

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE MEETING VIA ZOOM MINUTES
November 5, 2020; 3:15 pm

Members M. Cameron, S. DiPalma, J. Li, C. Kennedy, M. Bettencourt, J. Brock, J. Butera, S. Clark, A. Cossette, D. Clarke, R. Criser, A. Dunn, V. Frank, B. Hook, T. King, J. Pisano, T. Ruffin, J. Zunguze, G. Campbell.

Visitors: N. Cable, C. Augustyniak, J. Beck, E. Boyce, S. Broberg, L. Cornett, S. Earle, M. Galloway, B. Haggard, B. Hart, A. Helmer, L. Hewitt, M. Himelein, H. Holt, L. Horgan, L. Linton, J. McHargue, L. Newton, H. Parlier, T. Rizzo, J. Rhode Ward, S. Shepard, A. Shope, E. Spence, J. Taylor, D. Traywick, K. Zubko.

I. Call to Order and Welcome by Faculty Senate Chair Marietta Cameron

II. Chancellor Nancy Cable Remarks

Chancellor Cable began with thanks for every senate member, and particularly to the members of the executive committee for their sheer hard work, patience, dedication and diligence, as we get close now to the finish line of what has been a complicated but a very successful semester. She is proud of the work that has been done by faculty with students over the course of the semester.

COVID Update. Now that we are within two weeks of concluding the semester, we have really only positive news to communicate. Our COVID positivity rate continues to be at or below 1%. We have only had 19 positive student cases since July 1. Our student athletes, who are now being tested either weekly or every three days depending on which teams they are on, are all continuing to come up negative. I think the number last week to be tested was over 100 athletes, everyone was zero - negative. We are very proud of that as we now are within 14 days before we adjourn the semester. Particularly as we know students will return to homes and families, they have requested 500 new rapid COVID tests. Any student who wishes to be tested before they go home will have the opportunity to know if they test positive for COVID. We are making accommodations for a small number of students should they need it to stay on campus if they do test positive. This is our commitment to the public health of the families of our students to whom they are returning as well as public health needs of the wider community. She is very pleased with the work of Bill Haggard and Jay Cutspec as well as the whole Health and Counseling Center has been doing with students.

We are in a time as a nation where the virus is spreading and scaling significantly. This was predicted even in June when we took our plan to the UNC System. Due to reports of the epidemiologists at Chapel Hill, we were one of several campuses that did open on the 10th of August to close down as early as we could due to the advent of this flu season and the predicted scale of virulence around the virus would scale up at this time of the year.

Retention, Graduation and Enrollment. We broke a record as a nation of having 100,000 new positive cases across the nation. She urges all of us to take COVID very seriously by continuing the three W's to stay home when possible, being very careful to be masked in situations no matter how

brief with others, and certainly to keep your family safe and supported through this time as well. We are now working on budget calculations and models. Jeff Konz is helping us with our retention models of students from fall to spring. We are looking at how many of the students who are in your classrooms now will be academically ineligible to return and what percentage of those might appeal to be able to return given the difficulties of this semester.

We are about to graduate 220 students who will be the December graduates of the class of 2021. Provost Campbell and the Chancellor have been developing a video with the help of Sara Broberg.

For the next semester, they predict we will have 1280 students. All of this will roll up into our determined effort to avoid if possible the furloughing of any of our employees. Their goal is to have continuity of employment for everyone. They will know more in December and by the first week of January. They will probably hold a town hall at that time to keep everyone up to date.

State Budget 2021-22. She is hopeful we are proceeding on a positive path that is supportive all of our employees. They are working on the state budget that begins July 2021 and ends June 2022. The budget is so tight that none of the 17 institutions can proceed with any requests for new capital projects - only repair and replacement. They are being asked to increase slightly our first year and our inbound transfer students in the fall of 2021. Our new admission staff is working on very hard on that. They have been asked to put forward the master plan that Brian Butler and Jill Moffitt led the work of the community to produce. They are putting forward four particular Capitol priorities for the beginning of 2023: a health and wellness center that would be where Justice currently is located, remodeling Liplinsky to changing it into an academic center with more classrooms, upgrade Ramsey, and attend to the needs of Rhodes/Robinson Halls.

The 17 Chancellors met again this morning to put as their highest preference for Board of Governors attention for budgeting this coming year and the years following. The number one priority for all 17 is faculty and staff salaries. That does not guarantee anything. They also reached a consensus supporting the work of the NC promise even though it provides stiff competition for us because Western Carolina University has gained greatly from the program.

Board of Trustees Meeting and Clean Audit. The UNC Asheville Board of Trustees will be meeting all day on November 13. We will be discussing the results of our COVID work, our personal protective equipment, and the work of our student ambassadors. They will be briefing them thoroughly on any plans for COVID prevalence reduction. In the spring, we will be giving them a good insight into the budget models that we are facing for this the second half of our fiscal year from January to June of 2021. She pleased to tell that we have received a clean audit for all of our financial responsibilities for the year gone past.

They are putting together an Honorary Degree Committee according to the revised process for how honorary degree candidates are identified and selected.

Questions. London Newton asked when the announcement to students would be that we have COVID tests available. Will there be a selection process on who may receive the test.

Chancellor Cable said that she thinks that any student who is symptomatic already has the ability to get a test of any type. She asked Bill Haggard to comment.

Bill Haggard added the communication will be included in the email that goes to students every Sunday through Thursday reminding them of symptom checking starting tonight.

Chancellor Cable said there are no restrictions. If a student wants to be tested, they can get a test.

Bill Haggard said the tests come in a form of a card where the nose is swab and the card is swabbed. After 15 minutes, the results shows on the card. These rapid antigen tests are less reliable than the PCR test. However, this is a free offering to our students to test before they leave the area to travel over the holidays.

Chancellor Cable test is called Binax Rapid Test. The reason the tests are free is that there is not any laboratory processing that is part of the costs of other tests.

London Newton summarized that students swab and wait 15 minutes. That is it.

Chancellor Cable concurred and added then you see the results on the card.

Bill Haggard relayed the tests were distributed by the North Carolina Department of Health and Human Services in working with the UNC System Office.

Sam Shephard asked how tests would be handed out since there are only 500.

Chancellor Cable think that will be worked out. This is literally has just transpired in the last 48 hours so they are still working the details out.

Bill Haggard said details would be communicated tonight. Since this is elective and not required testing, they believe they will have tests leftover.

Chancellor Cable they are working on what happens when our students return. Some universities are testing everybody or requiring a negative confirmation of a test. They have not sorted that out yet for we have to pay attention to cost. They are working with the DHHS in North Carolina to try to get as many free options for us.

III. Provost Garikai Campbell Remarks

Provost Kai Campbell brought up the following items to bring to Faculty Senate's attention:

Spring 2021 Modalities. For your information, we now have about 40% of our courses are listed as being in person, 37% listed as online and 22% listed as hybrid. This counts each instance of cross-listed courses separately and counts independent study and research courses individually. Individual independent study and research courses are listed as in person so in person classes number is probably going to come down a bit where we probably are sitting at about 40% maybe 40 to 45% online when all said and done if we if we do not count those independent study courses. That are the modalities that people expressed wanting to know in the reporting the class schedules for this coming Spring. This is where we landed, we are hoping that this remains the case for this gives us a good even spread. Of course, this is assuming that there are not any other changes in the COVID conditions. He knows faculty and staff as students go through the advising process are trying to help them make good choices about being online, if that is the student's preferred method and what they need. We will provide enough support on campus for those who here and hopeful this will work out that everyone will get the modality that they desire.

Online Learning. There was a request for the Provost to talk about online learning; in particular, what are we going to do after we get past this COVID moment. The only thing that he has shared up to

now is we are already on a path to thinking about what our online strategy would look like and what our online offering should be. Many may recall that we had an online pilot plan for the Spring of 2020. There were a number of faculty signed up to do some training and put some thinking behind offerings. Their work was made moot by all of us abruptly having to go online earlier than the summer. The question we need to engage fully this Spring semester is question of what are we going to do? What is going to be our online strategy and offerings? His understanding is that we will still be in a mode of necessity through the fall of 2021. Perhaps, as early as spring 2022, we will then be in a position of going back to having choice about how much we offer online. It is fair to say with all that we are doing now that we have learned a lot. He believes that now there is perhaps a lot more openness regarding online learning on both sides - the side of faculty and the side of students. It is important to recognize that we are going to have to respond to that modality and to an even greater extent than we might have had now that the whole higher education had to go online and we now have a different kind of context in which to try to understand what our online strategy is going to be. He is hopeful that over the next course of Spring 2020, Summer 2020 and into Fall 2020, we can figure out what our online strategy is going to look like and what kinds of offerings there will be.

There are questions to consider like how do we engage the dual modality students and how do we engage those students who have had some college but do not have a degree. What opportunities does that give us? How do we make offerings and retain our identity and maintain ourselves as a residential institution? He knows that we all value engagement in person, but to what extent can we offer some online complimentary offerings? What is that going to look like for us? That is an important question. We will begin to dig into that the Spring semester.

Faculty Diversity. He had mentioned at the last Faculty Senate and at the previous chairs and program directors meetings strategies for diversifying the faculty. One suggestion was to look at opportunities to convert some non-tenured track faculty to tenure track lines. The Provost has had one discussion and shared some thoughts via email with the Position Allocation Committee (PAC) and has invited responses. He has heard from all but one of the PAC members. He is waiting to hear back from the last person and then he expects to share out some more information about how we will proceed on that matter of conversions of a particular subset of non-tenured track faculty to tenured track lines. The other strategy is to think about fellowships for diversifying the faculty both pre-doctoral and post-doctoral fellowships, and expect to say a little bit more about that later. The Provost opens the floor up for questions.

Questions:

Jinhua Li had comments and questions regarding Online Instructions. IDC had sent out a questionnaire inviting our faculty to give their input. The first group of questions including some of the specific questions and or concerns that were shared either individually or brought to our attention as we are proceeding in the semester. Immediate questions about online teaching for 2021:

- How free are faculty to decide what modality they teach and to change modality during the semester?
- Are faculty free to make a class "No Zoom," e.g. not to live-stream to students but record class?

- Are faculty free to determine what constitutes an absence, and will the administration support them?
- How are faculty who teach in-person and dual modalities going to be recognized in their faculty records?
- How are faculty assigned to teach online, and how many?
- What other ways can we support online teaching/learning through mentoring, CTL, ITS, and classroom technology?

Jinhua Li asked if it was possible for the Provost to talk a little bit about these questions. She knows that he might have already had the conversation with different groups at different venues, but not everyone may have had the chance to hear your thoughts on these questions

How free are faculty to decide what modality they teach and to change modality during the semester?

The modality that folks provided when they provided the schedule as the modality that they got. He does not think that they changed any of those so that answer is that he hopes that faculty have full freedom for he likes faculty having the freedom. The percentages he gave today are based on what modality people asked for.

Now, the issue about changing during the middle of the semester requires some review. One of the major reasons for that is when we are articulating to students a certain modality they are making commitments and choices based on that articulation. We want to be able to honor that as best as we can. Some of those commitments are about whether or not to come back to campus, and we certainly hope they return particularly given our success this semester. Folks want to come back to campus, but for example, a student picks up a schedule that hopefully will be 75% in person so they only have one class out of four that is online so they return to campus. Suddenly, two, three or five weeks in, one class turns into all-online that creates a disconnect for the student. We need to be mindful of that so the Provost is asking everyone to stick to the modality that they begin the semester. In some cases, we know that there will be changes because of circumstances beyond our control in some cases. We do want to be open to change, if need be.

Are faculty free to make a class "No Zoom," e.g. not to live-stream to students but record class?

Yes, he presumes so although some students may not be there due to something like being quarantined. The Provost wants to encourage faculty to think about how to get students the information so they be involved as much as they can be. However, trying to do a high flex, dual mode, synchronous, both in person and online at the same time, is not the only way to do that. If a faculty member wants to do that, we want to provide support. He believes he has mentioned the idea of tech ambassadors where students might be employed to help faculty manage technology so that they can focus on the teaching. We are trying to figure out just how much funding we might need, where the funding could come, and how quickly does it take to hire students into that kind of role in a way that is

most helpful for faculty. There have been some discussions about that. It is a little unclear how we might proceed just right now, but we are thinking that through.

Ultimately, there are different ways to make sure that we provide ways for students to participate, if there is a need for them to not be present for class. The most common and easiest example is if someone needs to be quarantined. What do we do? What do we do to help that student stay a part of the class? The Provost certainly believes one to think about that he has said a number of times, how do we make sure that we are developing and engaging community and making sure that that students feel connected? We do not want the only method to be something that disconnects students in a way, particularly those that have to be out of the classroom, but doing dual mode is not a mandate.

Are faculty free to determine what constitutes an absence, and will the administration support them?

We want to support the faculty, and we also want to support students not showing up being unwell. We do not want to create an environment where a student might think they had better go to class even though they have the sniffles, a cough or some illness. He would rather ensure that a student feels comfortable staying away from the classroom letting someone know they have symptoms of illness. It is a delicate balance between how do we create that right atmosphere for students to feel if they are not well to do the right thing and not show up and not be penalized. His view is that that faculty can work with students on that and think about that through. It is also very tough, because in addition to the physical realities of illness, being overwhelmed needs to be honored also.

Brian Hook relayed that it sounds to him like we need an articulated policy about some of these things. Faculty are going to be compassionate with their students, but at the same time, it would seem helpful for faculty to articulate in a syllabus an attendance policy. Of course, we all have those and we all have them with some flexibility inside and outside of a COVID semester. He feels some guidelines from the administration about what is okay to do.

Brian Hook is very happy about what the Provost said about modality and not going for dual modality. That is very helpful knowledge that you are going to support us and that it sounds like you have some ideas about what would constitute a justifiable change of modality, especially from in person or hybrid to online during the semester. If there is a process, please articulate it and post it so that we all know what you want from us so we can provide that to you upon our first request.

Provost Campbell replied he does not know that in this moment that a policy would be able to cover all the possibilities, eventualities, and circumstances. What he can provide is a set of principles articulated as clearly as possible. He is happy to do that and he will work to do that as quickly as possible and share with the faculty as quickly as he can. He agrees that the faculty are already have a sense of compassion and understanding.

Lyndi Hewitt asked given the current circumstances with all the changes going on, she wondered if it might be beneficial to rely on the policies and guidance that are already in place. If we think about it, we have already been thinking about these questions already. She thinks what has helped her is trying to go back to the principles she established up until now in her classes and just add

an additional layer of flexibility and compassion, as the moment seems to warrant. She believes it has always been up to faculty to establish their classroom policies, in line with our faculty Handbook, what we put in the syllabus and what we should provide for our students. None of this has changed. For those looking for more clear guidance, she would go back to those that exist, and then try to frame what we what we need to what specifically needs to be done in this moment within the existing policies. Previously she has mentioned in one of million different meetings regarding allowing students to be remote students in the class. She believes this can be covered under an attendance policy, she thinks it is okay for us to say, here are the reasons that qualify remote access to a class and here are the reasons where this will not be granted. She thinks that is fine to say while providing students with the opportunity to reach out and make their case. We have policies and regulations in place that allow us to respond with clarity, but also with the flexibility that this moment requires

How are faculty who teach in-person and dual modalities going to be recognized in their faculty records?

We certainly can include that data. We certainly have this question since the spring what kind of challenges has COVID presented? There is space for one to speak to the challenges and the work that faculty has done to resolve those challenges.

How are faculty assigned to teach online, and how many? What other ways can we support online teaching?

The bottom line is that we are trying to utilize all of the strategies and work that CTL is doing. If there are more efforts that the system is providing, we certainly will make those available as well.

Lyndi Hewitt relayed that they have our instructional technology team Lori Miles and Ann Ogg as well as Alex Mitchell, Greg Dillingham, and Matthew Warren will be holding an academic technology workshop and an email will go out tomorrow about that. They will also offer opportunities for individual consultations in both December and January for anyone who would like to discuss spring courses and their particular questions or challenges.

Provost Campbell felt he has taken up enough time and will write up something that he can share with the whole faculty that updates on a few other issues.

IV. Approval of Minutes: October 8, 2020 3:15 p.m.

Marietta Cameron asked for a motion to accept the minutes for October 8, 2020, which was seconded. The minutes for October 8, 2020 passed without dissent.

V. Executive Committee:

Faculty Senate Chair Marietta Cameron

Marietta Cameron reported on the status of EC 1. EC 1 was a resolution to say that the Senate would not review any new programs, including but not limited to major certificates and minors. The resolution's original intent was to help alleviate the workload for our colleagues at large as well as Senate colleagues. After discussions in the subcommittee meetings and then in the Senate Executive Committee, it is very clear that the Senate still feels that there is enough time for us to fulfill our duties

this year as well as most of our colleagues have submitted proposals for consideration or they are still planning to submit those. By not considering that resolution when it first was put on the agenda, our timing now has passed for which the resolution would have been beneficial, and it does make sense for that resolution to even be considered at this point. For these reasons, we have withdrawn EC 1, and we thank everyone for their feedback concerning that resolution.

As is evident from the number of resolutions on the agenda, Senate EC has been extremely busy responding to various situations. Marietta Cameron wanted to especially thank Sonya DiPalma, First Vice Chair and APC Chair, and all of the members of APC for being willing to respond extremely quickly to a request that they just received over this past weekend. She also wanted to shout out to FWDC and IDC as well for their work in previous Senate meetings that have some very quick turnarounds as well. She wanted to thank all of senators and colleagues on EC for their willingness to be responsive at all times of the day as well as late at night and very early in the morning.

In terms of Faculty Assembly, Marietta Cameron wanted to share two documents that have gone through the full Faculty Assembly. One is the Principles of Shared Governance that will go to IDC for their review and then come to the full Senate in the Spring. There are also the Principles of Budget that will also be going to IDC. After IDC revision, they will come before the full Senate. Once passed these documents will be posted on our Senate website. The Shared Governance document is an update to the 2005 version and has been ongoing work that began prior to Marietta Cameron's term as Senate Chair and started while Laura Bond was chair.

Marietta Cameron also wanted to recognize that our colleague and fellow Senator Tiece Ruffin was a panelist on the System-wide Town Halls for Racial Equity on October 19, and the Senate Chair wanted to thank her for her representation on behalf of our institution and for her thoughts that was shared. Marietta Cameron herself was on the October 26 Racial Taskforce Town Hall, She hopes the taskforce will take some of those comments to heart. In addition, I will share some of those comments maybe in an email and attach instead of I am looking at the time; She wants to shared her comments in a document and attach that to these minutes for your consideration.

Marietta Cameron also want to recognize that our students and staff colleagues also participated in Town Halls and do not want to want to ignore those voices. I want to mention about our response with the election that you all have received a copy of email from our senior staff, our EC, SGA and Staff Council addressing that. Please note, the opportunities for people to have to debrief and recognize that this is not something that will be over on Tuesday. As the Provost noted in his email, there are different reactions as far as individuals are concerned and to embrace each other regardless of positions concerning this particular time. She thanked all constituencies coming together for such a statement and hope that we continue to recognize that that is part of who we are.

In that same vein, we are happy and hopeful to hear about our positivity rates while recognizing what both our Chancellor and Provost have said about different impacts in our community in different ways that is happening. This pandemic is not only a matter of an individual dealing with threats to their own health, but also dealing with the health and safety of family members and friends. Some of our community members are dealing with jobs loss and job changes. We have people that are dealing with family and we have colleagues who are single, but dealing with the similar type situation as far as isolation is concerned. She asks colleagues to recognize that as a community, to help support each other, and understand those impacts that can happen for each of us in terms of our different roles and obligations.

London Newton thanked faculty for all their hard work. It was a tough semester, but we are going to make it through. She knows faculty had to make some big adjustments and deal with a lot.

SGA has signed a decent amount of legislation since the last Faculty Senate meeting (see above). They are applicable to faculty and she would love to hear their input and feedback.

SSB 14 legislation is to support Diversity, Equity and Inclusion practices and accountability in the classroom. SSB 15 legislation was to ban slurs from our classrooms and implement trigger warnings so that if someone does not want to hear a slur towards their community, they do not have to, and the professor provides space for us to not hear those. The SSB 16 was for campus police accountability by having all of the pictures of our campus police and their ID numbers on the campus police website so that if something happens and we do not get their name when it happens we are able to look back on the website. SSB 17 adds the bias incident report to all syllabi and job trainings on campus. She felt like it would be important to add that to all of our syllabi in the same way that we talked about Title IX and other student rights. She feels part of accountability in anti-racism and anti-oppressive work is by providing space to be held accountable in every space we possibly can.

Questions:

Jessica Pisano said she amazed that this was not something that we did not have on our student feedback for instruction already so she thanks London Newton bringing that to our attention. She thinks it is an absolutely fabulous idea. Her only question is about SSB 16 not linked into the agenda.

London Newton said since SSB 16 did not have anything to do with faculty that she did not feel the need to put it on the agenda.

Tiece Ruffin said she read all three legislations. For the record, she hopes we can operationalize this. We added stuff to our annual faculty record last spring, where it asks us as faculty about our inclusive pedagogy and how we make sure we embed DEI or JEDI in our work, but it is not on our SFI, to her knowledge. She appreciates although a little skeptical and is why she hopes we can actually do it because she knows the decree from 2015 when Maya Newlin was here. It took a while to bring all to fruition - adding additional DI classes and requiring professors to do training that students who amplified their voices told us what they want it from us. She hopes this time is different. Maybe she should be hopeful and not skeptical

Marietta Cameron shared that the Executive Committee received these and put it on the agenda. What will happen is these have already been divided these up. FWDC Chair, Caroline Kennedy has already agreed that that this will be brought to FWDC in the spring for consideration. I want to point out that our Senate has been very responsive. Please note that APC today is responding to something that came to them really quickly. She brought these examples up to alleviate some understandable skepticism that may be out there. She believes this Senate is very responsive. She is not going to say that everything is going to be "Yes."

Marietta Cameron relayed that the SFI Review team stands ready to implement any changes approved by the Faculty Senate and thanked her for that.

Sonya DiPalma wanted to note that all three of these are on the agenda for APC next week for discussion, and that the APC agenda will be coming out tomorrow.

Tiece Ruffin asked if the racial slurs and trigger warnings legislation due to a real incident on campus. Or is it considered a proactive measure? Since it was so explicit, she was befuddled because she thought faculty using racial slurs rather threw her so she was just asking whether the legislation was proactive or reactive.

London Newton think both happened either last year or the year before. Her understanding is a professor knows what they did wrong. She just wanted to make sure it did not happen again. Although it says racial slurs, they are talking about general slurs also like anti-queer and anti-Semitic. We also want to give warnings for that to allow people that space to not hear those.

Provost Kai Campbell provided context. There are different ways in which any kind of language could come up. One is language that is directed at someone in some way. There is absolutely no question that action should be taken by administration, if that ever happens, right there should be some response to that by leadership from the department chair on up. The trickier matter is what about those that have that occur in the learning materials and projects, particularly historical documents and other things that are on the record. How do they become objects of discussion? What is being proposed here is in the legislation is that even in that context, we need to be mindful, aware, and careful about simply repeating that language and presenting that in a way that could potentially be surprising to students. To be clear about that context that we are not talking about the former case, that is clear that we will handle that regardless of any legislation. The latter case is the case that where there is some discussion and you know there is a lot to say that I could say, but that would take us down a whole set of things that I do not think we are ready to gauge here.

London Newton relayed they have been having black and brown town halls regularly with the BSA. Some other black students have been meeting with black faculty to talk about what kind of anti-racism work you want to see on campus in the framework by the 2015 Diversity Decree that was passed by Maya Newlin's administration. There is a proposed fee approved to go to the Board of Governors to increase by 3 dollars and 13 cents the health fee to promote a sexual wellness position. They are working on the name, but it will be two student positions working 10 hours a week and paid \$12 an hour to do sexual wellness, bodily autonomy and domestic violence education around campus. This is also in response to the new Title IX regulations that were changed by the Betsy DeVos. These regulations do not require the Title IX office to do education on campus. While the current Title IX office would do education either way, we want to make sure that we have someone in this position to do that education. Once Dr. Moffitt leaves and we do not have someone with a heart in that position. They would be doing filling in those gaps from Title IX and then just doing general process of the Title IX education. Another new thing with this regulation is that once someone makes a formal report, Dr. Moffat is required to almost immediately go to the person who was reported on and tell them that someone reported them, which means that people do not have the time to create safe plans before making these formal reports. We want to help we want to make sure this position makes it very clear how to make a safety plan before filing a report so that when you report you are safe, and you are good when you start moving through the process. We will make sure this position does not turn into a

student trying to be a therapist or doing things that are just too much for the student to be doing. However, we also recognize that a student may feel safer around a student sometimes.

Jessica Pisano asked if other campuses are creating positions like these in response to the changing Title IX guidelines. Is this something that other campuses have done?

London Newton replied not that she knows of, though it is perfectly possible. She has heard of other schools having these positions, not necessarily in response to Title IX, but just generally. Her hope is that other schools will follow suit, but we are very much kind of sliding this position into the fee.

London Newton relayed that SGA is working with campus police to get a sticker to go on neuro-divergent students so if they are someone who gets nervous around police, or would start stimming or go nonverbal during an encounter with the police, they have a sticker that visible to let police know.

Sam Shephard wanted to update everyone on the Government Advocacy Day that she very briefly mentioned at our last meeting. She and two other students, Ahmad Thomas and Bailey Cook. They will be meeting with Senators from the 49th District. They will be advocating both for the ASG president to have a vote on the Board of Governors and for the UNC system to increase the emergency fund for students. These advocacy points were determined after a survey that was sent out to all 17 UNC system schools. They are the same advocacy points for each campus. Each campus will be meeting with senators this coming week. We really wanted to present a united front. While the things that we are asking for are not specifically tailored to our campus, they will definitely benefit our campus and that it will be giving hopefully a student voice on the Board of Governors and increasing the amount of funding that we have to support our students and our institution in this time. Just to be clear, this emergency fund is not the same emergency fund that we have set up for students that has been used and abused during the quarantine part of COVID last spring semester. This is a separate state emergency fund. Since we could not have any specific points tailored to our institutions, we are also going to be looking at having another government advocacy day in the Spring semester where we will be meeting one-on-one instead of groups of institutions advocating for issues very, very specific to our campus.

Marietta Cameron thanked London Newton and Sam Shephard for their reports. She has been talking about how active Faculty Senate has been this session and it seems our Student Government have also been very active.

Staff Council:

Erin Spence

Erin Spence is representing Staff Council for Emma Anderson, who is unable to be here today.

Staff Council had a couple updates for the Senate. First, their Chair-Elect Tony Delaurentis stepped down from Staff Council for personal reasons. They will be electing a new chair elect at their November meeting, and either Erin or Emma will share that at next Senate meeting.

Staff Council recently passed updated bylaws, budget proposal and staff ombuds proposal. They will be submitting those packages to the senior staff next week.

They are hopeful to engage with the Faculty Senate in common goals. At their last meeting, Trey Adcock was able to come and speak about the land acknowledgement. They then held a special meeting on the land acknowledgement to discuss ways to bring that to life. They want to propose a

learning circle onboard, orientation education requirements and an annual reading / recognition event of the land acknowledgement. They are also beginning to work to educate the campus about the acknowledgement and are preparing some communication. Staff Council believes there is a crossover between the resolution that Faculty Senate passed and discussions that Staff Council has had. They would like to coordinate some of efforts with the Faculty Senate and the Student Government to create more buy-in campus-wide as well as provide sustainability of our effort.

They are also planning to have a December graduate recognition of staff members who are members of the December 2020 graduation class and will be collaborating with the Alumni Association to provide swag bags to those staff members. Once that list is confirmed, they will share the list of the staff graduates and would love if some of the faculty would pop in and congratulate them. They will follow up with more details about that as they come out.

She is open to questions and would like to know from the Senate Chair who Staff Council should work with regarding the land acknowledgment work.

Marietta Cameron suggested that Jinhua Li and IDC would be the best to work with on the land acknowledgment work.

Jinhua Li agreed saying that IDC is more than happy to work with Staff Council on how to further implement the impact of the Land Agreement Statement.

Faculty Assembly Executive Committee:
[Meeting Summary Notes](#) [Meeting Materials](#)

Representative at Large Melodie Galloway

Melodie Galloway reported that the Faculty Welfare Subcommittee of the Faculty Assembly is working on serious illness and disability leave [Section 300.2. Point 11](#). The existing language is very broad and has not been reviewed since 2003. We are making this request, in part, because contemporary mental health issues, be they chronic or acute, especially now are becoming a growing point of concern. In addition, three prominent issues recently emerged because of the mental health focus groups at NCCU, which focus specifically on those, which could pose barriers for individuals in need of institutional assistance. This work is ongoing and critical especially now.

Secondly, Marietta did mention the shared governance document that has been approved by Faculty Assembly. There will be a letter that the Faculty Assembly Executive Committee is working on to send to the Board of Governors that carries a specific request to have each Senate Chair be made an ex officio on each Board of Trustees on all the campuses of our 17 UNC System universities. She read one part of the letter:

“Among the most effective means of enhancing shared governance is to allow for the faculty chair to serve as a non-voting ex officio member of an institution's Board of Trustees doing so as the principal's statement affirms can provide an opportunity for trustees to have access to the institution's faculty voice and to allow more transparency between the trustees and the faculty.”

The Faculty Assembly Executive Committee feels that it is very important for faculty to have a seat at the table. This is not brand new to our Faculty Senate Executive Committee and has come up

before. I just want you all to know that I really appreciated their agreement and sense to move forward with this, but also, specifically Chancellor Cable's support. For this to happen, we have some work to do in this ongoing effort.

Marietta Cameron confirmed that this has been brought up in our Senate Executive Committee. She is aware of the letter and gave the Faculty Assembly Executive Committee a chance to first mention that. She also acknowledged and thanked Chancellor Cable who has been very supportive of this for a while and is moving forward with this with our Board of Trustees.

- VI. Academic Policies Committee: First Vice Chair Sonya DiPalma
- First Reading** [Decision Summaries](#) [APC Memorandum 2020-21](#)
- [APC 6](#) Remove Declaration of Major Requirements for the BS and BA majors in Chemistry
(Sally Wasileski, CHEM)
- [APC 7](#) Change credits, course number, and title for HWP 253;
Change credits, course number, and description for HWP 265;
Change credits and course description for HWP 316;
Change credits for HWP 317;
Change credits for HWP 333;
Change credits, title, and description for HWP 356;
Change title and description for HWP 360;
Change credits for HWP 365;
Change credits for HWP 381;
Change credits and description for HWP 401
- [APC 8](#) Delete HW 111, Pilates
Delete HW 123, Aerobics
Delete HWP 323, Workplace Wellness
- [APC 9](#) Add new course, HWP 326, Food is Medicine;
Add new course, HWP 384, Genetic and Evolutionary Principles of Health
- [APC 10](#) Update listing of approved elective courses in the Health Sciences and Public Health concentrations of Health and Wellness Promotion
(Aubri Rote, HWP)
- [APC 11](#) Changes to the Repeat Course Policy
- [APC 12](#) Change to the number of possible course withdrawals
(Lynne Horgan, Registrar)

Sonya DiPalma presented the seven first reading documents and reminded everyone of the decision summaries for review. If anyone has questions, as always, please email Sonya DiPalma those before the next Senate meeting so APC can address those.

Second Reading

- [APC 2](#) Change course requirements in the Arts Management and Entrepreneurship (AME) major concentration within Interdisciplinary Studies (Laura Bond, Melodie Galloway, IST/AME)
- [APC 3](#) Remove ART 122 and ART 133 as a prerequisite or corequisite for ART 144 (Tamie Beldue, Jackson Martin, ART)
- [APC 4](#) Adding a Dual Degree Option with the University of Essex to the Political Science Major (Linda Cornett, POLS)

We have three second reading documents. None of the Senators asked to have a document separated from the bundle so Sonya DiPalma asked for a motion to accept APC 2 through APC 4 that was made and seconded. No discussion.

APC 2 through APC 4 passed without dissent, 18-0-0.

[APC Sense of the Senate 4](#) Sense of the Senate Resolution Modification to Fall 2020 Grading Policy

Sonya DiPalma explained that to be responsive to the request we received from SGA that APC held two special sessions yesterday to address the concerns in this resolution. She thanked Marietta Cameron and the members of APC for being so responsive to this request under tight time restraints. They met before classes and again after their classes. APC appreciates and applauds the resilience and the perseverance of our students, our faculty and our staff. It is with this intentionality that we responded with Sense of the Senate 4. She asked for a motion to accept Sense of the Senate 4 that was made and seconded.

Discussion.

SGA President London Newton thanked everyone for responding to their request so quickly. She acknowledges that she literally sent it on Saturday morning. She has read the Sense of the Senate and would like to hear feedback of the concerns with the request and the rationale behind the Sense of the Senate.

London Newton explained that she understands if you are going to graduate school that having a bunch of pass/fail classes could impact that path. However, if you are someone who is not trying to go to graduate school and like you just want to get in and get out the situation would be different.

Sonya DiPalma replied there are many things to consider including some of those London Newton mentioned. At the beginning of the fall semester, it was stated that we will not have a pass/fail grade policy for Fall semester. Because of this, most professors have incorporated some accommodation within their course. Sonya DiPalma spoke for herself and many other faculty who have extended deadlines and have been relaxed on absences. Also in terms of grading, for instance, when it comes to online tests, we do not have an ability to moderate our exams so tests are now basically “open book, open note” online tests. APC considered all these accommodations that many faculty already had in place this semester. They also explored unintended consequences such as if you have two consecutive semesters with pass/fail grading policy, what does that say for your progress within

the field of study? What is it going to say on a transcript? You may not wish to go to graduate school immediately following your bachelor's degree, but what if, and she used herself as an example, returned to college at age 40. For a PhD, interestingly enough, that university used my GPA for my first two years of undergraduate school for admission. She was amazed, and honestly, a little horrified.

APC looked at their collective experience and education and thought by extending this withdrawal period would be a remedy. APC encourages any student considering withdrawing from a class that you first talk with the Professor of that course for an incomplete or an extension on a deadline might be a better remedy. There are other ways we think that might be more beneficial for the student in the long term.

Marietta Cameron also pointed out that not only graduate schools look at the full transcript. There are there are instances of industries that will look at the full transcript. She herself was questioned in an interview about a freshman seminar course she did not do as well. Fortunately, she was prepared with a truthful answer. She received a rejection letter, and though there may have been other factors that made the decision, she believes that course was a legitimate stick that people could use to make their decision. She advise students to be aware that some places of appointment will look at your full transcript and make evaluations where they are fair or unfair about grades that they see. Some students may be applying for scholarships, grants, fellowships, or something that would be looking at the full transcript.

Jessica Pisano wanted to agree that students might not know if they want to go to graduate school at this time. She certainly did not ever literally contemplate graduate school until well after she had graduated and then went back not once but twice. We are trying to not be super paternalistic and protective. From life experience, we are trying to look out for the best interests of our students.

Lyndi Hewitt thanked APC and all of the senators who worked so quickly on this. She does have some concerns about the response and wished that a different direction had been taken, but she absolutely respects the critical thinking and the work that her colleagues have done. Her comment is actually not about the resolution. She just wants to take this moment to encourage Faculty Senate to consider taking up a conversation about pass/fail courses in general. As many of you know, other universities have pass/fail options though there are limitations such as so many across the student's career and courses cannot be within your major. If we had a system like this in place already, it could have solved many problems, and increased equitable options for students. She understands the reasons that it may be the wisest thing to do right now. She hopes a conversation can happen about implementing something like that in the future.

Lynne Horgan replied to Lyndi Hewitt that we actually did have a conversation with the deans when this was first coming up. We did decide that we do need to research what other campuses do, what other pass fail policies are out there, and let it be a really thought out policy that goes through our governance in the in the normal way that it should. Therefore, we are on it.

London Newton thanked Lyndi Hewitt for her points. She also thanked everyone for sharing the rationale with her. She would like to hear from as many people as possible because there are many students who are waiting for an update from her. Each day she gets at least five texts asking if we are going to get Pass/Fail or not. She wants to be able to explain to them as much as she can about why we might not be able to do it. She understands what faculty are saying but her concern that the pass/fail

grade policy should be considered is not all students have the privilege of thinking in the long term all the time. For many, the choice between potentially screwing up the present semester and whether go to graduate school, they would like pass/fail option so they can get through this semester. Students and professors included are just trying to get through this semester. A lot of student have reached out who are struggling that they rather take the pass/fail to get through this semester and then deal with those other consequences later. The pass/fail option means that they have a good enough GPA to stay next semester, they are not going to completely fail a class and like lose all of the credit hours they paid for and they can earn those hours to move towards graduation. That is the students thought process. Knowing the risks, in the short term, we have to decide like what we are going to be able to do so that we can just like get through this semester. This semester of this school year has been hard and she knows she and her professor have been dealing with a learning curve and there has been a lot of flux put in by many professors. She completely recognizes there has been a lot done to make sure that we can get through this as much as possible. She feels the pass/fail option would be one of those last ditch things to make sure that as many people can continue to go to school and can get their money's worth.

Sonya DiPalma thanked London Newton and appreciated her bringing all of these items to our attention. The faculty understand and experience ourselves all the stress that the pandemic and the other stressors that we have out beyond the pandemic that we have experienced this semester as well as this time the faculty has taken to consider this is with only eight instructional days left. So much grading has already taken place. This was a conversation that she had in my Mass Communication Theory class today. At least in this class, many of her students preferred to have a grade and did not see the need for a pass/fail option. Whereas in the past Spring semester, with the UNC system mandating a pass/fail option because it was such an abrupt change going from in person classes to online. However, this semester, we did have that benefit of knowing the class is either in person, a hybrid, or completely on online. Fortunately, through everyone's compliance with all the safety precautions for COVID-19, our campus has been able to keep face-to-face classes and hybrid classes, and we have remained healthy. She has a tremendous debt of gratitude for students, faculty and staff who have been compliant and have made this a better, wonderful semester than she had ever anticipated. Know that in their decision-making, in the end, it was really in a crunch. This is what we thought was best given in the time scenario of what we have and considering everything that had taken place. Do know that we hear you, and we appreciate your bringing the sentiment from the students to us.

London Newton brought up that although our school is recommending to just extend the withdrawal period, she has talked to other student body presidents that four or five schools in the system that are doing pass/fail option to some extent and those are bigger schools although Elizabeth City State is also doing it. What would be the difference and how it may hurt my transcript to have a withdrawal versus having a pass/fail? Should we advise students that a withdrawal might have less of an impact?

Sonya DiPalma replied that there is actually three parts of this question that she will address. First of all, APC did look at what other universities were doing and know that the universities that adopted the pass/fail system are ones that were forced to go completely online due to COVID-19

clusters to the outbreak, and they did so early on their semester. Fortunately, with good planning on the part of senior leadership at UNC Asheville, we started early on August 10. We did not have to shut down or change grading policy because of an outbreak of COVID. They looked at the universities who have stayed open like App states, Western Carolina, a few others, and the majority have not gone for a pass/fail option. It is just those that are completely online. Second part, when it comes with the withdrawals during COVID-19, those do not count against you. They do not count towards that total number of withdrawals. There is a part when it comes to a course withdrawal where there are some things with financial aid to be aware. Would Lynne Horgan or Alicia Shope wish to talk about that who are well-versed with the financial aid portion of this?

Lynne Horgan explained regarding financial aid that there is a federal policy regarding financial aid called SAP, Satisfactory Academic Progress, where you have to meet a certain criteria at the end of each semester to be eligible for financial aid in the following term. So withdrawal, one of the two criteria are GPA that is 2.0 or higher, and the other one is a percentage of your attempted hours are earned the percentage of completion where W's will count in attempted hours, they are not earned hours. So a student just needs to be mindful of maintaining that percent of completion. Too many W's can lead to being ineligible for financial aid. If a student has any individual questions about that, they should definitely talk to the financial aid office directly.

Sonya DiPalma thanked Lynne and re-emphasized the need for students to talk with their advisors and professors of their courses before they withdraw from a course. She also need to update a comment that she made that there were several schools that went completely online into the pass /fail option. Some schools that did not adopt a pass/fail option that may still have a hybrid or face-to-face courses. We did look at our neighboring schools that had not like Western and App state. Although that informed their decision somewhat, but was not overbearing in our rationalization for the resolution. She is happy to if there are any other APC members who wish to contribute to this.

Toby King said Sonya DiPalma did a great job of summarizing our discussion. He feels she explained what happened in our discussion very well.

Jessica Pisano wanted to reiterate something that Lynne Horgan has already said that part of our rationale was just the timing of this to consider the actual, practical implications of trying to change grading policy eight days before the end of the semester. I think that you know is problematic. I think that if we had gone to the pass/fail option, that was still a satisfactory withdrawal option. That is what we did last Spring. With the withdrawal, there is concern about financial aid and hours to completion that would still be an issue even with the satisfactory withdrawal policy.

Ann Dunn wanted to remind to all the students that there are already other options in place for the end of the semester crunch, and one is an incomplete. She offers incompletes; some faculty do not for it makes a little bit more work for the professor. An incomplete gives the students the option of fulfilling their own expectations for themselves.

Sonya DiPalma wanted to close to go to voting by to emphasize and ask London Newton to pass along to have students talk with your advisors and professors before you go and withdraw from a course. Sense of the Senate 4 passed 17-2.

VII. Faculty Welfare and Development Committee: Third Vice Chair Caroline Kennedy

[Decision Summaries](#)

Second Reading

[FWDC 1](#)

Revise First Year Colloquium Coordinator

Faculty Handbook 10.5.15 (SD0217F)

[Friendly Amendments to FWDC 1 to be considered at Second Reading](#)

[FWDC 2](#)

Revise First Year Experience Advisory Committee

Faculty Handbook 10.4.37 (SD6618S)

Caroline Kennedy presented two FWDC documents for a second read. The first is the proposed changes to reflect the new title and position responsibilities of what used to be the First Year Colloquium Coordinator. She asked for a motion to accept FWDC 1, which was seconded.

Caroline Kennedy pointed out that she has already had some communication with Dr. Marietta Cameron for she expressed some concerns that the rationale in FWDC 1 was missing some important information about how this not only changes the wording about the title, but also changes the policy of how the director is assigned. There is a second document that reflects some amendments that FWDC made in response to those concerns that are highlighted in green. She agrees with both of those and asked if there are any points of discussion.

Marietta Cameron thanked Carolina Kennedy and FWDC for considering the friendly amendment.

No questions nor discussion. FWDC 1 passed with 1 abstention, 17-0-1.

Caroline Kennedy proceeded to FWDC 2. She asked for a motion to accept FWDC 2 that was made and seconded. No questions nor discussion. FWDC 2 passed with 1 abstention, 17-0-1.

Caroline Kennedy concluded her report by saying an email will go out tomorrow to initiate the special elections for Faculty Senate alternates to cover vacancies.

VIII. Institutional Development Committee / UPC: Second Vice Chair Jinhua Li

Jinhua Li relayed that IDC does not have any documents to present at this time. They do have two updates that they would like to report to the Faculty Senate. One is that now we have a representative from IDC who will participate in the discussions and meetings of the Budget Committee. Jake Butera has graciously agreed to serve as our representative and we will be hearing updates and reports from him. The second update is that under the leadership of Chancellor, Chancellor Cable and I have discussed the membership of University Planning Council and are in the process of confirming the membership. We are hopeful that either we can finalize the membership by the end of this year or by early in the Spring semester and that the council will be able to convene during the Spring semester.

IX. Old Business / New Business / Adjourn

Marietta Cameron thanked everyone for their work, patience, and consideration of our community. This is the last Faculty Senate meeting of the Fall semester.

Meeting was adjourned at 5:26 p.m.