resources to the professional development of the faculty. In the recent report on tenure and teaching, the Board of Governors recognized the importance of faculty professional development activities and urges each institution to allocate a portion of its budget for faculty development and target a specific part of that for the development of teachers and teaching. The board also agreed to seek appropriations in its biennial budget requests for each campus to establish or to strengthen centers and activities designed to encourage and support teaching effectiveness.

Resolution 92-3. This resolution combined with Resolution 92-8 urges the President to convey to members of the General Assembly the Faculty Assembly's support for efforts to improve employee compensation and benefits and to set a goal of increasing faculty salaries to a level consistent with the AAUP rating of "one" for each faculty rank at each institution, i.e., the top quintile. Your concerns were shared with the leadership in the General Assembly and have been shared with the Board of Governors. In reference to these resolutions let me make two comments.

First, while the General Assembly was unable to respond completely to our request for 6% in salary increases, it did provide an additional 1.38% increase for the teaching faculty at our institutions, beyond the 2% general increase and the 1% bonus that will come later this year to all state employees. In another step that we are now taking to help in the benefits area, we are currently advertising for a benefits officer in General Administration. You will recall that several of your resolutions in past years have urged that this be done. This will be particularly helpful in the area of the optional retirement plans that so many of our faculty have chosen and will enable us to consider opportunities that can improve the total compensation package for our faculty.

Resolution 92-5. In this recommendation you asked the President to encourage chancellors of institutions to include in their equal opportunities policies a prohibition against discrimination on the basis of sexual orientation in educational and employment opportunities. Current policies prohibiting negative actions on the basis of personal malice do provide some protections in this area. Nonetheless, ten of our institutions have taken the step of writing an explicit clause on this issue into their policies. Your chancellors have been apprised of your recommendation, and it is likely that some other institutions will do this as well.

Resolutions 92-7. This resolution requests university reimbursement of faculty members with permanent tenure for legal expenses incurred in successful defense of themselves from dismissal. This question is now before the Board of Governors through the appeal of a case by a faculty member who faced such a circumstance.

**REMARKS TO THE FACULTY ASSEMBLY OF THE UNIVERSITY OF
NORTH CAROLINA, BY BILL KANE, CHAIR, SEPTEMBER 17, 1993**

There is a Confucian curse that states "may you live in exciting times." We are cursed. The global context in which our society exists has changed in ways that were unimaginable several years ago. The context of higher education in the United States has been changed by budget pressures and increased demands for accountability. The era of higher education marked by easy money, rapid growth, and minimal accountability has ended. The Faculty Assembly has been attempting to respond appropriately to the currents of change, but it has not been reacting quickly enough nor with soundly based recommendations. Issues are being resolved by others before the Faculty Assembly acts and therefore its voice is often not heard.

While higher education in North Carolina is relatively well off, we are experiencing some of the problems endemic to all of higher education. Even though the recent General Assembly provided the University of North Carolina with an operating budget from general funds of \$1.2 billion, 14% of the entire state operating budget, there are needs that will not be met. At the same time there are increasing demands for accountability. The General Assembly has imposed outcomes assessment and demands improved graduation rates. It passed House Bill 257 that establishes a competition for seven new masters degree programs in school administration and abolishes all twelve of the current programs by July, 1998 (new programs to begin no later than September 1, 1995). It requires the Board of Governors to review the productivity of academic programs every two years to determine if weak programs should be eliminated, and established a study commission to investigate higher education in North Carolina. On Friday, September 11, 1993, the Board of Governors approved a report titled "Tenure and Teaching in the University of North Carolina: A Joint Report." This report contains six specific recommendations, including one that requires direct classroom observation of new and nontenured faculty and graduate students that teach. The volume and specificity of the demands strongly suggest that those responsible for oversight of the budget and the University no longer trust us. (See The Wall Street Journal handout as an example of what some think of us.)

The point is that there are powerful demands for accountability and change and we, the faculty, are responding with arrogance and defensiveness. The University is being redesigned around us and we are irrelevant to that process because we do not act quickly enough with soundly based responses. We argue that teaching cannot be evaluated and suggest that our teaching is nobody's business but ours. In a state where the median family income is approximately \$26, 600 a year, faculty publicly complain that they are only making \$70,000. There is an increasing demand that we pay more attention to the quality of undergraduate teaching and we respond with graduate students and increasing class size. We have lost touch with important constituencies and it is imperative that we reestablish the linkages. We need to repair the real and perceived differences between what we do and what our constituents think we do. However, while adapting to forces for change we must also carefully protect academic freedom and faculty governance.

In his 1974 book, ZEN AND THE ART OF MOTORCYCLE MAINTENANCE, Robert Pirsig has his character Phaedrus ask his students the rhetorical question, "What do you think the real university is?" Phaedrus then provides the answer.

The real University, he said, has no specific location. It owns no property, pays no salaries and receives no material dues. The real university is a state of mind. It is that great heritage of rational thought that has been brought down to us through the centuries and which does not exist at any specific location. It's a state of mind which is regenerated throughout the centuries by a body of people who traditionally carry the title of professor, but even that title is not part of the real University. The real University is nothing less than the continuing body of reason itself.

In addition to this state of mind, "reason," there's a legal entity which is unfortunately called by the same name but which is quite another thing. This is a nonprofit corporation, a branch of the state with a specific address. It owns property, is capable of paying salaries, of receiving money and of responding to legislative pressures in the process.

But this second university, the legal corporation, cannot teach, does not generate new knowledge or evaluate ideas. It is not the real University at all. It is just a church building, the setting, the location at which conditions have been made favorable for the real church to exist.

Confusion continually occurs in people who fail to see this difference, he said, and think that control of the church buildings implies control of the church. They see professors as employees of the second university who should abandon reason when told to and take orders with no backtalk, the same way employees do in other corporations.

They see the second university, but fail to see the first. (P. 150)

Phaedrus calls the real University the Church of Reason.

Compare Phaedrus's statement to remarks made in a baccalaureate address in 1896 by Charles Kendall Adams, President of the University of Wisconsin.

The university is not a party separate from the State. It is a part of the State --as much a part of the State as the Capitol itself--as mach (sic) as the brain and the hand are parts of the body. ...The University cannot in any strict sense be called even a child of the State. Its relations to the state are far more intimate and organic than those of a child to a parent; for a child has an individuality and rights apart from the will of the parent, while the University

has no individuality and no rights apart from the will of the State. There can be no denying these facts, and no escape from the conclusions to which they lead.

Adams' motives in saying these things was to appeal for more money from the legislature. (Taken from The Emergence of the American University by Lawrence R. Veysey, 1965, p.104)

As the elected representatives of the Faculty of the University of North Carolina, a public University supported by North Carolina taxpayers, the Faculty Assembly is always going to be caught in the tension between the Church of Reason and demands from the State. We need to defend the Church of Reason but we also need to be responsive to the forces of change. The history of the American University is one of constant change in such areas as curriculum, funding, structure, academic freedom, faculty governance, competition for students, status, issues of teaching, research, and service, and the value of its contribution to society. Actually, the present forces for change are a continuation of a process that has been going on since the end of the Civil War. If we want to be an influential voice in the conversation that is taking place about what the University is doing, or should be doing, then we are going to have to develop and support specific recommendations, at a pace that keeps us ahead of change instead of always behind it.

In my understanding of the world the Faculty Assembly must develop well thought out and supported recommendations on a number of important issues before the close of this academic year. If we do not present answers to questions that important constituents are asking, and promptly, then others will provide the answers and we will not like them. The issues the Faculty Assembly must act on this year are:

1. The evaluation of teaching such that the evaluation is valid and also protects the academic freedom of the classroom.
2. Graduation rates. There will be continuing pressure, because of cost, to get students to graduate in four years. What is the faculty's response? How do we get ahead of this?
3. The development of a data supported rationale for a Faculty Assembly recommendation on salary increases for the short session of the General Assembly that convenes in May, 1994.
4. A response to the Study Commission established in Senate Bill 27 (the budget) to study higher education in North Carolina. This legislation specifies a number of important and detailed questions and the Faculty Assembly is authorized by its Charter to Advise the General Assembly. The Faculty Assembly will request to testify before the Study Commission and needs to develop a presentation.
5. What are the reasons for the erosion of faculty governance? Why do some campuses (many?) have to draft people to serve on grievance and hearing committees? What action can the Faculty Assembly take that would reverse the erosion and strengthen faculty governance?

6. In the longer term, to develop a Faculty Assembly, data supported rationale and recommendation for the improvement, on a competitive basis, for the entire compensation package, salary and benefits, for University of North Carolina faculty.

Other issues and specific items will arise over the academic year that the Assembly will have to consider and possibly act on.

Each of you is elected by your faculty to represent it to the President and government agencies. As a collective body the Faculty Assembly is chartered to do that. The Assembly has a committee structure designed to carry out its business and fifty talented faculty to staff those committees. Do we have the commitment and the will to do what is needed? The Board of Governors is scheduled to meet every month and meets at least ten times a year. The Student Government Association also meets every month during the academic year. The Faculty Assembly, however, meets only twice a semester, four times a year. It has limited time, particularly for committee work. Actually, the Assembly cannot possibly get its committee work done if the only time the committees work is during the four Assembly meetings. Roy Carroll informed the Executive Committee that the General Administration would support committee meetings between Faculty Assembly meetings, and they do not have to meet in Chapel Hill. Also, the Assembly may ask faculty or staff not elected to the Assembly, to assist committees in their work. If the Faculty Assembly wants its advice to be listened to, that advice must be sound, and timely. The only way to make it timely is to speed up what we do because forces outside the Church of Reason will not wait.

You are all busy people. The only way you survive is to establish priorities and schedule against them. Because your campus colleagues elected you to represent them, I ask you to move Faculty Assembly business up a couple of notches on your priority list. I ask you to be willing to work on committee business between Faculty Assembly meetings. I ask you to do your homework. I ask you to support your committee chairs as they focus on developing well supported responses to critical issues. Finally, I ask you to take the business of the Faculty Assembly seriously because if you do not, then those we seek to advise will not take us seriously either.

College Teachers, the New Leisure Class

Interesting?
Bill Kane

THE WALL STREET JOURNAL

MONDAY, SEPTEMBER 13, 1993, P. A16

By GENE I. MAEROFF

Do you have any idea how many hours a week the average college teacher actually spends in class with students?

A total of 9.8 to 10.5 hours, according to various surveys. That's right—an amount of time slightly greater than the workday of most Americans. And the average is inflated by the schedules of community college teachers who spend 15 to 16 hours a week in the classroom. What makes these astonishing figures especially noteworthy right now is the handwringing in one state after another over constraints on the budgets for higher education and the difficulty of holding the line on tuitions.

Twenty states made midyear cuts in their budgets for higher education during the 1992-93 academic year. The University of California system has slashed \$900 million from its budget during the past four years. The City University of New York proposes to consolidate academic programs on its various campuses. The flagship campus of the University of Maine has embarked on a program to cap enrollments and eliminate 20 administrative positions and 10 academic programs.

Meanwhile, little is mentioned about the work schedules of faculty members. Productivity is a dirty word when it comes to higher education.

This is not to say that all of higher education's fiscal pressures could be relieved simply by assigning more class hours to professors. There are grounds and buildings to maintain, new structures to build and equip, research to fund, libraries to stock, students to feed and house, and administrative expenses. Yet, the cost of an education to a student and his family

surely must have some connection to the productivity of faculty members.

Many faculty members have two or even three days a week when they never enter the classroom. Most faculty members say that they spend about an hour a week preparing for each hour of teaching. Together, instruction and preparation account, on average, for approximately 20 hours a week. It is widely acknowledged, though, that some professors lecture from the same notes for several years with but a soupcon of change.

So how does a professor use the remainder of his workweek? Figures gathered by the Higher Education Research Institute at UCLA help answer the question. The work schedule is filled out largely by conducting research and then writing about the findings, advising and counseling students, attending committee meetings and performing administrative tasks.

But there is great unevenness in uses of time from institution to institution and even among faculty members in the same department. Pressures to do research are enormous on younger scholars who are seeking promotion and tenure.

While some members of the faculty are constantly pressed for time, others find abundant opportunities for playing tennis, running errands, taking on consulting assignments that generate extra income, and for merely doing nothing special.

By their own admission, almost half the full-time faculty say they spend no more than four hours a week on research and scholarly writing. As a corollary, 45% of the nation's entire professoriate had no professional writings accepted or published during a given two-year period.

Almost 90% of faculty members say that they give no more than eight hours a week either to counseling students or to attending meetings and more than half of the entire faculty give less than four hours a week to either of those tasks.

Certainly, any conscientious professor does a lot of reading and reflecting, but so do professionals in other fields and no one necessarily pays them for the time involved. The schedule on campus adds up to a pleasant life for most faculty members, who are at least working at jobs they like. And they get summers off.

Few grow rich, but most earn between \$40,000 and \$70,000 for their nine-month year. Average faculty salaries range from \$32,420 for assistant professors at baccalaureate colleges to \$66,780 for full professors at doctoral-level universities.

The point here is that the work schedule taken for granted in higher education ought to be examined in recognition of current fiscal exigencies.

For starters, it would be good to know just how much damage, if any, would be done to students by asking more faculty members to teach more hours. Looking at the situation case by case, how much of the time now spent away from the classroom could be reallocated to instruction?

Also, it is time to revisit the issue of research and publication. Even at private four-year colleges only 6% of the faculty members had at least five professional writings accepted or published during a given two-year period. About half the faculty at four-year institutions and more than 90% at two-year community colleges said in a survey by the Carnegie Foundation for the Advancement of Teaching that

their interests lie primarily in teaching, not research, and that teaching should be the main criterion for promotion.

Why should time for research be built into all schedules when everyone doesn't do research or even want to do it?

In fact, the notion that conducting research and publishing the results renders one a better teacher is questionable, though few in the academy will admit it. Many scholarly inquiries are so narrow these days that they hardly lend themselves to the usual teaching assignment.

Finally, though not much is said about it, what helps make it possible for the nation's 524,000 full-time faculty members to enjoy the kinds of schedules they have is the fact that an additional 299,000 men and women labor as part-time members of the faculty. These part-timers are compensated—usually meagerly—only for the actual instructional hours they provide and not even accorded time for research.

This bifurcated faculty structure suggests some serious questions that are not being raised. If it is all right for one-third of those who teach not to be provided with schedules that involve carrying out the rest of the faculty role, then why must the other two-thirds be given so much time?

And, if this arrangement is not in the best interests of higher education, then perhaps it may be appropriate to ask some of the full-timers to start behaving more like people with full-time jobs so that not as many part-timers are needed.

Mr. Maeroff is a fellow at the Carnegie Foundation for the Advancement of Teaching, Princeton, N.J.

**Selected Studies and Reports Mandated by the 1993 Session
of the General Assembly**

Section 89. UNC Graduation Rates/Undergraduate Education.

- (1) Requires BOG to require constituent institutions to set a goal of increasing to 15 the average number of credit hours per term taken by full-time undergraduates. Goal to be met statewide (system and each institution) by December 1997. Board shall report annually by April 1 to Joint Legislative Education Oversight Committee on the progress of each institution.
- (2) BOG to establish procedures to impose a 25% tuition surcharge on students who take more than 140 credit hours to complete a baccalaureate degree in any program designated as a four-year program or more than 110% of the credit hours necessary to complete the degree in a designated five year baccalaureate program. Report to Joint Legislative Oversight Committee, April 1, 1994.
- (3) Requires that BOG allocate \$250,000 of overhead receipts each year of the biennium for establishing faculty awards for excellent teaching; and provides that any funds allocated from the Reserve for University operations to the Distinguished Professors Endowment Trust Fund shall be used only to establish endowed chairs that recognize undergraduate teaching. None of the funds appropriated for increases in enrollment at constituent universities shall be used to increase the overall time available for faculty research. BOG to report to Joint Legislative Oversight Committee about impact of additional funds on teaching workloads of faculty by May 1, 1994.

Section 101.5 UNC Education Study. Establishes Legislative Study Commission on Status of Education at the University of North Carolina, comprising six Senators appointed by President pro tem and six House members appointed by the Speaker. Directs Committee to study:

- (1) undergraduate education, including teaching rewards and incentives, evaluation of teaching, academic support systems for students, minimum standards for college level coursework and success rates of students in remedial or developmental programs, accessibility of higher education to NC residents, and student contact with tenured faculty;
- (2) University funding issues, including equity of funding among institutions, effect of budget flexibility, impact of allowing campuses to retain greater portion of overhead receipts, total funding sources available to each institution, projected impact of changing FTE formula from 12 hours to 15 hours per student, changes in faculty teaching loads in past decade, and affordability of higher education; and
- (3) University quality issues, including impact of research on teaching mission, quality of library services, faculty salaries and fringes relative to peer public institutions in other states, and relative quality of all 16 campuses compared to peer institutions and changes in quality of each campus over time.

Requires interim report to Joint Legislative Oversight Committee by April 15, 1994, and final report by February 15, 1995.

Chapter 407. (Senate Bill 393) GPAC/UNC Review Plan.

Section 1. Requires BOG to review all degree programs and research and public service activities to identify those of low productivity or low priority, or are "unnecessarily redundant." BOG to develop criteria for reviews and develop a process to review degree program productivity biennially. Review shall emphasize identification of processes and resources to strengthen programs that are or can reasonably be made productive. If are not or cannot be made productive consider eliminating them "in a manner that does not negatively impact upon the availability of educational opportunities for North Carolina citizens. In making its determination, the Board shall give consideration to the value of maintaining racial and geographic diversity and to assuring reasonable access for nonresidential students." Degree program review to be completed by December 31, 1995. BOG to report to General Assembly and to Joint Legislative Education Oversight Committee by February 1, 1996, on its findings.

Review of research and public service activities shall be completed by December 1, 1996. BOG to report results to General Assembly and Joint Legislative Oversight Committee by February 1, 1997. Report shall include plans for program improvement, elimination, consolidation, or other modification, and for proposed reallocation of any savings.

Section 3. BOG to develop plan for continued and expanded availability of higher education for all citizens, focus on opportunities in underserved areas by means other than establishment of new degree programs. Consider expanded use of video and audio distance learning technology, expanded use of graduate centers, potential for expanded funding of extension instruction, and increased cooperative programs with community colleges and public schools. BOG to present to General Assembly by February 1994 a schedule for development and submission of this plan.



**Faculty Assembly
University of North Carolina**

***Minutes of the Eighty-sixth Meeting
September 17, 1993***

The eighty-sixth meeting of the Faculty Assembly of the University of North Carolina was held in the Board Room of the General Administration Building in Chapel Hill on September 17, 1993. The meeting was called to order by the Chair, William Kane at 1:30 PM with 46 delegates in attendance. The delegates were asked to introduce themselves, and the officers and committee chairs were introduced. Kane distributed the following documents to the delegates:

1. A Wall Street Journal Article criticizing the work ethics of college professors;
2. The list of standing committee assignments for the year;
3. A list of delegates and their addresses;
4. The Bylaws of the Faculty Assembly;
5. The Charter of the Faculty Assembly;
6. A list of studies and reports required of the General Administration by the Legislature;
7. "Teaching and Tenure in the University of North Carolina: A Joint Report," submitted to the Board of Governors by the Committee on Personnel and Tenure and the Committee on Educational Planning, Policies, and Programs;
8. Page one of Administrative Memorandum Number 331 - Plan to Improve Graduation Rates in the University of North Carolina; and
9. A brochure concerning the November 2 Bond Referendum.

Chair's Comments (William Kane-WCU)

Chairman Kane discussed both the general problems facing the Assembly and specific issues which need to be addressed this year. The complete text of his remarks is attached to these Minutes.

The Plenary Session was adjourned at 2:03 PM.

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SECOND PLENARY SESSION

The second session was called to order at 3:07 PM by Chairman Kane with 46 delegates in attendance.

President Spangler's Report

The first part of the President's Report was devoted to the November 2nd Bond Referendum. President Spangler introduced Samuel Poole, Chair of the Board of Governors, and Thomas Storrs, Chairman for the Bond Campaign. Mr. Spangler explained that the Bond Issue is needed because the traditional source of funding for capital improvements, the non-recurring income available to the General Assembly, has not been present since the State's economy began to decline in 1988. Since that time, the enrollment in the University has increased by approximately 16,000 students while facilities have aged and deteriorated. Mr. Poole pointed out the fact that the University is now in a "catch up" situation, and that if the Issue is not approved, funds will have to be diverted from current programs for essential capital projects. He also mentioned that no new taxes are needed for the projects to be funded by the Bonds. Dr. Storrs encouraged the faculty to support efforts to increase the number of persons voting.

Questions and Answers

- Q. P. Hunter(NCA&T). Statistics from the Triad area were not favorable for the 1976 bond issue, even though the voters were close to campuses. Why should voters in areas without campuses support the Issue?
- A. Poole. That problem is being considered by consultants. It is also true that community colleges are involved. Storrs. Most of the campuses have a base of support in outlying areas. Spangler. The 14 counties involved represent 40% of registered voters.
- Q. P. Cabe(PSU). To what extent will the students be educated about the Issue?
- A. Storrs. There is a campaign to get students registered and to get them to the polls, also a program to reach their parents. Spangler. Don't expect us to tell students how to vote! We encourage discussion, but we must respect professional integrity.
- Q. D. Caton(ASU). This Issue is a catch-up. What are the prospects for getting back to the non-recurring funds system?
- A. Spangler. The economy will have to improve before we can expect a long-term solution.
- Q. T. Oldenburg(UNCCH). Some units have made great efforts to supplement their own funding with outside sources. Are the public and the General Assembly aware of this?
- A. Spangler. It is true that the bond projects will be supplemented by some \$40,000,000 raised by the individual campuses.
- Q. J. Johnson(UNCG). The faculty are constrained as to how we can approach students, but not the general public. Is any effort being made to engage the faculty in the campaign?

- A. Spangler. People are interested in hearing the faculty, and you are encouraged to get involved.
Storrs. Local coordination is being left to the Chancellors. Interested faculty are urged to volunteer to their Chancellors.

Following the discussion on the bond referendum, President Spangler turned the floor over to Vice President William Little for the remainder of the President's report. Dr. Little conveyed the President's remarks concerning the Teaching and Tenure Report and the status of several of the Faculty Assembly's resolutions. The text of those remarks is attached to these Minutes.

Vice President Felix Joyner gave a report on this year's budget. He reported that the tone of the budget discussions was generally positive, and that the base reductions amounted to about 6-7 million out of a total budget of almost one billion.

Due to the lateness of the hour, Vice President Carroll's report on other actions of the General Assembly was postponed to the evening session. The Second Plenary Session was adjourned at 4:20 PM.

EVENING PLENARY SESSION

The evening session was called to order at 7:05 PM by Chairman Kane. The roll was called by Secretary Paul Duvall.

Vice President Roy Carroll made several comments related to the distributed document, "Selected Studies and Reports Mandated by the 1993 Session of the General Assembly." A copy of the document is attached to these Minutes. He pointed out that the goal of an average of 15 hours taken by full-time students dictated in Section 89(1) does not require that all full-time students enroll in 15 hours, that the surcharge in Section 89(2) would have affected about 8% of the students in the past year, and that the \$250,000 per year to be used for faculty awards for excellent teaching was not appropriated, but will come from overhead receipts. Section 101.5(2) raises the issue of changing the FTE formula from 12 to 15 hours. Carroll estimated that this change would reduce the University budget by 7 to 8%. He explained that the other SREB states have a base of 15 hours, but that they also include summer and extension FTE funding, while North Carolina does not.

- Q. J. Nicholl(WCU). Concerning the target of an average enrollment of 15 hours, how will students who enroll and later drop be counted?
- A. Carroll. We're not certain yet.
- Q. T. Oldenburg(UNCCH). How will the \$250,000 allocation to teaching awards be levied?
- A. Carroll. I understand that it will come from General Administration's overhead receipts.

- Q. P. Cabe(PSU). The Legislative Study Commission is to have an interim report by April 15, 1994. That's very soon. Has the Commission been established yet?
- A. Carroll. Six members from the Senate have been appointed, no one from the House yet. The study provides an opportunity for the University to work closely with some legislative leaders.

Chairman Kane introduced a Resolution honoring past Chair Ken Wilson. The Resolution(#93-1) passed without dissent.

STANDING COMMITTEE REPORTS

Planning and Programs (Peter Petschauer - ASU)

The Committee has begun gathering information on scheduling and will have a report at a later meeting. This year's report will include information on some private institutions. The Committee discussed the features of Roy Carroll's report on legislative activities. The Committee plans to consider faculty work-loads, graduation and retention rates, FTE allocations and the 12-15 hour issue, and enrollment and SAT data. Petschauer's report was followed by some discussion among the delegates concerning the question of work-loads, the fact that most campuses do not seem to have satisfactory definitions of work-load, and the problem of confusing work-load with classroom contact hours.

Faculty Governance (George Bailey - ECU)

The Committee is going to consider a number of issues addressing the general issue of shared governance. These include:

1. improving faculty awareness of UNC and local campus policies and procedures;
2. providing secretarial and other support for faculty senates and councils;
3. providing released time or other compensation to senate and council chairs; and
4. providing incentives for getting qualified faculty to participate in shared governance, especially for getting qualified faculty to serve on grievance committees.

The Committee will also review the charge of the Faculty Governance Committee.

General Administration attorney Dick Robinson explained to the Committee that the GA has established a committee to identify problems in the current procedures used on our campuses. Faculty are included on this committee, including Ken Wilson, past Faculty Assembly Chair.

Faculty Welfare (Etta Gravely - NCA&T)

The Committee agreed that recorder duties will be rotated among the membership. The Committee reviewed the Faculty Assembly bylaws and the Committee's charge, as well as some issues continued from 1992-93, including crime on campus and disruptive animal rights demonstrations. Dave Edwards reviewed several bills considered by the 1993 General Assembly. The Committee received a resolution from the ASU Faculty Senate requesting that the Faculty Assembly work to repeal House Bill 957, which regulates smoking in public places. Dave Edwards informed the Committee that the GA is studying the Bill in conjunction with the Attorney General's Office. Larry Hough (ECU) was elected Vice Chair of the Committee.

The Committee introduced a resolution recommending additional retirement fund investment opportunities under the Optional Retirement Plan. The Resolution (#93-2) passed without dissent.

Professional Development (John Moskop - ECU)

The Committee elected Joseph Johnson (UNCG) Co-Chair, and Harmon Watson (FSU) Secretary. The Committee discussed the possibility of sponsoring a conference on teaching effectiveness and evaluation. Discussion included potential themes, target audience and funding.

The Committee introduced two Resolutions, one on Faculty Representation on the Teaching Awards Committee (#93-3) and one on Faculty Development Funding (#93-4). Both were passed without dissent.

Budget (Patricia Campbell - ECU)

Vice President Felix Joyner presented a copy of the 1993-95 Budget Request Calendar and discussed the budget process with the Committee. The Committee identified three goals for the year:

1. to investigate ways of becoming more involved in the budget process,
2. to explore what procedures are in place on the various campuses for involving faculty in the budget process, and
3. to investigate faculty salaries and benefits across the nation to determine UNC's status.

Academic Freedom and Tenure (John Stevens - UNCA)

The Committee was instructed by a motion from the April meeting to study the issue of teaching assessment. The Committee will be studying three documents: The Report on Teaching and Tenure, a report from the North Carolina Center for Public Policy Research on "How Do Universities in the UNC System Identify and Reward Excellent Teaching?", and a talk by R. Edgerton on "The Reexamination of Faculty Priorities."

The Committee plans to bring in experts from the Teaching Centers at WCU and ASU to discuss student evaluations, peer review, and portfolios.

The Committee requests that one or more member of the Faculty Assembly attend the next AAHE conference on Faculty Roles and Awards.

The Committee introduced a Resolution on the Board of Governors Tenure and Teaching Report. After some discussion and editorial changes, the Resolution (#93-5) passed without dissent.

Chairman Kane asked for nominations for a Parliamentarian for the Assembly, and announced that the remaining meetings for the 1993-4 academic year will be held on November 19, February 4, and April 22. The meeting was adjourned at 8:45 PM.

Respectfully submitted,

Paul Duvall, Secretary

Resolution 93-1
UNC Faculty Assembly
September 17, 1993

**RESOLUTION TO HONOR CHAIR KEN WILSON
EAST CAROLINA UNIVERSITY**

Whereas, Ken Wilson served in the Faculty Assembly for six years from academic year 1987-1988 through academic year 1992-1993, and

Whereas, Ken Wilson Chaired the Academic Freedom and Tenure Committee for three years, from academic year 1988-1989 through academic year 1992-1993, and

Whereas, Ken Wilson was the Chair of the Faculty Assembly for two years, from academic year 1991-1992 through academic year 1992-1993, and

Whereas, in each of these offices Ken Wilson demonstrated his professional competence, and

Whereas, in each of these offices Ken Wilson demonstrated a scholar's patience and meticulousness, and

Whereas, in the performance of his duties Ken Wilson enhanced the image of the Faculty Assembly with the General Administration and the Board of Governors,

Therefore Be It Resolved that the Faculty Assembly thanks Ken Wilson for his years of service and honors him for the quality of that service.

William Kane
Chair, Faculty Assembly

Paul Duvall
Secretary, Faculty Assembly

C. D. Spangler, President
University of North Carolina

Resolution 93-2
Faculty Welfare Committee
UNC Faculty Assembly
September 17, 1993

**RESOLUTION RECOMMENDING ADDITIONAL RETIREMENT FUND
INVESTMENT OPPORTUNITIES UNDER THE OPTIONAL RETIREMENT PROGRAM**

Whereas, a diversification of portfolios reduces the risk to participants in the Optional Retirement Program, and

Whereas, access to world markets not at present accessible might increase returns and retirement benefits, and

Whereas, certain funds which might be authorized to receive employer and employee contributions under the Optional Retirement System are not at present available to University employees,

Now, Therefore Be It Resolved that the Faculty Assembly urges President Spangler to request the Board of Governors to approve the following funds as additional retirement fund investment alternatives under the Optional Retirement Program for University employees:

1. The CREF Global Equities Account
2. The VALIC International Equities Fund
3. Lincoln National International Fund

William Kane
Chair, Faculty Assembly

Paul Duvall
Secretary, Faculty Assembly

Resolution 93-3
Professional Development Committee
UNC Faculty Assembly
September 17, 1993

**RESOLUTION ON FACULTY REPRESENTATION ON
TEACHING AWARDS COMMITTEE**

Whereas, The UNC Board of Governors has chosen to create annual system-wide teaching awards with monetary stipends,

Whereas, the North Carolina General Assembly has directed the Board of Governors to allocate \$250,000 each year of the current biennium for establishing faculty awards for excellent teaching,

Whereas, UNC faculty members have unique expertise and experience in establishing standards for teaching excellence,

Whereas, UNC faculty members have a strong interest in establishing effective and fair procedures for awarding UNC system-wide teaching excellence awards:

Now, Therefore Be It Resolved that the Faculty Assembly urge UNC Board of Governors Chairman Samuel Poole to appoint three or more UNC faculty members to the AD HOC Committee to implement Awards for Excellence in Teaching.

William Kane
Chair, Faculty Assembly

Paul Duvall
Secretary, Faculty Assembly

Resolution 93-4
Professional Development Committee
UNC Faculty Assembly
September 17, 1993

RESOLUTION ON FACULTY DEVELOPMENT FUNDING

Whereas, the UNC Board of Governors has recommended that each UNC institution allocate a portion of its budget for faculty development and target a specific part for the development of teachers and teaching,

Therefore Be It Resolved, that the UNC Faculty Assembly commend the UNC Board of Governors for its explicit recognition of the need for financial support for faculty development, including the encouragement of excellence in teaching.

Be It Further Resolved, that the Faculty Assembly urge the Board of Governors to seek appropriations for faculty professional development activities, including activities in support of teaching, in its biennial budget requests.

William Kane,
Chair, Faculty Assembly

Paul Duvall
Secretary, Faculty Assembly

Resolution 93-5
Academic Freedom and Tenure Committee
UNC Faculty Assembly
September 17, 1993

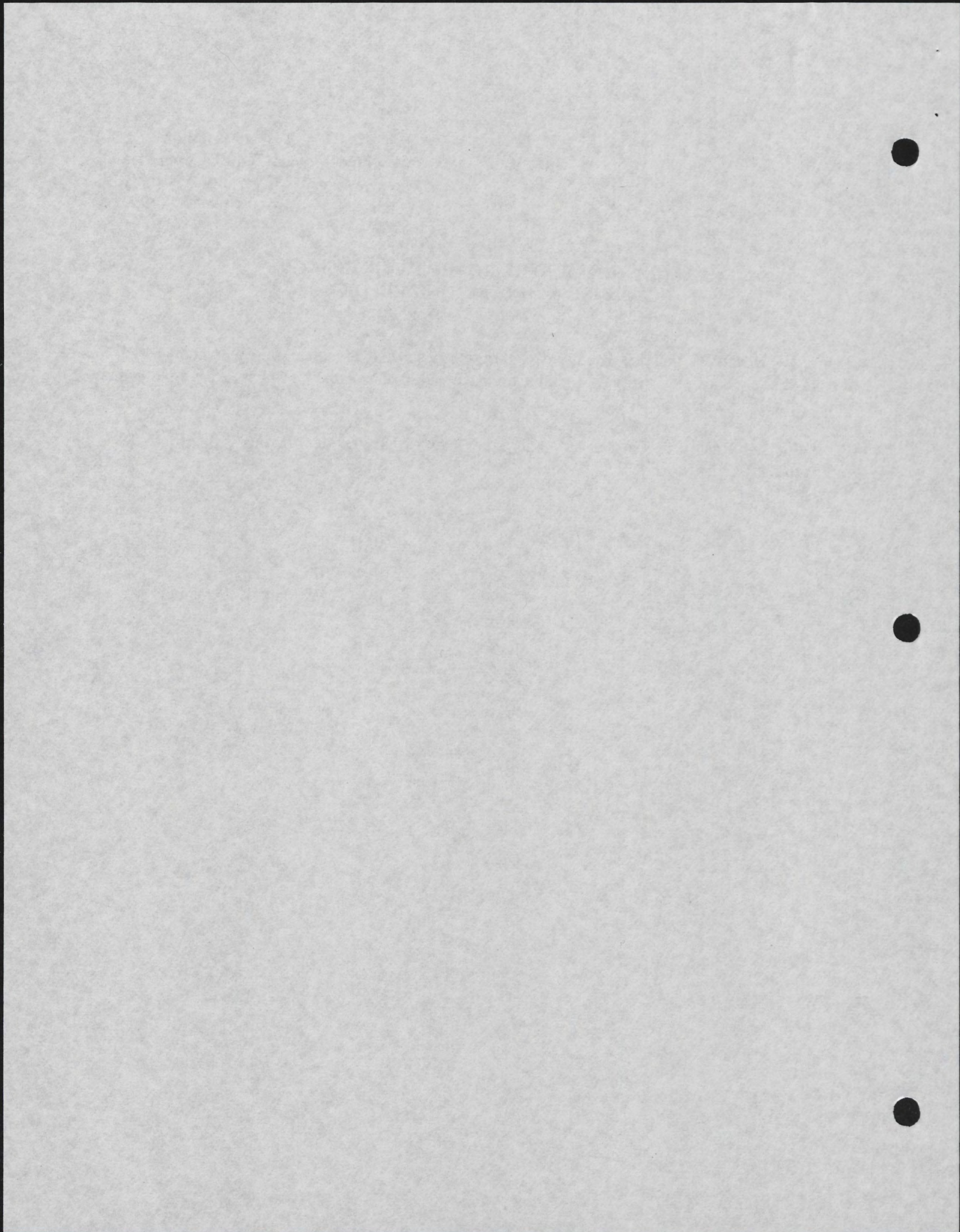
**RESOLUTION ON THE BOARD OF GOVERNORS
TENURE AND TEACHING REPORT**

Let It Be Resolved, that the Faculty Assembly requests that President Spangler convey our thanks to the Board of Governors for its careful consideration of the complex issues involved with tenure and teaching,

Be It Further Resolved, that the Assembly recommends that President Spangler distribute the report to the faculty as widely as possible.

William Kane
Chair, Faculty Assembly

Paul Duvall
Secretary, Faculty Assembly



VICE PRESIDENT WILLIAM LITTLE'S
REMARKS TO THE FACULTY ASSEMBLY

September 17, 1993

I wish to share with you the President's response to four resolutions adopted at your April meeting.

Resolution 92-1. This resolution called the President's attention to a survey by your professional development committee that determined the level of unreimbursed professional development expenses incurred personally by faculty members. You requested that he encourage General Administration and each institution to commit additional resources to the professional development of the faculty. In the recent report on tenure and teaching, the Board of Governors recognized the importance of faculty professional development activities and urges each institution to allocate a portion of its budget for faculty development and target a specific part of that for the development of teachers and teaching. The board also agreed to seek appropriations in its biennial budget requests for each campus to establish or to strengthen centers and activities designed to encourage and support teaching effectiveness.

Resolution 92-3. This resolution combined with Resolution 92-8 urges the President to convey to members of the General Assembly the Faculty Assembly's support for efforts to improve employee compensation and benefits and to set a goal of increasing faculty salaries to a level consistent with the AAUP rating of "one" for each faculty rank at each institution, i.e., the top quintile. Your concerns were shared with the leadership in the General Assembly and have been shared with the Board of Governors. In reference to these resolutions let me make two comments.

First, while the General Assembly was unable to respond completely to our request for 6% in salary increases, it did provide an additional 1.38% increase for the teaching faculty at our institutions, beyond the 2% general increase and the 1% bonus that will come later this year to all state employees. In another step that we are now taking to help in the benefits area, we are currently advertising for a benefits officer in General Administration. You will recall that several of your resolutions in past years have urged that this be done. This will be particularly helpful in the area of the optional retirement plans that so many of our faculty have chosen and will enable us to consider opportunities that can improve the total compensation package for our faculty.

Resolution 92-5. In this recommendation you asked the President to encourage chancellors of institutions to include in their equal opportunities policies a prohibition against discrimination on the basis of sexual orientation in educational and employment opportunities. Current policies prohibiting negative actions on the basis of personal malice do provide some protections in this area. Nonetheless, ten of our institutions have taken the step of writing an explicit clause on this issue into their policies. Your chancellors have been apprised of your recommendation, and it is likely that some other institutions will do this as well.

Resolutions 92-7. This resolution requests university reimbursement of faculty members with permanent tenure for legal expenses incurred in successful defense of themselves from dismissal. This question is now before the Board of Governors through the appeal of a case by a faculty member who faced such a circumstance.

**REMARKS TO THE FACULTY ASSEMBLY OF THE UNIVERSITY OF
NORTH CAROLINA, BY BILL KANE, CHAIR, SEPTEMBER 17, 1993**

There is a Confucian curse that states "may you live in exciting times." We are cursed. The global context in which our society exists has changed in ways that were unimaginable several years ago. The context of higher education in the United States has been changed by budget pressures and increased demands for accountability. The era of higher education marked by easy money, rapid growth, and minimal accountability has ended. The Faculty Assembly has been attempting to respond appropriately to the currents of change, but it has not been reacting quickly enough nor with soundly based recommendations. Issues are being resolved by others before the Faculty Assembly acts and therefore its voice is often not heard.

While higher education in North Carolina is relatively well off, we are experiencing some of the problems endemic to all of higher education. Even though the recent General Assembly provided the University of North Carolina with an operating budget from general funds of \$1.2 billion, 14% of the entire state operating budget, there are needs that will not be met. At the same time there are increasing demands for accountability. The General Assembly has imposed outcomes assessment and demands improved graduation rates. It passed House Bill 257 that establishes a competition for seven new masters degree programs in school administration and abolishes all twelve of the current programs by July, 1998 (new programs to begin no later than September 1, 1995). It requires the Board of Governors to review the productivity of academic programs every two years to determine if weak programs should be eliminated, and established a study commission to investigate higher education in North Carolina. On Friday, September 11, 1993, the Board of Governors approved a report titled "Tenure and Teaching in the University of North Carolina: A Joint Report." This report contains six specific recommendations, including one that requires direct classroom observation of new and nontenured faculty and graduate students that teach. The volume and specificity of the demands strongly suggest that those responsible for oversight of the budget and the University no longer trust us. (See The Wall Street Journal handout as an example of what some think of us.)

The point is that there are powerful demands for accountability and change and we, the faculty, are responding with arrogance and defensiveness. The University is being redesigned around us and we are irrelevant to that process because we do not act quickly enough with soundly based responses. We argue that teaching cannot be evaluated and suggest that our teaching is nobody's business but ours. In a state where the median family income is approximately \$26,600 a year, faculty publicly complain that they are only making \$70,000. There is an increasing demand that we pay more attention to the quality of undergraduate teaching and we respond with graduate students and increasing class size. We have lost touch with important constituencies and it is imperative that we reestablish the linkages. We need to repair the real and perceived differences between what we do and what our constituents think we do. However, while adapting to forces for change we must also carefully protect academic freedom and faculty governance.

In his 1974 book, ZEN AND THE ART OF MOTORCYCLE MAINTENANCE, Robert Pirsig has his character Phaedrus ask his students the rhetorical question, "What do you think the real university is?" Phaedrus then provides the answer.

The real University, he said, has no specific location. It owns no property, pays no salaries and receives no material dues. The real university is a state of mind. It is that great heritage of rational thought that has been brought down to us through the centuries and which does not exist at any specific location. It's a state of mind which is regenerated throughout the centuries by a body of people who traditionally carry the title of professor, but even that title is not part of the real University. The real University is nothing less than the continuing body of reason itself.

In addition to this state of mind, "reason," there's a legal entity which is unfortunately called by the same name but which is quite another thing. This is a nonprofit corporation, a branch of the state with a specific address. It owns property, is capable of paying salaries, of receiving money and of responding to legislative pressures in the process.

But this second university, the legal corporation, cannot teach, does not generate new knowledge or evaluate ideas. It is not the real University at all. It is just a church building, the setting, the location at which conditions have been made favorable for the real church to exist.

Confusion continually occurs in people who fail to see this difference, he said, and think that control of the church buildings implies control of the church. They see professors as employees of the second university who should abandon reason when told to and take orders with no backtalk, the same way employees do in other corporations.

They see the second university, but fail to see the first. (P. 150)

Phaedrus calls the real University the Church of Reason.

Compare Phaedrus's statement to remarks made in a baccalaureate address in 1896 by Charles Kendall Adams, President of the University of Wisconsin.

The university is not a party separate from the State. It is a part of the State --as much a part of the State as the Capitol itself--as mach (sic) as the brain and the hand are parts of the body. ...The University cannot in any strict sense be called even a child of the State. Its relations to the state are far more intimate and organic than those of a child to a parent; for a child has an individuality and rights apart from the will of the parent, while the University

has no individuality and no rights apart from the will of the State. There can be no denying these facts, and no escape from the conclusions to which they lead.

Adams' motives in saying these things was to appeal for more money from the legislature. (Taken from The Emergence of the American University by Lawrence R. Veysey, 1965, p.104)

As the elected representatives of the Faculty of the University of North Carolina, a public University supported by North Carolina taxpayers, the Faculty Assembly is always going to be caught in the tension between the Church of Reason and demands from the State. We need to defend the Church of Reason but we also need to be responsive to the forces of change. The history of the American University is one of constant change in such areas as curriculum, funding, structure, academic freedom, faculty governance, competition for students, status, issues of teaching, research, and service, and the value of its contribution to society. Actually, the present forces for change are a continuation of a process that has been going on since the end of the Civil War. If we want to be an influential voice in the conversation that is taking place about what the University is doing, or should be doing, then we are going to have to develop and support specific recommendations, at a pace that keeps us ahead of change instead of always behind it.

In my understanding of the world the Faculty Assembly must develop well thought out and supported recommendations on a number of important issues before the close of this academic year. If we do not present answers to questions that important constituents are asking, and promptly, then others will provide the answers and we will not like them. The issues the Faculty Assembly must act on this year are:

1. The evaluation of teaching such that the evaluation is valid and also protects the academic freedom of the classroom.
2. Graduation rates. There will be continuing pressure, because of cost, to get students to graduate in four years. What is the faculty's response? How do we get ahead of this?
3. The development of a data supported rationale for a Faculty Assembly recommendation on salary increases for the short session of the General Assembly that convenes in May, 1994.
4. A response to the Study Commission established in Senate Bill 27 (the budget) to study higher education in North Carolina. This legislation specifies a number of important and detailed questions and the Faculty Assembly is authorized by its Charter to Advise the General Assembly. The Faculty Assembly will request to testify before the Study Commission and needs to develop a presentation.
5. What are the reasons for the erosion of faculty governance? Why do some campuses (many?) have to draft people to serve on grievance and hearing committees? What action can the Faculty Assembly take that would reverse the erosion and strengthen faculty governance?

6. In the longer term, to develop a Faculty Assembly, data supported rationale and recommendation for the improvement, on a competitive basis, for the entire compensation package, salary and benefits, for University of North Carolina faculty.

Other issues and specific items will arise over the academic year that the Assembly will have to consider and possibly act on.

Each of you is elected by your faculty to represent it to the President and government agencies. As a collective body the Faculty Assembly is chartered to do that. The Assembly has a committee structure designed to carry out its business and fifty talented faculty to staff those committees. Do we have the commitment and the will to do what is needed? The Board of Governors is scheduled to meet every month and meets at least ten times a year. The Student Government Association also meets every month during the academic year. The Faculty Assembly, however, meets only twice a semester, four times a year. It has limited time, particularly for committee work. Actually, the Assembly cannot possibly get its committee work done if the only time the committees work is during the four Assembly meetings. Roy Carroll informed the Executive Committee that the General Administration would support committee meetings between Faculty Assembly meetings, and they do not have to meet in Chapel Hill. Also, the Assembly may ask faculty or staff not elected to the Assembly, to assist committees in their work. If the Faculty Assembly wants its advice to be listened to, that advice must be sound, and timely. The only way to make it timely is to speed up what we do because forces outside the Church of Reason will not wait.

You are all busy people. The only way you survive is to establish priorities and schedule against them. Because your campus colleagues elected you to represent them, I ask you to move Faculty Assembly business up a couple of notches on your priority list. I ask you to be willing to work on committee business between Faculty Assembly meetings. I ask you to do your homework. I ask you to support your committee chairs as they focus on developing well supported responses to critical issues. Finally, I ask you to take the business of the Faculty Assembly seriously because if you do not, then those we seek to advise will not take us seriously either.

THE WALL STREET JOURNAL

College Teachers, the New Leisure Class

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Interesting?
Bill Kane

By GENE I. MAEROFF

Do you have any idea how many hours a week the average college teacher actually spends in class with students?

A total of 9.8 to 10.5 hours, according to various surveys. That's right—an amount of time slightly greater than the workday of most Americans. And the average is inflated by the schedules of community college teachers who spend 15 to 16 hours a week in the classroom. What makes these astonishing figures especially noteworthy right now is the handwringing in one state after another over constraints on the budgets for higher education and the difficulty of holding the line on tuitions.

Twenty states made midyear cuts in their budgets for higher education during the 1992-93 academic year. The University of California system has slashed \$900 million from its budget during the past four years. The City University of New York proposes to consolidate academic programs on its various campuses. The flagship campus of the University of Maine has embarked on a program to cap enrollments and eliminate 20 administrative positions and 10 academic programs.

Meanwhile, little is mentioned about the work schedules of faculty members. Productivity is a dirty word when it comes to higher education.

This is not to say that all of higher education's fiscal pressures could be relieved simply by assigning more class hours to professors. There are grounds and buildings to maintain, new structures to build and equip, research to fund, libraries to stock, students to feed and house, and administrative expenses. Yet, the cost of an education to a student and his family

surely must have some connection to the productivity of faculty members.

Many faculty members have two or even three days a week when they never enter the classroom. Most faculty members say that they spend about an hour a week preparing for each hour of teaching. Together, instruction and preparation account, on average, for approximately 20 hours a week. It is widely acknowledged, though, that some professors lecture from the same notes for several years with but a soupcon of change.

So how does a professor use the remainder of his workweek? Figures gathered by the Higher Education Research Institute at UCLA help answer the question. The work schedule is filled out largely by conducting research and then writing about the findings, advising and counseling students, attending committee meetings and performing administrative tasks.

But there is great unevenness in uses of time from institution to institution and even among faculty members in the same department. Pressures to do research are enormous on younger scholars who are seeking promotion and tenure.

While some members of the faculty are constantly pressed for time, others find abundant opportunities for playing tennis, running errands, taking on consulting assignments that generate extra income, and for merely doing nothing special.

By their own admission, almost half the full-time faculty say they spend no more than four hours a week on research and scholarly writing. As a corollary, 45% of the nation's entire professoriate had no professional writings accepted or published during a given two-year period.

Almost 90% of faculty members say that they give no more than eight hours a week either to counseling students or to attending meetings and more than half of the entire faculty give less than four hours a week to either of those tasks.

Certainly, any conscientious professor does a lot of reading and reflecting, but so do professionals in other fields and no one necessarily pays them for the time involved. The schedule on campus adds up to a pleasant life for most faculty members, who are at least working at jobs they like. And they get summers off.

Few grow rich, but most earn between \$40,000 and \$70,000 for their nine-month year. Average faculty salaries range from \$32,420 for assistant professors at baccalaureate colleges to \$66,780 for full professors at doctoral-level universities.

The point here is that the work schedule taken for granted in higher education ought to be examined in recognition of current fiscal exigencies.

For starters, it would be good to know just how much damage, if any, would be done to students by asking more faculty members to teach more hours. Looking at the situation case by case, how much of the time now spent away from the classroom could be reallocated to instruction?

Also, it is time to revisit the issue of research and publication. Even at private four-year colleges only 6% of the faculty members had at least five professional writings accepted or published during a given two-year period. About half the faculty at four-year institutions and more than 90% at two-year community colleges said in a survey by the Carnegie Foundation for the Advancement of Teaching that

their interests lie primarily in teaching, not research, and that teaching should be the main criterion for promotion.

Why should time for research be built into all schedules when everyone doesn't do research or even want to do it?

In fact, the notion that conducting research and publishing the results renders one a better teacher is questionable, though few in the academy will admit it. Many scholarly inquiries are so narrow these days that they hardly lend themselves to the usual teaching assignment.

Finally, though not much is said about it, what helps make it possible for the nation's 524,000 full-time faculty members to enjoy the kinds of schedules they have is the fact that an additional 299,000 men and women labor as part-time members of the faculty. These part-timers are compensated—usually meagerly—only for the actual instructional hours they provide and not even accorded time for research.

This bifurcated faculty structure suggests some serious questions that are not being raised. If it is all right for one-third of those who teach not to be provided with schedules that involve carrying out the rest of the faculty role, then why must the other two-thirds be given so much time?

And, if this arrangement is not in the best interests of higher education, then perhaps it may be appropriate to ask some of the full-timers to start behaving more like people with full-time jobs so that not as many part-timers are needed.

Mr. Maeroff is a fellow at the Carnegie Foundation for the Advancement of Teaching, Princeton, N.J.

**Selected Studies and Reports Mandated by the 1993 Session
of the General Assembly**

Section 89. UNC Graduation Rates/Undergraduate Education.

- (1) Requires BOG to require constituent institutions to set a goal of increasing to 15 the average number of credit hours per term taken by full-time undergraduates. Goal to be met statewide (system and each institution) by December 1997. Board shall report annually by April 1 to Joint Legislative Education Oversight Committee on the progress of each institution.
- (2) BOG to establish procedures to impose a 25% tuition surcharge on students who take more than 140 credit hours to complete a baccalaureate degree in any program designated as a four-year program or more than 110% of the credit hours necessary to complete the degree in a designated five year baccalaureate program. Report to Joint Legislative Oversight Committee, April 1, 1994.
- (3) Requires that BOG allocate \$250,000 of overhead receipts each year of the biennium for establishing faculty awards for excellent teaching; and provides that any funds allocated from the Reserve for University operations to the Distinguished Professors Endowment Trust Fund shall be used only to establish endowed chairs that recognize undergraduate teaching. None of the funds appropriated for increases in enrollment at constituent universities shall be used to increase the overall time available for faculty research. BOG to report to Joint Legislative Oversight Committee about impact of additional funds on teaching workloads of faculty by May 1, 1994.

Section 101.5 UNC Education Study. Establishes Legislative Study Commission on Status of Education at the University of North Carolina, comprising six Senators appointed by President pro tem and six House members appointed by the Speaker. Directs Committee to study:

- (1) undergraduate education, including teaching rewards and incentives, evaluation of teaching, academic support systems for students, minimum standards for college level coursework and success rates of students in remedial or developmental programs, accessibility of higher education to NC residents, and student contact with tenured faculty;
- (2) University funding issues, including equity of funding among institutions, effect of budget flexibility, impact of allowing campuses to retain greater portion of overhead receipts, total funding sources available to each institution, projected impact of changing FTE formula from 12 hours to 15 hours per student, changes in faculty teaching loads in past decade, and affordability of higher education; and
- (3) University quality issues, including impact of research on teaching mission, quality of library services, faculty salaries and fringes relative to peer public institutions in other states, and relative quality of all 16 campuses compared to peer institutions and changes in quality of each campus over time.

Requires interim report to Joint Legislative Oversight Committee by April 15, 1994, and final report by February 15, 1995.

Chapter 407. (Senate Bill 393) GPAC/UNC Review Plan.

Section 1. Requires BOG to review all degree programs and research and public service activities to identify those of low productivity or low priority, or are "unnecessarily redundant." BOG to develop criteria for reviews and develop a process to review degree program productivity biennially. Review shall emphasize identification of processes and resources to strengthen programs that are or can reasonably be made productive. If are not or cannot be made productive consider eliminating them "in a manner that does not negatively impact upon the availability of educational opportunities for North Carolina citizens. In making its determination, the Board shall give consideration to the value of maintaining racial and geographic diversity and to assuring reasonable access for nonresidential students." Degree program review to be completed by December 31, 1995. BOG to report to General Assembly and to Joint Legislative Education Oversight Committee by February 1, 1996, on its findings.

Review of research and public service activities shall be completed by December 1, 1996. BOG to report results to General Assembly and Joint Legislative Oversight Committee by February 1, 1997. Report shall include plans for program improvement, elimination, consolidation, or other modification, and for proposed reallocation of any savings.

Section 3. BOG to develop plan for continued and expanded availability of higher education for all citizens, focus on opportunities in underserved areas by means other than establishment of new degree programs. Consider expanded use of video and audio distance learning technology, expanded use of graduate centers, potential for expanded funding of extension instruction, and increased cooperative programs with community colleges and public schools. BOG to present to General Assembly by February 1994 a schedule for development and submission of this plan.