

University of North Carolina at Asheville
FACULTY SENATE MEETING
Minutes, April 11, 2013 (3:15 pm)

Senate

Members: M. Burchard, S. Mills, T. Meigs, R. Bowen, D. Eggers, M. Galloway, E. Gant, B. Hobby, B. Hook, S. Kaplan, G. Kormanik, C. McKnight, K. Ray, R. Roig, N. Ruppert, S. Subramaniam

Excused Absence: B. Miller, B. Schaffer

Visitors: G. Ashburn, P. Catterfeld, V. Frank, L. Friedenberg, A. Hantz, E. Katz, J. Konz, K. Krumpe, K. Maitra, P. McClellan, D. Race, H. Samuels, A. Shope

I. Call to Order, Introductions and Announcements:

UNC Asheville had a brilliant Queer Studies Conference. Many wonderful papers were presented as well as excellent participation by the students. Dr. Burchard thanked everyone for their work.

She also highlighted the excellent progress by FWDC on their projects as well as quickly sending out the survey regarding the curriculum proposal. Good work!

II. Approval of Minutes:

Ms. Sellers asked to postpone the approval of the minutes today since not enough people have had the opportunity to read the draft.

Ms. Sellers asked for feedback on the detail level of the minutes for she is hearing two polar opposite expectations among Faculty Senate. One mindset is to have the complete detail of all that transpires in the meeting and the other is just the topics and outcomes. Detailed minutes are very useful to future senators who have to research the past actions of the Faculty Senate. However, some of the senators felt detailed minutes discourage open dialogue.

A resolution depends on whether the recordings of the Faculty Senate meetings can be made public or available to the Faculty Senate members. If that was possible, the minutes would be a list of topics and outcomes. At the moment, when supplemental research to the online minutes is requested, Ms. Sellers pulls out the available recordings and hand notes to search for pertinent information. University Counsel will be consulted for resolution.

The minutes have three audiences which Ms. Sellers offered in discerning the level of detail:

1. The Faculty Senate, Administrators and Guests who participate in the meetings;
2. The UNC Asheville Community and anyone visiting the Faculty Senate Website; and
3. The UNC System – specifically the Chairs of the Faculty Senates of the other UNC Institutions

The Faculty Senate discussed the merits of each mindset. Over the course of the next month, the Faculty Senate will give Ms. Sellers feedback on what to include. Ms. Sellers thanked the Faculty Senate for their discussion and assistance.

III. Executive Committee Report

Dr. Melissa Burchard

Discussion of 2013-2014 Faculty Senate Committee Appointments and Chairs. Dr. Burchard announced that appointments to the various positions for the 2013-2014 school year will be made at the May meeting (May 2, 2013) where incoming senators are seated. Historically, there are two meetings that day: the first meeting which begins at 3:15 p.m. is the last session of the 2012-2013 Faculty Senate where

business for the year is concluded. The second meeting is the first meeting of the 2013-2014 Faculty Senate which begins after a brief break between the two meetings. Appointments to APC, FWDC and IDC and other Faculty Senate Committee appointments are made at the second meeting. Elections of the chairs including the Faculty Senate Chair are also conducted. Dr. Burchard would like to see open discussions where the Faculty Senate is less concerned about stepping on each other's toes and more concerned about determining what is best for the institution as a whole and the Faculty Senate. There will be an email sent to collect suggestions.

Faculty Senate-sponsored Curriculum Review Task Force Discussions. The three discussions held have been successful. These have been good opportunities for the faculty to talk with each other and with the Faculty Senate about their concerns and what they embrace in the final proposal. The curriculum discussion has shown that during 2013-2014 the Faculty Senate needs to do some institutional work on discerning what UNC Asheville's mission can be in this continued state of underfunding.

Student Government Report. The SGA Representative was not present to give a report.

IV. Faculty Welfare and Development Committee Report

Mr. Rob Bowen

Faculty Senate Survey on the Curriculum Proposal. Dr. Kaplan explained that the Curriculum Review Proposal survey was managed by Survey Monkey, an online survey application. The survey distributed by FWDC has had 84 replies and 50 comments. The survey will close on Monday, April 15, 2013 and Dr. Kaplan will relay the results to faculty.

First Reading

- FWDC 9:** Modification of Faculty Scholarship and Service Award Committee
(Revision of [SD7708S](#), [SD0112F](#), and [Section 10.3.4](#) of the Faculty Handbook;
Award instituted in Fall 2000 (see [SD0700F](#)))
- FWDC 10:** Institutional Review Board Policy Revisions
(Replacing [Section 4.3.6.2](#) of Faculty Handbook
Replacing [Section 10.4.20](#) of Faculty Handbook
Concerns [SD0393F](#) and [SD3110S](#))
- FWDC 11:** Addition of Shared Governance Document to the Preface of the Faculty Handbook
(Revision of [Section 0.0](#) of the Faculty Handbook: [PREFACE \(SD11312S\)](#))
- FWDC 12:** Change the number of ILS committee members
(Revision of [Section 10.3.8](#) of the Faculty Handbook
Faculty ILS Oversight Committee (ILSOC)
[SD8307S](#) [SD0703F](#) [SD0304F](#) [SD0105F](#) [SD6309S](#))

First Reading Documents Commentary. FWDC 9 expands the current selection from one to two fulltime nominees of the Distinguished Service category. The Faculty Scholarship and Service Award Committee currently awards 2 Feldman Professor Prizes, 2 Distinguished Scholarship awards and only one Distinguished Service Award. Adding a Distinguished Service Award validates the importance of service in the academic triad and the Provost says it will be funded. If this passes, two may be selected

for 2012-2013.

FWDC 10 revises the Faculty Handbook's Institutional Review Board (IRB) section to the current IRB policies.

FWDC 11 adds the Shared Governance Document to the Preface of the Faculty Handbook.

FWDC 12 reduces the number of ILS Committee members by two in order for more workflow during the year.

Second Reading

FWDC 5: Modifications to the Tenure and Promotion guidelines and clarification of Teaching, Scholarship, Service, and Engagement
([Faculty Handbook Section 3](#) FACULTY RIGHTS, RESPONSIBILITIES AND EVALUATIONS ([SD3111S](#)))

FWDC 5 revised Section 3 of the Faculty Handbook. Mr. Bowen said he could not sum up the changes any better than Dr. Hook had in the past meeting (see March 21, 2013 minutes).

Mr. Bowen asked if he hears a motion to accept. The motion was made and seconded.

Discussion:

Dr. Burchard asked what drove the changes. Mr. Bowen said that the Tenure Review Task Force (an ad hoc committee) came up with approximately 20 recommendations in a nine page document with a 60 page appendix. FWDC was able to incorporate all the recommendations concerning the Faculty Senate in Section 3 of the Faculty Handbook. Not all of the recommendations come under the authority of Faculty Senate; some recommendations are under the authority of Academic Affairs. Dr. Hook went over in the last meeting the process. While it is not perfect, Mr. Bowen said the changes made in FWDC 5 make Section 3 much better than what is currently in the Faculty Handbook now. These recommendations require a change in culture in order to properly initiate and sustain. The change in culture involves taking service and peer reviews seriously for the object is to make faculty better teachers.

A friendly amendment of the word "will" to "may" in Section 3.3.3.2 was made and accepted.

FWDC 5 with friendly amendment passes without dissent.

FWDC 6: Revising Standards for Merit Evaluation
([Faculty Handbook 3.5.4](#) Procedure for Evaluating Faculty Members for Reappointment, Tenure and Promotion ([SD3701S](#)))

The motion was made and seconded. No discussion.

FWDC 6 passes without dissent.

FWDC 7: Including Dean's and Provost's Evaluations in Personnel Reviews
(Faculty Handbook Sections: [Section 3.5.4.1](#) [Section 3.5.4.2](#) [Section 3.7.2](#))

The motion was made and seconded. No discussion.

FWDC 7 approved without dissent.

FWDC 8: Elections and Eligibility in [Section 10 of the Handbook](#)

Mr. Bowen asked that FWDC 8 be tabled until after the constitutional amendments have been brought before the faculty.

The motion was made and seconded. No discussion.

FWDC 8 is tabled until after the constitutional amendments have been brought before the faculty.

Faculty Elections Update: [Timeline](#)

Dr. Reed Roig

Dr. Roig thanked Ken Wilson, Adam Reagan, Lisa Sellers, Sandra Gravely, and Sam Kaplan for their parts in the Faculty Elections. Dr. Roig will distribute the final lists. He is disappointed in the level of participation in the elections by the eligible voters. In 2013-2014, FWDC will discuss ways to improve faculty involvement.

SGA Ballot for Alternate Faculty Conciliator:

Dr. Reed Roig

Faculty Senate needs to submit four names to SGA for Alternate Faculty Conciliator: Charles Bennett (NS, Physics), Kathleen Garbe (SS, Health & Wellness), Ellen Pearson (HUM, History) and David Steele (NS, Mathematics). There was a motion to accept this ballot which was seconded. There was no discussion.

The Ballot to SGA for Alternate Faculty Conciliator was approved without dissent.

Constitutional Edits Update:

Dr. Reed Roig

The constitutional amendments will be brought before the faculty as a whole from April 29, 2013 through May 1, 2013. Those who are eligible to vote are those who were eligible to vote in in the faculty elections, 165 eligible voters. The voting will be conducted electronically just like the faculty elections.

VI. Institutional Development Committee/University Planning Council Reports

Dr. Ted Meigs

[UPC March 27, 2013 Minutes](#)

Dr. Meigs comments on the UPC March Meeting:

In regards to comments made by a legislator about consolidating UNC campuses, Chancellor Ponder stated that no campus was safer in this environment than UNC Asheville. No campus was safer due to several factors: our small size does not warrant an economic reason for closing, our efficiency and effectiveness, our clarity of mission and our cultivated friends on the Board of Governors.

The VSA College Portrait definition of graduation rate will give us a better picture of student outcomes than traditional graduation measures since it includes students who start college at UNC Asheville and then graduate from other colleges.

First Reading

[IDC 3:](#) Proposal to Reorganize the University Student Learning Outcomes

IDC April 4 meeting highlights:

IDC 3 First Reading.

Blake Hobby and Lisa Friedenbergh worked on IDC 3 which is up for first reading. IDC 3 is a proposal to reorganize the University Student Learning Outcomes (USLOs) into two areas:

1. The development of human capabilities;
2. The acquisition of lifelong learning skills and the application of these skills to real-world scenarios and practical situations.

Outcome 1 describes the means by which students develop capabilities and Outcome 2 articulates the lifelong learning skills we value and lists ways that students apply these skills.

This reorganization preserves the focus of our current USLOs.

Second reading and vote is in May.

LS 379. IDC sent LS 379 suggestions to APC to move forward (APC results are up for first reading outlined in APC Document 98).

Board of Trustees' Survey on Graduate Programs. Dr. Meigs has talked with the STAMATS people regarding the survey. They plan to have the survey administered mid-April before students, faculty and staff disperse for summer. Dr. Katz shared the draft with IDC and they sent direct feedback to STAMATS and Dr. Katz. Dr. Meigs will send draft to the Faculty Senate and they can send their feedback to STAMATS and Dr. Katz. The survey will go to the UNC Asheville Campus Community, alumni, and between 200-270 area and regional businesses. The Provost will write the letter that will accompany the survey. Dr. Katz wanted to emphasize that STAMATS gathers the data and are not the decision makers in any sense. STAMATS gathers and provides information so the faculty can have discussions and make decisions regarding the graduate programs that UNC Asheville officers. STAMATS also gives UNC Asheville information on other institutions and their programs.

Questions: Dr. Kormanik liked to hear Dr. Katz say it is the faculty who will be making the decisions regarding the graduate programs. Dr. Kormanik asked what mechanism is in place to have discussions about what these graduate programs would be. Dr. Katz said that he would like to complete the survey and distribute its report before laying out ideas to discuss next year.

VII. Academic Policies Committee Report

Dr. Sophie Mills

First Reading

- [APC 79](#): Change credit hours and descriptions for CLAS 101, 102, 103 and 104
- [APC 80](#): Change credit hours and descriptions of CLAS 315 and 316
- [APC 81](#): Change course description for CLAS 495; Move CLAS 495 and 499 from separate listings under the Greek and Latin courses to the end of the Classics course listing section
- [APC 82](#): Changes to requirements for Classics Major and Minor
- [APC 83](#): Add new courses, INTS 201, 301, 320 and 330, cross-listing INTS 320 and 330 with ASIA 320 and 330
- [APC 84](#): Add ASIA 100 and INTS 201 as options for the introductory
- [APC 85](#): Change title and description of HWP 310; Change prerequisite for HWP 335
- [APC 86](#): Change prerequisite for HWP 316
- [APC 87](#): Change title and description of HWP 355
- [APC 88](#): Delete the following courses from Health and Wellness Promotion: HWP 220, 292,

- 321, 390, 410 and 421
- [APC 89:](#) Change when the following courses are offered:
HWP 154, 155, 253, 333, 345, 360, 420, 480
- [APC 90:](#) Change requirements for the major in Health and Wellness Promotion
- [APC 91:](#) Add new course, SABR 000, Study Abroad or Study Away
- [APC 92:](#) Change descriptions and prerequisites for FREN 110 and 120;
Add new course, FREN 130;
Change descriptions and prerequisites for GERM 110 and 120;
Add new course, GERM 130;
Change descriptions and prerequisites for SPAN 110, 120 and 130
- [APC 93:](#) Delete CSCI 242, 342 and 446
- [APC 94:](#) Change requirements for Concentration in Information Systems
- [APC 95:](#) Change the terms offered for several CSCI courses;
Change the title, course description and prerequisite for CSCI 344;
Change the prerequisite for CSCI 431
- [APC 96:](#) Change to the Repeat Course Policy
- [APC 97:](#) Revision of Academic Honesty procedures
- [APC 98:](#) Change LS 379 from a required course for transfer students
to an optional course (Revised)

Second Reading

- [APC 50:](#) Change the name of the Sociology department to Sociology and Anthropology
- [APC 51:](#) Change semesters when SOC 385 and SOC 393 are offered
- [APC 52:](#) Add field experience requirement to EDUC 319
- [APC 53:](#) Adding ACCT 320 as a pre- or corequisite to ACCT 317;
Changing the ACCT 317 corequisite in ACCT 320 to a pre- or corequisite
- [APC 54:](#) Changing the title and description for ACCT 417
- [APC 55:](#) Changing prerequisite for MGMT 386; Changing prerequisite for MGMT 484
- [APC 56:](#) Request to Establish a Graduate Certificate Program in Climate Change and Society;
[Appendix A](#)
- [APC 57:](#) Add LANG 260 as a prerequisite to 300-level Creative Writing workshops, clarifying
all of these courses may be repeated once
- [APC 58:](#) Change the application process for the Major in Literature and Language with either
a concentration in Creative
Writing or Creative Writing with Teacher Licensure
- [APC 59:](#) Add Certificate in Climate Change and Society to the Master of Liberal Arts entry in
the catalog
- [APC 60:](#) Delete the following ART courses: 114, 201, 213, 250, 302, 313 and 390; Delete the
following ARTH courses: 355 and 380
- [APC 61:](#) Change the credit hours for ART 499 and ARTH 499
- [APC 62:](#) Delete ART 110 and 111; Add new courses, ART 122 and 133
- [APC 63:](#) Delete Ceramics courses, ART 230, 231, 330 and 430, replacing with ART 234, 334,
336 and 434
- [APC 64:](#) Delete Drawing courses, ART 112, 113, 212, 303 and 403, replacing with ART 144,
204, 304, 305 and 404

- [APC 65:](#) Delete Painting courses, ART 210, 211, 310 and 410, replacing with ART 218, 318, 319 and 418
- [APC 66:](#) Delete Photography courses, ART 227, 327, 337, 338 and 437, replacing with ART 264, 364, 366, 367 and 464
- [APC 67:](#) Delete Printmaking courses, ART 220, 221, 321 and 322, replacing with ART 254, 354, 356 and 454
- [APC 68:](#) Delete Sculpture courses, ART 240, 340 and 440, replacing with ART 246, 346, 347 and 446
- [APC 69:](#) Change the credit hours and descriptions for the Senior Exhibition courses, ART 490, 491 and 492
- [APC 70:](#) Replace the category headings within Art History
- [APC 71:](#) Add new courses, ARTH 303, 306, and 420 to Art History
- [APC 72:](#) Change the descriptions and credit hours for ARTH 201, 202, 301 and 302
- [APC 73:](#) Change course descriptions and credit hours for ARTH 311, 312 and 320
- [APC 74:](#) Change the credit hours and descriptions for ARTH 330, 340, 350, 355, 360 and 365
- [APC 75:](#) Change the descriptions and credit hours for ARTH 381, 385, 386 and 410
- [APC 76:](#) Change the descriptions and credit hours for ARTH 460, 480, 484 and 485
- [APC 77:](#) Edit the opening narrative and the requirements for declaring a major in Art
- [APC 78:](#) Change the major requirements for Studio Art (B.F.A. and B.A.) and Art History;
Change the minor requirements for Art (Studio) and Art History

First Reading Commentary. First readings are department specific except APC 96 and APC 98. APC 96 tightens up the grade substitutions to two courses. Ms. McClellan said that this allows the student to repeat the course as they would like but they can only replace the grade once.

Dr. Kaplan asked about APC 91 study abroad catch all placeholder. Ms. Race stated this lightens the registrar's load and allows the system to accurately reflect what the student completed abroad.

Dr. Mills introduced APC 98 which proposes that LS 379s be optional for transfer students to lighten up workload and scheduling issues. It passed APC with a 4-1 vote. Ms. Kim Brown related that all of the ILSOC members have concerns. They say it is fine to make LS 379 optional for transfer students, but they believe enacting this immediately would be confusing to students for some will be at a disadvantage by not taking it.

Second Reading Commentary. All second reading documents come with full support of APC. Dr. Mills asked the Faculty Senate which documents they wish to separate out for questions and discussion. Dr. Kormanik asked that APC 56 and APC 59 to be singled out for discussion. Dr. Kormanik expressed he was not in opposition, He just wanted those two documents considered together. APC 56 is the rationale and APC 59 is the catalog copy of changes of the long discussed and considered Certificate in Climate Change and Society to the Master of Liberal Arts program.

The motion was made and seconded.

APC 56 and APC 59 Approved without Dissent.

Dr. Mills called for a motion for approval of APC 50-55, 57, 58, 60-78. The motion was made and seconded.

APC 50-55, 57, 58, 60-78 Approved without Dissent.

