

The University of North Carolina at Pembroke

Faculty Senate Minutes Wednesday, February 7, 2007 213 Chavis Center

The meeting was called to order at 3:30 p.m. by David Zeigler, Chair of the Faculty Senate.

Members Present:

Irene Aiken	Tim Altman	Andy Ash	Charles Beem
Betty Wells Brown	Susan Cannata	Tony Curtis	Elizabeth Denny
Susan Edkins	Paul Flowers	Holden Hansen	Ann Horton-Lopez
Jane Huffman	Deok-Hyun Hwang	Bonnie Kelley	Beverly King
Ottis Murray	John Parnell	Lee Phillips	Cindy Saylor
Sara Simmons	Liliana Wendorff	David Zeigler	

Excused: Chancellor Meadors, Provost Harrington, Lillian Brewington

Adoption of the Agenda: The agenda was adopted as distributed.

Approval of the Minutes: The minutes of 12/06/06 were approved.

Report from Administrators:

There were no reports from the Chancellor or Provost.

SPARC Report and Proposal from Pat Valenti

Pat Valenti presented a document (attached below) containing the SPARC Core Values, Mission Statement and Vision Statement, and described the process by which this document was created. After discussion, the motion to endorse the document carried unanimously.

Proposal from Awards Committee

Tulla Lightfoot presented a proposal for changes to the Faculty Awards sections 9.1.C-E.2, F.1 (c), and 9.2 B of the Faculty Handbook (Changes are highlighted in yellow: see attachment below.). The proposal carried unanimously.

Reports from Operations Committees:

Executive Committee

Chair Zeigler reminded Senators of the next meeting rescheduled to February 28 and that the agenda for that meeting will be sent out two days prior, and announced that any interested Senators notify him within two days if anyone would like to serve on a new Traffic and Parking Focus Group Committee.

Committee on Committees and Elections

Senator Kelley (reporting for Senator Brewington) presented ballots for Senate Chair and Secretary. Chair Zeigler opened the floor for additional nominations. Hearing none, a motion to close the nominations carried unanimously. Ballots were collected and removed from the room to be tallied by Senators Aiken and Altman. Senator Kelley presented then presented the following recommendation:

The Committee on Committees & Elections recommends that the Senate appoint the sitting Faculty Senate Chair to serve as the third Faculty Assembly Delegate for the 2007-2008 term leaving two Alternate Delegates to step in if a delegate has to miss. The Committee also recommends that the Senate charge the Committee on Committees & Elections to run an election next year for one delegate and one alternate delegate position to begin a three-year term (Fall 2008-Spring 2011). Rational: this would put the three delegate positions on a rotating schedule so that one would be replaced every new academic year.

After discussion, the motion carried with 12 voting “Aye,” and 10 voting “Nay.”

Senator Kelley announced that David Zeigler and Jamie Litty have been elected Chair and Secretary, respectively, then reported on election results for At-Large Senate seats and upcoming elections for the Promotion and Tenure and Faculty Awards Committees.

Faculty Governance Committee

Senator Dooling reported that the Committee is concerned about a spreadsheet report revealing that as the number of full time faculty positions has increased from 267 to 407 between 1992 and 2006, the percentage of tenure and tenure track positions has declined from 50% to 42%, and the number of full time non tenure track positions has increased from 18% to 30%. The Governance Committee suggests that the Senate address the issue with Administration. Chair Zeigler indicated that the Executive Committee would discuss the issue further.

Health, Safety and Environment Committee

There was no report.

Reports from Standing Committees:

Academic Affairs

Senator Cannata presented the following curriculum proposal (see attachment below): (1) Proposals 1.1 – 1.10 from the Department of Biology carried unanimously; (2) Senator Cannata gave Senator Huffman the floor, who presented Proposals 2.1-2.12 from the School of Education. The proposals carried unanimously, with three minor corrections to 2.7, 2.10 and 2.11 (marked in bold type in attachment below).

Faculty and Institutional Affairs

Senator Denny gave the floor to Senator Ash, who presented the following proposal:

Recommendation that the chair of the Faculty Senate create an ad hoc committee to oversee the reorganization of the UNCP Faculty Handbook into an electronic document. This committee will be responsible for:

- a. Oversight of the basic structure of the new document (realizing the Faculty Senate and all relevant committees and sub-committees must approve it at a later date)
- b. Identification and retention of an individual to compose and edit the document.
- c. Negotiations with the Provost concerning funding of the project.

During discussion, a motion was made to extend the meeting by fifteen minutes. The motion carried with 15 voting "Aye," and 1 voting "Nay."

The proposal from FIA carried unanimously after further discussion.

Student Affairs and Campus Life

Senator Murray reported the following: (1) 400 residents in Belk and North hall were without water and heat recently; (2) Students are concerned about the large number of official university emails sent to their accounts; (3) there will be an increase in the number of beds available to students next year; (4) there is concern about the lack of available parking due to construction; (5) there have been student complaints about Bert's and the cafeteria; (6) planning money will be available for a new dorm; (7) the University Center will be renovated; (7) The child care report is due in February with a recommendation anticipated by March..

Promotion and Tenure Review Subcommittee

No report.

Faculty Assembly Report

Senator Kelley summarized information on the following: (1) A commission will be put together investigating what the state needs from the university system. Part of the commission will be made up of faculty scholars; (2) President Bowles outlined goals achieved and yet to be achieved over the past year, and outlined an accountability plan for universities to address efficiency. A draft of the plan is posted at the Faculty Assembly web site; (3) President Bowles announced that Chancellor Meador's charge is no longer to increase enrollment. The new charge is to improve the quality of programs and increase retention; (4) Senator Kelley expressed concerns that a report generated by UNCP on retention and graduation rates did not appear to have included faculty input, and also questioned recent funding requests by UNCP administration for athletics projects.

Teacher Education Committees:

No report.

Graduate Council:

No report.

Other Committees:

There were no reports from other committees.

Unfinished Business

None.

New Business

None.

Announcements

None.

Adjournment:

The meeting was adjourned at 5:15 p.m.

From SPARC:**CORE VALUES:**

The Faculty and staff of UNCP believe in:

- 1) The commitment to serving the local region
- 2) The creation, exploration, evaluation, and articulation of ideas
- 3) The value of a liberal arts foundation as the basis of self-realization and lifelong learning
- 4) The importance of honor and integrity to learning and leadership as we educate students to be stewards of the world
- 5) The appreciation of the American Indian history of the university and local community
- 6) The appreciation of diversity and respect for the dignity and worth of every individual
- 7) The commitment to prepare graduate and undergraduate students to succeed in an ever-changing and increasingly technological global environment
- 8) The accessibility of education which leads to the enhancement of the economy and culture in the region
- 9) The maintenance of a sustainable, safe, healthy, attractive and accessible campus

MISSION STATEMENT

Founded in 1887 as a school for the education of American Indians, The University of North Carolina at Pembroke now serves a distinctly diverse student body and encourages inclusion and appreciation for the values of all people. UNC Pembroke exists to promote excellence in teaching and learning, at the graduate and undergraduate levels, in an environment of free inquiry, interdisciplinary collaboration, and rigorous intellectual standards.

Our diversity and our commitment to personalized teaching uniquely prepare our students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. We cultivate an international perspective, rooted in our service to and appreciation of our multi-ethnic regional society, that prepares citizens for engagement in global society. Students are encouraged to participate in activities that develop their intellectual curiosity and mold them into responsible stewards of the world.

UNCP faculty and staff are dedicated to active student learning, engaged scholarship, high academic standards, creative activity, and public service. We celebrate our heritage as we enhance the intellectual, cultural, economic, and social life of the region.

VISION STATEMENT

The University of North Carolina at Pembroke will challenge students to embrace difference and adapt to change, think critically, communicate effectively, and become responsible citizens. Working from a strong foundation in the liberal arts, we will increase opportunities to infuse our curriculum with interdisciplinary innovation while promoting undergraduate and graduate research as well as international opportunities.

FACULTY AWARDS AND RECOGNITION

9-1 Categories Of Awards And Recognition

9-1.C.2 Nominations

Faculty, students, administrators and alumni are invited to submit nominations each fall (by mail or electronically) to the Office for Academic Affairs. **Individuals cannot nominate themselves.** Letters of nomination must include a complete rationale for the nomination. 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. Members of the Faculty Awards Committee are restricted from submitting nominations.

9-1.D.2 Nominations

Faculty, students, administrators, staff members and alumni will be invited to submit nominations. **Individuals cannot nominate themselves.** Letters of nomination must include a rationale for the nomination. 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. The portfolio submitted for the Board of Governors' Award is sufficient for the UNCP Teaching Award nomination.

9-1.E.2 Dial Awards Procedure

1. The Faculty Awards Committee will publicize the awards and the nomination procedure throughout the University community. **Individuals cannot nominate themselves.** Nominations must be received by the committee by the indicated time in order to be considered.

9-1.F.1(c) 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:

9-2.B 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 at the 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 should recommend changes to the Faculty Senate.
5. Members of the Faculty Awards Committee cannot nominate anyone for an award, nor can they write letters of recommendations 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 a prominent location. The Chair of the Faculty Awards Committee submits a record of nominees and recipients each year to the Teaching and Learning Center. Teaching and Learning Center personnel update the plaques in cooperation with the Office for Academic Affairs.

1. Proposals from the Biology Department (**NOTE: Blue type represents minor amendments made to the proposal originally sent out as a part of the Senate Agenda.**)
 - 1.1 Change the course Description for the following courses by deleting the terms offered and the number of lecture and lab hours listed for each course, but denoting the course makeup (e.g., lecture, lecture and lab, etc)
 - BIO 100 Principles of Biology
 - BIO 100L Laboratory Investigations and Experiences in General Biology
 - BIO 101 General Botany
 - BIO 102 General Zoology
 - BIO 103 Basic Human Biology
 - BIO 203 Vertebrate Zoology
 - BIO 205 Animal Behavior
 - BIO 211 Human Anatomy and Physiology I**
 - BIO 212 Human Anatomy and Physiology II**
 - BIO 220 Field Botany
 - BIO 230 Field Zoology
 - BIO 231 Morphology of the Non-Vascular Plants
 - BIO 232 Morphology of the Vascular Plants
 - BIO 240 Field Microbiology
 - BIO 301 Entomology
 - BIO 304 Principles of Ecology
 - BIO 305 Introductory Mycology
 - BIO 310 Invertebrate Zoology
 - BIO 315 Microbiology
 - BIO **472** Principles of Genetics
 - BIO 319 Animal Parasitology
 - BIO 320 Developmental Biology
 - BIO 322** Biotechnology I
 - BIO 323** Biotechnology II
 - BIO 340 Plant Systematics
 - BIO 351 Research Strategies
 - BIO 354 Plant Physiology
 - BIO 370 Science Communication and Research Methods
 - BIO 371 Cell Biology
 - BIO 381 Immunology
 - BIO 410 Marine Biology
 - BIO 414 Biogeography
 - BIO 422 Evolution
 - BIO 431 Biometrics
 - BIO 432 Conservation Biology
 - BIO 461 Animal Physiology
 - BIO 490 Internship/Co-op
 - BIO 494 Biology Seminar
 - BIO 499 Research in Biology

BIOS 3xx Special Topics in Biology
 ENV 210 Environmental Science
 ENV 220 Field Botany
 ENV 230 Field Zoology
 ENV 240 Field Microbiology
 ENV 310 Freshwater Ecosystems and Watershed Management
 ENV 320 Soils and Hydrology
 ENV 410 Environmental Laws and Regulations
 ENV 490 Internship
 Approved by the Department 16-0-0.

- 1.2 Create a new 4 credit hour elective course BIO 250 (old BIO 333) Ornithology.
 Prerequisites—None Course Description—This course is designed to familiarize students with the major groupings of birds, basics of flight, adaptations, behavior and birding “hot spots” in North Carolina. Emphasis will be placed on field identification techniques and habitat associations. Lecture and Laboratory. Credit, 4 semester hours. Approved by the Department 15-0-0. Effective date of the change Fall 2007
- 1.3 Create a new 3 credit hour elective course BIO 204 Vertebrate Zoology. Prerequisites—BIO 100, 102. Course Descriptions—The biology of several classes of vertebrate animals, both living and extinct, with emphasis on their diversity, evolution, morphology, physiology, and behavior. Lecture. Credit, 3 semester hours. Approved by the Department 14-0-0. Effective date of the change Fall 2007
- 1.4 Modify the Environmental Science Program by increasing the elective choices to include BIO 301 Entomology, BIO 340 Plant Systematics, BIO 250 (old BIO 333) Ornithology, and BIO 410 Marine Biology. Approved by the Department 14-0-0. Effective date of the change Fall 2007
- 1.5 Modify the Biology Program by adding two elective Courses ENV 310 Freshwater Ecosystems and Watershed Management and BIO 250 (old BIO 333) Ornithology to the Environmental Biology track. Approved by the Department 14-0-0. Effective date of the change Fall 2007.
- 1.6 Modify the Biology Program by adding the elective BIO 250 (old BIO 333) Ornithology to the Vertebrate Area of the Zoology track. Approved by the Department 14-0-0. Effective date of the change Fall 2007.
- 1.7 Delete the 4 Cr hr course, BIO 203 Vertebrate Zoology. Approved by the Department 14-0-0. Effective date of the change Fall 2007.
- 1.8 Modify the BS in Biology: Zoology Track by removing BIO 203 from the choices and replacing it with BIO 204. Approved by the Department 14-0-0. Effective date of the change Fall 2007.
- 1.9 Change the course description for BIO 211 to read as follows: “A course covering the structure and function of certain organ systems of the human body. This is the first of a two-semester sequence in human anatomy and physiology. Topics to be covered include: an introduction to anatomy and physiology, the language of anatomy, homeostasis, histology and the integumentary, skeletal, muscular and nervous systems. Lecture and Laboratory. Credit, 4 semester hours. Prerequisite BIO 100.” Approved by the Department 16-0-0.
- 1.10 Change the course description of BIO 212 to read as follows: “A course covering the structure and function of certain organ systems of the human body. The second in a two-semester sequence of courses in human anatomy and physiology. Systems covered include the circulatory, immune, lymphatic, respiratory, digestive, excretory, and reproductive systems. Lecture and Laboratory. Credit, 4 semester hours. Prerequisite BIO 100. BIO 211 is recommended but not required.” Approved by the Department 16-0-0.

2. Proposals from the School of Education

- 2.1 Create a new 3 credit hour Graduate course SCN 500 The Professional School Counselor
Prerequisites—None. Course Description-- This course is a foundational course to prepare school counselors as leaders who strengthen elementary, middle and secondary education and also serve as effective change agents in a multicultural environment. The content of the course includes an overview of the functional skills necessary for the delivery of a school counseling program and the principles underlying the work of the school counselor. Emphasis is placed upon the role of the counselor as an advocate for student success in school and life. Professional skills are introduced in six arenas - advocacy, consultation, collaboration, counseling, effective use of data, and leadership. Technology will be integrated throughout the course. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
- 2.2 Create a new 3 credit hour Graduate course SCN 505 The Helping Relationships.
Prerequisites—None. Course Description-- The course provides an overview of basic, helping/ interviewing skill building through practice and feedback to develop personal strengths in counseling. This course also provides students with an orientation to professional counseling organizations, the developmental history of the counseling profession, as well as ethical, legal and professional issues. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
- 2.3 Create a new 3 credit hour Graduate course SCN 510 Group Processes in Schools.
Prerequisites—None. Course Description-- The study and practice of basic group counseling theories and dynamics with emphasis on techniques and application, ethical responsibility and current trends with experiential opportunities provided. This course stresses development of effective group counseling leadership skills and knowledge of organizing, implementing, and evaluating small group counseling and group classroom activities in the schools. Also included are methods for designing and making presentations to faculty, parents and the community. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
- 2.4 Create a new 3 credit hour Graduate course SCN 520 School Consultation. Prerequisites—None. Course Description-- The course introduces various concepts, models, and methods of school consultation. Emphasis will be placed on developing the skills needed to effectively work with parents, teachers, and other staff in a school setting. Students will use knowledge from the course to develop an applied project. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
- 2.5 Create a new 3 credit hour Graduate course SCN 525 Counseling Children and Adolescents, P-12. Prerequisites—None. Course Description-- This course acquaints prospective counselors with descriptive, research-based knowledge that contributes to working with children and adolescents. It includes a practical application of developmental theory as well as the counseling process. Also covered are play media, working with parents, and working with special needs children. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
- 2.6 Create a new 3 credit hour Graduate course SCN 530 School Counselor as Leader and Advocate. Prerequisites—None. Course Description-- This course focuses on improving the practice of school counselors in the following roles: program development, use of assessments, advocacy for system change and use of data for system change. Special emphasis is placed on the development of skills in planning, organizing, coordinating, and delivering programs that generate systemic change through establishing collaboration within school and between schools and communities. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.

- 2.7 Create a new 3 credit hour Graduate course SCN 541 (Cross listed as PCN 541): Career Development Through the Lifespan. Prerequisites—PCN 500 or SCN 505, and PCN 515. Course Description-- A counseling-oriented course designed to enable the student to understand the psychosocial dynamics of career development choices through the lifespan. Students will learn the major theories of career decision-making processes and the relationship between career development and lifestyle choices. Students will demonstrate career counseling techniques with individuals and groups. Students will be provided an opportunity to participate in role plays, activities, and extensive research projects. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
- 2.8 Create a new 3 credit hour Graduate course SCN 550 Research and Program Evaluation. Prerequisites—None. Course Description-- This course is designed to provide counselors with the research knowledge and skills necessary to evaluate individual and group counseling interventions, as well as educational programs. An emphasis will be placed on the collection and use of quantitative and qualitative data to evaluate programs. Counselors in training will also learn how to communicate data and findings to others to effect change and to act as advocates for students/clients. Students must have access to Internet and the most current versions of SPSS and Microsoft Excel. Computer Labs on campus will provide access to these programs. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
- 2.9 Create a new 3 credit hour Graduate Course SCN 560 Assessment and the Effective Use of Data in Schools. Prerequisites—None. Course Description-- The course introduces measurement theory and the application of measurement, assessment, and evaluation principles for learning in educational environments. The purpose of this course is to help educational professionals to develop proficiency in the use of test scores as data to make decisions that relate to student achievement. Course participants will learn how to evaluate psychometric instruments and interpret various test scores. Additionally, students will learn how to use test data to gain equal opportunities for all students, how to use test data to identify and target areas for support when needed, and how to use test data to advocate and effect change within the school, school system, and community. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
- 2.10 Create a new 3 credit hour Graduate course SCN 600 School Counseling Practicum. Prerequisites—**Permission of Program Director and 36 hours of coursework not including electives.** Course Description-- This course emphasizes supervision of individual and group counseling and guidance conducted in school settings. Special attention is paid to the development of skills and interventions. The foundation for the course is brief counseling approaches. A return to campus for weekly individual supervision is a requirement of the course. A minimum of 100 hours is required. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
- 2.11 Create a new 3 credit hour Graduate course SCN 611 School Counseling Internship (**Delete “s”**). Prerequisites—SCN 600. Course Description-- The internship is designed to provide advanced professional counseling experience for graduate students in school counseling. The professional school counseling intern participates in supervised counseling sessions and comprehensive program activities and services in an approved school setting. A minimum of 200 hours of work is required under the supervision of a practicing school counselor. Graded on a Pass/Fail basis. Approved by the Department 20-0-0 and by Teacher Ed and Graduate Councils.
- 2.12 Create a New Graduate Program M.A. Ed. Professional School Counseling. The Program will consist of the following 48 Graduate hours: PSY 545, PCN 565, SCN 505, PCN 515, SCN 510, SCN 541, SCN 560, SCN 550, SCN 500, SCN 530, SCN 520, SCN 525, SCN 600, SCN 611, and 6 hours of electives. Approved by the Department 20-0-0 and by Graduate Council and Teacher Education.