

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE MINUTES

March 7, 2024; 3:15 pm, Laurel Forum, Karpen 139

Members Present: D. Eggers, A. Laughlin, K. Boyle, M. Mahoney, J. Beck, R. Berls, J. Brown, B. Felix, S. Kaplan, S. Kapur, T. Meigs, B. Sanft, R. Tatum, E. Tomberlin, R. Vandaie, C. Whitlock, S. Williams; H. Holt.

Members Excused: L. Ward.

Visitors: K. van Noort, A. Boakye-Boaten, M. Cameron, R. Criser, J. Dougherty, B. Graves, L. Han, M. Harte Weyant, L. Horgan, T. King, J. Konz, M. Moreno, T. Rizzo, K. Sanft, A. Shope, A. Strickland, M. Strysick.

I. Call to Order and Welcome by Faculty Senate Chair Dee Eggers

II. Interim Provost Herman Holt Remarks

[Presentation Slides](#)

Herman Holt presented what he presented at the Board of Trustees recently to provide updates what is happening with UNC Asheville, the System Office, and initiatives on campus.

He first showed the Return on Investment (ROI) from cohort of students 2015 to 2020. The return is based on the income that they received upon their first job. The good news is we have an overall ROI of about \$190,000. However, we do have departments that are considered to be in the red. They, particularly Jeff Konz, is working with those departments for they must report to President Hans some information regarding those who are considered to be in the red. Provost Holt appreciate Jeff Konz work to information on some special considerations for those students from those cohorts. Most of the time they are going to graduate school, and if they get a job outside of the state or the federal government that is not considered as well if the student is self-employed. There is a lot of data not included in the ROI.

Herman turned the floor over to Lynne Horgan to talk about Course Program of Study (CPOS) that she presented to the Chairs and Program Directors recently.

Lynne Horgan explained that there is a federal financial aid bill that requires that students register for courses that count towards their program of study. At UNC Asheville, your program of study is your LAC requirements, your major requirements (including licensure) and any elective hours needed to reach 120 hours. The bill is going to mostly impact students who bring in a lot of transfer credit, students who are in the later part of their academic career, juniors and seniors, for as you move on, there is less choice and openness in courses to take. While those financial aid regulations can feel or be thought of as restrictive, she thinks it is important to keep in mind, the good thing we can identify when a student is taking too many classes is they are off track to graduate timely and lower their costs. The first-year student that brings in an associate degree from a community college is not supposed to stay here for another four years. This policy is meant to keep students on track. The Registrar's Office is going to communicate to all students, regardless of whether or not they receive financial aid, where they stand in relation to CPOS. This will require more intentional planning on behalf of students and their advisors where a plan needs to be more than one semester ahead where you really have to look at what are the goals for while you are at UNCA, when does the student graduate, what courses are left to take and plan it out that way. If a student wants to get a minor, that will have to be done in that extra elective design. The technology was not available before, but it is now and we need to leverage it in the best interest of the students that is also in the best interest of the institution to help control the metrics of graduation rates, degree efficiency, and student debt. It is going well so far. There is a dedicated website that has a two-minute video on that gives a summary of the policy. They finished up training sessions for financial aid counselors and Student Success specialists, and now, they offer training

sessions to faculty across all departments. When they send out the information about advising next week, they will share the website and the one-page guide they created. In relation to the rest of the system, NC State has been enforcing this for a few years now and ECU just went live this semester. All the other campuses are right behind us trying to implement this. The students are getting the same information faculty is so faculty do not need to inquire into students' financial statuses. That is CPOS - Stay focus, Graduate on time, and Lower your costs.

Sam Kaplan added that his understanding is that most students understand about the 12 credit course hours and are moving along just fine.

Herman Holt added that CPOS is beneficial to us regarding the current funding model that is we want to make sure students are enrolled in as many credit hours as practical in order for them to graduate in a reasonable amount of time. CPOS will help them stay on track. CPOS is going to be pivotal for us this calendar year since our appropriations are built as a result of the student credit hours.

Kirk Boyle asked if there is an advisee who is wants to take 12 hours, but if you know they do not have another job or any extracurriculars, you might encourage them to take another class for 16 hours. Is that the idea?

Kim van Noort replied there are studies that students who stay on 15 hours per semester track are actually retained at a higher level. Talking to students about taking 30 hours a year, which is one of the requirements of the Access to Asheville Program is to complete 30 hours every year and using summer is definitely an option. Students on the 30-hour track tend to do better and persist more as they accumulate more hours. She thinks part of this success is building momentum. Herman Holt added that summer student credit hours also come towards our appropriations.

Herman Holt spoke in reference to the legislation regarding civics course and he explained that the Board of Governors and the System Office took this on as an initiative, and we benefited from Ashley Moraguez as a member of this small cohort of faculty at the table to incorporate the legislation into our curriculum. There are 2 student learning outcomes that provide flexibility to institutions. What he understands is we already have courses that satisfy these student learning outcomes. The Board of Governors will approve this the proposal at the April or June meeting.

III. Chancellor Kim van Noort Remarks

Chancellor Kim van Noort reported that she has been meeting with the Board of Trustees today. They discussed the budget and upcoming capital projects. Remember that funds that come to us for repair and renovation or capital expenditures cannot be used for operating. She has been battling misinformation left and right, and it is extremely it is exhausting. This morning there was [an article](#) that came out from the Asheville Watchdog which you may or may not have seen. She agreed to be interviewed by Barbara Durr. Not only was Chancellor van Noort displeased, but she is disappointed in the mischaracterization of many of her comments. The Board Chair was in the room as well as Michael Stryck. The interview was taped and they are asking to get a copy of that tape. She is the only person directly quoted, and many other statements made that are unattributed. To her, that is irresponsible journalism. She will be sending a message in some form or another to that effect. She asks faculty's help in combat the misinformation that is out. There are things being repeated that she has repeatedly stood before people having updates where she explained why the misinformation is not true. She asks for faculty's assistance in making sure that people understand that if they have a question, ask. There are some things out there that are feeling written in stone now that is extremely difficult for us to work with. She asks that people ask and make sure they have the full story and she is always happy to come and talk. They will be doing more staff listening sessions next week since faculty and students are gone on break.

Dee Eggers asked to clarify so people will know what was incorrect.

Kim van Noort said that first the byline stated that the Chancellor is removing Liberal Arts from the description, which is not true. She has talked to Faculty Senate and every department about this. She did talk about the necessity to highlight sciences as well as the arts so the liberal arts and sciences

and making sure that they understand the full breadth of what liberal arts is. This is a beautiful, wonderful place, and everything is going to be figured out.

IV. Approval of Minutes: February 8, 2023 minutes will be approved via email.

V. Introductions and Reports to Senate

Faculty Assembly Representative:

Vice Chair Toby King, Evelyn Chiang

[Faculty Assembly Report](#) [Slide](#)

Strategic Enrollment Management:

Vice Chancellor Meghan Harte Weyant

[Slides](#)

Vice Chancellor Meghan Harte Weyant and Marcio Moreno provided Faculty Senate the same numbers they presented to the Board of Trustees this week. The Vice Chancellor also shared that the recommendations from the Transportation Committee and Parking Task Force have been sent to Faculty Senate Executive Committee, Staff Council Executive Committee, and the Student Government Association Executive Committee for feedback that is due the Friday after Spring Break. They are happy to share this with other senators and provide the form link to provide feedback. They will process the feedback before sending formal recommendations to the Chancellor for determinations. Part of the recommendations is the \$20 parking fee increase.

Melissa Mahoney asked how the \$20 parking fee increase was determined.

The Vice Chancellor said that the Transportation Committee and Parking Task Force came up with the set increase fee to help maintain the roads since state funds cannot be used to maintain roads and parking structures. However, 80% of the money collected from parking tickets goes to the State.

VI. Executive Committee:

Faculty Senate Chair Dee Eggers

Dee Eggers shared a letter from the research compiled by Lisa Sellers, who does credible research, who has been amassing a folder of items that relate to our history as an institution. The letter was dated 1991 concerning the year 1963. The letter was written by Roy Riggs. Lisa Sellers provided a brief explanation of Roy Riggs' position and whom he was writing. Dr. Roy A. Riggs, hired as a faculty member in Department of Literature, was serving in what we now consider the Provost position before there was a Provost position. In the 60s, he was Dean of the Faculty and promoted in the 70s to Vice Chancellor of Academic Affairs. He contributed substantially to faculty governance and the structure and process of Faculty Senate, a body that predates UNCA becoming a UNC System school. Dr. Riggs is writing to then UNCA Interim Chancellor Roy Carroll who was needing information towards UNCA's liberal arts designation.

Dee Eggers reads a portion from Dr. Riggs' letter:

In 1963, when Asheville Biltmore College became a four-year state supported institution, along with former junior colleges at Charlotte Wilmington. It was assigned a special role in higher education in North Carolina, it was to become a first-rate liberal arts college with an experimental posture, and it was to remain small. That role was defined in the statement of aims and objectives published in the 1964-65 college catalog, the first sentence of which reads, "the fundamental aim of the college is to provide more serious and able students, a liberal education of high quality."

And just moving down to the last paragraph, he continues:

In the summer of 1963, I came to Asheville at Bill Highsmith's invitation to see what was going on out here. After Bill described in detail the plans for Asheville Biltmore College, he said he thought there was solid political support for the proposal.

I said, "You realize you are talking about something that has never been successfully accomplished in the history of American higher education."

He paused a moment, then he said, "I know, and we may fail, but wouldn't it be fun to try?"

I acknowledge that it might be fun at that, so I joined him in a rare endeavor. Nothing would please me more than to see the state live up to its original commitment.

Dee Eggers brought this to the senators' attention because next year is the 60th year during which this endeavor has been succeeding. It is an important time, and she is pleased to be part of this endeavor because what we do is pretty extraordinary.

Faculty Senate Representative for AI Task Force

Natural Sciences Dean Marietta Cameron, whose discipline specialties include artificial intelligence, gaming, and machine learning, announced that she and Interim Provost Herman Holt are co-chairs of the Artificial Intelligence Task Force about best practices for we are already using artificial intelligence on this campus. It is about best practices in terms of our curriculum, students, employees, recruitment, retention, and various operations on campus. She is asking for a senator to appointed to serve on the task force. They anticipate 2 meetings after spring break where they will explore AI's benefits and challenges while knowing that there will be ongoing work to be continued after the task force has completed its immediate work.

Chancellor van Noort asked Dee Eggers if she knew of other campuses who were developing guidelines, policies, or approaches.

Dean Cameron said that it would be a good idea for she has been examining guidelines out there like Chapel Hills. However, they wanted to give our office as well as our colleagues an opportunity to contribute instead of dictating the guidelines. This is the opportunity to take the initiative for this institution is well-positioned for looking at the incorporation of technology and society where we are not just looking at the technical for computer science is part of the liberal arts in terms of making connections to every single discipline. There are those present who have heard her say that you cannot be an efficient, effective computer scientist without having some expertise and making connection with other disciplines.

Dee Eggers agreed as well as learning from other institutions. NC State has some good resources. She also suggested Dean Cameron interfacing with Faculty Assembly's AI Group, a group Dr. Eggers is part of though she does not have any time to give to UNCA's task force although she has contact information to give to Dean Cameron of a colleague of that AI Group that she would be interested in hearing what she has to say.

Andrew Laughlin asked is the representative to be a senator.

Dean Cameron answered in the affirmative since we are talking about forming institutional policy.

VII. Academic Policies Committee: First Vice Chair Andrew Laughlin
[Decision Summaries](#)

First Reading

[APC 28](#) Changing the Physics Major Competency Requirement

[APC 29](#) Changing the offering pattern for PHYS 310
(James Perkins, Judy Beck, PHYS)

[APC 30](#) Change Service-Learning to Community Engaged Learning;
Change the criteria for Community Engaged Learning designation on courses;
Update the Explanations of Criteria for Community Engaged Learning Designated Courses;
Update the criteria for graduating with the designation of Community Engaged Scholar;
Update the Explanation of Community Engaged Scholars' Community Engaged Projects

- [APC 31](#) Revise the catalog description of the Key Center for Community Engaged Learning;
Revise the catalog entry for Community Engaged Scholar (Ameena Batada, Key Center)
- [APC 32](#) Delete HWP 190, Foundations of Health Promotion;
Delete HWP 380, Internship in Health and Wellness Promotion;
Delete HWP 480 Advanced Internship in Health and Wellness Promotion
Add HWP 327, Kinesiology and Biomechanics
- [APC 33](#) Change title for HWP 245, Research Methods in Health and Wellness Promotion;
Change description for HWP 326, Food is Medicine;
Delete HWP 425, Exercise Prescription, Fitness, and Lifestyle Assessment, **replacing it with repeatable HWP 354**;
Change title and description for HWP 459, Senior Capstone in Health and Wellness Promotion
- [APC 34](#) Change the name of the Health and Wellness Promotion department and the major and minor to Health Sciences;
Change prefix of Health and Wellness Promotion department and major and minor to HS
- [APC 35](#) Update the narrative and the major and minor requirements for Health and Wellness Promotion [Appendix A](#)
(Aubri Rote, HWP)
- [APC 36](#) Reinstate HON 492;
Update the requirements and description of the Honors Program, codifying Recognition as an Honors Scholar
(Graham Reynolds, HON)
- [APC 37](#) Change the course description for HIST 451, increasing the credit hours;
Change the requirements for the Major in History and History with Teacher Licensure
- [APC 38](#) Change the name and description of HIST 303
(Sarah Judson, HIST)
- [APC 39](#) Change Course Title, and Description for AME 420
- [APC 40](#) Change the name of the Arts Management and Entrepreneurship concentration and minor to Arts and Markets;
Revise the requirements for the major concentration and minor in Arts and Markets;
Change the AME prefix to AM throughout the catalog
(Laura Bond, Melodie Galloway, AME)
- [APC 41](#) Add new course, BIOL 299: Scientific Community Outreach;
Reinstate BIOL 336: Parasitology, adding it to the Evolution and Critical Thinking and Quantitative Analysis categories
(Jonathan Horton, Camila Filgueiras, BIOL)
- [APC 42](#) Change the narrative for the Environmental Studies catalog entry;
Change the Earth Science concentration name to Geoscience;
Change the Ecology & Environmental Biology concentration name to Ecology

- [APC 43](#) Change the name of the Department of Environmental Studies to the Department of Environmental Science;
Change the Environmental Studies major to an Environmental Science major;
Change the Environmental Studies minor to an Environmental Science minor
(David Gillette, Jeff Wilcox, ENVR)
- [APC 44](#) Proposal to Revise the IST-Individual Degree Concentration requirements
(Sonia Kapur, Renuka Gusain, IST)

Second Reading

- [APC 22](#) Transfer Credit Policy revision (Elimination of the 10-year old credit rule)
(Lynne Horgan, Registrar's Office)
- [APC 23](#) Add new course MATH 295: Math for Machine Learning
- [APC 24](#) Delete CSCI 312 and 412, replacing with new topical course, CSCI 339: Topics in AI and Machine Learning;
Change prerequisite and offering pattern for CSCI 346, Computer Graphics
- [APC 25](#) Add a minor in Data Science to be administered by the Department of Mathematics and Statistics
- [APC 26](#) Revise the requirements for the Computer Science major
(Becky Sanft, Kevin Sanft, MATH/CSCI)
- [APC 27](#) Revise the requirements for the minor in Professional Writing and Rhetoric
(Brian Graves, PWR)

After introducing APC First Reading documents, APC Chair Andrew Laughlin asked if there were any Second Reading documents that a senator may wish to pull for discussion or questions. There were no requests. A motion was made to accept the bundle of unanimously passed documents APC 22 through APC 27, which was seconded. APC 22 through APC 27 passed without dissent and 1 abstention.

VIII. Faculty Welfare and Development Committee: Third Vice Chair Melissa Mahoney
[Decision Summaries](#)

Confirmation of the Faculty Conciliator Nominees to be forwarded to SGA
Senate Approval of Nominees: Academic Appeals Board (AAB)

A motion was made to accept FWDC's slate of nominees for Faculty Conciliator and AAB, which was seconded. No discussion. Motion passed without dissent.

First Reading:

- [FWDC 5](#) Add Service While on Full Leave
Faculty Handbook Section 4.2.3 within [Section 4.2](#)
[Amended FWDC 5](#)
- [FWDC 6](#) Revise Faculty Handbook Procedure for Annual Evaluation of Faculty
Faculty Handbook [Section 3.4.2](#)
[Amended FWDC 6](#)
- [FWDC 9](#) Revise Faculty Mentoring Program Coordinators Membership
Faculty Handbook [Section 10.5.12](#)

Second Reading

[FWDC 8](#)

Revisions to Annual Evaluation of Chair and Program Directors
Faculty Handbook [Section 3.4.4](#)

A motion was made to accept FWDC 8, which was seconded. No discussion. FWDC 8 passed without dissent.

IX. Institutional Development Committee / UPC: Second Vice Chair Kirk Boyle
[Decision Summaries](#)

First Reading

[IDC 2](#)

Request for Preliminary Authorization for a BS in Astronomy
[Appendix 1](#)
(James Perkins, Judy Beck, PHYS)

IDC Chair Kirk Boyle had two items to report. First, IDC 2 is up for First Reading. There was one IDC member who abstained from voting out of conflict of interest for they were a member of the department and one of the proposers of the Request for Preliminary Authorization. IDC felt the reasons for establishing this program were very strong, including the growing popularity of astronomy and the subject's role as a gateway science. He thought what was particularly convincing was its ability to attract students traditionally underrepresented in the physical sciences. We asked about the resource implications of adding new courses, and they are satisfied with the department's proposed offsets. IDC did express some concern about how establishing an astronomy BS might affect the current BS in physics.

His other update concerns the LACC Task Force. He read the following statement:

Our first few meetings, we attempted to follow the flowchart of the Lac Task Force founding document to the letter. We discovered the five SLOs for the program and compared them with the current university mission statement and the one drafted by IDC last year and approved by senate, but which has not been signed by our chancellor. Therefore, we stayed with the current mission statement. These discussions became as circular as the logic guiding the founding document, however, and we concluded, quite reasonably IMHO, that our SLOs are broad enough to be covered by just about any GE program.

Therefore, we turned to philosophies and frameworks guiding GE programs, reading some literature on the issue. I put together a presentation of several models based on these philosophies/frameworks to start the current semester. Some of the model schools were private liberal arts institutions. Many were COPLAC schools. We have broken into small groups to come up with models of our own that could guide a revision of LAC. In the meantime, we are meeting with various constituencies, as our charge dictates. We are also considering resource implications, as our charge also dictates.

We did not deem that the current LAC is failing to meet its SLOs; I want to make that clear. We assessed that this was the wrong question to consider.

Kirk Boyle was asked what the sense of the size of our general education core was compared to other schools. Kirk Boyle replied that off the top of his head ours is 47-60 hours depending on the double dipping and how many credit hours students transfer in. There are a couple of schools with a larger general education than ours that are COPLAC members. Oklahoma University of Science and Arts has a robust one. On the other end, Purdue University, which is not a traditional liberal arts university where we have their general education in the high 20s. They see a lot of 30 hours. Ours average is 30 to 40 hours. There is some difficulty tracking and parsing the data that Jeff Konz and IREP has found.

Dee Eggers added that it looks like the average among the 12-13 schools the task force looked is 38.85 hours.

Kirk Boyle was asked how our general education compares in terms of rigidity. Kirk Boyle said he thought this was a great question though he does not have a specific number though he offers some

comments. Regarding the forementioned Oklahoma University of Science and Arts that is the most rigid general education program he has come across in all his research. It is 44 hours of specific courses. Instead of having natural sciences perspective classes, they have all students take Foundations and Physical Sciences class. They have 3 core sequences like our humanities programs called World Thought I, II, and III. Other schools that have newer models are highly flexible. Our model is in the middle more toward the rigid side than flexible considering the number of schools that are extremely flexible. There is no curriculum at Evergreen College. There are some models that have a mix of what he calls buckets, which are categories of courses like our Natural Sciences, Quantitative and Social Sciences. There are models that have Pathways, which are optional courses that have more rigidity to them though the students opt into those pathways.

Judy Beck thanked Kirk Boyle for sharing this information here and in IDC. She has a general question. She totally understands how the original charge of the task force was basically dispensed with relatively rapidly and has moved on to other things. What is the current goal of the task force?

Kirk Boyle wanted to make clear that the task force has not been tasked with proposing a replacement to the LAC program. This task force is simply providing recommendations to Senate for the next task force that would be established that would come up with and instituting a new liberal arts core proposal if the current one is not reaffirmed. It is totally possible to reaffirm the current core. This task force's recommendations might be something like liberal arts core is not flexible enough. This is what we hope to accomplish by the end of the semester and present to this body.

Herman Holt relayed that there is a question out there about the assessment of the Student Learning Outcomes (SLOs) and he is not sure if that is part of the charge.

Kirk Boyle agreed that the task force is to look at the assessment model and propose a new model for the current core or an assessment model for whatever is coming forward.

Sam Kaplan had two points. One, in the task force discussions, are the SLOs being taken into account.

Kirk Boyle said they are part of the conversation along with budget challenges and what is happening at the UNC System Office and Board of Governors.

Sam Kaplan's second point was to invite the task force to produce a new name for the core other than LAC for it implies a lack.

Kirk Boyle shares this point and even has an idea for a new name to be shared later.

Dee Eggers asked for the timing that we have to have SLOs evaluated for our next SACSCOC review.

Jeff Konz said yes that we need to demonstrate that we are assessing our general education program. Whatever the new program is, we have to have a clear assessment plan in place that we are implementing and doing on an ongoing basis. He does not think it matters in terms of timing.

Rob Tatum asked if IDC should have some document to carry forward when this task force's work is concluded.

Kirk Boyle thinks that is a smart idea though he is not certain how this works.

Lisa Sellers relayed that historically task forces submit recommendation reports. At the time, a task force is ready to make a proposal, an "ideas document" is created that goes through the Academic Policies Committee and upon passage, the proposal is considered and voted on by Faculty Senate. After the Ideas document, come the catalog copy of the passed proposal that comes through editorial review to APC to Faculty Senate while the implementation document comes through FWDC.

Regine Criser suggested the task force looks at student surveys and exit surveys to get the students' perspective, though anecdotal.

Jeff Konz said he could look at the last two student surveys.

Regine Criser also suggested that the task force looks at alumni surveys.

Kirk Boyle concluded IDC's business by saying doing this research is fun.

X. Announcements/Adjournment Faculty Senate Chair Dee Eggers
Dee Eggers adjourned the meeting at 4:53pm time.