

Tuition Hike Proposal Follows Adoption of Policy Guidelines

A set of eight principles and recommendations outline UNC's policy on tuition and faculty salary funding.

By **MATTHEW SMITH**
Staff Writer

Before voting for a major tuition increase Monday, the Chancellor's Committee on Faculty Salaries and Benefits had taken another historic step.

It adopted a series of principles outlining the University's policies on tuition and salary funding that could guide UNC on future decisions.

The principles seek to make the University stronger while keeping it accessible to all North Carolina students, said Provost Dick Richardson, chairman of the committee.

In "Goals for Funding Competitive Faculty Salaries" and "Principles for Tuition and Fee Increases," a series of eight recommendations specifically suggest maximum limits for tuition and minimum levels for salaries.

The eight principals include: all in-state fees must be in the bottom 25 percent of peer universities; out-of-state tuition must be in the median of peer universities; no less than 30 percent of future tuition increase must go toward financial aid; the University must aggressively educate future students about financial aid; the University must step up efforts to increase private funds to augment salaries; faculty salaries must increase to that of UNC's peer universities; the base funding of the University must be secure; and an appropriate annual salary percentage increase must be maintained over time.

Richardson said the proposals were adopted after two months of research and discussion to give the committee goals and a focus to work toward.

He said they balanced competing traditions in the University's history. "We wanted to continue to be

faithful to North Carolina students by allowing them access to the University by not becoming a top-priced university," Richardson said. "But we also want the University to aspire to be the best by having competitive salaries."

Student Body President Nic Heinke, who was on the committee, said he supported the proposal's goals of keeping UNC affordable. He said that while he supported the recommended limits and hoped they might help to keep the University's tuition down, he felt that they might encourage the University to "push the ceiling," or charge the maximum these guidelines allow without considering the state's prevailing economic conditions.

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NIC HEINKE
Student Body President

"I am a little worried about them being interpreted too strictly," he said. "They might not look at the specific conditions of North Carolina if they use other states as a benchmark. But the principles (of tuition limits) are good."

Graduate and Professional Student Federation President Lee Conner felt that Monday's proposed tuition increases were not in the same spirit as the pro-



Provost **Dick Richardson** said the principles helped focus the committee.

posals. "They can massage the increases so they fit the (recommendations) but doubling the tuition is not the spirit of the proposal I voted for," he said.

The plan calls for a \$1,500 increase for in-state undergraduates and a \$2,000 increase for out-of-state undergraduates and graduates.

According to the principles, "It is not the intent to raise tuition and fees at UNC-CH to a level that encourages N.C. students to attend major public institutions in other states."

"However, strengthening the principle of shared student responsibility in financially supporting the high quality educational experience received at a major public institution is appropriate."

Similarly, the proposal mandates that out-of-state tuition not exceed the median of comparable peer institutions.

Conner and Heinke said they were pleased that the proposal recommended 30 percent of tuition increases go toward financial aid, helping make the University accessible to more students.

They also said they campaigned hard for an included section that would commit the University to "aggressively engage in outreach to educate prospective students and their families about financial aid for needy students."

"I am very concerned that future students might be intimidated by high tuition," Conner said. "That is why we propose the outreach programs. Future students need to know they will get help."

Richardson said he was pleased with the proposal's goals. "The fact that they were unanimously adopted shows how great they are."

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Legislators Prep for Tuition Battle

By **WILL AIKEN**
Staff Writer

Legislators are bracing for the battle that could arise over the UNC Chancellor's Committee for Faculty Salaries and Benefits' recently-proposed tuition increase plan.

The Educational Oversight committee, comprised of 10 senators and 10 representatives, was appointed in September to address educational funding issues. Should the tuition plan pass the Board of Trustees and the Board of Governors, the plan would go to the committee. A bill concerning the tuition increase could be introduced into the House or the Senate, said committee member Sen. John Garwood, R-Alexander.

Senate President Pro Tem Marc Basnight appointed Senate committee members. "Senator Basnight was looking for people in the legislature with a knowledge of education," said Rob Lamme, Basnight's spokesman.

House committee members were appointed by House Speaker Jim Black. "(Black) looked for geographic and

racial balance," said Danny Lineberry, Black's spokesman. "Education background was also important."

Committee members said they recognized the need for an increase in faculty salaries, but they were uncertain as to whether raising tuition was the answer. "We have excellent universities in the system," said committee member Sen. Walter Dalton, D-Cleveland. "In order to keep the excellent faculty, we have to sufficiently compensate them."

Dalton said a tuition increase was only one way to approach the problem. "At this point we are uncertain," he said.

Committee member Rep. Flossie Boyd-McIntyre, D-Guilford, said she was unsure if raising tuition was the solution, but she said higher salaries were important. "We need to do what is necessary to keep our university competitive nationally," she said. "Without excellent salaries, we won't be able to complete."

Other committee members were also wary of raising tuition as a means of increasing faculty salaries. "We have prided ourselves on keeping tuition low," said Rep. Jean Preston, R-Carteret. Garwood said he was not in favor of

a large tuition increase, but he thought it might be necessary in order to increase faculty salaries. "I want to do what we can within the confines of a prudent administration to address these issues."

But UNC Student Body President Nic Heinke said he did not agree with that idea. "I don't think (a tuition increase and faculty funding) are mutually exclusive," he said. "I hope that (the General Assembly) would see that a proposal like this doesn't just provide a pot of money for faculty salaries."

Preston said another alternative would be receiving funds from the General Assembly. But she said she recognized that this year's state budget was tight due to flood relief efforts in eastern North Carolina. "Money is going to be tight," she said. "Every dime we can find will go to helping these (victims)."

Boyd-McIntyre also said the tight budget was a concern. "It will be an extraordinary effort on our part to come up with the funding for whatever we need to do."

The State & National Editor can be reached at stntdesk@unc.edu.

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Katie McDonald

American Studies Courses (including Native American Studies courses) Spring, 2000

AMST 20: The Emergence of Modern America

Joy Kasson, 10 MWF. This course will trace the changing terms in which Americans have understood themselves and their culture from the Revolution to the present. What have been the goals and values of most American, and how have these been expressed in literature, the arts, politics, and the conduct of everyday life? What role have minorities played in the definition of American experience? What problems are essential to the modern age and how have Americans reconciled new challenges with traditional values?

AMST 35H: Defining America

Joy Kasson, Townsend Ludington, 1-1:50 MF, 1-2:50 W. Permission and description can be picked up in the Honors Office, Steele Building.

AMST 40: Approaches to American Studies

Robert Cantwell, 12:30 TR. Using a variety of literary and political texts, this course will consider America's culture of democracy, in which such ideas as freedom, liberty, equality, brotherhood and opportunity, while originating in political discourse, work their influence in social and individual life as well, shaping the imaginative world in which writers and poets as well as political leaders work.

AMST 61: Native American Religious Traditions

Michael Zogry, 3:30 TR. This course is a survey of religious traditions among several Native American peoples. In order to give students a sense of the scope and variety of Native American religious traditions, groups have been chosen to reflect diversity both of activity and geographical location. Nations considered this semester will include: Lakota, Cherokee, Apache, Haudenosaunee (Six Nations), Chumash, Yup'ik, Tlingit, Hopi and Navajo.

AMST 62: History of the Lumbees

Section 1, Linda Oxendine, 9:30 TR. The Lumbee Indians of NC comprise the largest tribe east of the Mississippi. However, because of the non-federal status of the Lumbee and the lack of written documentation regarding tribal origins, much controversy has risen regarding this group of Indian people. The primary object of the course will be to provide a historic overview of the Lumbee people as well as explore some of the issues facing the Lumbee today. Various aspects of Lumbee culture will also be discussed.

AMST 63: Native American Literature

Robert Johnstone, 1 MWF. This course focuses on the fiction and poetry written by Native American authors and published in the 20th century. Students will read and discuss this literature in the context of Native American oral traditional literature.

AMST 64: Access to Work: Southern Jobs and International Competition

Section 1, Rachel Willis, 12:30-3:13 T. The course will incorporate interdisciplinary teaching methods to focus on the impact of international competition, labor markets, educational institutions, and government policies on employee access to work. Special attention would be paid to the impact on local and regional economies in the southeastern United States. The course will investigate a multitude of factors affecting workers' access to employment (experience, transportation, health care, legal services, etc.) and use original research, oral histories, documentaries, and community-based learning.

AMST 64: Women and the Music of the Working-Class South

Section 2, Bill Malone, Lehman-Brady Visiting Professor, 3-5:30 W. This seminar will explore the contributions made by women in the shaping of the music of the South, from folk origins through the era of commercialization in the twentieth century. The course will not only delve into their roles as music makers, but will also investigate the ways in which women defined their lives and communicated their feelings and values through music. Topics that will be covered include the images of women conveyed by song lyrics; the roles played by women as singers, musicians, comedienne, and songwriters; and the influence exerted by women as music business executives. Departmental permission required.

AMST 72C/HIST 72C: Native America: The West

Michael Green, 11 TR. This is a lecture course on the history of Native Americans west of the Mississippi River. The course covers the period from before contact with Europeans to the present. Main themes include the Spanish invasion of the Southwest, the impact of horses and trade on Plains Indians, the American invasion, reservation policy, and 20th century issues of tribal sovereignty, land, political change, and economic development in a context of federal Indian policy and Indian activism.

AMST 80: Native Americans in Film

Michael Green, 2 TR. This course studies how Hollywood has depicted Indian people and Indian history with a special emphasis on the films from the 1950s to the present. It focuses on how Hollywood has both reflected and perpetuated popular stereotypes of Indians, how the economic assumptions of the movie industry has influenced its films about Native Americans, and how movies treat important events in the histories of Native Americans. Students will view and discuss about a dozen movies which, along with reading and written assignments, will shape class discussions.

AMST 80H: Health and Illness in American Life

Donald Madison, 2-3:15 MW. Professor Don Madison (a physician and historian in the Department of Social Medicine), will lead an exploration of how Americans - ordinary citizens, health professionals, and policy makers - at various points in our history have viewed and responded to predictable life events (birth, childhood, work, old age and death) and to disease, the receipt of health care, the pursuit of health. We will read a varied selection of novels, short stories, plays, essays, works of history, and investigative journalism. Many of the materials we will use (readings, films, photos, paintings, readers theatre, library exercises) draw on words and images from the times we are studying. The entire course is organized both chronologically (it starts with Columbus and ends in our own time) and thematically - in three themes: 1) "Epidemics & Other Deviances", 2) The Personal and the Domestic; and 3) Politics, Policies, and Moral Predicaments"

HIST 90U, Section 7: The Lakota vs. the Industrial Revolution: The Great Sioux War, 1876-1877

Joe Porter, 2-4:50 R. Focusing on the Great Sioux (or Lakota) War, 1876-77, and upon the Lakota, this seminar explores this chapter in Native American military history. The seminar utilizes material from neighboring tribes who were deeply involved in the Sioux Wars, either as allies or as enemies to the Lakota.

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Manning Hall 209 Nightly 7:30pm

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