

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE  
**FACULTY SENATE MINUTES**  
April 13, 2017; 3:15 pm  
**Red Oak Conference Room**

Senate Members: B. Butler, C. Bell, D. Clarke, S. Patch, J. Beck, A. Boakye-Boaten, K. Boyle, M. Cameron, K. Garbe, P. Haschke, L. Hewitt, L. Holland, S. Judson, M. Neelon, J. Perkins, M. Richmond, N. Ruppert, A. Wray.

Visitors: T. Adcock, E. Adell, L. Bulla, L. Cornett, B. Haggard, L. Horgan, T. Hussey, J. Konz, M. Manns, P. McClellan, M. Mowitz, L. Russell, A. Shope, J. Stowell, W. Strehl, D. Traywick, G. Voos, C. White.

I. Call to Order

II. Approval of Minutes:  
March 2, 2016 3:15 p.m.  
Passed without dissent.

III. Executive Committee Report: Dr. Brian Butler

**Staff Council:** Dr. Brian Butler

Dr. Butler talked about a meeting he had yesterday with the Staff Council. The Staff Council wants to work with us on the Child Care and the Ombuds issues. He thinks that Faculty Senate should go further than that since his only aim as Chair has been to have more communication on campus.

He would like to start cross-pollinating between the Staff Council and Faculty Senate by having a member from Faculty Senate at Staff Council meetings and invite members of Staff Council to present at Faculty Senate meetings to hopefully interact more. When our voices are in unison, we probably will be even more effective. They want a Senate representative at their meetings and invited Dr. Butler to the one they held yesterday.

He also volunteered Lisa Sellers to be the liaison since they do not have their version of "Lisa." He did not volunteer Lisa until he asked her and she agreed to help.

**Student Government:** President Charles White

Outgoing SGA President Charles White introduced incoming SGA President Tim Hussey and SGA Vice President Lauren Bulla.

He also shared the two Student Surveys which were initiated by one of their SGA Executives Cara Forbes. The surveys were emailed to faculty in April by Lisa Sellers.

Looking at the Senate Agenda, Mr. White appreciates the legislation to increase the number of hours students may use to replace grades under the Repeat Course Policy and the change to the Class Withdrawal Deadline.

IV. Academic Policies Committee Report:

Dr. Chris Bell

**First Reading:**

- [APC 42](#) Add two New Media courses, NM 146, Video Game Studies, and NM 360, Digital Creation Lab: 3D Printing
- [APC 43](#) Delete NM 222 and change prerequisites for NM 310, 320, 330, 332, 340, 350, 420 and 438
- [APC 44](#) Change NM 332 from 2 to 4 credit hours
- [APC 45](#) Change the requirements for the New Media major and minor (Curt Cloninger, NM)
- [APC 46](#) Add new course, IST 220, Art and Science of Meditation
- [APC 47](#) Add Interdisciplinary Cluster in Contemplative Inquiry (Rick Chess, Ameena Batada, Melissa Mahoney, IST)
- [APC 48](#) Establish an Arts Management and Entrepreneurship concentration and minor within Interdisciplinary Studies  
[Table 1](#)      [Table 2](#)      [Table 3](#)      [4-Year Plans](#)  
(Laura Bond, Micheal Stratton, Leisa Rundquist, Melodie Galloway, AME)
- [APC 7](#) Change prerequisites for ARTH 420 Museum Studies to align with Arts Emphasis Area electives for Arts Management & Entrepreneurship Concentration and open course to non-majors (Leisa Rundquist, ARTH)
- [APC 49](#) Removal of the Music Business Emphasis Area; Changes to the Experiential Learning Options for the Management Major (Micheal Stratton, MGMT)
- [APC 50](#) Increase the number of hours students may use to replace grades under the Repeat Course Policy
- [APC 51](#) Change to the Class Withdrawal Deadline (Lynne Horgan, Karen Cole)
- [APC 52](#) Change prerequisites for MATH 365 and MATH/CSCI 441 (Lothar Dohse, MATH)
- [APC 53](#) Add CSCI 183 as a replacement to CSCI 181; Delete CSCI 181, reinstating CSCI 201 into the curriculum; Change titles and course descriptions of CSCI 182, 185, 202;
- [APC 54](#) Change titles, course descriptions and/or prerequisites for CSCI 333, 343, 344, 346, 431 and 434
- [APC 55](#) Delete CSCI 255, 320 and 331, replacing with CSCI 235, Systems I and CSCI 335, Systems II
- [APC 56](#) Add new courses, CSCI 312, 347 and 412 to the curriculum
- [APC 57](#) Delete CSCI 448; Add new course, CSCI 338
- [APC 58](#) Delete CSCI 462; Add new courses, CSCI 280, 480 and 481
- [APC 59](#) Change the major and minor requirements for Computer Science

- [APC 60](#) Update AP and IB credit for Computer Science  
[COPLAC Hours](#)  
(Marietta Cameron, CSCI)
- [APC 61](#) Delete SOC 240, Evolution, Revolution and Social Change; Replace with SOC 352, Social Movements and Democracy  
(Karin Peterson, SOC)
- [APC 62](#) Increase Credit Hours and Change Course Description of HWP 310  
[APC 63](#) Revise the Major and Minor Requirements for Health and Wellness Promotion  
(Amy Lanou, HWP)
- [APC 64](#) Add Internship Opportunities to the catalog with reference to where policies are available  
(Marlane Mowitz, Mary Lynn Manns)
- [APC 65](#) Add new EDUC courses, EDUC 303 and 439  
[APC 66](#) Change Requirements for Teacher Licensure and Education Courses  
(Kim Brown)
- [APC 67](#) Add Advanced Placement Credit for Human Geography  
(Kim Brown, Reid Chapman)
- [APC 68](#) Change the criteria for receiving credit for LANG 120 from Advanced Placement  
(Deborah James, Jessica Pisano, Kirk Boyle)
- Second Reading:**
- [APC 32](#) Change the descriptions for SPAN 300 and 483;  
Change Competencies and Capstone Requirements for Spanish
- [APC 33](#) Add new course, SPAN 401, Internship  
(Elena Adell)
- [APC 34](#) Delete MLAS 690 and remove it as an optional degree requirement  
(Gerard Voos)
- [APC 35](#) Delete POLS 393 and POLS 394, replacing with POLS 396  
[APC 36](#) Edit offering pattern information for most 300-level POLS courses;  
Change offering pattern information for POLS 240, 261, 281, 327 and 330  
(Linda Cornett)
- [APC 37](#) Change the titles of MUSC 348 and 349  
[APC 38](#) Change competency requirements for the Bachelor of Arts in Music  
(Melodie Galloway, Toby King)
- [APC 39](#) Add new courses, WLNG 110 and 120, Cherokee I and II  
(Trey Adcock)

The motion was made and seconded to accept APC 32 – APC 39. No discussion.  
APC 32-39 passed without dissent.

[APC 40](#) Add a Minor in American Indian and Indigenous Studies located in Interdisciplinary Studies [Addendum](#)  
(Trey Adcock)  
*(Passed APC 5-1, dissenting view will be presented at Second Reading)*

A motion was made to accept APC 40 which was seconded.

**Dissenting Opinion:**

Dr. Peter Haschke gave a summary of the dissenting vote. After having a month to mull this over, he doesn't think he has a lot of a leg to stand on to vote no on this particular document. Dr. Haschke does not have a problem with this particular program. He thinks the American Indian and Indigenous Studies program is a phenomenal program, and he would love to take some of those classes. UNC Asheville is ideally located to offer these courses.

However, Dr. Haschke does have a problem with the general process by which we go about adopting new minors, majors, and programs. He feels the process is disjointed and fragmented, and ultimately, decisions are myopic when we use this process.

At the Provost's forum, Dr. Bell explained to Dr. Haschke that the Provost and the administration are responsible for resources, IDC looks at how the new programs, majors and minors fit into the university's mission and APC looks at the curriculum and how these courses fit into the catalog. Dr. Haschke finds this division impossible and he is not sure we can disentangle things as easily as it is articulated. Resource concerns cannot always be separated from questions about the curriculum since these are tightly linked.

Ultimately, the process loses sight of the big picture in two ways. The process as it is currently in place prevents us from fully appreciating the resource implications of these minors on other departments and the university generally. The case in point here is that the classes Cherokee Languages I and II depend on two permanent adjunct positions to be offered. If we also consider Provost Urgo's email regarding the Adjunct Task Force report, this would mean that other departments will have to try harder to remove or reduce their dependence on adjunct lines. More resources allocated to one program imply fewer resources can be allocated to others. When we make these decisions, we need to be more inclusive and bring more people to the table not just the two or three departments that sign the concurrence on the APC documents since these decisions end up affecting the Natural and Social Sciences as much as the Humanities.

His second point is that the current process obscures and hides other impacts and effects on other existing departments and programs. Dr. Haschke explained that taken together most minors and majors adopted over the past few years duplicate already existing competencies in disciplinary departments. As a member of one of those disciplinary departments, he doesn't automatically accept the priority of interdisciplinary. He believes we can't have interdisciplinary without disciplines and he thinks we really need to look at the impact and the combined effects that these programs have on already existing departments. Dr. Haschke believes they do threaten the traditional departments in terms of enrollments, number of majors, and course offerings. There are real impacts to departments that go beyond resources and are missed in the current process. Senate needs to think about this process to be more inclusive – holistically.

APC 40 passed 17-1.

[APC 41](#) Change “Optional Interdisciplinary Clusters” to “Optional Interdisciplinary Certificates” [Addendum](#) (Nancy Ruppert)  
*(Passed APC 5-1, dissenting view will be presented at Second Reading)*

Dr. Marietta Cameron gave the following dissenting statement:

“I have on multiple occasions expressed my dissent regarding this proposal. I voted against the original proposal because I believe that we did not following an appropriate process in which all departments would have contributed some input in to establishing this program. We have not had a broader discussion on whether or not we as a campus support Undergraduate Certificates. Instead, we now have a backdoor of sorts. My negative vote was in the minority. We have the paradigm now so we should offer and support more than one program. I will not further belabor the argument. I think we should continue to call the program Interdisciplinary Clusters in recognition that Interdisciplinary Certificates is a step towards the Undergraduate Certificates.”

APC 41 passed 17-1.

V. Faculty Welfare and Development Committee Report: Dr. Steve Patch

**First Reading:**

[FWDC 7](#) Supplemental Pay Policy  
[FWDC 8](#) Revising Eligibility to Vote in Faculty Elections  
[FWDC 9](#) Membership and Role of the LAC Advisory Committee  
[FWDC 10](#) Creation of Faculty Ombuds Team  
[FWDC 11](#) Reduction in the Required Number of Nominees for the Academic Board of Appeals Election  
[FWDC 12](#) Remove University Relations Faculty Advisory Committee  
[FWDC 13](#) Revisions to CTF and PTR Dossiers

**Second Reading:**

[FWDC 4](#) Community Engagement and Faculty Evaluation  
Faculty Handbook Sections [3.3.3](#), [3.3.3.2](#), [3.5.4.3](#), [3.5.4.4](#)  
[FWDC 5](#) Revising the University Service Council ([Faculty Handbook 10.3.7](#))  
[FWDC 6](#) Minor revisions regarding Senior Lecturers  
Revision to Faculty Handbook Sections [3.5.4.1.2.B](#) and [14.2](#)

A motion was made to accept FWDC 4 which was seconded. No discussion.

FWDC 4 passed without dissent.

A motion was made to accept FWDC 5 which was seconded.

**Discussion:**

Dr. Marietta Cameron expressed being a little bit bothered by the removal of one staff and one student. We are always seeking to have better relationships between the faculty and staff and to look for input from our students. She has a concern about the message this sends.

Dr. Steve Patch, as the member of FWDC who suggested the change, said the theme of the document is the occurring overlap has been taken over by the other entities like the Key Center. This Council would be more focused on the faculty service role. One of their main charges is to determine these service grants that are given out yearly. As it was, the council was not a majority of faculty. Now with the change it is and they thought that would be a good thing.

FWDC 5 passed 17-1.

A motion was made to accept FWDC 6 which was seconded. No discussion.  
FWDC 6 passed without dissent.

VI. Institutional Development Committee / UPC Reports: Dr. David Clarke

A couple of weeks ago, the Provost forum seemed to be pretty successful. Around 32 people attended the forum. Most of the people who showed up were the people he talked to throughout the past academic year regarding the issue with minors. They basically expressed the same opinions in public that they did with him. There was a good airing of viewpoints on this although they did not really overcome any of the issues or impediments; they just identified the points for friction and issues that can occur. Dr. Clarke advises faculty who are proposing new programs, minors and majors to talk more about their proposals with various colleagues to get buy in from more faculty. There is more smooth sailing if you have laid a lot of groundwork.

Regarding the update on LAC Assessment, Amanda Werts visited IDC last week. Assessment is going to start on LAC next year. They will gauge students' perception as well as faculty perceptions by concentrating on one learning goal a year to minimize faculty workload.

VII. Administration/Academic Affairs: Provost Joseph Urgo

[The Academic Affairs Task Force on Use of Non-Tenure Line Faculty for Curriculum Delivery Report](#)  
[The Provost's Response to the Task Force on Use of Non-Tenure Line Faculty for Curriculum Delivery](#)

Looking at the causes of our increased use of adjuncts is a complex task and it is related to the way in which we understand our individual course loads to be. Courses may be developed based in part on what students need but also on what faculty want to teach, resulting in an abundance of elective offerings.. The first step is the work Associate Provost Pat McClellan is doing, informing departments how well they are doing in efficient use of faculty and delivering the curriculum. Associate Provost McClellan will be delivering this information systematically to every department. The Provost has asked her not only to meet with department chairs but with the entire department so everyone hears what the findings are.

We have reached the point where our instructional budget is getting so large that the availability of resources for other things is being affected. It also could affect our ability to give merit raises and step increases because this comes from the same pot of money. Although the problem may take a couple of years, we really have to begin this year to roll this back. It is critical, if we want to have the resources to do the things we want to do, to spend less money on curriculum delivery. The Provost thanked Sarah Judson, Lora Holland, and Cathy Whitlock, who served on this task force.

[Proposed Itinerary for August 21, 2017: The First Day of Classes and the Near Totality Solar Eclipse](#)

The class schedule plan for the solar eclipse is that classes that meet between 8 a.m. and 3 p.m. will meet between 8 a.m. and 1 p.m. with 15 minutes shaved off each class. Classes will resume at 3 p.m. on their regular schedule. The Provost asks for flexibility since this is such an important event to many students and faculty. He does ask faculty to speak with their Chair or Dean regarding cancelling their classes and to let students know.

The Mellon Foundation Grant is a tremendous opportunity for us. Mellon has traditionally funded private liberal arts colleges. We are the second major grant to a public liberal arts college. They look carefully at who they grant so it is a real validation for the work we are all doing and he is thrilled about it.

Looking ahead to next year, Provost Urgo is looking to summer school as a source of revenue for us that we are not fully capitalizing on. He has talked to Interim Senior Director of Student Success Deaver Traywick to gather a working group to look at summer school to see how to create greater summer school enrollments. An example, the Registrar has written the other UNC system schools to ask for the names and addresses of UNC students who live near us so we can market our summer offerings to them. He believes we can create more revenue for us to use for all kinds of projects in Academic Affairs.

VIII. Old Business

IX. New Business

X. Adjourn

Dr. Butler adjourned the Faculty Senate meeting at 4:23 p.m.