

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

Wednesday, October 7, 2020 at 3:30 p.m.

<https://uncp.webex.com/uncp/j.php?MTID=m0dfd7840a0eb7f5bfa7008bfd361e28a>

Meeting number: 172 930 3473

Password: 3n3fM9ZReKM

Host Key: 866461

Join by video system: Dial 1729303473@uncp.webex.com
You can also dial 173.243.2.68 and enter your meeting number.

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Access code: 172 930 3473

Robin Snead, Chair pro tem
Mark Tollefsen, Secretary

Members of the Senate:

To 2021	To 2022	To 2023
ART Mark Tollefsen	ART Laura Hess	ART Nathan Thomas
CHS Shenika Jones	CHS Tamara Savage	CHS Cindy Locklear
EDN David Oxendine	EDN Gretchen Robinson	EDN Camille Goins
LETT Wendy Miller	LETT Robin Snead	LETT
NSM Benjamin Killian	NSM Bill Brandon	NSM Maria Pereira
SBS Jack Spillan	SBS Victor Bahhouth	SBS Joe West
At-Large Cherry Beasley	At-Large Tim Altman	At-Large Renee Lamphere
At-Large Susan Edkins		At-Large Melissa Schaub
At-Large David Young		
Chancellor Robin G. Cummings Interim Provost and Vice Chancellor for Academic Affairs Zoe Locklear		

Order of Business

- I. Roll Call**
- II. Approval of Minutes:** (Appendix A)
- III. Adoption of Agenda**
- IV. Reports from Administration**
 - a. Chancellor—Robin G. Cummings
 - b. Interim Provost and Vice Chancellor for Academic Affairs—Zoe Locklear

V. Reports of Committees

1. Operations Committees

- a. Executive Committee—Robin Snead
 - a. Informational: Chair Election will take place during New Business, as per Governance’s memo, and new chair will run meeting from that point. Nominee listed and nominations accepted from the floor.
 - b. Informational: Budget Committee
 - c. Action Item: In light of the extraordinary circumstances of Fall 2020 and Spring 2021 and the available resources, the faculty senate recommends for these two terms that Student Evaluation of Instruction (SEIs) be collected through the online platform regardless of instructional format for all scheduled faculty evaluations as per the handbook
 - d. Action Item: Approve Charge of the Special Committee to Revise ICC Proposal (Appendix C) (see also Appendix B, Background)
 - e. Action Item: Approve Traits as Listed on Appendix C for overall composition of the committee and work groups to Revise ICC proposal with the expectation that members may fill multiple criteria (Appendix C)
- b. Committee on Committees & Elections—Shenika Jones
 - a. Action Item: Approve Subcommittee Appointments: Laura Staal (SoE), FDW
 - b. Upcoming: Faculty Senate Elections
- c. Committee on Faculty Governance—Cherry Beasley
 - i. Action Item: Chair pro tem Eligibility (Appendix D)
- d. Committee on the Oversight of the Faculty Handbook—Tom Dooling

2. Standing Committees

- 1. Academic Affairs Committee—Robin Snead
 - 1. See above: ICC proposal
 - 2. Informational: Curriculog Dates (Appendix E)
 - 1. Curriculum First: March 10
 - 2. Special Committees First: Feb 10
- 2. Faculty & Institutional Affairs Committee—Nathan Thomas
 - 1. Informational: Status of CAS Dean and Provost Searches
- 3. Student Affairs & Campus Life Committee—Tamara Savage
 - 1. Informational: Student Name Change Policy (in DoIT workflow) and Pronoun Changes in Canvas
 - 2. SGA Survey Results (Appendix F)
- 4. Academic Information Technology Committee—Susan Edkins (Appendix G)
 - 1. Informational: SEIs: Technical and Platform
 - 2. Informational: Urge Faculty to reach out to DoIT with tech issues
 - 3. Informational: Availability of loaner laptops for students
 - 4. Informational: Zoom License

5. Informational: Increased Course Storage Size in Canvas
6. Informational: New Software License Purchases through IT Governance Committee
7. Informational: Group defining what an online student is

3. Faculty Assembly Updates: Digital Learning, Digital Course Enhancements, Racial Equity Task Force (Appendix H, Appendix I, Appendix J)
4. Teacher Education Committee (Appendix K, Appendix L)
5. Graduate Council (Appendix M)
6. Other Committees

VI. Unfinished Business

VII. New Business

- a. Election of Faculty Senate Chair
 - i. Nominee: Joe West

VIII. For the Good of the Order

IX. Announcements

X. Adjournment

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

Wednesday, September 2, 2020 at 3:30 p.m.

<https://uncp.webex.com/meet/abigail.mann>

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+1-415-655-0001 US Toll

Access code: 736 175 029

Abigail Mann, Chair

Mark Tollefsen, Secretary

Members of the Senate:

To 2021	To 2022	To 2023
ART Mark Tollefsen	ART Laura Hess	ART Nathan Thomas
CHS Shenika Jones	CHS Tamara Savage	CHS Cindy Locklear
EDN David Oxendine	EDN Gretchen Robinson	EDN Camille Goins
LETT Wendy Miller	LETT Robin Snead	LETT Abigail Mann
NSM Benjamin Killian	NSM Bill Brandon	NSM Maria Pereira
SBS Jack Spillan	SBS Victor Bahhouth	SBS Joe West
At-Large Cherry Beasley	At-Large Tim Altman	At-Large Renee Lamphere
At-Large Susan Edkins		At-Large Melissa Schaub
At-Large David Young		
Chancellor Robin G. Cummings Interim Provost and Vice Chancellor for Academic Affairs Zoe Locklear		

Members Present: Victor Bahhouth, Cherry Beasley, Bill Brandon, Robin Cummings, Susan Edkins, Camille Goins, Laura Hess, Shenika Jones, Benjamin Killian, Renee Lamphere, Zoe Locklear, Abigail Mann, Wendy Miller, David Oxendine, Maria Pereira (3:58), Gretchen Robinson, Tamara Savage, Melissa Schaub, Robin Snead, Jack Spillan, Nathan Thomas, Mark Tollefsen, Joe West, David Young

Members Absent: Tim Altman (excused), Cindy Locklear

Guests: Gaye Acikdilli (Business), Irene Aiken (Graduate School), Nick Arena (Business), Tina Barr (Social Work), Scott Billingsley (Academic Affairs), Juan Bobadilla (Foreign Languages), Royal Bryant (Campus Safety), Kirill Bumin (Graduate School), Joshua Busman (Honors College), Tabitha Cain (Assistant to Chancellor), Nicolette Campos (Employee Relations),

Courtney Carroll (Biology), Polina Chemishanova (English), Roger Cross (Technical Services), Teagan Decker (Honors College), Katherine DeFiglio (Music), Thomas Dooling (Chemistry and Physics), Irina Falls (Education), Martin Farley (Geology), Michele Fazio (English), Leah Fiorentino (Kinesiology), Loury Floyd (Education), Richard Gay (CAS), Carole Graham (Political Science), Jocelyn Graham (Assistant to Chancellor), Jane Haladay (AIS), Julie Harrison-Swartz (Nursing), Alyssa Hernandez (Pine Needle), Beth Holder (University College), Mordechai Inbari (Religion), Kelvin Jacobs (General Counsel), Mary Jacobs (AIS), Jennifer Jones-Locklear (Nursing), Autumn Lauzon (English), Jamie Litty (Mass Communication), Lawrence Locklear (Student Inclusion and Diversity), Art Malloy (Student Affairs), Ashley McMillan (Liaison to Chancellor), Lisa Mitchell (Education), Jamie Mize (AIS), Crystal Moore (SHS), Elizabeth Normandy (Academic Affairs), Derek Oxendine (Interdisciplinary Studies), Jodi Phelps (University Communications), June Power (Library), Amy Purser (Nursing), Joe Sciulli (Education), Heather Sellers (Education), Todd Telemeco (Health Sciences), Aaron Vandermeer (Music), Jennifer Wells (Nursing), Bryan Winters (Kinesiology), Summer Woodside (Social Work)

Order of Business

I. Roll Call

Motion to vote on the two minutes collectively - approved by acclamation

II. Approval of Minutes: (Appendix A, Appendix B) – approved by acclamation

Motion to move New Business (VII.a) ahead of Reports from the Administration (IV.)
- approved by acclamation

III. Adoption of Agenda – approved by acclamation

IV. Reports from Administration

a. Chancellor—Robin G. Cummings

- abbreviated his comments today but invited everyone to the Town Hall on September 3
- thanks to all for their hard work and for making it this far in the semester
- congratulations to all for the recruiting efforts (especially to Irene Aiken for the high numbers of graduate students)
 - transfer numbers are higher
 - freshmen numbers are somewhat lower, but this is common across the state
- COVID updates
 - frequency of dashboard updates (gone from twice a week to three times/week. Possibly to every week day in the near future)
 - there are some positive signs. Sunday (August 30) was the first day since August 3 that there were no tests conducted. There has been a decrease in testing demand this week
 - there is little evidence of virus transmission from the classroom

- students are beginning to respond to the guidance related to social activities
 - generous gift enabled 711 extra tests on August 26-27 and the positivity rate was 4.36%
 - the Governor has changed the state's phase to 2.5 (UNCP is considering whether to adopt these guidelines at the university. For example, whether to increase the gathering sizes to 25 (inside) and 50 (outside))
 - Questions:
 - Is the University still working on metrics as to when to go fully online? The data suggests that this need is unlikely, but the administration is discussing contingency plans
- b. Interim Provost and Vice Chancellor for Academic Affairs—Zoe Locklear
- appreciates the faculty's efforts to provide solutions to our challenges
 - more than 100 faculty have participated in professional development activities, particularly related to online instruction
 - 125 temporary workplace accommodation requests were all honored. Requests for spring workplace accommodations will begin soon. Certain categories will continue to receive automatic approval
 - 28 new faculty across the university
 - 4 new department chairs
 - 2 new deans, 1 new interim dean and 1 new interim associate dean
 - thank you to all faculty involved in recruiting
 - successfully converted many courses online (60% of courses are still either face-to-face or hybrid)
 - spring scheduling will begin shortly. Some of the trials of the fall semester are no longer a concern because, for example, we already know room occupancy levels
 - 4-week winter term (all online) being considered
 - SACS visit was rescheduled to September
 - CACREP will occur in November

V. Reports of Committees

1. Operations Committees

a. Executive Committee—Abigail Mann

a. Follow Up on Information Requests

- There is some concern about UNCP's contact tracing based on the quarantine and isolation numbers, especially when compared to the number of active cases
- Question: What was the committee's purpose for sharing its information request with the rest of the faculty? The committee thought that its concerns and the chancellor's responses were important from an informational standpoint

b. Questions about Rates of Student Attendance

- concern about students not coming to class and how this becomes a student success issue and an equity issue
 - there is a hope that some numbers can be compiled to test this concern
 - encourage faculty to complete HAWK alerts for every absence (whether COVID-related or not)
- c. Academic Continuity Planning
- the faculty has been assured that they will be involved in the planning. The Office of Academic Affairs will request continuity plans from every faculty member shall the need arise
- d. Diversity Requirement
- the SGA requested a diversity requirement following the death of George Floyd. This is separate from the ICC proposal that resides in Academic Affairs at the moment. The executive committee does not wish for these to be in conflict with each other. Any revision to the ICC proposal is currently tabled so that its members can become familiar with the proposal. One possible path forward would be to combine a diversity requirement with a mandated ICC component.
 - Question: Would the impact of the ICC requirement be compromised by combining it with a general diversity requirement? Plans could be separated, and this will be considered
 - anyone who has interest or wants to comment on the ICC should attend the September 16 meeting of the Academic Affairs meeting, at which the ICC will be on the agenda
- e. Action Item. Proposal: In light of the fact that the faculty handbook does not require a faculty signature for undergraduate withdrawals, the Senate, while upholding the importance of following the catalog, recommended that the Office of Academic Affairs make the decision whether to override the catalog as to faculty signatures for withdrawals for Fall 2020.
- approved by acclamation
- b. Committee on Committees & Elections—Shenika Jones
- a. Action Item: Approve Committee/Subcommittee Appointments (Appendix C) - approved by acclamation
 - b. Informational: Appointments (Appendix C) - approved by acclamation
- c. Committee on Faculty Governance—Aaron Vandermeer
- top five objectives for the 2020-2021 Academic Year
 - look into apportionment of division reps on faculty senate
 - assess the authority to posit statements of institutional mission, vision, and values, as the prerogative of the faculty (department, college, faculty body)
 - explore the good, transparent, and collaborative relationship between administration and faculty
 - explore online committee meetings post-Covid
 - address general faculty quorum rules and electronic voting
 - elected Carla Rokes secretary

d. Committee on the Oversight of the Faculty Handbook—Tom Dooling

2. Standing Committees

1. Academic Affairs Committee—Robin Snead

1. Informational: Curriculum Matters

- Curriculog open since August 28
- faculty may still use Curriculog to submit curriculum proposals
- faculty uncomfortable with Curriculog can complete paper forms. Then Okoye Whittington would create the curriculum proposals in Curriculog
- Curriculog will close in early March (date TBD)
- proposals needing to go through TEC, the graduate committee, or the general education subcommittee must be submitted by late February (date TBD)
- Question to Senate: should a course format change be a major or minor revision?

2. Informational: Late Adds

- a small number of students added classes after the add date but before the census date. The committee understands the unique situation that this semester posed but does not wish for this to become a regular occurrence
- additionally, the Academic Affairs committee will look into the aforementioned action item concerning signatures on withdrawal forms

2. Faculty & Institutional Affairs Committee—Nathan Thomas

1. Informational: Faculty Enforcing Mask Policies in the Halls

- some concerns have been raised on the faculty Listserv, and the committee is considering possible recommendations

3. Student Affairs & Campus Life Committee—Tamara Savage

1. Informational: Student Name Change Policy

- the policy to input students' chosen names as opposed to birth names was passed by the Cabinet in late Summer 2020. However, DoIT stated that they were not prepared to make the necessary changes by the Fall 2020 semester. The issue will be raised again this semester by AITC.

4. Academic Information Technology Committee—Susan Edkins

1. Informational: Canvas A/B split

- faculty members would like for A/B hybrid rosters to be separated within Canvas

2. Informational: LTIs

- working to make the process clearer for faculty to request LTIs

3. Faculty Assembly (Appendix D)

- Renee Lamphere encouraged faculty to contact her so that she can more effectively represent UNCP as part of the faculty assembly.
- budget considerations will be the largest point of interest this year.

4. Teacher Education Committee
5. Graduate Council (Appendix E)
6. Other Committees
 1. Student Computing Initiative (Aaron Vandermeer)
 - working with the bookstore to improve students' access to affordable technology
 2. ("The Chairs of the Faculty Hearing Committee and the Faculty Grievance Committee will report to the Faculty Senate early in the fall semester on the number of cases heard during the previous academic year (and/or summer).")
 1. Faculty Hearing: 0
 2. Faculty Grievance: "had one case brought up but due to Covid and the parties wishing to meet in person, it was postponed until this academic year per the advice of University Counsel."

VI. Unfinished Business

VII. New Business

- a. Kelvin Jacobs, University Counsel: Introduction
 - re-address this issue due to greater requests for records and transparency
- b. Memo Re: NC "Open Meetings", "Public Bodies" and "Public Records" law (Appendix F)
 - Counsel Jacobs summarized the terms "Open Meetings," "Official Meetings (Regular, Special and Emergency)," "Public Bodies (including subcommittees but excluding Faculty Assembly and Staff Council)," and "Public Records" and covered the protocols and guidelines for each term
 - roll calls and votes may be conducted through a preliminary voice vote. If there are no "nays," a roll call of every individual is not necessary
 - provided guidance about posting meeting times
 - Questions: Yeas or Nays in chat? Using a poll? Counsel Jacobs will look into it and respond to the Senate at a later date
 - Question: Live-streaming the meeting? Counsel Jacobs will look into it
 - Question: Does the meeting announcement need to be physically posted? Counsel Jacobs will look into it
 - Question: Must the chat be transcribed and maintained? Counsel Jacobs will look into it
 - Question: Must all subcommittees be subject to the rules of a public body? Counsel Jacobs says that the subcommittees are public bodies
 - Question: If a subcommittee does not conduct official business (if its votes are not final until confirmed by Senate), would they technically be public bodies?
 - Question: Must the meetings be recorded? Counsel Jacobs said that minutes can take the place of a recording

VIII. For the Good of the Order

IX. Announcements

Motion to extend the meeting by 15 minutes - approved by acclamation

Motion to extend the meeting by 10 minutes - approved by acclamation

X. Adjournment at 5:25

LUMBEE TRIBE OF NORTH CAROLINA

CLLR-2020-0910-01

DATE: September 10, 2020

Resolution To Support The Indigenous Cultures And Communities Requirement (ICC) At UNC Pembroke.

WHEREAS, The Lumbee Tribe of North Carolina is a recognized American Indian tribe since 1885, subject to the Constitution of the Lumbee Tribe of North Carolina and its inherent powers and self-government, and;

WHEREAS, Article VII, Section 1 of the Tribal Constitution delegates all legislative authority to the Tribal Council of the Lumbee Tribe of North Carolina, and;

WHEREAS, The University of North Carolina at Pembroke (UNC Pembroke) was established in 1887, in the heart of ancestral Lumbee homelands, to offer educational opportunities to Lumbee students at a time when access to education was limited due to racial discrimination and Jim Crow legislation, and;

WHEREAS, UNC Pembroke's history and existence is deeply connected to the heritage of the predominantly American Indian community in which it exists, and;

WHEREAS, UNC Pembroke was designated North Carolina's Historically American Indian University by the North Carolina General Assembly in 2005 in recognition of its historical mission of service to American Indian peoples, and;

WHEREAS, UNC Pembroke and the Lumbee Tribe of North Carolina have long been partners in advocating for and supporting all American Indian people, and;

WHEREAS, The Lumbee Tribal Council views the Indigenous Cultures and Communities Requirement (ICC) at UNC Pembroke as a continuation of that partnership by promoting a better and more informed understanding of the American Indian experience, particularly the unique sovereign status of Indigenous peoples in and beyond the United States, and;

WHEREAS, The ICC also promotes the study and exploration of the unique issues that affect American Indian peoples by providing insight into Indigenous knowledge systems, world views, governance, culture, literature, history, health care, science, environmental ethos and many other areas. Consequently, the ICC offers a unique perspective and lens for promoting a more inclusive and diverse worldview among students at UNC Pembroke, and;

WHEREAS, The ICC proposal honors and recognizes that connection and the pride the Lumbee people have for the university while encouraging students from all backgrounds to broaden their knowledge of the Lumbee and other Indigenous cultures and communities, and;

NOW THEREFORE, be it resolved, the Tribal Council of the Lumbee Tribe of North Carolina does hereby support and encourage the expeditious adoption and implementation of the Indigenous Cultures and Communities Requirement at UNC Pembroke.

CERTIFICATION

THIS CLLR-2020-0910-01 "Resolution to Support The Indigenous Cultures And Communities Requirement (ICC) At UNC Pembroke" ADOPTED AT A MEETING OF THE TWENTY-ONE (21) MEMBER TRIBAL COUNCIL OF THE LUMBEE TRIBE OF NORTH CAROLINA WHERE 16 MEMBERS WERE PRESENT, CONSTITUTING A QUORUM, THIS THE 10TH DAY OF SEPTEMBER, 2020 BY A VOTE OF 16 YES 0 NO, AND 0 ABSTENTION(S).

Ricky Burnett

9-10-2020

ATTEST: RICKY BURNETT

DATE

Speaker, Tribal Council of the Lumbee Tribe of North Carolina

Sharon Hunt

9-10-2020

ATTEST: SHARON HUNT

DATE

Secretary, Tribal Council of the Lumbee Tribe of North Carolina



LUMBEE TRIBE OF NORTH CAROLINA

ROLL CALL :

Date: Sept. 10, 2020

Resolution Indig Cult. - UNCP

	YES	NO	ABS	ABSENT
District 1: Carvicous Barfield	✓			
District 2: Sharon Hunt	✓			
Gerald Goolsby	✓			
District 3: James B. Hunt				✓
Pam Hunt	✓			
District 4: Ted Woodell	✓			
District 5: Wendy Moore	✓			
Jarrold Lowery				✓
District 6: Larry Chavis	✓			
Douglas Locklear	✓ sh			✓
District 7: Reginald Oxendine	✓			
Yvonne Dial	✓			
Alvin Mercer	✓			
District 8: Corbin Eddings				✓
District 9: Dewey J McNeill	✓			
District 10: Marshil Locklear	✓			
District 11: Frank Cooper	✓			
District 12: Shelley Strickland				✓
Michael Chavis	✓			
District 13: Ricky Burnett	✓			
District 14: Terry Hunt	✓			

16 5

Sharon Hunt
Secretary: Sharon Hunt

CARRIED / FAILED

APPENDIX D

From my reading of the proposal, the following seems self-evident. And, if not self-evident, perhaps a more cautious and prudent approach would be referral to an appropriate subcommittee for review, discussion and recommendation(s) as I do believe there are serious consequences with the proposal as currently submitted.

1. The organization/charter of the proposal undercuts the representation and clearly defined role and authority (e.g., influence) of the Faculty Senate and consequently the General Faculty. Each of the following have far-reaching meaning and subsequent consequences:
 - a. Representation (PALM)
 - i. Process
 - ii. Accountability
 - iii. Membership
 - iv. Leadership (Coordinators/chairs)
 - b. Authority
 - i. Typically, ad-hoc committees are created, defined and sun-downed by the Faculty Senate
 - ii. Permanent ad-hoc committees are not within the scope or authority of the Faculty Senate
 - c. Programming
 - i. The proposed Council may not establish “programming” counter to or in contradiction of the UNC-Pembroke Faculty Constitution. And, without consultation and oversight, the Faculty Senate is a paper tiger.
 - ii. The Constitution is clear as to the duties/responsibilities of subcommittees and committees as well as the process for approval of changes to curricula, programming and graduation requirements, etc.
 - iii. Non-representative (i.e., non-elected representatives) councils establishing “programming, etc.” without the consent and approval of the Faculty Senate would be unconstitutional and more importantly counter to long-established precedents in history as to the role and mission faculty in academia.
2. Precedent and history: Of the graduation requirements adopted to date, none has required the establishment of an autonomous body (e.g., physical education, writing, etc.) And, no such body exists, with proposed broad discretionary authority/powers, in order mandate or oversee a requirement without consideration, support and authorization of the Faculty Senate.

Precedent may actually be a warning-signal; questions, process, confusion and consequences must be adequately considered and weighed in terms of the potential, beneficial outcomes of the proposed actions. The Faculty Senate should carefully weight proposals, in lieu of compelling evidence, which violate precedence.

3. Based on the background information provided, the committee found that no native-serving institution had any specific indigenous culture or community requirement. And apparently, while the committee “saw this as an opportunity,” there has been little research to sustain a clear, promising and compelling rationale for this proposal.
4. In the committee’s final proposal, it elected to shift from “American Indian Studies” to “Indigenous Cultures and Communities” in order “*to maintain the charge to celebrate the university’s unique heritage while also including Indigenous peoples ...*”.

And in my view, this muddies the water. It nullifies the spirit and intent of the SGA proposal, negates the desires of Faculty Senators who voted to establish the ad-hoc committee and undermines the underlying purpose, sacrifice and history of the institution.

In my view, the solution is the administration of UNC-Pembroke must provide a powerful voice to perpetuate this unique, important institution. And how do we do this; money!

The Department of American Indian Studies should receive additional resources to attract scholars; it should have a budget to provide information, collaboration, research and outreach to the service area. It will then be able to provide more courses, career pathways, research, community engagement and stature plus respect for the institution; what it was, is and can be. AIS should not continue to be a step-child.

While reality might dictate the number of majors, types of jobs and wages/income are paramount in assessing quality, efficiency and effectiveness, there is a profound debt owed to the visionaries and community, those who dreamed and sacrificed. No cost-benefit analysis will capture this.

And so, to do what is right and honest and decent, we owe all students the opportunity to seek out opportunities to learn about the wonderful world we have inherited at UNC-Pembroke and a strong, funded AIS Department can accomplish this mission.

There is no need to mandate this.



**OFFICE OF THE TRIBAL CHAIRMAN
LUMBEE TRIBE OF NORTH CAROLINA**

September 15, 2020

Southeastern North Carolina is the ancestral home of the Lumbee Tribe of North Carolina. My people have been here since time immemorial and continue to live and thrive in our ancestral homelands. Our tribal territory consists of Cumberland, Hoke, Robeson, and Scotland counties. The Lumbee are the largest tribe in North Carolina and the largest American Indian Tribe east of the Mississippi.

The Lumbee were responsible for establishing the Indian Normal School in 1887 which is now known as the University of North Carolina at Pembroke. UNCP was established in the heart of Lumbee Country, to offer opportunities for Lumbee students at a time when access to education was limited due to racial discrimination and Jim Crow legislation. UNCP was the first historically American Indian University in the nation.

The existence and history of UNCP is deeply connected and intertwined with the heritage and history of the Lumbee People. I believe that the proposed Indigenous Cultures and Community Requirement (ICC) is an appropriate way to honor and continue the connection between UNCP and the American Indian Community in which it sits.

The ICC proposal is a continuation of the partnership between the Lumbee and UNCP. It will promote a better and more informed understanding of the American Indian experience, particularly the unique sovereign status of Indigenous peoples in and beyond the United States. The ICC also promotes the study and exploration of the unique issues that affect American Indian peoples by providing insight into Indigenous knowledge systems, world views, governance, culture, literature, history, health care, science, environmental ethos and many other areas. Consequently, the ICC offers a unique perspective and lens for promoting a more inclusive and diverse worldview among students at UNC Pembroke. Making for better global citizens. I believe that the ICC proposal honors and recognizes that connection and the pride the Lumbee people have for the university while encouraging students from all backgrounds to broaden their knowledge of the Lumbee and other Indigenous cultures and communities.

As Chairman of the Lumbee Tribe of North Carolina and a proud Alumnus of UNCP, I support the adoption and implementation of the Indigenous Cultures and Communities requirement at UNC Pembroke.

Sincerely,

A handwritten signature in black ink, appearing to read "Harvey Godwin, Jr.", written in a cursive style.

Harvey Godwin, Jr., '90
Tribal Chairman

Indigenous Cultures & Communities Requirement Proposal

Indigenous Cultures & Communities Requirement Proposal

April 15, 2020 11:34 AM EDT

Here's what people are saying

Please enter your comments here:

I support the proposal as a way to emphasize our heritage. I don't think it will be onerous. Seventeen AIS courses are cross-listed, five of which are Gen Ed Core Skills courses, six of which are writing-intensive courses. Thus, courses meeting 40 hours of the requirement can also meet various other requirements, including Major and Minor requirements in the cross-listed departments. We have a significant amount of volunteering already happening, so much of that will count towards the ICC requirement. Finally, many of the extra-curricular educational and cultural opportunities available at UNCP are poorly attended. The proposal will result in more students taking advantage of these opportunities.

The philosophical issues of whether this should be required and the actual benefits to students put aside, I am very concerned by the logistical feasibility of this proposal. If courses are to be cross-listed between departments, are the departments required to continue offering them in the future? If a class is cross-listed between Biology and AIS, but the professor who has the expertise to teach a cross-listed BIO/AIS class leaves UNCP (retires, moves to a different university, takes long-term sick leave, dies, etc.), will the Biology department be required to hire a new faculty member to teach a cross-listed course? Teaching an indigenous cultures focused class is not the same as teaching a WE class; all subject areas have a required writing focus for their graduates. But most professors on the job market will not have the expertise to teach a cross-listed AIS course. I have similar concerns about the offerings for events. Many of the events listed in the documents occur in November, Native American History month, which is a very busy time for all students as they lead up to finals. This will limit their ability to attend appropriate events. Also, will students be able to attend recurring events and receive credit repeatedly? If a student attends the Pow Wow every year, do they get two credits or eight credits? Should they get eight credits for attending the same event over and over? What are the standard requirements that will make an event meet the ICC requirements? What will be the time frame for getting ICC approval for events? Will it have to be planned before the beginning of each semester or would spontaneously planned events be allowed to meet the ICC requirement? Additionally, this proposal does not adequately address how these requirements are going to be met for distance education/online students. By the nature of distance/online education, students are not required to be near UNCP to complete their degrees. So how are they going to meet the requirements for service learning and ICC events? Yes, they could take two cross-listed courses. But that could be very difficult for certain degree programs that have a very specific timeline to complete requirements for graduation on time. Also, as all students will be vying for positions in cross-listed electives to complete this graduation requirement, online only students could be put at a further disadvantage for getting into the required classes. If we cannot offer means to complete the ICC requirement equally to our online students, the requirement should not go into the catalog. Finally, I agree with my colleagues that the time frame for this decision and approval of the ICC requirement to go into effect for the Fall 2020 catalog feels very rushed. Especially in light of the limitations due to Covid-19. I suggest the discussion continue for the faculty at-large into the next academic year before a decision is reached.

Please enter your comments here:

The ICC proposal puts into practice UNCP's mission statement—values and outcomes that are informed by UNCP as an Historically Minority Serving Institution. It provides an opportunity for the campus to create diverse coursework and programming that increases student engagement and retention. One example that best illustrates an ICC focus in my teaching is the oral history service-learning project I designed with the Lumbee Tribe, which later evolved into a documentary film. The over 100 students who participated in these two multi-semester projects, sixty of whom were enrolled in my first-year writing classes, would have easily fulfilled at least half of the required contact hours listed in the ICC proposal in one semester given their completion of 30+ service community hours and attendance at university-sponsored events (some of which they organized and served as presenters). The opportunity to work directly with the local indigenous community impacted Lumbee and non-Lumbee students alike, building greater cultural awareness as well as a sense of belonging among first-generation college students. Students shared in their course evaluations and reflection essays that they appreciated how service-learning helped them to gain confidence while learning new skill sets—archival research, public speaking, and recording and transcribing interviews, which in turn helped them land jobs after graduation. I realize not everyone takes this approach in their teaching, but some do. We, as a university, have been talking about a diversity requirement for many years, but it has yet to pass. While I agree with the concerns over logistics, I support the proposal and think we should discuss a compromise with the number of hours required, especially since many of our students work full-time. The proposal clearly seeks to build connections among students and between the campus and community, supporting the goals outlined in UNCP's core values and institutional distinctiveness statements. [REDACTED]

Since the implementation of NC Promise, some have argued that UNCP is facing an “identity crisis.” The institution has students graduating that despite having spent multiple years at UNCP, do not understand the rich history of the institution and its relationship with the American Indian community. Many students from non-Native backgrounds share the sentiment that UNCP is indeed a HBCU, an example of how needed a requirement like the ICC proposal is. While the logistics of implementing the proposal need refining, the purpose of the proposal is clear and long overdue. Being North Carolina’s historically American Indian University is what sets UNCP apart from other institutions in the UNC System. Shame on UNCP faculty, staff, and leadership if students earn a degree without gaining an understanding and appreciation for the American Indian community and culture that was so instrumental to the creation of their beloved university. The ICC proposal is a chance for UNCP to brand itself as an institution with a unique history, rich heritage, and deep appreciation for Indigenous people. Let’s not miss our chance to make it happen.

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I have no objection to requiring a course on Indigenous Cultures as part of graduation requirements, but the proposal for extracurricular experiences is unworkable, will have negative impacts on 3+2 engineering collaborations, and the governing organization violates principles of shared governance. The requirement for activity beyond a course reminds me unfavorably of compulsory chapel attendance. Many universities decades ago, even public ones, had policies of compulsory chapel attendance. These policies failed to inculcate the expected religious values in students unless they were already interested in the religious ideas expressed. The indigenous cultures information conveyed in the proposal's call for at least 40 hours of presentations or service will have the same outcome. There can be even less impact for presentations given today's student's opportunities for distraction. This will be ineffective at giving students appreciation of indigenous cultures. The lack of comparable institutions with such narrowly focused extracurricular requirements is not, in my opinion, a recommendation for innovation.* It is instead an indication that other institutions consider it unworkable. It won't make us a leader; instead it will damage our position. In many majors, faculty have determined that an internship is a valuable learning experience and opportunity to build skills useful in future graduate school or job pathways. In my major, we have worked hard to ensure these internships (150 hours) are not financial burdens and often are paid. Now you wish to add a considerable number of hours of unpaid service obligation to the undergraduate curriculum (at NC Central, such hours in the major count toward the community service requirement). This is untenable. On a more specific note, our department has just established a 3+2 program with NC State Civil Engineering under which students attend UNCP for three years, State for two years and then get a bachelor's degree from both institutions. As NC State will not have the ICC extracurricular opportunities, students in the 3+2 will have to cram the UNCP requirement into our three years. In this three years, they need to accumulate 101 credits (~17 per semester) in order to complete UNCP and NCSU general education requirements, most of Geo-Environmental Studies degree requirements, and all the math and physics required for engineering, all at a GPA to reach NC State's minimum. This is a challenging curriculum. Students will need to devote their full academic effort specifically to it. Using one gen ed course for an ICC requirement is manageable, the extracurricular requirements are not. (Chemistry & Physics has a similar 3+2 as well.) Finally, a new bureaucracy to govern this is a violation of shared governance principles. This is a curricular matter in the broad sense. We don't allow an element of general education to have unilateral control of its element (e.g., mathematics to be in sole control of what constitutes math for general education). Therefore, a committee made up solely of AIS faculty cannot be the governing body for this requirement; the Faculty Senate and its committees must be in charge and there must be faculty from across the university for governance. [REDACTED] It shows the committee's straining for effect that they have to include Lee University and University of the Cumberlands, two private religious universities not at all comparable to UNCP, in their list of schools even with general service requirements. As to UT-Dallas, I could not find any indication that their community service is university-wide, it only applies to the Jindal School of Management.

This is a carefully thought-through and valuable proposal. Students will benefit from this while at UNCP (because programming and curriculum will be more focused on indigenous content) and after, because they will have cultural competencies that will make them more competitive as applicants to graduate school and on the job market. I would add undergraduate research to the pathways to completion. Many students do research outside of the curriculum or as independent study and it should count towards this requirement. [REDACTED]

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This proposal is deeply troubling, both in terms of its timing, and in terms of the details being proposed. In terms of timing, this is far too serious a reorganization of student life and student credit hours to be deliberated in haste in the face of a global pandemic. It needs multiple open forums with face-to-face participation, and should have at least a vote of the general student body. We deliberated more about getting football, and that has much less impact. As far as the proposal goes, it is lacking in several categories. It has no clear definition of "indigenous," simply expecting the rest of the university to trust that one small council will effectively judge activities and service hours. AIS courses are not problematic, and already have a substantial cross-section in General Education, but the student activity and service hour requirements here are undefined at best, and largely at the discretion of a small, self-appointed group. The volume of hours is also problematic — it represents a massive increase in one area of programming, which cannot help but cut into programming for other areas; it is difficult to imagine how this would avoid a negative impact on diversity programming on campus that is not AIS-oriented. It is also difficult to imagine how our students who commute, who participate in one or more sports, or who work to support themselves will be able to carve out 80 hours for programming without slowing their progress to graduation. It is also unclear how the hour-tracking will work — students without the available credit hours to squeeze in some extra courses would be going to dozens of activities; even with electronic check-in, the consequences (not graduating) are unreasonably high if or when there is an error. Administrative problems are also quite clear — the council deciding what activities are sufficiently "indigenous" is unelected, and it is not clear to whom (if anyone) it would be accountable. Some positions on the council make sense in terms of the content of the proposal, but others seem based primarily on the interests of the current holders of those positions. While we are overdue for a more robust diversity requirement (rather than an AIS requirement), this proposal is not it, and it is not ready for a vote even aside from the ongoing pandemic. There are good ideas here that can be adapted to the robust diversity requirement we need with further deliberation and negotiation.

--As many other commentators have said, we should not pass a major graduation requirement during a time of pandemic, when it is impossible for students and faculty to participate adequately, and we have no idea whether Fall 2020 will be a normal semester. --We should also not pass a requirement this major that received so little publicity before it was sprung on the faculty at large. Its reception at Enrollment Management Subcommittee was decidedly negative, and then suddenly it was taken off their agenda and sent straight to the Senate, until senators objected to that and it went back to Academic Affairs. It looked like a pretty clear attempt to rush the proposal through and bypass meaningful commentary. Senate leadership needs to rebuild trust among faculty by pulling this proposal for this year and starting a real program of campus feedback whenever we resume face to face operations. --The actual proposal is entirely antithetical to the values of diversity and inclusion, because it celebrates one culture and heritage above all others. Most universities have multicultural or diversity requirements. Even most HBCUs have such requirements these days. The African-American/Black Studies requirements that survive at some HBCUS are a holdover of past days, when racial identity was understood very differently. It is astonishing to me that UNCP is proposing to go backward by 50 to 75 years in our understanding of race and culture. Other people have quoted our mission statement to show how this proposal violates what we say we stand for, so I won't repeat that, but I entirely agree with their analysis. We need a diversity requirement, not an AIS requirement. --At the beginning of this process, we (and the Board of Trustees) were told that "most HBCUS have black studies requirements." In reality, only one of the five HBCUs in the UNC system has such a requirement (NC A&T), and their requirement is for 3 credit hours, not 6. Advocates of this proposal started it under false pretenses, and that taints anything else they say now about how it will work and how little harm it will do to students' ability to graduate on time. --The amount of time commitment required from students is totally unsustainable. Many students cannot add 6 hours (5% of the 120 they need for graduation) to their current programs. None of the ad hoc committee members are people who have routinely worked with at-risk students in advising, probation counseling, or attempts to figure out how to find that one last credit hour to graduate, and I am charitably assuming that means they don't know the kind of challenges our students face in getting out of here without running into extreme debt. We just finished reducing the credit hours for many programs down to 120 in order to meet a mandate from the system office, and now there's a desire to ADD 6

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hours? --Some members were apparently aware that 6 hours will be impossible for some majors, so they created the extracurricular path. But 80 hours of programming is just as infeasible. The "responses to faculty questions" document breezily assures us that this works out to "ten hours per semester (the equivalent of attending 1 UNCP programming event every three weeks)." One event EVERY THREE WEEKS? That's onerous beyond belief! What is the average number of events currently attended by UNCP undergraduates? I mean ALL undergrads, not just SGA members. I guarantee that we have many students who have never attended any such events, and to imagine that they will somehow be able to now quit their jobs, find someone else to take care of their kids, or find rides to campus is ridiculous. And that doesn't even take into account the online-only students. --These requirements will cannibalize enrollment from non-AIS classes, and attendance from all student organizations and service opportunities that are not AIS-related. Students will not be able to add to the time they already spend, so they will have to take the time away from other things. If we pass this proposal as is, we are essentially saying that we ONLY care about student organizations and service that relate to American Indians. That's exactly the opposite of "inclusive." Some people have been promising at meetings or in emails that actually anything that relates to "indigenous" people in any way will be approved to count. That's not what the actual proposal says at all, and even if it is extended slightly, there are plenty of things that will never qualify, and which will now die on the vine. --The calculations of hours is irrational. Why are we only counting the contact hours of classes? According to SACS requirements, all courses are supposed to include at least 2 hours outside of class for every hour in class. Why would the hours outside of class not count toward this requirement? If we did that, and also remember to include the 150 minutes for the exam period, a 3 credit-hour class represents 130 real-time hours, and one class alone would meet the 80 hour goal. --Meanwhile, the "responses" document contends that many institutions require more than 80 hours of service of all students. Maybe, but at those places students can choose from all service opportunities and programming. More to the point, why is every event being counted at 2 hours? Some require much more, and students should also be getting credit for overhead time like travel to and from the event (which for a commuter student living in Fayetteville is 2 hours). --It is very clear that this proposal is based on a lot of impractical assumptions about our students and our curriculum, and that probably results from the composition of the ad hoc committee, which lacked experience in a lot of areas, and also appears not to have requested any real data about our students' extracurricular and service participation until they were challenged on it. The creation of the council that will oversee the designations of fulfilling ICC credit also shows the same tunnel vision. Only AIS faculty can serve and vote, and only Student Affairs offices that will benefit from increased resources are represented. There are no student support offices represented, no one from enrollment management, and no faculty from departments that don't have AIS classes. There will be no one on the council who can bring data to show any negative effects that might be occurring in advising, retention, and graduation, on enrollment in other areas, or on student organizations from other areas.. This is a clear recipe for decision-making that is based on turf issues, and NOT on overall student welfare. Tl;dr: This proposal has many flaws, will impact our students very negatively as currently written, and SHOULD NOT be voted on this academic year.

Thank you for the opportunity to comment. Let's be honest. The real purpose behind the recently-renamed AIS proposal is to promote AIS programming: to offer more AIS courses and to increase student turnout at AIS-sponsored events. Everything else is smoke and mirrors. This proposal is not good for students, it is not good for other programs and departments, and it is not good for the university. The fact that the proposal has not been made public until recently and is now being rushed through toward approval without due process speaks to its proponents' insecurity about its contents. Were the campus given proper time to scrutinize the document in a regular academic year, the proposal would not stand a chance of passing. 1)That UNCP is considering implementing an AIS graduation policy akin to (yet significantly more expansive than) one of North Carolina's HBCUs is problematic. North Carolina A&T is the largest HBCU in the country. In Fall 2018, their student population was 77.91% black (not African American). Their website clearly targets a black audience. Perhaps it makes sense that this institution would require a 3-credit course on AA culture and history. They "graduate more African American engineers and accountants than any of the HBCUs in America," and "The A&T Four launched the Civil Rights Movement." NCA&T's brand is clear. What is ours? Brand is something that faculty do not like to consider—but what effects would such a graduation requirement bring? UNCP is not NCA&T. Our website reports our most recent minority student enrollment by race as follows: Black/AA

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31%; American Indian 13.2%; Hispanic/Latino 7.4%; Asian/Pacific Islander 1.5%. Although the university was founded by American Indians, the current student population is overwhelmingly other (86.8%). The AIS requirement does not reflect the diversity of UNCP in 2020. If we were to complete a study of UNC institutions to see where we differ in terms of graduation or general education requirements, it is possible that we might realize we need a global or diversity requirement for students. Even a quick look at North Carolina's HBCUs, since we for some reason like to look at HBCUs, reveals these requirements: North Carolina Central (Global Awareness); Fayetteville State (Global Literacy); in addition, NCC, FSU, and WSS either require a foreign language or accept a foreign language as part of the global requirement. This is not necessarily an argument for a global requirement—but perhaps we should at UNCP be instead pushing for a requirement in foreign languages or global engagement. Passing the AIS requirement will mean that the creation of a multicultural requirement at UNCP (if we should ever want to create that requirement) would be an impossibility. Students will be regardless of interest funneled into one avenue for exploration—American Indian Studies. What about the African American Studies minor? the Asian Studies minor? Hispanic Studies? Women's Studies? There is a privileging of the indigenous at the expense of all else. And this is not good for American Indian students, either. We know that so many of our students, particularly local students, seldom travel beyond local geographical lines; our students, more perhaps than students at some other UNC institutions, need exposure to other languages, cultures, and worldviews. “You can get there from here,” the Chancellor likes to say: Well, where are they going? Presumably, we are preparing students to go somewhere that is not Pembroke. In that case, we should stop this navel-gazing and focus on preparing students for the outside world. 2) Have students outside of NASO and SGA been made aware of this proposal and its impact? Do incoming freshmen know? Have other minority groups on campus been provided the opportunity to draft letters? The SGA's resolution was drafted in a time of crisis when students were away from campus. 3) These lines appear on UNCP's web home page: “Founded in 1887 as a school for the education of American Indians, The University of North Carolina at Pembroke now serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people.” If the AIS proposal passed, UNCP's Office of Student Inclusion and Diversity (OSID) would in the future need to work overtime to advocate and promote activities for diverse groups in effect “othered” by the AIS requirement. Perhaps we all need to be reminded of the mission, vision, and diversity statement of UNCP's Office of Student Inclusion and Diversity: <https://www.uncp.edu/campus-life/student-inclusion-and-diversity> . Here is an excerpt from the mission statement: “OSID provides leadership and advocacy to support cultural diversity and prepare students to engage in a diverse world. The office serves as a resource to foster and promote student success by providing programs and services that prepare socially and culturally aware students.” Here is an excerpt from its diversity statement: “The Office of Student Inclusion and Diversity at The University of North Carolina at Pembroke promotes an educational and supportive climate that allows all the diverse members of its community to thrive and succeed. . . . We value and honor different cultures, racial/ethnic backgrounds, religions, economic status, age, sexual orientation, abilities and uniqueness of all UNC Pembroke communities. By celebrating our similarities and differences we strive to prepare students, to be current and future leaders, thinkers, and representatives of The University of North Carolina at Pembroke in order to be transformative and spread the university's historical tradition.” 4)The AIS requirement will undoubtedly have a negative effect on enrollment in foreign language classes in the general education curriculum, and it will likely direct student choice in terms of courses they will take for history and literature. In addition, this requirement will begin to control and influence course offerings in humanities departments. It will also impact and influence faculty lines and hiring. Student participation in extra-curricular activities and events will diminish in some areas because they would be required at AIS-sponsored events. How will this affect African American, Asian, Hispanic, literature, theater, music, art, history, and other sponsored events on campus? Event attendance for these programs will likely decline as they are considered less significant because they are not graduation requirements. 4) The proposal itself reads like academic satire. Others have thankfully already pointed out the majority of its conceptual flaws.

- The proposed graduation requirement penalizes students who begin their postsecondary education at UNCP. These students will be required to complete more hours for the Indigenous Cultures and Communities requirement compared to their peers who transfer to UNCP from somewhere else. Right now UNCP has the same graduation requirements for all students. Having different graduation requirements for different groups of students is problematic.

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- The proposed requirement disadvantages tremendously distance education students who do not have the option to attend events on campus or participate in community service project. I am not talking about students who take classes online; I am referring to distance education students who are enrolled only in online courses and who often reside far from Pembroke, NC. These students will be essentially forced into completing 2 additional courses to satisfy this requirement. These courses will have an impact on their GPA. The same is true for students who commute to campus. We need to acknowledge the student body we work with. A significant number of our students have in the past missed classes because they cannot find childcare, or they don't have transportation to campus, or they are having to take care of a sick family member, or they have to work two jobs to survive. They do not have the luxury of attending multiple events a semester for graduation purposes. What about our student athletes? They have busy schedules in addition to travel during the season.
- The three options to complete the Indigenous Cultures and Communities requirement are not equitable and balanced. Students who take an AIS or AIS cross-listed course will undoubtedly spend a lot more time and effort than students who are attending various events. More importantly, the stakes for students enrolled in an AIS course are much higher both in terms of their academic progress and their GPA.
- The logic that students will benefit equally from taking an AIS class and attending cultural events or participating in community service is faulty. There is no research or evidence that options 2 and 3 will achieve the proposed student learning outcomes. The same applies for the suggestion to record the events and allow students to watch them at a later time. How much would students truly be learning while staying on their phones during events they have been forced to attend? The same applies for community service project. Do we really want to have a significant number of possibly disgruntled students forced into participating in community service at the last minute in order to meet a graduation requirement? This can cause quite a lot of damage to UNCP's reputation and image if students are less than thrilled about having to do community service.
- Forcing undergraduate students to attend certain events as part of their graduation requirements will have an adverse effect on attendance at other events on campus (e.g. SOB speaker events, Music department recitals, Biology department speaker events; events organized by student organizations/programs in celebration of Hispanic Heritage Month, Black History Month; Distinguished Speaker series, etc.). There are only so many events students can reasonably attend throughout the semester. Poor attendance at AIS events in the past IS NOT a good reason to force this graduation requirement on all students.
- If students have to complete an AIS course to meet this proposed requirement, it will have an adverse effect on enrollment in other general education elective courses including foreign language courses. UNCP's mission statement claims that "we cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, which prepares citizens for engagement in global society." How is forcing students to complete an AIS requirement helping them cultivate an international perspective or preparing them to be citizens in global society? If we are going to propose a new graduation requirement then it should be a diversity requirement that truly aligns with the mission statement of this school. A diversity requirement is what students said they wanted in the open forums for the Strategic Planning. We keep hearing that students wanted this and requested this but what evidence do we have that this is the case? Does the larger student body want this? SGA is certainly not representative of our student body. Furthermore, the proposed graduation requirement references North Carolina A&T State University which requires all students to complete a class in African American history. What the proposal doesn't acknowledge is that North Carolina A&T State University is an HBSU and its student body is more than 80% African-American according to their 2018-2019 enrollment profile. The rest of the HBSUs in the system have a multicultural/diversity or foreign languages requirement.
- Cross-listing classes does not increase the number of seats available in these classes; some AIS cross-listed classes are major specific or have prerequisites. Is there funding for additional faculty lines to satisfy the need for more AIS or AIS-classes? If departments will be asked to offer more AIS cross-listed sections, then they will need the resources to do so yet there is no plan for additional faculty lines. Right now most departments are maxed out in terms of resources. Faculty are teaching excessive number of overloads and class sizes have increased in an effort to meet student needs. How much more can faculty be asked to do without additional resources?
- The organizational structure is unsustainable and unrealistic. A graduation requirement of this magnitude will require more than oversight by a council. In addition, it appears that the council will be granted unlimited power in determining what courses, programming, or service satisfy this proposed requirement. This organizational structure eliminates faculty input once this graduation requirement has been approved. The council will "regularly inform the Academic Affairs Committee of the Faculty Senate of its actions and

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recommendations,” but will essentially operate as an independent body. • In addition, events satisfying this requirement should be publicized well in advance—at least one full semester in advance so that students and advisors can plan accordingly. The degree pathways ignore students who are transferring into UNCP or who are changing their catalog year and who do not have 4 years to satisfy the requirement. What happens when events are cancelled for a variety of reasons and we have students who absolutely need them to graduate? The expectation that students will complete at least 5-6 indigenous events every semester is unrealistic. We very well run the risk of having students trying to cram all of these events in their last couple of semesters on campus and failing to do so. Are we really going to stop a student from graduating because they are missing say 5 hours to satisfy this requirement? Or 10 hours? Where do we draw the line? The bottom line is—the feasibility of this requirement is questionable. Furthermore, while the ad-hoc committee has been working on this requirement for 2 years, the rest of the campus community was just made aware barely a month ago, in the middle of a pandemic, of the details of this proposal. What is the impetus for pushing this proposal through right now and fighting to implement it in a couple of months? To suggest that we will “grow” into this requirement is naive. What is the timeline for “growing”? What resources would there be in the future? What happens when these resources do not materialize after we have adopted this new graduation requirement? The ad-hoc committee and the Executive Committee should have made this proposal available for discussion way in advance, should have collected feedback from students and faculty, should have made amendments to this proposal as needed, and only then should have presented it for a vote. To amend this proposal while it’s being voted on by the Academic Affairs committee or the Faculty Senate is irresponsible. This new graduation requirement will have significant impact on our retention rates and possibly recruitment so we owe it to our students to slow down and work out the concerns and questions that have been raised about this proposal before we rush to sign off on it. If we really want students to learn about UNCP’s history and the local community, then make it part of freshman seminar. Better yet, consider having a true multicultural/diversity requirement which embodies UNCP’s claim as one of the most diverse institutions in the Regional Universities South category.

While I appreciate and agree with the sentiment and proposed goals of this proposal, I have concerns about both the feasibility and overall added value to the university that this proposal would bring that lead me to overall not favor it in its current state. My biggest concern is that the implementation of this requirement would decrease retention rates, delay time to degree completion, and decrease enrollment compared to our competitor schools. In sum, I feel that far less hours, or one course, could fulfil the goals of this proposal while keeping in mind other goals of the university. A lot of stake in this proposal seems to be falling on the assumption that programming/courses for students would be high impact(HIP). Have any evaluations of the programming/courses students would be required to attend/enroll in been conducted to ensure that it is indeed high impact? Before implementing such a requirement, I feel that more/some data should be collected regarding the success/satisfaction/attendance of current programing and courses. I echo concerns from Question #1: It does not appear feasible for many of our students to commit to 80 hours. Even if students attended every event between August of 2018 and March of 2020, they would still only have 68 hours. The number of hours should be reduced in my opinion to accomodate for student's high stress levels and possibility that they are working and/or raising children, commuter students, etc. Are we positive we have enough faculty to handle the course load to accommodate all students taking two courses to fulfil this requirement? If not, will the faculty in this department have increased courseloads, or do we intend to hire more faculty? What is the current size of the department that will be handling this, and how will we ensure they will be able to meet their other university related goals (such as research) with this increased teaching load? I'm concerned with the hiring of an additional CCE staff position dedicated to only monitoring student's completion of these requirements-I feel an online system might be beneficial here. How would students know if an event counts towards this requirement or not? Will it be explicitly stated on programming? What happens if/when students attend events and do not have their brave ID or banner ID number? How else will proof of attendance be monitored? I like the idea to incorporate events and programming into welcome week (Also should consider homecoming, etc.), as many events overlap with student's class schedules which does not allow them to attend.

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The preamble of the UNC Faculty Constitution states: We, the members of the Faculty of The University of North Carolina at Pembroke, desiring to: • Provide a democratic form of government for the coordination of faculty activities; • Provide a forum for the expression of faculty views and interests; • Maintain academic freedom, academic responsibility, and faculty rights; • Improve intellectual, cultural, social, and physical welfare; • Develop better educational standards, facilities, and teaching methods; • Foster the recognition of the rights and responsibilities of the faculty to the school, the community and humanity; do hereby establish this Constitution. There are several issues with the proposal (e.g., clarity, process, enhanced priority, etc.), and one issue concerns its incompatibility with the UNCP Faculty Constitution. The proposed organization of the ICC Requirement Council states, "composed of five voting members selected from among the faculty and affiliate faculty of the Department of American Indian Studies." • Why the distinction? "The chair of the American Indian Studies Graduation Requirement Ad-Hoc Committee of the Faculty Senate, at the approval of the Provost and Vice Chancellor of Academic Affairs and in consultation with the Chair of the Department of American Indian Studies, shall appoint members of the first Council to three-year terms with the possibility of renewal." • Where did this committee come from; we have an ICC Council and an AIS Graduation Requirement Ad-hoc committee. • The language also suggests it's an ad-hoc committee of the Faculty Senate; but is it really. It appears it is a mandated committee without Faculty input, consultation or oversight? So, how can this be a "Faculty Senate committee?" • And if this is an ad-hoc committee of the Faculty Senate, is it this conceived as permanent ad-hoc committee; or not? Also, the proposal states, "... the Council shall regularly inform the Academic Affairs Committee of the Faculty Senate of its actions and recommendations." • Once established, it appears the Council is independent of the general faculty, Faculty Senate and the UNCP Faculty Constitution and only accountable to the Provost. • Council informs the Senate of its actions and recommendations; to what end? Additionally, the chair of AISGRAC with approval of Provost and consultation with the chair of AIS select members of the council. And subsequent council coordinators and council members shall be elected from among the Council members with consultation with chair of AIS and approval of Provost. • Perhaps the language of the proposal should clear up this process; currently, taken at face value the role of the General Faculty and Faculty Senate is apparently unnecessary. Typically, the principle of shared governance is used in the context of faculty and administration; this proposal appears to go beyond this principle by establishing an important independent body with a broad range of power to develop or suggest policy, without faculty advice or consent (e.g., curriculum, graduation requirements, participation in self-governance, etc.). Suggestion: The proposal needs to be vetted through the established Faculty Senate process, beginning with the appropriate subcommittee(s) and then work its way to the Academic Affairs Committee of the Faculty Senate.

I am in favor of this proposal because I think it helps us meet two major goals--it engages students with questions of diversity in society in a meaningful, sustained way; and it promotes engagement and a sense of institutional uniqueness and community that should help improve retention. I also appreciate the thought and work that went into the proposal itself, as befits such a significant change to our graduation requirements. I have spent 8 years on curriculum and/or academic affairs committees and have seen very few proposals that reflect this level of thought on the implementation side. That said, I do agree with those who are concerned that implementing the "activities and events" method of meeting the requirement could pose significant logistical challenges, and that I would like to see a working model of how this is going to show up in a student's degree audit. Also that our current circumstances make it difficult to plan for this as a requirement for all students entering in Fall 2020 when we don't even know what Fall 2020 will look like. Ultimately I would like to see the Senate approve this proposal but push back the requirement to students entering in Fall 2021 to provide more time to come up with a solid and replicable plan for implementation.

It is wrong to require all students to complete such a topically limited course that will not prepare them for professional careers and/or graduate schools. The university should keep the students in mind with regard to what they need to succeed.

Please enter your comments here:

I appreciate the efforts of this committee and do believe the intent of this proposal is worthwhile and guided by a desire to advance the indigenous population (and rightfully so). However, I remain concerned about the evaluative aspects of this program. First, I am not aware of baselines/exit surveys. In other words, what awareness and appreciation do freshmen have upon entering UNCP as compared to past graduate/current seniors of UNCP for indigenous populations. Has this been measured? Perhaps there is already adequate appreciation and awareness developed over the course of 4 year in more informal ways (as opposed to a more formalized process). Minimal differences across the 4 year period would perhaps lead to an initiative of this sort, perhaps. Or it could lead to an intentional integration of indigenous study throughout all gen ed courses. Has literature been explored related to the former and the latter to determine which venture may be more worthwhile for our campus community? Also, I am not sure that tying the exit survey to graduation is the best way to get accurate data. What if the experiences were completed during freshman or sophomore year, yet the survey is completed in the senior year? It is more likely data/responses will be skewed/inaccurate. Also, the sample survey (questionnaire) items provided are a bit leading and suggestive. Furthermore, they yield qualitative responses which leads me to ask, "who will analyze the data to determine impact?" Perhaps a survey with a items that include a Likert-type scale will yield data that can more easily be analyzed (if the intent is to measure outcome). Also, are there activities that align with each goal? And are there assessments/data collected immediately following the completion of a non-course activity? In short, I do believe the aim of this initiative is worthwhile, but in an age where accountability is of the utmost importance and funding is scarce, more consideration should be given to the program evaluation aspects as well as implementation components of this work. Doing so will position us all to not only feel good about this work, but to demonstrate the impact it is having on our graduates. Thank you for the opportunity to offer comments.

Indigenous Cultures and Communities Requirement: *Should not be required for students entering UNCP, however students interested in Indigenous cultures should be encouraged to take courses and be an active member of all activities, and presentations of the Indigenous community. *Will not be effective since at the beginning of each semester, the Council will meet to make any necessary changes to the requirements. Therefore, the requirements will not be consistent and probably, what was part of the requirements one semester will not be part anymore in another semester of the same academic year. This will create confusion among the student population, especially for the ones about to graduate that will suddenly find out that these requirements were not met due to the changes made two/three years ago. *UNCP Mission Statement says that we serve a distinctively diverse student body; students from many different cultural background and other communities represented. Then, this mandate will not serve our diverse student body. In addition, this requirement will affect other programs that requires their participation at different co-curricular events as part of their grades. This requirement will be unfair for our diverse population and programs at UNCP.

This proposal should be set aside until the university is running as normal. UNCP individuals are concerned with their health and well-being right now; both students and instructors are putting much of their effort into their new online classes. Does the UNCP community have the mental energy right now to seriously debate a large change to graduation requirements?

I appreciate the work the committee has put in this exciting proposal. I would like the committee to think about the composition of the Council. To this point, consider including a local Indigenous representative(s). I see this as a way to strengthen and, in some cases, build ties to the local Indigenous communities. If this proposal is seeking to think outside of the box, I think we should think beyond western traditional understandings of community engagement and connection. Including an Indigenous voice outside of the academia can address this point.

Please enter your comments here:

Below are my random thoughts and concerns. How will this be funded? Will the coordinator be given additional salary or release time? Will true online students be forced to take 2 AIS classes in order to fulfill requirements? Is there criteria in place to define what courses can be cross listed beyond what is currently in the Faculty Handbook? A lot of the programming listed happens during Native American History Month, November, how will that affect students academically? How many professors give credit or require attendance at these events? Are the venues large enough to handle increased attendance? I remember when UNCP had a Freshman Common Read, a program that had a diverse committee that selected the book. The program worked and then the committee was basically dissolved because the University administration took it over to be Native American Read. Since then there has been no common/freshman read (2016). If this is adopted it would be nice to have, in writing, assurances from the UNCP administration, that the programs would be funded so that continuity could be established.

I don't think that this is the best time to carry out a vote on a proposal that will affect every student and all degrees. We are in this situation where students cannot have an open forum to talk and understand the proposal or consult with their Students Organizations, peers, advisers or professors. This should be postponed until a normal academic year where a fair discussion can happen, and where everyone may have the opportunity to review it and discuss it. We must not make rash decisions that will seriously affect the graduation requirements for our future students during the current situation that we are living. This proposal will also affect many of our programs, where their requirements are already too many and that they hardly have time for anything else in their schedule. My Spanish program will be very impacted by this proposal. Many of our students don't even have the time to complete some of the simple co-curricular activities that are important for their careers, not just in regard to Hispanic American Indians but also the Spanish culture that is as important as well in developing the necessary skills to master many of the learning objectives of our program. I am very proud of being part of UNC Pembroke, and the history that our University represents. However, we have grown and being known to be one of most representatives of diversity across the State. Therefore, we cannot allow ourselves to be defined by a single culture, but rather, we have to accept this diversity and let our students feel proud of their roots from which they have inherit and not what this proposal wants to enforce or impose on them. In my opinion it would be a disservice to the students. Moreover, it does not seem fair to me that in this proposal our own students who come to study the four-years of their career here at UNC Pembroke are punished with more hours than those who already have credits from other Universities/Community College. That can make our enrollment drop as we are giving priority or more consideration to transfer students. Or is it that the two years that our own students have been in our own environment do not count for anything? There are many aspects of this proposal that is not ready to go forward or should not happen at this moment. I feel that this proposal is being pushed to pass at the inappropriate times because it is a proposal for all our Undergraduate Students and not just only for the students enrolled in American Indian Studies. Therefore, all the students should have the opportunity to express their voices, as well as all the professors representing the different departments in which this proposal may affect their programs. We have many other aspects in which we are working due to the situation in which we are living, therefore we should not have to be making these kinds of decisions right now.

Please enter your comments here:

The committee or advisory council that is being proposed to approve courses and programming seems unwieldy for a variety of reasons. Who & where (and how far back in time) counts as indigenous people is still not clear, since sometimes the term "indigenous people" is paired in the document with "tribal cultures" and sometimes not; this could easily turn political. We already have transfer students, re-admits, and early college students who have no idea about the 3-course sequence in writing-intensives that they will have to complete to graduate; I dread having to spring this requirement on them. That may be their own fault in not scrutinizing the university catalog, but maybe it's also bad information practices on our end, so this requirement needs to be up front everywhere, not buried as bullet point #17. The student who comes back to complete a single course in the major actually ends up with two additional courses in AIS to complete. What will the administrators do if we're closed for a month after a hurricane and a graduating senior claims he couldn't finish his hours to graduate in December? Is this the time to be adding a graduation requirement? We don't even know what enrollment and finances are going to look like next year. This proposal will surely require at least one new faculty position in AIS, while the rest of us can't even ask for faculty positions. The notion that "our students asked for this" seems naive, considering how dismal the voter turnout is for SGA elections. The vast majority of the student body pays no attention to what SGA does. I say all of this as a person who took indigenous subject matter in college by choice. It will be sad to see students attending required guest speakers, up in the nosebleed seats, or in the back of the room, looking down at their phones the whole time because they only showed up for a card swipe. (Also, who's going to work the card machines? If we host an event, do we have to pay some office on campus in order to get the swipe service? Will we have to attend required training and staff the card swipes ourselves? If there is a malfunction that day, the students will be livid.)

I do so hope this passes, I worked at an HBCU in another state and African American Heritage courses were gen. ed. requirements for all students.

While the document provided attempts to respond to a lot of common concerns, I feel that the answers are NOT satisfactory. In fact, I was almost offended by the tone of some of this document. It is one of the more defensive proposals i have ever seen. It reads as if "we have heard your complaints and we don't care" 1.5 events per semester may not sound like a lot to YOU but will to our students. It should simply be 2 classes. Require 2 AIS linked courses. The rest of it WILL be a nightmare of logistics. DoIT has a habit of promising something will be super easy and then the implementation is a nightmare, so please forgive me for not trusting their word that this will be some easy process. "i forgot my brave card at home" "i was there the scanner must have been broken!" Students swiping in and then just leaving. There are going to be 10000 problems not accounted for that we are going to be having to deal with on an almost individual basis. Anything that requires the micromanaging of individual students to this level will be an all around nightmare for everyone involved. Service learning is a noble goal and we should strive towards finding ways for students to get more involved in their communities. This is simply a mess of a proposal however. Until you have it SET IN STONE, how it will be tracked, and you can verify the ease of tracking, then this is all VASTLY premature. Get the systems in place first, THEN propose something.

End of Report



**RESOLUTION OF THE
NORTH CAROLINA COMMISSION OF INDIAN AFFAIRS
September 4, 2020
No. 2020-001**

TITLE: A Resolution in Support of the Adoption and Implementation of the Indigenous Cultures and Communities Academic Requirement at The University of North Carolina at Pembroke

WHEREAS, the North Carolina Commission of Indian Affairs is a state agency created by the North Carolina General Assembly under NCGS 143B-404 in 1972, and

WHEREAS, the purpose of the North Carolina Commission of Indian Affairs is to advocate for the needs and concerns of North Carolina's American Indian population; to provide aid and protection; to prevent undue hardships; and to assist Indian communities in social, educational and economic development, etc., and

WHEREAS, today, there are more than 122,000 North Carolinians who identify as American Indian, representing the largest American Indian population east of the Mississippi River, according to the 2010 US Census: and

WHEREAS, in accordance to Chapter 71 A of North Carolina General Statutes, North Carolina is home to eight state-recognized Indian tribes: the Coharie, the Eastern Band of Cherokee, the Haliwa-Saponi, the Lumbee, the Meherrin, the Occaneechi Band of the Saponi Nation, the Sappony, and the Waccamaw-Siouan; and

WHEREAS, the state is home to four Urban Indian Organizations that hold membership on the North Carolina Commission of Indian Affairs: the Cumberland County Association for Indian People, the Guilford Native American Association, the Metrolina Native American Association, and the Triangle Native American Society; and

WHEREAS, in North Carolina, there are 12 Historically Black Colleges and Universities that offer opportunities to study the Black and African American history and culture as part of their curriculum or degree programs; and

WHEREAS, The University of North Carolina at Pembroke (UNC Pembroke), was originally established as the Croatan Normal school in 1887 by seven American Indian men to provide the promise of education for their future generations; and

WHEREAS, the North Carolina General Assembly designated The University of North Carolina at Pembroke as North Carolina's Historically American Indian University in recognition of its service to Native peoples and as a leader in education on the Indigenous experience; and

WHEREAS, the North Carolina Commission of Indian Affairs views the proposed Indigenous Cultures and Communities Requirement (ICC) at UNC Pembroke, as a demonstration of the university's commitment to encouraging a greater understanding of the American Indian experience, particularly the unique sovereign status of Indigenous peoples in and beyond the United States; and

WHEREAS, the ICC at UNC Pembroke would also promote the study and exploration of the issues affecting Native peoples, in this state and region, by providing educational opportunities in governance, culture, literature, history, health care, science, environmental justice and in many other areas; and

WHEREAS, the ICC at UNC Pembroke can offer a knowledge base to promote a more inclusive and diverse population; and

NOW THEREFORE, be it resolved, the North Carolina Commission of Indian Affairs does hereby support and encourage the adoption of the **Indigenous Cultures and Communities academic requirement** at UNC Pembroke; and

BE IT FURTHER RESOLVED, that the North Carolina Commission of Indian Affairs, by this Resolution, requests and urges The University of North Carolina at Pembroke to implement the ICC program as it would be the first of its kind making North Carolina and UNC Pembroke a leader in education on issues affecting Native and Indigenous populations.

CERTIFICATION

The North Carolina Commission of Indian Affairs authorized the adoption of this Resolution by a unanimous vote of the membership during the Annual Meeting of the Commission, held on September 4, 2020, by conference call.



Ricky Burnett, Chairman



Gregory A. Richardson, Executive Director

APPENDIX B

COMMENTS ON THE ICC PROPOSAL SHARED WITH THE ACADEMIC AFFAIRS COMMITTEE March 2020 & April 2020

Comments about the number of hours

- Requires too much considering:
 - Commuters
 - Athletes
 - Non-traditional students with many obligations outside of classes
 - At-risk students
 - Fully online students
 - Students who work full time
- May increase time to graduation
- Only so many hours in week

Other comments about requirements

- Enhances community connection
- Will lead to programming and curriculum more focused on indigenous content
- Should add undergraduate research to pathways for completion
- Student activity and service hour requirements are too undefined/at the will of a “self-appointed group”/ Likely inconsistent since the council can make changes at the start of each semester
- Negative impact some classes, events, student organizations, and service opportunities not AIS affiliated
- Penalizes students who begin their postsecondary education at UNCP, because they are in effect required to do more to graduate than students who transfer in (Right now we have the same grad requirements for all students)
- Penalizes current students who change catalogs
- Particularly problematic for students in 3+2 programs
- Can students attend recurring events and receive credit repeatedly? (e.g. Pow Wow)
- Will influence/control course offerings in the Humanities and impact/influence faculty lines/hiring
- Lack of comparable institutions with such narrowly focused extracurricular requirements is an indication other institutions find this unworkable

Comments related to diversity and inclusion

- Emphasizes our heritage
- Builds cultural awareness
- Puts into practice values and outcomes informed by UNCP as an HMSI
- Antithetical to values of diversity and inclusion/we need a diversity/global awareness requirement, not an AIS requirement
- Does not reflect the diversity of UNCP in 2020

- Defines who we are by a single culture
- Goes against the mission statement that we “cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, which prepares students for engagement in global society
- Goes against mission, vision, and diversity statements of the UNCP Office of Student Inclusion and Diversity—“we value and honor different cultures, racial/ethnic backgrounds....”
- At start of process, faculty and BoT were told that most HBCUs have black studies requirements, turns out that is not the case and the one who does—A&T—has a student body that is 80% black so it better coincides with the composition of their student body. Other HBCUs have a global studies or diversity requirement

Concerns about whether wider student body is aware/supportive of this

- Do we have evidence that students outside of SGA and NASO want this?
- SGA not really representative of all students at UNCP
- Are incoming freshmen aware?

Concerns about logistical feasibility
“nightmare of logistics”

Concerns with the Council

- Concerns about the composition of the council
- Violates shared governance
- Not accountable to faculty/faculty senate

Concerns about outcomes/accountability/evaluation

Concerns about timing/routing

- We are in a pandemic
- Rushed
- Little/no time for face-to-face conversation
- While the ad hoc committee has been working on this for some time, the faculty at large only got to see the actual proposal in March, post-pandemic
- Was not properly routed through Senate committees

APPENDIX A

Indigenous Cultures & Communities Graduation Requirement

Final Report of the Ad-Hoc Committee

April 3, 2020

The following report seeks to clarify faculty concerns and questions surrounding the proposed Indigenous Cultures and Communities (ICC) Graduation Requirement. The report is organized as follows:

- I. Background
- II. The Proposal with an added Appendix
- III. Feasibility Explanation for Each Option (course, service, and programming)
- IV. Direct Response to Faculty Questions
- V. Potential Paths
- VI. Statements of support from Student Organizations

I. Background:

In response to a resolution from SGA, in the fall of 2018, the Faculty Senate, chaired by Mitu Ashraf, convened an ad hoc committee made up of all of those who expressed an interest with the charge of exploring an AIS requirement. The ad hoc committee convened January 14, 2019. Early meetings nominated and elected a chair, and the exploration for a requirement began. The committee researched similar requirements at historically black colleges and universities (HBCU) in North Carolina, and Native-serving institutions (designated as universities) across the United States. The committee's findings are as follows:

- No Native-serving institution, of the 29 surveyed (based on the criteria above) has any specific Indigenous culture or community requirement. The committee saw this as an opportunity for UNCP to set an innovative example for experiential learning opportunities among Native-serving institutions.
- Of the HBCUs in North Carolina, North Carolina A&T State University requires a class in African American history. Shaw University has a general-education elective requirement in which two of the three choices are African American History (I & II). NC Central University has a community service graduation requirement (120 hours). Other North Carolina HBCUs surveyed did not appear to incorporate specific requirements.

The ad hoc committee submitted the following report to The General Faculty Meeting on May 3, 2019 to make faculty aware of our progress to that point:

Committee members include: Mary Ann Jacobs, Jane Haladay, Zachary Laminack, William Puentes, Conner Sandefur, Kim Sellers, Al Bryant, David Oxendine, Robert Canida, Scott Hicks, Christian Reeves, and Jamie Mize.

The committee met once a month beginning in February.

We have researched general education and graduation requirements for culture specific content in HBCU and Native-serving institutions. Our research led us to conclude that an AIS graduation requirement would be the easiest to implement (rather than a general education requirement). We also discovered that such a requirement would make us innovators in higher education, particularly among Native-serving institutions.

The committee will continue its work next academic year as we shift our focus to determining how to rollout an AIS graduation requirement with the resources we have. We will also consider how such a requirement will be implemented during our current period of planned growth. We plan to have a specific recommendation for faculty senate next academic year. Our intent is that this recommendation will include the details of what exactly the requirement will be, how UNCP can implement the requirement, and considerations for the future.

Jane Haladay represented the committee at this meeting to answer questions, and make note of concerns. Faculty raised no questions or concerns at this meeting.

This progress report was also submitted to the Faculty Senate for its September 4, 2019 meeting (distributed agenda and appendix, but no official meeting due to the hurricane); and included and discussed for the October 2 Faculty Senate Meeting, in which no discussion or questions were raised.

The committee continued its work in September 2019. A principal concern of the committee's work in Fall of 2019 was making sure that the proposal offered options for students while not increasing faculty workloads or significantly altering degree paths.

In November 2019, the committee agreed upon the plan that we ultimately proposed to Faculty Senate.

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 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 look ahead to future programming opportunities.
- 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.

The committee completed the proposal in January 2020. The committee voted to approve the proposal and submit it to the Faculty Senate Chair in February 2020.

II. The Proposal & Appendix:

Indigenous Cultures and Communities Graduation Requirement*

Undergraduate Students entering the University in Fall 2020 or later, as a requirement for graduation, shall complete the Indigenous Cultures and Communities Requirement. Students may satisfy the requirement through completing approved courses, attending approved programming, and/or completing approved service projects as outlined below:

Undergraduate Students with 0 – 30 credit hours from other degree granting institutions will complete 80 hours of cultural or community experiences. Students can accumulate hours in any of the following ways:

- AIS or cross listed course = 40 contact hours.[†]
- University Programming as approved by the Council = 2 hours per event (students will swipe their Braves Card at the beginning and end of events to receive credit for these hours).
- Service Projects = hours determined in partnership with CCE (these include short- and long-term community service projects and/or internships).

Undergraduate Students with 31 – 60 credit hours from other degree granting institutions will complete 60 hours of cultural or community experiences (as defined above).

Undergraduate Students with 61 or more credit hours from other degree granting institutions will complete 40 hours of cultural or community experiences (as defined above).

[†]Number of contact hours were derived from the typical lecture course contact time of 150 minutes per week across fifteen weeks of instruction.

Proposed Organization and Charter of the Indigenous Cultures and Communities Requirement Council

The Indigenous Cultures and Communities (ICC) Requirement Council shall be responsible for assuring that every candidate for baccalaureate graduation meets the requirement of significant engagement with, study of, research in, and/or community service to Indigenous communities, such that all baccalaureate graduates of the University experience and appreciate the histories, diversities, cultures, and/or sovereignties of Indigenous people.

The Council shall be composed of five voting members selected from among the faculty and affiliate faculty of the Department of American Indian Studies.

The council shall be supported and advised by the following *ex officio* members:

Director, Office for Civic and Community Engagement

Associate Director for Service Learning, Office for Civic and Community Engagement

Director (or designee), Campus Engagement and Leadership
 Faculty Advisor, Native American Students Organization
 President (or designee, pending approval by the council), Student Government
 Association
 Director, Teaching and Learning Center
 Chair, Student Affairs and Campus Life Committee, Faculty Senate
 American Indian Liaison to the Chancellor

The chair of the American Indian Studies Graduation Requirement Ad-Hoc Committee of the Faculty Senate, at the approval of the Provost and Vice Chancellor of Academic Affairs and in consultation with the Chair of the Department of American Indian Studies, shall appoint members of the first ICC Council to three-year terms with the possibility of renewal. The chair of the ad-hoc committee, or designee, shall serve as first Council Coordinator. The Council Coordinator is responsible for overseeing and creating agendas for Council meetings. The Council Coordinator shall serve a term of four years with the possibility of renewal.

Faculty members of subsequent Councils shall be appointed or renewed by the Council Coordinator, at the approval of the Provost and Vice Chancellor of Academic Affairs and in consultation with the Chair of the Department of American Indian Studies, to serve three-year terms with the possibility of renewal. Subsequent Council Coordinators shall be elected from among the Council members, in consultation with the Chair of the Department of American Indian Studies and subject to approval by the Provost and the Vice Chancellor of Academic Affairs, to a four-year term.

The Provost reserves the right to terminate or suspend the membership of any individual who fails to attend more than one Council meeting per academic year. Only the faculty members of the Council shall have the right of voting, and the Council shall regularly inform the Academic Affairs Committee of the Faculty Senate of its actions and recommendations.

The Council shall meet at the beginning of each semester during the traditional academic year, and a quorum of faculty member appointees must be present for the conduct of official business.

The Council shall fulfill its responsibilities through the following activities:

- Ensuring that programming aligns with the stated student learning outcomes the graduation requirement seeks to produce;
- Defining the varieties of curricular, cocurricular, and/or extracurricular activities and/or experiences (hereafter, “programming”) aligned with these learning outcomes that may satisfy fulfillment of the graduation requirement;
- Calling for and supporting the development of outcomes-driven and -aligned programming that supports students’ mastery of these learning outcomes;
- Reviewing such programming so as to determine its appropriateness for the graduation requirement and designating approved programming;
- Overseeing all programming for the purposes of ensuring fidelity to student learning outcomes and assuring the quality and significance of students’ learning.

Proposed Additions to the Undergraduate Catalog

Indigenous Cultures and Communities Requirement

Undergraduate Students entering the University in Fall 2020 or later, as a requirement for graduation, shall complete the Indigenous Cultures and Communities Requirement. Students may satisfy the requirement through completing approved courses, attending approved programming, and/or complete approved service projects as outlined below:

Undergraduate Students with 0 – 30 credit hours from other degree granting institutions will complete 80 hours of cultural or community experiences. Students can accumulate hours in any of the following ways:

- AIS or cross listed course = 40 contact hours.*
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- Service Projects = hours determined in partnership with CCE (these include short and long term community service projects and/or internships).

Undergraduate Students with 31 – 60 credit hours from other degree granting institutions will complete 60 hours of cultural or community experiences (as defined above).

Undergraduate Students with 61 or more credit hours from other degree granting institutions will complete 40 hours of cultural or community experiences (as defined above).

*Number of contact hours were derived from the typical lecture course contact time of 150 minutes per week across fifteen weeks of instruction.

Appendix

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 Graduation Requirement allows graduates to: (1) develop a greater awareness of the diversity of Indigenous peoples and tribal culture; (2) develop an appreciation of the social, political, economic, and sovereignty issues facing Indigenous people; (3) all through experiential learning opportunities concentrated around the languages, literatures, arts, music, and/or spiritualities of Indigenous people.

The goal 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 accord with the history and mission of the University, and in alignment with

the University's core values, the Indigenous Cultures and Communities Graduation Requirement (ICC) establishes the following Student Learning Outcomes.

Goal 1: Awareness

Students who complete the ICC Graduation Requirement will develop an awareness of the diversity of Indigenous peoples and tribal cultures.

Goal 2: Experience

Students who complete the ICC Graduation Requirement will experience the languages, literatures, arts, music, and/or spiritualities of Indigenous peoples.

Goal 3: Appreciation

Students who complete the ICC graduation requirement will develop an appreciation of the social, political, economic, and sovereignty issues facing Indigenous peoples.

Measuring Student Outcomes

Student mastery of the ICC Student Learning Outcomes will be assessed cumulatively through a one-time survey triggered by a student's application to graduate. Members of the Indigenous Cultures and Communities Council (ICCC) will meet to review the results of the assessment surveys. If necessary, the ICCC will review, revise, or realign Learning Outcomes based on the results of annual assessments.

Programming activities, service opportunities, and/or courses that have been approved by the ICCC may be assessed individually or on an ad-hoc basis to measure the successful implementation of the ICC and student progress toward the ICC Student Learning Outcomes. The Council shall determine the need for and frequency of these ad-hoc assessments.

Example Exit Survey Questionnaire

- How did you fulfill the ICC requirement?
- Explain how your experiences through service, programming, and/or instruction increase your awareness of the diversity of Indigenous peoples and tribal cultures?
- Explain how your experiences through service, programming, and/or instruction allow you to develop an appreciation of the social, political, economic, and sovereignty issues facing Indigenous peoples?
- Which single experience helped you have an awareness and appreciation for Indigenous cultures and their communities that you did not before coming to UNCP?

III. Feasibility Explanation:

(It is important to note here that a staged rollout is already incorporated into the proposed implementation of the requirement. We will be able to grow into the demand with each additional incoming class.)

Instruction:

Between Fall 2017 – Fall 2019, a total of 94 sections of AIS and AIS cross-listed courses were offered (on average, this was 18 sections per semester and 38 sections per academic year). The majority of AIS classes (61%) are cross-listed. AIS is interdisciplinary so having a variety of cross-listed courses is appropriate and allows students to pursue interests in any given area of study under the larger umbrella of AIS. Additionally, departments have an opportunity to add to such cross-listed offerings if they have a desire or interest and the appropriate expertise. Concerns have been raised about online only students. AIS is offering four classes online in Fall 2020 with the possibility of a fifth. Additional online courses could be offered to meet increasing demand: there is a pool of qualified adjuncts.

Service:

UNCP Office of Civic and Community Engagement (CCE) staff have compiled a list of 60 community partners already registered in UNCP Serve whose service is to American Indians. In order to provide oversight, CCE would request an additional staff position to monitor students' completion of service-hours and maintain relationships with community partners in explicit support of the requirement.

CCE Director Christie Poteet suggests that the ICC Council approve sites and partners rather than projects. CCE staff will monitor the alignment of voluntary service projects or hours with the requirement and will facilitate service-learning activities in courses housed in departments other than American Indian Studies.

In conclusion, CCE is prepared to implement this requirement in fall 2020. Moreover, it is also possible for students to complete ICC service hours while enrolled in relevant service learning-designated classes and/or internships as a part of their program requirements.

Programming:

American Indian Studies, the Native American Students Organization (NASO), the office of Campus Engagement and Leadership, GPAC, and other campus divisions and partners regularly produce programming that is focused on Indigenous peoples or that highlights concerns pertinent to Indigenous communities. If the existing schedule and frequency of events continues (and there is no indication that it would not), and using the ICC's proposed metric of 2 hours per event, estimates suggest that students, if they desired, could meet roughly 68 hours of their requirement by attending just the events included below. Some of these symposiums and exhibits offer multiple event possibilities: the ICC Council (ICCC) would determine how to appropriately count such offerings.

Here is a selection of Indigenous programming that took place on UNCP's campus between August 2018 – and March 2020.

- American Indian Read-In (Native Heritage Month (NHM) 2018 & 2019)
- *Made in God's Image* (NHM 2019)
- Book Talk with Sean Sherman: *The Sioux Chef's Indigenous Kitchen* (NHM 2018)
- N-Design Fashion Show (NHM 2018)
- Brave Dialogue Series: Local Roots, Global Bonds, Exploring Intersections with Indigenous and Global Nations (NHM 2018)
- Regalia Showcase (NHM 2019)
- Brave Nation Powwow (March 2019—this is an annual event)
- #NoMore: Missing, Murdered, and Abused Indigenous Women Walk (March 2019—this was also scheduled for March 2020, but was cancelled due to the current health crisis. NASO plans this as an annual event in March.)
- #RepYourNation: Tribal Showcase (NHM 2019)
- *Return: Native American Women Reclaim Foodways for Health and Spirit* (NHM 2019)
- Native Foodways (NHM 2018 & 2019—this is an annual event)
- Night of All Nights (August 2018)
- Indigenous Peoples' Day Observances (October 2019—this is now planned as an annual event)
- Panel Discussion: What Does Indigenous Mean to You (NHM 2019)
- Native Speaker Series (both AIS and CEL sponsored speakers listed below):
 - Martin Tensmier (September 2018)
 - Wes Studi (NHM 2018)
 - Joy Harjo (March 2020—rescheduled to September 2020)
 - Dr. Marshall Price (NHM 2019)
 - Dr. Richard Grounds (September 2019)
 - Dr. John E. Charlton (March 2019)
- Dr. Ryan Emanuel (PURC Keynote Speaker, April 2019)
- The Southeast Indian Studies Conference (this is a two-day long event with distinguished keynote speakers held annually in March)
- Lumbee Genealogy Symposium (October 2018 & October 2019—an annual event)
- The Cherokee Warriors of Anikituhwa (NHM 2019)
- Exhibits & Other Programming Provided by the Museum of the Southeast American Indian
 - Exhibits:
 - Return From Exile Exhibition Public Program (Art Night Out, Screen Printing workshop, Daily Exhibit Public Program Activities, student tours) – 2018
 - Lumbee Indians: A People and A Place Exhibition (Public Programs: Artists discussion, self-portrait make and take, tours for students about concepts of identity.) – 2019
 - Visual Voices Exhibit (Art Night Out, student tours, thematic experiences) – 2020
 - Other Programming:
 - Community Art Exhibition (Curated around concepts of home)

- Traditional Arts Workshops (Beading, pottery, weaving)
- Welcome Back Bash Activities (Corn Husk dolls, Native Ghost Storytelling)

IV. Direct Responses to Faculty Questions:

The committee appreciates the opportunity to answer questions about this proposal. The following questions represent those that were forwarded to or shared with the committee, most of which arose before, during, or after the March 2020 meeting of the Academic Affairs Committee of the Faculty Senate. If a member of the University has a concern that is not addressed here, the committee encourages them to share it; any oversight is unintentional.

- Q1: Eighty hours is a lot of hours. Other campuses that have a similar requirement (e.g. NC A&T) require far less. A&T requires a single course with some sort of emphasis on African American culture. While I think folks understand that the UNCP proposal offers flexibility in that it allows for a course or courses and/or attendance at events and/or service in the community, some feel 80 hours may be too much for students who already struggle to graduate on time, who work, etc.
 - The committee appreciates the time demands and commitments that UNCP's students navigate. Thus, the committee was dedicated to creating a plan that would be flexible and accommodating to the needs and schedules of UNCP students.
 - The proposed 80 hours (prorated based on credit hours upon enrollment at the University) unfolds over the course of eight semesters, which breaks down to ten hours per semester (the equivalent of attending 1 UNCP programming event every three weeks), excluding additional opportunities to complete hours during summer coursework, study abroad, and service.
 - The committee researched various service learning and community service requirements in place at other universities to establish a reasonable requirement. Here is a sample of our findings:
 - NC Central requires 120 hours community service for graduation.
 - University of the Carolinas requires 40 hours of community service and attendance at lecture events for graduation.
 - Lee University requires 10 hours community service per semester.
 - University of Texas, Dallas requires 100 hours community service for graduation.
 - Jackson State University requires 120 hours community service for graduation.
 - The committee also received the assurance from CCE that 80 hours was well within a reasonable range among such requirements across the country. In fact, 80 hours is actually 20-40 hours less than the average of community/service learning requirements. Furthermore, this proposal offers students multiple ways, apart from service to complete this requirement—this is truly a unique experience we are proposing for UNCP students.

- Q2: Some faculty believe that this is going to be a logistical nightmare, and that no one really knows how it will all work. One person noted that we already have issues with systems/programs/applications on campus not "talking" to one another, and to take someone's word that this will be worked out is a risk.
 - A report from AVC Lois Williams is appended [note—it should be ready early in the week of 4/6] about the functionality of tracking the different options and displaying totals in U-Achieve (the degree audit used for advising). The report results from multiple meetings incorporating Enrollment management, CCE, Student Affairs, DoIT, and representatives of the AIS ad-hoc committee and Faculty Senate. Both Enrollment Management and DoIT have affirmed the necessary connections can be made over the summer and committed to doing so.
- Q3: How might this graduation requirement impact graduation rates? We are already concerned about retention.
 - The committee stands in unity with all faculty in seeking the retention and persistence of all students toward graduation and fulfilling post-graduation lives and careers.
 - This proposal establishes the framework for a unifying campus experience built on high-impact practices (HIP). According to educational research, HIPs foster a greater sense of community among students across campus and lead to improved success rates. For example:
 - In the early 2000s a study “affirmed that historically underserved students benefited significantly from engaging in HIPs, and that participating in multiple HIPs had cumulative, accentuating effects.”¹
 - According to recent scholarship, programming that foregrounds diversity in the United States, in world cultures, or both—like the ICC— provides opportunities to explore engaged citizenship around the globe with consideration to the affirmation of human rights, freedom, and the sharing of power. It is recommended that such programming be supplemented by experiential learning in the community. Research suggests that implementing such high-impact practices “increase[s] rates of student retention and student engagement.”²
 - According to the literature the key to implementing a high-impact learning experience like the ICC is to ensure equitable access. The flexibility built into the ICC proposal allows for access to all UNCP students.
 - The University College has been working to increase such HIPs, and UC Dean Beth Hunter has suggested that service events and programming could be incorporated into welcome week and Freshmen Seminar classes to support this endeavor, supporting experiential learning and helping students plan for this requirement from the start.
- Q4: Another person noted that this may decrease enrollment in some courses (the example was foreign language) because students have to "trade off" course slots to meet their ICC requirement.

¹ <https://www.insidehighered.com/views/2018/05/01/kuh-and-kinzie-respond-essay-questioning-high-impact-practices-opinion>

² <https://www.aacu.org/leap/hips>

- The committee’s proposal includes options for service and programming in anticipation of this exact concern. The decision to make courses an optional way to satisfy the proposed graduation requirement was made specifically to avoid putting students in the position the question describes. While some students may elect to satisfy the requirement through coursework, some will choose to satisfy the requirement through service and/or programming and will continue to take the courses that best fit their interests, meet their goals, and assist in their timely completion of degree requirements.
- To further address this concern, the committee anticipates the growth of availability of AIS cross-listed courses that allow students to fulfill requirements within their degree paths or general education interests (such courses already exist in Art, Education, English, History, Religion, Social Work, and Sociology). Such courses would be approved through the current faculty senate curriculum process, ensuring full faculty governance.
- Q5: Yet another noted that voluntary participation in and attendance at events that are not AIS affiliated may decrease because students are being required to attend AIS programming in order to graduate and students have to choose/cannot attend everything (because of time).
 - The committee’s proposal includes options for service and coursework in addition to programming, and students remain free to choose to how and where to invest their time and interests. The list of events included in section III of this report spans two academic years and, in that time period, provides enough opportunity for students to complete 85% of the requirement through programming alone. If students were to complete the requirement solely through programming at an average of 1.67 events/month in a given semester, the committee believes students would still have ample opportunity to attend other events and participate in other opportunities.
 - To further address this concern, faculty and coordinators of campus programming and events that address issues of import to Indigenous peoples are invited to submit proposals to the ICCC to have their events marked as fulfilling the requirement.
 - The committee believes that student engagement in campus events is an important part of a student’s university education and experience. Participating in campus events as a part of the ICC requirement will hopefully encourage students to become more aware, attentive, and engaged in the broader range of events scheduled throughout the academic year.
- Q6: Faculty noticed that “Number of contact hours were derived from the typical lecture course contact time of 150 minutes per week across fifteen weeks of instruction” equals 37.5 hours rather than 40.
 - The committee rounded up to 40 hours for two reasons:
 - To encourage students to participate in all areas of the requirement, not solely coursework.
 - To acknowledge the practical reality that even numbers make for more straightforward math.

V. Potential Paths

- Scenario 1: Across eight semesters, students complete:
 - One course (40hrs)
 - 8 short-term service opportunities (one per semester) of two hours each (16 hrs)
 - Attend 12 events (1.5 per semester, or 2 in one semester and 1 in the other) (34hrs)
- Scenario 2: Across eight semesters, students complete:
 - Two courses (80hrs)
- Scenario 3: Across eight semesters, students complete:
 - 16 service short-term opportunities (2 per semester) of two hours each (32hrs)
 - Attend 24 events (3 per semester) (48hrs)
- Scenario 5: Across eight semesters, students:
 - Attend 40 events (5 per semester) (80hrs)
- Scenario 6: Across eight semesters, students complete:
 - 8 short-term service opportunities (one per semester) of two hours each (16 hrs)
 - One long-term service opportunity (such as an internship required for a major), (64+hrs)

VI. Student Statements of Support

STUDENT SENATE OF THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE
2019-2020

SENATE RESOLUTION 03

A RESOLUTION TO BE ENTITLED
AN ACT TO REAFFIRM THE SUPPORT OF THE STUDENT GOVERNMENT
ASSOCIATION FOR THE INDIGENOUS CULTURES AND COMMUNITY
REQUIREMENT

Short Title: ICC Support Act (Public)
Sponsored by: Chief of Staff Woods;
Signatories: Senator Alvarez; President Crowe-Allbritton; Senator Bennett; Senator Harrison;
UCR Chair Hunt-Locklear
First Reading: **Version Date:** 04/01/2020
(Initial Edition)
Referred to: _____

- 1 **Section 1.** The Student Senate of the University of North Carolina at Pembroke adopts the
- 2 following Resolution:
- 3
- 4 **WHEREAS,** The University of North Carolina at Pembroke (from here on referred to as
- 5 “UNCP”) serves as the first public institution of higher education dedicated to
- 6 educating American Indian students; and,
- 7
- 8 **WHEREAS,** UNCP’s Vision Statement states “the University of North Carolina at Pembroke will
- 9 challenge students to embrace difference and adapt to change, think critically,
- 10 communicate effectively, and become responsible citizens”; and,
- 11 **WHEREAS,** The Student Government Association would see it as a missed opportunity for all
- 12 students who attend UNCP to obtain some sort of deeper understanding of
- 13 American Indian culture and history; and,
- 14
- 15 **WHEREAS,** the mission of the Student Government Association is to champion the concerns of
- 16 the student body, which can include providing funding for student development
- 17 and enrichment; and,
- 18
- 19 **WHEREAS,** during the 2017-2018 Academic year, SGA began discussions and drafting of
- 20 legislation related to UNCP providing some form of a cultural education
- 21 requirement for graduation; and,
- 22
- 23 **WHEREAS,** during the 2018-2019 Academic year, SGA passed Senate Resolution 09 titled “
- 24 An Act To Enhance Diversity Education And Promote Cultural Awareness And
- 25 Acceptance Throughout The University”; and,
- 26

STUDENT SENATE OF THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

2019-2020

27

28 **WHEREAS**, When the draft of the Indigenous Cultures and Community Requirement Plan
29 (hereafter referred to as the ICC Plan) was shown to members of the 2019-2020
30 SGA Senate and Executive Team, there was no dissent for the plan and only
31 positive comments were made related to it; and now, therefore be it

32

33 **RESOLVED**, that the SGA have it reflected in the record that the Senate supports the creation
34 and implementation of the ICC Plan; and be it further

35

36 **RESOLVED**, that SGA also supports all recommendations sent forward by the Ad-Hoc
37 Committee on the ICC Plan; and be it further

38

39 **RESOLVED**, That SGA does not have issues with the number of hours proposed in the plan and
40 that students should be able to complete these in a span of four (4) academic years;
41 and be it further

42

43 **RESOLVED**, that upon enrollment, a copy of this resolution shall be sent to the Faculty Senate,
44 the Staff Council, the Office of Student Inclusion and Diversity, the Southeast
45 American Indian Studies Program, the Office of the Chancellor, the office of
46 Academic Affairs with the expectation of implementation.

47

48

49 **Section 2.** This Act shall be effective upon enrolled.

50

51

To the UNCP Faculty & Other Stakeholders,

NASO writes to offer their full support of the Indigenous Cultures and Communities (ICC) Proposal. Below are NASO's thoughts on the need for a graduation requirement centered on Indigenous history and culture:

- 1) UNCP was founded by Indigenous Peoples for Indigenous Peoples, we all know this; it is evidenced by the very names of the buildings we walk into every day. As UNCP evolved from an Indian Normal School to an UNC-System University the number of students representing different ethnicities and backgrounds have increased. This diversity has been welcomed, but the Indigenous history of the university and the culture of the Indigenous community in which it is located continue to inform the identity of the institution. NASO, other student organizations, and staff members in offices across campus contribute to this continuation by organizing and supporting various programming throughout the year (ex. Spring Powwow, M.M.A.I.W. walk, #RepYourNation Tribal Showcase, etc.). Although these efforts are wonderful and we believe that they have educated many students about Indigenous history and culture, we do not think they are enough. Plenty of students graduate UNCP without really knowing what it means to be Indigenous. Sure, they know a little about the history of UNCP, but they have no idea about the struggles Indigenous Peoples are facing today. Many students do not even realize the existence of the Indigenous community on campus; this is partially due to the societal belief that Indigenous Peoples are a thing of the past, that we were mere characters in a story that was told to us around Thanksgiving in Kindergarten. If it is not our duty as an institution to correct that falsity, whose is it?
- 2) It is our understanding that University faculty have raised concerns that students do not want such a requirement. Our question to faculty is this: do students really want any requirements? Are students thrilled about having two P.E. requirements? Do we want to take two writing enriched classes and a writing in the discipline to graduate? No. Surely there has been protest over any new developments in the graduation requirements. The difference is that the University has deemed those requirements necessary and some seem to suggest that this one is unnecessary. This brings us to our third point,
- 3) We are not the first institution in the country to impose a cultural requirement to graduate, we are not even the first institution in the state to do so. North Carolina Agricultural and Technical State University has a graduation requirement that necessitates students take a minimum of three general education credit hours from courses in African-American Studies. The ICC, therefore, is not a new idea, and it should not be a controversial one. Other schools have already implemented the institutional ideals they value in their curriculum, why not UNCP?
- 4) Finally, we want to point out that there are multiple ways for students to satisfy the ICC Graduation Requirement. You can take two classes, you can swipe into events, you can even do a service-learning project or an internship. You can also do a combination of all of these things. Not only does this make the requirement accessible, it turns it into an opportunity to build student's resumes. Students are provided with an opportunity to learn about the community that they are in and the people who fought tirelessly for the school they attend, students also get an

opportunity to learn about the diversity of Indigenous cultures, what it means to be Indigenous in the 21st century, and they get to use this knowledge to further their academic career and broaden their academic interests.

A graduation requirement centered on Indigenous history and culture, like the ICC, should have been implemented long ago; let us not impede progress. Let us remember where we are and honor those who paved the way for UNCP to be a safe-haven for students who value diversity and inclusion. UNCP's motto is, "You can get there from here." Let us remember and appreciate exactly where here is.

Please note: The Academic Affairs Committee called for the formation of a special committee but did not generate and approve the specific language of the charge. The chair used the discussion from AAC to write up the charge and it is being presented to the senate from the executive committee to continue in timely progression of the formation of the committee. The representation needed list was begun in AAC and further input was solicited from the committee. As a note of precedent, all special committees have been formed by CCE and approved at the senate level in recent history.

COMMITTEE TO REVISE THE ICC STRUCTURE AND CHARGE

The special committee is charged with coordinating working groups to revise and address concerns related to the ICC proposal. Concerns include issues of **tracking, completion** (particularly for majors with little flexibility, fully online programs, student athletes, and specialized programs such as the Engineering 3+2 program), the **governing body** to approve and advertise opportunities, and **funding**.

To aid in the work of the committee, working groups will be formed to address:

- Concerns related to classes and advising
- Concerns related to the service learning component of the proposal
- Concerns related to the programming component of the proposal

Each working group focuses on issues related to the four concerns in the charge of the parent committee and consists of members of the parent committee in addition to other stakeholders. Chairs of the working groups will be drawn from the parent committee.

Working groups will report in to the parent committee. Final decisions and revisions rest with the parent committee.

COMMITTEE TO REVISE THE ICC REPRESENTATION NEEDED

Representation may be at the level of the parent committee or at the level of working group.

- Faculty
 - o ethnically diverse
 - o representation from each division
 - o Department reps where field work/internships as required
 - o Representative voices of people with concerns and not necessarily “on board” with the proposal

- Staff. Individuals who represent or are familiar with:
 - o Registrar’s office and DoIT (tracking)
 - o Civic Engagement/Service Learning
 - o Office of Online Learning
 - o Athletics

- o Funding
- o Admissions/Enrollment Management
- o Study abroad

- Faculty and staff who represent the American Indian perspective

- Individuals with specific knowledge/experience
 - o Gen Ed
 - o Curriculum
 - o University College and those who understand advising
 - o understands commuter students/transfers/non-traditional students

- Student reps from various ethnic groups

Update Language on Election of Senate Chair pro tem

Rationale: With the recent passage of a Budget Advisory Committee, whose chairperson serves on the Executive Committee of the Faculty Senate but is not a senator, language regarding the selection of a Senate Chair pro tem requires clarification.

Current *Faculty Handbook 2020-2021* language (p.22 Item D):

“D. The Senate Executive Committee shall have general supervision of the affairs of the Senate between its regular meetings. This includes the implementation of Senate-approved policies and procedures. None of these implementing actions shall conflict with actions taken by the Senate. The Executive Committee shall appoint a Chair pro tem of the Faculty Senate from within the Executive Committee to serve as pro tem Chair of the Senate in the absence of the elected Chair.

Suggested revision:

“D. The Senate Executive Committee shall have general supervision of the affairs of the Senate between its regular meetings. This includes the implementation of Senate-approved policies and procedures. None of these implementing actions shall conflict with actions taken by the Senate. The Executive Committee shall appoint a Chair pro tem of the Faculty Senate from within the Executive Committee to serve as pro tem Chair of the Senate in the absence of the elected Chair. **Non-Senate members of the Executive Committee are not eligible for appointment as Chair pro tem.**”

CURRICULOG DEADLINES FOR THE 2021-2022 ACADEMIC CATALOG

March 10 is the deadline for submitting proposals to Curriculog for the 2021-2022 Academic Catalog. This deadline is for proposals that *begin* the committee approval process at the Curriculum Subcommittee level. It is for the final Curriculum Subcommittee meeting for the academic year. Any proposals that do not make the final Curriculum Subcommittee agenda will not make it through the approval process for next year's catalog. Also, keep in mind that inclusion in the final Curriculum Subcommittee meeting means that if a proposal is not approved at any level (Curriculum, Academic Affairs, or Senate), it cannot be included in the 2021-2022 Academic Catalog. The earlier proposals are submitted, the better. (Moral of the story: don't wait until March 10 if you can submit earlier.)

For the February Curriculum meeting: **January 21**

For the March Curriculum meeting: **February 18**

If approvals are required prior to the Curriculum Subcommittee level, the deadline for submission is earlier. This is the case with proposals that require approval from the General Education Committee, the Teacher Education Committee TEC, the Graduate Council, or the Writing Intensive Program (all WE and WD courses). Proposal must be launched in Curriculog by the dates listed below to be included on the agenda for the respective meetings.

For the January General Education Meeting: **January 14**

For the January Graduate Council Meeting: **January 11**

For the February TEC meeting: **January 27**

For the February Graduate Council meeting: **February 1**

For the February General Education meeting (all new Gen Ed courses): **February 11**

All WE/WD proposals: **February 12**



BraveNation,

I am so proud of all of you for powering through the first eight weeks of this semester, as I know it has been a challenge. I would like to take this opportunity to update you all on the survey sent out by SGA on August 27, 2020. The purpose of the survey was to get an accurate assessment of how students are feeling on campus and allow us to better advocate on your behalf. We received over 1,000 responses to the survey, and sincerely thank all those who participated.

After reviewing the results, we understand that there was no overwhelming majority of students who felt unsafe on campus, and there was no overwhelming majority of students who felt safe on campus. While many students indicated online instruction would suit their needs this semester, an overwhelming number of students also revealed they would not have a good academic environment, instructional materials/resources, or employment if we were sent home.

We were hopeful that the survey would give us a clear direction moving forward. However, the data showed that students have differing needs, and we will continue to work to address them. In light of the results of the survey, SGA will be planning some follow-up to try and gain a clearer understanding of student concerns. Please be on the lookout for further details.

The Hardison-Hunt Locklear administration will remain committed to advocating on behalf of all students to ensure that every student is successful during a time such as this. Please remember to utilize all available resources to complete the semester.

In Power and Love,

A handwritten signature in black ink, appearing to read 'Cotrayia Hardison'. The signature is fluid and cursive.

Cotrayia Hardison
Student Body President

AITC Report

Dr. Blue's Report

- She asked us to get the word out to faculty that DoIT is available to help with any technology issues that a faculty member has and if a faculty member needs technology, they should contact DoIT because they may have it already available.
- DoIT has loaner laptops for students in need.
- We now have a university-wide Zoom license and DoIT is working on getting it set up. Departments will not have to renew their licenses and can switch over to the university license.
- DoIT is going to implement the name change in Canvas as soon as possible.
- Course size in Canvas has been increased from 1 GB to 2 GB and now up to 8 GB. The university does have to pay for that additional space so increasing it might impact the length of time they keep courses archived (currently 5 years).
- If faculty or departments have requests for new software purchases, they need to go through the IT Governance committee. DoIT is currently building a software inventory list of what is available on campus so they can look for ways to streamline purchases and save money.

Dr. Nino's Report

- There is a new group working on defining who is an online student.
- The Office of Online Learning just issued the first badge in online teaching to faculty members who completed the online learning course over the summer.
- The Office of Online Learning is looking at the feasibility of a campus-wide implementation of e-Portfolios in a product such as Portfolium.

A work group of the AITC was formed to look at the procedures for requesting a new LTI within Canvas. They have been tasked to make the process instructions easier to find and to recommend changes to the procedure for requests that occur over the summer while AITC is not meeting.



Faculty Assembly Digital Learning Update

September 11, 2020

**Jim Ptaszynski, Ph.D.
Vice President, Digital learning**



- 2,000 faculty and staff
- 253,239 students impacted
- 759,717 SCH
- All 17 institutions

Next sessions begin:

October 5, 2020

November 30, 2020

dli4faculty.northcarolina.edu

THE UNC SYSTEM

HOME WEBINAR SERIES 2020 DLI SYMPOSIUM COVID-19 RESOURCES BLOG DLI TEAM

Designing Effective Online Courses

Learn the **ESSENTIALS** of Teaching Online!

Registration is **NOW OPEN** for **October 5th** and **November 30th** Workshops. Register Below.
Two- and Four-week Pacing Available.

TEACH
Learn how to move your class online quickly and effectively.

MAKE
Build digital assets you can use immediately in your course.

DISCOVER
Master tools, technologies, and techniques for online teaching.

Register Here

Thanks to NC State University for providing the registration and LMS infrastructure to deliver the DEOC workshops. **Please note:** Registration for the DEOC workshop will require you to create a NCSU "Brickyard" account to register for the DEOC course delivered by the UNC System Office.

What UNC faculty are saying about the workshop:

AlTonya Washington, Winston-Salem State Uni...

Chyi-Lyi (Kathleen) Liang, Ph.D., North Carolina ...

Jose Bravo de Rueda, Ph.D.
Faculty Member, North Carolina A&T

Michael Pearce
Faculty Member, North Carolina Central University

Mariano Garrido-Lopez, Ph.D.
MBA Program Director, Western Carolina University



Faculty Fellows



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Project
Management,



**ERMA J. SMITH-
KING, PH.D.**

Assistant
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SEPTEMBER 25, 2020



CHARLES JUDE WEINBERG

Associate Director of Music Technology



OBS STUDIO FOR LIVE STREAMING OF MUSICAL PERFORMANCES

OBS Studio Open Broadcaster Software is a free and open source program that can be used for capturing multiple sources of audio-visual content and then encoding, broadcasting, and recording that content in real time. While OBS is often used for live streaming and capture of video game performances, this presentation will explore basic workflows of OBS for live streaming of musical concerts and performances to streaming platforms like Twitch and You Tube. This application is being put into use in our music program at UNC Asheville to share our concert series and student performances with a broader audience at a time when remote performance has become the new reality.

Charles Jude Weinberg is a sound engineer and university lecturer in audio engineering and electronics. After receiving his B.S.E. in electrical engineering from Duke University, Charles worked as a musician and engineer in live and studio sound before joining the UNCA Music department in 2005 to teach audio engineering and recording and electronics. Charles is currently Associate Director of UNCA's Music Technology program, Chief Engineer of UNCA's recording studios, and an active member of the Audio Engineering Society.



RACHELLE GOLD, PH.D.

Associate Professor of English, North Carolina Central University



“WHEN LIFE GIVES YOU LEMONS, LEARN TO JUGGLE”: INFUSING ONLINE TEACHING WITH KINETIC LEARNING METHODS

This brief webinar is based on the premise that the brain works best when properly oxygenated; as an exercise enthusiast, Dr. Rachelle S. Gold can attest to this fact. Indeed, medical professionals remind us that what is good for the heart, is good for the brain, and conversely, what benefits the brain, benefits the heart. So, how can one adapt kinetic learning to an online environment, especially when students cannot physically catch a bean bag or compete in an in-person dance-off? During the presentation, I will share how teaching while standing, hula-hooping, juggling, dancing, sign language, and leading the class in neck rolls, wrist stretches, and shoulder rolls, can combat the sedentary nature of online teaching by reducing distractibility, increasing attendance in synchronous sessions, and infusing playful joy into your classes.

An associate professor of English at North Carolina Central University and coordinator for the English Education program, Dr. Rachelle S. Gold teaches various levels of composition, grammar, and rhetoric; English for speakers of other languages, world literature; trauma literature; methods of teaching high school English; and women's and gender studies courses. Rachelle is currently being trained at Duke University to teach digital humanities and electronic storytelling techniques. She earned her PhD at UNC-Chapel Hill, her MA in English from Indiana University, her MA in Education at UC Berkeley, and her BA in Humanities from San Jose State University. A native Californian, Rachelle is a martial artist, cyclist, swimmer, weightlifter, and advanced open-water SCUBA diver. She can be reached at rgold@nccu.edu.

Digital Learning Webinar

11:00 a.m.

Fourth Friday of Every Month



MOVING TO ONLINE RESOURCES

- Given significant need, we are keeping registration open for “[Designing Effective Online Courses](#)” (DEOC) (Plus October 5 and November 30)
- DEOC alumni: your course remains open for a year in order for you to continue or refresh your learning. You are also welcome to join a new class if you want the faculty interactivity or you are still welcome to join the Noon [DEOC Office hours](#) M-T-TH-F using the code DLI-DEOC.
- The resource guide, “[Moving to Alternative Instructional Formats](#)” is still available on the DLI Website
- [Online Learning 101](#) is an asset faculty can provide to students who are new to online learning
- A [list of free, or low cost, education products due to COVID](#)
- “[Course Enhancements](#)” in ten course areas designed to help faculty jump-start their online teaching
- Continue to offer your suggestions on the most helpful [DLI Monthly Webinar](#) topics
- Check the [DLI Website](#) for updates to these and other resources





UNC System Digital Course Enhancements Collection: COVID19 Response

UNC System Faculty Assembly

September 11, 2020

Dr. Michelle Solér, UNC System Academic Affairs

The Amazing Race

Response to COVID19 UNC System Digital Course Enhancements Collection

- Building communities across UNC System faculty & staff
- Over 92 faculty and staff comprised 13 cross-institutional course enhancement development teams working for 5 weeks
- Faculty-curated Open-Ed Resources launched via system level drive
- Faculty-created additional creative commons licensed resources
- Faculty leads include 8 female leads; 5 African-American leads; 2 Asian-American leads
- During the month of June 24 hours of meetings a week across 70+ people representing 14 campuses
- Not an attempt to standardize curriculum or course content
- Organized, open, digital content to enhance and support courses at UNC System Schools and beyond
- Collection content organized by student learning outcomes

The Amazing Race!

Response to COVID19 UNC System Digital Course Enhancements Collection

CALCULUS 1

INTRO STATISTICS

CALCULUS 2

PRE-CALCULUS

QUANTITATIVE REASONING

GENERAL BIOLOGY

CHEMISTRY 1

CHEMISTRY 2

ORGANIC CHEMISTRY

ANATOMY & PHYSIOLOGY

FINANCIAL ACCOUNTING

MICROECONOMICS

MACROECONOMICS

UNC System Faculty Leads, IDs, and Librarians

The Amazing Race, June 2020

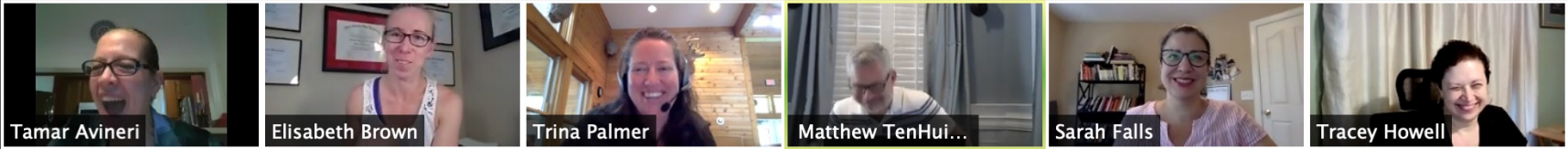


UNC System faculty are committed.



Resources organized by sound pedagogical principles

- Faculty created implementation and process guides
- Curriculum maps and backward design
- Curated, vetted video resources organized by outcome and topic
- Student learning outcomes across multiple universities
- Content, assignments, virtual lab activities
- Diversity and inclusion modules
- Faculty created custom resources
- Formal evaluation and peer review of resources



Module	Concept	Student Learning Outcomes	Khan Academy	NCSSM	Tarrou's Chalk Talk	Krista King
The Limit	Introduction to the Limit	Determine limits graphically, numerically, and through various algebraic and analytic techniques	Introduction to Limits (11:31) KA Estimating Limits from	Measuring Speed Part 1 Intro to Average and	Why Limits are Important in Calculus (9:32) TCT	Overview - Limits and Continuity (8:41) Krista King

		Determine left-hand limit and right-hand limit Apply theorems and properties of limits	Graphs (6:00) KA Unbounded Limits (2:32) KA One-sided Limits from Graphs (9:10) KA One-sided Limits from Graphs: Asymptotes (2:26) KA Connecting Limits and Graphical Behavior	Instantaneous Velocity (23:08) NCSSM Measuring Speed Part 2 Connecting Velocity and Slope, Intro to Main Ideas of Calculus (15:51) NCSSM Introduction to Limits The Idea of Limits (4:17) NCSSM	Finding Real Limits Graphical and Numerical Approaches (17:57) TCT Introduction to Properties of Limits (18:45) TCT Finding Limits Using Properties, Six Examples (23:53) TCT Limits of Piecewise Functions (19:26) TCT	Example - Evaluate Limits Using Graph of Function (7:47) Krista King Example - Substitution to Solve a Limit $\lim_{x \rightarrow 3} \frac{x^2 - 4}{x^2 + 2x + 5}$ as x Approaches 3 (2:46) Krista King Example - Factoring to Solve a Limit of Rational $\lim_{x \rightarrow 2} \frac{x^2 - 5x + 6}{x^2 - 4}$ as x Approaches 2 (4:31)
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Curriculum map (General Biology)

Module	Knowledge Competency	Instructional Materials (SLOs; License)	Activities and Assessments (SLOs; License)	Notes/Questions
Scientific Method and Process	K1.1 Understand the process of scientific inquiry biologists use to learn about the natural world	The Process of Science (SLO 1.1-1.4; CC-BY-4.0) The Science of Biology (SLO 1.1,1.2,1.3; CC-NC-SA-3.0) Tracking Lion Recovery in Gorongosa National Park (SLO 1.1; ©-ND)	Biology Experimental Design Challenge (A3, SLO 1.2, 1.4; Open) Scientific Inquiry and Data Analysis Using WildCam Gorongosa (SLO 1.1, 1.5, 1.6; CC-BY-NC-SA-4.0) How Science Works (SLO 1.1-1.2; ©-ND)	Module 1 Resources Document provides suggestions for using these.
Cells	K2.1 Understand how the chemical properties of carbon and water are essential to life.	The Chemical Foundation of Life (SLO 2.1-2.5; CC-BY-4.0) The Chemistry of Life (SLO 2.3-2.5; ©-ND) Water, Acids, and Bases (SLO 2.6-2.8; ©-ND)		Module 2 Chemistry Resources document provides suggestions for using these.
Cells	K2.2 Identify the major macromolecules essential for life and how they support the functions of the cell/organism.	Biological Molecules (SLO 2.9-2.13; CC-BY-4.0)		Module 2 Macromolecules Resources document provides suggestions for using these.
Cells	K2.3 Understand the basic chemical and structural properties of cells	A Tour of the Cell (SLO 2.14; CC-BY-ND) Cell Structure (SLO 2.14; CC-BY-4.0) Structure of a Cell (SLO 2.14; ©-ND) Biological Molecules (SLO 2.9-2.13; CC-BY-4.0)	Using the Cell Engineer/Detective Approach (A3, SLO 2.14, 2.16; Open)	Module 2 Cell Structure Resources document provides suggestions for using these.
Cells	K2.4 Understand how the structural components of biological membranes contribute to their ability to regulate the passage of substances into and out of cells, compartmentalize cellular activities within cells, and allow cells to interact with their surroundings.	Passive Transport: Osmosis (SLO 2.19; CC-BY-NC-4.0) In Da Club - Membranes and Transport (SLO 2.19-2.23; ©-ND)	Water Can Kill? Exploring the Effects of Osmosis (A1-3, S1, SLO 2.19, 2.21, 2.22; ©-ND) Osmosis 101 Lab (K1.1, SLO 2.19, 2.21, 2.22; Used by Permission) Lights, Camera, Acting Transport! Role-play (SLO 2.20, 2.23; Open)	Module 2 Transport Resources document provides suggestions for using these.
Cells	K2.5 Understand the means by which cells reproduce themselves and the importance of cellular reproduction to maintenance and reproduction of individual organisms.		Cell Cycle Lab/Activity , Set of 5 Activities 1. Online Microscopy Lab (©-ND) 2. Online Mitosis Lab/Activity (K1.1, SLO 1.1, 1.5, 2.10, 2.19; CC-BY-4.0) 3. Eukaryotic Cell Cycle and Cancer (SLO 2.13-2.15; CC-BY-4.0) 4. The p53 Gene and Cancer (K1.1, SLO 2.13-2.15; CC-BY-NC-SA-4.0) 5. Cell Division and Cancer Risk (K1.1, SLO 1.5-1.6, 2.13-2.15; ©-ND)	Module 2 Cell Cycle Lab-Activity Resources document provides suggestions for using these.
Energy and Metabolism	K3.1 Understand how cells harvest, transform, and use energy to carry out cellular activities	ATP Production in Mitochondria (SLO 3.9; ©-ND)	Evaluating the Quick Fix: Weight Loss Drugs and Cellular Respiration (K2.4, SLO 1.3, 1.7, 3.13-3.14; Open)	Module 3 Resources document provides suggestions for using these.
Energy and Metabolism	K3.2 Understand how photosynthesis transforms light energy into chemical energy and stores it in carbohydrate	Photosynthesis (K3.1, SLO 3.10; CC-BY-NC-SA-4.0)	Using Place-Based Economically Relevant Organisms to Improve Student Understanding of the Roles of Carbon Dioxide, Sunlight, and Nutrients in Photosynthetic Organisms (SLO 3.10-3.12; Open)	
Energy and Metabolism	K3.3 Understand how respiration harvests energy stored in organic molecules and uses it to make ATP.	Cellular Respiration (SLO 3.1, 3.4, 3.9; ©-ND)		
Gene Expression and Inheritance	K4.1 Describe and explain cellular structures and processes.	From DNA to Protein (SLO 4.2; ©-ND) Your Genome (SLO 4.1-4.21; CC-BY-4.0)		Module 4 Resources document provides suggestions for using these.
Gene Expression and Inheritance	K4.2 Understand how cells use the information in their genes to carry out cellular functions.	Molecules of Genetics: DNA and proteins are key molecules of the cell nucleus (SLO 4.1-4.6; ©-ND) Your Genome (SLO 4.1-4.21; CC-BY-4.0)	Central Dogma Online Activity (SLO 4.1, 4.3; CC-BY-NC-SA-4.0) Central Dogma and Genetic Medicine (SLO 4.1, 4.3; ©-ND)	
Gene Expression and Inheritance	K4.3 Understand how genetic information is passed from one generation.	Your Genome (SLO 4.1-4.21; CC-BY-4.0)		
Gene Expression and Inheritance	K4.4 Understand how mutation provides genetic variation and fitness.	Your Genome (SLO 4.1-4.21; CC-BY-4.0)		

Curriculum maps cont. (meta-data)

A	B	C	D	E	F	G	
Title:	File Name (if applicable)	URL:	Item Type:	Citation:	License:	Module:	
1	ATP production in mitochondria	Powering the Cell: Mitochondria	https://www.labxchange.org/library/items/lb:LabXchange:a5926d9f:video:1	Video	LabXchange. (2019). Powering the Cell: Mitochondria [video]. Retrieved June 8, 2020, from https://www.labxchange.org/library/items/lb:LabXchange:a5926d9f:video:1	https://www.labxchange.org/tos - copyrighted, no derivatives.	M3. Energy and metabolism
2	Using Place-Based Economically Relevant Organisms to Improve Student Understanding of the Roles of Carbon Dioxide, Sunlight, and Nutrients in Photosynthetic Organisms	This link will take you to all of the supporting resources associated with this activity. It includes student worksheets, clicker questions, powerpoint slides, quiz/exam questions, and a short video. https://www.coursesource.org/courses/using-place-based-economically-relevant-organisms-to-improve-student-understanding-of-the#tabs-0-content=2	https://www.coursesource.org/courses/using-place-based-economically-relevant-organisms-to-improve-student-understanding-of-the	Full active-learning lesson including: Think-Pair-Share, Brainstorming, Clicker Question, Collaborative Work, Pre/Post Question	Smith, M. K., Toth, E., Borges, K., Dastoor, F., Johnson, J., Jones, E. H., Nelson, P., Page, J., Pelletreau, K. N., Prentiss, N., Roe, J. L., Staples, J., Summers, M. M., Trenckman, E., & Vinson, E. (2018). Using Place-Based Economically Relevant Organisms to Improve Student Understanding of the Roles of Carbon Dioxide, Sunlight, and Nutrients in Photosynthetic Organisms. CourseSource, 5. https://doi.org/10.24918/cs.2018.1	Open access, peer reviewed journal	M3. Energy and Metabolism
3	Evaluating the Quick Fix: Weight Loss Drugs and Cellular Respiration	This link will take you to all of the supporting resources associated with this activity. It includes student worksheets, clicker questions, powerpoint slides, quiz/exam questions, and a short video. https://www.coursesource.org/courses/evaluating-the-quick-fix-weight-loss-drugs-and-cellular-respiration#tabs-0-content=2	https://www.coursesource.org/courses/evaluating-the-quick-fix-weight-loss-drugs-and-cellular-respiration	Think-Pair-Share, Case Study, Clicker Question, Interactive Lecture	Freeman, P. L., Maki, J. A., Thoemke, K. R., Lamm, M. H., & Coffman, C. R. (2017). Evaluating the Quick Fix: Weight Loss Drugs and Cellular Respiration. CourseSource, 4. https://doi.org/10.24918/cs.2017.17	Open Access, peer review journal	M3. Energy and Metabolism
4	Photosynthesis		https://www.biointeractive.org/classroom-resources/photosynthesis	Website; Multipart animation	HHMI BioInteractive (2020). Photosynthesis [course materials]. https://www.biointeractive.org/classroom-resources/photosynthesis	Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license	M3. Energy and Metabolism
5	Cellular Respiration		https://www.youtube.com/watch?v=Gh2P5CmCC0M	Video	Anderson, P. and Bozeman Science (2012). Cellular Respiration [video]. https://www.youtube.com/watch?v=Gh2P5CmCC0M	YouTube is free to link to, but no derivatives allowed without permission from user: https://support.google.com/youtube/answer/2797449?hl=en	M3. Energy and Metabolism

Open Educational Resources Provide:

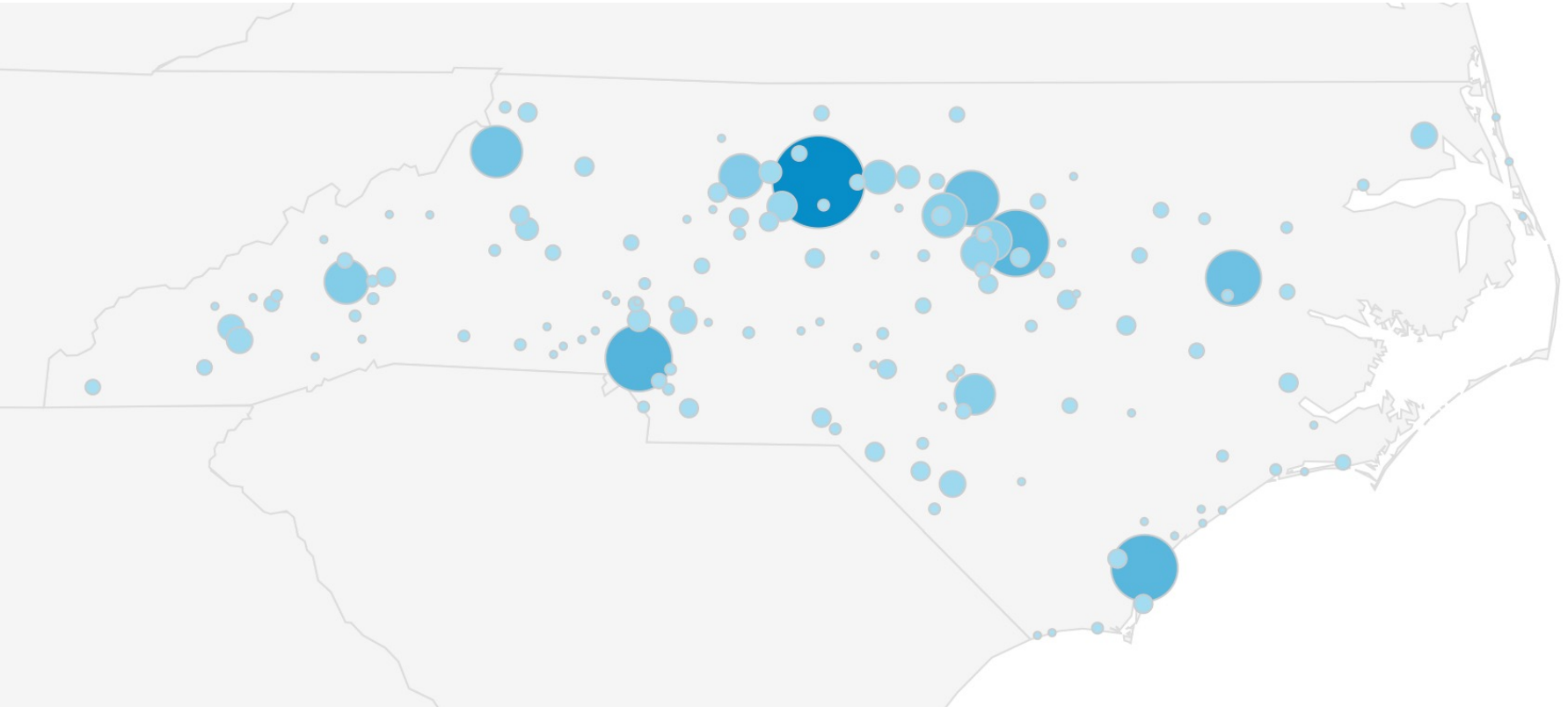
- Broad access across the System
- New kinds of teaching resources that are adopted and adaptable
- Help with textbook affordability
- Faculty can license created content through the Creative Commons
- Continued strong pattern of OER usage and adoption statewide
- Questions? Your campus librarians can provide guidelines.



Fall 2020 OER Project

- OER course collection and a series of virtual workshops that solve concrete issues for faculty
- Developing an online infrastructure repository in OERCommons.org hosted by UNCG Library
- Development team: Will Cross (NCSU), Sarah Falls (UNCSA); Tim Bucknall (UNCG); Harvey Long (NCAT); Jacqueline Solis (UNC Chapel Hill); Jeanne Hoover (ECU); Melody Rood (UNCG); Anna Craft (UNCG); David Gwynn (UNCG); Enoch Park (UNCC)

Usage map for North Carolina



Analytics to date

- Over 4700 unique users
- Over 800 direct downloads (not every collection requires downloads)
- Over 100 early adopters/reviewers
- 400 attendees at summer webinars
- CHEM 1, CALC 1, BIO, AP1, ORGO 1, STATS, ACCT
- 152 modules mapped with 20-40 resources avg.
- 7500 open resources curated

NEXT STEPS

- Build repository at OERCommons.org OER webinar series and certificate
- AACU STEM and OENC presentations
- Overall evaluation/assessment team out of UNCC (Christine Robinson and Karen Singer-Freeman)
- Peer Reviews/Early Adopters due November
- Need additional reviewers for latest round of math collections (Pre-Calc, QR, Calc 2)
- Next levels for several collections requested

Our UNC System Faculty ROCK

“Thanks for providing an opportunity to work with this team.
The level of support has been amazing.”

*-Jerry Walsh, Professor and Associate Department Head, UNCG
Department of Chemistry and Biochemistry*

Thank you!





UNC SYSTEM RACIAL EQUITY TASK FORCE

September 11, 2020

On June 9, 2020, the Board of Governors chair and System interim president named the Racial Equity Task Force:

- **Darrell Allison**, UNC Board of Governors, Task Force Chair
- **Kellie Hunt Blue**, UNC Board of Governors, Task Force Vice Chair
- **Isaiah Green**, UNC Board of Governors & President of the Association of Student Governments
- **Anna Spangler Nelson**, UNC Board of Governors, Task Force Vice Chair
- **David Green**, NC Central University & Former UNC System Faculty Assembly Chair
- **Garrett Killian**, East Carolina University & UNC System Staff Assembly Chair

TASK FORCE TEAM MEMBERS

- Darrell Allison, UNC Board of Governors, Task Force Chair
- Kellie Hunt Blue, UNC Board of Governors, Task Force Vice Chair
- Pearl Burris-Floyd, UNC Board of Governors, Member
- Isaiah Green, UNC Board of Governors & President of ASG
- Reginald Ronald Holley, UNC Board of Governors, Member
- Anna Spangler Nelson, UNC Board of Governors, Task Force Vice Chair
- **Dawn Brown, UNC Wilmington & Former Chair of Staff Assembly**
- **Garikai (Kai) Campbell, Provost, UNC Asheville**
- David Green, NC Central University & Former UNC System Faculty Assembly Chair
- **Timothy Ives, UNC-Chapel Hill, Faculty Assembly Chair**
- Garrett Killian, East Carolina University & UNC System Staff Assembly Chair
- **Ricardo Nazario-Colon, Chief Diversity Officer, WCU**
- **David Perry, Chief of Police, UNC-Chapel Hill**

FOCUS AREAS

1. Equity in Student Recruitment, Enrollment, and Success Outcomes
2. Recruiting and Retaining Diverse and Equity-Minded Practitioners and Leaders
3. Supporting Safe and Inclusive Campuses

NEXT STEPS

- **Weekly:** Focus Area Meetings
- **Week of September 14:** System Survey of Faculty, Staff, Students
- **September 24:** Conversation with Faculty Assembly
- **October:** Series of Town Halls with System Faculty, Staff, and Students
- **December 16:** Present and approve final report

**SUGGESTIONS, IDEAS,
OR
RECOMMENDATIONS?**

Approved September 9, 2020



Teacher Education Committee

Wednesday, August 12, 2020

2:00 – 3:15 pm

Webex <https://uncp.webex.com/meet/loury.floyd>

Meeting materials in TEC OneDrive

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

Dr. Loury Floyd, Presiding
Ms. Michelle Locklear, Recording

Minutes

Attending: Irene Aiken, Mary Ash, Serina Cinnamon Melissa Edwards, Irina Falls, Kelly Ficklin, Loury Floyd, Karen Granger, Rita Hagevik, Eun Hee Jeon, Shenika Jones, Zach Jones, Mary Klinikowski, Naomi Lifschitz-Grant, Roger Ladd, Cecilia Lara, Michelle Locklear, Lisa Mitchell, Kay Pitchford, Jose Rivera, Mabel Rivera, Gretchen Robinson, Kim Sellers, Tom Trendowski, Amy Van Buren, Jennifer Whittington, Summer Woodside

1. Call to Order 3:00 pm
Dr. Loury Floyd, Dean, SOE
2. Dean’s Report (15 min)
Dr. Loury Floyd, Dean, SOE
 - a. Welcome
 - b. Introductions
 - c. Planning, Preparing, and Practicing
3. Assessment and Accountability (30 min) (see slides for details)
 - a. NCDPI/Licensure (**CAEP NCDPI Agreement**)
Dr. Lisa Mitchell, Interim Associate Dean
 - i. SL 2020-3 impact – 2.7 GPA nor Praxis Core Scores required for admission to the Teacher Education Program May 3, 2020 – June 30, 2021
 - ii. Spring 2021 interns must have 2.7 GPA - November 20, 2020 deadline
 - b. CAEP Evidence Alignment (**5**) Dr. Mabel Rivera, CAEP Coordinator
 - i. Review of TEC Subcommittees (see slides for details)
 - c. Admission and Licensure (**3.2**) Ms. Michelle Locklear, Administrative Assistant
 - i. 49 Total Admits
 - d. Early Field & Clinical Practice (**2.1, 2.2, 2.3**) Dr. Kay Pitchford, Director
 - i. November 20, 2020 application deadline for Spring Interns

Approved September 9, 2020

- e. Taskstream **(5)**
Ms. Mary Klinikowski, Director
 - i. Thanks to those who submitted annual reports
 - f. edTPA - Fall 19, Spring 20 Scores **(1.2)** Dr. Amy VanBuren, edTPA Coordinator
 - i. No updates from the state
 - ii. edTPA minimum score changing from 38 to 40 - *was reviewed by PEPSC 8/13/20*
 - iii. Highly qualified score remains 48
 - iv. edTPA recorded in a virtual learning environment, form required and submitted to Amy
4. New Business (10 min)
Dr. Loury Floyd, Dean, SOE
- a. Committee Name Change – During the Dean’s report, Dr. Floyd noted the need to change the name of the committee to ensure TEC is in alignment with current national and state language. Current accreditation and NCDPI policy uses Educator Preparation rather than Teacher Education.
 - b. Committee Report Form - Dr. Floyd shared the expectation that committees use the report form when preparing to share updates and recommended action items.
5. Good News (5 min)
- a. Jose Rivera will be hosting a NC State Music Association Conference at UNCP
 - b. NC Policy Collaboratory Grant submitted over the summer in collaboration with the College of Health Sciences – \$1million provided for COVID research with testing on campus and in the community this fall.
 - c. Amy Van Buren – Received a course development grant! CONGRATULATIONS! - travel to Europe
6. Adjourn 3:17pm

Please Review our Educator Preparation Annual Reports

- [2020 CAEP Annual Report](#)
- IHE Report (NCDPI) - [Bachelor’s](#), [Masters](#), [MSA](#)

Important Dates to Remember

- Student Town Hall: August 19, 2020 (Undergraduate 3:30 pm / Graduate 4:15 pm)
- Next TEC Meeting: September 9, 2020 3:00 p.m., SOE 223 (Webex Option)
- **NEW!** Formal Admission Deadline: November 1, 2020, April 1, 2021, August 1, 2021
- Clinical Application Due: November 20, 2020, April 20, 2021
- Licensure Processing: Friday Only
- **SAVE-THE-DATE!** Data Institute: November 23, 2020

Approved September 9, 2020



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Respectfully submitted by Dr. Irene Pittman Aiken, Dean

Graduate Council met for the first time of the 2020-2021 academic year on September 21, 2020. Below is information believed to be most relevant to Faculty Senate.

Guests:

- Provost Locklear delivered greetings and thanked the Graduate School staff, the program directors, and graduate program faculty for their work resulting in the fall 2020 enrollment.
- Jodi Phelps and Eleanor Johnson shared data related to UCM’s marketing efforts and discussed strategies for improving program websites and marketing materials.

The following Graduate Faculty Nominations were approved

Last	First	Degree	Dept	Program	Status
Hinson	Ashley	EdD	Ed Leadership and Specialties	MSA	Adjunct
Lowery	Arine	MA	History	Social Studies Ed	Prof Aff
Pereira	Maria	PhD	Biology	Science Ed	Full
Scott	Marisa	PhD	Ed Leadership and Specialties	Special Ed	Full
Smith	LaMorris	MA	Teacher Ed	MAT and EE	Prof Aff
Sullivan	Keri	EdD	Ed Leadership and Specialties	Special Ed	Adjunct
Tippett	Elizabeth	MSA	Teacher Ed	MAT	Prof Aff

Graduate School Report

- Dean Aiken discussed virtual recruitment initiatives including: Open Houses, New Graduate Student Orientation, Admitted Student’s Day, Live campus tour (new event), GSO meetings, and virtual one on one meetings offered by Emily Oxendine. Note: On 9.24.20, our first, separate Financial Aid for Graduate Students session was held (virtual).
- Concerning recruitment, Dean Aiken asked program directors to consider their admissions requirements, 8-week course offerings, deadlines, and ways to best connect with students to build community and feelings of belonging. Dean Aiken offered funds for recruitment efforts.
- Dr. Aiken reminded program directors that graduate course analyses are available to them and the department chairs.
- Dean Aiken announced that the NC Council of Graduate Schools Conference will be virtual (October 22-23, 2020) and invited program directors and interested parties to participate ([LINK](#)).

New Business:

- Formation of an Ad Hoc subcommittee to examine thesis requirements and procedures. Dr. Ladd agreed to participate, and Dr. Aiken asked others to let her know if they would like to be involved.

Announcements/Reminders

1. Remaining Grad Council Meetings for 20-21 academic year (at 3:00 pm; Oct. and Nov. meetings held via WebEx; 2021 meeting TBD): October 19, November 16 of 2020, and January 25, February 15, March 15, and April 19 of 2021
2. Graduation Application Deadlines: October 1 for spring 2021 graduation, March 1 for fall 2021 graduation

- **Adjournment:** Meeting ended at 4:15 pm.