

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE MINUTES for March 3, 2022; 3:15 pm via ZOOM

Members: M. Cameron, T. King, B. Sanft, E. Adell, M. Bettencourt, J. Butera, R. Chapman (alternate), D. Clarke, A. Cossette, A. Dunn (alternate), V. Frank, B. Hook, C. Kennedy, J. Pisano, T. Ruffin, R. Tatum, L. Ward, S. Williams, J. Zunguze, G. Campbell.

Members J. Li.

Excused:

Visitors: N. Cable, A. Boakye-Boaten, B. Bourne, L. Braswell, S. Broberg, R. Criser, J. Dougherty, M. Fox, M. Galloway, B. Hart, P. Haschke, L. Hewitt, H. Holt, L. Horgan, L. Linton, M. Okoro, T. Rizzo, J. Shields, A. Shope, D. Thomas, D. Traywick, J. Wihelm, N. Yeager, K. Zubko.

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

II. Approval of Minutes: February 3, 2022
The minutes from February 3, 2022 passed without dissent.

III. Introductions and Reports to Senate

Student Government: President Demon Thomas

Demon Thomas introduced the newly elected SGA President and Vice President: Lauren Braswell and Miracle Okoro. He said they are two phenomenal women.

Lauren Braswell said that she is excited to be the new SGA President. She appreciates Demon Thomas' mentoring so she is prepared. She looks forward to working with Faculty Senate.

Miracle Okoro is also happy to get to work with everyone. Although SGA is new territory for her, she knows Lauren Braswell will make a great president.

Demon Thomas presented this legislation: [SSB 020-012](#), 2021-2022 UNCA Bulldog Development Program. This program is to acknowledge our bias, our mission and core, and make accessible to faculty, students and staff the program Real-Response that the Student Athletes have used.

Jessica Pisano thanked Demon Thomas for sharing this with us. She asked to know more about the NCAA Real-Response program.

Demon Thomas replied that Real-Response is a tool that athletics currently use is to anonymously relay when they are having problems with a coach or a teammate. Basically, the overall programming is to enhance our communication interaction.

Jessica Pisano asked who would be responding to these anonymous tips or complaints if this were for the entire campus.

Demon Thomas said basically, hopefully, they would extend this to Megan Pugh and Heather Lindkvist from Title IX. They are working with the Chancellor on this as well. Their idea is to expand the program beyond the athletes to students, faculty and staff.

Next, Demon Thomas provided input from SGA regarding the APC 25. SGA is on board with the suggested course and hopes faculty and students input.

He promoted the BIPOC Art Show that UNC Asheville SGA has started involving the 17 UNC System institutions. Lauren Braswell is one of the artist. There are talented students here and around the system. It is important work here at UNC Asheville for we value different perspectives and student input.

They are having their Spring Fling on Friday, April 8. Please let your students know. This is happening since many sophomores and freshmen did not have a prom due to the pandemic and it is

important that every student get to attend their prom. He thanked Bill Haggard, Nancy Yeager, Melanie Fox, Robert Straub, and everyone who has been involved helping us bring it to life. He really appreciates the help.

Marietta Cameron thanked Demon Thomas for his leadership and work over the past year.

Staff Council:
No report

Jordan Perry, Staff Council Chair

Faculty Assembly Secretary:

Melodie Galloway

[January 14, 2022 Faculty Assembly Meeting Report](#)

Executive Committee Report:

Senate Chair Marietta Cameron

Marietta Cameron started her talk about the 2022 Invasion of the Ukraine. She explained that the Faculty Senate Executive Committee, in collaboration with our senior leadership, Staff Council leadership, and SGA leadership, extend our solidarity, compassion, and support to everyone in our community, but especially our students, staff, and faculty who are Ukrainian citizens and of Ukrainian descent as well as friends and family who have loved ones in the Ukraine.

We have received some messages asking us to make sure to express our compassion to our colleagues on that and we want to be responsive to our colleague's request. We have other colleagues who came back after the statement was submitted asking that we do not forget that we are to extend our understanding and compassion to our colleagues who are connected to Russia, and who may fear persecution for actions that they do not control and that they do not condone. Again, we are a wonderful community that extends support to each other. We want to acknowledge, support and amplify the work of our colleagues who have responded with tangible, concrete ways of showing support. There are numerous emails that are out there and she does not want to lift up any out of fear of missing someone. Please read your emails.

At the last senate meeting, Marietta Cameron talked about writing a document proposing a chair elect policy. That is not a new discussion for ever so often the idea comes up in considering ways to strengthen continuity for Senate leadership between academic years. After reviewing several options, they have decided not to pursue this idea since the EC concluded that the current protocols for rotation of faculty influence and that Senate's officer term limits are sufficient. This is not to say this could not be considered at another time. This means that at this time considering the options that our current matrix works best.

Marietta Cameron lifted up the work of the Intellectual Property Committee under the leadership of Brandy Bourne in working on the intellectual property policy. They first came to the Executive Committee who referred them to FWDC after APC and IDC had a joint meeting to offer their perspectives that were forwarded to FWDC. She did not want to preempt their work but just wanted to make people aware that this work is going on. We do have a big intellectual property policy outlined in our faculty handbook that needs to be updated and FWDC is working on the language. The document that the Intellectual Property Committee had been working on has been circulating since 2016. While that is true, the Senate just received a copy of that document and the subcommittees are now seeing it this semester. Marietta Cameron has heard people lament how slow Faculty Senate moves however please understand that the Senate can only move on stuff when it comes to Senate. So please understand that Senate is working as quickly as possible upon receiving answers to the questions posed. The document that is circulating is more comprehensive than what we have in our faculty handbook so there is work to be done to reconcile our Faculty Handbook accordingly. It will come before the full Senate for approval. Marietta Cameron thanked FWDC chair Becky Sanft for handling

this work as well as to Toby King and Jinhua Li for their handling of the document when it came to their subcommittees.

There is a proposal to create a Salary and Compensation Committee from a FWDC meeting with a group of faculty. She thanks the leaders of that group for coming to FWDC for a discussion and proposal. She wanted to clarify the process. We received a request from our faculty colleagues to meet with FWDC regarding salaries and compensation. Provost Campbell was very much interested, excited and wanted to present to FWDC some of his ongoing work regarding this topic. The Executive Committee thought it wise for our faculty colleagues to be able to meet with FWDC without the presence of senior leadership because we thought that the faculty wanted to speak directly with the faculty colleagues concerning these matters and wanted the colleagues to have the freedom to speak as frankly and as candidly as possible. They did advise the Provost several times not to attend those meetings. Marietta Cameron wanted to make the outline of events clear since it has come to her attention that there are faculty under the impression that the Provost delayed consideration of this. That was not the case. The Executive Committee asked the Provost to wait until this group met with FWDC and have their discussion before presenting his work. If there are people who feel that was a misstep on our part and unwise then she is not afraid to say, "Okay, the buck stops with us." FWDC will speak further on this, but she wanted to stress that particular point and clear up misunderstandings she was hearing.

Chancellor Cable wanted to commend the work that is being done. She thanked all who are working on this. She has not spoken with Provost Campbell about this. She is sure that we will want to go further in these discussions and to consider different forms of action that may speak to a number of the issues that are raised. For now, she simply wanted to say thank you for the hard work that has gone into this report and a compendium of statements about the needs at hand.

IV. IDC / UPC: Jake Butera reporting for Second Vice Chair Jinhua Li

Jake Butera gave the report for Jinhua Li. The Institutional Development Committee (IDC) does not have any documents to submit to the Senate at the moment, but they wanted to update Senate on their work. They are continuing to discuss the process of program review by looking at program review models from other sister schools and comparable schools in the region. We have a University Planning Council (UPC) meeting scheduled for March 17. If anyone has questions that they would like IDC to bring up at the UPC meeting, please send those to Jinhua Li. Finally, IDC met with Jake Butera and Seth Ligo on their roles for the Global Studies Center Proposal. If any of the other Senate subcommittees would like to meet with them, they are open to that.

V. Faculty Welfare and Development Committee: Third Vice Chair Becky Sanft

[Decision Summaries](#)

Elections

Third Vice Chair Becky Sanft

Faculty Election Nominees Approved by Faculty Senate for Faculty Assembly Ballot

Becky Sanft relayed that we are in faculty election season. This spring the UNCA faculty will elect one representative and an alternate to the UNC System Faculty Assembly for a term of three years. Per the handbook, FWDC prepares a slate of at least three nominees that must be approved by Senate. FWDC put out a call for nominations and received three nominations: Marietta Cameron, Susan Clark and Ramin Vandale. A motion was made to accept the slate, which was seconded. The nominee slate passed without dissent and 1 abstention.

Becky Sanft wanted to provide an update regarding talks concerning compensation. In December, a group of concerned faculty from across campus inquired about the possibility of setting up a meeting with FWDC about faculty compensation. We planned to meet on January 20, but the compensation group was requested to move the meeting to the end of February in order to have the time to polish their document before sharing it with FWDC before the meeting. After FWDC met with this group of faculty last week on Thursday, and before the next meeting, they shared a document that summarized their concerns regarding faculty salary and compensation at UNCA.

The main goals of the document:

1. to raise collective awareness of the gravity of the salary situation with a particular focus on the cost of living issue that may lend support to the Administration's efforts;
2. to request actionable steps that can provide momentum on the issue; and
3. to demonstrate specific links between faculty welfare and student success and retention.

The document focuses on faculty, but they acknowledge the gravity of staff salary and retention issues. It is their hope that ultimately faculty and staff salary and retention issues are better understood by the entire campus community as essential to campus welfare, and specifically, to the focus on student retention. The document received last week included 77 signatures from faculty.

As our Senate Chair has explained, Provost Campbell wanted to join the discussion last Thursday, but FWDC decided it was best for us to meet first with only faculty to listen to their concerns and Provost Campbell respected this request. The meeting last week provided an opportunity for this group of faculty to voice their concerns, answer questions from FWDC and discuss possible next steps. They ask that faculty play a meaningful role in assisting the Provost in his efforts to improve compensation of faculty and to rethink how UNCA frames conversations about faculty compensation with donors, legislators, and the general public. In response to this request, after FWDC agreed to set up a meeting with the faculty group and the Provost, she emailed the Provost and he quickly responded that he was able to meet all of us at our next FWDC meeting after spring break on the 17th. The faculty wanted to share their document with all faculty before the meeting to give everyone an opportunity to read this document and include their signature if they wish to do so. As you saw, the group sent out this document last night. The meeting with the provost after spring break will give both the administration and faculty the opportunity to share their perspectives and concerns and provide information that could be helpful to each other. In the document is a request that regular salary studies take place on campus.

In FWDC meeting last week, someone suggested creating a Standing Salary Committee. The group of faculty were given a template for proposing a new standing committee if they wish to pursue this idea. Her understanding is that they are currently drafting a proposal to create a Standing Salary Committee. If they do this, they will send the proposal to FWDC. FWDC will continue to provide updates as these conversations evolve. She wanted to thank the faculty group for their hard work on this. It took a lot of time and effort to get a group of faculty across campus to put this document together.

Before turning to the APC agenda, Toby King wanted to express his gratitude to that faculty group who he believes are working very hard on behalf of their colleagues. He lamented, "I feel the embrace and the love and the support that comes from that work. I feel like we and the institution cannot help but benefit from that work. I feel that it is just a wonderful and powerful gesture of communal support. So thank you for that work."

[Decision Summaries](#)**First Reading**

- [APC 34](#) Delete RELS 200, 354, and 384
- [APC 35](#) Add new courses to the Religious Studies curriculum:
RELS 144, Religion, Death, and Afterlife;
RELS 145, Sensing Religion: Body, Desire, and Emotion,
cross-listing the course with ANTH 145;
RELS 146, Religion and Horror
- [APC 36](#) Change course descriptions for RELS 215, 312, 313, and 398
Cross-list RELS 215 with CLAS 215
- [APC 37](#) Change the requirements for the Religious Studies Major and Minor
- [APC 38](#) Change the narrative description for Religious Studies
(Rodger Payne, RELS)
- [APC 39](#) Add new course: LANG 460, Advanced Creative Writing Workshop; Add new
course: LANG 487, Thematic Approaches to Creative Writing; Change the title
and description for LANG 494
- [APC 40](#) Update Course Descriptions for LANG 260, 361, 363, 365, and 366
- [APC 41](#) Revise the Major in English requirements for the Creative Writing Concentration
(Kirk Boyle, ENGL)
- [APC 42](#) Change ESI 101 and ESI 490 from 3 to 4 credit
- [APC 43](#) Add new course, ESI 491, Senior Research Internship
- [APC 44](#) Update the required hours for the ESI concentration in Interdisciplinary Studies,
and add ESI 491 as an option to 490 for the capstone
(Melissa Burchard, ESI)
- [APC 45](#) Changes in titles and descriptions for PHIL 230, 304, and 310
- [APC 46](#) Add new course, PHIL 103: "How Should I Live?" Philosophy and the Good Life
- [APC 47](#) Change in distribution of required courses for the major and minor in Philosophy
(Melissa Burchard, PHIL)

Toby King presented the 14 documents up for first reading from Religious Studies, English, Ethics and Social Institutions and Philosophy. Please take the time over the next month to read them, contact him with questions so that APC has an opportunity to address them. He noted each of these documents has been accepted without dissent by APC.

Second Reading

- [APC 25](#) Add new course, LA 378, Race, Identity, Belonging, and Cultures in the Americas
Revise the Liberal Arts Core Diversity Intensive requirement;
Make editorial changes needed as a result of the addition of LA 378
(Tracey Rizzo, DI Task Force, LA)

- [APC 26](#) Add new course, LL 320, Language and Gender;
Add LL 320 under the Humanities heading for Women,
Gender, and Sexuality Studies
- [APC 27](#) Delete FREN 445, French Views of America; Add new course, FREN 450,
Contemporary French Linguistics
(Kelly Biers, Michelle Bettencourt, LL)
- [APC 28](#) Update Prerequisites for MATH 441 and MATH 452
(Becky Sanft, Sam Kaplan, Megan Powell, MATH)
- [APC 29](#) Petition for Accounting Degree Exemption to SD2015F
- [APC 30](#) Delete ACCT 200 and 418
- [APC 31](#) Change the following courses in the Accounting curriculum to 4 credits:
ACCT 215, 215, 301, 302, 317, 340, 342, 405, 416, 417
- [APC 32](#) Change the requirements for the Major in Accounting;
Change the requirements for the Minor in Accounting;
Remove the reference to AACSB accreditation in the description for the
department
- [APC 33](#) Editorial changes needed due to changing ACCT 215 to 4 credits
(Jeff Shields, ACCT)

[Summary of the Open Forum Considering APC 25](#)

Forum held on February 15, 2022

For Second Reading, we have documents from LAC, Languages and Literatures, Mathematics, and Accounting. All of these documents were accepted by APC without dissent. Unless there is a request to pull any specific document, many of our Second Reading documents can be voted on as a bundle. He is not including APC 25 in the bundle because he has some things to say and there may be some questions about it from others. He asked if there are any other documents to pull from the bundle.

Jake Butera asked to pull the accounting documents APC 29 through APC 33 for questions he has.

Elena Addell asked to pull APC 26 for she has a friendly amendment that we have talked about concerning odd/even years.

Toby King asked for a motion to accept the mathematically smallest bundle of APC 27 and APC 28, which was seconded.

APC 27 and APC 28 passed without dissent.

Toby King asked for a motion to accept APC 25, which was seconded.

Discussion. Toby gave three points about APC 44 (2021) and APC 25 (2022):

- APC 44 passed Faculty Senate in April 2021 that added a DI requirement to the LAC that is a diversity intensive race-based requirement.
- APC 25 proposes the addition of a single course, LA 378 as one possibility for students and faculty to satisfy that DI requirement.
- APC 25 does not modify or remove any current LAC offerings.

Toby then presented [his remarks from the open forum relaying the history from passage of APC 44 to today](#). He especially thanked the members of the task force: Tracey Rizzo, Reid Chapman, Agya Boakye-Boaten, Tiece Ruffin, Regine Criser, Sam Kaplan, Jessica Pisano, Herman Holt, Lynne Horgan, Amanda Bell, Megan Pugh, Aryelle Jacobsen, Demon Thomas, and Christina Viera. He then turned it over to the Chair of the task force for her opening comments.

Tracey Rizzo, Chair of the task force, appreciated all of the deliberations APC and others have done. She knows there has been dozens of conversations with dozens of faculty across campus. She thanked Reid Chapman for engaging in that intensive work with individuals. She thanked Toby King and the many task force members are in the room. She specifically thanked Demon Thomas for his vote for this. When he gave his SGA report, we were very sensitive to how long Student Government has been asking for some embeddedness of this content in the LAC, and we were glad to have his and Ariel's input. She also appreciates the amount of community attention this has received.

Jake Butera asked about the double dip feature LA 378 that would fade LA 324.

Reid Chapman worried in the early iterations of this course the double dipping impact of it is going to privilege it to a certain extent. However, we have already seen a fair number of DIR applications to the DIR committee. He believes a year from now that we will have a great wealth of courses that will bear the DIR designation essentially removing the privilege of double dipping that 378 enjoys over Humanities 324.

Toby King acknowledged these things are in flux and will need to be continually monitored, altered, and iterated from semester to semester.

Jake Butera stated he does not see the structure in the document. He would feel a little more comfortable if the document did say how many sections would be included and that the process would be reviewed with the hope of phasing out the double dipping over time because it seems that students are interested in being as efficient as possible. This document acknowledges that part of the hope of this is that students will double dip and they will not be adding hours. In his mind, it seems as though this could very easily go the opposite direction where it becomes the most efficient way of completing the requirement where it precludes taking other electives. For departments that do not offer the DIR, their students will find their way into this course as well as our transfer students will automatically find this course. While he appreciates the idea that it could go in that direction that both of you have highlighted, he easily sees it going the other direction, and then he worries about the role of 324 would have at that point.

Toby King replied that our closest model to this is the work we have in balancing humanities 414 and LA 478. To put in this document a guarantee of how many sections we will be offering of each course moving forward is completely impractical as we have to balance this based on requests that faculty make with anticipated student demand. It would be impossible for us to say how many faculty we anticipate who would be willing and available to teach Humanities 324 vs. LA 378. He hears Jake Butera's concern around the unpredictable nature of this, but that is the reality to humanities schedule in general.

Tracey Rizzo agrees that some of our students and their advisors absolutely have to privilege efficiency, especially those engineering students, which we have in mind. What the DI committee discovered from the students that Demon Thomas could attest to is there is a lot of interest in this content, and students may end up taking many courses. They may not purely privilege efficiency. Some students and their advisors are very well aware of the differences in content between LA 378 and Humanities 324. Some may prefer the more global approach. She also suggests is during training and professional development of advisors, we can signal what these differences are and help advisors direct students to the courses that actually interest them.

Demon Thomas remembers the meetings that he was in, this course will be providing opportunity for engineering and STEM students. This course is allowing them to open their mind and actually take a step back to consider different perspectives. Another reason why we should support APC 25 as well is this will include Student Affairs. APC 25 give us community service learning and different perspectives in one course.

Toby King thanked Demon Thomas for giving the student and Student Government perspective that maybe students are interested in learning particular topics and not just maximizing efficiency at all times. It certainly has not been his experience that his students continually want to maximize efficiency at all times.

Marietta Cameron asked whether she is hearing that we are dismissing a course that is academically sound, meets the state desired student outcomes that have the same outcomes as the humanities plus more due to a worry of efficiency. When have we done that in evaluating any other types of courses that come before Faculty Senate? She asked her colleagues to consider how long we have talked about finding tangible ways to embody our strategic core value of equity, inclusion and diversity. Here it is, finally, after we have been talking ever since she arrived here 2011. In our original documents that established the LAC, there was intention that it would be enhanced. It is there for anybody who wants to go read that. What is it that we value? Are we worried about having to sunset a course? When have we worried about sunsetting? She is not saying that Humanities 324 needs to be sunset. She is asking, "When has that been an issue?" She put her hand down to listen to responses.

Toby King agreed and added he thinks it is interesting to note that this document was brought up as a way of solving multiple problems at once in terms of faculty management, in terms of transfer students, and in terms of managing particular numbers of seats needed. These were very complicated administrative issues. Efficiency came to mind many times in this discussion. His comments about efficiency is were to make the point that we are all trying to do both of these things to get our learning objectives across in all these humanities values we are so concerned with making it manageable as best we can. He understands both sides of the discussion but would not want to make this an efficiency vs. non-efficiency discussion.

Volker Frank added that the way faculty contemplate this right now might not necessarily be the same way that students contemplate this new course. Once they have the options, they may think about it differently. He would not necessarily underestimate efficiency thinking on part of our students and would at the same time not overestimate student learning outcome relevancies for students. They are important, but he urges for caution. The reason why he says this is because he has been teaching both courses LA 478 and Humanities 414 for many, many years. He always ask his students every semester, why did you take Humanities 414 and not LA 478? In addition, he asks 478 students, why did you not take 414? Rarely, if ever, do I get answers from students that approximate or are identical to the conversation that we are having right now in terms of student learning outcomes. What this means is there is certainly a need for better advising so that we contribute perhaps more to inform the choices that our students make. In my humble experience, our contemplation and the students' contemplation still two different realities.

Jake Butera brought up from his experience of the last ten years that the Humanities sequence has been striving to do was a strong and very deliberate shift from Western literature-based approach to a more global approach. His question is how that sequence will be maintained. There is a note in the document that there will need to be resources for a LA 378 coordinator. He assumes that those resources have been guaranteed, as he believes the administration supports these efforts. He has a question about the oversight and the maintenance of those SLOs and the broader Humanities sequence.

Toby King relayed he hears two questions there. One is about the globally centric goals of the Humanities sequence and our valuing of those of that contributed that global progression we made over a decade. He is also hearing another question about resources, resource management and sources of possible support as we move forward.

Reid Chapman said he taught his first major class in 2002. At that point in time, students had great concerns about the Eurocentric focus of the Humanities curriculum. LA 378, as currently proposed, takes the some of the focus around the DIR requirement that came from APC 44. Though we want to address that, we also want to honor the work we have been doing within the program to move beyond simply a US focus. As you read the course description, you will see that we have expanded this to the Americas. As Tracy iterated in her earlier comments, this then necessarily brings about a global focus. We have a nice common touch point when we could compare cultures - compare the way race and identity plays out in Cuba, in Brazil, as opposed to the United States. As such, we would be remiss if we did not look at the experiences of the indigenous folks in the Americas, Asian immigration, and the role of African migration. So inherently, this then is a globally focused course, even though we are going to limit the primary focus to the experiences within the Americas. As far as the institutional commitment around resources, when the taskforce first started kicking around the idea of an LA 378, he made clear that we would need a course coordinator for that, and that is an issue of equity as much as anything else. We have Kate Zubko in her role as the NEH Professor committing resources to this. He is looking at funding some course development this semester, depending on the vote later today, as well as further build out over the summer.

Provost Campbell echoed some of the things that have already been said about the importance with respect to the need to engage this important topic, the issue of engaging race in our curriculum. He has had a number of discussions with folks over the course of last year and this year. Pedagogy, for curricular development and for oversight is of such importance to the development of our students, there has to be an investment of the same level of value that we give to all of the other things that we deem incredibly important in our curriculum. He is prepared to make this kind of investment. To the point that Marietta was making, if we understand this to be of value, and not simply aspirational in words, but rather critical to actually implement and execute on, then we have to do this and make that kind of investment. That is his stance.

Toby King thank Provost Campbell for the statement and dedication of resources.

Miracle Okoro said in terms of the global focus, as far as her experience goes from going to all three levels of Humanities program, it is very Eurocentric, and the education style is very Western focused. That is not to say that issues of race are not brought up, based on her experience with other peers that have taken different Humanities courses in different communities and teachers, these topics do not have to come up in the curriculum. They often come up based on the professor that the students have. Focusing on a Eurocentric curriculum is not very helpful. As a student and the experience her peers have shared, the reason why she cares about efficiency in the first place is because we are forced to take classes that we may not find interesting ourselves. A lot of us are focused on classes that we have to take for our majors and the liberal arts requirements. As a student, she would be happy to have a chance to choose LA 378 for herself. The reason we have this question of efficiency is because we are not always really offered the opportunity to take classes that actually interest us.

Toby King thanked Miracle Okoro. He heard two points. One is that student motivations are complex. We might do well to take into account that if students are offered courses that they want and have been demanding for a decade, they might take those courses, because they want to take them as opposed to simply meet requirements. The other point is that she is endorsing the idea that LA 378

does contain a global perspective even as it begins from a US centered beginning. You could hardly talk about the United States without including global histories.

Demon Thomas mentioned students and faculty have been fighting for this since 2015. <get links> for this important work.

Jake Butera said that most of his points have been touched on. He does worry that there is a conflation of concerns here. His concern is not with the inclusion of a new DIR in the curriculum. He voted for APC 44 and would do so again. His question and my concern is about where in the curriculum is this new DIR is located. His concerns of it being in the Humanities sequence have been somewhat reinforced over the course of some of this discussion when terms such as somebody just said as LA 378 as a possible replacement for the Humanities 324 and the possibility of a sunseting of a course.

You know, there was the question raised about when have we worried about a course fading away in the past. From his time in Senate, he is not very familiar of a course that has been proposed that could have a significant impact upon another existing and possibly competing course. It is clear that the Humanities sequence needs to continue its work on global approaches. He has concerns that without very careful oversight and very careful planning so he is glad to hear that there are resources for it. There has been comparisons of the proposed 378 and 478. 478 was not specifically designed as a double dipping option to help people through the sequence. It is essentially considered an equal option two to 414.

Toby King replied that this document was deliberately created not to replace nor even propose to replace 324. That has been explicit from the beginning. If the efficiency model does take hold, the entire edifice starts to collapse, and everyone is lining up for 378, that would certainly need to be addressed even though we do not anticipate it. Yes, 478 does not offer the same double dipping as 378 would. However, I would just throw it as a historical data point that 478 had been intended to replace 414. That was the original intent and it turned out that once you offered this choice, again, the double dip issue does not pertain for when choice was offered, both courses created their own ecosystem and survived.

Reid Chapman confirmed that by design they had intended to replace for they never imagined both courses coexisting. That is something that happened in the evolution of that course.

Marietta Cameron wanted to point out to her colleague Jake Butera that the question in itself was bringing up the worry of sunset and replacement also brings concerns that she has that the proposed course does not belong in the Humanities series. The series of questions assume that somehow the propose LA 378 is not just as rigorous. It is a Humanities course for the proposed course has student learning outcomes almost verbatim to 324 plus additional ones.

Toby King pointed out that the intention of this was to add another family member to the Humanities sequence and that it is nondestructive, it is additive only. Nothing is proposed to be removed.

Agya Boakye-Boaten appreciates all for this beautiful debate and conversation about expanding the possibilities of our curricular offerings. In this university, this goes to the very spirit of who we say we are that we are an inclusive, caring community. That should be reflected in what we teach, how we teach, whom we teach, and who teaches when we say global is global. The locus of enunciation of where the global is coming from is also critically important. When you look at the Humanities program, you see the proposed 378 fits the into the Humanities sequence. If you read the description, you will see that it is still locked in the same temporalities that the Humanities sequence has, which was a big source of challenging problem for him. Because that very centrality is not a reality of the lot of what we call global. It is not that sequence that temporality is uniquely locked in to the Eurocentric view of what is global. Many compromises have been made here and that is how you know you get the best. So not to destroy the good. He thinks it is important that the way we frame our questions is the way we think

about it. Many of us have been here for a while trying to explain passionately that we need to be included in the discourse of our humanities series. At every iteration of this conversation, there seem to be this very resistant idea that only some segments would have to think about. Who is to be included? Again, he is pleading, if we are here, let the curriculum reflect all of us, if we are here, and what the questions we have to ask is, what can we do to help to make this possible? What can we do? What can we all do as a caring community to ensure that we are all included in this beautiful world of ours? Because this world, we are talking about Ukraine, you should see the way Africans are being treated in Ukraine. Africans cannot get out of Ukraine, you should read the news articles. This is what we are saying that we need an intellectual frame for which to explain our humanity in a way that we all can be proud of who we are. Please, nothing is perfect. We are talking about just six credit hours in a 44 credit hour Gen Ed sequence. We are not bringing the roof down. Students are saying let the curriculum reflect the realities of our world. None of this is perfect. Just like when we say all men are created equal, it is not perfect, but we are striving for perfect society. That is all it is.

Toby King thanked Agya Boakye-Boaten for his very profound, passionate, and compelling statement.

Ann Dunn wanted to thank Jake Butera for raising questions so that this can be a real public debate in front of everybody, or at least the Senate. Everything that has been mentioned here was so carefully considered repeatedly in APC meetings and even meetings that started before the semester started. We came together early. She wanted to ask Reid Chapman what are next steps for she thinks that this will help clarify the seriousness of the intent behind this.

Reid Chapman replied if this passes, he is prepared to put out a call for a course coordinator for this. He has had preliminary conversations with possible faculty who might be able to teach this on a limited basis in the fall. We have gotten through with the generosity of Kate Zubko's commitment to begin developing the bare bones of what that syllabus might look like. Likewise, Kate Zubko has committed funds to building out a workshop over the course of the summer that might broaden the pool of folks who are available to teach this. We have also begun to consider grant applications to have a bigger approach to how we might build out the course and actually use the course as a springboard for furthering these kinds of conversations in the other Humanities courses. We have many ideas, but they hinge on the vote that happens here today.

APC 25 passed with a vote of 15-2.

Tiece Ruffin asked for a roll call vote.

Jake Butera volunteered he was one of the nay votes. He voted against the document for he has concerns about it being part of the humanities sequence. He is happy to have that on the record as part of his vote and his objection.

Brian Hook replied he was the other nay vote. As the former director of the Humanities program and also one of the editors of the reader, he likes the construction of 378. He does not have too much concern with being in the Humanities program. However, the Humanities program being characterized as Eurocentric, he did not like the questions in motivations and the berating that was taking place. To be quite honest, it does not seem like it is part of the university that he wants to be part of. That partly may be Zoom for he would much prefer to be in a room with you all. He looks forward to the time when we can meet together.

Tiece Ruffin thanked Jake Butera and Brian Hook for sharing without any coercion

Toby King moved on asking for a motion to accept APC 26, which was seconded.

Elena Addell relayed a friendly amendment to offer the course on even spring years instead of odd years. The reason for this is that we are offering LL 316 and it is best that these two classes do not compete against each other. She talked with Dr. Biers and Dr. Bettencourt, and they both said that is fine and works. APC 26 passes without dissent.

Toby King asked for a motion to accept APC 29, which was seconded. APC 29 is a petition for the accounting degree exemption to SD2015F, which is the credit cap limit. He read the APC Decision Summaries for APC 29 to explain why APC unanimously approved APC 29.

Jeff Shields was given the floor for comments. The accounting profession continues to grow more complex as the business community grows more complex. He believes his job is to help his students be successful. He gets questions from parents all the time asking, "Are you preparing my son or my daughter or myself, to sit for the CPA that is run by the State Board? He wants to be in the position to honestly say yes. He does not want to do a disservice to my students and not to prepare them for the profession. He does not take lightly asking for an exemption. However, it comes from the fact that Accounting is a professional degree, and there are professional standards he wants his students to be successful. We have a long tradition of very successful students. He wants to continue this tradition.

Jake Butera asked a question about resources. Has Dr. Shields received commitment to get the adjuncts and teaching personnel needed to offer these additional hours? He has a second question regarding the impact of additional credit hours will be on students who are drawn thin between major and LAC requirements.

Jeff Shields replied that he has not received a commitment though he would not like the accounting degree program go away because we serve the local CPA community. The local government and businesses view our students as a resource for their business. The degree program is at risk while they have 60 students who are majors in the program. He was not happy when a lecture line went away. We are understaffed right now with three tenured and two lecturers. He does not feel comfortable facing those students and encouraging them to continue in the major when he knows it is at risk.

Local firms look to us for hiring. We just had the Dixon Hughes Goodman managing partner of the Asheville office come and interviewed students for internships. Dixon Hughes Goodman is growing and they want to be able to staff and they want to pull from UNCA because they had success here.

Provost Campbell relayed he was not prepared to talk about all the ins and outs of all of the hiring practices. He does not think there is an attempt to take away a line here. He believes there were issues with timing. We want the program to flourish. There is a commitment to making sure it counts. Accountancy is a very active and in demand program. There is absolutely nothing that we want to do to diminish the quality and ability for us to have students be successful in this program. He is happy to have a conversation with Jeff Shields about what we are hoping for in terms of commitment to our students.

Toby King thanked Provost Campbell.

Jake Butera wanted to reiterate his question asking whether the proposed curriculum be delivered if Faculty Senate passes it.

Toby King replied his understanding is that the rearrangements of all these documents were done so that this could be deployed. In the future, changes may allow for things they are getting rid of in this proposal. For instance, in APC 30 there are two courses being removed that is painful for Dr. Shields. For instance, Jeff said in our APC meeting that accounting theory is really important, but they will not be able to teach because of these painful cuts. That is his understanding.

Jeff Shields said he did make a cut. It was between Advanced Accounting and theory. A very painful choice to make, and he was not happy to be put in a position to have to make that choice. However, the profession is growing, and he has to serve his students. The theory fits in the liberal arts better than advanced, but advanced prepares students to pass the CPA exam, which is their goal to come into accounting. He made a painful cut. Hopefully, we can implement the program and serve our

students. We have a long tradition of high passing rates that put us up there with NC State and Wake. He wants to continue that on his watch. He made a real painful cut though it is offered as an elective.

Toby King replied so that is to say that the proposed curriculum is more deliverable than the current curriculum.

Current curriculum is at risk. This proposal gets the curriculum and the major program to survive the pandemic. He understands that the Provost wants to talk offline, but the elephant in the room is eventually we have to get that line back. That would give the program the best chance to survive.

APC 29 passed without dissent.

Toby King made a motion to accept APC 30 through APC 33, which was seconded.

APC 30 through APC 33 passed without dissent.

VII. Chancellor Nancy Cable Remarks

With Marietta Cameron's permission and given the late hour, Chancellor Cable asked to relinquish her time to make any remarks and save those for the Senate meeting in April except to wish everyone the opportunity for some rest and some self-care in the week ahead. She delays her remarks as nothing is pressing coming from her.

Marietta Cameron appreciatively thanked Chancellor Cable.

VIII. Provost Garikai Campbell Remarks

Provost Campbell asked to relay two things. First, he hopes everyone had a chance to see the evolution of the narrative video that was shared. If you have not yet, he hopes you will get a chance to do so. Just to remind everyone that this was said in the email, but it is basically a beginning of a conversation. It is a story about who we are, who we say we are now, some of the data about what and who we are now and how we have gotten to the particular place in our history in this moment, and a sense of how we are thinking about the future. In particular, the three main pillars of our revitalization, some of the directives, and some of the institutional imperatives that are influencing the decisions and informing how we are thinking about the institution moving forward. I think what I am proposing or sharing has a lot to do with how we might begin to think anew, afresh about our work and how we describe our excellence, and how we begin to ascribe our distinctiveness. He wants to encourage everyone if you have not yet seen it, to take a look for he would like to use that as a as a starting point for a conversation and he is really interested in hearing people's reactions, comments, and feedback about ideas that are shared there. The video concludes asking two questions and inviting you to submit answers to a Google form

- How would you describe in one sentence the distinctiveness of UNC Asheville today?
- What one sentence might you write about our distinctiveness that you hope we might aspire to five to 10 years from now?

It would be helpful for him to hear how people use that as a vehicle for hearing how people are thinking about the narrative about how we are moving forward.

The second thing in response to the salary and compensation discussion, as Becky has already pointed out, he has done some work on this in advance of the document that was presented to FWDC by faculty group. He is planning to share his work with the community. Hopefully over the spring break, there will be another video that lays out some of his thinking

about this. Embedded in that will conclude with a couple of things. One is an approach for how we might think about salaries moving forward. There are some sizable resources that would be required, if we wanted to all of a sudden address all of the issues all at once. He does not think we will have the ability to do that due to issues that folks are raising are quite substantial and we are not going to have the resources to instantly address everything. We will need resources to address some of these issues until we can do something more grand. He wants to share some of his ideas about what those might be then he will invite folks to give some feedback, starting with a conversation at FWDC that is in the week we come back from spring break. There are some major questions there like how to engage in these matters equitably. Not only internal to the faculty but also across the institution including staff issues as well. He wanted you to know he has been thinking about these issues for he does know how important they are. He looks forward to sharing his thoughts and getting into a conversation about these matters.

IX. Old Business / New Business

Jessica Pisano apologized for bringing up new business at this hour, but she was asked by colleagues to bring something up at Senate so she feels compelled to do so. When the news came out that the campus was shifting to masks optional indoors starting on Monday, she and colleagues have been hearing from students their concerns about attending class. Not all students, but some students. Given the problems we have had already this semester with attendance, this is really disconcerting to my faculty colleagues. They are trying to think of creative ways to make sure as many students as possible feel comfortable coming to our classes. One of the ideas that was mentioned was utilizing outdoor classroom spaces. They wanted to know since we have not heard anything about that in quite a while what the process was for reserving those and if those are still available. Faculty are also wondering about the possibility of moving online for a week or so after spring break to ensure that students feel more comfortable with this transition so that we are not forced into a hybrid situation. The students are nervous about the timing of this in combination of returning from Spring Break.

Provost Campbell responded that perhaps his office should send out a notice to the entire campus what is available before people leave for Spring break.

Jessica Pisano thanked him.

Scott Williams relayed that his department talked about how they might respond where one of the ideas was to have an anonymous poll of the students to learn how students feel about whether they choose to wear a mask and share that information with other students so students can make an informed decision about whether or not to wear a mask. He wrote an anonymous poll with three different questions. The last question had to do with knowing that it is very likely that some students in the classroom are going to be vulnerable to COVID-19. Would you still choose to wear a mask even though you would prefer not to?

In all three of his classes so far, everybody has said yes, they would choose to wear a mask in light of that information. He is trying to encourage his students to think about how their choices impact other students.

Lauren Braswell said it was quite a first experience being in the Faculty Senate meeting. Overall, she believes our courses should challenge students and offer opportunity for professional elevation. There are many factors that go into that and she will become more knowledgeable through her time here. We all should have courses that reflect the backgrounds of all of our students. She is looking forward to talking more about these topics and seeing how they play out.

Elena Addell asked Scott to share the poll with her to help with language and articulation of the questions.

Scott Williams said he could share a copy of the poll in the comment section. Each of the three questions is trying in an appropriate way to find out how students feel about the situation:

- How comfortable will you be if some students are not wearing a mask and class?
- Would you prefer that all students choose to wear a mask in class?
- Knowing that it is highly likely that some members of the class are especially vulnerable to COVID-19, would you be willing to wear a mask, even if you personally would prefer not to wear one?

For questions one and two, he has had mixed responses. However, for the third question, all students so far have said that they would choose to wear a mask in light of this information about their fellow students.

Provost Campbell said one of the things he was hoping that we will do is to be able to share a uniform way that we might go about asking some of these questions, in particular, to be sure to honor and respect wherever anybody's choices. If we frame questions that ask about how do you feel about someone's choice, he wants to be careful about that. He applauds the approach of having an anonymous survey. He would like to find a way to work together and be okay with our all of our choices, wherever we are. There are some things he wants to be careful about as we do that. None of this is going to be easy. He wants to email folks before we start implementing any one thing. Could we could just hold off until we can share some guidance over the next day?

Marietta Cameron thanked Jessica Pisano for bringing this up for there is quite a bit of concern from the faculty and from students about this. She understands that the system has said that we are to go to masks optional. She thinks there is a desire to see if we can make sure that the system understands that there is a concern about implementing this coming back from spring break. She understands that this is a system directive and so definitely looking for ways for the system to reconsider and think about the concern that is out there is reasonable.

X. Adjourn

This is not a record meeting. We have stayed to 9pm on the last meetings of the year. We have those two coming up on April 28. The last Senate of the meeting of the year is usually a doozy. They have been forewarned and advised to make plans that we probably will be staying late on that day.

Marietta Cameron adjourned the meeting at 6:15 p.m.