

**NOMINEE INFORMATION CHECK LIST - ELECTION TO THE UNDERGRADUATE COMMITTEE OF
THE FACULTY SENATE**

If you wish to accept your nomination to stand for election to the Undergraduate Committee of the Faculty Senate please supply the following information and return the completed form by email to the Faculty Senate office at f senate@central.uh.edu by **12:00 p.m. Friday, November 21, 2014.**

CANDIDATE NAME: Lindita Camaj
COLLEGE: CLASS
DEPARTMENT: Communication
EMAIL: lcamaj@uh.edu

Undergraduate classes taught in the last three (3) calendar years: _____
COMM 4310: Opinion Writing; COMM4314: Social Issues in Journalism; COMM 1301: Media and Society

Undergraduate academic programs in which you are actively involved: _____
I have served in the Undergraduate Committee at the Valenti School of Communication for the last two years.
During this past summer I served on the Texas Higher Education Coordinating Board's Academic Course Guide Manual (ACGM) as a journalism education expert.

Please insert any additional information you believe pertinent.

I am a strong believer in the power of education to alleviate poverty and facilitate upward mobility. This is one of the reasons why I choose to work and contribute at the University of Houston, an educational institution that caters to first generation college graduates from a wide range of communities within the United States and the world. I am a product of such an institutions myself. Being the first generation of college graduates in my family gives me an insider's perspective on the challenges that our highly diverse body of students face, but also opportunities this education provides them. Thus, I am committed to serve in any capacity that helps our students succeed!

I measure success in terms of high graduation rates within a four-year period. Therefore, I have been a strong advocate within our undergraduate committee at the Valenti school to join the UHin4 effort.

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In line with this goal, I am currently engaged in the effort to restructure concentration curriculums in our school to provide for a clear plan for gradation on time and make sure we offer our courses in a consequence that makes this a manageable goal for our students. Moreover, during this past summer I served on the Texas Higher Education Coordinating Board's Academic Course Guide Manual (ACGM) as a journalism education expert. This taskforce revised course descriptions and developed student-learning outcomes for pre-approved lower division academic courses offered by community and technical colleges in Texas. This project aims to better prepare students to transition to four-year university institutions and facilitate the transfer of course work to Texas public universities.

I am aware of the multitude of factors that affect graduation rates that sometimes go beyond efforts within the academic institution. For this reason, I strive to provide to my students encouragement and motivation. I try to serve in a role model capacity – telling them my story of a girl who grew up in an unprivileged community of a war-torn country in South-Eastern Europe and managed to get a PhD in one of the best universities of United States. Moreover, I strive to offer a powerful experience in my classrooms by encouraging my students to produce academic outputs that go beyond the course assignment grade. Such outputs — be it a front page story or a blog that gets them that shot at a first job, or an academic paper presented at the Undergraduate Research Day at UH that motivates them to pursue graduate studies – provide them with pride and confidence that yes, they too can move up.

I hope to have the chance to further contribute to the qualitative development of undergraduate programs at the UH by serving in the Undergraduate Committee of the Faculty Senate.

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Please insert a portrait picture of yourself if you so wish.



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