

# WCU FACULTY SENATE MEETING

**Date:** Friday, February 11, 2022

**Time:** 3:00 p.m. – 5:00 p.m.

**Location:** Zoom teleconference

**Facilitator:** Julie Wiest, President

**Type of meeting:** Scheduled Meeting

**Note Taker:** Dan Forbes, Recording Secretary

**Misc.**

**Members Present: *designated by an X***

**Attendees:**

Bolton, David		Mandel, Deborah	x
Brenner, James	x	Metz, Stacie	x
Chang, Janet	<i>Proxy Lia O'Brien</i>	Mishra, Vipanchi	x
Cherry, Dan	x	Mraz, Megan	x
Gary Childs	x	Panagiotidou, Eirini	x
Cooke, Laquana	x	Panichelli, Meg	x
Daltry, Rachel	x	Pierlott, Matthew	x
Forbes, Daniel	x	Raskauskas, Jenn	x
Guerrero, Tara	x	Riley, Kathleen	
He, Yuhong	x	Ruchti, Simon	x
Hill, Erin	x	Saboe, Matt	x
Hodes, Jacqueline	x	Sanz-Sánchez, Israel	x
Junius, Premalatha	x	Schugar, Heather	x
Karahan, Selcuk	x	Smidt, Esther	x
Kolasinski, Kurt	x	Studien-Webb, Gretchen	x
Konigsberg, Lisa		Tennille, Julie	x
Lawton, Bessie Lee	x	Wade, Michelle	x
Lightner, Sarah	x	Wiest, Julie	x
Major, Marci	x	Wilbur, Veronica	x
Adjunct Faculty Rep: Ann Hiloski-Fowler	x	Student Govt. Assoc. Rep: TBA	
Adjunct Faculty Rep: William Sawyer	x	Graduate Student Assoc. Rep: TBA	
APSCUF Rep: Bessie Lee Lawton	x	ROTC rep: TBA	

*Guests in Attendance: Ed Lordan, David Thomas, Francis Atuahene, Margaret Ervin, Mary Page, Selen Razon, Greg Tully, John Craig, Amy Baker, Jen Anderson, Tammy James, Vanessa Johnson, Paul Bradford, Lia O'Brien, Kristen Crossney*

## AGENDA ITEMS

Topic	Discussion	Action
<p>Welcome to Senators, Proxies, and Guests (J. Wiest)</p>		
<p>Dr. Ed Lordan, <i>Department of Communication and Media</i></p>	<ol style="list-style-type: none"> <li>1. Ed: I serve on the Marketing Committee, which oversaw the development of the new campaign. I've been involved in rebranding before. It is only as good as the research that goes into it, and any large-scale change is met with pushback. It must address relevant constituents, and not all of these agree.</li> <li>2. The committee developed a rigorous review for partners in the rebranding process, and chose 160/90 as our partner. They researched and included faculty and staff, and they listened well. We did not move into the creative part of the process until we had a good overview.</li> <li>3. AT&amp;T, Google, and Facebook met with a lot of pushback in their rebranding processes. The renovation of the Quad at WCU received a lot of initial pushback, but there's not much discussion of that anymore.</li> <li>4. Different audiences can be in conflict. Here we have faculty, staff, students, alumni, commuters, sports teams, partners in the Borough, etc. The tri-state area has plateaued in terms of pool of students, and so we are competing with other schools in the area. We're trying to find an approach that addresses a variety of audiences. This is what the "Find Your Element" message is about.</li> <li>5. To measure whether it is working is an ongoing process. We try to move people to the site. So far it is going well. Applications are at the target levels.</li> <li>6. Faculty are an important part. We've got a lot of faculty feedback. We are continuing to make adjustments. I'd like your thoughts on the rebranding effort. You can provide input at <a href="mailto:webmaster@wcupa.edu">webmaster@wcupa.edu</a>.</li> </ol> <p>Q: Kurt: You mentioned metrics. What are they, and who measures them? 160/90?</p> <p>A: Ed: The first is whether you are reaching the key audiences and are they responding properly. Are we hitting our targets? Our applications are where we want them to be. That's not entirely a function of the program, but it is related. We look at how applicants are engaging with us. We look to see if they connected with the program multiple times.</p> <p>Q: Kurt: How objective is 160/90 in assessing its own performance?</p> <p>A: Ed: We pay attention to that. We collect data and go over that data with 160/90; we make sure that the right questions are being asked when we collect data.</p> <p>Q: Gary: On the "At a Glance" page it has a picture of a person playing a bass guitar for the picture for University Libraries. This doesn't seem a representative image for the libraries!</p> <p>A: Ed: That's a small adjustment, we appreciate this feedback! Let us know, good or bad!</p>	
<p>Dr. John Craig, <i>Associate Dean of University College</i>, Dr. Vanessa Johnson, <i>Interim Dean of the Graduate School</i>, Mary Page, <i>Dean of University Libraries</i></p>	<ol style="list-style-type: none"> <li>1. John Craig: University College used to be USSSS, and since 2018 we've been known as University College. We supply coordinated support services to ensure success for each student. We have academic support programs, and a degree program, Interdisciplinary Studies. We house the ROTC, and have minors in Sustainability and Military Science. OSSD and LARC are under University College, as well as Exploratory Studies. We also have a scholarly journal, of which I am editor. The Writing Center is under University College as well, as well as the Ram Initiative and Success Coaching. It is the college that touches every student. Our major mission is providing access to students. Tabetha Adkins is the Dean, and I and Francis Atuahene are serving as co-Associate Deans now.</li> <li>2. Vanessa Johnson: Lisa Calvano will be the new Dean coming this summer. It's hard to find the Graduate School page in the redesign of the university webpage. The Graduate School has grown by 800 students, now at 3000 graduate students, a larger increase than the undergraduate increase. A lot comes from new doctoral programs, though that's only 25% of the growth; most has happened at the Master's level. We've seen an increase in online graduate programs, but they are still regional students who want a sense of community on campus. There's a larger proportion of full-time students now. Their demographics have</li> </ol>	

changed in race and ethnicity, with growth in non-white students. We went from being an office to being a school. We have a mission to facilitate the graduate student experience at WCU. We hope to grow the alumni relations piece of our work as well. We don't have faculty assigned to the Graduate School, but we facilitate the graduate student experience. We decided we wanted a stand-alone Dean rather than one with other administrative responsibilities. The new search was the first in some 20 years. We have a new Dean who will be focused exclusively on graduate education. We need to work in collaboration with the rest of the university so that the graduate student experience, as well as the faculty experience, is represented. When you have a question about a graduate student, I am a good point of contact; I'm tied into resources that can help the student. It's good to contact me earlier rather than later in the process of developing a graduate program. Lisa Calvano was not able to be here, but she is learning about what concerns are out there. If you have questions for me, we'd love to have it.

Q: Rachel: Since we've started providing virtual services at the Counseling Center, we've seen more graduate students.

A: Vanessa: There's been more awareness of supports that graduate students are looking for. We've been looking at how resources can stretch themselves to support graduate students, and help graduate students learn they are there. There's now a graduate student at the Writing Center, for example. We've not been good at communicating these resources to graduate students.

Q: Israel: We've been hearing a lot about undergraduate program assessment. It's only more recent that we've heard about graduate program assessment. Is there a strategy, and does it come from the Graduate School, or the colleges?

A: Vanessa: The assumption was that graduate programs should be assessed as undergraduate programs are. The complication is that there are discipline-specific accreditation processes, and they don't always mesh well with the assessment plans we've developed. We want them to complement one another rather than create more work.

Q: Selen: We've been converting our graduate program to online. Do you see online graduate students being totally online, or hybrid?

A: Vanessa: It's in flux. Before the pandemic we didn't see a way to pedagogically approach some instruction in Psychology online. I didn't think it was appropriate to teach some things online, and I have recanted some of that now. There's a national push to have classes online. They want the flexibility of learning online. You should think in terms of what your faculty can accomplish. If you don't have the resources, then perhaps hybrid is the way to go. It's not just about bringing a course online, but to grow our inclusivity as well and ensure it fits your curriculum.

3. Mary Page: The library is pursuing membership in the HathiTrust. It was launched in 2008, and it is a collective collection of digitized materials members can freely share. One library commits to retaining print editions so that others can get rid of theirs. Items out of copyright are freely available. If we have something in print, if it is available digitally in the HathiTrust it will be available. Individual members will create curated collections. This is helpful for some researchers, including rich primary sources that can be used in many disciplines. Our membership application is in process, and we expect it to go through. We're also seeking membership in the Center for Research Libraries, which actively collects primary sources. Members have access to amazing collections, including serials, newspapers, and dissertations worldwide. We can access these materials through interlibrary loan. We're pursuing these memberships because much of the library's resources go to science materials. These memberships will expand research opportunities for other researchers, like social sciences and humanities.

Q: Julie Wiest: What relationships do you want to have with classroom faculty?

A: John: Some of us teach as well. Advising is also teaching. We're in constant communication with classroom faculty. For example, the Academic Success program works with many departments. Our colleagues in the classroom have been very supportive. Mary: We do have an active subject librarian program; many librarians have advanced degrees in various programs. Feel free to reach out to these individuals. Many are invited to teach in classes, help students get started on research projects. Some attend departmental meetings. Whatever the department wants, we are there.

Senate  
business

1. Approval of minutes from Faculty Senate meeting on Dec. 3, 2021.
2. Meeting updates (President Fiorentino, Provost Bernotsky, Deputy Provost Osgood)
  - a. Julie Wiest: We met last week. All three thought the two-week remote decision went well and was the right thing to do. Jeff wanted everyone to know that they were appreciative that faculty held synchronous remote sessions. We asked about the outside firm hired to monitor mask compliance. Jeff assured us that they would be trained in de-escalation and being inclusive and equitable. If anyone sees issues with these "hall monitors" this should be reported to the Deans. They are not to deal with issues inside the classroom.
  - b. Julie: We asked about sourcing of KN95 masks, because there were concerns about counterfeits. We were assured that they came from a legitimate provider.
  - c. Julie: We were down in enrollment compared to last spring, in terms of student credit hours. Laurie attributed that to the popularity of Winter session. It is sustainable if we plan better in the future. Meg: What are we supposed to do with this information? Julie: We ask these questions to know how things are going. It can be used to explain changes in enrollment cap increases for some courses. It's just about being transparent.
  - d. Julie: We were assured Summer class sizes should go back to normal; last year were the result of the "free credits" from the remote year.
  - e. Julie: The PASSHE integrations are moving ahead, and will be implemented in the next fiscal year. They are working hard on the new allocation formula for state money for each university. Laurie has been very involved in that, especially in explaining how WCU is disadvantaged in receiving lower allocations than all the other universities. The focus should be on supporting students rather than universities. It will be voted on sometime in April, and the new formula will be in place July 1.
  - f. Julie: We asked about administrative staffing. Not much after recent administrative searches. We asked about a new org chart, as our last one was from 2019.
  - g. Julie: We asked about the R2 designation and whether it will be promoted. We were assured they were planning to promote it. But they don't want to give the impression that we are not teaching-focused anymore. Israel: (in chat) An institutional message from the President, Provost and Deputy Provost about the R2 reclassification just went out a few minutes ago.
  - h. Julie: We asked about student attendance and performance, especially last semester. There was discussion about instituting a university attendance policy, focusing on parameters for minimum standards for what faculty can and cannot do. That should be coming out rather soon.
  - i. Julie: We asked about the OSSD modified attendance agreement. If you get one of these requests it is supposed to be a collaborative agreement between student and faculty member. You can't simply say "no" if the student has an accommodation, but it depends on the type of class it is and what is happening in the class on a given day. I'm looking into getting someone from OSSD to come and explain these. Faculty can prohibit recording in classrooms; more information may be coming out about that. Students are recording faculty and posting on TikTok, and it is legal for faculty to prohibit that.
  - j. Julie: We had faculty concern about research in schools and the requirement to have a separate MOU for each school district. It sounds like this is coming from the school districts worried about litigious parents. It is apparently a real pain.
  - k. Julie: We've talked about confusion about academic freedom. Jeff and Laurie are working on putting together a session with an expert on this sometime this semester. Simon: I'm having less confidence in the administration's willingness to go to bat for us on this. I'm wondering if the presentation will push their position of trying not to offend people in the classroom, rather than being considerate of our needs with respect to academic freedom. Julie: It is an outside expert, Henry Reichman. I actually am the one who recommended him. He wrote a book on this recently. There's a YouTube clip of him talking. I felt good about inviting this person. We'll see.
  - l. Julie: We asked about the Learning Lab. Jeff is going back to the working group

	<p>to ask for elaboration on their recommendations.</p> <ul style="list-style-type: none"> <li>m. Julie: We asked the President about campus improvements. The fountain project is finished; they have some sort of plan to make it harder to steal the lettering on the plaza. The SECC building and parking garage—the President is not happy with the contractor. Aramark is supposed to move in by the end of spring break, and need several weeks to be running after spring break. There have been minor supply chain issues, the problems have been incompetence in planning; on one occasion they broke a sewer line because the plans were incorrect. It’s not clear why the parking garage is not open. It will be a daily rate garage, not one with passes; the rate will be the same as the parking meters. There is a grand opening for SECC planned for April. The President’s Walk will be finished once weather improves. Next project is the Sturzebecker renovation.</li> <li>n. Julie: There are huge staffing shortages across the university. They are trying different strategies. The President has permission to pay over the top for managers, as many are leaving. They are working on remote work policies and other forms of recognition that improve job satisfaction. Still under 80% full staff at the university. Jackie: Is there any way we can support paying these other union folks more? Julie: They do have to pay at the union pay scales. Jackie: I believe a lot of the loss has been at the entry and mid-level non-management. Julie: Cost of living varies dramatically across the state, so moving elsewhere makes sense.</li> </ul> <p>3. Discussion: Rethinking faculty office hours (led by Jackie Hodes; refers to shared Inside Higher Ed article)</p> <ul style="list-style-type: none"> <li>a. Jackie: I’ve had a series of conversations, and students are not using faculty office hours. In the article there’s a student misconception about what office hours are—they think this is time for faculty to do work. Some faculty have renamed office hours “walk-in hours.” I wondered if changing the language surrounding them might encourage students to take advantage of them.</li> <li>b. Julie Wiest: I know that office hours are mandated, though I don’t know if you have to call them that. Margaret: “Office hours” is the language in the CBA, but there doesn’t seem to be a reason why faculty cannot rename them.</li> <li>c. Debi: Maybe we could put something in syllabuses that explain what these are. Jackie: We are so used to the term that we assume students know what they mean. I’m changing my syllabus for the fall and changing the language. I think this effects retention and completion.</li> <li>d. Dan Cherry: I do a lot of one-on-one work with students; office hours are sometimes where I reschedule work with these students. I invite students in class to come to office hours, but they don’t take advantage. So students may understand what they are for, but resist asking for help.</li> <li>e. Greg: The article goes further, and suggests that faculty require an office hour session with students. It’s about creating individual time with them beyond the teaching sessions. Why not keep two or three students after class, to create small-group interaction with students? When I do that the teaching connection is stronger. A first-generation student might be hesitant, but if you create the experience the connection is stronger. Jackie: I think about a young person who feels nervous being in front of a faculty member alone. I am nervous presenting this topic in front of my peers! The students want individual attention.</li> </ul> <p>4. Please send questions for the Spring Open Forum with administrators (2-3 p.m. March 1) to <a href="mailto:jwiest@wcupa.edu">jwiest@wcupa.edu</a> by Friday, Feb. 25!</p>	
Liaison reports	<ul style="list-style-type: none"> <li>1. ADA – Senator Matt Pierlott: Met at end of December, I could not attend. There is discussion of an overarching accessibility and inclusion policy for the university. If you have information to share with the committee, let me know.</li> <li>2. Alumni Association – Adjunct Faculty Representative William Sawyer: Not present.</li> <li>3. APSCUF Executive Committee representative – Senator Bessie Lawton: Talked with administration. Distance education certification requirements, currently the training is very prescriptive. The CBA requires periodic assessment of training. They came to an agreement that a committee would be created to discuss this issue, and ensure the training is appropriate for faculty. The policy concerning recording class meetings was discussed, as well as laptop availability for adjuncts. Deans are perceived to be reluctant</li> </ul>	

	<p>to hire full-time adjuncts. Jeff presented data that we are below the 25% cap on adjunct faculty. There have been students asking for NG grades on advice from their advisors. They are trying to find a way to handle the situation. (I may develop a policy for my syllabus.) There are a lot of students who have not paid. D2L license will expire in 2026.</p> <ol style="list-style-type: none"> <li>4. Budget Review Committee – Senator Kurt Kolasinski: Hasn't met. There is vague talk about a meeting being scheduled.</li> <li>5. Campus Climate Intervention Team – Senators Kathleen Riley (fall) and Erin Hill (spring): We have not met this semester.</li> <li>6. Council for Diversity, Inclusion and Academic Excellence – Senator Veronica Wilbur: Meeting scheduled 2/14.</li> <li>7. Faculty Mentoring Committee – Senator Vipanchi Mishra: Met at the start of the semester. February event next week, on 16<sup>th</sup> and 17<sup>th</sup>. It is open to the entire university community.</li> <li>8. IS&amp;T Faculty Advisory Committee – Senators Dan Forbes and Ann-Hiloski Fowler: Panopto transition is going as planned, and faculty are reminded to change the links to any embedded videos in their course materials to link to Panopto. ServiceNow ticketing system is also going well, and IS&amp;T continues to encourage folks to provide feedback on their experience. There will be mandatory cybersecurity training coming up starting March 7. Jim: Last time I as department chair was getting emails when anyone completed the cybersecurity training, which was inconvenient. Could you ask them to stop that? Ronnie: The last one didn't seem clearly legit, and I ignored the email because I wasn't sure it was real! They need to identify the external source for us as legitimate. We're supposed to be suspicious of emails from external sources! Ann: The cybersecurity training is mandated by the US Department of Education.</li> <li>9. Learning Lab Working Group – Senators Megan Mraz and Meg Panichelli, Senate Proxy Selen Razon: No report.</li> <li>10. LGBTQIA+ University Caucus – Senator Julie Tennille: We met last week. No new updates.</li> <li>11. LMS Advisory Committee – Senator Dan Forbes: No report.</li> <li>12. Military Veterans Coordinating Committee – Senator Stacie Metz: No report.</li> <li>13. Multicultural Faculty Commission (MFC) – Senator Janet Chang: Not present.</li> <li>14. President's Commission on the Status of Women – Senators Michelle Wade, Meg Panichelli, Sarah Lightner—Michelle: We meet next week.</li> <li>15. Strategic Plan – Senator Heather Schugar: No report.</li> <li>16. Student Group: Graduate Student Association – No representative.</li> <li>17. Student Group: Student Government Association – No representative.</li> <li>18. Sustainability Advisory Council – Senator Kurt Kolasinski: There's info on the sustainability website (<a href="https://www.wcupa.edu/sustainability/">https://www.wcupa.edu/sustainability/</a>). There is a plan on climate action and sustainability that will be developed and shared with the administration. There is a seminar every Wednesday at noon (<a href="https://www.wcupa.edu/Sustainability/documents/4224%20sustainability%20seminar%20spring%202022.pdf">https://www.wcupa.edu/Sustainability/documents/4224%20sustainability%20seminar%20spring%202022.pdf</a>).</li> </ol>	
Committee Reports	Faculty Welfare/Ethics – (Chair) Student Welfare – (Chair) Membership and Elections – Senator Israel Sanz-Sánchez (Chair) Communications – Senator Erin Hill (Chair) Research – Senator Israel Sanz-Sánchez (Chair)	
Committees	Committee meeting: Faculty Welfare/Ethics – (Chair) Student Welfare – (Chair) Membership and Elections – (Chair) Communications – (Chair) Research – (Chair)	
Senate Exec Committee	President: Julie Wiest Vice President: Israel Sanz-Sánchez Recording Secretary: Dan Forbes Corresponding Secretary: Erin Hill	

	At-Large Members: Kurt Kolasinski and Julie Tennille Immediate Past President: Bessie Lee Lawton	
	5 pm adjournment	
<b>NEXT MEETING</b>		
<b>Day and Time:</b>	Open Forum: Tuesday, March 1, 2022, 2-3pm Faculty Senate: Friday, March 25, 2022, 3-5 pm	
<b>Topics/ Presenters:</b>	TBD	