

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.