

**The University of North Carolina at Pembroke**  
**Faculty Senate Agenda**  
 Wednesday, May 05, 2021 at 1530  
<https://uncp.webex.com/meet/joe.west>

Members of the Senate:

To 2021	To 2022	To 2023
<b>ART</b> Mark Tollefsen (Secretary)	<b>ART</b> Laura Hess	<b>ART</b> Nathan Thomas
<b>CHS</b> Shenika Jones	<b>CHS</b> Deborah Hummer	<b>CHS</b> Cindy Locklear
<b>EDN</b> David Oxendine	<b>EDN</b> Gretchen Robinson	<b>EDN</b> Camille Goins
<b>LETT</b> Wendy Miller	<b>LETT</b> Robin Snead (Chair pro tem)	<b>LETT</b> Richard Vela
<b>NSM</b> Benjamin Killian	<b>NSM</b> Bill Brandon	<b>NSM</b> Maria Pereira
<b>SBS</b> Jack Spillan	<b>SBS</b> Victor Bahhouth	<b>SBS</b> Joe West (Chair)
<b>At-Large</b> Cherry Beasley	<b>At-Large</b> Tim Altman	<b>At-Large</b> Renee Lamphere
<b>At-Large</b> Mabel O. Rivera		<b>At-Large</b> Melissa Schaub
<b>At-Large</b> David Young		
<b>Chancellor</b> Robin G. Cummings <b>Interim Provost and Vice Chancellor for Academic Affairs</b> Zoe Locklear		

**Order of Business**

- 1) **Roll Call**
- 2) **Approval of Minutes:** (Appendix A)
- 3) **Adoption of Agenda**
- 4) **Reports from Administration**
  - a. Chancellor—Robin G. Cummings
    - a. Comments from the Chancellor.
  - b. Interim Provost and Vice Chancellor for Academic Affairs—Zoe Locklear
    - a. McKenzie-Elliott School of Nursing

- b. In-person New Student Orientation
- c. HEERF grants for housing, food, and books
- d. In-Person Commencement exercises May 21-22
- e. New faculty lines.

## 5) Reports of Committees

### 1. Operations Committees

- a. Executive Committee – Dr. Joe West
  - a. **Chancellor and Provost Authorized Faculty Senate Officer Incentive Increases**
    - i. **Effective after I serve my final year as Faculty Senate Chair, Chair stipend increases to \$4,000 per year in addition to a 2/2 course release.**
    - ii. **Effective Immediately, Faculty Senate Secretary will receive a 1/1 course release in addition to a \$1,500 per year stipend.**
  - b. Faculty Priorities / Issues Survey
  - c. Promotion Salary Increases
  - d. Faculty Research Advisory Board & Office of Sponsored Research
  - e. Reminder: No Faculty Senate committee meetings after the final Faculty Senate meeting on May 5<sup>th</sup>.
- b. Committee on Committees & Elections – Dr. Shenika Jones
  - a. No Report
- c. Committee on Faculty Governance – Dr. Carla Rokes
  - a. No Report
- d. Committee on the Oversight of the Faculty Handbook – Dr. Thomas Dooling
  - a. No Report

### 2. Standing Committees

- i. Academic Affairs Committee – Dr. Robin Snead
  - i. Curriculum Requiring Vote:
    - 1. Proposals from the Department of Art
      - a. Program deletion: M.A. in Art Education (**Vote Required**)
      - b. Program revision: Teaching with Art Specialization, M.A.T. (**Vote Required**)
    - 2. Proposal from the Honors College
      - a. General Education proposal: HON 2050, Perspectives in the Fine Arts (**Vote Required**)
    - 3. Proposal from the M.B.A. Program
      - a. Program revision: Business Administration, M.B.A, Concentration in Supply Chain Management (**Vote Required**)

4. Proposals from the Department of Music
    - a. General Education proposal: MUS 1090 Introduction to Hip Hop **(Vote Required)**
    - b. Program revision: Music, Music Industry Emphasis, Jazz and Commercial Track, B.A. **(Vote Required)**
  - ii. Curriculum for Information Only (Appendix B)
    1. Proposals that have been approved
    2. Proposals coming before the Curriculum Subcommittee on May 6
  - iii. Indigenous Cultures and Communities Graduation Requirement (Appendix C) **(Vote Required)**
  - iv. **Chancellor Cummings speaks briefly.**
- ii. Faculty & Institutional Affairs Committee – Dr. Maria Pereira
- i. FERS Motion #1: Revised procedure for carrying out SEI’s online and changing SEI’s to every semester. **FIAC Vote: 7-0-0 (Appendix D) (Vote Required)**
  - ii. FERS Motion #2: Creation of separate Chair’s Annual Evaluation Report Template. *Rationale: Adding language to ensure Chairs address the new requirement to candidly assess faculty member’s progress towards P&T in teaching, service and scholarship.* **FIAC Vote: 7-0-0 (Appendix D) (Vote Required, friendly amendment from Robin (add N/A to form for contract faculty))**
  - iii. FDW Proposal: **Changed by Nathan Thomas Motion**
  - iv. **Motion: FIAC requests that the COVID Impact Statement document/email sent to faculty on April 08 2021 be revised to replace the word “should” with the word “shall” wherever it appears in the section titled Notes for Evaluators. (FIAC Vote: 7-0-0) (Vote Required)**
  - v. Information: Develop a document that defines the four main instructional delivery formats (online, face to face, hybrid majority online, hybrid majority face to face) and requirements for each, including contact hours, starting F21 and on.
- iii. Student Affairs & Campus Life Committee –Dr. Renee Lamphere
- i. No Report

Academic Information Technology Committee – Dr. Benjamin Killian

- a. AITC:
  - i. There are no reported technological issues with migrating SEI to CourseEval.
  - ii. Summer term Canvas pages will be collapsed to a single start (beginning of Summer 1) and end (end of Summer 2) dates. Faculty will be able to set their own start/end dates in Canvas.
  - iii. Anticipating the sun-setting of Conferences in Canvas.
  
- b. DoIT:
  - i. ServiceNow has been launched (replacing HEAT). Videos are available for tutorials.
  - ii. Zoom/WebEx connectivity issues have been resolved. The issue involved a misconfigured server connecting UNC campuses to Internet2.
  - iii. The move to West Hall has been delayed until May.
  - iv. Twenty classrooms are scheduled for upgrades over the summer.
  
- c. Office of On-line Learning:
  - i. SCORM (Shareable Content Object Reference Model) LTI proposal has been submitted. This voluntary module will allow for automatic grading and performance tracking, especially with services such as Camtasia.
  
- d. Library:
  - i. National Library Week presentation will be available on-line once the video is captioned.
  - ii. Library hours will be extended to normal hours as we approach the end of the semester, with extension to 2AM for exams.

Budget Advisory Committee - Dr. Leah Fiorentino

- ii. No Report

### **3. Faculty Assembly Updates:** (Appendix E)

### **4. FIX!!!** (Appendix F)

### **5. Graduate Council** (Appendix G)

### **6. Other Committees**

### **7. Unfinished Business**

### **8. New Business**

### **9. For the Good of the Order**

**10. Announcements**

**11. Adjournment**

**The University of North Carolina at Pembroke  
Faculty Senate Agenda**

Wednesday, April 07, 2021 at 1530  
<https://uncp.webex.com/meet/joe.west>

Members of the Senate:

<b>To 2021</b>	<b>To 2022</b>	<b>To 2023</b>
<b>ART</b> Mark Tollefsen ( <b>Secretary</b> )	<b>ART</b> Laura Hess	<b>ART</b> Nathan Thomas
<b>CHS</b> Shenika Jones	<b>CHS</b> Deborah Hummer	<b>CHS</b> Cindy Locklear
<b>EDN</b> David Oxendine	<b>EDN</b> Gretchen Robinson	<b>EDN</b> Camille Goins
<b>LETT</b> Wendy Miller	<b>LETT</b> Robin Snead	<b>LETT</b> Richard Vela
<b>NSM</b> Benjamin Killian	<b>NSM</b> Bill Brandon	<b>NSM</b> Maria Pereira
<b>SBS</b> Jack Spillan	<b>SBS</b> Victor Bahhouth	<b>SBS</b> Joe West ( <b>Chair</b> )
<b>At-Large</b> Cherry Beasley	<b>At-Large</b> Tim Altman	<b>At-Large</b> Renee Lamphere
<b>At-Large</b> Mabel O. Rivera		<b>At-Large</b> Melissa Schaub
<b>At-Large</b> David Young		
<b>Chancellor Robin G. Cummings</b> <b>Interim Provost and Vice Chancellor for Academic Affairs Zoe Locklear</b>		

Members Present: Tim Altman, Victor Bahhouth, Cherry Beasley, Bill Brandon, Robin Cummings, Camille Goins, Deborah Hummer, Shenika Jones, Benjamin Killian, Zoe Locklear, David Oxendine, Maria Pereira, Gretchen Robinson, Melissa Schaub, Robin Snead, Jack Spillan, Nathan Thomas, Mark Tollefsen, Richard Vela, Joe West

Members Absent: Laura Hess, Renee Lamphere, Cindy Locklear, Wendy Miller, Mabel Rivera, David Young

Guests: Irene Aiken (Graduate School), Scott Billingsley (Academic Affairs), Katina Blue (DoIT), Ray Buehne (DoIT), Kirill Bumin (Graduate School), Tabitha Cain (Assistant to Chancellor), Liz Cummings (DoIT), Leah Fiorentino (Kinesiology), Lory Floyd (Education), Richard Gay (Arts and Sciences), Mark Gogal (Chief of Staff), Matthew Hassett (Sociology), Beth Holder (Education), Kelvin Jacobs (General Counsel), James Lewis (DoIT), Chris Maples (External Affairs), Lisa Mitchell (Education), Ottis Murray (Sociology), Michael O'Brien (Business), Derek Oxendine (University College), Jodi Phelps (University Communications), Kayonna Pitchford (Teacher Education), Christina Poteet (Community and Civic Engagement), Carla Rokes (Art), Virginia Teachey (Finance and Administration), Lois Williams (Enrollment Management), Bryan Winters (Kinesiology)

## Order of Business

### 1) Roll Call

### 2) Approval of Minutes: (Appendix A) – **approved by acclamation**

### 3) Adoption of Agenda – **approved by acclamation**

### 4) Reports from Administration

#### a. Chancellor—Robin G. Cummings

- thanks to those who participate in faculty governance
- a “normal” spring commencement will take place. There will be restrictions regarding attendance and distancing. A possible policy would be to have two guests per graduate. Faculty may be able to attend the graduate ceremony (not the undergraduate one) but will not be required. The graduate commencement on Friday (6 p.m., one hour earlier than normal) and the undergraduate commencement will both occur on the quad. A survey of students yielded a preference for a face-to-face commencement
- Covid numbers in the dashboard have been remarkably low. Starting two weeks later than other schools may have been a factor. The testing of student athletes has helped. Some facilities are beginning to be opened for students, faculty and staff, but nothing is planned that might jeopardize a successful end to the semester. Vaccines (Johnson & Johnson) are being distributed through the auxiliary gym on Mondays, Wednesdays and Fridays, but the numbers have been surprisingly low: this option was created for students but has been opened up to faculty and staff. Testing on Thursday and exit testing on May 12-14 will occur. Proof of vaccination will not be required for Fall 2021 enrollment: this was a system-level decision. That the vaccines are being administered through emergency use authorization factored into UNC’s decision
- a national search for a permanent provost will begin in late summer and will be conducted by a consulting firm. Thanks to Dr. Zoe Locklear for her work and willingness to continue until the new provost begins
- congratulations to Lisa Schaeffer on her retirement. There are currently 70 applicants for her replacement
- House Bill 243 was presented in March and was designed (based on concerns about the upcoming budget, perhaps billions of dollars in deficit) to provide tools to meet potential budgetary restraints. It allowed the system president and all chancellors authority over budget cuts without the oversight procedures that existed before. The bill has passed the House and sits in the Senate. Much of the concern that precipitated the Bill has been alleviated
- the UNC system is working hard to find the money to increase faculty salaries (one of four system-level priorities). These would be recurring changes, not included in the one-time spending that exists currently

#### b. Interim Provost and Vice Chancellor for Academic Affairs—Zoe Locklear

##### a. April 17<sup>th</sup> Walk-Through Open House Event

- i. a drive-through event pivoted to a walk-through event

- ii. 80 students are registered (229 with guests)
  - iii. admitted student days begin April 18 and continue through the rest of the semester (130 students currently registered, students can bring two guests)
- b. Summer orientation in-person events
  - i. twelve freshman and six transfer dates from May to August. Currently accepted students are already being asked to register for the Fall (nearly 200 students so far completed)
- c. Fall 2021 semester opening
  - i. plans for the Fall will continue following the CDC guidelines but will be as “normal” as possible. More in-person classes (not as many as Fall 2019) are being offered

## 5) Reports of Committees

### 1. Operations Committees

- a. Executive Committee – Dr. Joe West
  - i. COVID-19 Impact Statement (Appendix B)
    - 1. a version for full release will be released soon
  - ii. Online student evaluation of instruction ad-hoc committee creation
    - 1. many decisions/changes must be made in order to direct the online SEI process
    - 2. Question/Comment: Does the committee need Senate approval?  
No, the Executive Committee can create a committee
  - iii. Faculty review of administration survey update
    - 1. 81% completion rate
    - 2. Dr. West will create a “sentiment analysis” to deliver to the administration
  - iv. Reminder: No Faculty Senate committee meetings after the final Faculty Senate meeting on May 5
    - 1. Question/Comment: The curriculum committee currently has a meeting scheduled after May 5. Several proposals could be approved and would not require Senate action. Will the CC be allowed to meet? Yes
- b. Committee on Committees & Elections – Dr. Shenika Jones
  - i. Election Information:
    - 1. Faculty Assembly Delegate: Renee Lamphere
    - 2. Faculty Assembly Alternate: Tamara Savage
    - 3. Faculty Committee Preference Poll will be released in April
  - ii. Approval of the following nominations:
    - 1. Faculty Research Advisory Board Member: Deborah Hummer – **approved by acclamation**
    - 2. Chair of Student Publications Board (SPB) Subcommittee: Jamie Litty – **approved by acclamation**
    - 3. Chair of Faculty Development and Welfare (FDW) Subcommittee: Melissa Schaub – **approved by acclamation**



- iii. **Senate Secretary Election – Maria Pereira nominated and elected through Qualtrics**
- c. Committee on Faculty Governance – Dr. Carla Rokes
  - i. No Report
- d. Committee on the Oversight of the Faculty Handbook – Dr. Thomas Dooling
  - i. Appendix C
    - 1. **Proposal 1 was removed from the document**
    - 2. **Proposal 2 – approved by acclamation**

## 2. Standing Committees

- a. Academic Affairs Committee – Dr. Robin Snead
  - i. Curriculum Items Requiring a vote:
    - 1. New Program Proposal: B.S. in Cyber Security – **approved by acclamation**
    - 2. Course Revision, Major: ITC 3250 System Administration and Security – **approved by acclamation**
    - 3. Course Revision, Major: ITC 4800 Advanced Computer Systems and System Security – **approved by acclamation**
  - ii. Curriculum Items Not Requiring a vote: Appendix D
- b. Faculty & Institutional Affairs Committee – Dr. Maria Pereira
  - i. No Report
- c. Student Affairs & Campus Life Committee – Dr. Renee Lamphere (Dr. Matthew Hassett filled in for Dr. Lamphere)
  - i. Housing of Pine Needle and Yearbook for next year and beyond
  - ii. Gender neutral bathrooms on campus – any plans for them?
- d. Academic Information Technology Committee – Dr. Benjamin Killian
  - i. Information Items
    - 1. AITC:
      - a. WEPA usage survey is being written
    - 2. DoIT:
      - a. HEAT system is being replaced with ServiceNow (mid-April launch)
      - b. Crash Plan data protection and backup implemented
      - c. Technology upgrades in Library 203
      - d. “Halfnium” hacker group did attempt network infiltration through OWA but was denied access
    - 3. Office of On-line Learning:
      - a. SCORM (Shareable Content Object Reference Model) LTI proposal has been submitted. This provided industry standardized content for on-line course construction in Canvas

- 4. Library:
    - a. Library Services and Technology Act grant to generate 12 – 15 Verizon hotspots for library
  - 5. Questions/Comments: Has there been any discussion about online meeting platforms for the future? Katina Blue is accepting feedback about WebEx and Zoom
  - 6. Questions/Comments: Is the SCORM LTI something that will be imposed on all faculty? No, this will be completely optional
- e. Budget Advisory Committee - Dr. Leah Fiorentino
    - i. BAC recommendations for information only (Appendix E)
- 3. **Faculty Assembly Updates:** No meeting in March
  - 4. **Teacher Education Committee** (Appendix F)
  - 5. **Graduate Council** (Appendix G)
  - 6. **Other Committees**
    - a. ICC Revision Ad-Hoc Committee (Christina Poteet)
      - i. ICC Revision Committee Update (Appendix H)
      - ii. Questions/Comments: Will the Curriculum and Academic Affairs committees see the ICC Council's recommended course designations? Yes. The council is free-standing in that it is not connected directly to the Faculty Senate

Motion to extend meeting by 15 minutes by Pereira, seconded by Jones – **approved 15-0-1**: yeas (Altman, Bahhouth, Brandon, Goins, Hummer, Jones, Killian, Oxendine, Pereira, Robinson, Schaub, Snead, Spillan, Thomas, Tollefsen, Vela); nays (none); abstains (Beasley)

6) **Unfinished Business** – none

7) **New Business** – none

8) **For the Good of the Order** – none

9) **Announcements** – none

10) **Adjournment at 5:15 p.m.** – approved by acclamation (moved by Spillan, seconded by Pereira)

## Appendix X

**Proposals that have been passed by the Curriculum Subcommittee as well as the Academic Affairs Committee (where applicable) and the Writing Intensive Program (where applicable) and do not require further vote:**

- 1. Proposal from the Department of Accounting and Finance**
  - a. New Course: FIN 3300 Financial Trading
  
- 2. Proposals from the Department of American Indian Studies and the Department of History (cross-listed courses)**
  - a. Course Revision: revise prerequisites for AIS/HST 4620 "Gender & Power in Native North America to 1900"
  - b. Course Revision: revise prerequisites for AIS/HST 4660 "Indian Slavery in Colonial North America"
  
- 3. Proposals from the Department of Biology**
  - a. Course Deletion: delete BIO 2200 "Field Botany"
  - b. Course Deletion: delete BIO 2300 "Field Zoology"
  - c. Course Deletion: delete BIO 2400 "Field Microbiology"
  - d. Course Deletion: delete BIO 3700 "Science Communication and Research Methods"
  - e. Program Revision: revise requirements for B.S. Biology, Zoology Track
  
- 4. Proposals from the Department of Mathematics and Computer Science**
  - a. Writing Intensive: add writing intensive (WD) designation to CSC 2920 Software Development and Professional Practices
  
- 5. Proposal from the Department of Philosophy and Religion**
  - a. **Course Revision:** revise title of REL 2160
  
- 6. Proposals from the Department of Sociology and Criminal Justice**
  - a. Program Revision: revise requirements for the Minor in Medical Sociology
  - b. Program Revision: revise requirements for the Minor in Substance Abuse
  
- 7. Proposals from the Department of Music**
  - a. Program Revision: revise requirements for the B.A. in Music
  - b. Program Revision: revise requirements for the B.A. in Music, Music Industry Emphasis, Classical Track
  - c. New Course: HON 2020, Perspectives in the Fine Arts

**Proposals that will come before the Curriculum Subcommittee on May 6 and require no further approval:**

- 1. Proposal from the Department of Accounting and Finance**
  - a. Course Revision: BLAW 3180, Ethical Standards and Commercial Regulations and Their Impact on Business, adds a prerequisite
  
- 2. Proposal from the Department of American Indian Studies**
  - a. Course Revision: AIS 4230 Indigenous Women, adds a prerequisite
  
- 3. Proposal from the Department of Biology**
  - a. Program revision: Biology, Agricultural Science Emphasis, drops an elective from the program
  
- 4. Proposals from the Department of English, Theatre, and Foreign Languages**
  - a. Course Revision: ENG 1020 Laboratory in Writing I, formally establish ENG 1050 as a corequisite for ENG 1020
  - b. Course Revision: ENG 1030 Laboratory in Writing II, formally establish ENG 1060 as a corequisite for ENG 1030
  - c. Course Revision: SPE 1020 Fundamentals of Voice and Diction, transfers this course from ETFL to Mass Communication
  - d. Course Revision: SPE 2000 Interpersonal Communication, transfers this course from ETFL to Mass Communication<sup>1</sup>
  - e. Course revision: SPE 2010 Fundamentals of Speech, transfers this course from ETFL to Mass Communication<sup>1</sup>
  - f. Course revision: SPE 3580 Discussion and Debate, transfers this course from ETFL to Mass Communication
  
- 5. Proposal from the Department of History**
  - a. Course Revision: HST 4230 Indigenous Women, adds a prerequisite
  
- 6. Proposals from the Department of Kinesiology**
  - a. Course deletion: ATH 2000 Clinical Education I
  - b. Course deletion: ATH 2010 Clinical Education II
  - c. Course deletion: ATH 2030 Lower Extremity Assessment
  - d. Course deletion: ATH 2050 Upper Extremity Assessment
  - e. Course deletion: ATH 2900 Evidence-Based Practice
  - f. Course deletion: ATH 3000 Clinical Education III
  - g. Course deletion: ATH 3010 Clinical Education IV

---

<sup>1</sup> Requires the acknowledgement of the General Education Subcommittee Chair after approval by the Curriculum Subcommittee. The General Education Subcommittee has already approved.

- h. Course deletion: ATH 3040 Therapeutic Modalities
- i. Course deletion: ATH 3050 Therapeutic Exercise
- j. Course deletion: ATH 3200 Emergency Procedures
- k. Course deletion: ATH 3300 Exercise and Nutrition Prescription
- l. Course deletion: ATH 3310-2 Exercise and Nutrition Prescription
- m. Course deletion: ATH 4000 Clinical Education V
- n. Course deletion: ATH 4050 Organization and Administration of Athletic Training
- o. Course deletion: ATH 4100 General Medical Conditions and Pharmacology I
- p. Course deletion: ATH 4110 Clinical Education IV
- q. Course deletion: ATH 4200 General Medical Conditions and Pharmacology II
- r. Course deletion: ATH 4220 Clinical Education V
- s. Course deletion: ATH BOC Preparation I
- t. Course deletion: ATH BOC Preparation II
- u. Course deletion: ATHL 2045 Lower Extremity Assessment Lab
- v. Course deletion: ATHL 2055 Upper Extremity Assessment Lab
- w. Course deletion: ATHL 3040 Therapeutic Modalities Lab
- x. Course deletion: ATHL 3050 Therapeutic Exercise Lab

**7. Proposal from the Department of Management, Marketing, and International Business**

- a. Course Revision: MGT 4420 Supply Chain Management, revises course prerequisite

**8. Proposals from the Department of Nursing**

- a. Course Revision: NUR 3030 Foundations of Professional Nursing Practice, adds a pre/corequisite
- b. Course Revision: NUR 3040 Normal and Therapeutic Nutrition, adds a pre/corequisite
- c. Course revision: NUR 3050 Pharmacology for Clinical Practice, adds a pre/corequisite
- d. Course revision: NUR 3100 Transcultural Nursing, adds a pre/corequisite
- e. Course revision: NUR 3150 Adult Health Nursing I, adds admission into the Nursing program as a prerequisite
- f. Course revision: NUR 3200 Health Assessment Across the Life Span, adds a pre/corequisite
- g. Course revision: NUR 3450 Family Nursing I, adds admission into the Nursing program as a prerequisite
- h. Course revision: Nur 3500 Family Nursing II, adds admission into the Nursing program as a prerequisite
- i. Course revision: NUR 4000 Nursing Research and Theory, adds a pre/corequisite
- j. Course revision: NUR 4120 Leadership in Nursing adds a pre/corequisite
- k. Course revision: NUR 4150 Psychiatric/Mental Health Nursing, adds admission into the Nursing program as a prerequisite
- l. Course revision: NUR 4350 Community Health Nursing, adds pre/corequisites

- m. Course revision: NUR 4450 Adult Health Nursing II, adds admission into the Nursing program as a prerequisite
- n. Course revision: NUR 4510, Transition to Professional Nursing: A Capstone Experience, adds pre/corequisites

**9. Proposals from the Department of Social Work**

- a. Course revision: SWK 3050 Success and Professionalism in Social Work, adds a corequisite
- b. Course revision: SWK 3540 School Social Work, adds prerequisites

**10. Proposal from the Department of Teacher Education**

- a. Course Revision: EDN 2100, Introduction to Education, reduces the number of prerequisite hours from 30 semester hours completed to 15 semester hours completed

## Appendix D

### Indigenous Cultures and Communities Graduation Requirement

#### Mission Statement

UNCP, as North Carolina's only historically American Indian University, expects its graduates to learn about the cultures and histories of Indigenous peoples to honor and deepen their connection both to the university and to the American Indian communities who founded UNCP. The Indigenous Cultures and Communities (ICC) Graduation Requirement allows graduates to: (1) develop an understanding and awareness of the social, political, economic, and sovereignty issues Indigenous peoples and communities faced in the past and/or are now facing; (2) ~~learn about and~~ experience ~~and analyze~~ the communities ~~and~~ cultures, including but not limited to languages, literature, arts, music, and/or spiritualities of Indigenous peoples ~~and communities~~; (3) enhance their ability to apply knowledge and agency to assist and support Indigenous communities in meeting their goals.

The mission of the Indigenous Cultures and Communities graduation requirement is to ensure that graduates of UNCP, North Carolina's only four-year university designated by the U.S. Department of Education as American Indian and Alaska Native-Serving Institution, leave UNCP with an increased awareness and appreciation of the diversity of Indigenous peoples and tribal cultures. In accordance with the university's history and mission, and in alignment with the University's core values, the Indigenous Cultures and Communities Graduation Requirement (ICC) establishes the following Student Learning Outcomes. Designated courses and approved experiences must meet one or more of these goals:

- Goal 1: Understand

Students who complete the ICC graduation requirement will develop an understanding and awareness of the social, political, economic, and sovereignty issues Indigenous peoples and communities faced in the past and/or are now facing.

- Goal 2: Experience

Students who complete the ICC Graduation Requirement will ~~learn about and~~ experience ~~and analyze~~ the communities ~~and~~ cultures, including but not limited to languages, literature, arts, music, and/or spiritualities, of Indigenous peoples ~~and communities~~.

- Goal 3: Advocate

Students who complete the ICC Graduation Requirement will enhance their ability to apply knowledge and agency to assist and support Indigenous communities in meeting their goals.

41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80

*Indigenous vs. American Indian*

While crafting the proposal, it became clear that the requirement needed a more inclusive scope, and so the decision was made to shift from “American Indian Studies” to “Indigenous Cultures and Communities.” This decision was made to maintain the charge to celebrate the University’s unique heritage while also including Indigenous peoples\* around the globe. Additionally, an Indigenous requirement was warranted to respond to ~~three~~ **two** important needs:

- The need to encompass the full scope of existing student programming opportunities some of which focus on Native communities beyond the United States and North America.
- The need to encourage departments from all colleges and schools to consider how existing or future courses and/or programming could contribute to the requirement.

\*Indigenous peoples are inheritors and practitioners of unique cultures. Indigenous peoples have retained social, cultural, economic, and political characteristics that are distinct from those of the dominant societies in which they live. Despite their cultural differences, Indigenous peoples from around the world share common problems related to the protection of their rights as distinct peoples.

**Proposal**

**Indigenous Cultures and Communities Graduation Requirement**

Undergraduate students entering the University in Fall 2022 or later, as a requirement for graduation, shall complete the Indigenous Cultures and Communities Requirement. Students may satisfy the requirement by completing **two 3 credit hour approved ICC designated courses OR one 3 credit hour approved ICC designated course and an ICC designated and department approved co-curricular learning experience.** Designated courses and experiences can satisfy other graduation and general education graduation requirements.

Transfer students with over 60 hours would be required to complete one course or the approved departmental experiential learning experience.

***ICC Course Approval Process***

Courses can meet the designation requirement by enhancing existing course learning objectives through incorporating culturally relevant texts, literature, assignments, service-learning projects, research projects, or other experiential educational opportunities that specifically apply to Indigenous peoples or communities. Faculty members apply for the ICC designation by submitting materials to the Indigenous Cultures and Communities Council. Materials must demonstrate how the added components enhance the existing learning objectives and meet the goals of the ICC requirement through course content, topics, assignments, readings, projects,



81 reflections, research, and/or evaluation. ICC Council would develop a rubric for the proposals.  
82 The rubric should be changed and adjusted over time based on assessments and evaluations. The  
83 ICC Council would ~~then~~ review and approve or deny the ICC course designation proposal. **The**  
84 **courses would then follow the standard Curriculum approval process.**  
85

86 To support the ICC course development and educate faculty generally, faculty will be offered  
87 training/professional development provided by the Teaching and Learning Center (TLC) focused  
88 on culturally responsive teaching, appreciative based service-learning, and incorporating  
89 Indigenous course components to enhance learning objectives. Workshops will be offered  
90 regularly by TLC faculty/staff in collaboration with other offices.

91

### 92 ***Co-Curricular***

93 Students can meet the ICC requirement by completing co-curricular experiential learning  
94 opportunities such as internships, community service, directed or independent studies, and  
95 capstone experiences that focus on Indigenous peoples, cultures, and communities. Each will  
96 require departmental approval that will be submitted to the ICC Council for final review and  
97 approval. The co-curricular experience must demonstrate how the student will meet the ICC  
98 learning goals through written or oral reflections, assignments, projects, written or oral  
99 presentations, publication, or other learning activities.

100

101 Proposal for ICC Co-Curricular experience must be submitted and approved no later than the  
102 semester prior to the project beginning.

103

104 **Below are possible examples of co-curricular experiences. This is not intended to be a**  
105 **prescriptive or exhaustive list.**

106 *Internships:* Students can meet the ICC requirement by participating in internships with  
107 organizations that work primarily with or serve Indigenous populations. The internship proposal  
108 should clearly identify how the student will demonstrate learning through reflection assignments.  
109 Internships can be paid or non-paid, credit-bearing or non-credit-bearing. The number of hours  
110 and site approval will be approved at the department level and then submitted to the ICC Council  
111 for final approval as an ICC designated internship.

112

113 *Co-curricular community service:* Students can meet the ICC requirement by completing service  
114 projects with a community-based organization that serves Indigenous populations. The service  
115 project proposal should clearly identify how the student will demonstrate learning. The number  
116 of hours and site approval will be approved at the department level and then submitted to the  
117 ICC Council for final approval as an ICC designated project. It is strongly recommended that the  
118 site be approved by the Office for Community and Civic Engagement and hours tracked and  
119 approved on UNCP Serve and applied to the student's service transcript.

120

121 *Directed or Independent Studies*: Students can meet the ICC requirement by completing a three-  
122 credit hour directed or independent study focused on Indigenous Cultures and Communities. The  
123 directed or independent study proposal should clearly identify how the student will demonstrate  
124 learning. The directed or independent study will be approved at the department level and then  
125 submitted to the ICC Council for final approval as an ICC designated course.

126  
127 *Capstone/Culminating Experiences*: Students can meet the ICC requirement by completing an  
128 approved capstone or culminating experience focused on Indigenous cultures and communities.  
129 The capstone proposal should clearly identify how the student will demonstrate learning. The  
130 capstone will be approved at the department level and then submitted to the ICC Council for  
131 final approval as an ICC designated internship.

## 132 **Council**

### 133 **Proposed Organization and Charter of the** 134 **Indigenous Cultures and Communities Council**

135  
136 The Indigenous Cultures and Communities (ICC) Council shall be responsible for approval of  
137 requirements for course designation and co-curricular experiences that demonstrate significant  
138 engagement with, study of, research in, and/or community service to Indigenous communities,  
139 such that all baccalaureate graduates of the University experience and appreciate the histories,  
140 diversities, cultures, and/or sovereignties of Indigenous people.

141  
142 The Council will be an operational committee under auspices of the Teaching and Learning  
143 Center (TLC). Voting members will be selected from among the faculty and staff with 10  
144 positions to include:

- 145 Chair of American Indian Studies Department or designee
- 146 Office for Community and Civic Engagement representative
- 147 Director of TLC or designee
- 148 Office for Online Learning representative
- 149 Rotating members from each of the senate divisions

150  
151 Faculty committee members shall be appointed and approved by the Provost upon  
152 recommendation from deans, department chairs, and in consultation with the Teaching and  
153 Learning Center (TLC). Faculty will serve three-year appointments. The Provost reserves the  
154 right to terminate or suspend the membership of any individual who fails to attend more than one  
155 ICC Council meeting per academic year. Only the Council members shall have the right of  
156 voting, and the ICC Council shall regularly inform the Curriculum Subcommittee of the Faculty  
157 Senate of its actions and submit recommendations for course designation approvals. The Council  
158 shall meet monthly during the traditional academic year and a quorum of council member  
159 appointees must be present for the conduct of official business. A chair for the council will be  
160 selected by the council from the faculty representatives. This person will serve as coordinator of

161 the ICC designation, work closely with the TLC to identify and facilitate faculty training,  
162 coordinate council meetings, communicate with the Curriculum subcommittee, and develop and  
163 disseminate assessments. In return, the council chair ~~will~~ may receive a course release each  
164 semester.

165

166 The Council shall fulfill its responsibilities through the following activities:

- 167 ● Defining the varieties of curricular and co-curricular activities and/or experiences  
168 (hereafter, “programming”) aligned with these learning outcomes that may satisfy  
169 fulfillment of the graduation requirement;
- 170 ● Calling for and supporting the development of outcomes-driven and -aligned  
171 programming that supports students’ mastery of these learning outcomes;
- 172 ● Reviewing such programming so as to determine its appropriateness for the  
173 graduation requirement and designating approved programming;
- 174 ● Overseeing all programming for the purposes of ensuring fidelity to student learning  
175 outcomes and assuring the quality and significance of students’ learning.

176

### 177 **Measuring Student Outcomes**

178 Student mastery of the ICC Student Learning Outcomes will be assessed regularly by the  
179 members of the Indigenous Cultures and Communities Council (ICCC). The ICCC will be  
180 responsible for developing an assessment model to evaluate student learning outcomes and will  
181 review and regularly revise or realign Learning Outcomes based on the results of annual  
182 assessments. ICC Council will be responsible for disseminating assessment data to the  
183 university community.

184

### 185 **Potential Funding Needs**

186 Council chair/coordinator to receive a course release each semester.

187 Support for faculty training on course design and teaching culturally responsive courses (support  
188 for TLC)

189 Incentives for faculty to redesign courses

190 Faculty and student professional development

191 Funding implementation will be determined by ICC Council.

192

193

194

195 **Proposed Changes to the Undergraduate Catalog**

196 ~~Proposed changes are highlighted in yellow.~~

197 **Section 1:**

198 Undergraduate Core Requirements

199 Indigenous Cultures and Communities Requirement

200 The goal of the Indigenous Cultures & Communities Graduation Requirement (ICC) is to ensure  
201 that graduates of UNCP leave with an increased awareness and appreciation of the diversity of  
202 Indigenous peoples and tribal cultures. The ICC Graduation Requirement allows graduates to:  
203 (1) develop an understanding and awareness of the social, political, economic, and sovereignty  
204 issues Indigenous peoples and communities faced in the past and/or are now facing; (2)  
205 experience and analyze the communities and cultures, including but not limited to languages,  
206 literature, arts, music, and/or spiritualities of Indigenous peoples; (3) enhance their ability to  
207 apply knowledge and agency to assist and support Indigenous communities in meeting their  
208 goals. ICC will consist of designated course sections and co-curricular learning experiences,  
209 such as internships, community service, directed or independent studies, and capstone  
210 experiences that focus on Indigenous peoples, cultures, and communities. As a requirement for  
211 graduation, students must complete either two 3 credit hour approved ICC designated courses  
212 OR one 3 credit hour approved ICC designated course and an ICC designated and department  
213 approved co-curricular learning experience. Designated courses and experiences can satisfy  
214 other graduation and general education graduation requirements. Transfer students with over 60  
215 hours would be required to complete one course or the approved departmental experiential  
216 learning experience.

217  
218 ICC designation for courses will be determined for specific course sections and departmental  
219 approved co-curricular experiences by the ICC Council. When these courses appear with the ICC  
220 in the title of the course in the course schedule, they can be taken to satisfy the Indigenous  
221 Cultures and Communities graduation requirement.

222  
223 **Requirements and Options for a Baccalaureate Degree**

224 Each student is responsible for proper completion of his or her academic program, for familiarity  
225 with the University of North Carolina Catalog, for maintaining the grade point average required,  
226 and for meeting all other degree requirements. The academic advisor will counsel, but the final  
227 responsibility for a successful college career rests with the student.

228 To earn a baccalaureate degree from the University of North Carolina at Pembroke, students  
229 must earn a minimum of 120 hours of course credit in a program of study that includes a  
230 Freshman Seminar (UNV 1000), required of all freshmen during their first 15 hours; a General  
231 Education program of 44 hours; a Writing Intensive Program of 9 hours; an Indigenous Cultures  
232 and Communities Requirement; and at least one academic major. Detailed requirements for

233 Freshman Seminar, General Education, and the Writing Intensive Program can be found in the  
234 links at the top of this page.

235 UNC Pembroke operates on the traditional two-semester system and offers an extensive summer  
236 program designed to permit the academic acceleration of regular university students and to serve  
237 the needs of public school teachers. Summer Session is divided into two terms.

238

239 **Section 2:**

240 **Requirements for Baccalaureate Graduation**

241 Each student is responsible for proper completion of his or her academic program, for familiarity  
242 with the University of North Carolina Catalog, for maintaining the grade point average required,  
243 and for meeting all other degree requirements. The academic advisor will counsel, but the final  
244 responsibility for a successful college career rests with the student.

245

246 Though appropriate UNCP faculty and staff make every effort to ensure that students register for  
247 the courses required by their chosen degree program, the ultimate responsibility for meeting  
248 graduation requirements lies with the individual student. Each candidate for graduation must  
249 meet all of the following requirements:

- 250 1. Have a minimum of 120 semester hours of course work in accordance with specific  
251 degree requirements, excluding ENG 0104, MAT 0104, EDN 0104, MUS 0106;
- 252 2. Have successfully completed the General Education Program;
- 253 3. Earn a grade of "C" (2.0) or better in both English composition courses, ENG 1050 and  
254 ENG 1060;
- 255 4. Have successfully completed a program for an academic major;
- 256 5. Have a minimum overall cumulative quality point average of 2.0 and have a minimum  
257 cumulative quality point average of 2.0 in all work attempted at the University of North  
258 Carolina at Pembroke;
- 259 6. Have a minimum overall cumulative quality point average of 2.0 in the major field of  
260 study;
- 261 7. Complete a minimum of 25% of semester credit hours applied toward the degree through  
262 regular enrollment in UNC Pembroke courses;
- 263 8. Complete a minimum of 9 semester hours above the General Education Program level in  
264 the major field of study at UNC Pembroke if the student transferred here (This does not  
265 contravene the minimum requirement of 15 total hours of 3000 or 4000 level courses in  
266 any major.);
- 267 9. Be registered during the academic year in which the student's graduation occurs;
- 268 10. Count no more than 3 semester hours of activity courses toward the credit hours required  
269 for graduation. Activity courses are defined as having: no regularly scheduled class  
270 meeting time, no well-defined instructional format, and no graded (A, B, C, D) work

- 271 required. Excluded from this definition are UNV 1000 (Freshman Seminar) and  
272 supervised internship courses.
- 273 11. Count no more than 24 semester hours of correspondence and/or extension credit (with  
274 no more than 12 hours of correspondence from institutions recognized by an accepted  
275 institutional accreditors toward a degree, provided that such correspondence credit is  
276 approved by the Office of the Registrar and will not be applied to satisfy specifically  
277 stated course requirements in major programs) Accepted institutional accreditors include  
278 but are not limited to the Accrediting Commission for Community and Junior Colleges  
279 (ACCJC) Western Association of Schools and Colleges, Higher Learning Commission  
280 (HLC), Middle States Commission on Higher Education (MSCHE), New England  
281 Commission of Higher Education (NECHE), Northwest Commission on Colleges and  
282 Universities (NWCCU), Southern Association of Colleges and Schools Commission on  
283 Colleges (SACSCOC), and WASC Senior College and University Commission  
284 (WSCUC). Other US Department of Education recognized national accreditors which  
285 are not listed above may also be considered accepted institutional accreditors. (NOTE:  
286 Any student needing to take correspondence work after admission to study at UNC  
287 Pembroke may be permitted to do so only after obtaining formal approval from the  
288 student's academic advisor, from the Office of Academic Affairs, and from the Office of  
289 the Registrar.);
- 290 12. Meet the requirements of one catalog which were current at the time the student entered  
291 this institution or a subsequent catalog. Students will not be allowed to meet some of the  
292 requirements of one catalog and some of the requirements of another catalog;
- 293 13. Meet the requirements of the catalog in effect at time of readmission or those of a  
294 subsequent catalog if attendance is interrupted for more than one year (two semesters);
- 295 14. Make application for the degree a year in advance: by April 1st for the following year's  
296 spring or summer commencement and by November 1st for the following year's winter  
297 commencement when earned hours reach 75 (end of first semester of junior year).
- 298 a. Complete (including all required signatures) a Degree Application Form  
299 (available in the Office of the Registrar);
- 300 b. Pay a non-refundable graduation fee by the required date or an additional \$25 late  
301 filing fee will be charged;
- 302 c. If the candidate fails to meet this requirement as specified, the student must wait  
303 until the next commencement to receive his or her degree;
- 304 15. Satisfy all financial obligations to the University.
- 305 16. Students entering in Fall 2011 or later must complete 9 semester credit hours of Writing  
306 Enriched and Writing in the Discipline courses. One course must be a Writing in the  
307 Discipline course. These are designated by "WE" or "WD" on the course schedule.
- 308 17. **Students entering in Fall 2022 or later with less than 60 credit hours must complete the**  
309 **Indigenous Cultures and Communities Graduation Requirement by completing two 3**  
310 **credit hour approved ICC designated courses OR one 3 credit hour approved ICC**

311 designated course and an ICC designated and department approved co-curricular learning  
312 experience. Students entering in Fall 2022 or later with 60 credit hours or more must  
313 complete one 3 credit hour approved ICC designated course or an ICC designated and  
314 department approved co-curricular learning experience.  
315

316 All candidates are encouraged to complete a file in the Career Center.  
317  
318

## 319 **Proposed Changes to the Faculty Handbook**

### 320 **Section II Chapter 5**

### 321 **Faculty Participation in Academic Policy and Curriculum Development**

### 322 **Page 131**

#### 323 **Curriculum Development and Revision Process**

324  
325 The University of North Carolina at Pembroke has a clearly defined process for the development  
326 of curriculum, including degree programs, tracks, concentrations, minors, and individual courses:  
327  
328

- 329 1. The UNC Board of Governors must approve proposals for new degree programs. These  
330 proposals must be prepared according to specified guidelines of the UNC Academic  
331 Program Development Procedures.
- 332 2. All graduate programs must be submitted to the UNC Graduate Council for review and  
333 approval and to the UNC Board of Governors for approval.
- 334 3. Curriculum development and revisions proposals are initiated by the faculty of the  
335 academic departments by completing one of the standardized curriculum forms available  
336 in the Curriculog system: <https://uncp.curriculog.com>
- 337 4. Curriculum proposals are voted on by the department and signed by the Department  
338 Chair who records the department vote count in the “Comments” section of the form  
339 when approving or rejecting the proposal.
- 340 5. In the case of proposals affecting other departments, including the cross-listing of  
341 courses, the proposal form should be submitted by the originating department. The votes  
342 of affected departments are recorded, and the Chairs of affected departments also review  
343 and sign the proposal. If the cross-listed course affects a program in the affected  
344 department, the affected department may also need to submit a program proposal  
345 addressing the change to the program. Cross-listed course numbers must be approved by  
346 the Registrar’s office.
- 347 6. If the development or change affects Teacher Education, the Teacher Education  
348 Committee reviews the proposal and the Chair of that Committee signs it. Graduate  
349 curriculum proposals and new graduate programs must first be approved by the Graduate  
350 Council before being submitted to the Curriculum Subcommittee. Graduate Teacher  
351 Education proposals should be submitted to the Teacher Education Committee before  
352 being submitted to the Graduate Council.
- 353 7. The Registrar, the appropriate Dean, and the Provost and Vice Chancellor for Academic  
354 Affairs must also sign the proposal.

- 355 8. Proposals involving the General Education Program are submitted to the Curriculum  
356 Subcommittee before the General Education Course Proposal is submitted to the General  
357 Education Subcommittee in most cases. A department seeking to revise an existing  
358 General Education course should submit a Course Revision proposal, which will be  
359 reviewed and approved by both Subcommittees. A department seeking to add a new  
360 course to the General Education program should submit a New Course proposal to  
361 Curriculum and, once fully approved, submit a separate General Education Course  
362 proposal to General Education. A department seeking to add an existing course to the  
363 General Education program should submit a General Education Course proposal to the  
364 General Education Subcommittee; a proposal to the Curriculum Subcommittee is only  
365 required if the department is also making modifications to the existing course.
- 366 9. Departments seeking WE or WD designation for an existing course should submit their  
367 proposal to the Writing Intensive Committee, who will shepherd it through the  
368 Curriculum Subcommittee and Academic Affairs Committee. New courses must be fully  
369 approved as courses before Curriculum will consider their potential WE or WD  
370 designations.
- 371 10. Departments seeking ICC designation for an existing course should submit their proposal  
372 to the Indigenous Cultures and Communities Council, who will shepherd it through the  
373 Curriculum Subcommittee and Academic Affairs Committee. New courses must be fully  
374 approved as courses before Curriculum will consider their potential ICC designation.
- 375 11. Proposals involving the creation of new courses, revisions to existing courses, or course  
376 deletions are submitted on Course Proposal Forms. Note that Curriculog contains a  
377 separate form for each of these options.
- 378 12. Proposals involving new courses must attach sample syllabi to the “forms” section on the  
379 right side of the proposal work area. New course numbers must be approved by the  
380 Registrar's office.
- 381 13. Proposals involving one or more changes to degree programs, tracks, concentrations or  
382 minors, etc., are submitted on Program Proposal Forms. Note that Curriculog contains  
383 separate form options for new, revised, and deleted programs.
- 384 14. Electronic forms must be launched in the Curriculog system at least two weeks prior to  
385 the Curriculum meeting, which usually meets on the first Thursday of every month. (The  
386 Curriculum Committee does not meet in January and at times adjusts the March meeting  
387 date, depending on the spring break schedule.) If a proposal will be reviewed by another  
388 committee before coming to Curriculum, it must be launched two weeks prior to that  
389 committee's meeting.
- 390 15. The Curriculog Administrator will review proposals for completeness and to ensure they  
391 have been entered correctly into the system before they proceed beyond the department  
392 level. Proposals may need to be completely re-done. To avoid delays, proposers are  
393 encouraged to work with the Curriculog Administrator in advance to ensure they have  
394 followed all directions. Individual access to the proposal forms may be shut down after  
395 spring break to ensure that proposing departments do not submit proposals too late in the  
396 year for all stages of the process to be completed.



400 **Indigenous Cultures and Communities Council**

401 The Indigenous Cultures and Communities (ICC) Council shall be responsible for approval of  
402 requirements for course designation and co-curricular experiences that demonstrate significant  
403 engagement with, study of, research in, and/or community service to Indigenous communities,  
404 such that all baccalaureate graduates of the University experience and appreciate the histories,  
405 diversities, cultures, and/or sovereignties of Indigenous people. The Council will be an  
406 operational committee under auspices of the Teaching and Learning Center (TLC). Voting  
407 members will be selected from among the faculty and staff with 10 positions to include:

408 Chair of American Indian Studies Department or designee

409 Office for Community and Civic Engagement representative

410 Director of TLC or designee

411 Office for Online Learning representative

412 Rotating members from each of the senate divisions

413 Faculty committee members shall be appointed and approved by the Provost upon  
414 recommendation from deans, department chairs, and in consultation with the Teaching and  
415 Learning Center (TLC). Faculty will serve three-year appointments. The Provost reserves the  
416 right to terminate or suspend the membership of any individual who fails to attend more than one  
417 ICC Council meeting per academic year. Only the Council members shall have the right of  
418 voting, and the ICC Council shall regularly inform the Curriculum Subcommittee of the Faculty  
419 Senate of its actions and submit recommendations for course designation approvals. The Council  
420 shall meet monthly during the traditional academic year and a quorum of council member  
421 appointees must be present for the conduct of official business. A chair for the council will be  
422 selected by the council from the faculty representatives. This person will serve as coordinator of  
423 the ICC designation, work closely with the TLC to identify, and facilitate faculty training,  
424 coordinate council meetings, communicate with the Curriculum subcommittee, and develop and  
425 disseminate assessments. In return, the council chair may receive a course release each semester.

## Appendix D FERS Motions

**FERS Motion 1:** Revising procedure for carrying out SEI's online and changing SEI's to every semester.

Faculty Handbook, p. 83-85

### Student Evaluations of Instruction

All teaching faculty (full- and part-time faculty, Department Chairs, and administrators who teach) are evaluated by students using the Student Evaluation of Instruction Form. Although student evaluations by themselves do not provide sufficient information to validly judge a faculty member's performance as a teacher, they do contribute to the overall faculty evaluation process. The data are summarized in a Student Evaluation Report.

Full-time **and part-time** faculty, teaching graduate or undergraduate courses, are evaluated during ~~one~~ **each** semester of each academic year ~~and part-time faculty are evaluated each semester~~. The Senate of the Student Government Association and the Faculty Senate must approve the Student Evaluation of Instruction Form. A department may add up to five supplementary items or scales to this form without approval from the Senate. Alternatively, a department may develop a substitute Student Evaluation of Instruction Form in lieu of the general form. The Senate of the Student Government Association and the Faculty Senate must approve any alternate forms.

~~Instructors being evaluated by students must employ the following evaluation procedures. First, the class is to select a student who will distribute the forms, collect the completed forms, place them in an envelope, and return the sealed envelope to the department secretary. Second, the faculty member must be absent from class while the evaluations are completed. Third, the faculty member being evaluated must not tabulate the student evaluations. Fourth, the faculty member must not receive any report on his or her evaluations until grades for the current semester have been submitted; verbatim evaluation statements will be transcribed when possible. Faculty members are encouraged to conduct student evaluations at the beginning of a class session, to allow adequate time to complete them.~~

Student evaluations of instruction are conducted using an online survey. Students and instructors receive an automated email to their UNCP account when the survey opens. In the email, students are provided a link and instructions for how to complete the survey and the amount of time they have left to complete it. Students have two weeks to complete the SEI evaluations. The invitation to complete SEI's is sent out at 6:00 am the Monday two weeks before exam week and is closed at 5:59 am on the Monday of exam week.

Instructors of face-to-face classes are encouraged to set aside 15 minutes of time in class for students to complete the survey online during which the instructor is not to be present.

Student evaluation of graduate instruction follows the same procedures as in undergraduate instruction using the Student Evaluation of Instruction instrument. In addition, graduate courses are evaluated using the Graduate Course Analysis form following procedures approved by the Graduate Council and the Faculty Senate. These procedures can be found in the Graduate Faculty Handbook. Data from the analysis of graduate courses are not used in faculty evaluation but instead are used for program improvement and accreditation purposes.

~~All first-year faculty are to be evaluated by students in both fall and spring semesters. Other faculty members are to be evaluated once a year on the following schedule:~~

~~Academic years that begin in odd-numbered years (e.g., fall, 2011–spring, 2012)~~  
~~Faculty whose last names begin A—M are evaluated in the fall semester~~  
~~Faculty whose last names begin N—Z are evaluated in the spring semester~~

~~Academic years that begin in even-numbered years (e.g., fall, 2012–spring, 2013)~~  
~~Faculty whose last names begin N—Z are evaluated in the fall semester~~  
~~Faculty whose last names begin A—M are evaluated in the spring semester~~

A quantitative summary of the ratings in each course **as well as a transcript of student comments** is prepared as soon as possible, ~~and transcripts of student comments are prepared when possible.~~ The faculty member **must not receive any report on his or her evaluations until grades for the current semester have been submitted.** ~~The faculty member being evaluated must not prepare the quantitative summary or the transcript of comments. The Department Chair must retain the raw Student Evaluation of Instruction Forms for as long as these may be required for future evaluation reviews.~~

After grades have been submitted, the faculty member **and Chair** receives ~~copies of~~ the quantitative summaries and ~~copies of the transcribed~~ student comments **if available.** ~~The faculty member may examine the original comments in the Department Chair's office.~~ The Department Chair prepares the Student Evaluation Report, based on both undergraduate and graduate student evaluations of instruction. It provides quantitative summaries and individual comments given by students and is included in the annual Chair's Evaluation Report.

**FERS Motion 2:** Creation of separate Chair's Annual Evaluation Report Template  
Rationale: Adding language to ensure Chairs address the new requirement to candidly assess faculty member's progress towards P&T in teaching, service and scholarship.

### Format for Department Chair's Annual Evaluation Reports

These format guidelines give an overview of specific information that should appear in ~~a faculty member's self-evaluation report~~, the Department Chair's evaluation report, ~~the Peer Evaluation Committee's evaluation report, and the report of the Promotion and Tenure Committee (PTC). Area weights assigned to specific areas must sum to 100%.~~. All reports should be guided by the Disciplinary Statements adopted by the home department of the faculty member under evaluation.

Taking into account the faculty member's selected weights and the department's Disciplinary Statements, this report should discuss the faculty member's teaching, scholarship, and service. This report should include (1) a narrative synthesis of the faculty member's overall performance, (2) an overall rating of the faculty member using the Standard Performance Rating Scale, and (3) a candid assessment of whether or not the faculty member being evaluated is making sufficient progress towards promotion and tenure in each area: teaching, scholarship, and service (with suggestions for improvement where warranted) and (4) a signature section for the Department Chair and faculty member being evaluated. The information appearing in the annual chair's narrative evaluation for a faculty member will be drawn from (a) the faculty member's Self-Evaluation Report, (b) student evaluations, and (c) the Department Chair's evaluation of teaching, scholarship, and service.

The following are the headings which should appear at the beginning of each evaluation area being discussed with the area weight listed to the right of the heading.

**1). Introductory Heading** - The introductory heading should appear at the top of the first page of the evaluation form and include the following information as listed below.

*Faculty Member's Name*

*Current Professorial Rank*

*Current Academic Year* \_\_\_\_\_ *Department*

~~*Type of Form* *Self* \_\_\_\_\_ *Chair* \_\_\_\_\_ *Peer* \_\_\_\_\_ *PTC* \_\_\_\_\_~~

~~*Type of Evaluation (check all applicable)* *Annual* \_\_\_\_\_ *Tenure* \_\_\_\_\_ *Promotion* \_\_\_\_\_~~

**2). TEACHING** **Area Weight (50% to 70%)** \_\_\_\_\_

*a) Classroom activities.* Discuss classroom work as it relates to how knowledge in a faculty member's discipline is covered (e.g., categories, principles, summaries), how the specific content of a discipline is imparted (e.g., facts, examples), the development of general student skills (e.g., communication, critical thinking, creativity, mathematics), how student learning is motivated (e.g., stimulating curiosity, confidence, and task-specific motivation), measures of student performance (e.g., examinations, papers, presentations, other projects), and future plans for development in the area of teaching.

*b) Auxiliary teaching activities.* Discuss evidence that grades have been submitted in a timely manner, supplementary instructional time provided outside of class, the supervising of student research projects, working with colleagues to develop curricula, and plans for future development in this area.

c) How has the information from your most recent evaluation been used to improve instruction?

d) Has sufficient progress been made towards promotion and tenure in the area of teaching?

Yes

No

Recommendations for improvement:

**3). SCHOLARSHIP** *Area Weight (10% to 40%)* \_\_\_\_\_

a) *Research.* Discuss scholarly research for the period of the evaluation. In particular, there should be emphasis on (a) how knowledge has been developed, (b) the application of existing knowledge used to solve practical problems, (c) the application of professional knowledge and skill to an artistic problem if applicable, or (d) the completion of a special program of intellectual development. Include comments on future plans for development in this area.

b) *Publication.* Discuss scholarly works that have been disseminated within the faculty member's discipline. Examples across disciplines are exhibition of artistic work, editing grant applications, publication in scholarly journals, and publishing of works aimed toward student and general audiences. Also include comments on future plans for development in this area.

c) Has sufficient progress towards promotion and tenure been made in the area of scholarship?

Yes

No

Recommendations for improvement:

**4). SERVICE** *Area weight (10% to 40%)* \_\_\_\_\_

A faculty member may work in any of the following categories in a given year.

a) *University Service.* Comment about on-campus service provided during the period, including activities such as academic advising (see Academic Advisement, Section III, Chapter 1), committee work (see Faculty Governance, Section I, Chapter 3), grant administration (see Faculty Research Policy, Section II, Chapter 7), or consultations supporting the work of staff or faculty. Quality of service is very important (e.g., serving actively on a small number of committees is more valuable than serving minimally on many committees). Include comments on future plans for development in this area.

b) *Professional service.* Comment on the nature, scope, and effectiveness of service to the faculty member's profession. Include comments on future plans for development in this area.

c) *Community Service.* Comment on the strengths and weaknesses of off-campus service during the period, including such activities as participation on professional committees and governing boards, providing consultation to schools, civic organizations, and government agencies, and providing leadership on public matters. Include comments on future plans for development in this area.

d) Has sufficient progress towards promotion and tenure been made in the area of service?

Yes

No

Recommendations for improvement:

**5). Anticipated Area Weights for the Next Academic Year** - This section should only appear on the

self-evaluation form. The following anticipated area weights as indicated below should be listed in this section.

*Teaching (50% to 70%)*

*Scholarship (10% to 40%)*

*Service (10% to 40%)*

**6. SYNTHESIS** - This section will only appear in a Department Chair, Peer Evaluation Committee, and Promotion and Tenure Committee evaluation. In this section, the evaluator(s) determine the overall performance rating of the faculty member for the period covered. The quality of performance is weighed in relation to the faculty member's area weights. The final evaluation should (a) adhere to the guiding principles, (b) reflect equity within the department and among departments, and (c) allow a reasonable degree of flexibility in how a faculty member orients his or her effort.

*a). Rationale of rating* - This section clarifies the relationship between the various performance areas as listed in the University mission statement and the overall performance ranking given.

*b). Overall rating of faculty member* - Listed below are the ratings a faculty member will be assigned.

\_\_\_\_\_ Distinguished performance

\_\_\_\_\_ Very good performance

\_\_\_\_\_ Adequate performance

\_\_\_\_\_ Deficient performance

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Department ~~or Committee~~ Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluated Faculty Member

**MINUTES**

April 16, 2021

Via Zoom

**Meeting Attendees:**

**ASU** Michael Behrent; Barbara Howard; Jim Westerman; Gayle Turner  
**ECU** Purificación Martínez; Jeff Popke; Ralph Scott; George Bailey; Jeni Parker; Pamela Reis  
**ECSU** Scott Bradshaw; Kacey DiGiacinto; Lloyd Mitchell; Hirendranath Banerjee  
**FSU** Chet Dilday; Kimberly Tran; Robert Taber  
**NCA&T** Julius Harp; Nicole Dobbins; Bill Randle; George Stone  
**NCCU** Ralph Barrett; Russell Robinson; Sean Colbert-Lewis, Sr.; Lorna Grant  
**NCSSM** Keethan Kleiner; Phillip Rash; Floyd Bullard, Robin Boltz (liaison from ULAC to FA)  
**NCSU** Hans Kellner; Richard Spontak; David Berube; Christopher Ashwell  
**UNCA** Marietta Cameron; Melodie Galloway; Lora Holland; Lisa Sellers  
**UNC-CH** Mimi Chapman; Megan Williams; Jennifer Womack  
**UNCC** Joel Avrin; Susan Harden; Karen Ford-Eickhoff; Vaughn Schmutz  
**UNCG** Anthony Chow; Wade Maki; Sarah Daynes; Hamid Nemati; Joyce Clapp; Cristiane Damasceno  
**UNCP** Renee Lamphere; Cherry Beasley; Jennifer Wells; Rachel Morrison; Irina Falls  
**UNCSA** Mike Wakeford; Elizabeth Klaimon; Ellen Rosenberg  
**UNCW** Derrick Miller; Adam Jones  
**WCU** Kadie Otto; Wes Stone; Vicki Szabo  
**WSSU** Mesia Steed; Vincent Snipes; Carol Cain; Hayley Figueroa

**9:00 – 9:05 AM Welcome, and Approval of the Minutes of the February 13, 2021 meeting – Timothy Ives, Pharm.D., M.P.H.:**

The meeting was convened the meeting with a welcome to all attendees. He expressed thanks to everyone who participated in UNC-CNS, the course numbering system project. One of the highlights of the year was Essential UNC. In looking forward to the Fall Semester, the list of dates for next year include September 9-10, 2021; October 14-15, 2021; December 2-3, 2021; January 13-14, 2022; February 17-18, 2022; and April 14-15, 2022. Thanks to all who are stepping off the Faculty Assembly. A straw poll was taken and a special two-hour meeting in May was approved. The February meeting minutes were approved by unanimous vote.

**Chief of Staff Norma Houston:**

Norma Houston provided the Academic Affairs update as Dr. Kimberly van Noort was not able to attend. The common numbering system initiative continues to be led by Dr. David English. Dr. Jim Ptaszynski remains available to help with the designing of future digital learning workshops. Norma Houston reported that the System is hard at work addressing COVID-19 with all 17 campuses running some form of clinic. The UNC System will not mandate the vaccine, only strongly encourage that everyone get vaccinated.

**UNC System President Peter Hans:**

Special thanks to those who are staffing our COVID clinics. He encourages all students and members of the community to get vaccinated. There has been a significant toll on the mental health of students and reclaiming a shared connection is vital for our students. Federal relief funds have really been helping campuses. Despite the pandemic, the entire system made progress - many met and exceeded all five performance goals and UNCG has met or exceeded all five for three years in a row, which leads the System.

**Vice President of Government Relations Bart Goodson:**

He was born and raised in Chapel Hill and graduated from UNC Chapel Hill. He oversees state government relations and oversees federal and military relations as well. The budget is now in the hands of the Senate and House of the General Assembly; this year the senate starts the budget process - they are deliberating now, and the hope is that a budget will be ready by the last week of April or first week of May where it will then be given to the House. Last year, salary raises were lumped into other issues, which led to the governor vetoing the entire proposed budget. The General Assembly is acutely aware of the salary gaps. He is optimistic that salary raises will happen but probably somewhere in the middle of 7.5%. There is a lot of misinformation about HB 243 - it was approved when things looked bleak and dire, and it is intended to avoid at all costs permanent furloughs, rifts, and layoffs.

**East Carolina University Jenkins Library Director Jan Lewis, M.L.S., J.D.:**

OpenUNC was put together by university libraries to increase awareness of Open Access. It is a portal to aggregate those existing repositories that currently exist at UNC System Institutions. The new discovery tool can expand use and encourage more materials to be deposited. Open access means faculty publications can be shared and disseminated publicly for free.

**Western Carolina University Faculty Members Sean E. Mulholland, Ph.D. and Kadie Otto, Ph.D. ([View Compensation Study Slides](#))**

Dr. Mulholland co-chaired the compensation committee for WCU's faculty senate and did a comparison study looking at how WCU faculty and staff salaries and benefits compared to other UNC System institutions and their peers. He found that WCU and some other UNC System institutions was far below in terms of salaries and benefits, which includes retirement benefits and healthcare. He presented his findings to WCU's Board of Trustees and their Staff Senate.

**Jeff Popke and Russell Robinson - Report from the Governance Committee:**

Amendments to the Faculty Assembly Bylaws were postponed to the next meeting.

**Faculty Assembly Elections:**

Faculty Assembly Vice Chair, Barbara Howard, outlined the established rules and guidelines. The Chair-Elect election had two candidates - Chet Dilday from FSU and Russell Robinson from NCCU. The Vice-Chair election had two candidates - Nicole Dobbins from NC A&T, and Anthony Chow from UNCG was nominated from the floor by Wade Maki from UNCG. The Secretary election had one candidate, Melodie Galloway from UNCA, nominated from the floor by Anthony Chow from UNCG. Elections for the full slate were held and the new officers of the Faculty Assembly are: Chair-Elect Russell Robinson, Vice-Chair Nicole Dobbins, and Secretary Melodie Galloway. Ralph G. Barrett, D.M.A., North Carolina Central University, was elected Chair-Elect of the Historically Minority Serving Institutions at their committee meeting on Friday morning, and will serve as their representative to the Faculty Assembly Executive Committee.



Faculty Assembly Caucuses (2-5) went into closed session to elect their delegate. Elected delegates are Susan B. Harden, Ph.D., *5 Delegate Caucus Representative* from The University of North Carolina at Charlotte; Wade Maki, M.A., *4 Delegate Caucus Representative* from The University of North Carolina at Greensboro; Reneè Lamphere, Ph.D., *3 Delegate Caucus Representative*, The University of North Carolina at Pembroke; Keethan Kleiner, M.S., *2 Delegate Caucus Representative*, North Carolina School of Science and Mathematics. The two At Large delegates are Anthony Chow, Ph.D., The University of North Carolina at Greensboro, and Cherry Maynor Beasley, Ph.D., M.S.N., FNP, RN, CNE, The University of North Carolina at Pembroke.

All outgoing members of the Faculty Assembly and members of the Executive Committee were thanked for their service.

Meeting adjourned at 12:30 PM.

# Council of Educator Preparation Programs

Wednesday, March 10, 2021 (3:00 – 5:00 pm)

Meeting materials are available in CEPP OneDrive

*“Preparing professional educators who are committed, collaborative, and competent.”*

Dr. Loury Floyd, Presiding

Ms. Michelle Locklear, Recording

## MINUTES – approved 4/14/2021

### I. Call to Order at 3:01 pm

Dr. Loury Floyd

Attendance: I. Aiken, M. Ash, D. Bonneau, L. Brewer, D. Chilcote, S. Cinnamon, M. Edwards, I. Falls, L. Floyd, K. Granger, K. Ficklin, N. Lifschitz-Grant, R. Hagevik, E. Jeon, S. Jones, Z. Jones, R. Ladd, C. Lara, L. Mitchell, K. Pitchford, J. Rivera, M. Rivera, G. Robinson, M. Scott, K. Sellers, L. Staal, T. Trendowski, A. Van Buren, J. Whittington, B. Winters, S. Woodside

### II. Adoption of Agenda and Minutes (5 min.)

Committee Members

A. Agenda

B. [February Minutes February 10, 2021](#) **ACTION ITEM**

Vote using the [electronic form](#)

Motion to approve the minutes passed with 24 responses

### III. Dean’s Report (10 min.)

Dr. Loury Floyd

A. Literacy Requirements for EPPs

B. Website-met with Eleanor to revamp the website for our EPP programs

C. NASNTI Grant - 5 year grant for students –licensure exams

D. [Teach NC](#)

☑ Teach NC UNCP [Profile Page](#)

First Advisory Board Meeting last Thurs. 3/10.

### IV. Curriculum (5 minutes)

A. Art Education MA **ACTION ITEM**

Proposal to delete the MA for Art Education program due to not enough faculty/students

Motion made by N. Lifschitz-Grant, Second by T. Trendowski

Motion passed with 20 responses out of 24

### V. Committee Reports (10 min. Each)

<p>A. <a href="#">Candidate Quality, Recruitment &amp; Selectivity</a> <b>Educational Dispositions Remediation Plan</b> <b>ACTION ITEMS</b> Motion to change introductory courses EDN 2100 and EDN 5040 and general education requirements for</p>	<p>Dr. Naomi Lifschitz-Grant &amp; Dr. Jennifer Whittington (Mabel Rivera)</p>
--	--

<p>Admission to the Educator Preparation Program effective immediately.  EDN 2100 – change prereq from 30 to 15 hours of gen ed remaining  Admission to EPP- prereq of 35 gen ed hours to 24 hours completed  Motion passed 19 out of 24 responses  EDN 5040 – B or better  Admission to EPP- similar practice to undergrad program  Motion passed 22 out of 24 responses</p> <p><a href="#">Praxis II/Pearson Licensure exam support</a>  <b>March 27 virtual</b></p>	
<p>B. Clinical Practice  <a href="#">Revised Checkpoints (UG, MAT)</a> <b>ACTION ITEMS</b>  <b>UG-Motion made by K. Ficklin, Second by Dr. J. Rivera</b>  <b>Motion passed</b>  <b>Effective August 1, 2021 for Fall Semester</b>  <b>G- Motion made by , Second by</b></p>	<p>Dr. Kelly Ficklin  (Dr. Kayonna Pitchford)</p>
<p>C. <a href="#">Hearing Appeals</a></p>	<p>Dr. Marisa Scott</p>
<p>D. Policy  Recommending a student needs to pass praxis and edtpa before we can recommend them for a license</p>	<p>Dr. Jose Rivera</p>
<p>E. <a href="#">Assessment</a></p>	<p>Dr. Mary Ash</p>

**VI. Assessment and Accountability**

- |   |                       |
|---|-----------------------|
| A. <a href="#">CAEP</a> Standard 3 (10 min) - Table to next meeting | Dr. Mabel Rivera      |
| B. Taskstream (10 min)<br>Mitchell                                  | Dr. Lisa              |
| C. <a href="#">Field and Clinical Experience</a> (10 min.)          | Dr. Kayonna Pitchford |

**VII. Good News (5 min)**

**VIII. Adjourned at 5:00 pm**

**Important Dates to Remember**

- Please remember to save your Spring 2021 EPP syllabi in the [onedrive](#)
- Licensure Processing: Friday Only
- **Next CEPP Meeting: April 14, 2021 (3:00 - 5:00 p.m.)**
- Mid-February, Scholarships will be opening in BraveAssist student portal
- [Spring 2021 Internship Calendar](#)
- [Fall 2021 Internship Checklist](#)
- **NEW!** Formal Admission Deadline: **November 1, 2020, April 1, 2021, August 1, 2021**
  - **Added for January Admission – January 11, 2021 (February CEPP meeting)**
  - **Added for June – admission on June 30, 2021 due to SL 2020-3 and April admits**


- *Wellness Days March 17 (no class)*
- #BraveEducator Academy – March 23, 2021, and April 27, 2021 all at 5:00 pm.
- Open House April 10
- [March 2021 \(draft\) Student Newsletter](#)
- March 30 at 4pm, Dean's Roundtable
- April 8 at 6pm, Math CKT Prep Session (Section 1)
- April 22 at 6pm, Math CKT Prep Session (Section 2)
- April 22 at 3pm, Taskstream Deep Dive
- April 29 at 3pm, Field Experience/ Internship Deep Dive
- May 6 at 3pm, Dean's Roundtable
- May 6 @ 6pm, Math CKT Prep Session (Section 3)
- May 13 @ 6pm, Match CKT Prep Session (Section 4)



*Respectfully submitted by Dr. Irene Pittman Aiken, Dean*















Graduate Council met April 19, 2021. Below is information believed to be most relevant to Faculty Senate.

















**The following new Graduate faculty nomination was approved**

Last Name	First Name	Degree	Dept	Program	Status	CV	Votes*
Curran	Kristen	MEd	Counseling	PSC	Prof Aff	 Curran, Kristen CV 2021 prof aff nominat	16-0-0

\* For-against-abstain

**The following Graduate faculty renewals were approved**

Last Name	First Name	Degree	Dept	Program	Status	CV	Votes*
Breece	Dena	PhD	Accounting	MBA	Full	 Breece, Dena CV 2021 full renewal.pdf	16-0-0
Brewer	Latoya	MAEd	Math & CS	Math Ed	Prof Aff	 Brewer, Latoya CV 2021 prof aff renewal.	16-0-0
Bryan	Anna	DNP	Nursing	MSN	Adjunct	 Bryan, Anna CV 2021 adjunct renewal.pdf	16-0-0
Bumin	Kirill	PhD	PSPA	MPA	Full	 Bumin, Kirill CV 2021 full renewal.pdf	16-0-0
Bundy	Atticia	PhD	Counseling	CMHC	Adjunct	 Bundy, Atticia CV 2021 adjunct renewal.	16-0-0
Cinnamon	Serina	PhD	History	SSE	Full	 Cinnamon, Serina CV 2021 full renewal.pdf	16-0-0
Edgell	Dennis	PhD	Geography	Science Ed	Full	 Edgell, Dennis CV 2021 full renewal.pdf	16-0-0
Edkins	Susan	EdD	Kinesiology	PE/AT	Adjunct	 Edkins, Susan CV 2021 adjunct renewal.	16-0-0
Fazio	Michele	PhD	English	English	Full	 Fazio, Michele CV 2021 full renewal.pdf	16-0-0
Freeman	Latricia	MSW	Social Work	MSW	Prof Aff	 Freeman, Latricia CV 2021 prof aff renewal.	16-0-0
Hagevik	Rita	PhD	Biology	Science Ed	Full	 Hagevik, Rita CV 2021 full renewal.pdf	16-0-0
Holland	Amanda	MSW	Social Work	MSW	Prof Aff	 Holland, Amanda CV 2021 prof aff renewal.	16-0-0
Horne	LynnDee	MS	Counseling	CMHC	Adjunct	 Horne, LynnDee CV 2021 adjunct renew.	16-0-0
Jernigan	Leon	PhD	Biology	Science Ed	Full	 Jernigan, Leon CV 2021 full renewal.pdf	16-0-0

Justice	Beverly	EdD	Kinesiology	PE/Sport Admin	Adjunct	 Justice, Beverly CV 2021 adjunct renewal.	16-0-0
Kelly	Lisa	PhD	Biology	Science Ed	Full	 Kelly, Lisa CV 2021 full renewal.pdf	16-0-0
Locklear	Alice	PhD	Social Work	MSW	Full	 Locklear, Alice CV 2021 full renewal.pdf	16-0-0
Locklear	Tiffany	EdD	Teacher Ed	EE	Full	 Locklear, Tiffany CV 2021 full renewal.pdf	16-0-0
Mauk	Gary	PhD	Counseling	PSC	Full	 Mauk, Gary CV 2021 full renewal.pdf	16-0-0
Mayer	Martin	PhD	PSPA	MPA	Full	 Mayer, Martin CV 2021 full renewal.pdf	16-0-0
McClure	Mark	PhD	Chemistry	Science Ed	Full	 McClure, Mark CV 2021 full renewal.pdf	16-0-0
McDougald	Zavery	MSW	Social Work	MSW	Prof Aff	 McDougald, Zavery CV 2021 prof aff rene	16-0-0
Mensah	Edwin	PhD	Economics	MBA	Full	 Mensah, Cliff CV 2021 full renewal.pdf	16-0-0
Ormsby	Peter	PhD	Kinesiology	PE/Sport Admin	Adjunct	 Ormsby, Peter CV 2021 adjunct renewal.	16-0-0
Osburn	Monica	PhD	Counseling	PSC	Adjunct	 Osburn, Monica CV 2021 adjunct rene:	16-0-0
Oxendine	David	PhD	Teacher Ed	EE	Full	 Oxendine, David CV 2021 full renewal.pdf	16-0-0
Pitchford	Kayonna	PhD	Teacher Ed	EE	Adjunct	 Pitchford, Kayonna CV 2021 adjunct rene	16-0-0
Suggs	Charlamane	MAEd	Counseling	CMHC	Prof Aff	 Suggs, Charlamane CV 2021 prof aff rene	16-0-0
Wentz	Charles	MA	Counseling	CMHC	Prof Aff	 Wentz, Charles CV 2021 prof aff renewal.	16-0-0
Woodside	Summer	PhD	Social Work	MSW	Full	 Woodside, Summer CV 2021 full renewal.p	16-0-0

**\* For-against-abstain**

○ **Graduate School Items/Report**

- Recruitment and Enrollment
  - Emily Oxendine (Graduate Recruiter/Enrollment Coordinator) discussed some of the ongoing efforts to reach out to prospective applicants and to convert current applicants into admitted students.
  - Dr. Bumin asked the program directors to reach out to incompletes and in-progress applicants, and to maintain helpful communications to current students.
- Comprehensive Exam discussion – Dr. Bumin initiated a discussion concerning comprehensive exams administration, procedures, and the consequences of failure. Additional information and possible language will be brought forth for a vote at the next meeting.
- Graduate Research Symposium was held April 19 and included 54 entries from 10 graduate programs. 10 papers were entered into the research paper competition. There were five 3MT (Three Minute Thesis) entries for the 3MT competition and 26 poster competition entries. An additional 13 poster entries were a part of the symposium, but not submitted into the competition.

- Faculty judges selected winners in each category. Winners will be awarded cash prizes (\$500, \$200, \$100) and will be recognized on the Graduate School Facebook page, as well as in the Graduate School Newsletter.
- Drs. Sojin Jang, Roger Ladd, David Oxendine, Daniel Parisian, Nicole Stargell, and Joe West served as judges this year.

The remaining Grad Council meeting for 20-21 academic year will be May 17 at 3:00 pm via WebEx:

(<https://uncp.webex.com/meet/grad>)