**Faculty & Institutional Affairs Committee (FIAC)**

**Tuesday, March 19, 2019 at 3:30pm**

**Chavis University Center 233**

**AGENDA**

**Committee Members**:

Heather Kimberly Dial Sellers (Senator)

Wendy Miller (Senator)

Nathan Phillippi (Senator)

Melissa Schaub (Senator)

Robin Snead (Senator)

Sally Vallabha (Senator)

Larry Arnold (Chair; Faculty Evaluation & Review Subcommittee)

Autumn Lauzon (Chair; Faculty Development & Welfare Subcommittee)

Walter Lewallen (Chair; Health, Safety and Environment Subcommittee)

Scott Billingsley (AVC for Academic Affairs)

Bryan Robinson (VC for Advancement)

Stewart Thomas (VC for Finance & Administration)

Ottis Murray (Chair; Faculty & Institutional Affairs Committee)

Order of Business

1. Call to Order 3:32
2. Approval of Minutes from February 19, 2019 Approved with changes
3. Approval of Agenda approved
4. Report from the Chair

Request to accommodate Shilpa Pai, New business has been moved up.

1. Reports from Administrators
   1. Vice Chancellor for Finance & Administration

* 8,000 students next fall. 6 lines opened for faculty lines 2 maybe 3 in A&S 2 in Business
* A lot of transfers this year.
* Working with the registrar to spread out classroom schedule including Saturdays. Possibly not a concern.
* May 1st is end for applications.
* Health Science Dean search is coming to an end.
* School of education will hire an interim Dean.
* Strategic planning is moving along.
  1. Vice Chancellor for Advancement
  2. Associate Vice Chancellor for Academic Affairs
     + Preparations for 8K students
       1. Launched six additional faculty searches
          1. Working to ID 1-2 more faculty lines
          2. How many are tenure track – at least 2 and maybe 3 (CAS and SOB)
       2. Deans decide which departments get new faculty
          1. Determined by need
          2. Incoming frosh and transfers (i.e. English)
       3. Working with Registrar’s office to plan out mock schedule for fall 2019 that would accommodate 8K students at current class sizes
       4. On track to stop accepting apps May 1—enable dept chairs to understand section needs earlier
     + CHS dean search winding down
       1. Four candidates
       2. Search committee meets with provost later this week
     + SOE dean search
       1. Faculty search committee
       2. Interim dean
     + Strategic planning process—see email
       1. Twelve reps from OAA

1. Reports from Subcommittees
   1. Faculty Development & Welfare

* Compliance training will not be reduced but will be edited
* Concern about training that is not job descriptive (who is responsible for blood clean up in classroom, for example)
* HR wants deans and chairs to make sure that compliance training is being completed
* Bravekick off ideas? History should be changed from a lesson. Shared interest groups?
* Big concern is parking. Is there a parking committee (Campus safety and Health committee is in charge of this)
* Dial and Sampson parking is going away because of business building. Asheville has parking garages. Scott said that a parking garage is not cost efficient.
* This could be a disability concern for older people and people crossing Prospect Rd.
* When parking is reserved there should be more warning.
* Class sizes concern about adjuncts that might be hired can they teach online as well as making more online options for faculty. Unqualified hires to be teaching classes.
  + Some teach 7 to 8 courses and not getting paid. Scott said that if you are teaching the classes you should be getting paid.
  1. Faculty Evaluation & Review
* Did not meet this month
  1. Health, Safety & Environment
* EMS concern was discussed. IS there trained medical responders on campus?
* What is health services responsibilities; are they connected to 1st responders? Health services are only responsible for helping the students because they pay for it. Ask Cora about emergency response.
* Probably NO 1st responders at UNCP. Mike Bullard did confirm this.
* County is fine to respond to emergencies. The station is 5 minutes away from campus. All agreed that the Livesafe app is disliked for emergency use.
* Can the dispatcher add data about the street address associated with campus buildings.
* Office phones if dial 911 the call goes directly to a county dispatch then to campus dispatch.
* Panic buttons, solution comes from IP celerate and works with Sysco phones. As long as the phone has two lines dedicated to the phone. Extension is assigned to an office only.
* Good idea about putting panic button associated with computers in the class room and is being looked into.
* Clarifying relation between faculty committee and administration committees concerning health and safety. Campus safety and health vs. Environmental health and safety

1. New Business
2. Dr. Shilpa Pai – Chair of Advising & Retention

* Attachment 1- Edits to Academic Advisement section: Faculty Handbook (p162-163): <https://www.uncp.edu/resources/academic-affairs/faculty-handbook>
  + Include university college, Include advisor checklist is suggestion for advising, not mandatory to be used.
  + Scott Billingsley added that there will be more conversations about academic advising.
  + Melissa said that advising evaluated by the chair so the checklist would be helpful
  + Motion to accept changes had been approved unanimously. The next move is to go to senate with corrections to typos.

VIII. For the Good of the Order

* Put out a survey online about which classrooms/offices lock or not to create a list so there is a better understanding of this situation, depending on the safety report if it already has the information available or not.
* Make a formal complaint to the administration in writing.
* Melissa suggested that a resolution should be created.
* What sort of aftermarket devices available if it is too expensive to bring doors to ADA standards.
* A resolution concerning the locking of doors will be drafted and brought forward to FIAC with corrections to be voted on in April.

IX. Announcements None

X. Adjournment 4:45

The next meeting will be held at 3:30 pm, April 16, 2019.

#### Attachment 1

#### Academic Advising

Academic advising~~ement~~ is a campus-wide responsibility shared by both faculty and ~~the~~ staff of several administrative units devoted to student success~~the Advising Center~~. ~~Other departments on campus support the advisors by providing information, resources, opportunities and informal advising.~~ ~~Advising is assisting students in setting academic and professional goals and working with them to plan a suitable academic program based on those goals. Advisors assist students in interpreting the academic regulations of the University and direct them to the appropriate offices to ensure that the interpretation is correct.~~ The University College serves as the academic home for freshmen (including transfer freshmen) and academic advisors are assigned based on a student’s major. As soon as a student completes the appropriate academic milestone(s) for the chosen major, the University College will work with the Chair of the major department to transition the student to a faculty advisor. Transfer students are assigned to the Chair of the major department at the time of transfer to UNCP. The Chair of the department may delegate the responsibility of advising individual students to any faculty member of the department, but the basic responsibility for an effective advising program remains with the Chair.

**Mission Statement**

The University of North Carolina at Pembroke (UNCP) believes academic advising is a teaching and learning process dedicated to student success consistent with the university mission statement. Academic advising is a student-centered experience that engages students in developing a plan to earn their degree in a timely manner and to realize their career and life goals.

**Values Statement**

Academic advising at UNCP contributes to the institution’s commitment to changing lives through education. UNCP’s advising values are consistent with the values of the University and considered best practices in the field:

We actively communicate with students to form a reciprocal one-on-one relationship between advisor and advisee.

We refer students to campus and/or community resources and services.

We maintain up-to-date technologies such as advising and degree auditing software, early alert platform, and an electronic catalog, course registration system, declaration of major, and course withdrawals, to establish a digital environment that supports student retention and success.

We engage students in a process of self-discovery to develop the necessary skills to make their own intelligent choices relative to their academic goals, curriculum, and personal experiences.

We base relationships with students on shared responsibility and are committed to providing timely, accurate, and intentional advising.

Academic advising~~ement~~ at ~~The University of North Carolina at Pembroke~~ UNCP is ~~also~~ a continuous~~ing~~ process that, it is hoped, accomplishes five goals:

1. ~~Exploration of the student's life goals;~~
2. ~~Exploration of student's educational/career goals;~~
3. ~~Selection of an educational program;~~
4. ~~Selection of academic courses;~~
5. ~~Assessment of the student's academic progress and making appropriate referrals when needed.~~
6. Assist students in developing an educational plan consistent with their life and career goals, and in selecting, sequencing, and completing courses that will sustain their progress toward those goals.
7. Provide current information about institutional policies and procedures.
8. Refer students to institutional and community resources and services.
9. Inform students about student engagement opportunities.
10. Provide guidance, support, and encouragement.

Please note: The advisor’s role is to assist each advisee in planning a suitable academic program. However, students are responsible for following all applicable academic regulations and registering for their courses.

~~Activities of advising should include:~~

* ~~Informing and reminding students of their responsibilities in the advising process, including meeting graduation requirements and registering for appropriate courses.~~
* ~~Helping students understand the current academic policies, rules and procedures of UNCP and referring them to the appropriate office or resource for clarification if necessary.~~
* ~~Knowing the range of academic and other services for students and the process by which to refer students to them.~~
* ~~Discussing students’ academic performance and implications for progress to graduation.~~
* ~~Being knowledgeable about the programs and standards for which he/she advises~~
* ~~Giving advice each semester about course selection including prerequisite requirements, departmental course rotations and course loads prior to providing the PIN to register.~~
* ~~Posting and maintaining office hours with additional assistance during pre-registration periods.~~

~~Other activities that can be done based on student needs include:~~

* ~~Getting to know student goals and objectives.~~
* ~~Understanding student concerns that affect academic performance (job, family responsibilities, etc.).~~
* ~~Empowering students to advocate for themselves.~~
* ~~Assisting students in creating plans of study.~~
* ~~Participating in advisor development, such as completing online training modules, attending development workshops, and staying current on university policies through catalog review and email updates.~~
* ~~Utilizing experience and perspective in the discipline to offer insight to advisees.~~
* ~~Acting as a source for letters of recommendation.~~
* ~~Knowing how to refer for internship and career opportunities related to the major.~~
* ~~Assisting in advising at New Student Orientation sessions according to departmental needs and availability.~~

**Advisor Checklist**

This checklist/self-assessment tool can be used as you work with your advisees to examine your strengths in areas of availability, accountability, resourcefulness, and responsiveness.

**Registration**

□ I check my advisees’ midterm grades and discuss their academic progress with them during advising sessions.

□ I discuss with my advisees the GPA requirements for the major(s) they plan to pursue and possible scholarship GPA requirements.

□ I discuss with my advisees the courses they need to take to stay on track with their major(s).

**General**

□ I work on educational plans/degree pathways with my advisees, encouraging them to think beyond current semester planning to accommodate course sequencing, graduation expectations, and relevant work experience, while continuing to track their progress toward their plans.

□ I understand relevant university policy and communicate them effectively to my students.

**Availability**

□ I have opportunities for my advisees throughout the semester to meet with me.

□ I spend sufficient time with my advisees to answer their questions and address their concerns.

□ I publicize my availability in some way (e.g., EAB).

□ During the advising and registration period, I schedule sufficient time to meet with all my advisees.

**Accountability**

□ I am knowledgeable about resources and services on campus that can fill the gap for adequate student support.

□ When I tell an advisee to seek advice or help from another source, if appropriate I provide follow up information (e.g. career center)

□ I have available and can refer to notes form previous meetings.

□ When I find new information that might be helpful to an advisee, I take the initiative to pass it along to the student.

**Resourcefulness**

□ When working with advisees, I demonstrate the use of the online course catalog, Braveweb, degree audit, and academic calendar.

□ When one of my advisees has, in my judgment, set an unrealistic or impossible goal, I explore this with him or her.

□ When necessary, I have difficult conversations with my advisee about their academic progress, work-like balance, and any other circumstance that may be affecting them.

□ I recommend a major change that may be a better fit with their academic ability and/or interest and career aspirations.

□ I do not make decisions for my advisees but place most of my emphasis on helping them make decisions for themselves.

□ I adhere to FERPA guidelines and do not betray confidential information.

**Responsiveness**

□ I am able to be honest in communicating my opinions to my advisees even if those opinions differ from my advisees’ opinions.

□ When advisees consider changing institutions, explore the reasons why.

□ I am helpful in trying to sort out some of the frustrations and uncertainties my advisees experience in coping with college.

□ I am able to communicate realistic perceptions of my advisees’ strengths and potential challenges in relation to their majors and post-college plans.

□ With respect to abilities, I focus on my advisees’ potential rather than their limitations.

□ I follow up on commitments that I make to my advisees.

~~Freshmen are advised by the Advising Center during Freshman Orientation. As soon as a student decides on a major, the student should take a Declaration of Major Form to the Department Chair of the chosen major. The Chair will assign a faculty member in the student’s major as the new advisor. The student obtains the signature of the new advisor and submits the form to the Office of the Registrar in Lumbee Hall.~~

~~Transfer students are assigned to the Chair of the major department at the time of transfer to UNCP. The Chair of the department may delegate the responsibility of advising individual students to any faculty member of the department, but the basic responsibility for an effective advisement program remains with the Chair.~~ ~~Academic advisors will make every attempt to give effective guidance to students in academic matters and to refer students to those qualified to help them in other matters; but the final responsibility for meeting all academic requirements for a selected program rests with the student.~~