

University of North Carolina at Asheville
FACULTY SENATE MEETING
Minutes, April 10, 2008

Senate

Members: C. Bell, G. Boudreaux, K. Cole, L. Dohse, P. Downes, J. Hartsfield, A. Lanou, J. McClain, C. McKenzie, D. Pierce, B. Sabo, B. Wilson, J. Wood; S. Schuman.

Excused: M. Harvey, B. Haas, H. Holt, K. Krumpe, M. Moseley.

Visitors: P. Catterfeld, G. Ettari, A. Hantz, M. Honeycutt, B. Larson, G. Nallan, A. Shope, B. Spellman.

I. Call to Order and Announcements

Dr. Downes called the meeting to order at 3:23 pm and welcomed Senators and guests. The order of business was modified.

II. Approval of Minutes

The minutes of March 13, 2008 were approved as written.

III. Faculty Welfare and Development Committee Report

Dr. Greg Boudreaux reported for the Faculty Welfare and Development Committee.

Second Reading

The following document was considered for Second Reading:

FWDC 4: Changes to Graduate Council (Revision to SD0292F; Faculty Handbook 10.3.9)

Dr. Spellman said the changes will slim the membership and reduce the duties of the Graduate Council. In previous years, some faculty elected to the Graduate Council had no prior experience teaching in the MLA Program and required time to fully engage the issues. The MLA Program wants to establish a closer partnership with the Humanities Program, thus it is important to keep the Humanities Director on the council. The MLA Associate Director is a new position. He/she will teach one course each year in the program and advise students.

The responsibilities of the Graduate Council will no longer include approval of capstone project proposals and final products. This responsibility will shift to the MLA Director, the instructor of MLA 680, and the project advisor. The MLA Director will now submit an annual report to the Graduate Council that will cover enrollment trends, capstone projects completed, new classes offered, faculty participation, and use of the Program's state and non-state budgets.

The Graduate Council will include three faculty members with MLA teaching experience, one from each of the program areas; serving three years, with one faculty member rotating off each year. The faculty members will be elected by the Senate and one will serve as Chair of the Graduate Council. FWDC 4 passed without opposition and became Senate Document 3908S.

Benefits/Optional Retirement Plan (ORP) Report

Gary Ettari reported that UNCA's contribution to the optional retirement plan is 6.84 percent, below some COPLAC institutions, some of which have unions that impact the percentage. Fort Lewis College contributions are between 11.4 and 12.05 percent (depending upon the plan), and New College of Florida contributes 10.42 percent. The state legislature determines the ORP percentage for all state employees although some larger schools may supplement the benefit.

He discussed the optional retirement plan, insurance and domestic partner benefits with Buffy Bagwell. The challenge for UNCA is we are relatively small and can not obtain competitive bids for employee-paid products. There is a movement to try to compensate for this by joining forces with several other small schools in the UNC system schools to create more affordable options.

Election Results

Dr. John McClain announced that faculty elections have ended. Dr. McClain, Sandra Gravely, Greg Boudreaux, Adam Reagan (ITS), and Ken Wilson (Institutional Research) were thanked for their willingness to undertake this important work.

Committee of Tenured Faculty 2008-10:

Humanities: Sarah Judson
Natural Sciences: Bert Holmes
Social Sciences: Leah Mathews

Faculty Senate

2008-2011: Jeff Konz, Bruce Larson, Linda Nelms, Ellen Pearson, Lorena Russell, Sally Wasileski

2008-09 Alternates: Gary Ettari, Kathy Garbe, George Heard

Post-Tenure Review Committee:

2008-10: Bill Miller, Alice Weldon

Hearings Committee 2008-10:

Humanities: Rick Chess

Natural Sciences: Forest Davenport

Social Sciences: Pamela Nickless

Grievance Committee 2008-10

Assistant Professor: Greg Boudreaux

Associate Professor: Elizabeth Snyder

Professor: Tracy Brown

Academic Appeals Board

2008-10: Mary Lynn Manns, Lorena Russell

2008-09 Alternate: Gary Ettari

New Slate for Alternate Faculty Conciliator

The Senate approved a new slate of nominees for Alternate Faculty Conciliator. The Student Government Association will select the Alternate Faculty Conciliator from the following list of nominees:

Pam Laughon, Gary Nallan, Afaf Omer, Mark Sidelnick

First Reading

The following documents were distributed for First Reading:

FWDC 5: Proposal to establish a Research Misconduct Policy (Faculty Handbook Section 4.3.6)

FWDC 6: Proposal to revise the University Service Council

(Replaces SD5204S and SD5304S; Faculty Handbook 10.3.7 and 10.4.1.2)

FWDC 7: Proposal to Establish a Mentoring Program for New Faculty and

Establish the service positions of two Faculty Mentoring Program Coordinators

(Faculty Handbook Sections 4.1 and 10.5)

FWDC 8: Proposal to rename the Feldman Committee, Revise Membership and Duties

(Revision of SD2990S and SD0988F; Faculty Handbook Section 10.3.4)

FWDC 9: Proposal to revise the Duties of the University Research Council

(Revision of SD3006S; Faculty Handbook Section 10.3.5)

FWDC 10: Proposal to Revise the Professional Development Leave Policy

(Revision of SD4506S; Faculty Handbook 4.1.4)

IV. Academic Policies Committee Report

Dr. Bill Sabo reported for the Academic Policies Committee.

First Reading: [Approved without opposition by APC]

The following documents were distributed for First Reading:

APC 44: Addition of laboratory component to descriptions of Biology courses

APC 45: Delete MCOM 101, 102, 325, 364 and 494

APC 46: Change credit hours for MCOM 301 and 311; Change credit hours and descriptions for VMP 303 and 305; Change description for VMP 307

APC 47: Add three new courses in Environmental Studies: ENVR 315, ENVR 324, and ENVR 365

APC 48: Add Minor in Neuroscience

APC 50: Adding Prerequisite to Philosophy 255

APC 51: Addition of HWP 257, Internship – Exploring Career Choices

APC 52: Change the title and description for MCOM 421; Add a prerequisite to MCOM 499;

Change prerequisites for VMP 437 and 439; Change description & prerequisite for VMP 493

APC 53: Reinstate MCOM 343 and 345; Add new courses, MCOM 369 and VMP 359

APC 54: Change requirements for Mass Communication majors; Add concentrations in MCOM

APC 55: Changes to MMAS major requirements as necessitated by MCOM curriculum change

APC 56: Change prerequisites/corequisites for MUSC 364 and 365

- APC 57: Move catalog placement and change descriptions of MUSC 191-192; 291-292; 391-392; 491-492; Change descriptions of MUSC 493-494
- APC 58: Change course descriptions for MUSC 385, 387, 484, 485, 486, 487
- APC 59: Add new course, INTS 354, The Nuclear Dilemma
- APC 60: Change description of ANTH / SOC 225; Change description of SOC 335; Change description of ANTH / SOC 336; Change description of ANTH / SOC 455; Change description of ANTH / SOC 465
- APC 61: Change requirements for General Sociology
- APC 62: Change requirements for Concentration in Anthropology
- APC 63: Change requirements for Sociology with Teacher Licensure
- APC 64: Delete EDUC 355 and replace it with EDUC 386; Remove EDUC 318, 321 and 351 as required courses for B-K Teacher Licensure Program
- APC 65: Change descriptions for EDUC 317 and 344
- APC 66: Remove EDUC 318 and 345 from requirements for K-6 Licensure
- APC 67: Change in List of Elective Courses for AFST Minor
- Approved by APC as Minor**
- APC 49: Change course description for WMST 400

Second Reading: [Approved without opposition by APC]

The following documents were considered for Second Reading:

APC 31: Remove MGMT 321, 421, and 425

APC 31 passed without opposition and became Senate Document 4008S.

APC 32: Remove MGMT 421 as an elective option for Health and Wellness Promotion majors

APC 32 passed without opposition and became Senate Document 4108S.

APC 33: Delete ACCT 303; Change course descriptions and credit hours for ACCT 301, 302, and 317;

APC 33 passed without opposition and became Senate Document 4208S.

APC 34: Change Management Concentrations

APC 34 passed without opposition and became Senate Document 4308S.

APC 35: Remove MGMT 220 as a requirement for ACCT, MGMT and IEM Majors;
Change Computer Competency requirement

APC 35 passed without opposition and became Senate Document 4408S.

APC 36: Change requirements for declaring major in Management

APC 36 passed without opposition and became Senate Document 4508S.

APC 37: Change prerequisites for MGMT 352, 386, 398, 453, 464, 480, ACCT 417 and 418

APC 37 passed without opposition and became Senate Document 4608S.

APC 38: Remove MGMT 220 as prerequisite for courses

APC 38 passed without opposition and became Senate Document 4708S.

APC 39: Change Course Description for ACCT 416; Change Title of MGMT 386

APC 39 passed without opposition and became Senate Document 4808S.

APC 40: Change Requirements for Declaring a Major in Sociology

APC 40 passed without opposition and became Senate Document 4908S.

APC 41: Delete SOC 310 from curriculum; Add new course, SOC 337

APC 41 passed without opposition and became Senate Document 5008S.

[Passed APC by 3-1 vote]

APC 42: Changing Selected POLS courses from 3 to 4-credit hours.

APC 43: Change titles and descriptions of POLS 329, 359, and 385.

Dr. Sabo explained that APC 42 and APC 43 received substantial discussion at APC. Two members of APC felt strongly that these documents should be more widely discussed with the campus because they represent

a substantial number of courses being moved from three to four credit hours. The documents come to the Senate moved and seconded with the wish for more open discussion.

Dr. Sabo said that a little more than half of the classes will become four hour classes. The introduction classes remain three credit hours for now. The requirement will remain 36 credit hours in the major. Highlights of the discussion follow:

- Dr. Schuman supported the proposals. Most private liberal arts colleges have had the four-hour course module as the norm for a long time. UNCA should seriously explore largely moving from three credit hour courses to four hour courses. The other side of that equation is moving from a four course faculty teaching expectation to a three course faculty teaching expectation. Faculty could teach 24 credit hours by teaching six courses a year which also is the model at most good liberal arts colleges. Faculty would probably get four hours of release time, but it would probably be less universal. This might be an important positive step in terms of adjusting faculty work load at UNCA. According to Dr. Sabo, the precedent has been set. The humanities courses are four-hours, as are basic math classes. Faculty who would be co-chairs next year have agreed to a 3/2 course load. The Political Science department is small and does not have multiple sections of most classes; they always teach four different preparations.
- Dr. Wood has advocated this model for years, but was concerned about squeezing students when departments use different models. He supports the proposals but wants the Senate to study the results to see if students are disinclined to take a course if some departments use the three-hour course model and others use the four-hour course model.
- Dr. Dohse and Dr. Hantz supported the proposals. The departments of Education, Mathematics, and Mass Communication all use a four-hour model. This is not unique and there will not be a floodgate of departments moving to four-hour classes; it takes time to put this together and it is not easy to do. Dr. Hantz did not foresee a problem with ILS requirements. If a course becomes a four-hour course in the cluster they will receive full credit. When studying this we need to look not only at credit hours per courses, but also look at teaching load, credit hours generated and reassigned time.
- Dr. Pierce expressed concern that students in the social sciences who change majors may be more adversely affected than students in the natural sciences where four and five-hour classes are common. He also questioned the impact this would have on transfer students.
- Dr. Sabo said the introduction level classes (the prerequisites for other courses) remain three-hour courses. The four-hour classes are upper-level classes. The data show that once students declare a major in Political Science the retention rate is high. There may be a problem for International Studies students who frequently take upper-level classes. He was worried less about it being a burden than in our being honest with potential transfers about what will be required of them. The decision-making mechanism that we have always used is the market: Which courses do students take? Which departments are heavily enrolled? Can departments justify enrollments?
- Alicia Shope did not foresee any problems as long as departments maintained the 36 credit hour limit. The only difference with students changing majors is that the cluster requirements may change because they may have to choose something that is no longer in their previous major. It will be a wash in terms of hour requirements, and we have students who change majors constantly.

APC 42 passed on a voice vote and became Senate Document 5108S. APC 43 passed on a voice vote and became Senate Document 5208S.

V. Institutional Development Committee/University Planning Council Reports

Dr. John Wood reported for the Institutional Development Committee and University Planning Council.

Update on UPC and Implementing the Strategic Plan

Dr. Wood said the spirit of the strategic plan implementation grew out of a retreat where the consensus was that leadership at UNCA should come out of an empowerment model rather than a top-down model. People on campus who are already familiar with sectors of the strategic plan will develop the actions and benchmarks rather than having people unfamiliar with the areas determining them arbitrarily. Action coordinators will bring the groups together. This model gets the whole community and stakeholders into the plan. UPC has been working on this all year.

We know from the UNC Tomorrow initiative that there is a growing need to market ourselves to the public. Faculty need to participate in conversations about how we spin the strategic plan, our priorities, and how we are representing the campus. Dr. Wood discussed a brochure that attempts to distill the strategic plan in a forum that the public, parents, and friends of the campus can digest. There is a critique to be made of the photos in the brochure, which attempt to represent how we imagine ourselves in the strategic plan rather than how we are.

Highlights of discussion follow:

- Dr. Schuman expressed concern about the number of issues we are heaping onto the very capable shoulders of a brand new administrator on campus. Our new Chief Academic Officer is either alone or in partnership with the action coordinator for eleven areas of the strategic plan implementation. For example, the FWDC left with her the creation of a task force to revise the merit system.
- Dr. Wood assumed all along that our new Provost will delegate some of this. There are numerous work groups, but the concern which he articulated to the Chancellor is that the work groups are so large they will be cumbersome.
- Dr. Boudreaux asked: How we are going to staff 27 more committees.
- Dr. Wood said this is a problem. Do we want a campus that has everybody involved in the process, or do we want a campus where there are a few people making these decisions?
- Dr. Sabo suggested having legislative bodies determine policy guidelines and principles that is in turn delegated to committees for implementation.
- Dr. Wood said the principles have been spelled out – the principles are the strategic plan. Now, what are we going to do with this? Are we going to have departments, units, panels, and people who are already involved in these areas make decisions based on the principles articulated in the strategic plan? This is the work group model. Another model is to have everyone who is involved in these sectors of the campus think about the principles of the strategic plan and what its unit will do in terms of action. Now is the time for the units on campus to think about what they are going to do.
- Dr. Pierce and Dr. Lanou noted these are not new initiatives; many of these initiatives are ongoing and they have different timelines.
- Dr. Wood reported that the Board of Trustees' reaction to the implementation plan was generally favorable, but they (as well as the General Administration and the Board of Governors) do not seem to be interested in our imagination of what the liberal arts is. He hears continually the question: How are you responding to people off campus and to their needs right now? Dr. Wood expressed concern about maintaining the traditions and the ideals of the liberal arts in light of increasing public pressures to be relevant and to be addressing practical and economic and public policy concerns. Part of the strategic plan is trying to imagine the liberal arts in a new kind of way – with a new emphasis on imagining ourselves in a public way.
- Dr. Downes agreed. At the Board of Trustees meeting folks were asking: What are you doing for us? Talk about us, the community. There is the same tension at the Faculty Assembly. We have to keep an eye on this public versus campus consumption and we have to harmonize them. If a document is for the public, it better harmonize with what we have on campus. There are ways to market ourselves and stay true to ourselves, and show the public that we are fulfilling their needs as well.
- Dr. Downes said she is looking forward to seeing “draft” removed from documents such as the strategic plan. Dr. Wood said he was puzzled why “draft” is used because it limits people’s ownership of it.

Diversity Action Council 2007-08

Dr. Wood distributed a handout of the membership of the Diversity Action Council (DAC). The basic spirit of the Diversity Action Council (DAC) is to correct the situation in which diversity conversations happen in bodies that are separate from one another and involve people who had little power and access to making decisions about diversity. The Chancellor brought this DAC model to the UPC and UPC endorsed it. This is an opportunity to hold campus leaders accountable for diversity action. They have only met once; Dr. Wood is stepping down and the next Chair of IDC will be on the DAC. DAC is charged with working on the diversity definition for our campus, to specify for us and for our public something that is less academic. They are also charged over the next year to find out what we are currently spending on diversity initiatives, to determine whether we are spending that money wisely, and to reevaluate whether the Diversity Action Council is the right model. These findings will be reported to the Senate by the end of the 2009-2010 academic year.

Dr. Downes said she was pleased to see some faculty representation for International Studies on the Diversity Action Council, given that it is one kind of diversity and given that UNC Tomorrow had Global Readiness as its number one goal on the executive summary.

Draft of IDC Assessment Principles

Dr. Wood distributed a rough draft of assessment principles that might guide some ongoing discussions. These principles are in keeping with our values as faculty and as a liberal arts institution. IDC requested input from Senators next week for a presentation to Senate in two weeks.

VI. Executive Committee Report

Dr. Downes reported for the Executive Committee.

Perceptions of Administration Offices Survey

Dr. Sabo distributed a draft of "Faculty Senate Executive Committee Report on the Perceptions of Administrative Office Performance Survey" that was conducted last November. Institutional Research gathered the data, organized it, and sent it to the Faculty Senate Executive Committee (EC). The EC delegated the construction of the tables and the interpretations. Senators were asked to consider this as a first reading document. The report is presented with highlighted interpretation and appendices go into greater detail. Senators were asked to review the conclusion on page 12 and withhold discussion until the next meeting. The campus community may access the internal report on-line after Senate discussion occurs.

Dr. Sabo pointed out some new ways of thinking about the results. For example, the administrative divisions are traditionally the Vice Chancellors' areas. A new concept is introduced on page eight: instead of thinking about administrative divisions, offices are recategorized according to functions. A summary of six basic functions is on page nine, table five. By studying the appendices he learned that the current organizational structure has little to do with function, e.g. IT services and the library would logically seem to be academic resources but they are under the Chancellor's control, not the Provost's. Sometimes functions and structure do not necessarily have much to do with each other. This might be an alternative way to survey people as opposed to using administrative divisions.

The report was distributed to Senators for information purposes. Copies will be distributed to the Chancellor, the Vice Chancellors, and JoAnne McKnight. Senators were asked to send editorial corrections to Dr. Sabo; substantive changes will be discussed at the next meeting.

Dr. Downes said she looked forward to hearing Senators comments – this has been carefully and judiciously done. When the Senate accepts the report, Dr. Downes will send a letter to the Chancellor, the Vice Chancellors, and Christine Riley – those who are the chief supervisors on campus – inviting their attendance in fall 2008 to discuss their responses to the survey. They can incorporate their comments with their regular annual fall semester report to Senate. All along we have been asking that they respond to four questions: How was the survey helpful? How could the survey be more helpful in the future? What kinds of written comments were made? How will the results of the survey affect your plans for improvement of the offices under your supervision? We anticipate that by next fall those chief supervisors will have digested this and be able to report to the Senate.

First Reading

The following document was distributed for First Reading:

EC 2: Proposal to revise the Position Allocation Committee (Revision of SD1904S; Hdbk 10.4.3)

EC 2 will enhance the influence of faculty in planning the distribution of faculty positions to the different departments and increases the accountability for these decisions. This was discussed and passed by the Department Chairs and Program Directors in September 2007.

Meeting with Jane Fernandes

The Executive Committee met with Dr. Fernandes and Sam Schuman and summarized this year's Senate work and work extending into 2008-2009. Dr. Downes found Dr. Fernandes to be an excellent communicator. It has been recommended that the EC serve on the Provost's cabinet where we will have a chance to give input and to see where she can use some help. Dr. Downes has asked Dr. Fernandes to give faculty guidance in determining the criteria for good teaching, scholarship and service.

Meeting with ILSOC

The Executive Committee had a good meeting with ILSOC.

Dr. Sabo outlined three components that will involve APC next fall:

- Conduct a survey on faculty perceptions and involvement in general education.
- Implement a more traditional review of the older parts of general education -- humanities, foreign languages, math.
- Review ILSOC's self-assessment of their work.

Dr. Pierce asked whether all general education is on the table or whether the review will look at one component – like clusters. Dr. Sabo said this is why the survey will take place before starting. It will help APC and ILSOC know how faculty are perceiving ILS' success and effectiveness.

Dr. Pierce asked when ILSOC's review of itself would be complete. Dr. Sabo got the impression from Dr. Katz that they will probably have some reports to us by the middle of fall semester. He expects APC to get the material in January. He hopes to have a draft of the perceptions survey ready for APC as well as an agenda and a time frame. It will probably take one or two years to review the traditional components.

VII. Administrative Reports

Academic Affairs reported by Sam Schuman

Follow-up report clarifying duties/responsibilities of proposed new Associate Provost

- The Associate Provost's duties as currently outlined involve overseeing a large number of interdisciplinary programs on campus and a number of campus community joint operations, such as NEMAC, and serving as UNCA's delegate to the HUB project.
- Dr. Schuman said he has gathered that there is some discomfort about how the Associate Provost relates to the Provost and to the Deans. He outlined the reporting order:
 - The Associate Provost reports to the Provost.
 - The Deans report to the Provost.
 - The Program Area Chairs report to the Associate Provost.
 - The Department Chairs report to the Deans.
- The Associate Provost might take over some of the interactions with GA that the Provost has.
- The term of office for the Associate Provost is open-ended.
- There is a set of guidelines and procedures, rules and regulations for the Deans; one of them that merits urging has been included: Any faculty member who becomes a Dean – all of that person's teaching load in her/his home department will be replaced. The Deans will teach one course.

Follow-up/clarification on Academic Affairs' Budget Report of 02/14/08

Dr. Schuman clarified Dr. Whatley's statement of February 2008, on the procedure for a department, program, or individual to request funds by adding a sentence. It now reads:

Funding requests should come through the department chair or program directors. If the request is important to the department then the department is also expected to contribute to the request. In special cases, to promote the strategic plan for a particular academic area, an individual faculty member may directly request funding from a Dean for a project.

Status of Admissions search

The status of the Admissions search is uncertain. Dr. Schuman expects a decision will be made next week as to what the next step will be. We have not hired anyone; we have not told anyone they are out of the running.

Admissions Status for next year

Highlights of admissions status to date as compared to last year at this time:

- Applicants: 2,655 compared to 2,911
- Admits: 1,762 compared to 2,022
- Deposits: 224 compared to 336
 - Both in terms of numbers and percentages, the deposits look better than the applicants or the admits.
- Minority applicants: 403 compared to 343
 - There has been progress in terms of numbers and even more in terms of percentages.
- Transfer applicants: 620 compared to 563
- SAT scores of those who have deposited are up 6 points over last year.
- We have missed our enrollment projection window by 2.4 percent.

VIII. Old Business

Sense of the Senate Resolution re: Parking fees

Dr. Sabo distributed a Sense of the Senate Resolution to be considered as a first reading. Although these resolutions do not require a first and second reading, he wanted Senators to have time to think about it. He introduced similar resolutions that would tie parking fees to salaries on his two previous terms on the Senate. The assumption is that lower salary level employees should pay less to have to work.

IX. New Business

Money spent on Faculty Development related to ILS

Dr. Pierce said faculty have expressed concerns to him about the dollars spent on faculty development related to the ILS. The figure he heard for the summer was in the neighborhood of \$50,000. Concerns expressed were: 1) Where is the money coming from? and 2) Could this money be better spent? We have a paucity of research support dollars on this campus. Dr. Schuman will report on this at the next meeting.

Faculty Representation on Committees

Dr. Downes suggested that the 2008-2009 Standing Rules and Rules of Order charge FWDC with finding faculty representatives for committees. Faculty representation is needed on the following committees:

- The Human Resources Advisory Committee would like two faculty members named by the end of the semester to serve on the advisory committee.
- Vice Chancellor Massey has requested two faculty members to serve on a Branding Advisory Committee, preferably long-term faculty members. They will meet April 21st and April 24th. Dr. Schuman noted the importance of having faculty involved in shaping our branding efforts.
- Human Resource discussions involving changes in university policies.
- Search committees. Dr. Downes has asked Dr. Fernandes to let us know when faculty representation is needed before the ads go out instead of adding faculty at the end.

Dr. Pierce suggested that FWDC not depend on Senators to serve as faculty representatives on these various committees. Somehow being on the Senate also means serving on every other committee on campus and that is wrong. Senators are teaching regular loads and some serve as department chairs and also being a spouse, a partner or a parent – or perhaps do a little research or writing.

Green Leaf Awards

The student environmental group will give Green Leaf awards – two for faculty and two for staff – at the May 2nd faculty meeting.

X. Adjourn

The meeting was adjourned at 5:23pm.

Respectfully submitted by: Sandra Gravely
Executive Committee