THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE MINUTES for April 28, 2022; 3:15 pm via ZOOM
Last Meeting of the 2021-22 Academic Year

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

Visitors: N. Cable, J. Beck, T. Beldue, A. Boakye-Boaten, L. Bond, C. Boone, B. Bourne, L. Braswell,
C. Brez, B. Butler, E. Chiang, S. Clark, J. Dougherty, D. Eggers, B. Felix, M. Fox,
M. Galloway, B. Hart, P. Haschke, M. Himelein, H. Holt, L. Horgan,
L. Holland Goldthwaite, S. Kaplan, A. Kelly, L. Kloeppel, J. Konz, L. Kuykend, A. Laughlin,
L. Linton, M. McClure, A. Moraguez, M. Okoro, J. Perkins, J. Perry, T. Rizzo, A. Shope,
D. Thomas, E. Tomberlin, D. Traywick, C. Whitlock, N. Yeager.

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

II.   Faculty Senate Minutes for March 3, March 24, and March 31, 2022 passed without dissent.

III.   Brief Update on Project Kitty Hawk: Dr. Andrew Kelly
Senior Vice President for
Strategy and Policy - UNC System

Presentation from Board of Governors starts on page 35. Dr. Andrew Kelly started his presentation by saying part of our job is to think long term about where the state is headed demographically in terms of the labor market, and other things, which led us to consider options to serve more adult students, that led us to Project Kitty Hawk as a concept. He wanted to give the context of this project. We know the demographics of the state are changing in ways that are going to fundamentally change our university system. In particular, our institutions that are focused on traditional undergraduate education where frankly there will be a lack thereof in coming years of public and private high school graduates. You all live in North Carolina, you live in Asheville in the environment that you know that the state is growing as a whole although nationally there are changes in childbearing and fertility rates. Fewer traditional age students, fewer enrollments and UNCA has started to feel some of that already. It is a challenging environment for the system as a whole. How do we get ready for this coming shift? And what does it mean for us?

On the other side of the coin, we know that we have about a million people in North Carolina with some college, no degree. About 25% of the jobs in NC require a bachelor's degree, at least according to labor market projections. We also know that 21% of North Carolinians have a degree so we have a gap statewide. In Asheville, that is about 20% of the population and equates to about 71,000 people, which is not trivial. Of course, Asheville is a very highly educated place, one of the most highly educated places in the state, but even here, you can see that there is opportunity here. In Asheville, we have more bachelor's degree recipients than jobs, but the number of positions is likely to grow. What do we need to do knowing where the demographics are going and knowing that there is this large number of individuals in the state that would benefit from what we do as a system provide education

related to their career goals and their life goals. They had some college they started, but they were unable to finish. There seems to be a demand from these types of students for post-secondary education generally.

Online enrollment, as we know, grew with COVID, but some of that was somewhat temporary. However back in 2019, 63,000 North Carolinians were enrolling online with out-of-state providers compared to the 65,000 North Carolinians that stayed in our state to enroll with an in-state provider. A lot of demand is currently going out of state. In his opinion, where they are going, those places are not nearly as good as our own institutions here in the system. This is an opportunity to equip our universities to do more to reach out to and serve those students. Part of the reason why Liberty and Western Governors and American public and Southern New Hampshire are enrolling so many North Carolinians is they have created programs that fit those students, those prospective students' lives. These students often juggling work, family, and other things.

Kitty Hawk is a service provider. It is not an 18th University. It is a shared service that is designed to equip our universities to confront these challenges, which we all face when it comes to enrolling more of these working adults who are time poor between work, family, and often times, elderly relatives. They also have constraints that prohibit being able to afford an education. Kitty Hawk is our way of adapting more of what we do to serve a group of students that looks different from our traditional clientele.

What is Kitty Hawk building? They are building this shared statewide infrastructure. This is not obligatory; any institution that wants to continue to build its own online programs is welcome to do so. Other institutions in the system have collaborated with private companies to do this the online program managers and they are welcome to continue doing that. Kitty Hawk is expected to compete for customers and the customers in this case, our universities. Every institution in the system will have the opportunity to decide whether Kitty Hawk services are what will help them achieve their goals.

The mission of Kitty Hawk is really those working adults to serve as an outcomes engine for the state to help more students, more prospective students who often have had some in college, no degree or did not enroll in college ever to achieve a post-secondary credential or degree. The customers are the UNC system institutions. Anybody is open to partner from within the system with Kitty Hawk. The beneficiaries are a large number of different constituencies, but primarily, the goal here is to make sure that that these individuals are able to earn a credential or degree and to expand their labor market opportunity, which of course, benefits to the business community and economic development in the state as a whole.

What are the key distinctions? Many of the existing online providers of online services, they are heavily invested in marketing and enrollment, but they are less invested in Student Support once those students enroll, and actually helping to coach students once they are enrolled. We know that coaching and proactive advising, in particular for this demographic, is impactful on their on their rates of retention and persistence.

Kitty Hawk is going to prioritize Student Success support in this equation. It is going to be high touch largely done by human beings because we know that is what is most important. For ensuring students to enroll there are ways to think about using technology, but at the end of the day, what we have learned is that advising from a person who knows you and knows your goals and wants to hold you accountable and help support you while you are pursuing those goals is most important. Kitty Hawk will also obviously provide some of the core functions that other online program managers provide like program design, instructional design, assistance, mapping to labor market needs, and then

of course, technology to make sure that the student experience as well as the back end technology is the state of the art and secure.

Why would an institution choose to work with Kitty Hawk? Kitty Hawk is a nonprofit-associated entity of the UNC System. Its primary shareholder is the UNC System. It is not a for-profit company. Many of the other for-profit companies are charging a 60/40 revenue share – it is called the revenue share model. The institution is keeping 40% of the tuition revenue that is raised and the OPM is getting 60%. Kitty Hawk is going to flip that model, and it will be much more beneficial for the institution where the institution will keep more of the tuition revenue that is generated by these new programs designed to serve adult students.

When they pitched the idea to General Assembly when this was funded in the last budget, they wanted us to find ways to make Kitty Hawk offer self-supporting programs similar to summer school that is not funded through the enrollment model. The revenue generated by Kitty Hawk programs will be considered institutional trust funds not subject to carry forward restrictions. This means that Kitty Hawk programs will have the latitude to charge a higher tuition rate though not as high in the grand scheme. The full cost of attendance as compared to an in-person student will be will be lower though the tuition rate will be higher.

In conclusion, Kitty Hawk is a real nonprofit. It has been incorporated in the state. It has a board of directors that was appointed by our Board of Governors. The Board of Directors was defined by the statute and the budget. They are so grateful to Chancellor Cable for serving on the inaugural Board of Directors that has been immensely helpful to us already and will continue to be. They have hired the President and CEO Wil Zemp, who is a veteran of the US Army and after that worked at Southern New Hampshire University. Over the last two years, he had been at Amazon working on their education-to-workforce programming where they were training individuals to be Amazon-certified all over the country.

Brian Hook asked would students enroll in one institution through Kitty Hawk? Alternatively, will they enroll in Kitty Hawk and take courses at different institutions?

Andrew Kelly said they would be UNC Asheville enrolled in a Kitty Hawk Power Program; they will be UNC Ashville student like any student that enrolls through an online program. Kitty Hawk will support the enrollment process and the recruitment and so on, but that student will be a UNC Asheville student.

Brian Hook asked if the name on the diploma would be UNC Asheville since it is not the 18th University. That was something that was entertained for a while about three-four years ago, but that was a nonstarter.

Jake Butera asked did Dr. Kelly say that Kitty Hawk has control over the tuition rate.

Andrew Kelly corrected and said, no, the tuition rates themselves will be will be discussed by the institution and Kitty Hawk to figure out what the right rate is to be competitive similar to how you would discuss setting tuition for a program on which you had some latitude to set a tuition rate. The idea, though, is that the tuition rate will be allowed to vary from the prevailing rate for on campus. Project Kitty Hawk will make its recommendation about what a reasonable rate might be to be competitive with some of those other out of state providers. At the end of the day, that will be a decision made in collaboration between the University and the partner with the university having say over admissions and the types of students that they want to enroll in and so forth. Does that clarify?

Jake Butera asked what does that fall under. What is the sort of state determined tuition that we as a university are allowed to offer that is you could offer more than or could you? Could you charge more than that?

Andrew Kelly replied if you think about the way our existing model works for undergrads, you have requirements that is the cost of offering the course per credit hour. Some of that is paid by tuition and rest is paid for by appropriation. One way to think about Kitty Hawk programs is the tuition is going to have to cover the requirements as a whole because there won't be any appropriation coming for those credit hours and that is the notion of self-supporting. As a result, you have to charge a higher rate to cover those costs. It is the way we do summer school currently for in-person courses.

Jessica Pisano asked if tuition is higher, what is the benefit for students to enroll in Kitty Hawk courses rather than just the courses that we offer. She definitely understand that this is a program specifically built for this population. She wonders about the benefit if the tuition is higher. Second question is who will be teaching these courses? Will they be the same courses that UNCA offers? Will UNCA faculty be teaching these courses? How does that work?

Andrew Kelly replied the traditional student in-person approach does not fit their work schedule and juggling commitments. He was shocked to learn students paying a much higher rate to learn online and the reason is our in-person model does not fit their needs.

Jessica Pisano relayed we have started to offer more courses and so an alternative to going with Kitty Hawk would be just to continue offering more online options to increase our student demographic base and our accessibility.

Andrew Kelly replied that some institutions will opt for that course of action. His view of Kitty Hawk is it addressing the market for students not particularly well served by out-of-state providers where these students are going to instead of our in-state schools where these students do not feel can serve their needs.

Lynne Horgan asked if Project Kitty Hawk have an out-of-state rate.

Andrew Kelly confirmed that the General Assembly was insistent that we differentiate traditionally out of state students pay more. They wanted to make sure that that was that continued to be true for these programs.

Lynne Horgan follow up question is then would those students enrolled that are out of state students count towards our cap that the state has on out of state student's enrollment?

Andrew Kelly said that would depend on whether that student is a first time full time freshman student, traditionally considered freshman. Many of these students will be students who are considered transfer students because they are coming in with some credit from another place. His recollection is that that does not count against the 18% cap.

Lynne Horgan's last question is regarding the coaching aspect, does Kitty Hawk staffing do the coaching? Or is it the institution's staffing?

Andrew Kelly answered that he believes it will be a mix of both meaning that Kitty Hawk may have case manager-type individual who works to build rapport with students. When the student needs a particular service, they are referred and work very closely with the Student Support Network on campus. We would not want it to work all from the service provider side so the Kitty Hawk staff that work on particular programs will be very tightly linked to the student advising and support staff on campus. They will work together very closely.

Scott Williams question has to do with faculty who would teach in such in the program. Faculty member is obliged to teach 24 credit hours a year, could that faculty member choose to teach all those 24 hours online such that they never teach in-person class for a year? Or could they pick and choose as they have in-person half online? Or is it more like summer school in the sense that you have 24 credit hours to teach, in addition to that, you can opt into teaching some night classes during the school year.

Andrew Kelly believes that different institutions will approach this differently. For some

institutions, this will become part of a professor's standard portfolio. Whether they could teach entirely online and never teach in-person or vice versa? That is going to be an institution-level decision and not something that Project Kitty Hawk in any respect would have would have a say since that is an academic governance issue.

Scott Williams asked a follow up, which is, if a faculty member decides to teach online, that means they would not be teaching an in-person class, which could mean a lot of cases where students are in-person will not have the opportunity to take a class that that person normally teaches. He is wondering about just conflicts between serving both populations of students.

Andrew Kelly said they had a good conversation about this very topic with Provost Campbell and others. This is in some ways as like a faculty member that gets a grant, and then they do not teach because they got to work on their research as part of that grant. The institution gives a course buyout and find somebody else to teach your course. When Project Kitty Hawk takes off three is going to have to be some management of the number of faculty lines to accommodate that number of new enrollments. That is a good thing to have more students and more enrollment, as we know, because it generates more revenue and financial sustainability.

Andrew Kelly said the next step is to come to campuses that are interested for a day or two getting to know people, figuring out what already exists, and how Kitty Hawk can help. He looks forward to that. They would certainly want to feature plenty of faculty voices in those conversations to make sure that we are listening to the voice of the customer - the institution and its faculty.

IV.   Provost Kai Campbell Remarks
Provost Campbell just briefly brought up various items in the pipeline such as professional development for faculty and staff, policy changes, and SACS review work. More details to come.

V.   Introductions and Reports to Senate
Student Government: President Lauren Braswell
Lauren Braswell is the new SGA President and she has kicked off her administration. SGA went to ASG and won the Innovation Project that was a collaboration between UNCA and NC A&T. Very exciting to receive acknowledgment from student governments across NC. Outgoing student body president Demon Thomas won the Student Leader of the Year Award, which is super exciting. The BIPOC Art Show that Demon Thomas also initiated was on their program of the year. Great things coming for SGA continuing the legacy. We are also planning to continue taking action behind the Bulldog training, learning and restoring the UNCA core values. We also had our Rejuvenation Day on April 1 that was an amazing turnout. It was so nice to see faculty and students out. There are many projects in the coming year. This past week, we had our Lavender Ceremony and our Donning of the Stoles Ceremony. A great turnout, we had a lot of parents come in and support their students. It was a beautiful ceremony.

Staff Council: Jordan Perry, Staff Council Chair
Jordan Perry reported she has appreciated partnering with Marietta Cameron over the past year. It truly been an honor to work with her. They have completed nominations for new Staff Council openings. They are also excited to honor 10 of our staff colleagues at the faculty and staff meeting next week. She thanked the Provost and Chancellor for their support of the awards program.

Executive Committee Report: Senate Chair Marietta Cameron
[UNC System Strategic Plan Refresh](#)   [Jan 19, 2022](#)
[UNCC Proposed Funding Model](#)
[Proposed Funding Model Changes](#)
[AAUP UNC System Report](#)
[Cross Reference of AAUP Report](#)
[UNC System Response to Report](#)

VI.   Academic Policies Committee: First Vice Chair Toby King
         [Decision Summaries](#)
         *Second Reading
         [APC 48](#)   Department of Art & Art History Petition for Exemption to SD2015F
         [APC 49](#)   Clarify the studio art requirements for the Bachelor of Fine Arts
                          [Appendix 1](#)   [Appendix 2](#)   [Appendix 3](#)
                          (Tamie Beldue, ART)

         [APC 50](#)   Change to course description for PSYC 334
                          (Melissa Himelein, PSYC)

         [APC 51](#)   Add new courses to the Music Technology curriculum:
                          MUSC 160, Introduction to Music Technology
                          MUSC 300, Live Sound Practicum
         [APC 52](#)   Revise the requirements for the Bachelor of Science in Music Technology
         [APC 53](#)   Revise the prerequisites for MUSC 384 and MUSC 385
                          (Brian Felix, MUSC)

         [APC 54](#)   Change the name of the Department of Classics to the
                          Department of Ancient Mediterranean Studies
         [APC 55](#)   Delete GRK 305, 306, 405, and 406, and LAT 307, 308, 407, and 408,
                                  replacing them with GRK and LAT 315 and 316;
                          Add two new topical categories for the AMS curriculum:
                                  Topics in Social Inquiries (301 and 302),
                                  Topics in Reception (401 and 402);
                          Revise the descriptions for the other topical categories
         [APC 56](#)   Update the listing of courses under Additional Courses in
                                  Classics, now Additional Courses in Ancient Mediterranean Studies;
                          Add Undergraduate Research classes with AMS, GRK, and
                                  LAT prefixes;
                          Add Special Topics classes with AMS, GRK, and LAT prefixes
         [APC 57](#)   Change the requirements for the major and minor in
                                  Ancient Mediterranean Studies
                          [Appendix 1](#)   [Appendix 2](#)
                          (Lora Holland Goldthwaite, CLAS)

	Change the description of MUSC 124; Change the title and description of MUSC 350; Increase the maximum credit hours for MUSC 499
	Add new course: MUSC 366, History of Music in Film (Brian Felix, MUSC)
	Change the prerequisite for ASTR 321; Add ASTR 499 to the curriculum; Change the requirements for the Astronomy Minor (James Perkins, ASTR)
	Change the range of years covered by HIST 151 and 152 (Grant Hardy, Sarah Judson, HIST)

<u>A motion was made to accept APC 48 through APC 53 and APC 58 through APC 61, which was seconded. APC 48 through APC 53 and APC 58 through APC 61 passed without dissent.</u>

<u>A motion was made to accept APC 54, which was seconded.</u>

The documents from Classics were pulled for discussion on the floor. APC 54 proposing the name change of the Department of Classics to the Department of Ancient Mediterranean Studies. Toby King read the Decision Summary.

Lora Holland Goldthwaite wanted to add a couple of words. First is our use of the term Mediterranean, which we mean broadly to encompass not only the lands around the Mediterranean Sea, whether in Europe, Southwest Asia, or Africa, but also all the lands that interacted with those cultures closer to the waters. When we started talking about how to decolonize our curriculum some years ago, we knew from reading various studies of what that meant that a name change without internal structural pedagogical changes would be meaningless. They began the process of creating new content and methodologies that are also better reflected for some of us at least our own scholarship and inclusive practices in the classroom. This was certainly the case in our last major curriculum overhaul in 2018. When we change from the traditional classics curriculum to a topics curriculum, which we have found to be much more flexible in achieving our decolonizing goals. We you will see in today's documents that we are requesting two additional topics to add to the ones that we have already put in place.

She also wanted to emphasize that our process of making changes that decolonize that are more diverse, more inclusive, is, of course, a work in progress. We make no claims to have completed that at this point. We have already been teaching courses that fit under the new rubrics. Our request is essentially a formalization of changes that we have already been putting into place. She also wanted to take the opportunity to thank her colleagues in Classics who have done this work with her and whose ideas, hard work, and dedication have made such a difference. She closed by saying that we feel that Ancient Mediterranean Studies with its wealth of text artifacts, and so many new methodologies for their interpretation is an appropriate and valuable vehicle for engaging students with an understanding of the past in which we are continually seeking to be more diverse, more inclusive and more accurate than has previously been possible in our understanding of classical antiquity. They respectfully request your support for our documents today.

Marietta Cameron acknowledged she did have a concern about the diversity because when I first read this she was thinking that this was still not really increasing the diversity because she was thinking that it was only in terms one's limited region. There are other classics that could be considered

classics from other parts of different continents that are outside of the Mediterranean area. She spoke with her colleague and appreciate her presentation here.

Agya Boakye-Boaten asked what are some of the de-colonial pedagogy to be employed in this new iteration of the program?

Lora Holland Goldthwaite responded a few years ago she taught a senior capstone on democracies and Athens, Rome and America talking about issues of who is allowed to vote and who is not allowed to vote, and so forth in all three of those societies. Other colleagues have taught courses on the reception of Greek tragedy and South Africa in the modern world and another example on the appropriation of some Latin historical texts and Nazi Germany. They have really sought out ways to bring a broader understanding of what diversity and inclusivity are not just in antiquity, but how the reception of those ideas from antiquity affect our notions of those today.

They were asked how the name would not get confused with International Studies.

Professor Holland Goldthwaite responded that keeping the word Ancient in their title should distinguish it from the modern approach of International Studies. The texts that we read originate or are inspired by the ancient world. That would be kind of a baseline for us.

Tiece Ruffin was very happy to see the inclusion of Egypt and Persia and talking to students about blacks in antiquity, particularly the rich knowledge that we know about Kemet, in terms of education and Egyptian Mystery Schools has always fascinated me. When she shares that with students this semester, many of them had definitely said that they had not heard of blacks in antiquity, whether from Kemet or Ethiopia and places like that. She was happy that that was explicit.

Lora Holland Goldthwaite said she is actually working on a course on race and diversity in antiquity. She also has an interest in Black Classicism in the US. There is an area of black scholars in America or post-Civil War, who contributed to classical knowledge. There will be new courses from this area.

APC 54 passes without dissent and 2 abstentions.

A motion was made to accept APC 55 through APC 57, which was seconded. No questions or discussion. APC 55 through APC 57 passes without dissent and 3 abstentions.

Internship Application	First Vice Chair Toby King
APC Year-End Report	First Vice Chair Toby King

VII.   Institutional Development Committee: Second Vice Chair Jinhua Li
       University Planning Council

       IDC Year-End Report   Second Vice Chair Jinhua Li

VIII. Faculty Welfare and Development Committee: Third Vice Chair Becky Sanft
       Decision Summaries

       First Reading
       FWDC 8   Changes to Faculty Search Committees (SD4682) Faculty Handbook Section 2.4

A motion was made to waive the Comer Rule for FWDC 8 to discuss and vote on the document at this meeting, which was seconded. The motion passed without dissent.

A motion was made to accept FWDC 8, which was seconded.

Marietta Cameron expressed concern about links in Faculty Handbook to websites that can be changed. She has seen pages disappear overnight. She would like to say this is not a precedent and not to be a common practice.

Becky Sanft confirmed this is not the norm and only a temporary solution for legal implications, and that this would go on our agenda first thing in in August. She understands the concern and appreciates it being raised.

FWDC 8 passes without dissent and 2 abstentions.

*Second Reading
FWDC 5   Addition of Items to Student Feedback on Instruction (SFI) Form
FWDC 6   Proposal to Establish New Standing Committee
              Salary and Compensation Committee
              (Faculty Handbook Section 10.3)

*Sense of the Senate Resolution
FWDC 7   Address Inequities and Lack of Support for Working Parents on Campus

A motion was made to accept FWDC 5, which was seconded. This document adds Diversity Inclusion questions to the SSI form that there was a SGA resolution in 2020 advocating for this and these questions have been piloted. This document proposes that results will be provided to instructors only in Fall 2022. Following a third opportunity for feedback, these items will then be officially added to the SFI form beginning in Spring 2023.

Christine Boone wanted to relay that they received a few comments by email and a few comments before this document went through FWDC, and they seem to me to fall into a couple of categories. First, what do Diversity Equity and Inclusion mean? To address that, I want to state that there are many words on the SFIs not just on these additional questions that are open to interpretation. We do recommend having a conversation with classes about terms not just these three terms, but any terms on the SFI. Have a conversation with your classes about these terms and what they mean in your particular learning context to mark the possibilities of what that could look like. There are several workshops through CTL that have been happening and will continue to happen that would give an opportunity to learn some best practices. Finally, she just want to make sure everyone knows that there are two people from IREP on this SFI committee for this the very reason that these people are experts in survey design. Dr. Amanda Bell started on this committee, she's left UNCA, but Allie Ellenbogen is on there now and has assured us that first of all, all surveys are interpretive. Even if we define every single word, we can never get to the precision of language to ensure that we are on the same page with each and every student. She also has assured us that this survey and the assessment methodology of both the Likert items and the open-ended questions is methodologically sound. They have been through a very thorough review and discussion process. This is a solid survey. There is nothing questionable about the language that is actually going on here.

The second category of comments that we have been getting falls under the students are not experts at teaching category. Certainly, of course they are not. She hopes that we all know that what we are reading when we read these instruments is what our students thought and felt about being in

our classes. That is all that these are. We ask them questions about our practices and whether they felt like this instructor was open to communication. All we are getting is their impression right there, not their expertise. We are asking them for their experience and to share that with us.

Jake Butera asked whether the instrument could use those clarifications or did the pilot show the instrument functioning as envisioned.

Christine Boone recalls students are fairly positive about their responses to these items. One of the concerns is what students think is not applicable, not there are not applicable issues but they want to know what issues the student think is not applicable.

Marietta Cameron brought up concerns where answering some of the questions may lead to self-identifying when these are supposed to be anonymous surveys. She also pointed out that though she hears how this instrument is supposed to be read; however, these are addressed in faculty evaluations and they need to be used consistently.

Christine Boone replied that she understands and there is a concern regarding the quality of the instrument and how it is utilized.

FWDC 5 passed without dissent and 2 abstentions.

A motion was made to accept FWDC 6, which was seconded.

Jake Butera questioned whether a separate committee was needed and have the work given to one of the Senate subcommittees. Becky Sanft responded that FWDC felt that a Standing Committee would be the best route. Marietta Cameron also spoke in favor of the Committee, as did others. Jake Butera asked for a withdrawal in order to consider.

Chancellor Cable that the next issue to address after the revitalization plan is to produce revenue that will give us more campus control over salaries. She trusts the will of the Senate to decide what type of committee and who should be the members. She believes a committee that can generate appropriate information with the assistance of Jeff Konz and his group will be important for us. The fundamental reality here is that we do not control in our situation anything about salaries because what is missing here is 11 years of attention to base salaries and keeping those on pace. She trust this Faculty Senate to decide what body or committee can be charged with gathering appropriate information to help the institution including all of its constituencies, our faculty and our staff, advise her as a leader, advise of the provost, and more importantly, to create the case that we can make to the places where decision making rests on salaries, which is the UNC System leadership, and the legislature. She urge in whatever way the Senate determines can be useful, not too time consuming, but strategically accurate information that allow us to make our case. She trusts Senate's judgment.

Becky Sanft thanked and appreciated Chancellor Cable's comments.

Becky Sanft asked Senate Secretary about logistics on voting and about the possibility of withdrawing. The document is voted on since it has been accepted is her understanding. Secretary concurred saying that FWDC was approved unanimously and has gone through 2 readings. The current motion is on the floor and is the motion under consideration: A motion was made to accept FWDC 6, which was seconded. Since FWDC members did not feel the need to withdraw the motion, motion stands. Senators are free to vote in favor or dissent of the motion. In the event that the motion does not pass, that is the time at which an alternative motion may be considered.

FWDC 6 passed without dissent and 3 abstentions.

Jake Butera asked for clarification that we could not have presented a withdraw option.

Becky Sanft asked Lisa Sellers help on that.

Lisa Sellers relayed that how this works is this is FWDC's unanimously passed document brought to Senate for consideration. The motion was for passage/acceptance that is the customary

motion, which was seconded. If the will of the majority of Senate is another way than what the subcommittee proposes, then a failed vote is what opens the door to alternative considerations. Though rare for Senate since most years Senate approves 100% of the proposals that come before it, Senate has sent documents back to committee before through failed motions on the floor of the Senate.

A motion was made to accept FWDC 7 a sense of the senate, which was seconded. As many of you know, there are long wait lists for quality childcare facilities and Asheville it makes it extremely challenging for any parent to secure childcare in a timely manner. We have had faculty inside and outside of FWDC who have done considerable work over the years and many conversations have been dedicated to better understanding and advocating for parents on our campus. This year, we have had two colleagues, Caitlin Brez, and Allie Ellenbogen, have expanded on some of this work done to produce a report. The Senate Resolution makes recommendations and FWDC supports these recommendations to support working parents on our campus.

Provost Kai Campbell does understand the issues of liability and staff shortages. He does support finding out what we can do in the short term while we investigate long-term possibilities.

Caitlin Brez said that childcare is near and dear to her heart like this meeting is now at 6:30 pm and that is well past childcare time. She wanted to try to address both of the issues that have a role or have come up one about liability. We are one of only five [out of 17] UNC System schools who do not have childcare offered. So obviously, other schools in our system have figured out issues of liability. She knows there are workable solutions. For example, talking to UNCG, UNC Charlotte, etc., they get enough money through their tuition to cover funds for insurance.

Becky Sanft wanted to emphasize that a Sense of the Senate is not a document of policy and does not guarantee changes. Sense of the Senate expresses our support of this work.

FWDC 7 passed without dissent.

Elections: Third Vice Chair Becky Sanft
Becky Sanft thanked Lisa Sellers, Angie Irwin, Peter Lewis, and Ray Michaels for their help with the elections this season.

FWDC Year-End Report   Third Vice Chair Becky Sanft

IX.   Chancellor Nancy Cable Remarks

X.   Senate Chair Year-End Report   Faculty Senate Chair Marietta Cameron
        Closing Email that the Outgoing Senate Chair asked to be added to the minutes

XI.   Old Business

XII.   New Business

XIII.   Adjourn

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE MINUTES for April 28, 2022 via ZOOM
Held five (5) minutes after the 3:15 pm meeting has ended
First Meeting of the 2022-23 Academic Year

Members: D. Eggers, A. Laughlin, J. Butera, B. Sanft, E. Adell, M. Bettencourt, B. Butler,
             D. Clarke, A. Cossette, B. Hook, S. Kapur, L. Kloeppel, J. Li, R. Tatum, L. Ward,
             C. Whitlock, S. Williams, J. Zunguze, G. Campbell.

Visitors: M. Cameron, A. Boakye-Boaten, J. Dougherty, B. Hart, T. Ruffin.
.
I.   Call to Order, Introductions and Announcements   Senate Chair Marietta Cameron

II.   Election of Faculty Senate Officers
        a. Chair of the Senate and Chair of the Executive Committee (EC)
            Marietta Cameron presiding.
            Dee Eggers was elected Faculty Senate Chair for 2022-23 and gavel was passed to her to
            continue presiding over the rest of the Senate meeting.

        Election of Faculty Senate Vice Chairs
        b. First Vice Chair and Chair of the Academic Policies Committee (APC)
            Andrew Laughlin was elected APC Chair for 2022-23.

        c. Second Vice Chair and Chair of the Institutional Development Committee (IDC)
            Jake Butera was elected IDC Chair for 2022-23.

        d. Third Vice Chair and Chair of the Faculty Welfare and Development Committee (FWDC)
            Becky Sanft was elected FWDC Chair for 2022-23.

IV.   Faculty Welfare and Development Committee Report
        a. Committee Work-in-Progress ([Final Approved Nominees to Standing Committees](#))
            Becky Sanft presented the nominees and called for a motion to accept nominees
            to Standing Committees for 2022-23.
            A motion was made to accept, which was seconded.
            Nominees to Standing Committees passed without dissent.

V.   Committee Assignment Preferences
        a. Each non-officer Senator turned in their preferences for Senate subcommittee assignments.
            The Executive Committee made the [subcommittee assignments](#) and announced them the
            next week.

VI.   Old Business
VII.   New Business

VIII.   Adjourn

Zoom chat:

00:23:28   Brian Hook: I have a question

00:23:54   Marietta Cameron (UNCA Senate Chair):   I see you Brian

00:26:10   jbutera: I have a question

00:26:13   Jessica Pisano (she/her):   I have a question.

00:26:15   Lynne Horgan: I have a question

00:26:53   scott.m.williams: I have a question.

00:37:27   Jessica Pisano (she/her):   I have one more, Marietta.

00:38:59   Marietta Cameron (UNCA Senate Chair):   Jessica...ok.... but we do need to move as we have a packed agenda...

00:39:15   Marietta Cameron (UNCA Senate Chair):   need to keep quorum for the votes

00:39:15   Jessica Pisano (she/her):   I can hold off.

00:39:54   Marietta Cameron (UNCA Senate Chair):   Jessica, Thank you for the understanding!!

00:40:18   Jessica Pisano (she/her):   Of course!

00:47:10   Mark McClure: Thanks Kai!

00:51:05   Jordan Perry (they/she):   Could you say more about this professional development opportunity?

00:52:21   Toby King: Thanks, Kai.

00:52:29   Caroline Kennedy: Yes! Thanks, EC!

00:52:47   Michelle Bettencourt: Here, here

00:53:20   Jessica Pisano (she/her):   Thank you, Lisa!

00:53:33   Dr. Tiece Ruffin(she/her)-Africana & Education: Thanks to the EC and Lisa :)

01:00:18   Kai, UNCA: Bravo!

01:03:34   Dr. Tiece Ruffin(she/her)-Africana & Education: Thanks, Lauren!

01:03:38   Melanie Fox: Congrats on all the great work Lauren!

01:03:40   Jessica Pisano (she/her):   Thanks so much for all this important work, Lauren. And for coming out to the First-Year Student Showcase yesterday!

01:05:03   Demon Thomas: 🖤🐾 Thank you, LETS GO LO!!!!

01:07:17   Demon Thomas: And how do you plan on continuing the Bulldog Development Training?

01:15:26   Dr. Tiece Ruffin(she/her)-Africana & Education: Congratulations, Marietta! Thanks :) Thanks Melodie for your service!

01:15:47   Michelle Bettencourt: THank you, Melodie.

01:16:09   Jessica Pisano (she/her):   Yes! Congratulations, Marietta! And thank you, Melodie.

01:16:55   Melodie Galloway: Thanks for everyone's hard work - and welcome new senators!

01:24:17   Lauren B :   Thanks Y'all!! Team work makes the dream work, thank you for your support always! <3

01:36:02   Sonia Kapur: I have a comment

01:42:16   Dr. Tiece Ruffin(she/her)-Africana & Education: Thank you!

01:44:09   Brian Hook: I abstained because it's my department--but I am in strong support!

01:52:41   Michelle Bettencourt: Thank you Toby for your hard work and positive leadership this year as our APC Chair. I will miss you on APC next year!

01:52:56   Caroline Kennedy: Thanks, Toby!

01:53:00   Jessica Pisano (she/her):   Thank you, Toby, for your leadership!

01:53:19   Toby King: YW!

01:57:31   Dr. Tiece Ruffin(she/her)-Africana & Education: Thanks Toby and APC for all of your work, appreciate it. And, Jinhua and IDC for all of your great work!

02:13:49   Dr. Tiece Ruffin(she/her)-Africana & Education: Hear, hear! ALWAYS! Thanks, Evelyn.

02:14:52   Jessica Pisano (she/her):   I want to echo support for the SFI committee! Thank you for your attention to this important work.

02:23:11   Christine Boone (she/her):   Thank you, everyone!

02:35:16   Dr. Tiece Ruffin(she/her)-Africana & Education: My sentiments exactly!

02:41:03   Susan Clark: Cost of living increases the past months are non-linear to historical data, and combined with budget constraints suppressing earnings the past few years, and faculty turnover/ failed searches make this the urgent issue that stimulated the ad hoc committee, and the number and representation of those who signed on to the document submitted. I believe this reflects the urgency and substantiveness of this being raised as it is, now, among the full campus of faculty, and the proposal as it was formulated.

03:05:13   Chancellor Cable: Colleagues, My sincere apologies, but I must ring off to attend major city wide event this evening. My comments can be communicated to you thru an email. My key points were to congratulate Marietta and the Exec Comm of Senate for truly extraordinary work thru the academic year and to commend Marietta for exceptional dedication as our Chair. Bravo! Each of Senate members should know how deeply I appreciate your time and expertise in leading this University! Nancy

03:06:27   Ashley Moraguez: Thanks everyone for the support and for raising fair concerns!

03:06:58   Robert Tatum: Thanks, Ashley, Mark, Peter, et al. for bringing this before FWDC and Senate.

03:08:07   Dr. Tiece Ruffin(she/her)-Africana & Education: Yes, Thanks Ashley, Peter, Mark, Leah for your service - its necessary and important work!

03:09:12   Jessica Pisano (she/her):   Yes, thank you! And thank you for including NTT faculty and staff in this committee.

03:17:30   Dr. Tiece Ruffin(she/her)-Africana & Education: Thanks for your advocacy, activism and courage! This is a longstanding issue on our campus and the lack of childcare slights people with young children - it penalizes them and is non supportive. It privileges others and says that people with families don't belong in the academy! I experienced great hardship 12 years ago when I moved here with a 2 yr old and 4 yr old.

03:18:19   Caitlin Brez: Thank you all for your time today with a long agenda!

03:18:41   Kai Campbell: Thank you all. I have to go unfortunately.

03:18:49   Jessica Pisano (she/her):   Thank YOU, Caitlin, and others on the committee!

03:19:02   Robert Tatum: Thanks Caitlin, Allie, and Susan! We appreciate what you have done here!

03:20:55   Robert Tatum: I really appreciate Becky's leadership in FWDC and my fantastic committee colleagues. I am proud of what has been accomplished!

03:21:39   Tracey Rizzo: Thank you Becky!

03:21:41   Dr. Tiece Ruffin(she/her)-Africana & Education: woohoo, thanks Becky! phenomenal, just phenomenal!!

03:22:05   scott.m.williams: Thank you Becky! "Four more years! Four more years!"

03:22:15   Dr. Tiece Ruffin(she/her)-Africana & Education: I agree, Scott!

03:30:00   Toby King: back at you, Marietta.

03:30:55   Dr. Tiece Ruffin(she/her)-Africana & Education: Welcome!

03:31:08   Sonia Kapur: Thank you!

03:41:09   Jessica Pisano (she/her):   Amen, Marietta!

03:45:44   Michelle Bettencourt: thank you so much!!!

03:46:11   Jessica Pisano (she/her):   Thank you, Marietta, for your leadership and mentorship!

03:46:11   Caroline Kennedy: Thanks so much for your service, Marietta!

03:46:35   Robert Tatum: Thanks so much, Marietta, for all you have done and all you do!

03:46:58   Ashe Cosette: 5 minutes

03:47:11   Dr. Tiece Ruffin(she/her)-Africana & Education: Marietta, thanks for your leadership, and your advice, spot on!