New Faculty Orientation

Presented by

The ADVANCE Faculty Affairs and Diversity Office
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Good Morning,

It is our great pleasure to welcome you to the UNC Charlotte community. We are excited that you have chosen to join our faculty, and today’s orientation is focused on helping make your transition to our institution as smooth as possible. Each of you was offered a position with our university because of a unique skill set that set you apart from your peers. Your presence will add energy, expertise and fresh perspectives to our institution, all of which will allow us to succeed in our mission to offer internationally competitive programs of research and creative activity, exemplary undergraduate, graduate, and professional programs, and a focused set of community engagement initiatives. UNC Charlotte maintains a particular commitment to addressing the cultural, economic, educational, environmental, health, and social needs of the greater Charlotte region. Fulfilling this commitment will require a spirit of collaboration and innovation. In order for the institution to be successful, you must be successful.

Our job at the ADVANCE Faculty Affairs and Diversity Office (FADO) is to support you in your academic career. We have designed this orientation to introduce you to members of our campus community who share the mission to facilitate your professional and personal development. ADVANCE FADO also offers continuing professional development opportunities for new faculty during their first year at UNC Charlotte.

**New Faculty Learning Community**
This program uses a proactive approach to quickly and thoroughly integrate new faculty into the campus community. The goals of the program are to:

- Welcome new faculty members and underscore their importance within the University community.
- Establish a network for faculty who are new to UNC Charlotte, and orient new faculty to the University's culture.
- Introduce new faculty to resources designed to help them be successful in their academic careers.
- Develop a lasting cross-discipline, cross-college collegiality within the new faculty cohort to complement that established within the department.
- Provide a clear and unequivocal understanding of the University's expectations on scholarship, teaching and service.
- Establish the practice of regular participation in professional development programming.

**New Faculty Mentoring**
It is well documented that appropriate mentoring and support can significantly shorten the professional learning curve. The ADVANCE FADO New Faculty Mentoring Program provides robust support for faculty as they begin their professional journeys at UNC Charlotte. New Faculty are matched with a mentor outside of their home departments to forge connections across UNC Charlotte, and to allow new faculty to gain different perspectives. These university-wide efforts augment, but are not a replacement for, the mentoring provided within home colleges and departments.

You can find more information about these, and many other programs and resources, on our website: https://advance.uncc.edu/

We look forward to witnessing your achievements as you work towards fulfilling not only your personal goals, but also those of the institution. Maya Angelou once wrote, “I long, as does every human being, to be at home wherever I find myself.” We hope that UNC Charlotte will become your new home, and that you will take advantage of the new faculty programming the ADVANCE Faculty Affairs and Diversity Office offers to turn this hope into reality.

The ADVANCE FADO Team
New Faculty Orientation Program, August 13, 2019

7:30 a.m. Registration and Packet Pick up
8:00 a.m. Breakfast and Networking
8:30 a.m. Welcome remarks: Philip Dubois, Chancellor
8:40 a.m. Overview of UNC Charlotte
Joan Lorden, Provost and Vice Chancellor for Academic Affairs
9:10 a.m. Basic Legal Guidelines for Classroom Policies and Practices
Jesh Humphrey, Vice Chancellor for Institutional Integrity and General Counsel
10:15 a.m. BREAK
10:30 a.m. Campus SaVE and Title IX
Michelle Reinken, Title IX Coordinator
11:00 a.m. RESOURCE FAIR
11:45 a.m. Faculty Organization and Activities: Joel Avrin, Faculty President
12:00 p.m. LUNCHEON with Deans and Associate Deans
12:45 p.m. Workshop on Assistance in Addressing Student Needs: Bruce Long, Chair, Academic Integrity Board; Gena Smith, Director, Disability Services; Michelle Reinken, Title IX Coordinator; Mark Verburg, Associate Director, Athletic Academic Center; Larry Gourdine, Associate Dean and Director, Student Assistance and Support Services
1:30 p.m. Responding to Student Behavioral and Emotional Concerns
Christine Reed Davis, Associate Vice Chancellor for Student Affairs and Dean of Students; David Spano, Associate Vice Chancellor for Student Affairs and Director, Center for Counseling and Psychological Services
2:30 p.m. Classroom Safety: Jeffrey Baker, Chief of Police and Public Safety
2:50 p.m. Importance of ADVANCE Programming for New Faculty and Closing Remarks
Yvette Huet, Director, ADVANCE Faculty Affairs and Diversity Office
3:00 p.m. Programming Concludes
The UNC Charlotte ADVANCE Faculty Affairs and Diversity Office, which started life as the UNC Charlotte ADVANCE Office, was originally funded through a National Science Foundation Institutional Transformation Award in 2006. The overarching goal of the office was to increase the representation and advancement of women faculty, including women of color, in Science, Technology, Engineering and Math disciplines. To achieve this goal, the office developed and administered initiatives focused on building faculty diversity and promoting faculty success through research and programming on recruitment, re-apppointment, promotion and tenure practices; policy reform; mentoring; leadership, and career development. At the end of the funding period in 2013, the office was institutionalized, and it is now funded through the Office of Academic Affairs. The institutionalization of the office has allowed us to move forward with our mission to facilitate the recruitment and growth of UNC Charlotte’s diverse faculty as they move into their roles as faculty and as leaders. The office was renamed the UNC Charlotte ADVANCE Faculty Affairs and Diversity Office (FADO) to reflect its expanding role at the institution. Vision and Mission Statements were crafted for the new office.

Vision Statement
The UNC Charlotte ADVANCE FADO ensures an institutional environment that is equitable and supportive of faculty and their professional success.

Mission Statement
The UNC Charlotte ADVANCE FADO builds faculty diversity and promotes faculty success through research and programming on reappointment, promotion and tenure practices; policy reform; mentoring; leadership and career development.

UNC Charlotte FADO Programming Initiatives Include:

- **New Faculty Mentoring Initiative**
  New faculty members are matched with senior colleagues who are outside the new faculty members’ home units.

- **Mid-Career Mentoring Initiative**
  The goal is to re-engage associate professors, particularly female STEM faculty in proactive, intentional career planning in a supportive environment.

- **Mid-Career “Charting your Path” Workshops**
  Associate professors learn about strategies they can use to achieve career advancement, while administrators gain insights into ways they can facilitate mid-career faculty success.

- **New Faculty Orientation**
  An overview of the University is presented to new faculty, and people and programs to assist in teaching and research are introduced.

- **Please visit us at: advanceuncc.edu**
IMPORTANT INFORMATION NEW FACULTY NEED TO KNOW ABOUT, AND WHERE TO FIND IT

• As a new faculty member at this Institution, it is clear you are going to have questions related to your employment here.
• Many answers can be found in the Full-Time Faculty Handbook.
• This goal of this document is to help you navigate the Handbook to find the most important information efficiently, and also to highlight important procedures/policies

1. Full-Time Faculty Handbook

[https://facultyhandbooks.uncc.edu/full-time-faculty-handbook](https://facultyhandbooks.uncc.edu/full-time-faculty-handbook)

Information about:

• History and Governance
• Employment at UNC Charlotte
• Teaching at UNC Charlotte
• Academic Regulations and Procedures
• University Resources
• Student Resources

2. Job Responsibilities for Full-Time Faculty at UNC Charlotte

[https://facultyhandbooks.uncc.edu/full-time-faculty-handbook](https://facultyhandbooks.uncc.edu/full-time-faculty-handbook)

• Scroll Down to Employment at UNC Charlotte
• Getting Started
• Job Responsibilities

3. Apply for Internal Faculty Research Grant

[https://research.uncc.edu/departments/office-proposal-development-opd/locating-funding/internal-funding-programs](https://research.uncc.edu/departments/office-proposal-development-opd/locating-funding/internal-funding-programs): UNC Charlotte, through its Office of Research and Economic Development, sponsors an internal Faculty Research Grants (FRG) program designed to assist faculty in conducting well-defined, purposeful, new research or creative or scholarly activities. The program is divided into two categories: continuing faculty and newly appointed assistant professors. If you have questions about the FRG Program, please contact Lesley Brown at labrown@uncc.edu or 704-687-1880.
4. **Annual Review of Tenure-Track Faculty**

- It is critical that you receive an annual review from your chair in a timely manner (see below for policy). The annual review should give you information regarding your progress at it pertains to reappointment and tenure decisions.
- During the annual review, the chair should discuss your progress during the past year, give you feedback about where you have done well, and provide recommendations for improvement in areas where they feel insufficient progress has been made.
- You should use your annual review to revisit your IDP – it’s a living document! The goal is to use the information from your chair at the annual review to build upon current strengths and interests and align them with department needs and performance criteria by identifying areas for development, and providing a strategy to address them.

https://provost.uncc.edu/academic-budget-personnel/handbook/b-annual-review

a. For non-tenured, tenure-track faculty members, **an annual evaluation conference shall be held prior to May 1 of every year.** The chair shall discuss the faculty member’s strengths and weaknesses in the areas of teaching, scholarly activity, and service. Prior to the conference, the chair shall prepare and forward a "draft" evaluation to each faculty member. Tenured faculty members will receive a copy of the "draft" evaluation, but will not have a conference unless a conference is requested by either the faculty member or the department chair.

b. After the conference, the department chair shall then prepare a final written evaluation of said faculty member. The final written evaluation shall have a place for the faculty member’s signature which would indicate that the evaluation has been seen and discussed. The evaluation, and one copy will then be forwarded to the faculty member. For tenured faculty members who do not have a conference, the draft copy will become the final evaluation.

c. The faculty member shall sign the final evaluation acknowledging receipt. The faculty member may state in writing reason for any disagreement that s/he may have with the final evaluation.

d. The department chair shall place the annual written evaluation along with any faculty response in the faculty member’s personnel files and shall forward the evaluation and the faculty member’s response (if any) to the dean of his/her college.

e. Unusual circumstances, such as a faculty member on leave, shall be handled by the department.
5. **Reappointment of Tenure-Track Faculty**

At the end of your second year at UNC Charlotte, you must prepare a dossier for review by the departmental review committee (DRC), your chair, the college review committee (CRC) and the Dean. The Dean informs the Provost on their decision for reappointment.

For more information on the DRC and CRC Committees go to: [https://legal.uncc.edu/policies/up-102.13#s5](https://legal.uncc.edu/policies/up-102.13#s5)

- The contents of the reappointment dossier must persuade each committee, your chair and your Dean that, during your first two years at the Institution, you have demonstrated growth as a teacher, scholar, and university citizen that shows promise of satisfying criteria for promotion to associate professor with conferral of permanent tenure.
- Although it seems like the reappointment process is way in the future, be aware - time flies.
- It is very important that you are strategic about your research, teaching and service from the beginning of your appointment here.
- Examine the mission of your unit, college, university and frame your research, teaching and service within these missions.
- Create an Individual Development Plan (IDP):

  See Pages 11-12 of this booklet for an IDP
  Also available on the ADVANCE Website: [https://advance.uncc.edu/programming/programs/mentoring](https://advance.uncc.edu/programming/programs/mentoring)

- **Review for Reappointment, Promotion, and Conferral of Permanent Tenure:**

- **Procedures for Review for Reappointment, Promotion, and the Conferral of Permanent Tenure for Faculty Members in Professorial Ranks**
  [https://legal.uncc.edu/policies/up-102.13#s6](https://legal.uncc.edu/policies/up-102.13#s6)

**NOTE:** Each College has their own RPT requirements, so make sure to look at your particular College’s requirements to ensure you understand expectations around RPT for your College/Department.
6. Special Faculty Appointments

https://legal.uncc.edu/policies/up-102.13#s34

• If a Faculty appointment is not an appointment to the Professorial Ranks, it is a Special Faculty Appointment
• A Special Faculty Appointment carries a title appropriate to the responsibilities of the position, such as Visiting Professor, Adjunct Professor, Instructor, Assistant Professor (Library), Assistant Professor (Military), Lecturer, Assistant Research Professor (see University Policy 101.16, Research Appointments), or Artist-in-Residence
• All Special Faculty Appointments are for a specified term of service. The letter of appointment should specify the length of the term of service
• Special Faculty Appointments may be paid or unpaid. Unpaid faculty members may be appointed for a specific term or at will; their pay and appointment status should also be set out in the letter of appointment.

Review of Special Faculty Appointments

https://provost.uncc.edu/policies-procedures/academic-policies-and-procedures/special-faculty-appointments

• Faculty holding Special Faculty Appointments at any rank are subject to evaluation by the department chair
• Unless otherwise specified, the initial term of an appointment is negotiated between the department chair and the faculty member
• The contract may be extended at current rank on recommendation of the department chair based on annual written evaluation of the candidate’s performance as well as availability of funds and the department’s current needs and priorities
• Colleges will determine procedures for review and promotion of those holding Special Faculty Appointments
• Such procedures must include, but are not limited to, the content of dossier materials and process for departmental and college review
• The review should reflect the nature of the Special Faculty Appointment, and may be conducted by specially appointed review committees.

Adjunct Faculty

• Adjunct Faculty have their own website, which discusses amongst other things, policies and procedures, classroom guidance and campus resources available to help them be successful at UNC Charlotte
  https://adjunct.uncc.edu/
RESOURCES FOR NEW FACULTY

General Resources

- **The Faculty Handbook** ([https://provost.uncc.edu/handbooks](https://provost.uncc.edu/handbooks)) provides guidance regarding many administrative policies and procedures of the University of North Carolina at Charlotte. For the most complete and current policy and procedure documents, see the **Legal Affairs** webpages ([http://legal.uncc.edu/](http://legal.uncc.edu/))

- The **UNC Charlotte ADVANCE Faculty Affairs and Diversity Office** website ([http://advance.uncc.edu](http://advance.uncc.edu)) is a rich repository of useful resources for New Faculty. To find resources focused on New Faculty go to: ([https://advance.uncc.edu/programming/programs/resources-new-faculty](https://advance.uncc.edu/programming/programs/resources-new-faculty))

- **The New Faculty Mentoring Initiative** ([advance.uncc.edu/programming/mentoring](https://advance.uncc.edu/programming/mentoring)), which is implemented by the ADVANCE Office, is a program that matches junior faculty members with senior colleagues who are outside the junior faculty members' home units. Faculty who are interested in requesting a mentor may complete and submit the online ([https://advance.uncc.edu/programming/programs/mentoring/new-faculty-mentoring-request-form](https://advance.uncc.edu/programming/programs/mentoring/new-faculty-mentoring-request-form)) through September 1, 2018.

- **Dean of Students Office** ([https://dso.uncc.edu/](https://dso.uncc.edu/)) works closely with faculty, staff, and student leaders to enhance the quality of the university experience for students

- **The Center for Counseling and Psychological Services (CAPS)** ([http://caps.uncc.edu/about-us](http://caps.uncc.edu/about-us)) supports the holistic well-being and academic success of students and contributes to a healthy and inclusive campus climate by providing short-term individual and group counseling, crisis management, consultation, referral services, and educational and preventive initiatives for the campus community.

- **Lactation Rooms at UNC Charlotte** ([https://hr.uncc.edu/employee-relations/lactation-room](https://hr.uncc.edu/employee-relations/lactation-room))

- **Trans at UNC Charlotte** ([http://trans.uncc.edu](http://trans.uncc.edu)) This initiative is a campus-wide partnership operated out of the Office of Identity, Equity, and Engagement. The purpose of the website is to provide basic information, policies, and support resources for trans* students on our campus.

- **J. Murrey Atkins Library** ([library.uncc.edu](http://library.uncc.edu))
  
  **Teaching Support**  
  Every class has a Librarian: Subject Librarians available to teach research skills, citation styles etc.  
  One–on–one assistance from Subject Librarians available via chat, email or in–person visits  

  **Research Support**  
  Help with obtaining scholarly resources (purchase or via inter–library loan)  
  Digital Scholarship Lab: education/consultation on the creation/use of digital scholarship, including advice on copyright issues and authors’ rights.
The Graduate School (http://graduateschool.uncc.edu)
To be engaged in graduate education, faculty must be members of the Graduate Faculty. The main responsibilities of the members of the Graduate Faculty are to teach graduate students effectively, to do scholarly research and creative work of high quality, and to direct the research of graduate students. The Graduate School has developed a website as a centralized resource center for faculty and staff (https://graduateschool.uncc.edu/faculty-and-staff-resources)

The Office of International Programs (http://oip.uncc.edu/) seeks to make international understanding and global awareness a fundamental part of the curriculum and an integral part of campus programming. Opportunities for faculty include faculty exchanges, international travel grants, faculty--led study abroad programs, opportunities to serve as guest lecturers, and opportunities to add international components to the courses you teach.

Information and Technology Services (http://itservices.uncc.edu/) supports the university's goals in promoting the use of IT systems, providing access to information and online services, offering IT support, and evaluating and recommending new technologies.

Getting started with IT if you are new to UNC Charlotte: https://itservices.uncc.edu/get-started/faculty

IT Service Desk: 704-687-5500
IT Service Desk Self – Service Portal
https://itservices.uncc.edu/help

Teaching Resources

The Center for Teaching and Learning (https://teaching.uncc.edu/) enhances the University’s mission of teaching and learning excellence, provides enterprise level instructional technologies, and champions the advancement of scholarly teaching.

Office of Disability Services (http://ds.uncc.edu/) mission is to ensure access to academic programs and campus facilities of UNC Charlotte for all individuals.

Research Resources

Research and Economic Development (http://research.uncc.edu/) at UNC Charlotte strives to advance the quality, diversity and growth of research at UNC Charlotte. They place a special value on the translation of research results that impact our social, cultural, and economic communities.

The Office of Research Services & Outreach (RSO) (https://research.uncc.edu/departments/office-research-services-outreach-orso) is the central administrative office for managing proposal submissions and outreach.

Charlotte Research Institute (https://cri.uncc.edu/) is the portal for business---university partnerships at UNC Charlotte. Regionally, CRI works with the community and the campus to accelerate technology commercialization, and champions the growth of entrepreneurial ventures. Globally, CRI develops intellectual capital through collaborations with industry, government and academia.
Legal and Ethical Matters

- **The Office of Legal Affairs** ([http://legal.uncc.edu/](http://legal.uncc.edu/)) provides comprehensive legal advice and assistance to UNC Charlotte. It provides services on legal matters involving or affecting the institution to the Board of Trustees, the Chancellor, the other senior administrators of the University, and through them, to the University’s faculty and staff.

- **The UNC Charlotte Faculty Ombuds Office** ([http://ombuds.uncc.edu/](http://ombuds.uncc.edu/)) provides an alternative resource for the management, prevention and resolution of conflicts arising among the faculty and administration of the University. The Office provides a safe, informal environment where faculty and administrators may speak in confidence about issues of concern they encounter in the workplace.

- **The Center for Professional and Applied Ethics** ([http://ethics.uncc.edu/](http://ethics.uncc.edu/)) collaborates with a diverse range of on--- and off---campus constituencies. Together they shape an intellectual, interdisciplinary, moral space in which people can critically assess, thoughtfully discuss, and strategically address the ethical challenges that confront them.
UNC Charlotte ADVANCE FADO
New Faculty Individual Development Plan (IDP)

STEP 1: Articulate your Career Goals
- What are your long-term career plans?
- What are your shorter-term goals that will ultimately take you there?
- How are these goals aligned with your department/unit needs and expectations?

STEP 2: Establish a mentoring relationship with faculty from both inside and outside your home department
- Go to https://advance.uncc.edu/programming/mentoring to sign up for the ADVANCE Faculty Mentoring Program
- Attend the New Faculty Transitions Initiative offered through ADVANCE
  https://advance.uncc.edu/programming/new-faculty-transitions

STEP 3: Seek understanding on the RPT Criteria in your Department/Unit and College
- Examine both departmental and college criteria and seek clarity as needed
- Discuss criteria and guidelines for RPT with chair, dean and mentor(s)
- Ask to see samples of previous (and recent) successfully promoted candidates in your area

STEP 4: Conduct a Self-Assessment
  Consider the trajectory of your career thus far
  - How has it changed from your original career plan/direction?
  - Have these departures been intentional? Have they been aligned with your changing interests and opportunities?
  - Has your career trajectory been impacted by work/life balance issues?
  - Does anything need to be adjusted so that it aligns with your goals in Step 1?
  
  Assess your Strengths and areas that need further Development
  - What are your strengths?
  - What specific areas need further development?
  - Identify resources that can be utilized to develop these areas (e.g. CTL)
  - Ask peers and mentors for their input

STEP 5: Write a Career Plan
- Plan should map out the general path you want your career to take, and match skills, strengths and performance expectations to your career choices and work activities.
- Planning document to be viewed as a dynamic document that will be examined and updated on a regular basis
• Goal is to build upon current strengths and interests and align them with department needs and performance criteria by identifying areas for development and providing a strategy to address them
• Plan should incorporate results of Steps 1 – 4 above and should include:
  ❖ A list of your skills and strengths that you can build on
  ❖ A list of specific areas that require further development
  ❖ Specific short and long-term career goals and relevant time frames (what you want to achieve and by when)
  ❖ A list of approaches/resources/strategies/training you will need to implement your career plan

STEP 6: Discuss Plan with Mentor(s) and Chair
• Seek input on how realistic the plan and time frame is?
• Do they have ideas for obtaining appropriate resources to implement plan?
• Do they have ideas related to how to implement the plan?
• Do they think the plan is aligned with department/unit needs?
• Do they think the plan is aligned with the performance criteria?

STEP 7: Implement the Plan
• Put your plan into action
• Revise and modify the plan as necessary
• Review the plan with your mentor(s) and chair on a regular basis
SCENARIOS: WORKSHOP ON ASSISTANCE IN ADDRESSING STUDENT

Scenario A

You are grading end of term student reports. One paper raises concerns as you read it. There appear to be inconsistencies in the writing style.

The written material ranges from short sentence structures to highly evolved, compound sentences. You submitted the paper to “Turnitin” and found that the student had copied large portions of his submitted work, in most cases verbatim, from several papers available on the Internet.

Although the student’s paper was heavily cited, the citations did not refer to the papers from which the material was taken. What should you do?

Resources:

The Code of Student Academic Integrity: legal.uncc.edu/policies/up-407

Scenario B

Students and Faculty use our online system, the DS Portal, to manage accommodation letters and schedule tests in the DS Test Center.

Norma, a student in your class, sends you her Accommodation Letter through the DS Portal. You receive an email with the subject line, *DS Portal: Accommodation Letter for (YOUR COURSE) – Fall 2019*, which includes a link to the DS Faculty Portal so that you can log in to access the letter. Once logged in, you see the letter indicates that Norma qualifies for the following accommodations:

1. Class notes
2. Testing accommodations:
   a. extended time (50% additional time)
   b. testing in DS is optional
3. Accessible desk needed
4. Captions
5. Attendance accommodation

- Log in to the DS Faculty Portal using your NinerNet username and password to review and acknowledge Norma’s accommodations
- Soon, you receive an email with the subject line, *DS Portal: Note Taker Needed for (YOUR COURSE) – Fall Semester 2019*. What is your role?
- You begin receiving DS Portal emails indicating Norma has scheduled a test in the DS Test Center indicating, “Action Required.” What do you do?
- You plan to show several videos in class. *What is your responsibility regarding captioning?*
- You have an attendance expectation and a primarily lecture-based course. It’s now the 3rd week of class and Norma has been out several days already. *How do you handle the attendance accommodation?*
- Before your first exam, you receive a DS Portal email indicating Norma has scheduled a test in the Test Center indicating, “Action Required.” *What do you need to do?*
- Norma asks for an extension on an assignment which is detailed on your syllabus. *How do you address her request?*

**RESOURCES:**
Faculty Portal FAQs: [https://spaces.uncc.edu/display/FAQ/Faculty+Portal](https://spaces.uncc.edu/display/FAQ/Faculty+Portal)
Sample syllabus statement: [https://ds.uncc.edu/facultystaffLhandbook/facultyLresponsibilities](https://ds.uncc.edu/facultystaffLhandbook/facultyLresponsibilities)
Additional information for your syllabus: [legal.uncc.edu/legal-topics/standard-syllabus-policies](https://legal.uncc.edu/legal-topics/standard-syllabus-policies)
Scenario C

Semester after semester you have been impressed with the quality of student-athletes that have been in your classes. Many of the student-athletes introduce themselves to you, sit in the front of your classroom, pay close attention to your lectures, and participate in class discussions including John who is a star track athlete. John has received both NCAA and C-USA honors for his outstanding performances in both long-distance and hurdles. Just before final exams, John approaches you to discuss a dilemma. He has not been doing well in his courses this semester and is concerned that he will fall below the necessary requirements that will keep him NCAA-eligible to run track. At this point in your course, he has an F (51 point average). The only remaining work is the final exam and he fears he will not do well enough to maintain eligibility, given the challenges he is facing in his other courses. At the start of the semester you announced that it is not your practice to give extra credit assignments. John pleads with you to give him an extra credit assignment. What do you do? What do you say to John?

Two days after grades were posted for your course, John approaches you to say that he did not do well enough to remain NCAA-eligible. He did well enough in your course to pass with a D but that was not good enough to keep him eligible. John, with whom you have had a good relationship, pleads for you to raise his grade to a C, as that will allow him to remain a student-athlete. What do you do now?

Resources:

Athletic Academic Center: 704-687-1028; 140 ATAC Building; 103 Rose Center.

Policy on Withdrawal from Courses at UNC Charlotte: https://provost.uncc.edu/withdrawals
Scenario D

A freshman student named Emma stopped by Professor Amy Smith’s office. Emma looked upset and asked if she could close the door. Professor Smith agreed. Once the door was closed, Emma began to tell Professor Smith that she had been sexually assaulted that semester. She had been drinking heavily at a party off-campus where a lot of other freshmen, and probably some others, were also present. A guy started talking to her, and she was flattered. They kissed for a little while and then went back to his off-campus apartment. She was really drunk and didn’t want to go beyond kissing, but when he started taking her clothes off, she just froze. She couldn’t seem to move or say anything. He ended up having sex with her. After Professor Smith’s recent lecture on sexual violence, Emma realized that her being drunk didn’t make her less of a victim and that freezing is a common response when someone feels threatened. Emma said she was really glad that she could talk with Professor Smith, and she thanked Professor Smith for listening. She said she knew that Professor Smith would not break her confidence, and Professor Smith agreed not to tell anyone about Emma’s situation.

Q1. What, if any, obligation does Professor Smith have to report Emma’s story? If she has to report it, can she at least hold back Emma’s name?

Q2. What information or resources could Professor Smith have provided to Emma in addition to lending a sympathetic ear?

Q3. What could Professor Smith have done to ensure that Emma would not feel betrayed if others learned of her situation?

Resources:

Title IX at UNC Charlotte: titleix.uncc.edu (including the Interpersonal Violence Resource Guide)

Confidential Resources: http://caps.uncc.edu

Suggested Title IX Syllabus Policy: https://legal.uncc.edu/legal-topics/classroom-policies-and-practices/suggested-syllabus-policies-notices
Scenario E

Kevin, who is in your class, comes to class late at least twice a week. Kevin is a quiet student and does not participate a lot in open class discussions.

Kevin recently found out that his father was diagnosed with stage 4 cancer and is the primary care-taker for his father. Due to the overwhelming stressful situation caring for his father, working a full time job and trying to stay on top of his academics, Kevin has spiraled into a deep depressive state.

Kevin arrives again, 15 minutes late, to class and is prohibited from taken his scheduled exam. Instructor Smith tells Kevin that since he has been repeatedly late, to leave class. Kevin refuses to leave class and engages in an open shouting match with Instructor Smith telling him he does not understand what he is going through and that he needs to take his exam. Instructor Smith again, refuses to allow Kevin to sit for his exam. Kevin than yells, “you are going to regret this” and leaves the class. Kevin sends an email the next day to apologize and request a meeting with Instructor Smith to discuss the incident and to discuss his options for possibly withdrawing from his classes.

What would you do in this situation?

Resources:
Office of Student Assistance and Support Services: sass.uncc.edu
Concern for an Individual Incident Report: Incidentreport.uncc.edu
Counseling Center: 704 687- 0331
Campus Police: 704 687 - 2200
UNC Charlotte Faculty and Staff Caucuses

- **Caucus of Hispanic/Latino Faculty and Staff:** [https://lfsc.uncc.edu/](https://lfsc.uncc.edu/)

  **Objectives**

  The objectives of the Caucus are to facilitate and influence UNC Charlotte policies that affect the educational and professional development of its members, to promote community involvement and awareness, and to provide guidance regarding its activities and goals.

- **The African and African-American Faculty/Staff Caucus:** [https://aafsc.uncc.edu/](https://aafsc.uncc.edu/)

  **Purpose**

  The purpose of the Caucus of Faculty/ Administrators/ Staff of African Descent, hereby referred to as the ‘Caucus’ shall be to facilitate, influence and provide guidance for educational, administrative and personnel policies that affect the welfare of the African- American & African community of UNCC.

- **LGBTQ+ Staff and Faculty Caucus:** [https://qtsfc.uncc.edu/](https://qtsfc.uncc.edu/)

  **Purpose**

  The purpose of the LGBTQ+ Staff and Faculty Caucus shall be to facilitate, influence, and provide guidance for educational, administrative, and personnel policies that affect the welfare of LGBTQ+ communities of UNCC.
**LAST DATE OF ATTENDANCE**

The last date of attendance/participation must be recorded by faculty for students with failing or unsatisfactory grades. This applies to undergraduate and graduate courses.

**Requirement for F & U grades:**

- **Beginning in Spring 2020,** all faculty will be required to enter the last date of attendance/participation for all students with failing (F) or unsatisfactory (U) grades.
- **The last date of attendance is required** to comply with federal student financial aid reporting requirements. This is because a student cannot receive financial aid for a course he or she did not attend.
- **Students who received an F or U** may have to pay back their financial aid funds depending on their last date of attendance.

**When you need to report Last Date of Attendance:**

- **When you record a grade of F or U** for a student, you must also enter the last date of attendance/participation in Banner.
- **Entering the last date of attendance is required** before your grade submission can be saved.

**Participation examples that count as Attendance:**

- **The date should be the last date on record** that the student attended or participated in your class.
- **Options include:**
  - physically attending/participating in a class activity
  - electronic attendance (ex: Poll Everywhere, attendance module in Canvas, Connect class attendance feature)
  - participating in an online discussion about academic matters
  - attending a study group assigned by the instructor
  - submitting an assignment/project/test/tutorial/quiz
  - initiating contact with instructor to ask a question about the course or course content
- **Note:** If your class is an online or distance education course, the student simply logging into an online course or viewing a page does **NOT** count.

**MORE INFORMATION:** [https://registrar.uncc.edu/gradingholds/last-date-attendance](https://registrar.uncc.edu/gradingholds/last-date-attendance)
**Now What?**

Thank you for attending the 2019 Provost’s New Faculty Orientation.

We hope you learned about our institution, some of our policies, and most importantly about where you need to go for help if you have an issue that you are unsure how to handle.

Please sign up for our **continuing professional development programing for new faculty** on our NEXT STEP webpage:

https://tinyurl.com/yye52kuh

You will be able to:

1. SIGN UP FOR A MENTOR

2. REGISTER FOR THE NEW FACULTY LEARNING COMMUNITY PROGRAM

3. ACCESS ALL POWERPOINT PRESENTATIONS FROM THE ORIENTATION

Please also visit our ADVANCE Faculty Affairs and Diversity Website to access numerous other programs and resources that we have developed to help you be successful at UNC Charlotte

https://advance.uncc.edu/
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