**The University of North Carolina at Pembroke**
**Faculty Senate Agenda**
Wednesday, November 2, 2016 at 3:30 p.m.
213 Chavis University Center

Sara Simmons, Chair
Aaron Vandermeer, Secretary

Members of the Senate:

| To 2017 | To 2018 | To 2019 |
|---|---|---|
| **ART** Jonathan Maisonpierre | **ART** June Power | **ART** Aaron Vandermeer |
| **EDN** Joe Sciulli | **EDN** Carol Higy | **EDN** Heather Dial Sellers |
| **LET** Cynthia Miecznikowski | **LET** Jesse Peters | **LET** Enrique Porrua |
| **NSM** Tom Dooling | **NSM** Dennis McCracken | **NSM** Sally Vallabha |
| **SBS** Brooke Kelly | **SBS** Xinyan Shi | **SBS** Mitu Ashraf |
| **At-Large** Scott Hicks | **At-Large** Beverly Justice | **At-Large** Jose D'Arruda |
| **At-Large** David Nikkel | **At-Large** Cliff Mensah | **At-Large** Polina Chemishanova |
| **At-Large** Sara Simmons | **At-Large** David Young | **At-Large** John Parnell |
| **Chancellor** Robin G. Cummings **Provost and Vice Chancellor for Academic Affairs** Zoe Locklear | | |

**Order of Business**

**A.** **Roll Call**
**B.** **Approval of Minutes** (Appendix A)
**C.** **Adoption of Agenda**
**D.** **Reports from Administration**
    1. Chancellor—Robin G. Cummings
    2. Provost and Vice Chancellor for Academic Affairs—Zoe Locklear
**E.** **Reports of Committees**
    1. Operations Committees
       a. Executive Committee
       b. Committee on Committees & Elections—Tom Dooling
       c. Committee on Faculty Governance
    2. Standing Committees
       a. Academic Affairs Committee—Jonathan Maisonpierre
          1) Proposal from the Department of Social Work to revise requirements for MSW Advanced Standing and Summer Bridge programs (Academic Affairs Committee 8-0-0) (Appendix B)

2) Proposal from the Writing Intensive Committee to add BRD 3170 Screenwriting to the Writing Intensive Program as a Writing in the Disciplines course (Academic Affairs Committee, 8-0-0) (Appendix C)

   b. Faculty & Institutional Affairs Committee— Jesse Peters

1) Recommendation to modify BraveBook Defining Objective 12 (Faculty and Institutional Affairs Committee, unanimous) (Appendix D)

   c. Student Affairs & Campus Life Committee—Brooke Kelly

**F.    Faculty Assembly Report**

**G.    Teacher Education Committee Report**

**H.    Graduate Council Report**

**I.    Other Committee Reports**

**J.    Unfinished Business**

**K.    New Business**

**L.    Announcements**

**M.    Adjournment**

**Appendix A**

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**The University of North Carolina at Pembroke**
**Faculty Senate Minutes**
Wednesday, October 5, 2016 at 3:30 p.m.
213 Chavis University Center

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Sara Simmons, Chair
Aaron Vandermeer, Secretary

Members of the Senate:

| To 2017 | To 2018 | To 2019 |
|---|---|---|
| **ART** Jonathan Maisonpierre | **ART** June Power | **ART** Aaron Vandermeer |
| **EDN** Joe Sciulli | **EDN** Carol Higy | **EDN** Heather Dial Sellers |
| **LET** Cynthia Miecznikowski | **LET** Jesse Peters | **LET** Enrique Porrua |
| **NSM** Tom Dooling | **NSM** Dennis McCracken | **NSM** Sally Vallabha |
| **SBS** Brooke Kelly | **SBS** Xinyan Shi | **SBS** Mitu Ashraf |
| **At-Large** Scott Hicks | **At-Large** Beverly Justice | **At-Large** Jose D'Arruda |
| **At-Large** David Nikkel | **At-Large** Cliff Mensah | **At-Large** Polina Chemishanova |
| **At-Large** Sara Simmons | **At-Large** David Young | **At-Large** John Parnell |
| **Chancellor** Robin G. Cummings<br>**Provost and Vice Chancellor for Academic Affairs** Zoe Locklear | | |

**Members Present:** Mitu Ashraf, Scott Billingsley, Polina Chemishanova, Jose D'Arruda, Heather Sellers, Tom Dooling, Scott Hicks, Carol Higy, Beverly Justice, Brooke Kelly, Jonathan Maisonpierre, Dennis McCracken, Cliff Mensah, Cynthia Miecznikowski, David Nikkel, John Parnell, Jesse Peters, Enrique Porrua, June Power, Joe Sciulli, Xinyan Shi, Sara Simmons, Sally Vallabha, Aaron Vandermeer, David Young

**Members Absent:** Robin Cummings, Cliff Mensah**Guests:** Irene Aiken, Rebecca Bullard-Dillard, Karen Granger, Jeff Frederick, Deborah Hanmer, Dan Kenney, Larry G. Mabe, Angela McDonald, Mark Milewicz, Dennis Swanson, Jeffrey Warren

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**Order of Business**

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**A.** **Roll Call**The meeting was called to order at 3:30PM.
**B.** **Approval of Minutes**The minutes were approved.
**C.** **Adoption of Agenda**The agenda was adopted as corrected.
**D.** **Reports from Administration**

1. Chancellor—Robin G. Cummings. Dan Kenney delivered the report for Chancellor Cummings.Provost Zoe Locklear was approved for medical leave. Scott Billingsley is the Acting Provost. Before the announcement, Chancellor Cummings informed deans, Senate Chair Simmons, and met with those who report directly to the Provost.The Provost Search Committee met Friday, September 30 to receive its charge from the Chancellor. Chairperson Richard Vela set goals for progress, including the creation of a leadership profile and job description by the end of October. The committee will interview search firms and make a selection. They will also create a questionnaire and schedule forums to gain input from the campus community. The campus community will receive a September recap of metrics accomplished with BraveBook. A website (http://www.uncp.edu/about-uncp/ bravebook?) is devoted to transparency related to this project.

2. Provost and Vice Chancellor for Academic Affairs—Zoe LocklearActing Provost Scott Billingsley provided the report. Chris Scott and Christie Poteet are co-chairs of the State Employees Combined Campaign. A few faculty members are needed to participate in leading this drive. Participation was at a record high last year with 55%. The goal for this year is 60%.The search committee for Associate Vice Chancellor for Enrollment met last week, under the leadership of Mark Milewicz. UNCP submitted documentation to General Administration (GA) stating willingness to lead a lab school, but that a Fall 2018 start date is preferred. UNCP expressed a preference to lead a K-2 school-within-a-school. A meeting with GA in Chapel Hill is scheduled for mid-October. Negotiations are ongoing between GA and the legislature.Dr. Cammie Hunt reported on the status of UNCP's discussions with Academic Partnerships (AP). The Chancellor is looking to grow our online distance education program like UNCW did. Currently, UNCP is looking at using AP with select graduate programs. AP will be on campus October 20 to meet with faculty and administration. A period of discussion in the Senate meeting yielded questions about teaching load, 8-week courses and term cycles, course development, course caps, teaching assistants, accreditation, intellectual property and ownership, technological infrastructure, learning management systems, UNCP's mission, and contract specifics with AP.The Emergency Operations team met yesterday in preparation for Hurricane Matthew. The committee will meet again tomorrow afternoon.

**E.    Reports of Committees**
1. Operations Committees
   a. Executive Committee
      1) Resolution by the UNC Faculty Assembly—*Resolution 2017-1: On the Governance Implications of North Carolina Session Law 2016-94* (See Appendix B in the Agenda)**Approved 21-0-0**
   b. Committee on Committees & Elections—Tom Dooling
      1) Proposal to appoint the following faculty member to fill a vacancy: Melinda Rosenberg (LETT to 2017) to fill a vacancy on the Faculty Development and Welfare Subcommittee**Approved 20-0-0**
   c. Committee on Faculty Governance

          1)  Proposal to add the Director of the Center for Academic Success to the membership of the Enrollment Management Subcommittee (Faculty Governance, 6-0-0) (See Appendix C in the Agenda)**Approved 20-0-0**

  2.  Standing Committees

    a.  Academic Affairs Committee—Jonathan Maisonpierre

      1)  Information Item: *General Education Subcommittee Response to the December 2015 Final Report of the UNC General Education Council* (See Appendix D in the Agenda)There are no action items. Appendix D is an informational statement from the Subcommittee on General Education regarding discussions at the state and campus level. Work is still being done on tweaking forms involving military students. The committee is discussing the definition of attendance in online courses.

    b.  Faculty & Institutional Affairs Committee— Jesse Peters

      1)  Recommendations from the Faculty Development and Welfare Committee (See Appendix E in the Agenda)

        A.  Teaching and Learning Center**Recommendation approved 20-0-0**

        B.  Implementation of NC Promise**Recommendation approved 20-0-0**

    B.  Student Affairs & Campus Life Committee—Brooke KellyThe committee had a good conversation with the Registrar about notification to students being dropped from classes. SACL will put together a "cheat-sheet" for faculty and advisors to help them through the process. Dr. Kelly expects to report on activity period discussions at the next senate meeting.

**F.**   **Faculty Assembly Report**Has not met since its last report on September 1. The next meeting is October 21.

**G.**   **Teacher Education Committee Report** (See Appendix F in the Agenda)

**H.**   **Graduate Council Report** (See Appendix G in the Agenda)

**I.**   **Other Committee Reports**

**J.**   **Unfinished Business**Clarification is still needed on the current Promotion and Tenure model. The newest revisions may not have appeared in their entirety in the *Faculty Handbook*. We will continue to pursue these issues to see where they stand and correct where needed.

**K.**   **New Business**

**L.**   **Announcements**

M.   **Adjournment**The meeting was adjourned by Chair Simmons at 4:51 PM.


Respectfully submitted,


Aaron Vandermeer, Secretary


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**Appendix B**

**Proposal from the Department of Social Work**

**Program Proposal:** We are currently realigning our curriculum to redesign summer courses (bridge courses).  In the summer of 2017 we will eliminate the bridge courses SWK 5330 Advanced Standing Bridge Course I and SWK 5340 Advanced Standing Bridge Course II. Students who have been accepted for advanced standing will now take a new course Social Work Advanced Practice with Native Americans, which is one of the programs emphasis. We will also offer SWK 5080 in the summer for Advanced Standing Students.  This offers the Advanced Standing Students courses that will help them prepare for graduate work, without repeating content from their BSW program.

**Program Totals for Advanced Standing will now be 33 hours**

Students with accredited undergraduate degrees in social work, who either choose to enter as regular full-time MSW students or regular part-time MSW students are eligible to test out of selected Foundation Year courses, unless they have a "B" or better in the undergraduate degree. If they have a B or better, they will be exempt from having to take the course.   This is done in order to avoid duplication and redundancy of course content of generalist program content from the BSW program.

The examinations are designed to assess whether an incoming student has mastered the content at the level expected of a student who satisfactorily completes the particular course in the foundation MSW program. Students are given reading lists and course objectives to help them prepare for the exams.

Students will notify the MSW Program Director in writing of their desire to test out of a course eight weeks before the first semester. Tests will be administered no later than the 4th week before the student's first semester and we will inform student of specific time and dates in writing. Students will be notified in writing of their test out results within one week from date of test. If a student takes any or all of the exams and scores a grade of 80% or higher, he or she will be awarded "credit by examination" and will not be required to enroll in the particular class for which credit was given.

The following exams are offered:
SWK 5000 Human Behavior and the Social Environment I (3 credits)
SWK 5150 Human Behavior and the Social Environment II (3 credits)
SWK 5100 Research Methods in Social Work (3 credits)
SWK 5070 Social Policy and Services I (3 credits)
SWK 5200 Social Work in a Diverse Community (3 credits)

**Program Totals for Regular MSW Program will now be from 45-60 hours (depending on the numbers of hours that have been "tested out").**

**Rationale:** During our last accreditation review the Council on Social Work Education (CSWE) had an area of concern with our curriculum that we are addressing with this current change. We are to ensure that BSW graduates entering our MSW program do not repeat what they mastered in their BSW program. We are making these changes in order to maintain our compliance with our accrediting body CSWE and to ensure students are not repeating content.

Dept vote: 10 for; 0 against; 0 abstain
Affect others: no
New Courses: yes
Additional Resources: no
Affects Degree Pathway: yes
Affects CAA Degree Plan: no

Catalog Entry: **Master of Social Work**

**Program-Specific Admissions Standards**
Applications are welcome at any time during the year, but the MSW program will not admit new students for spring semester and will admit advanced standing students in the summer only. All admissions will be for summer or fall terms.

Students with accredited undergraduate degrees in social work, who either choose to enter as regular full-time MSW students or regular part-time MSW students are eligible to test out of selected Foundation Year courses.  This is done in order to avoid duplication and redundancy of course content of generalist program content from the BSW program. If you are interested in testing out, please contact the program director.

Request your recommendations from professional supervisors or university faculty who are not members of the UNCP Social Work Department.

Submit an essay which incorporates both autobiographical information and discussion of a social problem. Detailed directions are available on the Graduate School website and must be carefully followed.

Complete a criminal background check. Directions and a link to the URL are available on the Graduate School website.

**Requirements for a Master of Social Work**

**~~Required Courses~~ Foundation Courses**
SWK 5000 Micro Human Behavior and the Social Environment*

SWK 5050 Foundations of Social Work
SWK 5060 Social Work Practice with Individuals
SWK 5070 Social Welfare Policies and Programs*
SWK 5100 Generalist Social Work Research*
SWK 5150 Macro Human Behavior and the Social Environment*
SWK 5200 Social Work in a Diverse Community*
SWK 5300 Foundation Practicum I and Seminar
SWK 5400 Foundation Practicum II and Seminar

**Concentration Courses**
SWK 5080 Advanced Generalist Practice in Rural Settings
SWK 5410 Social Work Practice Administration in Rural Settings
SWK 5430 Advanced Generalist Practice with Individuals and Families
SWK 5450 Advanced Generalist Intervention Research
SWK 5500 Concentration Practicum I and Seminar
SWK 5580 Advanced Generalist Social Work Practice with Groups
and Organizations in Rural Communities
SWK 5600 Advanced Clinical Assessment and Intervention Methods
SWK 5800 Concentration Practicum II and Seminar

**Electives** (If taken out of the department, must have special permission)
SWK 5320 Community Development and Social Planning in Rural Communities
SWK 5700 Child Welfare
SWK 5710 Grant Writing
SWK 6200 Assessment and Treatment of Substance Abuse Disorder
SWK 6300 Human Trafficking in the US
SWK 6400 Forensic Social Work
SWK 6500 Military Social Work
SWK 6600 Advanced Social Work Practice in Integrative Healthcare
SWKS xxxx

Total **45-60** **hours** **(Testing out Courses*)**

**Requirements for a Master of Social Work —Advanced Standing**

**Required Courses**
SWK 5330 Advanced Standing Bridge Course I
SWK 5340 Advanced Standing Bridge Course II
SWK 5080 Advanced Generalist Practice in Rural Settings
SWK 5410 Social Work Practice Administration in Rural Settings
SWK 5430 Advanced Generalist Practice with Individuals and Families
SWK 5450 Advanced Generalist Intervention Research
SWK 5500 Concentration Practicum I and Seminar

SWK 5580 Advanced Generalist Social Work Practice with Groups and Organizations in Rural
     Communities
SWK 5600 Advanced Clinical Assessment and Intervention Methods
SWK 5800 Concentration Practicum II and Seminar
SWK 6700 Advanced Practice with Indigenous Populations

**Electives** (If taken out of the department, must have special permission)
SWK 5320 Community Development and Social Planning in Rural Communities
SWK 5700 Child Welfare
SWK 5710 Grant Writing
SWK 6200 Assessment and Treatment of Substance Abuse Disorder
SWK 6300 Human Trafficking in the US
SWK 6400 Forensic Social Work
SWK 6500 Military Social Work
SWK 6600 Advanced Social Work Practice in Integrative Healthcare
SWKS xxxx

**Program Total for Advanced Standing  38 33 hours**

**Appendix C**

**Proposal from the Writing Intensive Committee**

**Program Proposal:** Add BRD 3170 Screenwriting to the Writing Intensive Program as a Writing in the Disciplines course.

**THE WRITING INTENSIVE PROGRAM**

The Writing Intensive Program is an initiative of the UNC Pembroke Quality Enhancement Plan. The goal of the program is to enhance the ability of students to write effectively and appropriately in both general writing and professional writing in their disciplines. The program consists of Writing Enriched courses and Writing in the Discipline courses. Writing Enriched courses are 2000- and 3000-level courses in which writing supplements the coverage of course content. It includes extensive and intensive instruction in writing. Writing in the Discipline courses are 3000- and 4000-level courses that are designed to teach students about the roles and uses of writing in their fields of study. As a requirement for graduation, students must complete nine semester credit hours of Writing Enriched and Writing in the Discipline courses. One course must be a Writing in the Discipline course.

The courses listed below are approved to be offered as Writing Enriched or Writing in the Discipline courses. When these courses appear with the designation WE (Writing Enriched) or WD (Writing in the Discipline) in the title of the course in the course schedule, they can be taken to satisfy the writing intensive graduation requirement. The completion of ENG 1050 is a prerequisite for all Writing Enhanced or Writing in the Discipline courses.

**Course Description:** Students will develop skills in writing scripts for long and short form TV and film genres such as sitcoms, dramas, documentaries, and screenplays.  Forms, styles, and conventions of writing for motion media will be explored.

Curriculum <u>requirements</u> this course meets [for purposes of department planning--check all that apply]:

___Gen ED ___Dept. Major ___Dept. Minor ___Writing Enriched (WE) _X_Writing in the Discipline (WD)

Course Format:
_X__Lecture ___Lecture & Lab ___Seminar ___Practicum __X__ Online ___Other

Course Frequency:
___Each term __X_Each year ___Alternate years __X_Other (please specify)
The course will be offered every year and will be offered in Summer.

1a. Types of INFORMAL writing [e.g., journals, lab or field notes, logs, ungraded drafts] required in the course and how they will be evaluated for course grade:
Diagram 3-act structure from programs viewed in class. Write character bibles, script outlines, and treatments to support final screenplay. Some homework and in-class exercises are peer reviewed, allowing students to discuss script formatting and story elements in an informal manner. Students complete in-class screenplay outlines using stock photos as inspiration in timed exercises.  All faculty incorporate class discussion of students' work that has been shared aloud, for extemporaneous impromptu critique.

1b. Estimated # of pages of INFORMAL writing in course: **10-20**

1c. Describe the learning outcomes expected from the required informal writing:
It is expected students will understand story structure, script formatting, and how successful screenplays combine events with a character's journey.

2a. Types of FORMAL writing [e.g., essay tests, polished papers] required in the course:
Long and short form screenplays. Students may have to complete basic research to write knowledgeably about the subject of their screenplay. An example might be that if you're going to write thriller about military jet pilots, you would likely need to do some research into military life in order to create believable characters/settings.

2b. Estimated # of pages of FORMAL writing in course: **50 (varies by professor)**

2c. Describe the learning outcomes expected from the required formal writing:
Demonstrate grasp of writing-for-oral-delivery. Demonstrate grasp of script formats, punctuation, abbreviations, and other broadcast-style issues.  Demonstrate understanding of story structure, exposition, and character development.

3.  What percentage of the course grade is determined by the INFORMAL writing assignments? **15-25**; by the FORMAL writing assignments? **75-85**

4.  How will students receive instruction on discipline-specific writing practices as part of the course?  Please indicate where and what discipline-specific writing practices are included.
Textbook, lecture, handouts, and written feedback. Students learn script formats for different media, writing styles of treatments and proposals (manuscript format), "conversational writing," how to describe scenes, industry jargon, etc.

5.  What procedures are to be used in the course for students to receive help as they draft, revise, and edit their polished written work?
For example, depending on the professor, some assignments are returned to students with instructions for revisions. These revisions include feedback on the technical and grammatical aspects of writing, but also include instructions for alternate creative direction. As an example, a

student may focus on an event rather than how the characters grow (the hero's journey) as a result of the event. Instructor criticism would push the student towards examining the people inhabiting the screenplay. Students are forced to tackle creative challenges by applying multiple concepts. This approach enhances their ability to write in specified formats, pushes their creative problem-solving skills, and prepares them for real-life situations that occur when writing for performance and media production.

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**Appendix D**

**Faculty and Institutional Affairs Committee (FIAC)**
Items for Faculty Senate Meeting – November 2, 2016
Passed unanimously on October 25, 2016

**Recommendation to Modify BraveBook Defining Objective Initiative 12**

**Rationale:**

The *UNCP Faculty Handbook* (SECTION II, CHAPTER 5, FACULTY PARTICIPATION IN ACADEMIC POLICY AND CURRICULUM DEVELOPMENT subheading Curriculum Development and Revision Process, item 3; p. 123) states "Curriculum development and revisions proposals are initiated by the faculty of the academic departments by completing one of five standardized curriculum forms"

*SACS Standard 3.4.10* states: "The institution places primary responsibility for the content, quality and effectiveness of its curriculum with its faculty"
The explanatory language attached to that standard states the following: "The route for curriculum approval is typically through processes controlled by faculty which begin at the department or program level followed by appropriate approvals within and external to the institution. Initiation of and responsibility for curriculum *content* is faculty driven. Additionally, it is the responsibility of the faculty to assess periodically the curriculum for quality and effectiveness and make changes as appropriate."

The *AAUP Redbook* also states "The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process."

Therefore, it is clear that the *UNCP Faculty Handbook* expects that curriculum emanates from the faculty and the SACS and AAUP sources make it clear that this is not a local expectation. It is part of a broad and long-standing academic tradition.

BraveBook Defining Objective Initiative 12 exists outside the boundaries of the *UNCP Faculty Handbook* and in denial of long-standing academic traditions. Being given a post hoc opportunity to acquiesce to administrative modifications in curriculum is putting the faculty on the wrong end of the process both according to the handbook and long-standing academic traditions.

However, the administration has access to data that faculty may not. In the spirit of shared governance, a modification of this objective would make it clear that the faculty will engage

issues and decide upon courses of action concerning programs and curriculum—a process consistent with the *UNCP Faculty Handbook* and long-standing academic tradition.

**Recommendation:**

<u>Current wording:</u>
"Assess and modify academic program offerings based upon course enrollment, student interests, and other related criteria"

<u>Recommended wording:</u>
"Assess academic program offerings based upon course enrollment, student interests and other related criteria and provide that assessment to the appropriate faculty bodies for reflection and action."

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