Date: 12.8.2023

Facilitator: Israel Sanz-Sánchez, President

Time: 3:00pm-5:00pm

Note Taker: Selen Razon, Recording Secretary

Location: Zoom

Type of Meeting: Scheduled meeting

Attendees

Senators

❖	Benedict, Kristopher	Absent	❖ Metz, Stacie	Present
❖	Bolton, David	Present	❖ Mishra, Vipanchi	Present
❖	Brenner, Jim	Present	❖ Mraz, Megan	Present
❖	Chen, Tianran	Present	❖ Panagiotidou, Eirini	Present
❖	Cherry, Dan	Present	❖ Panichelli, Meg	Present
❖	Childs, Gary	Present	❖ Park, Innhwa	Absent
❖	Cooke, Laquana	Absent	❖ Pierlott, Matt	Present
❖	Daltry, Rachel	Present	❖ Razon, Selen	Present
❖	Du, Wei	Present	❖ Ruchti, Simon	Present
❖	Forbes, Dan	Present	❖ Sanz-Sánchez, Israel	Present
❖	Garthwait, Clayton	Absent	❖ Sawyer, William	Absent
❖	Grassetti, Stevie	Absent	❖ Schugar, Heather	Present
❖	Guerriero, Tara	Present	❖ Selvarathinam, Priya	Present
❖	Hill, Erin	Present	❖ Smidt, Esther	Present
❖	Hodes, Jackie	Present	❖ Stokes, Jordan	Absent
❖	Houser, Mary	Present	❖ Tennille, Julie	Present
❖	Junius, Premalatha	Present	❖ Wade, Michelle	Present
❖	Kolasinski, Kurt	Present	❖ Watkins, Karen	Absent
❖	Lawton, Bessie	Present	❖ Wiest, Julie	Present
❖	Lightner, Sarah	Present	❖ Wilbur, Veronica	Present

Representatives

- ❖ Adjunct Faculty Representative: Bill Sawyer — Present
- ❖ Adjunct Faculty Representative: Priya Selvarathinam — Present
- ❖ APSCUF Representative: Bessie Lawton (Alternate: Julie Wiest) — Present
- ❖ Student Government Association Representative: Caleb Winters — Present
- ❖ Graduate Student Association Representative: Amah Ensume — Absent
- ❖ ROTC Representative: Salamatu Dumbuya — Absent

Senate Proxies

❖	Edelblute, Heather	Not present
❖	Howard, Rick	Present, proxy for Innhwa Park
❖	Kaulback, Michelle	Not present
❖	Mohajeri, Orkideh	Not present
❖	O'Brien, Lia	Present, proxy for Stevie Grassetti
❖	Owens, Jackie	Present, no proxying
❖	Patriarca, Ashley	Present, no proxying
❖	Tully, Greg	Present, proxy for Julie Wiest
❖	Van Liew, Maria	Not present
❖	Whidden, Melissa	Present, no proxying
❖	Matthew Kruger-Ross	Not present

Guests In Attendance

Josh Auld: Professor, Biology; Associate Provost for Academic Affairs, Senior Associate Vice President, and **Susan Johnston**: Professor, Anthropology, and Chair, CAPC
Megan Jerabek: Senior Associate Vice President for Enrollment Systems & Services, and **Vanessa Kahen**: Professor and Chair, Psychology, Co-directors, Moon Shot for Equity (Megan Jerabek will also be updating Faculty Senate regarding Banner).
Jamin Bartolomeo: Director, ASA [Academic Support and Advocacy]Center)

Welcome to Senators, Proxies, and Guests

Guests #1: Josh Auld: Professor, Biology; Associate Provost for Academic Affairs, Senior Associate Vice President, and **Susan Johnston**: Professor, Anthropology, and Chair, CAPC

The guests presented an overview of the CAPC program review course review and other policies. A first question related to what is generally going on in Gen Ed courses right now. Susan responded that concerning what is in the pipeline in terms of processes, expectations, and revalidations, the CIM system that is used for processing proposals went down in the summer intentionally in large part because of the transition to Banner. Susan added that as part of that, they took the opportunity to make some changes to the forms which also means that all that was in the workflow froze where it was during that time- throughout the summer and into the early fall. Then she added that Gen Ed is essentially made up of many different courses and types of courses, so the Gen Ed Committee has been able to work only on what is in their queue now, which is what has been not in their queue since June. This also means that they are soon preparing for the whole process to open again with course review and flow of courses. To further clarify though, she added that essentially, the Committee is still reviewing the courses that came in before CIM went down, as well as the capstone proposals and assignment reviews, and that once the system comes back up again, they will welcome any outstanding W course, revalidations, and additional capstone course assignments. She added that their original deadline was disrupted because of the system going down. She added that one thing that Karen Mitchell has asked to convey is that people should not be concerned about the loss of work because of what happened to CIM and that no courses are going to be penalized for that. Also, an e-mail will be sent once things are moving again to encourage people who have not yet submitted proposals to get them in as soon as they can. She also added that CAPC approved new diverse community goals. Also, the review of and revalidation of diverse communities courses are the two things that are probably most relevant for this year

Joah Auld was then asked to provide a bit more clarity in connection to the "net zero policy" for new programs. Specially, since there have been some programs developed in different units and specific Deans have put a hold on reviewing those programs. Josh responded that there is no CAPC "net zero" policy on programs and that there is no CAPC position. It is the position of the Provost that we don't need to add new programs right now while we're not growing in enrollment which is not to say that there's a complete freeze on anything. But with new programs come requirements to offer, the courses that keep them running and we must be able to balance our course offerings with our student demand. So, while there isn't a complete moratorium on this, there isn't an encouragement of new programs at the level of the Provost. That is also managed, of course, by Deans within individual colleges. Josh added that Deans may be getting involved in conversations about new program proposals in their respective units.

Josh added that approval for new programs depends on the specifics of the programs. He added that he would encourage any faculty members who are considering this to talk closely with their Deans. Also, he mentioned that specifically about degree programs, they just approved several new certificate programs that did not require new courses- which is often the case with certificates i.e., they're building on courses already existing by repackaging them in ways that are available to students in addition to their major program or other minor program.

A question was posed by Senate: if there was a program that somebody wants to develop that would be a degree-granting program, and they've been told they can't develop it because their unit, their college, has too many programs, would reducing the number of minors in that college address the issue. Josh replied that this is hard to answer because it depends on how many upper-level courses would be needed for that new program.

Another question concerned the new Gen Ed goals and new outcomes, whether this means that all existing Gen Ed courses will have to go through the revalidation process. Susan responded that this was her understanding, i.e., that all the Gen Ed courses will be going to be revalidated anyway and the reason they put a pause on it was that it made no sense to have all the courses come through under the 2019 Gen. Ed criteria if we were likely to be shifting it again. She added that she would leave it to Karen to specify if there's any difference in the time frame on that. Josh added that if we think about the different components of the Gen Ed program, essentially CAPC did a call for all the distributives. The interdisciplinary one is kind of on hold for the diverse communities. Ethics is new. All those courses that have come through have been aligned with the student learning outcomes that were introduced in the 2019 program. The same was true for the speaking emphasis and the writing emphasis courses.

Another question asked about the absurd amount of work that people have consistently reported doing for. The question then was how to get this bureaucracy a little under control. Susan responded that CIM going down may have had people perceiving that it is taking proposals too long to go through. She added things haven't been able to move. She also added that sometimes there is a sense that people are getting a lot of feedback from one level and then perhaps they think they've addressed it and then it comes back again. The proposal comes back again for more or there's what seems like an inordinate amount of time between when something goes into the workflow and when it gets finally to the end. And that anybody who's dissatisfied with where things, or how things are going in the process of a proposal ought to be reaching out to her since it's the job of the CAPC chair to address these issues. A senator added that it is the entity that has become a self-perpetuating beast of labor and that it feels like our syllabi are written for CAPC and not for our students. People have even reported that they spend less time on teaching than working on their syllabi for CAPC. Susan then added that a separation between University policies and the entity of CAPC should be emphasized and that the role of CAPC is to review the curriculum that the faculty essentially owns. She also mentioned that CAPC is a recommending body but not everything comes from CAPC (but more from the University). She concluded that they are making a lot of progress with this to be less nitpicking about what's present or not present on the syllabus and focusing more on the curriculum itself and helping it meet the student learning outcomes.

To this, Josh added that the CAPC review of a proposal happens through CIM which facilitates the workflow of the Deans' review of that proposal, as well as the implementation of it after the Provost's decision. So, there's a lot that's happening in CIM that's more than CAPC and that may make CAPC look bigger than it is because of how the CIM system is involved with the before and after of the review process.

Next, senators reiterated concerns such as faculty needing to go through the CAPC process only for taking a hyphen out of a title and that several individuals (not just a few) have experienced very high levels of frustration of working with CAPC and the potential harms this can have on students if/when the faculty starts avoiding CAPC

Next, Israel stepped in to make sure there was enough time to touch upon one last question about the three-year

undergraduate degrees or the potential for it. However, at this point, there was another question still related to CAPC processing related to Gen Ed courses. Specifically, more clarification around the Capstone courses in philosophy was asked for. In this instance, a proposal was put through and returned with significant comments so there was confusion about the status of the capstone major course, whether it is part of a major or is considered a Gen. Ed class. Susan then clarified that the Senator was referring to the capstone course, not the capstone assignment. The capstone course is as she clarified, for students to reflect on their general education, and experience and their curriculum experience in general because they have that characteristic. She then added that in the past, they struggled with a lot of the programs, meeting patchy maximum credits requirements so it's a bit of a number game where these courses allow programs such as the MBA program to not exceed 42 credits for instance.

Then Josh added that these courses are degree requirements for a BA or a BS and as such they don't have to count. They don't count in the major cognate. They're sort of off on their own as a separate thing. There are a good number of programs that have capstones that are not a three-credit course like student teaching for example. They can have it that. And then it's also the capstone could be one credit, which might not be attractive to your program, but it's not identified only as a single three-credit course.

Finally, with regards to the three-year bachelor programs, Josh commented that the Provost is firmly against it, thinks it's not a good idea at all, and thinks of it as a reduction in cause. What it ultimately is a reduction in general education and WCU is firmly rooted in the liberal arts tradition. This is not seen as something that will gain much traction and has not been recognized by the middle states or by the creditors.

In the remaining short window, Susan made sure the Senate was aware of an opportunity that came out via e-mail at the beginning of the week from the Provost's Office. It is this opportunity to engage in a pilot to utilize some new D2L home page templates in the spring semester and provide feedback on them. It is something that they were consulted as CAPC.

Some final updates on CIM included that the one form that they don't yet have back is the course form and they expect that at this point it will be available by the end of this calendar year which means that CAPC will receive a lot of proposals. She also added that they have worked during this downtime of CIM to continue to address time-sensitive proposals. They came up with a review and approval approach to distance education modality in addition to winter courses and spring courses. She commented that they used a circulation process outside of CIM using SharePoint and worked closely with people. And then added that some programs needed to come into compliance with PASSHE and WCU credit caps and also some new options for program certificates -that they had to begin to tackle some policies and update the outdated info in the system.

Lastly, Senate asked a question about the distance education certification program, which is very long to complete. We wanted to know if any changes are planned. Susan replied that she is not sure when senators may have had their experience with Distance Ed but since sometimes the training was revised to be completely asynchronous for faculty to complete at their own time. She then emphasized that there is a firm commitment at this university that any distance education course needs taught by someone who has been trained in distance education. This requirement therefore comes from the University and not CAPC.

The Senate moved on to the next guests:

Guests #2: Megan Jerabek: Senior Associate Vice President for Enrollment Systems & Services, and **Vanessa Kahen**: Professor and Chair, Psychology, Co-directors, Moon Shot for Equity (Megan Jerabek will also be updating Faculty Senate regarding Banner)

Israel introduced the guests and noted that as co-directors of the Moon Shot for Equity initiative, they will update the Senate on the initiative ,and Megan will additionally share some updates regarding the banner.

Meghan reiterated that together, they hoped to give the Senate an update on the RAM Portal as well as Navigate and also the Moon Shot mission and some of the best practices that they are moving towards implementing and of course answer any questions the Senate may have. A short Banner update was that they are moving the student information system from my WCU system to Ram Portal, which is a banner system, and that this move is happening right now and has been happening for about two years. She added that the Fall 24 semester will be the semester that every student and every faculty and staff member is going to use the RAM portal and not my WCU. She added that this past summer we

went live with admissions and RAM portal and started accepting Fall 24 students in that system and that they are gearing up for some going live in the spring semester, primarily student and registration because we will be registering the returning students in RAM portal too. She added that there will be an opportunity for faculty advisors and returning students to get into RAM Portal, and added a reminder that the summer registration will still be in my WCU -So this will be the first time in which they separate Summer. Regarding Summer and Fall registration, she added that they will be doing Summer registration early in the semester beginning in February so that they get all that class registration information over to the RAM Portal to serve as prerequisites for the Fall registration that will begin in March. She also added that they will be offering training schedules to faculty starting in early February. That training schedule will go out later in December, so people will have a chance to sign up for training before the start of the Winter break but the training will begin in early February. As such, the month of January will be used for some demos with more hands-on training in February as she added.

The February training will focus on three key areas. The 1st is Degree Works which is the replacement for the DPR. DPR is the individualized student plan as far as what courses to take to fulfill the Gen Ed and major-minor requirements. She also added that they will also be training faculty on how to do advising in the RAM portal. How to see when their students are eligible to register release that any end, hold, etc? She also commented that they will do training on student registration, focusing on what the student experience looks like for registration, but then how can Chairs and others help students with the registration process? She mentioned that an advisory board that has faculty representation, including from the faculty Senate meets monthly for helping to advise on the project and provide updates. They also have monthly town halls for the whole campus community that will resume in January.

Then moving on to Navigate, she explained that Navigate is a student success platform. A tool that we're able to utilize to connect students with resources and help to communicate with students. One of the biggest updates included a new faculty training team. Based on the feedback from faculty over the last year, she explained that they decided to put aside separate funds and time to come up with a faculty training team that will help faculty think about how to configure and navigate to meet faculty needs and train faculty within all the colleges and departments on how to utilize Navigate. To this end, with the help of the Deans, they identified 25 faculty members across all the colleges to help serve as our faculty training team. She added that they will meet for the first time on December 14 and that's when they will start to solicit feedback and brainstorm on how we want to update and move into the Spring semester, specifically around our spring project reports. Progress reports are kind of the equivalent of what we would historically call an early alert system: our opportunity to get some early feedback on how students are doing in classes and connect them with resources. She added that they are really looking forward to the faculty team's guidance on what to change about progress reports as we move into the next semester.

Then Israel asked whether Banner was more limited than PeopleSoft. There are some functions and things that you can do in PeopleSoft but cannot do with the banner he added. Megan commented that yes, banner and PeopleSoft, our current information system are very different, and that the overall architecture of the system is different. She added that one of the guiding principles of this project has been a real intentionality to innovate. As such, she added that some of the areas of flexibility at my WCU may be a little bit harder for to attain in the banner system. For instance, right now we can access free student records every time they come forward. So, if students come back for a second bachelor's degree or a second Master's degree, they're able to have a fresh start. And that's important when you think about students who might not have had the best experience during their first time. That was a very simple thing to achieve in my WCU and unfortunately, it takes a lot more effort on WCU's part to set up a RAM portal for that. Another good example is the waitlist. We've got a great waitlist process in my WCU where students can register themselves on the waitlist. Then the wait list will automatically move the student from the waitlist into the class whenever a seat becomes available. Banner does not deliver that type of functionality, so we think about how what we need to do to still allow for the same capabilities.

Next, the conversation moved to Moon Shot. Megan explained the reform team and specifically the recommendations that they are currently working on implementing. Vanessa at this point, added that there are 15 best practices under the Moon Shot mission. This is, in thinking about understanding how we can revisit the historic practices of higher education, to decrease some of the equity gaps. The team looks to identify what is it about our whole practices that are creating this 8% equity gap that has been identified. From their inquiry, there were two recommendations to implement. The first came for the best practice team and they recommended that we create a lot more transparencies around our holds. She added that she is helping it be clear for students as well as advisors what type of holds we have, why it was added, how to resolve it, and making sure that the resolution process is smooth. She then added that they are currently working on implementing that best practice in the new Banner system.

The second recommendation came from the Advisory Board, and it talked about a broader policy framework that prevents the utilization of registration holds with the exception of any end hold. When accepting the advising hold, eliminating the use of registration holds to prompt student behavior such as past due balances or lost equipment etc. would help. So the Advisory Board wrote a policy and started to circulate it among the offices most impacted.

With regards to Moon Shot, Megan added that they had five goal teams working. One was focused on hold reform, another was focusing on transfer pathway with a broader scope of work. Because the transfer experience goes from before students get to my WCU. In the enrollment sort of equal credit equivalency pieces of making that transfer over to WCU and then the experience once they get here and each of those pieces have many components. They added that their transfer team focused on one element of the transfer process initially and that's what happens when students get here. Based on the recommendations that have come from the transfer team, they are in the process of prioritizing and developing implementation plans for increasing transparency, in terms of what classes are going to transfer or what will they have to do when they get here if they want a specific major, etc. So, the team is working through a set of recommendations for improving the communication around those processes and implementation patterns for those.

They are also working on a set of recommendations around the actual student experience including getting oriented to their departments, once they come to WCU some departments aren't doing any orientation, others are doing a lot and then everything in between. So maybe a department isn't doing much orientation because they don't have a lot of students that transfer in so they do it on a 1 by-1 basis so there's no, no one's pointing fingers that there isn't a that there's a right way to do this. She added that they want it to be individualized to each department, but what they want to make sure of is that every department has a plan for how they orient transfer students. They don't have to be the ones implementing that plan, and they don't have to do anything very different necessarily from what they're already doing. They just have to have a plan that their Dean is aware of. The hope is that Deans pull together departments to talk about different ways we can do this right as well as to share resources and ideas for more robust ways of onboarding transfer students. The goal is that transfer students don't just feel oriented to the university, but they feel like they have a home within the department when they first get here.

The third set of recommendations that the team came up with was that we need to dig in a lot more into the pieces of the actual sort of credit equivalency and advising pieces in terms of helping students manage the actual academic piece of the transition, not just the belonging piece of the transition. This is the piece that the teams are going to continue to work on moving forward.

At this point, Vanessa added that they are working more closely with EAB, a set of professional consultants as well as another team at the Delaware County Community College to identify a handful of programs to use as example programs. Lessons were learned from those examples as a way to develop some recommendations that we can generalize beyond the programs.

Senator Gary Childs then commented that coming from the University Libraries there is a difference in perspective, meaning that even if there aren't these levels of departmental orientations for transfer students, the libraries are anyhow not involved within those transfer orientations. Therefore, he asked that everyone reach out to him if they need library help for any transfer-related project (i.e., research paper to be done by a transfer student, etc.) so they can help students connect with the best resources. Megan has then recommended Gary to fill out the form at the Moon Shot website for further getting involved with their efforts. She also added that the transfer experience piece of these recommendations is being led by Jen Bacon in her role as interim deputy Provost and she's working with all the Deans on how we implement this and added that she will make sure this is on her radar.

Next, about the retention grants team, Vaness and Megan explained that this team was focused on closing a gap that they found in terms of the percentage of students who leave the university that have balances, tuition balances when they leave, and there's a greater proportion of black and Latinx students who don't come back, who have those balances. The team came up with a great set of recommendations that they are also in the process of working to prioritize and implement, but a piece they came up with was the recognition that we have a lot of resources at the institution, we just don't always know where they are and if we don't know where they are as faculty and staff, it's good chance that students don't know where they are either. So, finding a way to pull those resources together in a more centralized way to develop a strategy around pushing out those funds, that address the equity gap and address student success that we can measure and assess is essential.

They added that their goal is also to help provide students with micro grants, emergency funds that can be turned around quickly and be used to help with the flat tire that a student got on the way to campus, or the books that they need, or anything in between. So, a set of recommendations was about developing retention grants and another piece was about developing micro-grants, that have a slightly broader or somewhat broader purpose and that have a quicker turnaround.

Then a senator commented that our search engines are not effective at finding any info quickly and at times Google search could turn better results than the WCU search engine. Megan then emphasized that this ties in with their overall goal of upping their game in terms of both external and internal communication and that it's a work in progress.

Then Megan went on to discuss that their recent guest speaker for the Moon Shot initiative- Russell Lowery-Hart (Austin Community College District). There were a lot of lessons learned from his institution that are being applied to four-year institutions, smaller institutions, larger institutions, and institutions like WCU. Some of these efforts include helping the University develop a prototype of a student who would help figure out what is happening instead of discussing a set of statistics. This is because clear images of who our students are can help design more tailored interventions.

She added that they have other teams too refocused on a different scope of work such as a group that is working on developmental courses, helping the math department move away from developmental math, and helping look at some of the potential lingering equity gaps in the move away from developmental writing classes. They added that that group is now going to shift their effort to another one of EAB's best practices, which is pre-college programs. There are two main focuses of work as they stated:

One is the resources that students need as they transfer in terms of support services as they transition to WCU and looking at equity in those support services and thinking about ways that we might want to support the support services more. Two is working hand in hand with the ASP program to think about what else we might need in terms of pre-college programming for our students. Also currently, finishing some work on introducing the idea of thinking about equity in mental health to the WCU campus, to Moon shot campuses. They added that they are also working with student affairs leadership to think about how to develop this out more in terms of their work at WCU and align it with the Moon shot work a little bit more. Another focus will be on equity and learning outcomes to expand our understanding of inclusive teaching practices looking at the way that we can facilitate equity and outcomes, and self-examine where we might have equity gaps in terms of our outcomes and think about how we might reshift not our outcomes, right, therefore a current focus and processes to bring about more equity in those outcomes in our teaching and advising.

She added that the proactive advising with the technology team is now focusing their work on thinking about how they can identify equity gaps in our advising practices and implement more proactive processes that can help prevent academic difficulties with students through the advising process as much as possible.

Guest #3: Jamin Bartolomeo: Director, ASA (Academic Support and Advocacy Center)

Jamin noted that most likely, everyone should have received a progress report in four to five weeks within the semester and the email included a list of students whom they predetermined that the faculty may have. These students are considered high-risk based on the program's algorithm. For instance, an athlete could be on ASP compass or have just been having academic difficulty hence the reports that came in asked a couple of questions regarding their academic difficulty or what they are having trouble turning in, etc. Jamin explained that these emails came from them and it was them reaching out to students next through e-mails or texts to connect with them and try to connect them with the resources at WCU-mainly student success coaching. These efforts included at least twice via e-mail and text, sometimes even more.

He added that out of the 2300 cases that were created as a result of the work of the faculty, they were able to successfully connect with 41% of those students. That means that they were able to connect with them and talk to them. In cases where students didn't reply and they didn't connect they closed cases. Regardless, they sent them information about the resources in e-mail and text.

Now a question for the faculty is how they want ASA to work this current cycle, do they want ASA to do anything differently, so the faculty's feedback is highly solicited. An important focus is to make sure that the faculty is notified

when a case is closed, to inform them of what they did. Alternatively, the faculty can also go into Navigate and check in the student's account to look at all the case notes for that student. Every action that the Center takes with the student, even the correspondence they receive from them is in the case notes. Jamin then added that there will be a training into this.

A question from Senate concerned whether the Center collects any stats such as how many students were reached out through Navigate alerts and what the response rate was and explaining a little bit more the difference between the student Success Coordinator and the Student Advocate. Jamin replied that he is happy to send the Senate a report at the end of the semester since a lot of those cases are now open and that they plan on sharing all that data next week with the faculty. With regards to sharing some info related to early data about the number of cases, Jamin responded that they are still working on the data-gathering phase and they don't have anything to share at this point.

Jamin also explained that the ASA is structured among two primary groups of staff. One is the enrollment support and two is the student success coordinator who works at a college-based level. So, for every college, based on academic loads and so forth, they have identified student success coordinators who are working to support the work of the faculty such as course planning with the students, helping students register for courses, looking at changes of major, etc. Student success coordinators are part of that process and help students get helpful information to get those processes completed and help track graduation and goal setting.

He added that on the other side, the advocacy piece is going to be three to four student success coordinators who are going to be working on a different level instead of working on college. These folks will be working with a predetermined set of students who are considered or who may be considered high-touch students who are on academic probation or extended probation. He added that they took the approach of looking at several students who were on academic probation and worked with them throughout the semester. He added that their goal is to scale this up to a larger set of students and have these advocates meet with these students on a regular basis. Similarly, students who are identified as connected with an advocate will meet four or five times throughout the semester, and during the semester they will do progress reports. They will be using Navigate to document all of the information and all of the meetings with the students. They will provide faculty with mid-semester and end-of-semester reports about what has happened and where they are going in the future, and this will apply to grad assistants as well. They have received about 2300 or 2386 cases so far 41% they connected with and provided resources to.

To a question of how involved the assigned faculty advisors in the process are, Jamin responded by saying that they worked with the Committee for Advising Excellence this past summer to come up with a framework to use for this academic year and they recommended that ASA provides three formal touch points with the faculty advisor each semester. One kind at the beginning of the semester to introduce that this student has an advocate and to open up the lines of communication on the advocate, then a mid-semester update to the faculty advisor just how the conversation is going, and what resources they connected the student with. Finally, a similar update at the end of the semester. These are the formal ways in which ASA is committed to keeping the faculty advisor up to date on what the Advocate is doing with the student.

Senator Rachel Daltry had two questions:

First regarding Navigate. From a standpoint of confidentiality and privacy, has there been any consideration given to the information that is stored to Navigate about students, especially when it's sensitive information or personal information about the student?-In terms of who has access etc. Second regarding the data: How are we measuring success, so we can say, OK, we connected the students, but how are we measuring success in terms of student support?

Jamin mentioned that all notes and appointment summaries are stored in Navigate, allowing advisors to access them at any time for transparency and to better assist students. Regarding concerns about confidentiality and privacy, particularly regarding sensitive or personal student information stored in Navigate, who has access to this information, and whether students are informed about it, Jamin responded by explaining that Navigate is compliant with privacy regulations like FERPA (Family Educational Rights and Privacy Act) and mentioned that measures are taken to protect student privacy, such as restricting access to certain data elements to specific teams within the institution. He also added that FERPA allows sharing of student information with colleagues who have a legitimate need to know to support the students, such as providing class recommendations or referrals to services. Finally, he mentioned ongoing efforts to develop detailed best practices for storing information in Navigate and recording notes in a way that protects student privacy, with input from the company they partner with for Navigate, EAB.

Next, the guest shared some detailed insights into the efforts of the Academic Success Advisors (ASA) in utilizing Navigate to support student success and retention, and discussed current plans to transition Navigate usage from professional staff to faculty, pending review by the Faculty Advisory Board.

The concept of success within the ASA, emphasizing progress reports as only a part of their broader initiatives was highlighted. The point was made that success, in this context revolves around increasing retention rates and facilitating students' access to necessary services and resources. It was added that the ASA employs various strategies, including text campaigns, to reach out to students and offer assistance, particularly to those who are not enrolled for the upcoming semester. These campaigns target specific groups of students based on enrollment status and academic year. The primary goal is to guide students toward their academic advisors and provide support in accessing resources. To that end, student success coordinators use Navigate to schedule appointments and facilitate enrollment for students. Finally, it was explained that the ASA collaborates with students who are at risk of dismissal to provide support and interventions aimed at retaining them within the institution.

Overall conversation highlighted the ASA's multifaceted approach to student support, emphasizing proactive outreach, resource accessibility, and collaboration across various departments to enhance student retention and success.

Next several initiatives aimed at supporting students who are at risk of dismissal and enhancing overall student success were laid out:

- Students facing pending dismissal receive support through a campaign aimed at helping them appeal their status, create an educational plan, and establish a pathway to success for the next semester.
- The ASA plans to conduct a registration rally, assisting students with registration questions and connecting them with their academic advisors to finalize enrollment for the upcoming semester.
- While the ASA aims to provide support, they emphasize the importance of students connecting with their academic advisors, recognizing them as experts in guiding students through the academic process.
- During the Winter and Spring, efforts continue to reach out to students on pending dismissal status and those who haven't enrolled, providing resources to help them enroll as soon as possible.
- The ASA plans to continue working with faculty on progress reports and exploring new campaigns to support student success.
- Additionally, the ASA will take on a new role as local ambassadors for Degree Works, a program that allows students to track their degree progress online and will provide support and training to faculty in utilizing this tool.
- The ASA also intends to support faculty in utilizing Banner and RAM Portal, further enhancing resources available to students.
- Efforts will continue to upscale advocacy, with a focus on pending dismissal students, and the ASA is actively scaling up their team to ensure maximum support for all students, acknowledging existing inequities and striving to address them to ensure every student receives the necessary support for their academic success

Senate Business and Announcements

1. Approval of minutes from Faculty Senate meeting on 10.13.2023.

   Minutes approved.

2. Meeting updates:

   Meeting with Interim Provost Osgood and Interim Deputy Provost Bacon: Tuesday, Nov. 2, 1:00-2:00 pm, on Zoom, and Monday, Nov. 27, 11:00-12:00, in person).

   Meeting with President Fiorentino: Monday, November 6, 2:00-3:00 pm, on Zoom; and Thursday, December 7, 10:00-11:00 am, on Zoom.

1. Winter 23-24 and Spring 24 enrollment update

Nov. 27 Prov/DProv meeting: Looking good, winter is a little lower than last year but not by much. For Spring we're slightly ahead of where we were by this time last time. They are not looking at individual colleges yet: as long as we make the overall target, we don't penalize individual colleges. If we end up having to make adjustments, we want to do it before the Winter so faculty and departments have room to adjust.

Pres (Dec 7 meeting): He reiterated the same information. For the Spring, he said they are confident that they are going to exceed the target.

2. Presidential search: Thoughts/reactions from campus community on Presidential search process? (now that the Council of Trustees has made a recommendation to the Board of Governors).

+150 responses to an anonymous survey, responses were overall positive, some skepticism about the process (not the person). BoG will interview Laurie Bernotsky privately in mid-December first and there will be a public meeting a little later, and if she is recommended, it'd be made official by Dec. 20 by the Chancellor's office, to start July 1. **Jeff asked – what did you think?** We said the open fora was great, people have a good feeling for the kind of president she wants to be. But many faculty believe that it was already a done deal for her to be president, so there are questions about the process. Jeff said she is anxious to get back to WCU and engage with shared governance.

The VP for Student Affairs hire has to happen quickly, so if she's hired, she'll be able to join that search in the spring.

3. CSM Search

Question from Jeff (also asked at shared governance): Complaints that the search process was not fair, and one department from CSM proposed that there should be proportional representation from depts. on the committee. We (= Senate) said we don't think this would be good. Jeff: the pool was what it was, and the finalist was selected from the pool of candidates who applied.

4.1. Campus climate, freedom of expression, and current events: Reactions/lessons from communications about academic freedom (two statements) and recent events in connection to the Middle East situation.

Provost/DepProvost: The first statement (Nov 1) on academic freedom to the campus community was to respond to attacks on a faculty member by external individuals, admin wanted to reiterate the general principle of academic freedom at the university. The second statement (Nov 8) was triggered because some faculty felt pressured and coerced to support the "wcu statement in support of Palestine" (and because it ended up being circulated via departmental email in some cases), so the statement addressed what faculty can and cannot do when producing these texts, and reiterated the principle that the university has no opinion on political matters. They also contacted the authors of the statement to request that they change the name. Admin feels most faculty on both 'sides' supported both statements.

Dec. 7. Pres: "WCU is not a person", and the institution will not present statements from the institution on political opinions. There's a difference between taking a moral stance vs. presenting a political opinion as an institution. We also have a mission to protect free speech. Being antisemitic and racist is morally abhorrent, but not illegal (hate speech is saying things that create immediate danger to individuals, and that's illegal). As an institution, he overall thinks that they are presenting the right message and that it's being perceived as such. For instance, he got a letter from a Muslim leader in Chester County praising WCU for allowing the teach-in to occur despite criticism. He also has been in conversation with local rabbis, and celebrated Shabbat before Thanksgiving with members of the local Jewish community and other members of the cabinet (this was because he had received some criticism because, for instance, not all Jewish views were represented at the teach-in: but there's no legal obligation, they can organize their event, as they did: Hillel event and rally on the Quad).

He contrasted WCU's admin's response with the response from the UPenn president at the recent congressional hearing in DC, where she said calling for the genocide of the Jews would be contrary to the code of conduct of the university only "contextually" (he thought the response was clumsy, even though he gets the legal basis for it). In addition, the statement the state governor made about the UPenn president (basically calling for her removal) was very perplexing.

4.2. Plus: any new concerns about civility or hate speech on campus? (e.g., a post by Michael Malcolm on WCU-APSCUF's Facebook page on an Israeli flag outside his office being defaced with the word "genocide").

Prov/DProv meeting: The flag defacement wasn't reported to the administration. Jeff: we're going to have a conversation with shared gov in the spring about things faculty post outside their office ("ceasefire now" example outside somebody's office in Main Hall).

4.3 Also, thoughts on reports of the removal of white flags from the Quad placed by students to represent deaths in Gaza?

Prov/DProv meeting: Two student groups (one sanctioned, the other unsanctioned) organized the display, unbeknownst to admi. The flags were removed by Grounds staff (not by Public Safety) because of safety hazards (underground wires, gas piping, etc.). *Pres:* It was a misunderstanding – not a freedom of speech issue, but a safety hazard.

Senate question to the President: Have you heard from students on recent events and how they feel? Most of what we are hearing is from faculty. President: No, we have not. When we put the first statement out, we heard from angry parents that they were going to pull their children out. But after that, nothing happened. We are also tracking social media, and things seem to have settled quite a bit on the parent side too.

5. Update on research and creative activities: at the last Faculty Senate meeting with admin in October, we heard about some new initiatives: taking AWA from the PASSHE ratio, post-award staff person funding, travel and reimbursement changes, and expanding federal work-study.

*Nov. 27 Prov/DProv meeting***:** The announcement will be out by the end of the week (Senate and APSCUF have asked Jeff for the information to be shared via ORSP with all faculty too). *Update from* **Dec. 5:** *The document has been shared by ORSP with the whole campus community via email from Cheryl Neale-McFall.*

6. Higher ed in PA: The state governor has publicly endorsed the idea that a university degree should not be required for certain jobs, which may feed into the public perception that college is a waste of money and time. Also, IUP is piloting a 3-year, 90-credit program. Is WCU doing anything to counteract this discourse?

Provost/DProv: Very opposed: Many legislators and the governor support three-year undergrad degrees, and the chancellor also wants to explore the idea. It's a concern in terms of what they would cut, but also because of community colleges. If we have 3-year degrees, would the next step be for those schools to offer them?

President: Overall, did not seem to worry about the elimination of the college degree requirement for jobs. Doesn't mean that final successful candidates will not have college degrees, but they might be able to apply. 3-year degree: Second iteration in PASSHE of this idea, it was discussed once already about two years ago, some schools would want to jump on this idea, and if they start going that route, we're going to have to demonstrate at WCU that a fourth year would be a good idea. Also, community colleges might start competing with us.

7.1 PASSHE formula and IUP new School: IUP recently announced plans to create a school of osteopathic medicine. Will this impact the allocation formula for WCU?

Provost/DProv: New IUP school is supported by influential political figures in the state, the BoG is not too keen on the idea. Support for this school would come from a separate line in the state budget. At IUP, the planned school already has a Dean (the school itself has not opened, but the dean is in place), they want side letter for salaries for their faculty, which is likely to be problematic at IUP and also across the system.

Pres meeting: About the PASSHE formula: the last two rounds have been more favorable to WCU, but every round is a test because there's no guarantee a specific formula will continue to be applied (in 2017 they took money away from us to give it to Lock Haven). The current chancellor has been supportive of us so far with the formula, but there are no guarantees. Republicans have supported our position.

7.2 Thoughts on Cheyney's probation, and whether it will have any implications for WCU (any potential of a merge with Cheyney, à la PennWest or Commonwealth U?).

Nov. 27 Prov/DProv meeting: No plans for new mergers in PASSHE, Cheyney is not a concern for WCU.

Dec. 7 Pres meeting: Act 50 expired, so no current legislation to allow any additional mergers. WCU has historically had no interest in absorbing Cheyney, and they historically have been afraid we might. Cheyney being back on probation is a surprise (not a "show cause" yet, which is the direst level). Middle States has 7 standards, and they are saying Cheyney violates 6 of them, which is very serious. Cheyney believes Middle States is wrong and can make a case, they have until March. But we don't believe that anything at Cheyney will affect WCU.

7.3. New state law for state-related universities on information they must report. Is this an indication of expanding requirements for PASSHE universities too?

Prov/DProv meeting: This is just for state-related universities, the state said they must be subject to right-to-know laws if they want an increase in their appropriation (for instance, they'll have to report faculty and admin salaries). *Pres meeting*: Basically, reiterated the same information.

8. Strategic plan draft: Status of revisions (following open call for feedback).

President: The committee gathered input from the community (Senate shared comments – thank you!), a revised version is going to be submitted to the cabinet and President, public by the beginning of the Spring.

9. Update on ASA Center

Nov. 27 Prov/DProv meeting: [we just heard about it]. As of Nov. 27, the admin was waiting to receive recommendations from the Committee for Advising Excellence. *Update*: Susan Gans and Courtney Lloyd are getting ready to submit the committee's recommendations in the coming days.

10. Period Project (student initiative by Megan Hart and Joseph Harkins to make women's sanitary products available on all campus bathrooms).

Update on Nov. 28 from Provost: Bill Helzlsouer has talked to AFSCME, and they are in support, next step is talking to Patty Shields (Assistant VP of Facilities Operations).

President: He agrees with the idea, it's a logical thing for us to do. It's probably something that the university can cover.

11. Artificial Intelligence: What is your take on this?

Nov. 2. Prov/DepProv: We are not at that point where we know if an assignment has been written with AI. Jeff and Jen will contact TLC, so they revise and resubmit their faculty AI guide.

Nov. 6. President: This is a tool, and we need to be vigilant, has the potential to be extremely disruptive (other than that, not much to say about it for the time being). [Overall, not too concerned]

12. SECC Faculty room: The faculty/staff lounge in SECC is regularly used by other groups, including students. Is this exclusively a faculty/staff space or not?

Provost/DepProvost and *President:* It is only for faculty and staff between 8:00 am and 4:30 pm, the building administrator is responsible for checking that it's locked every day. AFCSME had not understood this. Jeff and Chris have already addressed this, and it should be ok for now on.

Israel concluded the session by announcing Jessica Oshaughnessy as the new Dean of the College of Sciences and Mathematics, starting February 1st, 2024. Julie Wiest represented the faculty in the search process. Israel also reiterated the call for faculty interested in serving as liaisons between the Faculty Senate and external relations, emphasizing the importance of being involved in public advocacy discussions.

Israel added a number of final announcements and reminders:

1. **Liaison Roles:** He reminded attendees about the importance of the liaison role between the Faculty Senate and external relations, encouraging interested individuals to volunteer for the position. Additionally, Julie Wiest is thanked for her willingness to represent the Faculty Senate on the steering committee for the new facilities master plan.
2. **Action Items:** Israel requested standing committee chairs or co-chairs to share any action items they want the Senate to focus on for the remainder of the year. This includes communicating concerns to administration or other relevant stakeholders.
3. **Upcoming Meetings:** Israel reminded attendees that the first meeting in the spring semester, scheduled for February 9th, will be held in person. The meeting will feature the annual Deans panel and an opportunity to meet Jessica Oshaughnessy, the new Dean of the College of Sciences and Mathematics.
4. **Announcements from Attendees:** Senator Rachel Daltry raised awareness about an incident on South Campus involving public safety discharging a weapon. She urges attendees to be understanding and supportive of students who may have been affected by the situation.
5. **Additional Announcements:** Senator Dan Forbes shared a tip learned from the Faculty Advisory Committee meeting about using the Navigate system to efficiently communicate with students via email or text message.

Israel concluded the meeting by thanking everyone for their participation and wishing them well for finals and the upcoming break.

COMMITTEE REPORTS

Membership & Elections (*Dan Forbes*)
No report.

Communications (*Julie Tennille*)
No report.

Faculty Welfare (*Eirini Panagiotidou, Ronnie Wilbur*)
The chairs have met to discuss ideas about future plans and will be reaching out to committee members at the beginning of Spring semester.

Student Welfare (*Dan Cherry*)
We've reached out to Student Government and the student organizers of the Period Project to offer our continued support of their work, and we hope to have more specific tasks lined up for the Spring Semester. Senator Rachel Daltry let us know that "the Health and Wellness team in Student Affairs (Student Health Services, Counseling Center, Wellness Promotion, and the Rec Center) just started a Student Health and Wellness Advisory Council (currently 14 students). More to come from this council at a later time as it grows and develops but wanted to let everybody know that it is now in existence with big hopes of it being a great place to get student feedback and insight."

Research & Creative Activity (*Gary Childs, Sarah Lightner, Stevie Grassetti*)
Dr. Cheryl Neale-Mcfall's 12/6 email is full of exciting updates. Here are some brief notes:ORSP's new external grant search system, Grant Forward, was rolled out last month. GF includes researcher profiles which are brief profiles that have been created based on publicly available information. We are encouraging faculty to update their researcher profile in GF. These GF profiles will be used to create an internal faculty researcher directory that students can use to identify faculty research mentors and opportunities for research. The directory is currently being referred to as the RAM Research and Creative Activities Database. Any ideas for naming this system? Planned launch is early spring semester. Due, in part, to work from senate and other stakeholders across campus–AWA limits for external grant submissions has been removed (chair and dean approvals are still required). Grant writing workshop coming up in February. Ongoing work on establishing a better system for facilitating federal workstudy positions in which students could gain research experience.

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LIAISON REPORTS

ADA Committee – Sen. Matt Pierlott
     o Academic Affairs

§ Discussion: What can Faculty do to help students who are eligible for accommodation, and may need it to be successful, but are not following through?

· Response: OEA should have access to students in Orientation and FYE

· Response: Can we have student mentors to guide them through accommodation process…especially for students with executive dysfunction?

o Facilities

§ Request from ADA committee: take down and replace "Handicap ramp/entrance" signs

o IS&T (Paul Gargiulo)

§ General feedback question: Are there things IS&T can do to help make things more accessible?

· Response: Can the website have an easily identifiable place for students who had an IEP in high school and are wondering what to do here to click and be guided?

§ Notice to Faculty/Staff: Zoom is updating, and the older version won't work, so update if yours doesn't automatically update.

o Teaching and Learning Center; (Amber Alvord)

§ Restructured recently

§ Trainings available for UDL (Universal Design for Learning), with option to do a specialized workshop if you are already familiar. Faculty are really enjoying this. Trainers can come to departments if a department is interested.

ADA Digital Accessibility Committee – Sen. Dan Forbes

This committee was formed to create a Digital Accessibility website to help faculty and students learn about electronic resources relating to accessibility. The intention was to launch a pilot website in January of this year, but nothing materialized and the committee ceased to meet. I reached out to one of the leads on the project, Bonnie Young from IS&T, who reported that the project "fizzled" out. So it appears that the ADA Digital Accessibility Committee is now defunct. Bonnie shared that instead of a website a Knowledge Base article in ServiceNow on "ADA Checklist for Faculty" was created based on work done by Meg Hazel. The article can be found at: https://wcupaprod.service-now.com/sp?id=kb_article_view&sysparm_article=KB0011548

Alumni Association – Sen. Bill Sawyer

xxx

APSCUF Exec Representative – Sen. Bessie Lawton (alternate: Sen. Julie Wiest)

1. APSCUF is working with Katherine Morrison and administration to consider workload issues for athletic trainers.
2. APSCUF is considering concerns over response rates for online classes' SRISs
3. APSCUF brought to management's attention a text used in the restorative dispositions process that includes a statement asserting that "striking is unprofessional"
4.

Budget Review Committee – Sen. Kurt Kolasinski

Visit the Budget Review Committee website for more information and documentation

https://www.wcupa.edu/president/adminBudget/

IUP has hired their first Dean of the Medical School. There appears to be a strong political group in support of opening a medical school at IUP. However, it is anticipated that this will be funded through a separate line item in the PA budget rather than being financed through the PASSHE budget; thus, it should not impact the PASSHE budget negatively.

6% increase in PASSHE budget from the state. Adding to this the implementation of the new allocation formula, WCU received a 10% boost in PA funding this year. But for this, a tuition freeze is mandated.

A boost of +$3 M to WCU bottom line from better than anticipated enrollment and retention this year.

Salary and benefits accounts for 53% of outlays.

51% of revenue is derived from tuition and 30% from PA state appropriations. Only 14% comes from fees. This is a policy choice to keep the total cost to students low. Indeed, WCU has the lowest total cost to students in the PASSHE.

Traditional style dorms owned by WCU not UHS are the first priority of the new master facilities plan that is under development. Next is renovation of old HVAC systems across campus.

The target is and will remain to keep total student enrollment in the range of 17,300 to 17,500 students.

Sustainability Advisory Council – Sen. Kurt Kolasinski

Bike Maintenance Workshops

Visit Us **Every Thursday 5 PM - 7 PM @ The FHG Library!**

Bike maintenance workshops are taking place at Francis Harvey Green around the back of our main entrance in the loading dock on Rosedale. Swing by to learn bicycle upkeep and care.

You don't have to bring your own bike to these workshops.

https://library.wcupa.edu/bikelending/Workshop

Students and employees, get your **discounted** SEPTA passes for **January** beginning **Friday**!

Sales open **Friday, December 1st** for January monthly passes.

Order your pass by the **end of the day on December 20th.**

https://www.wcupa.edu/septa/

Campus Climate Intervention Team – Sen. Simon Ruchti
No meetings held this semester for some reason.

Council for Diversity, Inclusion, and Academic Excellence – Sen. Ronnie Wilbur
- The council met on 11/29/23 for the only meeting of the semester. Dr. Robinson welcomed new staff and gave update. The council now has a shared calendar to prevent scheduling competing program
- MLK Campus Commemoration (30th Anniversary) - looking for a keynote speaker. Each year there has been an increase in attendees.
- The University Land Acknowledgement about Tribal Specialist Program has been dissolved. However, WCU received $260,00 for a pilot program with Delaware Lenape for a field specialization program that engaged students working with the Tribe for repatriation of tribal burials. Leaning towards a brief statement about the land and ways to partner with East Stroudsburg used to have an office but that expired. Working to provide space at WCU. If uncertain about an initiative check with Dr. Robinson. She is thinking about creating an FAQ about this subject.
- NC AT&T State Bidirectional MOA kicked off last spring. There are four graduate assistantships. Four WCU applicants to NC AT&T and a few of their students are interest in coming here.
- Young Men and Women in Charge Foundation (MOA being sought). The foundation is housed at the Graduate Center. Building around existing memorandums of agreement for student recruitment with funding. Targeted students are those in grade 3-12 who excel at STEM
- Dr. Robinson reviewed best practices for the committee and Moon Shot.

Faculty Mentoring Committee – Sen. Innhwa Park
No update

IS&T and LMS Advisory Committees – Sen. Dan Forbes
The Committee met on Dec. 7. The main topic was the pilot for administering online SRIS; some tenured faculty who are not being evaluated for promotion or five-year review are participating in this pilot this fall, and all SRIS will be online in Spring 2024. The platform is Explorance Blue. The SRIS questions (including the "gold sheet" questions) and

methods of statistical evaluation are all the same, and when they are required to be administered has not changed (and you can still order SRIS for your own use through your department chair). The online platform is mobile-friendly. They've eliminated some demographic questions (since they already have that information in the system). The platform enables seeing the response rate in real time, and there are automated communications and reminders for participants. The reports are the same. There's a website portal for accessing the SRIS results (https://sris.wcupa.edu/); you can also see the current SRISs being run for you on the main landing page in D2L. Faculty will receive an email when the SRISs are open, as well as reminders. You can allocate time in class for doing the SRIS if you like, and this does not require another faculty member to administer them. They have also created a PowerPoint presentation that you can use for in-class administration. The PowerPoint includes a QR code for completing the survey so students can complete it on a smartphone in class. The students can access the SRIS either through links in the email reminders, or (similar to what the instructor sees) a table with SRISs to complete that is displayed on the main D2L landing page. D2L will also give students pop-up reminders if they have not completed the SRISs. There is a website with a great deal of information on the new online SRIS process (https://wcupa.edu/sris), and it also includes a faculty user guide (https://www.wcupa.edu/deputy-provost/institutionalResearch/student-rating-instructor/documents/Faculty-User-Guide-Rev-2023-12-06.pdf).

The other main item discussed was a D2L Homepage Template pilot headed by TLC. This is a set of predesigned D2L homepage templates for faculty to help students navigate their courses more easily. You can register for the pilot (https://www.wcupa.edu/tlc/d2l-homepages.aspx) to get access to the templates for Spring 2024. The templates will be housed in a D2L course, and the instructional designers are providing support and assistance with modifying the templates where needed. There will be pre- and post-surveys for both faculty and students who participate. There is no limit to the number of faculty participants in the pilot, and TLC would like as much input and feedback as possible, so you are encouraged to sign up if you are interested.

Other items: employee completion of the newest cybersecurity training module is at 70%; the deadline was 12/1, but faculty and staff who have not yet completed will receive an email reminder to complete it soon. The Moon Shot for Equity technology access initiative lending laptops to students is ongoing and continues to have many students taking advantage of the program; please make sure students who may need access to a laptop are aware of this program. IS&T also continue to lend laptops to adjunct faculty as well. For Spring 2024 there will be a new Introduction to Generative AI module in the Navigating Digital Learning D2L course available to all students and faculty. Finally, a faculty member asked about how to email all students in their courses without having to resort to emailing each course section individually through D2L (for example, when you are ill and unable to come to campus). It turns out you can email all of your students at once, as well as send them all text messages, through Navigate.

LGBTQIA+ University Caucus – Sen. Julie Tennille
The Caucus has been meeting with no official report at this time.

Military Veterans Coordinating Committee – Megan Mraz
No report at this time. Planning for spring meeting.

Multicultural Faculty Commission – Sen. Innhwa Park
No update

Philadelphia Campus – Sen. Meg Panichelli
No update

President's Commission on the Status of Women – Sen. Michelle Wade
No update

Student Government Association – Caleb Winters
No update

Graduate Student Association: Amah (Ensume) Dunor
No update

ROTC: Salamatu Dumbuya
No update

SIS Advisory Board – Simon Ruchti

I have not been able to attend many meetings due to being in class during most of them. We are currently creating a training Plan for RamPortal and have been doing trainings in the colleges for Navigate.

Vice President for Student Affairs search – *Search to be restarted after June 2024.*
No update

SIS Advisory Board – *Sens. Sarah Lightner and Simon Ruchti*
I (Sarah) have not been able to attend many meetings because I am in class during the meetings.

Faculty Senate Executive Committee
- ❖ President – Senator Israel Sanz-Sánchez
- ❖ Vice President – Senator Dan Forbes
- ❖ Recording Secretary – Senator Selen Razon
- ❖ Corresponding Secretary – Senator Julie Tenille
- ❖ At-Large Members – Senators Rachel Daltry and Vipanchi Mishra
- ❖ Immediate Past President – Senator Julie Wiest
- ❖ Past Presidents – Senators Bessie Lawton, Jim Brenner, and Heather Schugar

Senate Meetings 2023-2024

Fall 2023

Senate meeting: 3-5 pm. Friday, Sept. 8 (in person, SECC101A)
Senate meeting: 3-5 pm. Friday, Oct. 13 (on Zoom)
Open Forum with administrators: 2-3 pm. Tuesday, Oct. 31 (Zoom webinar, link will be shared) Senate meeting: 3-5 pm. Friday, Dec. 8 (on Zoom)

Spring 2024:

Senate meeting: 3-5 p.m. Friday, Feb. 9 (in person, SECC101A)
Open Forum with administrators: 3-4 pm. Monday, Feb. 26 (Zoom webinar, link will be shared)
Senate meeting: 3-5 p.m. Friday, March 29 (on Zoom)
Senate meeting: 3-5 p.m. Friday, April 26 (on Zoom)