

The charge of Team 2 is to envision what an incoming-student-focused University College faculty might be and do to and to determine what skills, values, habits, approaches, and perspectives University College faculty ought to have and demonstrate.

Skills:

- Demonstrated ability to work with first-year and transfer students in the:
 - Classroom
 - Campus community (service)
- Demonstrated ability to model and teach academic discourse
- Demonstrated ability to listen to and respond meaningfully to student concerns
- Employs varied communication strategies to reach a diverse student population with diverse communications styles
- Demonstrated ability to encourage/facilitate networking opportunities for students
- Clearly and regularly communicates course objectives in a concrete, measurable, and—most importantly—engaging or practical way to students
- Ability to teach to a variety of learning styles

Values:

- Process-based approach to writing and thinking
- Discovery through problem-solving
- The value of education both for its own sake *and* for life improvement (for self and community)
- Community relations and/or civic engagement opportunities

Habits:

- Works actively to meet students at their level
- Makes time to meet one-on-one with students to discuss course goals, challenges, and other matters that might not come up in class
- Provides feedback early and often
- Values academic integrity

Approaches:

- Employs a variety of teaching styles
- Draws connections among disciplines to help students recognize and value the connections among their General Education courses
- Employs multimodal activities, including both traditional assignments and modes of completion *and* nontraditional assignments employing new technologies
- Helps students manage and monitor their own learning (promotes responsibility and accountability)

Perspectives:

- Views General Education courses as vital to the success of UNCP students for their role in :

- Imparting transferable field-based knowledge
 - Developing critical writing and thinking skills
 - Acclimating students to the university
- Demonstrates awareness of special challenges faced by first-generation and non-traditional college students
- Intuition
 - Awareness of individual student needs
 - Resources for students academically, socially, etc.
 - Willingness to work with students individually
- Reflects upon and revises teaching practices based on peer and student feedback