The University of North Carolina at Pembroke
Faculty Senate Agenda
Wednesday, May 7, 2014, at 3:30 p.m.
213 Chavis University Center

Judy Curtis, Chair
Roger Guy, Secretary

Members of the Senate:

<table>
<thead>
<tr>
<th>To 2014</th>
<th>To 2015</th>
<th>To 2016</th>
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<tr>
<td>ART Adam Walls</td>
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Chancellor Kyle Carter
Provost and Vice Chancellor for Academic Affairs Ken Kitts

Order of Business

A. Roll Call
B. Approval of Minutes: Appendix A
   Approval of Minutes of the April 2, 2014, meeting

C. Adoption of Agenda

D. Reports from Administrators
   1. Chancellor—Dr. Kyle Carter
   2. Provost and Vice Chancellor for Academic Affairs—Dr. Ken Kitts

E. Reports of Committees:
   1. Operations Committees
      a. Executive Committee—Dr. Judy Curtis
      b. Committee on Committees & Elections—Susan Edkins Appendix B
      c. Faculty Governance Committee—Beverly Justice
d. Health Safety and Environment Committee—Dr. Jeff Bolles

2. Standing Committees

a. Academic Affairs Committee—Dr. Jose D’Arruda Appendix C

1. Program Proposal: Revise requirements for M.A. in Science Education

Program Proposal: Revise requirements for M.A. in Science Education, nonlicensure concentration
Program Proposal: Revise requirements for M.A.T. with Middle Grades Science concentration
Program Proposal: Revise requirements for M.A.T. with Secondary Science concentration

Curriculum passed all taken together: 8-0-0
Academic Affairs passed all taken together: 8-0-0

2. Proposal from the Department of Mathematics and Computer Science

Program Proposal: Revise the Minor in Information Technology to better incorporate pre-requisite courses

Curriculum passed: 8-0-0
Academic Affairs passed: 8-0-0

3. Proposals from the Department of English, Theatre, and Foreign Languages

3.1 Program Proposal: Revise the Minor in Creative Writing

3.2 Program Proposal: Revise the Bachelor of Arts in English, Middle Grades Language Arts 6-9 Concentration

3.3 Program Proposal: Revise the Bachelor of Arts in English, English Education 9-12 Concentration

Curriculum passed all taken together: 8-0-0
Academic Affairs passed taken separately: 3.1 passed 7-1-0; 3.2 passed 8-0-0; 3.3 passed 8-0-0

4. Proposals from the School of Business

4.1 Program Proposal: Add BUS 1001-1006 to the “General Business Requirements” for a Bachelor of Science in Accounting

4.2 Program Proposal: Add BUS 1001-1006 to the BSBA Common Body of Knowledge for all Bachelor of Science in Business Administration tracks: Economics, Finance, International Business, Management, Marketing, and Entrepreneurship

Curriculum passed all taken together: 8-0-1
Academic Affairs passed taken separately: 4.1 and 4.2 each 6-0-2
5. Proposal from the QEP Committee

Program Proposal: Add three courses to the Writing Intensive Program

AIS 4650 (HST 4650) Indian Residential and Boarding School Narratives
EED 3890 Teaching Writing and Speech (Grades 6-12)
HON 2010 The Humanistic Tradition II

Curriculum passed: 9-0-0
Academic Affairs passed 7-0-1

b. Faculty & Institutional Affairs Committee—Dr. Tony Curtis
c. Student Affairs and Campus Life Committee—Dr. Marisa Scott

3. Special Committees

F. UNC Faculty Assembly Report: Appendix D

G. Teacher Education Committee: Appendix E

H. Graduate Council: Appendix F

I. Other Committees Appendix G

1. Athletic Committee
2. Esther G. Maynor Honors College
3. Institutional Review Board

J. Unfinished Business Appendix H

1. Promotion and Tenure Review Recommendations

K. New Business Appendix I

1. Resolution supporting Faculty Assembly resolutions
2. Handbook revisions from Faculty Awards Committee

L. Announcements

1. General Faculty meeting is May 9 at 1:30 p.m. in Moore Hall

M. Adjournment
Appendix A

The University of North Carolina at Pembroke
Faculty Senate Minutes
Wednesday, April 2, 2014, at 3:30 p.m.
213 Chavis University Center

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Roger Guy, Secretary

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Chancellor: Kyle Carter
Provost and Vice Chancellor for Academic Affairs: Ken Kitts

Members Present: Victor Bahhouth, Jeff Bolles, Cherry Beasley, Susan Cannata, Kyle Carter, Polina Chemishanova, Rick Crandall, Judy Curtis, Tony Curtis, Jose D’Arruda, Susan Edkins, Dena Evans, Roger Guy, Scott Hicks, Kenneth Kitts, Jonathan Maisonpierre, David Nikkel, Jesse Peters, Maria Pereira, June Power, Kim Sellers, Mike Spivey, Jeremy Sellers, Aaron Vandermeer, Adam Walls

Members Absent:

Guests: Mary Ash, Mitu Ashraf, Betty Brown, Mark Canada, Natricia Drake, Melissa Edwards, Sherry Edwards, Kelly Kicklin, Carol Graham, Beverly Justice, Sharon Kissick, Doug McBroom, Lisa Mitchell, Ottis Murray, Elizabeth Normandy, Sara Owen, Melissa Schaub, Sara Simmons, Jack Spillan, David Zeigler

Order of Business

A. Roll Call

B. Approval of Minutes:
Approval of Minutes of the February 26, 2014, meeting

The minutes were approved.

C. Adoption of Agenda: The Agenda was adopted

D. Reports from Administrators

1. Chancellor—Dr. Kyle Carter

Dr. Carter briefed the Senate on the fiscal challenges facing higher education in North Carolina and UNCP given tax cuts passed by the North Carolina General Assembly. He also announced that UNCP would curtail spending through the end of the fiscal year in anticipation of further budget shortfalls. In particular there will be no end of year funds, no administrative travel, no faculty travel unless previously approved, and that the Chief Financial Officer will review any “large purchase” by an academic or administrative unit. The Chancellor also announced that UNCP would receive $1.8 million in enrollment growth funds that will be used as necessity dictates. Dr. Carter concluded by requesting that he and the Provost attend the next Governance Committee meeting to open a dialogue on the process of faculty governance at UNCP.

2. Provost and Vice Chancellor for Academic Affairs—Dr. Ken Kitts

Provost Kitts reminded the Senate of important events on campus and urged the faculty to attend.

- The Last Lecture on April 9 and Lumbee River Independent Film Festival on April 10-11—especially the film, Voices of the Lumbee.
- Faculty Appreciation Banquet on April 25
- The PURC Symposium.

The Provost also announced that at their April 10 meeting the Board of Governors will discuss the recommendations of a Work Group on Post-Tenure Review. Dr. Kitts also would be pleased to address the recommendations of the recent report by the Promotion and Tenure Review Committee (PTRC).

3. Sharon Kissick and Natricia Drake from the Registrar’s Office—Discussion of classroom scheduling.

E. Reports of Committees:

1. Operations Committees
   a. Executive Committee—Dr. Judy Curtis

Dr. Curtis announced that the approved Senate Routing Forms were posted on the Senate website, and that a video of the PTRC forum was available to view online as well.
   b. Committee on Committees & Elections—Susan Edkins

Professor Edkins announced newly elected members of university committees.

   c. Faculty Governance Committee—Beverly Justice
Professor Justice brought no action items forward for the Senate. She mentioned that the Governance Committee had considered sending a motion to the Senate ensuring that any changes in the promotion and tenure criteria be vetted through the Senate committee structure.

Motion that the Senate endorses recommendation that any changes to the promotion and tenure criteria be vetted and endorsed through the appropriate Faculty Senate committee structure.

Motion to amend passed 18-3-2

Motion that the Senate endorses recommendation that any changes to the promotion and tenure criteria during the next cycle of review be vetted and endorsed through the appropriate Faculty Senate committee structure.

Motion passed 16-5-3

d. Health Safety and Environment Committee—Dr. Jeff Bolles

Dr. Bolles announced that the Committee had not met since the previous Senate meeting.

2. Standing Committees

a. Academic Affairs Committee—Dr. Jose D’Arruda

1. Proposals from the Department of Mathematics and Computer

1.1 Program Proposal: Revise degree requirements for the Bachelor of Science in Mathematics Education for Middle Grades Concentration (6-9)

1.2 Program Proposal: Revise degree requirements for the Bachelor of Science in Mathematics Education (9-12)

1.3 Program Proposal: Revise degree requirements for the Bachelor of Science in Mathematics

Curriculum approved 10-0-0
Academic Affairs approved 11-0-0
Proposal Passed 23-0-0

2. Proposals from the Department of Biology

2.1 Program Proposal: Revise degree requirements for Bachelor of Science in Science Education

Curriculum approved
Academic Affairs approved 7-3-0

2.2 Program Proposal: Create a minor in Sustainable Agriculture

Curriculum approved 10-0-0
Academic Affairs approved 11-0-0
Proposal Passed 22-0-1
3 Proposals from the Department of Health, Physical Education, and Recreation

3.1 Program Proposal: Revise requirements for Bachelor of Science in Athletic Training
Curriculum approved 10-0-0
Academic Affairs approved 11-0-0
Proposal Passed 23-0-0

4. Proposals from the Department of Elementary Education

4.1 Program Proposal: Revise program requirements for the Bachelor of Science in Elementary Education
Curriculum approved 10-0-0
Academic Affairs approved 11-0-0
Proposal Passed 23-0-0

5. Proposals from the Department of Educational Specialties

5.1 Program Proposal: Revise requirements for the Professional Concentration in Reading
5.2 Program Proposal: Revise requirements for a Bachelor of Science in Birth-Kindergarten Education
Curriculum approved 10-0-0
Academic Affairs approved 11-0-0
Proposal Passed 23-0-0

6. Proposal from the QEP Committee
6.1 Program Proposal: Add two courses to the Writing Intensive Program
ENG 2230 American Literature Before 1865 (as a WE course)
SOC 3210 Social Inequalities (as a WE course)
Academic Affairs approved 11-0-0
Proposal Passed 22-0-1

7. Proposal from Enrollment Management Subcommittee
7.1 Revise catalog copy to align with UNC Policy Manual 400.1.5
Enrollment Management approved unanimously
Academic Affairs approved 10-0-1
Proposal Passed as amended 22-0-1 See pages 29 and 30 in the agenda.

Students denied a request for the grade of WX may appeal to the Provost or designee whose Faculty Senate Subcommittee for Enrollment Management. The subcommittee’s decision will be final.

b. Faculty & Institutional Affairs Committee—Dr. Tony Curtis – No Report.
c. Student Affairs and Campus Life Committee—Dr. Marisa Scott – No Report.
3. Special Committees

F. UNC Faculty Assembly Report—No Report

G. Teacher Education Committee: See Agenda for report.
H. Graduate Council: See Agenda for report.

I. Other Committees – No other Committees.

J. Unfinished Business

1. Draft motions indicating favorability of PTRC recommendations
   a. The Faculty Senate favors creation of department disciplinary statements.
      **Motion Passed 18-3-1**

   b. The Faculty Senate favors vote on candidate’s promotion and tenure by all tenured department faculty except chair.
      **Motion Passed 12-6-3**

      **Motion to extend the meeting passed 19-2-0**

   c. The Faculty Senate favors creation of department evaluation committees.
      **Motion failed 0-12-7**

      **Motion to extend the meeting passed 15-4-0**

   d. The Faculty Senate favors increasing the number on university P&T Committee as described in the PTRC report.
      **Motion failed 0-11-7**

   e. The Faculty Senate favors adding Provost as non-voting member on P&T Committee.
      **Motion failed 2-12-4**

      **Motion to ignore the clock failed 7-9-0**

      **Meeting adjourned 5:24 p.m.**

Respectfully submitted

Roger Guy, Secretary.
Appendix B

Recommendations for Committee and Subcommittee Appointments

Curriculum Subcommittee
Jaime Martinez, LETT
Michael Alewine, ARTS
Tommy Thompson, EDUC
Maria Santisteban, NS&M
Victor Bahhouth, S&BS

General Education Subcommittee
Brandon Sanderson, ARTS
Jim Doyle, BUS/ECON
Kelly Charlton, SOC SCI

Enrollment Management Subcommittee
Frankie Denise Powell, EDUC
Tracy Wiggins, ARTS (to 2014)
Emily Neff-Sharum, S&BS

Academic Support Services Subcommittee
Robert Arndt, ARTS
Rita Hagevick, NS&M
Melanie Hoy, S&BS
Jesse Rouse (Geology), At-Large
Laura Staal (Educ), At-Large

Faculty Development and Welfare Subcommittee
Scott Zeigler, ARTS
Melody Chuang, EDUC
Jamie Litty, LETT
David Zeigler, NS&M
Savvas Georgiades, S&BS

Faculty Evaluation Review Subcommittee
Yousuk Chae, LETT
Libby Denny, S&BS
Mitu Ashraf, At-Large

Student Affairs & Campus Life Committee
Rose Stremlau

Student Publications Board Subcommittee
Angela McDonald
Faculty Governance Committee
Beverly Justice (Former Senator)
Betty Brown (Former Senator)
Ottis Murray (Former Senator)
Jesse Peters (Current Senator)
Cherry Beasley (Current Senator)
Terence Dollard (Unrestricted)
Kirill Bumin (Unrestricted)
Marilu Santos (Unrestricted)
Stephen Bukowy (Unrestricted)

Health Safety & Environment Subcommittee
Summer Stanley, S&BS
Debbie Hamner, NS&M
Jennifer Johnson, School of Nursing

Faculty Conciliator
Renee Lamphere
Melinda Rosenberg
Joe Sciuilli
Frederick Stephens
Appendix C
Actions Requiring AA Approval and to be sent to Senate

1. Program Proposal: Revise degree requirements for Master of Arts in Science Education.

Rationale: These changes will update the course offerings, adding courses that were previously offered as special topics to the regular list and reflecting other recent changes in graduate science courses. We are also revising the language in the program description to clarify that teachers with NC licenses in all fields of science may apply.

Dept vote: 24 for; 0 against; 0 abstain
Affect others: yes
Departments affected and how:
Department of Chemistry and Physics:
Department of Geology and Geography
Department of Professional Pedagogy and Research:
Affected Chairs: yes
New Courses: no
Additional Resources: no
Additional Resources required:

Attached: Catalog Copy for 4.7

Program Proposal: Revise degree requirements for Master of Arts in Science Education, nonlicensure concentration in Biology

Rationale: These changes will update the course offerings, adding courses that were previously offered as special topics to the regular list and reflecting other recent changes in graduate science courses. We are also revising the language in the program description to clarify that teachers with NC licenses in all fields of science may apply.

Dept vote: 24 for; 0 against; 0 abstain
Affect others: yes
Departments affected and how:
Department of Chemistry and Physics:
Department of Geology and Geography
Department of Professional Pedagogy and Research:
Affected Chairs: yes
New Courses: no
Additional Resources: no
Additional Resources required:

Attached: Catalog Copy for 4.8
**Program Proposal:** Revise degree requirements for Master of Arts in Teaching with Middle Grades Science Concentration

**Rationale:** These changes will update the course offerings, adding courses that were previously offered as special topics to the regular list and reflecting other recent changes in graduate science courses. We are also revising the language in the program description to clarify that teachers with NC licenses in all fields of science may apply.

Dept vote: 24 for; 0 against; 0 abstain
Affect others: yes
Departments affected and how:
Department of Chemistry and Physics:
Department of Geology and Geography
Department of Professional Pedagogy and Research:
Affected Chairs: yes
New Courses: no
Additional Resources: no
Additional Resources required:

Attached: [Catalog Copy for 4.9](#)

**Program Proposal:** Revise degree requirements for Master of Arts in Teaching with Secondary Science Concentration

**Rationale:** These changes will update the course offerings, adding courses that were previously offered as special topics to the regular list and reflecting other recent changes in graduate science courses. We are also revising the language in the program description to clarify that teachers with NC licenses in all fields of science may apply.

Dept vote: 24 for; 0 against; 0 abstain
Affect others: yes
Departments affected and how:
Department of Chemistry and Physics:
Department of Geology and Geography
Department of Professional Pedagogy and Research:
Affected Chairs: yes
New Courses: no
Additional Resources: no
Additional Resources required:

Attached: [Catalog Copy for 4.10](#)

**2. Proposal from the Department of Mathematics and Computer Science**
**Program Proposal:** Change the Minor in Information Technology program to include all the low-level courses that are prerequisites for the 3000/4000 level courses, and to remove those that are not.

**Rationale:** Currently, among the low-level course choices, only CSC1300 is a prerequisite (for ITC3100); therefore, students actually can only choose either ITC3100 or ITC4200 for the advanced ITC course, as they won't have the prerequisite for others.

Dept vote: 18 for; 0 against; 0 abstain
Affect others:
Departments affected and how:
Affected Chairs:
New Courses: no
Additional Resources: no
Additional Resources required:

Attached: Catalog Copy

<table>
<thead>
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<th>Requirements for a Minor in Information Technology</th>
<th>Sem. Hrs.</th>
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<td>CSC 1750, 1760; ITC 2060, 2080; one course from CSC 1300 or ITC 2700; -1850, 1900, or 2050; and one advanced ITC course (3000 or above)</td>
<td>18</td>
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**END**

**3.1 Program Proposal:** To add ENG 2760-Writing Creative Nonfiction I and ENG 3760-Writing Creative Nonfiction II to the Minor in Creative Writing in the Department of English, Theatre, and Foreign Languages.

**Rationale:** According to AWP (Association of Writers & Writing Programs, the governing body of undergraduate and graduate creative writing programs), one of the “Hallmarks of an Effective Minor in Undergraduate Study of Creative Writing” is that it “offers advanced courses in at least three or more separate genres.” We are proposing to add ENG 2760-Writing Creative Nonfiction I and ENG 3760-Writing Creative Nonfiction II to the Creative Writing Minor, thereby expanding our creative writing course offerings by including the introductory and advanced levels of one of the most frequently taught genres (after poetry and fiction) in creative writing programs throughout the country.

Dept vote: 39 for; 0 against; 0 abstain
Affect others: no
Departments affected and how:
Affected Chair: Off
New courses: yes
Additional Resources: no
Additional Resources required:
3.2 Program Proposal: Modify the Bachelor of Arts in English, Middle Grades Language Arts 6-9 Concentration (MGLA). The School of Education has introduced new courses that require a change in our curriculum. MGLA now requires 15 instead of 12 hours in education courses. To accommodate these changes, we propose changing ENG 2050 World Literature before 1660 or ENG 2060 World Literature after 1660 from a required course to one option in a list of other 2000-level ENG courses.

Rationale: These changes are required to fit with the new courses offered by the School of Education.

Dept vote: 37 for; 0 against; 2 abstain
Affect others: no
Departments affected and how:
Affected Chair: Off
New courses: no
Additional Resources: no
Additional Resources required:

Attached: Catalog Copy Minor in Creative Writing

3.3 Program Proposal: Modify the Bachelor of Arts in English, Secondary Education 9-12 Concentration (EED). The School of Education has introduced new courses that require a change in our curriculum. EED now requires 12 instead of 9 credit hours of education courses. To accommodate these changes, we propose reducing the general electives in the EED degree from 7-13 down to 4-10 hours.

Rationale: These changes are required to fit with the new courses offered by the School of Education.

Dept vote: 37 for; 0 against; 2 abstain
Affect others: no
Departments affected and how:
Affected Chair: Off
New courses: no
Additional Resources: no
Additional Resources required:

Attached: Catalog Copy Middle Grades Language Arts 6-9 Concentration

END

4. Proposals from the School of Business
4.1 Program Proposal: Add BUS 1000 to the “General Business Requirements” for a Bachelor of Science in Accounting
**Rationale:** During the data collection phase of preparing the School's 2012-17 Strategic Plan, SWOT analysis of the School's stakeholders revealed the need to instill "professionalism" and "work-readiness" in Business and Accounting graduate. The responses were particularly strong from the business community, our alumni, and the Dean's Board of Business Advisors.

Additionally, the Passport program helps fulfill requirements that have been designated by our accreditation body, the Association to Advance Collegiate Schools of Business (AACSB). AACSB requires an assessment of learning (AoL) program to ensure that the School's learning goals are being met.

A component of that program is to include assessment activities that are skills-based and at different time periods during the student's curriculum. The Passport program is designed to fulfill these requirements. Passport programs similar to the one we are proposing are currently in use at other AACSB accredited Schools of Business.

The ultimate rationale for the Passport program is to assist students in becoming more professional in the way they interact with their colleagues, employers, and fellow employees. We feel that professionalism and work-readiness are skills that need to be taught to students seeking professional degrees such as Bachelor of Science in Business Administration and Bachelor of Science in Accounting, and help them in finding and maintaining successful business careers. The Passport program will also help differentiate our graduates from others entering the market from other schools.

Dept vote: 25 for; 0 against; 0 abstain
Affect others:
Departments affected and how:
Affected Chairs:
New Courses: yes
Additional Resources: no
Additional Resources required:

Attached: Catalog Copy [General Business Requirements](#)

**4.2 Program Proposal:** Add BUS 1000 to the BSBA Common Body of Knowledge for all Bachelor of Science in Business Administration tracks: Economics, Finance, International Business, Management, Marketing, and Entrepreneurship

**Rationale:** During the data collection phase of preparing the School's 2012-17 Strategic Plan, SWOT analysis of the School's stakeholders revealed the need to instill "professionalism" and "work-readiness" in Business and Accounting graduate. The responses were particularly strong from the business community, our alumni, and the Dean's Board of Business Advisors.

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Dept vote: 25 for; 0 against; 0 abstain
Affect others:
Departments affected and how:
Affected Chairs:
New Courses: no
Additional Resources: no
Additional Resources required:

Attached: Catalog Copy

5. Proposal from the QEP Committee
Program Proposal: Add three courses to the Writing Intensive Program

Course Descriptions:
AIS 4650 (HST 4650) Indian Residential and Boarding School Narratives: An in-depth study of the Canadian Indian residential school and American Indian boarding school experience, focusing on autobiographical narratives by Indigenous authors who experienced life in these schools. Course incorporates a range of authors, perspectives, and genres to contextualize colonial institutional polices aimed at “civilizing” Indian “savagery,” and forms of Indigenous resistance, accommodation, healing, and cultural survival. Credit, 3 semester hours. PREREQ: AIS 1010 or AIS/HST 1100 or 1110 or AIS/ENG 2200 or 3440, or permission of instructor.
• Course is taught in alternate years, cross-listed with the Department of History
• Course requires approx. 8 pages of informal and 20 pages of formal writing
• Periodic class time devoted to informal writing and feedback on drafts of formal writing assignments

EED 3890 Teaching Writing and Speech (Grades 6-12): Preparation for teaching oral and written communications skills in the middle and secondary schools. Study and application of
principles, terminology, materials, and strategies for teaching and assessing writing and speech within an integrated language arts curriculum. Experiences include writing workshops, unit and lesson planning, oral presentations, technology applications, and observing and assisting in the Writing Center and in writing and speech classrooms (15 hours). Credit, 3 semester hours. PREREQ: EED 3840, ENG 3040, and admission to the Teacher Education Program.

- Course is taught annually
- Course requires approx. 40 pages of informal writing and 25 pages of formal writing
- Writing workshops and peer review of in-progress work a regular component of the course

**HON 2010 The Humanistic Tradition II:** An interdisciplinary seminar in humanities that surveys, within historical and cultural contexts, a selection of works of art, architecture, literature, music, film, and philosophy, Honors 2010 focuses on significant cultural legacies from the last 500 years. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Divisional Electives area of Humanities.

- Course is taught annually
- Course requires approx. 15 pages informal writing and 15 pages formal writing
- Periodic class time devoted to small-group workshops, peer review, and discussion of model essays

**THE WRITING INTENSIVE PROGRAM**

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

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

- AIS 4650 Indian Residential and Boarding School Narratives WE
- EED 3890 Teaching Writing and Speech (Grades 6-12) WE
- HON 2010 The Humanistic Tradition II WE
Appendix D

Summary of April 4 meeting by Mario A. Paparozzi, Ph.D.

Presentation: Update on work of General Education Council (GEC):
Katherine Stewart
UNC General Administration
Associate VP Academic Affairs and Learning Strategies

1. The GEC has developed a report summarizing its work. The report includes recommendations of the GEC. At 10:45 am next Thursday, the GEC will present its findings to the Board of Governors.
2. The GEC was created December 2012/January 2014.
3. The GEC was established in order to look at competencies related to general education.
4. The process began with a strong commitment to involve faculty from all 17 UNC institutions.
5. The GEC has 30 members; half nominated by faculty senate/assembly, and half nominated by provosts.
6. All faculty members of the UNC system were surveyed regarding core competency issues. Three thousand faculty members responded to the survey.
7. In addition to its work regarding surveying faculty, the GEC wanted to understand the structure of general education on all campuses.
8. Based in the faculty survey and literature reviews, research, etc., the GEC identified two broad-based competencies: critical thinking and written communication.
9. The GEC has attempted to identify tried to identify sub-competencies for each of the two aforementioned competencies. Specifically, the GEC wants to identify the component skills for each of the two major areas identified. Once identified, the sub-competencies can, and need, to be assessed. Assessment is critical.
10. The GEC believes that assessments must be multi-modal. There is a strong expectation by GA that we will demonstrate, through and ongoing standardized assessment, competency of critical thinking and written communication.
11. Assessment does not end with assessment test scores. Faculty must use the assessment information to move students forward.
12. Faculty must believe in the assessment. Therefore, faculty will be involved in the development of the assessment.
13. The GEC looked at several options for assessment. There are many existing tests. The GEC felt that existing measures, however, are not useful for our use.
14. A new instrument is being developed by ETS of Princeton, NJ. They are looking for one or more pilot institutions to facilitate development of an assessment. UNC has been invited to be part of the pilot. If we partner with ETS, our faculty will be involved throughout the process. If we end up partnering with ETS, the plan is to develop the assessment items in the Fall of 2014 and pilot the assessment in the Spring of 2015.
15. The GEC strongly believes that it is critical that faculty engage in this process – development of the standardized instrument and also incorporating these competencies into the general education curriculum and also in the majors within each school. Down
the road, GA will be called upon to demonstrate that the identified competencies are being addressed.

16. Ultimately, we need to articulate the competencies and sub-competencies, how they are incorporated into the curriculum, how they are assessed, and how the assessments are used to improve critical thinking and written communication skills.

Panel discussion: Understanding Student Success (AP, transfer credits, and the university experience):
Panelists:
Joe B. Whitehead, Provost, NCA&T
Jayne Geissler, Executive Director of Retention Programs and Undergraduate Studies (ECU)
Jim Martin, Wake County School Board, Faculty Assembly Parliamentarian (NCSU)
Kelly Rowett-James, Registrar, UNCG
Moderator: Korah Wiley

What has been the impact of the increased focus on student success on admissions?
What skills/competencies/qualities should incoming students have?
• Motivation, commitment to learning, and willingness/ability to work hard on academics.
• Students need to know how to learn – the process of learning is critical.
• Critical thinking, problem solving, and maturity to transition from high school to college environment.
• Ability to communicate effectively.
• There has been an explosion of AP courses, but content varies and often students are not acquiring college level competency in these courses.

Thoughts on Transfer and AP credits:
• Many students come in with 60 hours, but are shocked to find out that they may still need many courses more than the minimum 120 to graduate.
• Transfer credit shopping. People pick schools based on where they get credit for AP and transfer courses.
• Often community college courses that are deemed to be equivalent are not really equivalent. In the end, students are not as prepared as they should be.
• AP grades are not included in a student’s college GPA (it is a replacement). AP grades should be included in college GPAs. AP courses are graded on a five point scale. Therefore, an AP grade of three is really equivalent to a “C.”

How to best measure student success:
• Measuring knowledge and how it is applied is very complex. GPAs are a good measure, but perhaps not the best measure. There are many qualitative factors that have an impact on student success.
• We focus on student success be we need to convince state and federal policymakers that we are holding ourselves accountable for the success of our students.
• Standardized testing is not the best approach – one size does not fit all.
• Pay attention to content, but also to whether students have learned to ask the right questions in order to facilitate growth in learning. Standardized tests miss this point.
Presentation by President Ross:

- There will likely be a withholding of funds in the range of 1%-1.25% for the remainder of this year.
- Funding for next year is unknown.
- There was a 3.6% increase in revenue collection as of last December. There has been a slight decline since then, and collections for this year will be better known in May.
- The case has been made by GA in favor of salary increases for faculty and staff.
- GA has also argued for more flexibility in how the UNC system can spend its budget allocation. Having flexibility would increase the possibility of finding funds for pay raises.
- University employees will very likely be treated the same as state employees with regard to pay raises.
- The enrollment growth funding model will remain. The state continues to grow (North Carolina is one of the fastest growing states in the country). Other things that will have an impact on enrollment growth include: a) increase in community college transfers; b) the flattening out of the high school graduation rate; and c) a probable increase in military students. In short, there will be some continued enrollment growth, but it probably will not be as high as it was in the past.
- The Board of Governors has a deep commitment to the mission of the UNC system.
- The Board members are well positioned to help the UNC system. They are “out there every day doing just that.”
- Looking ahead, President Ross is hopeful for a budget that will not involve additional cuts.
Appendix E

Teacher Education Committee Meeting
Minutes
March 12, 2014
3:00 p.m., room 1106, Jones Athletic Building

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

Staff: M. Klinikowski, L. Mitchell, A. Opata, B. Winters

1. The meeting was called to order at 3:05 p.m.

2. The minutes of the February 19, 2014 TEC Meeting were approved as presented.

3. Good News – Dr. Randy Bridges, graduate of UNCP, is serving as the Interim Superintendent for Scotland County Schools and will be the guest speaker for the MSA students on April 9. Dr. Lightfoot reported that next Friday, at the GPAC, the Art Department will host the National Art Honor Society Program for approximately 150 high school students. This is the highest student response ever. Exhibits will be in the GPAC and the Health Sciences Building.

4. Reminder - List of Graduate students who will complete degree and program requirements – due April 1 (April 15 at the latest) – Drs. Zoe Locklear and Rebecca Bullard-Dillard reminded all of the graduate program directors that this list will soon be compiled for presentation to the Department of Public Instruction and the regional school districts.

5. Curriculum proposals:

   a. Art Education Program – Dr. Tulla Lightfoot presented a proposal to add the phrase “permission of the instructor” to ART 3080 – *Art Education Methods and Field Experience for Grades 6-12*. Approved.


6. Action Item: All students presented for Admission into the Teacher Education Program by Ms. Aku Opata were approved.
7. **Teaching Fellows Report** – Ms. Karen Granger reported on the very positive March 5 meeting she had with the Teaching Fellows Commission. During this meeting, Ms. Granger reported on the progress that has been made with the UNCP Teaching Fellows Program to address concerns expressed by the Commission during the fall 2013 onsite visit. The Commission expressed appreciation for the progress made and will send a written report. Soon, the Fellows will be surveyed as to their impressions of the program. UNCP faculty will not be surveyed. Also, Ms. Granger reported on the continued efforts of the Teaching Fellows and other Education majors to support the Bak PaK Program at Deep Branch Elementary School. Dr. Locklear stated that it has been reported by the Forum that they will not seek additional funding for the Teaching Fellows Program in the upcoming short Legislative Session or in next year’s Legislative Session. (At this time, Ms. Granger also presented on item 11.b. so she could leave the meeting to attend a seminar with the Fellows.)

11. b. Ms. Granger reported on the new second AIG Add-On Licensure Cohort that will begin in Summer II. She has made two regional presentations to approximately 50 interested teachers.

8. **Report from the Office of University-School Partnerships** – Dr. Bryan Winters

a. Dr. Winters reported that clearance has been received from all LEAs for spring Early Field Experience assignments.

b. Following discussion with the TEC members, a decision was made to reschedule the Poverty and Special Education seminars which were previously cancelled due to inclement weather. Dr. Winters will announce the rescheduled dates.

c. The number of submitted Fall 2014 Intern applications is currently at 24. Hopefully, this number will increase. Typically, at least 50 students are enrolled in fall internship.

d. Dr. Winters reported that approximately 50 students attended today’s information meeting for the Spring 2015 Internship.

e. Dr. Ford reported that Praxis I Preparation Workshops are underway and make-up sessions have been scheduled for those workshops that were cancelled due to inclement weather. Dr. Locklear offered additional sessions for those programs that have conflicts with the scheduled dates, especially additional sessions for the Art and Music programs since these face some conflicts.

f. Dr. Winters reported that approximately 70 participants participated in the Praxis II Preparation Workshops.

**REMINDERS:**

- NC TOY, Teacher Education Fair, & Interviewing Tips – Wed., March 26, 9:00
- Counselors’ Conference – Friday, March 28, 8:00-3:00
- MSA Conference – Tuesday, April 29, 8:00-3:00
- Licensure Seminar – Thursday, May 8, 9:00 a.m., UC Annex
- Pinning Ceremony – Thursday, May 8, 11:00 a.m., UC Annex
9. **Report - NCATE/Accreditation** – Dr. Roger Ladd reported work continues toward the preparation of the accreditation report. He has been working with Ms. Mary K. on refinements to the Graduate Assessment System Taskstream drf. Dr. Ladd clarified that UNCP is currently “NCATE accredited” and will be one of the last IHEs in the nation to seek “NCATE accreditation” during the fall of 2015. Beginning with the spring of 2016, the new “CAEP” standards will go into effect. However, UNCP will not be “CAEP accredited” until the institution has been reviewed under the CAEP standards – sometime after 2016.

10. **Report - Director of Assessment** – Ms. Mary Klinikowski

   a. Ms. Mary K. and Dr. Ladd provided an update on work that has been done to the Graduate Assessment System (GAS) Taskstream drf.
   
   b. Ms. Mary K. recognized delays that many university supervisors have experienced with submissions of the Mid-point Intern Evaluation Forms due missed school days as a result of the recent inclement weather.
   
   c. Ms. Mary K. reminded program coordinators of documents she has posted at the TEC BB site such as Taskstream “helpful reminders”.
   
   d. Based on the calendar, interns still have sufficient time to teach, finish, and evaluate their TCWS units. If anyone needs additional help, please reference the TCWS Manual that is posted to the TEC BB site and/or contact Ms. Mary K.
   
   e. A Qualtrics survey has been sent to all cooperating teachers in order to gather information regarding their professional qualifications and contact information for payment of the honorarium. The professional qualifications information is required by NCATE since the teachers are viewed somewhat as “adjunct” faculty.
   
   f. Ms. Mary K. and Dr. Lisa Mitchell continue to make improvements and changes to the TEC BB website to make it more useful.
   
   g. Ms. Mary K., Ms. Opata, Ms. M. Locklear, Dr. Karen Stanley, Dr. Al Bryant, and Dr. Zoe Locklear participated in a DPI Licensure Webinar on Feb. 24. The webinar is now posted to the TEC BB website. Later this summer, Dr. Locklear will review specific information from this webinar with the TEC, particularly in reference to licensure changes that have recently been legislated.
   
   h. Ms. Mary K. is now working on the PEDS and AIMS reports which are now open for data collection. As needed, she will be sending requests for information to pertinent individuals.

11. **Report - Office of Teacher Education/Dean’s Office**:

   a. Technology Report – Dr. Lisa Mitchell reported that she has gathered requests from all Teacher Education Program faculty as to technology needs. Requisitions have been processed and equipment/materials are arriving. She is working with Tab Locklear, DOIT staff, to assess current status of the Smartboards in the SOE and is working with Lawrence Locklear on website improvements. TEC members were reminded of the upcoming Technology Conference being hosted at NC Central University. Funds are available to support travel to this conference.
b. (see item 7 above)

c. Dr. Locklear reported that recently the Licensure Office learned that the Department of Public Instruction had received a damaged package that contained our Fall 2013 Licensure Packets. Apparently, the package was somehow damaged during one of the recent storms. Sixteen student records were lost. All 16 students with lost documents have been contacted so they can cancel original checks, money orders, or other forms of payment and submit new payment to the Licensure Office. The Department of Public Instruction has agreed to accept copies of all original materials, including copies of degree-dated transcripts, in the replacement packets from UNCP. This loss was not due to the fault of any individual, but appeared to be completely weather related.

d. Dr. Locklear explained that the Pearson Evaluation Systems – Standard Setting and Item Validation Conference has been scheduled for June 24-25 in Raleigh. Goals for the conference include: (1) provide judgments that will assist in the setting of the passing standards for the Foundations of Reading and General Curriculum licensure exams in NC; and (2) confirm the content validity of the test materials. Two panels of 20 NC public school and higher education faculty will be convened. The panels’ item validation judgments will be used to finalize the test bank and the first operational test form scorable item set. Also, the passing score for each test will be established by the NC SBE based, in part, on the recommendations made by the panels. Dr. Locklear strongly encouraged UNCP faculty to volunteer to serve on one of these panels. Participants must be available both days.

e. Dr. Locklear explained that BK Praxis II Licensure Testing will only be required for those program graduates who wish to establish HQ status in order to teach Kindergarten. Beginning July 1, 2014, all other licensure program graduates will be required to take the respective Praxis II testing in order to “clear” their license. Praxis II testing was reinstated by the General Assembly in 2013.

f. Dr. Locklear report that the 2014 IHE Performance Report Qualtrics Survey will soon be emailed to program coordinators and directors. The responses from this survey will be used to compile the 2014 UNCP IHE Performance Report that will be due to the Department of Public Instruction at the end of June.

g. Dr. Locklear, Dr. Karen Stanley, and Ms. Mary Klinikowski will participate in a Mathematics Round Table scheduled for Wednesday, March 19, Richmond CC, 9:00-3:00, for Region 4. Ms. Mary K. will represent UNCP on an IHE panel to discuss the preparation of Mathematics Education teachers.

h. Dr. Locklear reminded the TEC that the April meeting of the State Board of Education will be held on the UNCP campus, March 31-April 2, in the UC Annex. The meeting is open to the public.
i. Dr. Locklear asked the TEC members to indicate their availability for two work days, tentatively planned for May 20 and 21. The workdays would follow a similar format as the workdays in the summer of 2013. Based on a show of hands, it appeared that the majority of members would be available to participate in these workdays. Dr. Locklear will follow-up with an email to get individual responses.

12. Announcements:

- Next two Curriculum Subcommittee meetings – (1) Thursday, March 13 (electronic copies due March 3, paper copies with all required signatures due March 11; (2) April 3 (electronic copies due March 24, paper copies with all required signatures due March 31)

- Next Graduate Council Meeting – Monday, March 17

- The Faculty Senate will meet on Wednesday, May 7.

- NC Ready for Success Statewide Inaugural K-12 and Postsecondary Education Summit, “Connecting K-12 and Higher Education in NC for Student Success”, Friday, March 28, 9:30 a.m.-3:30 p.m., Raleigh Convention Center

- PSRC Teacher Recruitment Fair, Saturday, March 29, 10:00 a.m. – 2:00 p.m., Lumberton Sr. High School

- Storytelling Festival of Carolina, “College Day”, April 11, John Blue House, Laurinburg

- 6th Annual Technology Institute for Educators Call for Participation, “Future Teach: Teaching with Digital Materials and Learning Technologies”, April 25-26, NC Central University

13. Information/Handouts: None

14. Dr. Locklear reminded everyone that the next meeting of the TEC is scheduled for Wednesday, April 2 – not April 9 as originally planned. The April meeting date was changed to accommodate “The Last Lecture” – now scheduled for April 9. However, the April 2 TEC meeting date will conflict with the April 2 Senate meeting. Those faculty members with curriculum proposals must attend the Senate meeting as required.

15. The meeting was adjourned at 4:34 p.m.

Respectfully submitted,
Sherry Hunt, Substitute Secretary for Courtney Brayboy
Appendix F

Faculty Senate Report
School of Graduate Studies and Research
May 7, 2014

Office for Graduate Studies
The Graduate Council met on April 21, 2014 in the UC Annex, Room 203. The following information may be particularly relevant to the Faculty Senate.

• Two faculty members had their full graduate faculty status renewed.
• The following Course/Program proposals considered and passed:
  
  **Program Proposal—Dept. of Music**
  Delete the Master of Arts in Music Ed degree program (remain in Banner until after Fall 2015)
  Delete the Master of Arts in Teaching with Music Specialization degree program (remain in Banner until after Fall 2015)

  **Course Proposal— Departments of Ed. Specialties and Professional Pedagogy and Research**
  Create SED 5120, a cross-listed section of EDN 5120 Advanced Study of Exceptionality in Children (will be EDN/SED 5120)

  **Course Proposal— Proposals from the Department of Nursing**
  Revise Prereq for NUR 5140 Epidemiology and Global Health from NUR 5100 to NUR 5010.

• Changes in admissions requirements for some Graduate Programs:
  The following programs have eliminated the entrance exam requirement for the admission process: Clinical Mental Health Counseling, Professional School Counseling, Physical Education with a concentration in Advanced Licensure, Physical Education with a concentration in Exercise/Sports Administration and Master of Arts in Teaching with Physical Education Specialization (MAT).
  In addition, MSW is considering removing the entrance exam requirement for some students (based on GPA).

• The winners of the Graduate Student Research Poster Session 2014 were:
  **David A. Wimert** (Science Education)
  The Relative Effects of Inquiry-Based and Commonplace Science on Middle School Students’ Alternative Concepts Regarding Conservation of Mass.
  **Marissa Baker** (Physical Education)
  The Influence of One Negative Member on the Larger Group in a Team Sport Context

  Honorable Mentions:
  **Brandon H. Tart** (Art Education)
  21st Century Renaissance; Reclaiming the Right of Contemplative Creativity: The Recourse of the 21st Century Schizoid Man
Jonathan Thomas (Music Education)
Effective Instructional Strategies for Middle School Choral Teachers: Teaching Middle School Boys to Sing During Vocal Transition

• The Graduate Student Research Poster Session for 2015 has been scheduled for March 31, 2015, 5:30 to 7:00 (time may alter slightly) in UC Annex.

Next Scheduled Meeting: Monday, September 15, 2014, 3:00-5:00 pm, UC Annex Room 203

Appendix G

I. University Athletics Committee

April 22, 2014

Dr. Judy Curtis
Chair, Faculty Senate
Department of Mass Communication

Dear Dr. Curtis and Members of the Faculty Senate:

In compliance with NCAA rules guiding a University’s athletic committee, the following is a summary of the issues that UNCP’s University Athletics Committee (UAC) addressed during the 2013-14 academic year. The committee held four meetings this year. Members of the committee include:
Irene Aiken  Dick Christy  Jenelle Handcox
Scott Billingsley  Tom Dooling  Lisa Kelly
Steve Bourquin  Fred Formichella  Shaquille Ray
Travis Bryant  Jeff Frederick  Patrick Sterk

The UAC paid particular attention to the policies and procedures used by the Athletics Department to monitor the academic progress of student-athletes. At each meeting we discussed the existing procedures and how to improve them, and we discussed new ways to improve monitoring and intervention. The Department of Athletics continues to work with coaches, faculty, and staff to fully utilize the resources currently available (such as the H.A.W.K. Alert system and Supplemental Instruction program) to UNCP students. It was noted that in the Fall 2013 semester, 30 percent of student-athletes had a GPA of 3.2 or higher. UNCP’s student-athletes consistently perform as well or better in the classroom than the general student population.

A related issue the committee discussed this year involved the scheduling of athletic competitions by the Peach Belt Conference (PBC). Despite past assurances from the PBC that they would try to minimize excessive travel and missed class time for student-athletes, the schedule for the next couple of years does not reflect this NCAA core value. The PBC Faculty Athletic Representatives committee has made repeated efforts to drive this point home to athletic directors at member institutions and to PBC administrators. It was suggested at the final UAC meeting this year that the athletic committees at some of the universities most affected by the poor scheduling write a joint resolution to the PBC commissioner encouraging him and the athletic directors to adhere more closely to this core value. Mr. Christy agreed to discuss the matter with me further this summer.

Finally, the UAC passed a resolution after the first meeting of the year supporting the Athletic Department’s request for a $75 increase in student fees to support athletics. The Department of Athletics experienced a $600,000 shortfall last year and has developed a long-term strategic plan for making up this shortfall through budget reductions, external investments, and the proposed fee increase. The Student Tuition and Fee Committee recommended and the Board of Trustees passed a $31 fee increase.

In addition, the UAC was briefed on a number of other issues, including the hiring of a new head football coach, the passage of NCAA legislation at the national conference, locker room renovations, the relocation of coaches’ offices, NCAA rules violations, and UNCP conference affiliation. Mr. Christy and Mr. Sterk solicited input from the UAC on all of these issues and welcomed suggestions and discussion where appropriate.

Please feel free to contact me if you have any questions about this report.

Sincerely,

Scott Billingsley
Chair, University Athletics Committee
scott.billingsley@uncp.edu
910.521.6807
2. Esther G. Maynor Honors College

REPORT TO THE SENATE
May 7th, 2014
ESTHER G. MAYNOR HONORS COLLEGE

Recruitment strategies continue to receive primary attention within the Honors College. While open houses, high school counselor contacts, internal contacts etc. continue to be regular recruitment tactics, other activities have also been developed. First, we now use data from the UNCP Office of Admissions to contact eligible honors students at approximately 45 day intervals throughout the academic year. This includes students at each stage of the admission process: at the inquiry, application, and acceptance stages. These contacts involve personal letters, honors brochures, and application materials. Each wave of contact typically involves 150-250 potential students.

There have also been important developments in honors scholarships. The award processes for Maynor Study Abroad Scholarships and Maynor Scholarships has been improved to more closely sync with existing financial aid processes. Since these awards are need based, these updates will improve our ability to serve honors students with resources deficiencies. There is also a new line of Honors Scholar Fellowships, which have recently been approved by the Chancellor. These scholarships may be used for in or out of state students and may be renewable for 4 years as long as the student remains in good honors academic standing and makes sufficient progress within the honors curriculum.

We have also partnered with the Office of Admissions and Financial Aid to offer automatic acceptance into the Honors College for students being awarded the new Chancellor’s, Provost’s, or Dean’s Fellowships. Since these individuals should all exceed honors entrance requirements, these students are allowed to bypass the standard honors application process, though they are still required to actively commitment to Honors with an expectation that all necessary paperwork also be submitted.

The University Honors Council remains a vital and healthy part of the governing structure within the Honors College. With some senior members transitioning off the council last year, we are fortunate to have new members, who represent the varying academic disciplines within the honors curriculum. Similarly, the Student Honors Council is also developing a very positive presence, in large part due to the energy within the student executive board and its new status as a UNCP student organization. This distinction provides additional Student Affairs funding for honors co-curricular activities.

I have been pleased with the work we have done this year and am very grateful for the support and cooperation of not only the honors faculty, but Gordon Byrd, the Executive Assistant for the MHC, and the many other offices within the university who regularly support our efforts.
Collectively, these supportive efforts have boosted enrollment in the Honors College to 140 students. We are expecting an incoming freshman honors class of approximately 40 new students. There are six Honors College students scheduled to graduate in the May of 2014.

Submitted by,
Mark Milewicz, Dean
The Esther G. Maynor Honors College
May 7, 2014

3. Institutional Review Board

Institutional Review Board Report for the Faculty Senate
Academic Year 2013-2014

Submitted by Rebecca Bullard-Dillard, IRB Chair and Dean of the School of Graduate Studies and Research

During the period from September 2013 through April 15, 2014, a total of 96 human subjects research protocols were submitted for review to the University of North Carolina at Pembroke Institutional Review Board. Full review was needed for seven applications, of those one could not be approved as submitted and was pulled from the review process. Of the remaining, eight were eligible for expedited review, 75 were deemed to be exempt from review and five were incomplete (and are still pending). I should be noted that approximately half of the submissions by student researchers required additional information and/or significant revisions.
Appendix H  Old Business

Recommendations for Changes to Promotion and Tenure Policy and Procedures
UNCP Faculty Senate
May 7, 2014

The purpose of the promotion and tenure review
To evaluate the cumulative record of the candidates to determine whether they have met all criteria for advancement and earned the potential life-time commitment of tenure.

Criteria for modifications
The promotion and tenure process should be based upon best practices that promote a consistent, rigorous and fair (free from bias) evaluation system. Any modifications to policy should be consistent with these criteria.

What should be in the promotion and tenure policy?
The promotion and tenure policy will be written to reflect major policy elements and procedures that are not likely to change over time. Specific procedural details will not be in the policy document but will be promulgated through a separate memo that the Provost will issue annually. The initial contents of the memo and subsequent changes will be ratified by the Faculty Senate and approved by the Chancellor. Separating operating procedure from the promotion and tenure policy allows the campus the freedom to modify procedures without rewriting the policy which requires approval by the Board of Trustees, Board of Governors and UNC President.

Proposals:

1. Departments will draft and submit disciplinary statements for approval by the appropriate Dean and the Provost.

Disciplinary statements will be used to create a common understanding of university expectations for faculty. They will serve as a model and guide for faculty as they negotiate the path towards promotion and tenure and will aid in the evaluation of candidate performance at all levels of the review process.

2. All tenured faculty in an academic program will vote on each candidate for tenure. All tenured faculty in an academic program will vote on each candidate for promotion, provided that they hold academic rank equal to or higher than that sought by the candidate. Voting will be conducted by secret ballot.

The emphasis on academic program is designed to ensure that the tenured faculty most knowledgeable of the candidate’s discipline have an opportunity to participate in the review and vote. In cases where departments comprise more than one degree program, or where disciplinary boundaries are unclear, the department chair will consult with the tenured faculty of the department to determine program membership for voting purposes.
3. The department chair will conduct an independent evaluation of each candidate separate from the program faculty. The chair does not vote with the program faculty.

4. The size and scope of the campus wide Promotion and Tenure Committee will be expanded from five to nine members to create broader disciplinary knowledge.

Procedure: Five tenured faculty representing the major divisions of the Senate will be elected through normal ballot. Election to these five slots will be for a term of three years. Four additional tenured faculty will be elected for one year terms from Senate divisions specified by the Provost to ensure that disciplines with the most candidates for consideration in the current cycle are well-represented on the PTC. Elections for the one year terms will be based on voting by divisional faculty and with the limitation that no academic department may have more than one voting representative (regardless of term) on the PTC.

5. The initial recommendation on a candidate will come by vote of the tenured faculty in the candidate’s academic program. The Peer Evaluation Committee will function as part of this process. The PEC’s report and recommendation becomes advisory to the tenured faculty, with the vote of the tenured faculty representing the first formal stage of the evaluative process.

The Peer Evaluation Committee (PEC) will be formed from tenured faculty within the academic program to best match the disciplinary and sub-disciplinary expertise of the candidate. The candidate will have the ability to select one member. The remaining two members of the PEC will be appointed to the PEC by the chair after consultation with the tenured faculty. When there are insufficient tenured faculty within the program to constitute a PEC, the dean, in consultation with the chair, will appoint additional members from allied disciplines.

Once constituted, the PEC will review the portfolio and issue a report on the candidate which culminates with a recommendation on promotion and/or tenure. A member of the PEC who does not agree with the majority recommendation may issue a dissenting report. In cases where the majority recommendation is negative, candidates shall have an opportunity to issue a rebuttal. The PEC report, along with any minority views or candidate rebuttal, becomes part of the candidate’s portfolio.

The report of the PEC does not constitute a separate and distinct part of the evaluative process but rather is advisory to the tenured faculty of the academic program. The first formal action taken on a candidate’s application for promotion and/or tenure will take the form of a vote by tenured faculty within the program.

All tenured faculty in an academic program shall vote on each candidate for tenure. All tenured faculty in an academic program shall vote on each candidate for promotion, provided that the faculty member holds academic rank equal to or higher than that sought by the candidate. Individual faculty members should, on a case-specific basis, recuse themselves from the review and voting process if there is a conflict of interest due to a familial, amorous, or financial relationship with the candidate. The department chair shall not participate in this vote.

There must be at least three tenured faculty members available to vote in each case under review at the disciplinary level. In cases where this threshold is not reached using the process described
above, the dean will appoint tenured faculty from allied disciplines to reach the threshold of three voting members.

Faculty eligible to vote on promotion and tenure applications shall have access to the candidate’s portfolio, inclusive of all PEC reports and any candidate rebuttal, before voting occurs. It is expected that voting faculty will review and consider the portfolio prior to expressing a summative judgment through the vote.

Eligible faculty have a professional obligation to vote on promotion and tenure decisions. All voting shall occur by secret ballot. A tally of the vote of the tenured faculty shall be recorded on a form and included in the candidate’s portfolio for consideration by all evaluative parties above the level of department chair.

6. The Provost shall sit on the campus wide Promotion and Tenure Committee (PTC) as a non-voting member.

The Provost’s role on the PTC is threefold. First, the Provost provides continuity from year to year and ensures that all policies and procedures are followed. Second, the Provost listens to the deliberations as a means of gaining information on the candidate but does not comment or vote on individual cases. Third, the Provost ensures that the committee has adequate administrative support, provided through the Office of Academic Affairs, and that all communications with the candidate and external parties are handled in a professional and timely manner.

Additional requirements to ensure the integrity of the PTC review:
• All deliberations shall be confidential
• All votes of the committee shall be by secret ballot
• All votes shall be tallied and recorded for each promotion/tenure decision
• All written PTC reports shall accurately reflect committee sentiment as expressed by vote (i.e., adverse recommendations should cite areas of concern)
Appendix I

New Business

1. Draft Resolution Supporting Faculty Assembly Resolutions

Whereas the UNC Faculty Assembly passed a resolution that the Board of Governors adopt a PTR plan that recognizes the rigor of the existing annual evaluation and promotion and tenure processes, that utilizes a two-category evaluation scale, and that avoids five-year plans; and

Whereas the UNC Faculty Assembly passed a resolution that constituent institutions responding to budgetary reduction by undertaking program prioritization maintain transparency by first communicating to the faculty realistic costs and anticipated savings associated the proposed changes and at least annually after implementation of such changes provide a detailed report on all realized savings and/or costs of the implemented changes be provided to the faculty; and

Whereas the UNC Faculty Assembly passed a resolution supporting the General Education Council’s Work on Student Learning Outcomes Assessment and resolving that the faculties of the University develop the assessment instruments, following the Principles of Good Assessment;

Therefore, Be It Resolved That, the Faculty Senate of the University of North Carolina at Pembroke endorses and supports these UNC Faculty Assembly resolutions.

2. Handbook Revisions Submitted by Faculty Awards Committee

SECTION II
CHAPTER 6
FACULTY AWARDS POLICY

Awards Granted by the Faculty Awards Committee

Each year the Faculty Awards Committee will seek nominations for and vote to give the following awards using criteria, guidelines, and procedures defined below.

1. University of North Carolina Board of Governors' Award for Excellence in Teaching: The Awards Committee will select finalists and a nominee for the statewide award.
2. University of North Carolina Board of Governors' Award for Excellence in Public Service: The Awards Committee will select finalists and a nominee for the statewide award.
3. University of North Carolina at Pembroke Outstanding Teaching Awards: The Awards Committee will make up to five such awards each year.
4. Adolph L. Dial Endowed Faculty Awards: The Awards Committee will make up to two awards each year for the Dial Award for Scholarship/Creative Work and the Dial Award for Community Service.
5. Faculty Emeritus: The Awards Committee will recommend candidates to the Board of Trustees.
6. University of North Carolina at Pembroke Outstanding Teaching Award for Part-time Faculty: The Awards Committee will make up to one such award each year.

Teaching Awards
Outstanding teaching is recognized by three kinds of awards. The first is the UNC Board of Governors Award for Excellence in Teaching. The Board of Governors authorizes this award, and one recipient is selected each year. The second is the UNCP Teaching Awards given to up to five faculty members each year. The third is the UNCP Part-Time Teaching Award given to up to one part-time faculty member each year.

The Board of Governors’ Award for Excellence in Teaching
To underscore the importance of teaching and to encourage, identify, recognize, reward and support good teaching in the university, the Board of Governors created system-wide teaching awards designated "Board of Governors' Awards for Excellence in Teaching." One recipient is selected annually from each of the 16 constituent institutions of the University of North Carolina to receive a stipend and a citation.

Criteria
Outstanding teaching faculty stand out in all areas associated with teaching excellence. Outstanding teachers demonstrate enthusiasm and commitment to professional growth. Outstanding teachers are effective through clear course materials and presentations, varied instructional strategies, and suitable measures of student learning. Outstanding teachers are successful at engaging student interest, challenging students, and eliciting high levels of student achievement. The Board of Governor’s Award recognizes long-term teaching excellence while the UNCP Teaching Awards recognize teaching excellence in the two years preceding the granting of the award.

Eligibility
Those eligible for the BOG Award are full-time faculty members with tenure who have taught at least seven years at The University of North Carolina at Pembroke. The recipient must have demonstrated exceptional teaching ability over a sustained period of time. Nominees must be teaching during the academic year in which they are nominated. A faculty member in Phased Retirement is ineligible for the BOG Award for Teaching Excellence. A faculty member on leave from teaching for one term during the academic year is eligible for consideration for the BOG Award for Teaching Excellence. The Board of Governors' Award can be granted only once to a faculty member. Nominees for the Board of Governors' Award who do not receive that award are automatically nominated for the UNCP Teaching Awards in the same year, and finalists not chosen as the UNCP nominee for this award will automatically receive reconsideration for the following BOG Award cycle.

Nominations and Procedures
Each Fall the Chair of the Faculty Awards Committee emails a call for nominations with an attached nomination form to the faculty listserv, to the student listserv (via Student Affairs office), and to alumni (via Director of Alumni Relations) and corresponds with nominees according to the suggested schedule.
Faculty, students, administrators and alumni are invited to submit nominations (by mail or electronically) to the Chair of the Faculty Awards Committee. Individuals cannot nominate themselves. Members of the Faculty Awards Committee cannot submit nominations. The nomination form or letter explains why the nominee deserves this prestigious award. The basis for nomination must be demonstrated excellence in teaching and a record of accomplishments and contributions in teaching over a sustained period of time.

To be considered a nominee for the Board of Governors Award may a nominee must submit to the Teaching and Learning Center Chair of the Faculty Awards Committee a portfolio of supporting materials in a three-ring binder (1-2 inches) with dividers. Each candidate’s portfolio includes the following materials:

1. a current resume or curriculum vitae
2. copies of self-evaluations for the three years preceding the nomination
3. copies of Department Chair’s evaluations for the three years preceding the nomination
4. a statement of teaching philosophy (approximately four pages, double-spaced), including comments about how the philosophy is carried out in practice and how other professional activities relate to teaching
5. four letters of recommendation from two colleagues and two former students in support of the nomination (the faculty nominee leaves this notebook section empty). BOG candidates should ask that letters of recommendation be sent directly to the Chair of the Faculty Awards Committee who places these in the portfolio along with the original letter of nomination.
6. copies of syllabi and relevant course materials, including assignments and representative student work, from three different regularly taught course.
7. the summary statistics and the comments from the five most recent sets of student evaluations; a set is defined as evaluations from all courses taught in a given academic year, as described under “Schedule of Student Evaluations” in the Faculty Handbook. (The faculty nominee leaves this notebook section empty and asks the Department Chair or Dean to submit these materials to the Chair of the Faculty Awards Committee)
8. documentation of any professional activities which exhibit a commitment to teaching beyond the classroom, such as publications, presentations, and grant writing. The Chair of the Awards Committee places the nomination letter, support letters, and the student evaluation reports in the portfolio.

After naming two finalists, the Committee will conduct classroom observations of both finalists. After selecting the BOG nominee, the Committee will forward to the Office of Academic Affairs the portfolio of the nominee and a 500-word letter in support of the nominee. The name of the nominee must remain confidential until the UNC BOG announces the statewide awards. At the Faculty Appreciation Dinner, the BOG Award winner assists the Provost in presenting Faculty Awards.

**Suggested Schedule: Board of Governors’ Award**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-September</td>
<td>Call for nominations</td>
</tr>
<tr>
<td>Mid-September</td>
<td>Nominations due.</td>
</tr>
<tr>
<td>Mid-October</td>
<td>Teaching portfolios due.</td>
</tr>
</tbody>
</table>

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Late October - November Two finalists selected. Nominees not selected will be automatically considered for a UNCP Teaching Award.

Mid-November - January Classroom observations completed (may be conducted in late fall if needed)

Late November/January

Early December UNCP-BOG nominee selected at a meeting of the Awards Committee; BOG nominee and other finalists notified by Awards Committee Chair; nominee’s portfolio and letter submitted to Office of Academic Affairs.

Late January/Early February Nominee’s materials portfolio, with photo and support letter, must be received by the President of the University.

February The portfolios of the BOG runner-up non-winners are will be retained for consideration for a UNCP Teaching Award and for the BOG Award and Teaching Awards in the following year.

April/May BOG Luncheon in Chapel Hill, and BOG Award publicized at UNCP

Early May BOG recipient recognized at the Faculty Appreciation Dinner

Responsibilities of Award Recipients

The recipient of the Board of Governors’ Award for Excellence in Teaching serves as Grand Marshal at Commencement in the year of the award. The recipient is expected to deliver the commencement address at the following Winter Commencement. Each recipient’s teaching portfolio (including the statement of teaching philosophy), after it is returned by the UNC General Administration, will be available for the campus community for two years in the Teaching and Learning Center. The Chair of the Faculty Awards Committee will deliver the recipient’s portfolio to the Teaching and Learning Center. The recipient of the BOG Award is also available to faculty and students for presentations and workshops on teaching.

The Board of Governors’ James E. Holshouser, Jr. Award for Excellence in Public Service

The Board of Governors’ James E. Holshouser, Jr. Award for Excellence in Public Service was created in 2007 to encourage, identify, recognize, and reward public service by faculty of the University.

Criteria

Outstanding teaching faculty stand out in all areas associated with teaching excellence. Outstanding teachers demonstrate enthusiasm and commitment to professional growth.
Outstanding teachers are effective through clear course materials and presentations, varied instructional strategies, and suitable measures of student learning. Outstanding teachers are successful at engaging student interest, challenging students, and eliciting high levels of student achievement. The Board of Governor’s Award recognizes long-term teaching excellence while the UNCP Teaching Awards recognize teaching excellence in the two years preceding the granting of the award.

**Eligibility**
- Faculty members of any of the 17 institutions of the University of North Carolina are eligible.
- Sustained, distinguished, and superb achievement in university public service and outreach, and contributions to improving the quality of life of the citizens of North Carolina.
- The creativity and impact of a nominee’s achievements are of a magnitude that greatly exceeds the normal accomplishments of a productive faculty.

**Nominations and Procedures**
Each spring the Chair of the Faculty Awards Committee emails a call for nominations with an attached nomination form to the faculty listserv, to the student listserv (via Student Affairs office), and to alumni (via Director of Alumni Relations) and corresponds with nominees according to the suggested schedule (see table below). Faculty, students, administrators and alumni are invited to submit nominations (by mail or electronically) to the Chair of the Faculty Awards Committee. Individuals cannot nominate themselves. Members of the Faculty Awards Committee cannot submit nominations. The nomination form or letter explains why the nominee deserves this prestigious award. The basis for nomination must be demonstrated excellence in public service and a record of accomplishments and contributions in public service over a sustained period of time.

**To be considered A nominee for the Board of Governors Award.** a nominee must may submit to the Chair of the Faculty Awards Committee a portfolio of supporting materials in a three-ring binder (1-2 inches) with dividers. Each candidate’s portfolio includes the following materials:
1. a current resume or curriculum vitae
2. a copy of the self-evaluation from the two most recent academic years
3. a summary self-evaluation of community service in recent years
4. documentation of service activities, such as conference programs, flyers, Brave Bulletin coverage, photo/videos, and/or newspaper articles, where available and appropriate
5. one letter of documentation from a qualified individual, such as a partner in one major area of public service; the letter addresses the writer’s connection with the nominee and accesses the quality of the nominee’s contributions
6. other accomplishments relevant to the award for no longer than the past seven years.

After selecting the BOG nominee, the Committee will forward to the Office of Academic Affairs the portfolio of the nominee and a 500-word letter in support of the nominee. The nominee will go on to be eligible for the state-wide award given in October.

**Suggested Schedule: Board of Governors’ Award**
Mid-January  Call for nominations.
Mid-February Nominations due.
Mid-March  Portfolio due.
Early-April  UNCP nominee selected at a meeting of the Awards Committee; BOG nominee and other finalists notified by Awards Committee Chair; nominee’s portfolio and letter submitted to Office of Academic Affairs.
Mid-April Nominee’s portfolio, with photo and support letter, must be received by the President of the University.
October  Presentation of the award at a Board of Governors meeting in Chapel Hill, and UNCP BOG nominee publicized at UNCP.

The University of North Carolina at Pembroke Outstanding Teaching Awards

To underscore the importance of teaching and to encourage, identify, recognize, reward, and support good teaching in the University, the Board of Governors funds up to five UNC Pembroke Outstanding Teaching awards each year.

Criteria

Outstanding teaching faculty stand out in all areas associated with teaching excellence. Outstanding teachers demonstrate enthusiasm and commitment to professional growth. Outstanding teachers are effective through clear course materials and presentations, varied instructional strategies, and suitable measures of student learning. Outstanding teachers are successful at engaging student interest, challenging students, and eliciting high levels of student achievement. The UNCP Outstanding Teaching Awards recognize excellence in the two years preceding the granting of the award.

Eligibility

Those eligible for the UNCP Outstanding Teaching Award are full-time teaching faculty who have taught at UNCP for at least two years prior to the year of nomination. Nominees must hold full-time faculty appointments in the current year. Nominees must have received no teaching awards at UNCP in the previous four years.

Nominations and Procedures

Each Spring the Chair of the Faculty Awards Committee emails a call for nominations with an attached nomination form to the faculty listserv, to the student listserv (via Student Affairs office), and to alumni (via Director of Alumni Relations) and corresponds with nominees according to the suggested schedule (see table below). Faculty, students, administrators, staff members and alumni are invited to submit nominations (by mail or electronically) to the Chair of the Faculty Awards Committee. Individuals cannot nominate themselves. Members of the Faculty Awards Committee cannot submit nominations. The nomination form or letter explains why the nominee deserves this award. The basis for nomination must be teaching excellence in the two years preceding the granting of the award. Nominees for the Board of Governors’ Award who do not receive that award are automatically nominated for the UNCP Teaching Awards.
To be considered a nominee for the UNCP Teaching Award, a nominee must submit to the Chair of the Faculty Awards Committee a portfolio of supporting materials in a three-ring binder (1-2 inches) with dividers. Each candidate’s portfolio includes the following materials:
1. a current resume or curriculum vitae
2. copies of self-evaluations for the two years preceding the nomination
3. copies of department chair’s evaluations for the two years preceding the nomination
4. a statement of teaching philosophy (approximately four pages, double-spaced), including comments about how the philosophy is carried out in practice and how other professional activities relate to teaching
5. copies of syllabi and relevant course materials (e.g. handouts, tests, student papers/projects) from three regularly taught courses
6. the summary statistics and comments from the two most recent sets of student evaluations (a “set” is all of the courses taught in a given semester)
7. two letters of recommendation from one colleague and one former student in support of the nomination (the faculty nominee leaves this notebook section empty). Candidates should ask that letters of recommendation be sent directly to the Chair of the Faculty Awards Committee who places these in the portfolio along with the original letter of nomination.

The Chair of the Awards Committee places the nomination letter at the front of the portfolio. After the Committee selects the Award recipients, the Chair notifies the Offices of Academic Affairs and of University Relations, the award recipients, and candidates who did not receive awards. At the Faculty Recognition Dinner in May, the Provost recognizes Award recipients. Award recipients will receive an honorarium. Portfolios of award recipients remain for two years in the Teaching and Learning Center.

Suggested Schedule: UNCP Teaching Awards

- **Mid-January**: Announcement of awards and request for nominations by FAC.
- **Mid-Early February**: Deadline for receipt of nominations by the chair of the FAC.
- **Mid-Early March**: Deadline for receipt of portfolios by the chair of FAC

**Mid-April 20**: The Faculty Awards Committee selects up to five award recipients.

The Offices of Academic Affairs and University Relations notifies awards recipients, and other nominees are notified by the chair of the Faculty Awards Committee.

**Early May**: The Awards Committee returns portfolios. Recipients of the awards are announced at the Faculty Appreciation dinner.

**Responsibilities of Award Recipients**
For the next two years, the recipient’s teaching portfolio, including the statement of teaching philosophy, will be made available for the campus community to see. The Chair of the Faculty Awards Committee will be responsible for delivering the recipient’s portfolio to the Teaching and Learning Center that will then make two copies of the complete portfolio, with one copy placed in the Library and a second copy going in the Teaching and Learning Center.

**The University of North Carolina at Pembroke Outstanding Teaching Award for Part Time Faculty**

This award was created in spring 2010 to recognize the achievements and successes of part time faculty.
Criteria

Like full time faculty, outstanding part time teachers demonstrate enthusiasm and commitment to professional growth, are effective through clear course materials and presentations, and demonstrate varied instructional strategies. Outstanding part time teachers are successful at engaging student interest, challenging students, and eliciting high levels of student achievement.

Eligibility

To be eligible for the UNCP Outstanding Teaching Award for Part Time Faculty, a nominee must currently be teaching less than a four course load and must have taught at UNCP for at least two years prior to the year of nomination. Recipients may not be eligible to win this award again for three full academic years.

Nominations and Procedures

Each spring, the Chair of the Faculty Awards Committee e-mails a call for nominations with an attached nomination form to the faculty listserv, to the student listserv (via Student Affairs office), and to alumni (via Director of Alumni Relations) and corresponds with nominees according to the suggested schedule (see table below). Faculty, students, administrators, staff members, and alumni are invited to submit nominations (by mail or electronically) to the Chair of the Faculty Awards Committee. Individuals cannot nominate themselves. Members of the Faculty Awards Committee cannot submit nominations. The nomination form or letter explains why the nominee deserves this award.

To be considered a nominee for the UNCP Teaching Award for Part Time Faculty, a nominee must submit to the Chair of the Faculty Awards Committee Teaching and Learning Center a portfolio of supporting materials in a three-ring binder (1-2 inches) with dividers. Each candidate’s portfolio includes the following materials:

1. a current resume or curriculum vitae
2. copies of self-evaluations for the two years preceding the nomination
3. copies of department chair’s evaluations for the two years preceding the nomination
4. a statement of teaching philosophy (approximately four pages, double-spaced), including comments about how the philosophy is carried out in practice and how other professional activities relate to teaching
5. copies of syllabi and relevant course materials (e.g. handouts, tests, student papers/projects) from three regularly taught courses
6. the summary statistics and comments from the two most recent sets of student evaluations (a “set” is all of the courses taught in a given semester) The Chair of the Awards Committee places the nomination letter at the front of the portfolio.
7. two letters of recommendation from one colleague and one former student in support of the nomination (the faculty nominee leaves this notebook section empty). Candidates should ask that letters of recommendation be sent directly to the Chair of the Faculty Awards Committee who places these in the portfolio along with the original letter of nomination.

After the Committee selects the Award recipient, the Chair notifies the Offices of Academic Affairs and of University Relations, the award recipients, and candidates who did not receive awards. At the Faculty Recognition Dinner in May, the Provost recognizes Award recipients. Award recipients will receive an honorarium. Portfolios of award recipients remain for two years in the Teaching and Learning Center.
Adolph L. Dial Endowed Awards

The Adolph L. Dial Awards have been established to recognize and honor outstanding UNC Pembroke faculty members who have distinguished themselves in one of the following areas: Scholarship/Creative Work and Community Service. One award in each area may be presented at fall convocation each year. Each taxable award will be in the amount of $1,000.00. Each recipient will receive an honorarium.

Dial Awards Eligibility

1. The recipients must be members of the full-time teaching faculty of The University of North Carolina at Pembroke.
2. The recipients must be in current service at the University, and the award must be presented for work performed while in service at the University.
3. The award must be presented for work performed while in service at the University.
4. An award recipient shall be eligible to receive the same award a second time after a period of seven years.

Dial Awards Criteria

1. Award for Scholarship/Creative Work: Scholarship includes activities/accomplishments such as publication in peer reviewed journals in one’s discipline, scholarly books within one’s discipline, chapters within scholarly books, grant applications, presentations of scholarship at meetings of professional organizations within one’s discipline. Creative work includes activities/accomplishments such as painting, sculpture, film, drama, musical composition, choreography of a dance, poetry, a novel, creative reporting, or creative media programming.
2. Award for Community Service: Community Service involves significant accomplishments/activities that make use of one’s professional skills to benefit the community and the region served by the University.

Dial Awards Nominations and Procedures

Each spring the Chair of the Faculty Awards Committee emails a call for nominations with an attached nomination form to the faculty listserv, to the student listserv (via Student Affairs office), and to alumni (via Director of Alumni Relations) and corresponds with nominees according to the suggested schedule (see table below). Faculty, students, administrators, and alumni are invited to submit nominations (by mail or electronically) to the Chair of the Faculty Awards Committee. Individuals cannot nominate themselves. Members of the Faculty Awards Committee cannot submit nominations. The nomination form or letter explains why the nominee deserves this award.

To be considered a candidate for the Dial Award for Scholarship or Creative Work, a nominee must submit to the Teaching and Learning Center Chair of the Faculty Awards Committee a portfolio in a three-ring binder (1-2 inches) including the following materials:

1. a current resume or curriculum vitae
2. copies of self-evaluations for the two most recent academic years
3. A few samples of recent scholarship or creative work, such as refereed journal articles, book chapters, conference papers, or programs from juried shows or performances.
4. A brief explanation from the candidate about the quality of the venues (publishers, journals, professional meetings, conferences, performances, galleries, exhibits) in which scholarly or creative works appear.
5. A letter of support from a qualified peer in the nominee’s discipline, which addresses the writer’s connection with the nominee and the field of study and accessed the quality of the nominee’s work and/or the quality of the venue in which it appears.

6. Reviews of work in professional publication, by recognized critics or experts, peer reviewed shows, newspaper or magazine reviews of creative work, and/or letters of acceptance for juried exhibits or productions (if available).

To be considered A Candidate for the Dial Award for Community Service, a nominee must may submit to the Chair of the Faculty Awards Committee Teaching and Learning Center a portfolio in a three-ring binder (1-2 inches) with the following materials:

1. a current resume/curriculum vitae
2. a copy of the self-evaluation from the two most recent academic years
3. a summary self-evaluation of community service in recent years
4. documentation of service activities, such as conference programs, flyers, Brave Bulletin coverage, photo/videos, and/or newspaper articles, where available and appropriate

5. One a letter of documentation from a qualified individual, such as a partner in one major area of community service; the letter addresses the writer’s connection with the nominee and accesses the quality of the nominee’s contributions
6. other accomplishments relevant to the award for no longer than the past seven years.

The Chair of the Awards Committee places the nomination letter at the front of each portfolio. After the Committee selects the Award recipients, the Chair notifies the Offices of Academic Affairs and of University Relations, the award recipients, and candidates who did not receive awards. At the Faculty Recognition Dinner in May, the Provost recognizes Award recipients. Dial family members are welcome to attend the dinner. Portfolios of award recipients remain for two years in the Teaching and Learning Center—Suggested Schedule for Dial Awards:

<table>
<thead>
<tr>
<th>Mid-January</th>
<th>Announcement of awards and request for nominations by the chair of the Faculty Awards Committee FAC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid–Early February</td>
<td>Deadline for receipt of nominations by the chair of the Faculty Awards Committee FAC.</td>
</tr>
<tr>
<td>Mid–Early March</td>
<td>Deadline for receipt of portfolios by the chair of the Faculty Awards Committee FAC.</td>
</tr>
<tr>
<td>Mid-April</td>
<td>Faculty Awards Committee selects five award recipients</td>
</tr>
<tr>
<td>April 20</td>
<td>The Offices of Academic Affairs and University Relations, awards recipients, and other nominees are notified by the chair of the Faculty Awards Committee FAC.</td>
</tr>
</tbody>
</table>
Early May Recipients of the awards are announced at the Faculty Appreciation Dinner

May The Awards Committee returns portfolios, except for faculty who wish to be considered a second time.

**Professor Emeritus Status**

Professor Emeritus shall be an honorary designation for those faculty members and administrative personnel who have retired after at least ten years of distinguished service to The University of North Carolina at Pembroke. The Department Chair and/or peers in the academic community shall be nominated the candidate. This designation requires the recommendation of the Faculty Awards Committee and the Chancellor of the University; the Board of Trustees must approve it. Professor Emeritus status can also be conferred by direct action by the Board of Trustees.

**Criteria for Consideration as Professor Emeritus**

Faculty Emeritus status shall be conferred only upon those persons whose contributions and service to the University, in the judgment of the University Awards Committee, have been distinguished. Those retirees eligible for consideration include full-time faculty with rank, professional administrative personnel who have earned academic rank, and administrative personnel who have been awarded rank in honor of their contributions to the University. The minimum length of service for the nominees eligible to be considered is ten years at The University of North Carolina at Pembroke. Faculty members must have completed phased retirement before consideration for emeritus status.

**Criteria for Awarding Emeritus Status**

In reviewing the records of nominees, the University Awards Committee will consider such criteria as:

1. Outstanding performance as a teacher.
2. Significant contribution to the University.
3. Significant professional contributions (research, creative works, etc.).
4. Significant contribution to the community.

**Procedure**

At the beginning of the fall semester of each academic year, the Chair of the University Awards Committee will ask for nominations of eligible candidates for the honor of Professor Emeritus. Individuals cannot nominate themselves. A letter of nomination must include a complete rationale for the nomination for that specific award. Letters may be delivered electronically. The Committee will solicit the following:

1. A vita from the candidate.
2. Self-Evaluations from the last five years of employment prior to phased or full retirement.
3. A one to two page summary from the candidate of salient contributions during tenure at UNCP.
4. A letter of recommendation (in addition to the letter of nomination), preferably from the department chair or a long standing colleague, that offers a specific assessment of the nominee’s teaching, scholarship and service.
The Committee will forward to the Office of Academic Affairs portfolios of candidates who are recommended along with a statement of support for each candidate recommend for emeritus status. At the Faculty Recognition Dinner in May, the Provost shall announce the names of those persons approved by the Board of Trustees and awarded emeritus status.

**Schedule for Faculty Emeritus Recommendations**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-September</td>
<td>Announcement of awards and call for nominations by the chair of the Faculty Awards Committee.</td>
</tr>
<tr>
<td>Mid-October</td>
<td>Deadline for receipt of nominations due by the Faculty Awards Committee.</td>
</tr>
<tr>
<td>Mid-November</td>
<td>Deadline for receipt of portfolios due by the Faculty Awards Committee.</td>
</tr>
<tr>
<td>Late November</td>
<td>Faculty Emeritus decisions are selected and made; candidates recipients are notified by the Chair of the Faculty Awards Committee.</td>
</tr>
<tr>
<td>Mid-January</td>
<td>The Chair of the Faculty Awards Committee submits materials that chair brings to the Office of Academic Affairs the Emeritus portfolios with a letter of support for each Emeritus candidate.</td>
</tr>
<tr>
<td>February</td>
<td>Professor Emeritus candidates are presented to the Board of Trustees for approval; the Chancellor’s office sends invitation for the Faculty Appreciation Dinner.</td>
</tr>
<tr>
<td>Early May</td>
<td>Faculty Emeriti are recognized at the Faculty Appreciation Dinner.</td>
</tr>
</tbody>
</table>

**Faculty Awards Committee**

**Membership of the Faculty Awards Committee**

1. The Faculty Awards Committee has seven elected faculty members.
2. Faculty representatives on the committee are elected for staggered two-year terms. Two members are elected to represent faculty-at-large. The two at-large members are to be elected from two departments not represented among the divisional members. Five members are elected, one from each division. All are elected by the general faculty. Faculty Awards Committee members will be elected according to the procedures outlined in Article V, Sect. 2 A.1 and 2 of the Faculty Senate Bylaws.
3. Membership on the committee will be restricted to full-time faculty and those participating in phased retirement who have been teaching at The University of North Carolina at Pembroke for at least two years.

**Election and Operation of the Faculty Awards Committee**

1. The Committee on Committees and Elections of the Faculty Senate will conduct at-large elections of members to this committee on a staggered two-year basis. A person may serve two, but no more than two, consecutive two-year terms.
2. The committee chair will be elected by the committee from among the returning members at the last first meeting of each year. Members in their first year of membership are not eligible to serve as chair.

3. Members cannot be considered for any award during their terms of service.

4. The Faculty Awards Committee should regularly review the criteria, guidelines, and procedures for nomination and selection relating to all faculty awards, and it

5. Members of the Faculty Awards Committee cannot nominate anyone for an award, nor can they write letters of recommendation for anyone considered for an award.

6. The Faculty Awards Committee will publicize the availability of the various awards each year in order to insure an adequate pool of nominees for each award. Requests for nominations should be widely distributed.

7. Names of teaching award recipients will be inscribed each year on a plaque, to be placed in the Teaching and Learning Center. The Chair of the Faculty Awards Committee submits a record of nominees and recipients each year to the Teaching and Learning Center.