

The University of North Carolina at Pembroke
Faculty Senate Agenda
Wednesday, May 05, 2021 at 1530
<https://uncp.webex.com/meet/joe.west>

Members of the Senate:

To 2021	To 2022	To 2023
ART Mark Tollefsen (Secretary)	ART Laura Hess	ART Nathan Thomas
CHS Shenika Jones	CHS Deborah Hummer	CHS Cindy Locklear
EDN David Oxendine	EDN Gretchen Robinson	EDN Camille Goins
LETT Wendy Miller	LETT Robin Snead	LETT Richard Vela
NSM Benjamin Killian	NSM Bill Brandon	NSM Maria Pereira
SBS Jack Spillan	SBS Victor Bahhouth	SBS Joe West (Chair)
At-Large Cherry Beasley	At-Large Tim Altman	At-Large Renee Lamphere
At-Large Mabel O. Rivera		At-Large Melissa Schaub
At-Large David Young		
Chancellor Robin G. Cummings Interim Provost and Vice Chancellor for Academic Affairs Zoe Locklear		

Order of Business

1) Roll Call

2) Approval of Minutes: (Appendix A)

3) Adoption of Agenda

4) Reports from Administration

- a. Chancellor—Robin G. Cummings
 - a. Comments from the Chancellor.
- b. Interim Provost and Vice Chancellor for Academic Affairs—Zoe Locklear
 - a. McKenzie-Elliott School of Nursing
 - b. In-person New Student Orientation
 - c. HEERF grants for housing, food, and books
 - d. In-Person Commencement exercises May 21-22

- e. New faculty lines.

5) Reports of Committees

1. Operations Committees

- a. Executive Committee – Dr. Joe West
 - a. Faculty Priorities / Issues Survey
 - b. Promotion Salary Increases
 - c. Faculty Research Advisory Board & Office of Sponsored Research
 - d. Reminder: No Faculty Senate committee meetings after the final Faculty Senate meeting on May 5th.
- b. Committee on Committees & Elections – Dr. Shenika Jones
 - a. No Report
- c. Committee on Faculty Governance – Dr. Carla Rokes
 - a. No Report
- d. Committee on the Oversight of the Faculty Handbook – Dr. Thomas Dooling
 - a. No Report

2. Standing Committees

- i. Academic Affairs Committee – Dr. Robin Snead
 - i. Curriculum Requiring Vote:
 - 1. Proposals from the Department of Art
 - a. Program deletion: M.A. in Arts Education (**Vote Required**)
 - b. Program revision: Teaching with Art Specialization, M.A.T. (**Vote Required**)
 - 2. Proposal from the Honors College
 - a. General Education proposal: HON 2050, Perspectives in the Fine Arts (**Vote Required**)
 - 3. Proposal from the M.B.A. Program
 - a. Program revision: Business Administration, M.B.A, Concentration in Supply Chain Management (**Vote Required**)
 - 4. Proposals from the Department of Music
 - a. General Education proposal: MUS 1090 Introduction to Hip Hop (**Vote Required**)
 - b. Program revision: Music, Music Industry Emphasis, Jazz and Commercial Track, B.A. (**Vote Required**)
 - ii. Curriculum for Information Only (Appendix B)

1. Proposals that have been approved
 2. Proposals coming before the Curriculum Subcommittee on May 6
- iii. Indigenous Cultures and Communities Graduation Requirement (Appendix C)
(Vote Required)
- ii. Faculty & Institutional Affairs Committee – Dr. Maria Pereira
- i. FERS Motion #1: Revised procedure for carrying out SEI's online and changing SEI's to every semester. **FIAC Vote: 7-0-0** (Appendix D) **(Vote Required)**
 - ii. FERS Motion #2: Creation of separate Chair's Annual Evaluation Report Template. *Rationale: Adding language to ensure Chairs address the new requirement to candidly assess faculty member's progress towards P&T in teaching, service and scholarship.* **FIAC Vote: 7-0-0** (Appendix D) **(Vote Required, friendly amendment)**
 - iii. FDW Proposal: In order to address equity and fair compensation between directors and coordinators across campus, we propose that one of these options, at minimum, be extended to both parties: **(FIAC Vote: 7-0-0) (Vote Required)**
 1. Faculty assuming the responsibilities of program coordinator or program director be released from teaching a course offering per semester.
 2. Faculty assuming the responsibilities of program coordinator or program director be compensated a stipend equally offered to current program directors.
 - ii. Develop a document that defines the four main instructional delivery formats (online, face to face, hybrid majority online, hybrid majority face to face) and requirements for each, including contact hours, starting F21 and on.
- iii. Student Affairs & Campus Life Committee –Dr. Renee Lamphere
- i. No Report

Academic Information Technology Committee – Dr. Benjamin Killian

- a. AITC:
 - i. There are no reported technological issues with migrating SEI to CourseEval.
 - ii. Summer term Canvas pages will be collapsed to a single start (beginning of Summer 1) and end (end of Summer 2) dates. Faculty will be able to set their own start/end dates in Canvas.
 - iii. Anticipating the sun-setting of Conferences in Canvas.

- b. DoIT:
 - i. ServiceNow has been launched (replacing HEAT). Videos are available for tutorials.
 - ii. Zoom/WebEx connectivity issues have been resolved. The issue involved a misconfigured server connecting UNC campuses to Internet2.
 - iii. The move to West Hall has been delayed until May.
 - iv. Twenty classrooms are scheduled for upgrades over the summer.
- c. Office of On-line Learning:
 - i. SCORM (Shareable Content Object Reference Model) LTI proposal has been submitted. This voluntary module will allow for automatic grading and performance tracking, especially with services such as Camtasia.
- d. Library:
 - i. National Library Week presentation will be available on-line once the video is captioned.
 - ii. Library hours will be extended to normal hours as we approach the end of the semester, with extension to 2AM for exams.

Budget Advisory Committee - Dr. Leah Fiorentino

- ii. No Report

3. Faculty Assembly Updates: (Appendix E)

4. Teacher Education Committee (Appendix F)

5. Graduate Council (Appendix G)

6. Other Committees

7. Unfinished Business

8. New Business

9. For the Good of the Order

10. Announcements

11. Adjournment

Appendix B

Proposals that have been passed by the Curriculum Subcommittee as well as the Academic Affairs Committee (where applicable) and the Writing Intensive Program (where applicable) and do not require further vote:

1. Proposal from the Department of Accounting and Finance

- a. New Course: FIN 3300 Financial Trading

2. Proposals from the Department of American Indian Studies and the Department of History (cross-listed courses)

- a. Course Revision: revise prerequisites for AIS/HST 4620 "Gender & Power in Native North America to 1900"
- b. Course Revision: revise prerequisites for AIS/HST 4660 "Indian Slavery in Colonial North America"

3. Proposals from the Department of Biology

- a. Course Deletion: delete BIO 2200 "Field Botany"
- b. Course Deletion: delete BIO 2300 "Field Zoology"
- c. Course Deletion: delete BIO 2400 "Field Microbiology"
- d. Course Deletion: delete BIO 3700 "Science Communication and Research Methods"
- e. Program Revision: revise requirements for B.S. Biology, Zoology Track

4. Proposals from the Department of Mathematics and Computer Science

- a. Writing Intensive: add writing intensive (WD) designation to CSC 2920 Software Development and Professional Practices

5. Proposal from the Department of Philosophy and Religion

- a. **Course Revision:** revise title of REL 2160

6. Proposals from the Department of Sociology and Criminal Justice

- a. Program Revision: revise requirements for the Minor in Medical Sociology

- b. Program Revision: revise requirements for the Minor in Substance Abuse

7. Proposals from the Department of Music

- a. Program Revision: revise requirements for the B.A. in Music
- b. Program Revision: revise requirements for the B.A. in Music, Music Industry Emphasis, Classical Track
- c. New Course: HON 2020, Perspectives in the Fine Arts

Proposals that will come before the Curriculum Subcommittee on May 6 and require no further approval:

1. Proposal from the Department of Accounting and Finance

- a. Course Revision: BLAW 3180, Ethical Standards and Commercial Regulations and Their Impact on Business, adds a prerequisite

2. Proposal from the Department of American Indian Studies

- a. Course Revision: AIS 4230 Indigenous Women, adds a prerequisite

3. Proposal from the Department of Biology

- a. Program revision: Biology, Agricultural Science Emphasis, drops an elective from the program

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

- a. Course Revision: ENG 1020 Laboratory in Writing I, formally establish ENG 1050 as a corequisite for ENG 1020
- b. Course Revision: ENG 1030 Laboratory in Writing II, formally establish ENG 1060 as a corequisite for ENG 1030
- c. Course Revision: SPE 1020 Fundamentals of Voice and Diction, transfers this course from ETFL to Mass Communication

- d. Course Revision: SPE 2000 Interpersonal Communication, transfers this course from ETFL to Mass Communication¹
- e. Course revision: SPE 2010 Fundamentals of Speech, transfers this course from ETFL to Mass Communication¹
- f. Course revision: SPE 3580 Discussion and Debate, transfers this course from ETFL to Mass Communication

5. Proposal from the Department of History

- a. Course Revision: HST 4230 Indigenous Women, adds a prerequisite

6. Proposals from the Department of Kinesiology

- a. Course deletion: ATH 2000 Clinical Education I
- b. Course deletion: ATH 2010 Clinical Education II
- c. Course deletion: ATH 2030 Lower Extremity Assessment
- d. Course deletion: ATH 2050 Upper Extremity Assessment
- e. Course deletion: ATH 2900 Evidence-Based Practice
- f. Course deletion: ATH 3000 Clinical Education III
- g. Course deletion: ATH 3010 Clinical Education IV
- h. Course deletion: ATH 3040 Therapeutic Modalities
- i. Course deletion: ATH 3050 Therapeutic Exercise
- j. Course deletion: ATH 3200 Emergency Procedures
- k. Course deletion: ATH 3300 Exercise and Nutrition Prescription
- l. Course deletion: ATH 3310-2 Exercise and Nutrition Prescription
- m. Course deletion: ATH 4000 Clinical Education V
- n. Course deletion: ATH 4050 Organization and Administration of Athletic Training
- o. Course deletion: ATH 4100 General Medical Conditions and Pharmacology I
- p. Course deletion: ATH 4110 Clinical Education IV
- q. Course deletion: ATH 4200 General Medical Conditions and Pharmacology II
- r. Course deletion: ATH 4220 Clinical Education V
- s. Course deletion: ATH BOC Preparation I
- t. Course deletion: ATH BOC Preparation II
- u. Course deletion: ATHL 2045 Lower Extremity Assessment Lab
- v. Course deletion: ATHL 2055 Upper Extremity Assessment Lab
- w. Course deletion: ATHL 3040 Therapeutic Modalities Lab

¹ Requires the acknowledgement of the General Education Subcommittee Chair after approval by the Curriculum Subcommittee. The General Education Subcommittee has already approved.

- x. Course deletion: ATHL 3050 Therapeutic Exercise Lab

7. Proposal from the Department of Management, Marketing, and International Business

- a. Course Revision: MGT 4420 Supply Chain Management, revises course prerequisite

8. Proposals from the Department of Nursing

- a. Course Revision: NUR 3030 Foundations of Professional Nursing Practice, adds a pre/corequisite
- b. Course Revision: NUR 3040 Normal and Therapeutic Nutrition, adds a pre/corequisite
- c. Course revision: NUR 3050 Pharmacology for Clinical Practice, adds a pre/corequisite
- d. Course revision: NUR 3100 Transcultural Nursing, adds a pre/corequisite
- e. Course revision: NUR 3150 Adult Health Nursing I, adds admission into the Nursing program as a prerequisite
- f. Course revision: NUR 3200 Health Assessment Across the Life Span, adds a pre/corequisite
- g. Course revision: NUR 3450 Family Nursing I, adds admission into the Nursing program as a prerequisite
- h. Course revision: Nur 3500 Family Nursing II, adds admission into the Nursing program as a prerequisite
- i. Course revision: NUR 4000 Nursing Research and Theory, adds a pre/corequisite
- j. Course revision: NUR 4120 Leadership in Nursing adds a pre/corequisite
- k. Course revision: NUR 4150 Psychiatric/Mental Health Nursing, adds admission into the Nursing program as a prerequisite
- l. Course revision: NUR 4350 Community Health Nursing, adds pre/corequisites
- m. Course revision: NUR 4450 Adult Health Nursing II, adds admission into the Nursing program as a prerequisite
- n. Course revision: NUR 4510, Transition to Professional Nursing: A Capstone Experience, adds pre/corequisites

9. Proposals from the Department of Social Work

- a. Course revision: SWK 3050 Success and Professionalism in Social Work, adds a corequisite
- b. Course revision: SWK 3540 School Social Work, adds prerequisites

10. Proposal from the Department of Teacher Education

- a. Course Revision: EDN 2100, Introduction to Education, reduces the number of prerequisite hours from 30 semester hours completed to 15 semester hours completed

Appendix D

FERS Motions

FERS Motion 1: Revising procedure for carrying out SEI's online and changing SEI's to every semester.

Faculty Handbook, p. 83-85

Student Evaluations of Instruction

All teaching faculty (full- and part-time faculty, Department Chairs, and administrators who teach) are evaluated by students using the Student Evaluation of Instruction Form. Although student evaluations by themselves do not provide sufficient information to validly judge a faculty member's performance as a teacher, they do contribute to the overall faculty evaluation process. The data are summarized in a Student Evaluation Report.

Full-time ~~and part-time~~ faculty, teaching graduate or undergraduate courses, are evaluated during ~~one~~ ~~each~~ semester of each academic year ~~and part-time faculty are evaluated each semester~~. The Senate of the Student Government Association and the Faculty Senate must approve the Student Evaluation of Instruction Form. A department may add up to five supplementary items or scales to this form without approval from the Senate. Alternatively, a department may develop a substitute Student Evaluation of Instruction Form in lieu of the general form. The Senate of the Student Government Association and the Faculty Senate must approve any alternate forms.

~~Instructors being evaluated by students must employ the following evaluation procedures. First, the class is to select a student who will distribute the forms, collect the completed forms, place them in an envelope, and return the sealed envelope to the department secretary. Second, the faculty member must be absent from class while the evaluations are completed. Third, the faculty member being evaluated must not tabulate the student evaluations. Fourth, the faculty member must not receive any report on his or her evaluations until grades for the current semester have been submitted; verbatim evaluation statements will be transcribed when possible. Faculty members are encouraged to conduct student evaluations at the beginning of a class session, to allow adequate time to complete them.~~

Student evaluations of instruction are conducted using an online survey. Students and instructors receive an automated email to their UNCP account when the survey opens. In the email, students are provided a link and instructions for how to complete the survey and the amount of time they have left to complete it. Students have two weeks to complete the SEI evaluations. The invitation to complete SEI's is sent out at 6:00 am the Monday two weeks before exam week and is closed at 5:59 am on the Monday of exam week.

Instructors of face-to-face classes are encouraged to set aside 15 minutes of time in class for students to complete the survey online during which the instructor is not to be present.

Student evaluation of graduate instruction follows the same procedures as in undergraduate instruction using the Student Evaluation of Instruction instrument. In addition, graduate courses are evaluated using the Graduate Course Analysis form following procedures approved by the Graduate Council and the Faculty Senate. These procedures can be found in the Graduate Faculty Handbook. Data from the analysis of graduate courses are not used in faculty evaluation but instead are used for program improvement and accreditation purposes.

~~All first-year faculty are to be evaluated by students in both fall and spring semesters. Other faculty members are to be evaluated once a year on the following schedule:~~

~~Academic years that begin in odd-numbered years (e.g., fall, 2011–spring, 2012)~~

~~Faculty whose last names begin A–M are evaluated in the fall semester~~

~~Faculty whose last names begin N–Z are evaluated in the spring semester~~

~~Academic years that begin in even-numbered years (e.g., fall, 2012–spring, 2013)~~

~~Faculty whose last names begin N–Z are evaluated in the fall semester~~

~~Faculty whose last names begin A–M are evaluated in the spring semester~~

A quantitative summary of the ratings in each course as well as a transcript of student comments is prepared as soon as possible, ~~and transcripts of student comments are prepared when possible.~~ The faculty member must not receive any report on his or her evaluations until grades for the current semester have been submitted. ~~The faculty member being evaluated must not prepare the quantitative summary or the transcript of comments. The Department Chair must retain the raw Student Evaluation of Instruction Forms for as long as these may be required for future evaluation reviews.~~

After grades have been submitted, the faculty member and Chair receives ~~copies of~~ the quantitative summaries and ~~copies of the transcribed~~ student comments ~~if available.~~ ~~The faculty member may examine the original comments in the Department Chair's office.~~ The Department Chair prepares the Student Evaluation Report, based on both undergraduate and graduate student evaluations of instruction. It provides quantitative summaries and individual comments given by students and is included in the annual Chair's Evaluation Report.

FERS Motion 2: Creation of separate Chair's Annual Evaluation Report Template

Rationale: Adding language to ensure Chairs address the new requirement to candidly assess faculty member's progress towards P&T in teaching, service and scholarship.

Format for Department Chair's Annual Evaluation Reports

These format guidelines give an overview of specific information that should appear in ~~a faculty member's self-evaluation report,~~ the Department Chair's evaluation report, ~~the Peer Evaluation Committee's evaluation report, and the report of the Promotion and Tenure Committee (PTC).~~ ~~Area weights assigned to specific areas must sum to 100%.~~ All reports should be guided by the Disciplinary Statements adopted by the home department of the faculty member under evaluation.

Taking into account the faculty member's selected weights and the department's Disciplinary Statements, this report should discuss the faculty member's teaching, scholarship, and service. This report should include (1) a narrative synthesis of the faculty member's overall performance, (2) an overall rating of the faculty member using the Standard Performance Rating Scale, and (3) a candid assessment of whether or not the faculty member being evaluated is making sufficient progress towards promotion and tenure in each area: teaching, scholarship, and service (with suggestions for improvement where warranted) and (4) a signature section for the Department Chair and faculty member being evaluated. The information appearing in the annual chair's narrative evaluation for a faculty member will be drawn from (a) the faculty member's Self-Evaluation Report, (b) student evaluations, and (c) the Department Chair's evaluation of teaching, scholarship, and service.

The following are the headings which should appear at the beginning of each evaluation area being discussed with the area weight listed to the right of the heading.

1). Introductory Heading - The introductory heading should appear at the top of the first page of the evaluation form and include the following information as listed below.

Faculty Member's Name

Current Professorial Rank

Current Academic Year _____ *Department*

~~*Type of Form*~~ ~~*Self*~~ _____ ~~*Chair*~~ _____ ~~*Peer*~~ _____ ~~*PTC*~~ _____

~~*Type of Evaluation (check all applicable)*~~ ~~*Annual*~~ _____ ~~*Tenure*~~ _____ ~~*Promotion*~~ _____

2). TEACHING **Area Weight (50% to 70%)** _____

a) Classroom activities. Discuss classroom work as it relates to how knowledge in a faculty member's discipline is covered (e.g., categories, principles, summaries), how the specific content of a discipline is imparted (e.g., facts, examples), the development of general student skills (e.g., communication, critical thinking, creativity, mathematics), how student learning is motivated (e.g., stimulating curiosity, confidence, and task-specific motivation), measures of student performance (e.g., examinations, papers, presentations, other projects), and future plans for development in the area of teaching.

b) Auxiliary teaching activities. Discuss evidence that grades have been submitted in a timely manner, supplementary instructional time provided outside of class, the supervising of student research projects, working with colleagues to develop curricula, and plans for future development in this area.

c) How has the information from your most recent evaluation been used to improve instruction?

d) Has sufficient progress been made towards promotion and tenure in the area of teaching?

____ Yes

____ No

Recommendations for improvement:

3). SCHOLARSHIP *Area Weight (10% to 40%)* _____

a) *Research.* Discuss scholarly research for the period of the evaluation. In particular, there should be emphasis on (a) how knowledge has been developed, (b) the application of existing knowledge used to solve practical problems, (c) the application of professional knowledge and skill to an artistic problem if applicable, or (d) the completion of a special program of intellectual development. Include comments on future plans for development in this area.

b) *Publication.* Discuss scholarly works that have been disseminated within the faculty member's discipline. Examples across disciplines are exhibition of artistic work, editing grant applications, publication in scholarly journals, and publishing of works aimed toward student and general audiences. Also include comments on future plans for development in this area.

c) Has sufficient progress towards promotion and tenure been made in the area of scholarship?

____ Yes

____ No

Recommendations for improvement:

4). SERVICE *Area weight (10% to 40%)* _____

A faculty member may work in any of the following categories in a given year.

a) *University Service.* Comment about on-campus service provided during the period, including activities such as academic advising (see Academic Advisement, Section III, Chapter 1), committee work (see Faculty Governance, Section I, Chapter 3), grant administration (see Faculty Research Policy, Section II, Chapter 7), or consultations supporting the work of staff or faculty. Quality of service is very important (e.g., serving actively on a small number of committees is more valuable than serving minimally on many committees). Include comments on future plans for development in this area.

b) *Professional service.* Comment on the nature, scope, and effectiveness of service to the faculty member's profession. Include comments on future plans for development in this area.

c) *Community Service.* Comment on the strengths and weaknesses of off-campus service during the period, including such activities as participation on professional committees and governing boards, providing consultation to schools, civic organizations, and government agencies, and providing leadership on public matters. Include comments on future plans for development in this area.

d) Has sufficient progress towards promotion and tenure been made in the area of service?

____ Yes

____ No

Recommendations for improvement:

5). **Anticipated Area Weights for the Next Academic Year** - This section should only appear on the

self-evaluation form. The following anticipated area weights as indicated below should be listed in this section.

Teaching (50% to 70%)

Scholarship (10% to 40%)

Service (10% to 40%)

6. SYNTHESIS - This section will only appear in a Department Chair, Peer Evaluation Committee, and Promotion and Tenure Committee evaluation. In this section, the evaluator(s) determine the overall performance rating of the faculty member for the period covered. The quality of performance is weighed in relation to the faculty member's area weights. The final evaluation should (a) adhere to the guiding principles, (b) reflect equity within the department and among departments, and (c) allow a reasonable degree of flexibility in how a faculty member orients his or her effort.

a). Rationale of rating - This section clarifies the relationship between the various performance areas as listed in the University mission statement and the overall performance ranking given.

b). Overall rating of faculty member - Listed below are the ratings a faculty member will be assigned.

_____ Distinguished performance

_____ Very good performance

_____ Adequate performance

_____ Deficient performance

Date

Signature of Department ~~or Committee~~ Chair

Date

Signature of Evaluated Faculty Member