Faculty Senate Meeting Agenda
Virginia Dare Room, Alumni House

Wednesday, October 4, 2017
3:00 – 5:00 PM

3:00
Convene Meeting and Remarks
Andrea Hunter, Faculty Senate Chair

3:05
Approval of September 6, 2017 Minutes
Brad Johnson, Faculty Senate Secretary
[Enc. A]

3:10
Provost Remarks
Dana Dunn, Provost and Executive Vice Chancellor

3:20
Strategic Planning Update
Julia Jackson-Newsom, Associate Vice Chancellor for Strategy and Policy
[Enc. B]

3:40
Assessment Data (GFA, GLT, and GPR) and General Education Self-Study Update
David Carlone, Chair, General Education Council
[Enc. C]

4:00
NC Faculty Assembly Report
Spona Jovanovic, UNCG Faculty Assembly Delegate
[Enc. D]

4:10
Resolution#FS10042017/1: “Resolution to Support North Carolina Congressional Legislative Action for Permanent Legal Status for Deferred Action for Childhood Arrival (DACA) Eligible Individuals and to Endorse UNC Faculty Assembly Statement of Support for DACA Recipients in the State of North Carolina”
Anna Marshall-Baker, UNCG Faculty Assembly Lead Delegate
Spona Jovanovic, UNCG Faculty Assembly Delegate
[Enc. E]

4:30
2016 – 2017 Faculty Senate Self-Study
Andrea Hunter, Faculty Senate Chair & Anne Wallace, Immediate Past Chair

4:55
Announcements and Adjournment

Upcoming Events:

George Mehaffy, "The Faculty Role in Student Success: Insights from the Field."
October 17 @ 3:30pm. Virginia Dare Room, Alumni House

Faculty Forum: General Education Program Review
Wednesday, October 18, 2017, 3-5p, Alumni House, Virginia Dare Room

Next Meeting of the Faculty Senate: Wednesday, November 1, 2017
Alumni House, Virginia Dare Room, 3-5p

Refreshments are available at 2:30 p.m. for Senators to meet and greet faculty colleagues.

NOTE: We encourage Senators, non-voting faculty and visitors to speak upon being recognized by the Senate Chair.
Sign Language Services provided as needed and requested (please allow 72 hours) by:
Communications Services for the Deaf and Hard of Hearing.
Contact: 336-275-8878, or the Faculty Senate Office, 336-334-5345/mlincole@uncg.edu
Convene Meeting and Remarks

Andrea Hunter, Chair of the General Faculty and Faculty Senate

Welcome to the First Meeting of the Faculty Senate for this academic year, and my inaugural meeting.

My name is Andrea Hunter, and I am affirmed by the pronouns she, her, and hers; and I am the Chair of the Faculty Senate and the General Faculty, and I now Call this Meeting to Order.

I want to first introduce you to the leadership team, Anne Wallace (Immediate Past Chair), Brad Johnson (Secretary), and Lynda Kellam (Parliamentarian) who is new to the Faculty Senate and joins us from the Libraries.

I begin with the tradition, of the Immediate Past Chair, to give a few opening remarks. As we are at a moment of historical reflection, within the university and nationally, I will share how comingled pasts will shape my leadership and inform my aspirations for the Senate.

An Inaugural Presentation to the Senate: Opening Remarks

James Baldwin, in his essay, a Talk to Teachers wrote: “American history is longer, larger, more various, more beautiful and more terrible than anything anyone has ever said about it.”

History is like everybody talking at once, to use the words of Elsa Barkley Brown, there are multiple rhythms being played out in relation to each other as in a jazz composition. This is evidenced by the work on the Aycock Public Memory Project led by Benjamin Filene with the collaboration of history students.

And there are moments, when history beckons all of us, as it has in the weeks since the incidents at The University of Virginia, and Charlottesville, to ask: Who and what we are becoming? And, that answer most often begins with how we first understood ourselves – and this is defined in relation to one another.

When I told my mother, I had applied to a position at the University of North Carolina at Greensboro, she said first, “Our family was from the Carolinas”—to
which I wryly replied, “You know, there are two.” But she was right, as she nearly always is; like the sparrow, my family made a migratory passage through the Carolinas, Georgia, and Florida with transatlantic landings in colonial Virginia.

Like so many black folk pulled by forces more instinctual than reasoned, I returned to the place where “I first knowed myself.” Mine was not the return migration Carol Stack wrote of in Call to Home but rather an intergenerational journey along the southern leg of the Atlantic Flyway more than a century in the making.

Here I was, on the faculty of a public university in the state of North Carolina, a little more than an hour’s drive from Franklin County, where my great-grandfather had been born into bondage, as was his father, his father before him, and his father before him, a white planter.

Two lineages of my family, left North Carolina, just a few years after this university’s founding, in pursuit of opportunity and to escape racial violence. I knew none of this when I arrived, but it was immediately felt.

When I was a child, I did not understand how close my kin and I were to American slavery. I thought this history to be distant, somewhere near the beginning of time, but those days stood near us like a shadow in the noon-day sun.

I could see no scars in their eyes, nor fear, and in the world my elders created for themselves and for me, there was no shame. So, I could not have imagined that their parents had just walked out of bondage and all of who they were now, the enslaved and stolen generations before gave them this—something that could not be bought, sold, or taken.

And I was raised to believe that the arc of history bends toward what is just—fueled by faith, and acts of will. This, I learned from those, for whom almost everything was taken yet who still believed in the promise of this nation.

So, the university’s defining themes of opportunity and excellence, shared place and fate, and transformation are not just words to me.

We now commemorate the 125th anniversary of this university’s founding, to braid together the best of what we have been, and to make ourselves anew—it is our Third Act, a time for Giant Steps, as Chancellor Gilliam has stated, and we are resolute, and aspirational—as we should be.
After 25 years of the Faculty Senate, we are ending our First Act, we have been tested in ways you know, and now the Second Act opens amidst great change in the academy and university education, as well as at UNCG as it moves forward in these currents.

The Faculty Senate, the legislative arm of the General Faculty, and our committees where so much of deep work occurs, is an engine. Together we are service-leaders; we have both breadth and depth in our university-level faculty governance structures, which includes not only 36 senators, but 25 committees and we are 200+ faculty strong.

To move forward as a faculty governance body, we must increase communication and transparency, build deeper connections between committees of the Faculty Senate, with each other as faculty, and with central administration and other divisions of the university; and we must work toward mutual trust and respect; and we can also advance commitments to equity, diversity, and inclusion.

I do not believe our work in faculty governance is immaterial, or that we are powerless, through our missions we support the university as an educational institution, and promote a diverse student body and faculty, and promote the success and welfare of each. The faculty are central to this story, we are a part of the lifeblood of UNCG; and though our roles and responsibilities differ from those of central administration and other divisions, the health of the university is no less dependent on what we do.

We no longer should be UNCG’s best kept secret, and it is important to bring visibility to our work in the Senate (and its committees), and to elevate its value so that it is commensurate with the contributions we make.

I come to the leadership of the Faculty Senate with great optimism but I do so without naïveté, in the words of Langston Hughes, my life in the academy “ain’t been no crystal stair.” I deeply understand the challenges we face but we, as a body, need not be defined by them.

To close, I bring to my role as Chair, the conviction of those who could not stand where I do now; and with a commitment to faculty governance, and to a body that is engaged, empowered, and is both advocate for faculty, and partner with central administration, as well as other divisions of the university, and staff and student organizations---an aspiration shaped by this historical moment, and where we now sit as a university.

I look forward to serving as Chair, and I deeply appreciate the confidence placed in me, and it is an honor to serve with my university colleagues in this way.
Approval of the May 3, 2017 Faculty Senate Meeting Minutes

_Brad Johnson, Secretary of the Faculty Senate (Enc. A)_

- No corrections.
- Minutes passed.

**Provost Remarks**

_Dana Dunn, Provost & Executive Vice Chancellor_

- Provost Dunn welcomed back the Senators to the new academic year
- Cited university setting as a refuge at times from what is going on in the world
- Going to be a busy year for UNCG; much momentum at the present
  - We should congratulate ourselves for the work that’s been done as we have grown to 20,000 students (up 1.4% from the past year; 3.4% in graduate enrollment)--have increased enrollment steadily over the last 4 years
  - 23% increase in online credit hours generated
  - Housing on campus opened completely full with overload, including a waitlist that couldn’t be addressed--approximately 5,400 students living on campus
  - 39 new tenure-line faculty were welcomed this year--a combination of replacement faculty as well as expansion faculty
  - 26 new searches have been authorized for this year--these are expansion searches beyond replacements
  - 9 faculty have been welcomed to endowed professorships--article on the Provost’s website
  - We were able to award 2 Sullivan professorships this year (in honor of the late Chancellor Patricia Sullivan)

- **Activity**
  - 5 new programs in development
    - Undergraduate degree information studies
    - Master’s in Data Science
    - Joint PhD w/ A&T in Social Work
    - Online PhD in business
    - Master’s in International Business

- **Research activity has been increased**
  - Last year set goal of 5% for externally-funded research--we met and exceeded this goal

- **Key positions on campus beyond faculty**
  - 2 Dean searches--Nanoscience and HHS
  - Vice Chancellor for Student Affairs search
  - Associate Vice Chancellor for Research
  - Provost thanked faculty serving on these search committees

- **Student Success**
  - We have joined the Frontier Set funded by the Gates Foundation
  - We are 1 of 33 institutions doing cutting-edge work on student success and 1 of 5 profiled by the Gates Foundation (report available mid-year)
● **Infrastructure**
  ○ Banner 9 project
  ○ Course Leaf online software platform implemented this fall
● **Strategic planning activity**—under way but nearing completion
  ○ An update at the General Faculty meeting
  ○ Website will go live next week with general framework of the plan as well as goals for departments
  ○ Have prescribed metrics from General Administration—Provost asked Senators to review her website at the dashboard developed to review targets established for UNCG
● **Strategic seed funding program** will be launched again this year
  ○ $150,000 will be available for grants tied to themes of the strategic plan
● Provost shared that we have opportunity to provide very modest salary increases to faculty and staff this year
  ○ Currently underway in terms of awarding of increases that came from State Legislature and monies generated from UNCG enrollment growth
● **Questions from Floor**
  ○ Senator asked about Chancellor’s statement about DACA and the impact at UNCG
    ■ Provost shared we will continue to follow updates on DACA
    ■ We are doing what we can through various professional associations to urge Congress to protect current students and establish further legislation
    ■ Shared other UNC Chancellors are doing similar efforts on their respective campuses
    ■ We have a very small number of DACA students here at UNCG—have reached out to every one to offer what assistance we can (counsel, comfort, and support)
    ■ Provost also acknowledged the impact on faculty and staff as well as students
    ■ Will keep the campus updated on DACA as further developments arise

**Legislative Update**

*Andrew Cagle, Director of State and External Affairs*
*Nikki Baker, Director of Federal and External Affairs*

● Andrew—legislative liaison in Raleigh for UNCG—here with UNCG for about 13 months
  ○ Major incentive for UNCG was enrollment growth—roughly $20M coming into UNCG
  ○ Faculty retention dollars—GA asked for $3M to bump up the fund but it came back at $1M
  ○ UNCG’s presence in legislative affairs in Raleigh—UNCG is “at the table” more so than some other UNC schools
● Nikki--been with UNCG since 2012
  ○ UNCG alumna--Master’s is Languages, Literature, and Culture
  ○ Worked with House of Representatives member for about 10 years’ experience in Washington, D.C. As well as N.C.
  ○ Time is spent monitoring policies, trends, etc.
  ○ Time spent articulating value in public education
    ■ Showcasing UNCG as major economic influencer as well as educational force in NC
  ○ Partners with Andrew so narrative is same from both perspectives about UNCG??
  ○ Welcomed feedback and suggestions

ENGAGE Banner 9
Elizabeth Crawford--Director of Initiatives, presenting on behalf of Kristine Sunda, Executive Director of Banner 9 Implementation, who was out ill
Michael Gaines, Director of Registration and Records

● Worked from a PowerPoint presentation, which will be available on the Faculty Senate website
● Must evaluate business and data processes before implementing to Banner 9
● Curriculum checking will be turned on March 2018
● New features
  ○ Advisor/Student profile--will have a lot of data configured in 1 place instead of having to navigate to several different screens as is currently the case
● Course Leaf Implementation
  ○ New online catalog initiative being implemented
    ■ Currently in PDF but will be moved to more interactive online format
  ○ Curriculum Inventory Management
    ■ Will be able to track curriculum changes as they move through committees
    ■ Take current workflows and put into technology formats--will be working with the Office of Assessment
    ■ Hope to begin utilize the system starting Fall 2018 that include changes to be implemented for 2019-2020
  ○ Degree Works
    ■ Will work with Graduate School to put Graduate programs inside Degree Works in addition to undergraduate programs
    ■ New features
      ● DW Planner integrates with Student Registration--allows advisors to work with students to map out student’s career at UNCG--online worksheet system
      ● Planner will be able to better integrate with Registration so students can register for classes easier than currently
● UNCG has been on Banner for about 20 years
● How can we help?
  ○ Data Standards Information sessions will be held--attend if able
  ○ Program and curriculum owners will be contacted to help clean up catalog data
● Questions from Floor
  ○ Senator asked for definition of “state approval workflow”
    ■ how workflows are defined currently and how will they be defined going forward
  ○ Senator asked about functional course listing on line that used to exist (Smart Catalog) to PDF that now exists--when’s the timeline for new system
    ■ Kelly Burke spoke about Smart Catalog
    ■ New electronic system will be rolled out for Fall 2018
  ○ Senator asked about methodologies faculty will have to be educated on new tools and features
    ■ A team member will be dedicated to training and explaining new software and features to faculty

Resolution #FS09062017/1
Stephen Yarbrough, Chair, Faculty Governance Committee
● Resolution #FS05032017/1: To Amend the Constitution of the General Faculty, Article II, Section 2, “Election of Senators,” to Restore Electoral Divisions’ Minimum Representation by Two Senators and to Provide for Optional Exemption for Small Electoral Divisions
  ○ Steve read the resolution to the Senate
  ○ Questions from Floor
    ■ Language indicates that if start at 1 they can become 2 but not clear if the reverse is true
      ● Anne Wallace clarified--division can go up or down if they are at 1
      ● 2 senators is the default; every electoral division has at least 2 senators; if a division is small, they can elect to have just 1 senator to avoid overtaxing faculty
      ● An electoral division can, through a majority vote, always elect to go back to having 2 representatives in Faculty Senate
    ■ Questions--what is the situation with regards to representation for programs such as WGS?
      ● Anne Wallace shared this has nothing to do with Faculty Senate but is based more inside an electoral division--this is a small repair to the Constitution with division representation and does not affect how representation is determined within a division
      ● Anne shared that this resolution would not address the concern--Senators should talk with election committees within the division
● Anne clarified that individual depts. or programs are not represented within the Faculty Senate

■ Question--one could say that Libraries didn’t like their representation and wants to change the rules and how another program could bring up the same concern

● Steve shared that the Libraries have always had 2 senators and with the new reapportionment, they would drop down to 1

● Greg Bell shared that it’s not that Libraries didn’t like what happened, it was more than the original intention of the Senate was restored to at least 2 senators per division

■ Question--asked to clean up language to distinguish between General Faculty vs. general faculty within the division

● Add to “d” that it is the general faculty of that electoral division

● Steve shared this was original language used in the Constitution and that the current wording is correct and doesn’t warrant the need to be changed

○ Andrea called for vote: **resolution carried unanimously**

**Updates: Faculty Senate Website, Chancellor Chats**

*Brad Johnson, Faculty Senate Secretary*

*Anne Wallace, Immediate Past Chair*

● Brad--Website updates

○ Leadership team met with IT before Fall semester to discuss desires/wishes for a new website

○ New website is initiative meant to be more responsive to Senators’ needs, as expressed last year, to be more communicative and transparent in the Senate’s actions and business

○ Additional capabilities we hope the new website will bring to the Senate:

  ■ more streamlined menu options

  ■ a new name for the website domain from the one currently used (facsen.uncg.edu)

  ■ will have a link for faculty to invite a senator to a meeting of their department/program/unit

  ■ will have an “Ask the Senate” comments box form

  ■ will embed a Google calendar of Senate events right on the homepage

○ Will hope the new website will be ready for Senator review in October

● Anne--Chancellor Chats

○ opportunity for Chancellor to become more intimately engaged with Faculty Senators as another means by which to increase communication lines

○ No Faculty Senate leadership will be at these chats

○ Opportunity for the Chancellor, in addition to attending Senate meetings, to get in front of Faculty Senate
Communication Strategies and Connecting with Faculty

Unit Delegations (Round Table)
- Emerged from Senate self-study
- Some concerns with the ways that Senators connect back to their units, so the Senators are organized today in round tables based on their divisions
  - Questions are provided for Senators to start the conversation
- Andrea asked Senators to talk as delegations about how they can increase communication and transparency with their constituencies and divisions

Announcements & Adjournment
- General Faculty Meeting & Convocation: September 20, 2017, 3pm-5pm in the Virginia Dare Room of the Alumni House
  - Andrea reminded that we need a quorum at this General Faculty Mtg.
  - Followed by New Faculty Reception held in the Faculty Center (Sponsored by UTLC)
- Next Faculty Senate Meeting: Wednesday, October 4, 2017, 3pm-5pm in the Virginia Dare Room of the Alumni House
- Faculty Forum: General Education Program Review: Wednesday, October 18, 2017, 3pm-5pm in the Virginia Dare Room of the Alumni House
  - Andrea reminded Senators that attending Faculty Forums are part of Senator’s responsibilities to the Senate
- GSA President representative wanted to share there is a Science Policy Review Committee being formed
- Andrea revealed Faculty Senate equivalent to Chancellor’s “Giant Steps” by Coltrane---Earth, Wind, and Fire’s “Shining Star”
- Move to adjourn. Seconded
- Adjourned.

Respectfully submitted,
Brad Johnson
Secretary of the Faculty Senate

Pending approval at the October 4, 2017 Faculty Senate Meeting
Giant Steps
Transforming Tomorrow through Opportunity and Excellence

Presentation to the Faculty Senate
October 4, 2017
Strategic Planning
UNC Greensboro

A tale of two plans

Presentation to the Faculty Senate
October 4, 2017
The story of Giant Steps will be largely told through the work and resulting outcomes that occur in your departments, programs, and offices.
UNC:
Higher Expectations

www.northcarolina.edu/strategic-planning
Higher Expectations Related to…

- Access
- Student Success
- Affordability and Efficiency
- Economic Impact and Community Engagement
- Excellent and Diverse Institutions
UNC Greensboro: Giant Steps
Transforming Tomorrow through Opportunity and Excellence

strategicplan.uncg.edu
## Guiding Principles (formerly meta narrative)

<table>
<thead>
<tr>
<th>Opportunity and Excellence</th>
<th>Student-Oriented</th>
<th>Research Intensive</th>
<th>Shared Place and Fate</th>
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**THE UNIVERSITY of NORTH CAROLINA**

**GREENSBORO**

**UNCG**

**CELEBRATING 125 YEARS OF OPPORTUNITY & EXCELLENCE**
Transformation

**Students**
Knowledge, skills, and habits of mind to be informed and engaged in society, successful in life and work

**Knowledge**
Enhancing understanding through research, creative activity, artistic portrayals and performances, critical analysis, and translation of research to practice

**The Region**
Local economies that are well-aligned with current and future needs; equitable access to reasonable standard of living and quality of life for all.
Strategic Areas of Focus

Health and Wellness
Dimensions for individuals to cope, adapt, and develop; factors related to the state of the human condition; scientific advances related to health and wellness.

Vibrant Communities
High quality education; thriving cultural, arts, and creative scene; milieu of rich intellectual exchange and open discourse; culture of inclusivity and responsiveness.

Global Connections
History, language, tradition, religion, creative expression, economics, ethics, and political mores found in diverse cultures; implications of differences and similarities for contemporary issues.
What’s New
System Goals and Metrics
Giant Steps ∩ Higher Expectations

**Student Transformation**
Enrollment → Access
Educational experience
Graduation/completion → Success
Contribution

**Knowledge Transformation** → Economic Impact and Community Engagement

**Regional Transformation** → Economic Impact and Community Engagement
Goals and Example Initiatives

➤ Increase Access

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<thead>
<tr>
<th>Goals from UNC System</th>
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<tbody>
<tr>
<td></td>
<td>Low-Income Enrollment</td>
</tr>
<tr>
<td></td>
<td>2015</td>
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<td>7,089</td>
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<td>15.1%</td>
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<tr>
<td></td>
<td>Rural Enrollment</td>
</tr>
<tr>
<td></td>
<td>2016</td>
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<td>4,967</td>
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➤ Increase enrollment in programs related to Health and Wellness, Vibrant Communities, and Global Connections
Goals and Example Initiatives

- Increase Student Success

<table>
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<tr>
<th>Goals from UNC System</th>
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<tr>
<td><strong>Graduation Rate</strong></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>2022</td>
</tr>
<tr>
<td>56.7%</td>
<td>62.4%</td>
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<tr>
<td>5.7</td>
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<tr>
<td><strong>Low-Income Completions</strong></td>
<td></td>
</tr>
<tr>
<td>2015-16</td>
<td>2021-22</td>
</tr>
<tr>
<td>1,596</td>
<td>2,115</td>
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<tr>
<td>32.5%</td>
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<tr>
<td><strong>Rural Completions</strong></td>
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<tr>
<td>1,034</td>
<td>1,167</td>
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<tr>
<td>12.9%</td>
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## Goals and Example Initiatives

- **Increase External Funding**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Research Productivity</strong></td>
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</tr>
<tr>
<td>FY16</td>
<td>FY22</td>
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<tr>
<td>$29,588,497</td>
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19.8%

<table>
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<tr>
<th>UNCG Internal Goal</th>
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<tr>
<td><strong>Total External Funding</strong></td>
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<tr>
<td>FY17</td>
<td>FY18</td>
</tr>
<tr>
<td>$32,374,191</td>
<td>$33,992,901</td>
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5.0%

- **Increase submissions, awards, and funding for projects in the areas of Health and Wellness, Vibrant Communities, and Global Connections**
Goals and Example Initiatives

- Grow Critical Workforces

<table>
<thead>
<tr>
<th>Goal from UNC System</th>
<th>Credentials in STEM, health, and K-12 education</th>
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<tbody>
<tr>
<td></td>
<td>2015-16</td>
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<td>1,292</td>
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19.5%

- Increase number of qualified graduates in fields related to Health and Wellness, Vibrant Communities, and Global Connections

- Increase faculty and staff engagement related to addressing regional challenges in Health and Wellness, Vibrant Communities, and Global Connections
Giant Steps \cap Higher Expectations

Excellent and Diverse Institutions $\rightarrow$ Areas of Distinction
$\rightarrow$ Health and Wellness, Visual and Performing Arts
Areas of Distinction

Health and Wellness
Communication Sciences and Disorders
Community and Therapeutic Recreation
Human Development and Family Studies
Kinesiology
Nutrition
Public Health Education
Peace and Conflict Studies
Social Work
Genetic Counseling
Gerontology
Nursing
Biology
Chemistry
Medicinal Biochemistry
Psychology
Counseling and Educational Development

Visual and Performing Arts
Art
Dance
Music
Theater
Arts Administration
Weatherspoon Art Museum
Areas of Distinction

Health and Wellness
- External funding
- Awards
- Rankings
- Pass rates

Visual and Performing Arts
- Placement of graduates
- Museum attendance
- Museum collection size
provost.unCG.edu/kpi/
What’s New
Operationalizing the Plan: Giant Steps Initiatives
Teaching Innovations Seed Grants
Sarah Wheeler, Department of Specialized Education Services
SES300-level: Disability in Global Contexts
Deborah Taub, Department of Specialized Education Services
SES 100-level: Madness, Freaks, and Others: History of Disability
Tonya Rutherford-Hemming, School of Nursing
NUR 420: Community Health and Nursing
Jeanie Reynolds, Department of English
Summer Institute for Writing
Hemali Rathnayake, Department of Nanoscience
NAN 705: Macromolecular and Supramolecular Chemistry
Elizabeth Perrill, Department of Art
ARH 370: African Art, Digital and Experiential Redesign
Heather Helms, Department of Human Development and Family Studies
HDF 212: Families and Close Relationships
Michael Frierson, Department of Media Studies
MST 485: Client Based Production
Benjamin Filene, Department of History
HIS 317: Creating a Public Past: History beyond the University
Mark Elliot, Department of History
HIS 210: Human Rights in Modern World History
Barbara Campbell Thomas, School of Art
VPA 533: Mindfulness for Artists
Jeannette Alarcon, School of Education
TED 646: Introduction to Equity Education
Research and Creative Activity
Research Seed Grants

Gabriela Stein, Psychology; Laura Gonzalez, Counseling and Educational Development; Andy Supple, Human Development and Family Studies; & Stephanie Coard, Human Development and Family Studies
Promoting Dialogues: Racial/Ethnic Socialization in Racially/Ethnically Diverse and Immigrant Families

Randy Schmitz, Kinesiology; Robin Wilkins, ORED; Louisa Raisbeck, Kinesiology; Chris Rhea, Kinesiology
Neural Correlates of Effective Motor Transference Following an Attentionally Focused Neuromuscular Intervention

Sherri McFarland, Chemistry and Biochemistry; Jianjun Wei, Nanoscience; Liam Duffy, Chemistry; & Colin Cameron, Chemistry
Using Nanophotomedicine to Fight Cancer

Prashanti Manda, Computer Science & Xiaoli Geo, Mathematics
Robust Integrative Data Analysis for Ontology-Powered Big Biological Data

David Gwynn, University Libraries; Lisa Tolbert, History; & Nora Bird, Library and Information Studies
North Carolina Runaway Slave Project

Allan Goldfarb, Kinesiology; Blair Wisco, Psychology; & Joseph Starobin, Nanoscience
Identifying Electrophysiological and Blood Markers

Allison Bramwell, Political Science; Al Link, Economics; Daniel Herr, Nanoscience; & Jim Ryan, Joint School of Nanoscience and Nanoengineering
Community Engaged Research Seed Grants

Sandy Shultz, Kinesiology; Emily Janke, Peace and Conflict Studies; Lauren Haldeman, Nutrition; & Marianne LeGreco, Communication Studies
Lifetime Eating and Physical Activity Practices (LEAP)Forward: Common Goals and Common Measures

Christine Murray, Counseling and Educational Development; Rick Bunch, Geography; & Xiaoli Gao, Mathematics
Identifying High-Risk and Underserved Neighborhoods for Interpersonal Violence and Abuse in Greensboro Using GIS and Big Data Analysis

Duane Cyrus, Dance; Cerise Glenn, Communication Studies; & Erin Lawrimore, University Libraries
Comanche: Hero Complexities
What’s New: Website

Taking Giant Steps:
The University of North Carolina at Greensboro Strategic Plan

Higher education conveys the promise of transformative experiences, enhancing the quality of life for the individual student and enriching society through the contributions gained from an educated population. The pathways that higher education institutions have traditionally taken to provide these transformational experiences, though, should no longer be taken for granted. With this new strategic plan, we stand poised to embrace the challenges and opportunities of a new era: we stand ready to develop and adopt best practices; and we stand ready to become an exemplar of the 21st century research university. We stand ready to take Giant Steps.

Core Elements

Our plan for taking Giant Steps is anchored by Transformation, and focused on three cross-disciplinary themes.

Goals and Initiatives

The pathway toward Giant Steps lies at the intersection of the areas of transformation and the three thematic areas of focus.

Faculty Seed Grants

Faculty are taking Giant Steps through innovations in teaching and research.

strategicplan.uncg.edu
Giant Steps Initiatives

**Targeted Initiatives**

Enrolling and graduating students, securing external funding, and contributing to critical workforces represent but a few of the outcomes that we at UNCG hope to achieve. Within the intersection of each area of transformation and each of the thematic areas of focus are additional directions for the future. Initiatives supporting each of these nine goals are being implemented throughout the University by a variety of individuals from across the campus. Our talented faculty, staff, and students are providing leadership for these collaborative, boundary-spanning steps forward.

<table>
<thead>
<tr>
<th>Student Transformation</th>
<th>Knowledge Transformation</th>
<th>Regional Transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health and Wellness</strong></td>
<td>Students will gain understanding of and appreciation for health and wellness as it applies to their personal and professional lives.</td>
<td>UNCG will enhance understanding of health and wellness, health disparities, and the health professions.</td>
</tr>
<tr>
<td><strong>Vibrant Communities</strong></td>
<td>Students will gain the necessary knowledge and skills to be active contributors to their communities.</td>
<td>UNCG will enhance understanding of the elements and processes that both comprise and compromise vibrant communities.</td>
</tr>
<tr>
<td><strong>Global Connections</strong></td>
<td>Students will gain the necessary knowledge and skills to be effectively in and contribute activity to the global community.</td>
<td>UNCG will enhance understanding of global issues and of challenges related to globalization.</td>
</tr>
</tbody>
</table>

Initiatives Toward Giant Steps

**Student transformation initiatives currently focus on experiential learning, co-curricular and extracurricular offerings, and enrolling and graduating students.**

**Knowledge transformation initiatives currently focus on research and creative activity and translation of research to practice.**

**Regional transformation initiatives currently focus on engagement of faculty and staff in addressing regional challenges and opportunities for professional development and credentialing.**
Giant Steps…

• Is based on a great deal of feedback
• Highlights our historical and emerging strengths
• Is guided by a set of core principles
• Will be supported by resource allocation
• Interfaces well with the UNC System plan
• Will serve as a framework for telling our story
• Will be operationalized throughout the University
• Will be measured at the macro level by a set of umbrella goals and metrics

The story of Giant Steps will be largely told through the work and resulting outcomes that occur in your departments, programs, and offices
excerpted from:
General Education Program Assessment Forum

Sponsored by the General Education Council
(http://assessment.uncg.edu/curriculum/GEC/GEC.html)

in collaboration with the Office of Assessment & Accreditation
(http://assessment.uncg.edu/academic/GenEd/)

September 2017
Assessment Process

- Process created by faculty (in May 2011) and controlled by faculty
- Three-part process:
  1. Course instructor assessment
  2. Peer faculty validation (Workshop)
  3. Data summary/presentation (Forum)
Use of Assessment Results

• Catalyst for discussion of student learning.
• Results are not and should not be used to evaluate faculty, courses, or departments.
• Good reasons exist as to why course instructors and peer validators may score student work products differently.
• Scoring differences should be used to reflect on student learning and the assessment process.

September 2017
Results: Fall 2016: GFA; GLT; GPR

Step 1: Course Faculty
- GFA: 8 of 11 sections ~ 73% response rate
- GLT: 14 of 15 sections ~ 93% response rate
- GPR: 12 of 13 sections ~ 92% response rate

Step 2: Peer Reviewers
- GFA: Of 8 sections
  - 7 submitted 42 SWPs
  - 1 used MCQs
- GLT: Of 14 sections
  - 13 submitted 80 SWPs
  - 1 used MCQs
- GPR: Of 13 sections
  - 9 submitted 66 SWPs
  - 3 used MCQs

September 2017
Defining “proficient” student work

For GFA, GLT, and GPR categories:

• Course faculty: based on the selected assignment(s)

• Workshop faculty: collectively defined
Fall 2016

**GFA SLO-1:** Describe and interpret art forms in relation to cultural values. (LG1, LG3)

---

**Course Faculty Ratings**

GFA SLO-1 (n=356 SWPs)

- Not Prof: 16%
- Prof: 43%
- Hi Prof: 41%

**Workshop Faculty Ratings**

GFA slo-1
(n=66 (out of 84) ratings)

- Not Prof: 20%
- Prof: 48%
- Hi Prof: 32%

---

September 2017
Fall 2016

GFA SLO-2: Identify the fundamental roles of artistic expression in personal or collective experience. (LG5)

Course Faculty Ratings

GFA SLO-2 (n=352 SWPs)

- Hi Prof: 43%
- Prof: 45%
- Not Prof: 12%

Workshop Faculty ratings

GFA slo-2

(n=58 (out of 84) ratings)

- Hi Prof: 31%
- Prof: 43%
- Not Prof: 26%
GFA Instructors’ Discussion of Results

• What did your results tell you about student achievement of GFA SLOs?
  – As expected, the majority of students achieved proficiency

• How will you use this evidence in your GE course to improve student learning?
  – Refining/simplifying the assignment
  – Providing examples of proficient student work
  – Incorporating additional review and practice
  – Providing more frequent opportunities for students to achieve the learning outcomes
Fall 2016
GLT SLO-1: Demonstrate orally, in writing, or by some other means a fundamental ability to use some of the techniques and/or methods of literary analysis. (LG1, LG3)

Course Faculty Ratings

<table>
<thead>
<tr>
<th>Rating</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi Prof</td>
<td>46%</td>
</tr>
<tr>
<td>Prof</td>
<td>35%</td>
</tr>
<tr>
<td>Not Prof</td>
<td>19%</td>
</tr>
</tbody>
</table>

GLT SLO-1 (n=620 SWPs)

Workshop Faculty ratings

<table>
<thead>
<tr>
<th>Rating</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi Prof</td>
<td>11%</td>
</tr>
<tr>
<td>Prof</td>
<td>60%</td>
</tr>
<tr>
<td>Not Prof</td>
<td>29%</td>
</tr>
</tbody>
</table>

GLT slo-1
(n=152 (out of 160) ratings)

September 2017
Fall 2016

GLT SLO-2: Identify and/or describe some of the various social, historical, cultural, and/or theoretical contexts in which literary texts have been written and interpreted. (LG3)

Course Faculty Ratings

GLT SLO-2 (n=615 SWPs)

- Not Prof: 14%
- Prof: 37%
- Hi Prof: 49%

Workshop Faculty Ratings

GLT slo-2
(n=140 (out of 160) ratings)

- Not Prof: 44%
- Hi Prof: 8%
- Prof: 48%

September 2017
GLT Instructors’ Discussion of Results

• What did your results tell you about student achievement of GLT SLOs?
  – As expected, the majority of students achieved proficiency

• How will you use this evidence in your GE course to improve student learning?
  – Using more explicit instruction and modeling of the SLOs,
  – Modeling “the application of these SLOs and their connection to creating a firm literary analysis paper”
  – Providing more practice opportunities for students to perform analytical techniques and contextualization

September 2017
Fall 2016

GPR SLO-1: Describe and analyze at least two significant philosophical, religious, and/or ethical theories or traditions. (LG1, LG3, LG5)

Course Faculty Ratings

GPR SLO-1 (n=798 SWPs)

- Not Prof: 13%
- Hi Prof: 41%
- Prof: 46%

Workshop Faculty ratings

GPR slo-1
(n=106 (out of 132) ratings)

- Not Prof: 28%
- Hi Prof: 11%
- Prof: 61%

September 2017
Fall 2016

GPR SLO-2: Compare and contrast the assumptions, arguments, beliefs and/or practices of two or more theories or traditions. (LG1, LG3)

Course Faculty Ratings

GPR SLO-2 (n=750 SWPs)

- Hi Prof: 41%
- Prof: 44%
- Not Prof: 15%

Workshop Faculty ratings

GPR slo-2
(n=98 (out of 132) ratings)

- Hi Prof: 18%
- Prof: 59%
- Not Prof: 23%

September 2017
Fall 2016
GPR SLO-3: Apply the general description of at least two theories and/or traditions to specific instances. (LG1, LG3)

Course Faculty Ratings

GPR SLO-3 (n=750 SWPs)

- Not Prof: 17%
- Hi Prof: 36%
- Prof: 47%

Workshop Faculty ratings

GPR slo-3
(n=98 (out of 132) ratings)

- Not Prof: 23%
- Hi Prof: 7%
- Prof: 70%
GPR Instructors’ Discussion of Results

• What did your results tell you about student achievement of GPR SLOs?
  – As expected, the majority of students achieved proficiency

• How will you use this evidence in your GE course to improve student learning?
  – Providing “lessons on how to critically read texts,”
  – Providing more opportunities for students “to practice applying ethical theories to cases,”
  – Revising tests and/or assignments “to more precisely evaluate the GEC SLOs”
Reasons given by peer reviewers for “Unrated” designation

- Assignment did not address the category-specific student learning outcome, e.g.:
  - asked for personal opinion only (GFA)
  - focused on only one of the SLOs (GLT)
  - was not reflective of GEC course (GLT)
  - did not ask for comparison of multiple theories (GPR)
  - did not ask for examples (GPR)
Peer reviewers’ comments re: assignments

- “Model” assignments—those designed with the SLOs in mind
- Sometimes assignments too short to assess the SLOs
- Some SLOs are unclear (e.g., GFA)
Discussion Question

What do these results tell you about student learning in the General Education Program?

September 2017
Thank You!

Questions?

• David Carlone, Chair, General Education Council (david_carlone@uncg.edu)

• Jodi Pettazzoni, Director of Assessment & Accreditation (jepettaz@uncg.edu)

• Terry Brumfield, General Education Assessment Coordinator (tebrumfi@uncg.edu)
September 15, 2017
Faculty Assembly Meeting

From the last meeting in April, some matters I’ll be watching:

- Reminder: Grant funding available from UNC Press, $500 to $3000, if matched by home institutions. See their web site for details.

Chair Gabriel Lugo (UNCW) Opening Remarks:

- All information suggests tenure will be under direct attack at some point.
- Faculty remain in charge of curriculum, extracurricular activities that can support curriculum (not administration)—that needs to be protected.
- Faculty are in charge of processes to recommend hiring, promotion, and dismissal of faculty. When rules or regulations try to intrude in the process, we need to push back.
- Shared governance means there are multiple governing bodies (Board of Governors for the system; Board of Trustees at each institution) that set policy, hire and fire administrators, and manage fiduciary duties...period. **But**, our governing bodies are intruding into functions of faculty governance and Chancellors’ management of universities.
- Today, discussion of resolution on DACA.

Harry Smith, BoG Vice Chair (4 years on the Board of Governors aka BoG)

- BoG plans for the long term viability of the UNC system, which means getting rid of what is considered non-academic supporting services. Or in Harry’s words, **“We need to take all the silly stuff out that raises student fees. Tuition is not the problem.”**
- “Our schools are economic engines” that create/inhibit growth in geographic areas. **See below for comments on Elizabeth City State University for context.**
- BoG is considering how out of state tuition hurts our enrollment growth since neighboring states have already eliminated in-state and out-of-state tuition differences.
- Smith says, NC has created a too expensive model of public higher education.

Margaret Spellings, UNC System President

- The out of state tuition question will be difficult to address, because some BoG members don’t want out of state residents to bump out NC residents from acceptance to UNC schools. Still, she thinks eliminating the difference in tuition rates is probably needed.
- **ALL FACULTY are invited to Board of Governor meetings. Though it may be difficult, having a contingent of 5+ UNCG faculty attending every meeting would be ideal to increase our visibility, connections, and knowledge with BoG.**
• BoG is considering what is the right role and scope of General Administration (265 people, some federally funded, some funded for shared services to all 17 institutions).
• There are 3 new task forces in place that need facts, data, and education, a role of the General Administration.
  o BoG member Harry Smith admits that at his first BoG meeting, as chair of the budget committee, he proposed shutting down Elizabeth City State University—in what was an uneducated position. He has since reversed his view, realizing now that campuses are vital to the economic condition of a community.
• NC is one of the few states without K-12 or public higher education goals. Thus, the UNC system strategic plan will define goals, and consider what current policies are obstacles to those goals.
  o The UNC system is launching in October, 2017 a 12-18 month long process entitled “My future NC,” to engage the public on what do we need in education, pre-K through post-secondary. The effort will be led by business leaders, civic rights leaders, etc.

Q & A:
• Many faculty think the academic core has not been supported sufficiently by the BoG, and even threatened. How can faculty communicate better when decisions are having a negative impact on our classrooms?
  o H. Smith says, when a faculty member attacks the BoG in op eds, it doesn’t help. Smith says the BoG members work for free and have the best interests of the system in mind. He asked for exact examples of problems, when they arise, and that they be brought to the BoG directly.
  o Gabriel reminded Smith that the Faculty Assembly ALWAYS goes through established channels of communication (often with no response back, by the way), but we have no control over what other faculty say.
• Recognizing that just cutting budgets will leave us with something cheap, what investments are being made? Many of the problems you cite have been created by the withdrawal of public support for the university.
  o Spellings says, we got 5% more for the university (only 1% comes from enrollment increase) from the legislation—that’s the largest increase in 10 years. Our legislature has funded this system as good as or better than any in the country. At November BoG meeting, we’ll talk about financial aid, that the BoG has been reluctant to address.
  o Harry Smith adds BoG has done debt consolidation to save the system a lot of money, which helps the academic core. Using NC State as an example, tuition is about $8,000 a year whereas Wake Forest University is $70,000. And then, there’s NC Promise ($500 tuition) which reflects that education should be as “free as practical” in struggling areas. Everyone on the BoG understands that the UNC system is NC’s #1 asset.
Junius Gonzales, UNC Sr. VP for Academic Affairs (system parallel to the Provost)

- CHETI index looks at social mobility and ranks top colleges by mobility rate. #1 is Cal State University, LA; there are no NC universities, public or private in the top 10.
- One-time $1 million for faculty success will be distributed among the 17 campuses, which will not be a lot frankly, to be used per campus needs (ex: conference travel, professional development).
- Adaptive learning (using computers to collect data that assists with teaching) grant secured from Gates Foundation.
- A focus now is to eliminate barriers to student success. At ECU, they identified 116 institutional blocks to enrollment/re-enrollment (ex: a $50 fine prevents getting financial aid, if a student doesn’t fill out the right paperwork on time, they don’t graduate).
- Degree program requirements—why are some programs requiring 132 credit hours instead of 120? Gen Ed requirements vary across institutions. Most are around 35 (ECU) to 40, but at UNC-CH, it may be closer to 60. Why?

Jonathan Pruitt, Sr. VP for Finance and Budget on UNC Enrollment Funding

- A task force formed in May to study enrollment funding options and provide final recommendations by April, 2018. There are no faculty members on the task force. UNCG’s chief financial officer, Charlie Maimone, is one of 6 technical experts (all administrators) who will help.
- $49 million from state as enrollment funding, which is 1% of the UNC system revenues.
- UNC enrollment up 15% over past 10 years. NC residents account for 85% of enrollment (73% undergrads, 12% grads). Nonresident graduate students are the fastest growing population.
- Top five majors—business, health, education, engineering, and biology. Communication studies ranks 8th (of 20 ranked).
- More money from the state is provided for instruction to students in nursing & engineering (Category 4). Communication, psychology, history, etc. are in Category 1 (least money). Education, business, foreign language, etc. are in Category 2 (more money than for Category 1). Even more money is provided for public administration, visual and performing arts, computer sciences, etc. (Category 3). Bottom line—UNCG gets the most money from the state for instructional support for our nursing students.
- It used to be there was a lag between campus projections and actual enrollment (if you were low, you had to “pay back” money 1-2 years later—something that did happen to UNCG). Now, enrollment money goes into a reserve account with the state, so there is little lag time reconciling projected and actual numbers.
Phyllis Klein, Sr. Director of CAPTRUST, Independent Advisor on Retirement

- GREAT RESOURCE for every university employee, including retirees.
- They host **webinars** and announce via email. It’s a low-key approach to learning. You can schedule **on-line or in person appointments** via captrustadvice.com. Or by calling the advice desk (800 number) and those last about 30 minutes.
- NOTE: This organization is separate from TIAA-CREF and Fidelity. They recommend amounts you should invest in different categories (**Wow!**) based on your situation. They don’t sell anything.
- They visit every campus throughout the year, via Human Resources.

Drew Moretz, UNC VP for Government Relations

- Gun Bill didn’t pass (and campus carry wasn’t included) but it may get revived in some form in the future, so everyone’s watching this.
- This was the first year we had a really good budget passed, including $27 million for raises.
- The legislators are now looking at UNC system equal employment opportunity (diversity) officers, something the General Administration tried to avoid.
- It’s important to know and communicate with campus government liaisons. At UNCG, that’s Andrew Cagle (state and external affairs) and Nikki Bakker (federal and external affairs).

Four Faculty Assembly Committees for 2017-2018

1. **Student Success/Academics**—how do we encourage greater success for students. Denise (alternate for Anna Marshall Baker)
2. **Budget**—being aware of changes to the budget; being able to respond to the budgets. Anne Wallace
3. **Faculty**—issues that impact faculty workload; increasing faculty voice; educating BoG on faculty. Spoma Jovanovic
4. **Governance**—educate BoG and GA on governance; make sure shared governance is a priority for all. Andrea Hunter

UNC Branding, Spellings’ Staff

- Rebranding UNC System, led by Camille Barkley, 30-year veteran of marketing.
- Core message review with plenty of feedback from Faculty Assembly to include research, not just teaching, word choices, etc.
- Use UNC system and UNC system office to talk about the system and function (no more General Administration)
- Much concern voiced over both options for proposed logos.
Matthew Brody, Employee Relations/Human Resources

1. With system strategic plan, we’re surveying via Modern Think (which does Chronicle of Higher Education data) all employees, by institutions, over the next 5 years to consider retention, turnover, succession, etc. Will launch in January-February, 2018. Each institution can do some customization. Working through campus HRs now.

2. Anyone hired after 2021, new to state service, will not be eligible retirement medical benefits. For everyone employed now, current rules apply (and we will get retirement medical benefits).

3. Long term care and supplemental life Request For Proposal will be issued later in the fall.

4. Salary compensation survey report should be finalized by year-end (November or December). Will include benefits information, also (and we’re not so good there). NOTE: Gabriel Lugo reports that legislators are talking about how to reduce faculty wages so this department’s work is more important than ever.

Faculty Assembly Plenary Session

1. SACSCOC—SACS visited the Board of Governors and reminded them of their limited duties. She noted 6 items of concern, though we don’t know what those are at this point because they were noted only in a letter to Spellings. Also, if SACS receives a complaint about eliminating the litigation activity at UNC Civil Rights Center (and they will likely get a complaint), SACS will investigate.

2. Faculty Assembly by-laws changes made.

Faculty Committee of the Faculty Assembly

How can we educate legislators on what we do?

Videos on faculty?

Up our physical attendance at BoG meetings?

Informal gatherings across the state.

Specific ideas:

1. Day in the life of a faculty member—maybe featuring 4 faculty—BOG needs to understand what we do.

2. Get General Administration to make a video on the job of a faculty, as a form of education (not Faculty Assembly to do).

3. Doodle poll to get X number of people at each BoG meeting and provide details to Faculty Assembly.

4. Informal gathering of Faculty Assembly and BoG—3 or 4 across the state.
Resolution #FS10042017/1

“Resolution to Support North Carolina Congressional Legislative Action for Permanent Legal Status for Deferred Action for Childhood Arrival (DACA) Eligible Individuals and to Endorse UNC Faculty Assembly Statement of Support for DACA Recipients in the State of North Carolina”

Presented by: Anna Marshall-Baker, Spoma Jovanovic, Andrea Hunter, and Anne Wallace

WHEREAS, The U. S. Citizenship and Immigration Services (USCIS) reports that nearly 800,000 people have been beneficiaries of the DACA program since its inception in 20121; and

WHEREAS, Federal data indicate there are 27,385 DACA recipients in North Carolina, and that North Carolina has the 7th largest population of DACA recipients among the U.S. states2, and

WHEREAS, President Margaret Spellings and four other former U.S. Secretaries of Education (Arne Duncan, Richard Wiley, John King, and Roderick Paige) expressed concern in a bipartisan letter to Congressional leadership about the end of the DACA program and called for legislative action to provide a pathway to legalization for Dreamers3; and

WHEREAS, Chancellor Frank D. Gilliam has affirmed, that “At UNCG, we recognize the valuable contributions DACA students make to our University and to our region. We see this sentiment being shared across the UNC system and indeed across the national higher education landscape. DACA participants are essential to the fabric of our community,”4 and

WHEREAS, the University of North Carolina at Greensboro has affirmed its commitment to student, knowledge, and regional transformations; health and wellness, vibrant communities, and global connections, as well as affirms the values of equity, diversity, and inclusion for student access, opportunity, and success;

THEREFORE, BE IT RESOLVED that the Faculty Senate of the University of North Carolina at Greensboro supports North Carolina congressional action in support of the permanent legal status for DACA eligible individuals; and we endorse the UNC Faculty Assembly Resolution 2018-1 that states:

“The Faculty Assembly supports the Deferred Action for Childhood Arrivals (DACA) recipients and is troubled by the potential loss of their opportunity to continue as students in our universities. These young people embody the ideals illustrated in “Higher Expectations: The Strategic Plan for the University of North Carolina.” Their presence contributes to the Excellent and Diverse Institutions which makeup the UNC System. Their motivation, tenacity and courage are characteristics that foster Student Success and we encourage all students to possess. DACA facilitates Access to higher education and student diversity. Because of DACA, they can work and pay taxes that support our university system. Their contributions make an Economic Impact nationwide and specifically in North Carolina. They participate in all aspects of campus academic life and connect the universities of the system to various communities through Community Engagement. Our support for DACA recipients is directly aligned with the visionary approach to higher education embraced by the UNC System.

North Carolina and our nation are better off because of their presence. We demonstrate our humanity though our commitment to these DACA youth. The university is a beacon of hope for all who enter its walls and it is incumbent upon us, the faculty, to uphold the ideals that we hold true. Dreamers are an integral part of the fabric that makes our system the dynamic leader in higher education that it has been and continues to aspire to be. The Faculty Assembly implores our elected officials and all members of the North Carolina Congressional delegation to prioritize and move quickly to create a permanent legal status for DACA eligible youth.


Resolution 2018-1. On Supporting the North Carolina Congressional delegation to create a permanent legal status for Deferred Action for Childhood Arrival (DACA) eligible individuals

Whereas, UNC President Margaret Spellings has been public in her admiration and support for Dreamers and authored an editorial entitled, "Mr. President, don't break America's promise to 'dreamers;'' and

Whereas, The U. S. Citizenship and Immigration Services (USCIS) reports that nearly 800,000 people have been beneficiaries of the DACA program since its inception in 2012; and

Whereas, USCIS reports that of these 800,000 people, 49,712 have been beneficiaries of DACA with residence in North Carolina since the inception of the program in 2012;

Whereas, A 2017 National DACA Study conducted by T. K. Wong et al., with a sample size of 3,063 respondents in 46 states as well as the District of Columbia shows that at least 72 percent of the top 25 Fortune 500 companies employ DACA recipients; and

Whereas, The same 2017 National DACA Study shows that 97 percent of respondents are currently employed or enrolled in school; and

Whereas, The 2017 National DACA Study shows that by all measures, DACA recipients are having a positive impact in the economy, outpacing the general population in terms of business creation by 2% and by 5% among respondents 25 years or older; and

Whereas, Previous research has shown that DACA beneficiaries will contribute $460.3 billion to the U.S. gross domestic product over the next decade—economic growth that would be lost were DACA be eliminated;

Resolved, That the UNC Faculty Assembly adopt and make public the following statement:

The Faculty Assembly supports the Deferred Action for Childhood Arrivals (DACA) recipients and is troubled by the potential loss of their opportunity to continue as students in our universities. These young people embody the ideals illustrated in “Higher Expectations: The Strategic Plan for the University of North Carolina.” Their presence contributes to the Excellent and Diverse Institutions which makeup the UNC System. Their motivation, tenacity and courage are characteristics that foster Student Success and we encourage all students to possess. DACA facilitates Access to higher education and student diversity. Because of DACA, they can work...
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Respectfully submitted by

Gabriel Lugo, PhD
Chair of Faculty Assembly
UNCW Department of Mathematics and Statistics
601 South College Road
Wilmington, NC 28403
(910) 962 - 3246