

WCU FACULTY SENATE MEETING

Date: March 26, 2021

Time: 3:00 p.m. – 5:00 p.m.

Location: Zoom meeting

Facilitator: Bessie Lee Lawton, President

Type of meeting: Scheduled Meeting

Note Taker: Dan Forbes, Recording Secretary

Misc.

Attendees:

Members Present: *designated by an X*

Benedict, Kristopher	x	Major, Marci	x
Bolton, David	x	Mandel, Deborah	<i>Proxy Jackie Hodes</i>
Brenner, James	x	Mishra, Vipanchi	x
Chang, Janet	x	Mraz, Megan	x
Cherry, Dan	x	Panichelli, Meg	x
Gary Childs	x	Pierlott, Matthew	x
Cooke, Laquana	x	Raskauskas, Jenn	x
Daltry, Rachel	x	Riley, Kathleen	x
Forbes, Daniel	x	Saboe, Matt	x
Guerriero, Tara	x	Sanz-Sanchez, Israel	
Hill, Erin	x	Schugar, Heather	x
Houser, Mary	x	Scythes, James	x
Junius, Premalatha	x	Smidt, Esther	x
Karahan, Selcuk	x	Studien-Webb, Gretchen	x
Kolasinski, Kurt	x	Tennille, Julie	x
Konigsberg, Lisa		Wade, Michelle	x
Lawton, Bessie Lee	x	Wiest, Julie	x
Lightner, Sarah	x	Wilbur, Veronica	x
Adjunct Faculty Rep: Ann Hiloski-Fowler	x	Student Govt. Assoc. Rep: Michaela Karlesses	
Adjunct Faculty Rep: William Sawyer	x	Graduate Student Assoc. Rep: Montana Leaks	
APSCUF Rep: Julie Wiest	x	ROTC rep: TBA	

Guests in Attendance: Dara Dirhan, Tammy James, Orkideh Mohajeri, David Urbany, Steve Mannella, Melissa Whidden, Denise Wallack, Jackie Hodes, Selen Razon, John Hess, Nancy Barker, Qi Zou, David Thomas

AGENDA ITEMS

Topic	Discussion	Action
<p>Welcome to Senators, Proxies, and Guests (B. Lawton)</p>		
<p>David Urbany, <i>Textbook Manager, WCU Campus Store</i>; Steve Mannella, <i>Bookstore Director, WCU Campus Store</i></p>	<ol style="list-style-type: none"> 1. Steve: We're here to spread the word on Inclusive Access. David: This program delivers textbooks directly to student at cheapest price to student. The materials can be charged to the WCU university account. It began as a pilot at UC Davis in 2016. We approached WCU administration late that year about doing this, and we launched a pilot program in fall 2018. When you get the automated email from the bookstore, you can log in and choose interest in Inclusive Access for each title. We contact the publisher to see if that is an option. We email faculty members to remind them they chose inclusive access. Once students enroll, it is automatically charged to the student's tuition bill. When students add or drop classes, charges are added or dropped. It is a line item on the bill, so not a hidden charge. Students are notified, and they can opt out by midnight at the end of add/drop. Those who opted out will be refunded, and those who stay in will have access for the remainder of the semester, or a year, or lifetime access, depending on the title. 2. Steve: This is the cheapest price to the student. Course materials are available immediately, and so students don't have to search for the material online or make mistakes about what they purchase. Publishers are transitioning from printed to digital materials. It gives students more payment and payment plan options. All students have access to the same material at the same time at the same price. Students will be refunded if they opt out. Verba/VitalSource is the provider. 3. David: The book is usable offline and mobile friendly. The instructor can choose to track student access. The program has been well-received by students and faculty. Our enrollments have grown since the pilot. Average participation in courses using IA is 96%. Students don't have to find materials elsewhere, and save money. Comparing IA pricing to e-book pricing, students have saved over 1.8 million dollars so far. This does not even include print options. We had some speed bumps early on, and those have mostly been worked out. It is growing by word-of-mouth, and we've not been able to champion it recently. We're looking forward to promoting the program as we resume in-person instruction. <p>Q: Heather Schugar: When I went to look up my book, it is \$15 in print. It would cost \$17 for IA.</p> <p>A: David: That is on Verba's side of things. Publishers have to feed their digital catalog into that system. What Verba reported was obviously wrong. It is on a title-by-title basis. A trade book is probably not an ideal candidate. Pricing is dependent upon the publishers. By law the publishers are supposed to honor the lowest price.</p> <p>Q: Heather: All readers have more difficulty reading texts when reading digital versus print. Have we looked at student performance in these classes?</p> <p>A: David: McGraw-Hill has launched some studies. We haven't done that yet. We haven't heard students complaining that they don't have print.</p> <p>Q: Melissa Whidden: I'm confused. A student emailed me demanding IA because she paid for it, but I didn't have that option. How are students being informed?</p> <p>A: David: The whole point is to ease the process for students. We have an email address for these questions (inclusiveaccess@wcupa.edu). We're trying to work on that, getting the word out around campus. Each student is emailed individually what price and what course is using IA. If they have four courses, they'll get four emails. Your student didn't receive an email for your course. It's been difficult to communicate this last year, but before that we would have signs explaining the program, put flyers in bags in the store. We're trying to get back on track.</p> <p>Q: Melissa: The flyer might give the impression that <i>all</i> the books were paid for.</p>	

	<p>A: David: We're open to suggestions for improvement and how to communicate better. The Bursar's Office has been helping us with this.</p> <p>Q: Bessie: We're all barraged with emails. Couldn't be just one email for all the courses, stating which courses IA is available for?</p> <p>A: David: We're using multiple systems that don't talk well together. For now Verba generates the emails, and they do it course-by-course.</p> <p>Q: Tara Guerriero: Once the course is over do they still have access to the text?</p> <p>A: David: This is case-by-case. Smaller publishers are sometimes not available, trade publications. We have pricing and term options. Majority of the ones we use have a lifetime access; others are for one year.</p> <p>Q: Tara: How early do they get that email? Some students like to shop prices.</p> <p>A: David: We send the email about two weeks before the start of the semester. In the pilot we sent out the email at the same day the tuition bill went out, and no students read the email. We found the sweet spot was two weeks before classes start. It's growing by word of mouth, older siblings letting their younger ones know.</p> <p>Q: Gary Childs: I have a question about privacy. That data you showed included an individual name. It's one thing if instructors are seeing that, but it's another if it is seen by the publisher.</p> <p>A: David: The publisher does not receive that information. They might receive data from other courseware, but they don't receive ID or names. What I showed was specific to faculty view only. We did a vigorous privacy check with Verba and the administration, and it was vetted by the provost and others. VitalSource doesn't keep the data on record at all.</p> <p>Q: Gary: Inclusive to me means something else. I've heard that some folks have mistaken that this meant the materials were free. In the digital material, do we know if pictures are tagged properly for those with visual differences? I want to be able to sure I can know that.</p> <p>A: David: We didn't choose the name; it came from UC Davis and the publishers, and we didn't have any say in that. There are different features for e-books that allow audio or images. Everything there is the same as the print book. Your question is a VitalSource question; I've heard that everything is reviewed and tagged for those with a disability. We can work with the publishers to make sure students get the tools they need.</p> <p>Q: Ann Hiloski-Fowler: I've been using IA for several semesters. Could this be put into myWCU so when a faculty member has decided to use it the student can see it in their schedule?</p> <p>A: David: We've been championing that for a while. Stay tuned! Right now it is not possible, but there are some discussions internally that might have something ready for next spring.</p> <p>Q: Veronica: How does this work when the publisher has additional resources?</p> <p>A: David: If it is courseware specific, McGraw or Wiley Plus, I have to work with the publisher, since that might be a WCU-only item. We'll get that set up, and then the student will have the e-book version and the additional resources. We had problems with access codes in the past, students would lose them or damage them, and this eliminates the need for that. There's a little bit different setup for the faculty member that we'd walk you through.</p>	
<p>Dr. David Thomas, <i>Director, Office of Services for Students with Disabilities</i></p>	<p>1. David Thomas: I wanted to give you an update and refresher on the process students go through, and address things that came up in our faculty survey. If you haven't filled that out, please do! Some students think it is seamless like from K-12 experience. There is a link on the website for students to register with OSSD, which makes sure that we have the right student. They report history with accommodation, diagnostic information. They provide documentation from a third-party provider, perhaps from school or healthcare professional. They send that to OSSD and we review the documentation to make sure that it falls under our purview, what is the impact of the disability on the student in the class settings they might be in. What might be appropriate to a theatre class might not be for a lecture or lab. We try to establish accommodations to apply in as broad circumstances as possible. A diagnosis doesn't tell you much because it can affect different people differently. We look at how this student will be impacted. We have an intake interview where we sit down and have a conversation with the student, talk about their history of accommodations, their documentation. Sometimes the accommodations they have had were not as helpful as they thought. We tend to establish testing accommodations in that</p>	

first meeting, and other sorts of accommodations might take more time. A lot of folks who have been accommodated one way may be expecting that same accommodation when we return in the fall. It is an ongoing process because students' needs change, program requirements may change.

2. David: One of the things we have seen in remote instruction are screen-related accommodations. Folks who have experienced concussions might not have needed so many accommodations for face-to-face instruction, but need more with screens. We've seen upticks in issues with anxiety, including Zoom fatigue. We are simulating intense interactions with direct eye contact all day, and that can wear on students. Students feel like they are being watched, which wouldn't happen in the classroom environment. We've had requests about not having to have camera on all the time, or only when speaking. There have been issues with accessibility of digital resources. We have a captioner on staff; we upgraded to a version of Zoom with AI transcription. It's 89% effective under ideal circumstances, which is great for supplementary purposes, but for deaf or hard of hearing the captioner is 98% effective. When you do turn on closed captions, make sure that if you have a student with hearing disability make sure they have a captioner, as the AI kicks them out. If you print Word documents as PDFs, most of the time that will be an accessible document. We're working on overhauling our information on accessibility resources.
3. David: We've seen a shift in accommodation concerns from deadline concerns to executive functioning and keeping track of days and increased anxiety and depression.
4. David: We've gone all digital, transitioning to OnBase, so that all requests and letters will come from OSSD rather than the student. The student will still request letters, but they'll come from OSSD rather than students sending a PDF to the instructor. We're still working on that.

Q: Selen: I have students reporting anxiety. Are you getting involved in that, or is that more the Counseling Center?

A: David: It depends on the situation. If the student is in crisis and needs treatment, the Counseling Center is the way to go. But if the anxiety is impacting performance in class, that's when we would step in. We don't need diagnoses or medical history because we're facilitating access rather than providing treatment.

Q: Jackie Hodes: I filled out a lot of accommodation forms. Is there guidance on how to make those accommodations? How far do we go when filling out those lines in the forms?

A: David: We're going to make accommodation letters have a clickable link to information on the specific accommodations. We're always available to answer questions. Schools have gotten in trouble with faculty going above what the letter specifies. It's best to stick with what the letter says, which keeps things consistent for the student. We've gone through the process to make sure the accommodations actually make sense, and has a direct connection to the disability they disclose. If you run into those things where you're unsure, let us know. It may be something we want to look at.

Q: Erin Hill: I've had a hard time navigating the modified attendance disagreement. Could you provide some context? It seems new. What are the student's responsibilities?

A: David: The student does have responsibilities as far as using accommodations. They have to give us notice, so that we can contact you in enough time. Same for modified attendance agreement. We've streamlined the process so that the student doesn't experience inadvertent barriers. If they don't follow through on that process they are choosing not to use the accommodation. They get an email notifying when something has happened. It is a newer accommodation, not just at WCU. The pandemic is going to change how it is interpreted in the longer term. If it is attendance for attendance's sake, we look at it as "what's going on." The question is whether the work only happens in class. In lecture classes there are other means for getting the material.

Q: Ann Hiloski-Fowler: Are there any types of accommodations specific to asynchronous courses?

A: David: Accommodations have to be reasonable. For synchronous courses we can require that they be live-captioned. For asynchronous courses, we can require that captioning be done within 24 hours. There are legal issues there. With executive functioning, it is juggling multiple platforms, where some things are due in different places. Some students are very confused about what is due and where. As things get integrated into D2L there's just one platform they

	<p>have to navigate. There's also communication. We officially communicate through email, but we've had students ask us to contact them through Instagram. We tell them that that's not how we can communicate with them. There's also the concern with all the things happening with life, home, work, and school. Folks on the autism spectrum and others with executive function challenges have difficulty with this.</p>	
<p>Senate business</p>	<ol style="list-style-type: none"> 1. Approval of minutes for 2/12/2021 meeting. 2. Update on meetings <ol style="list-style-type: none"> a. Meeting with President Fiorentino <ol style="list-style-type: none"> i. Bessie: The statement from the Chancellor about dismantling the PASSHE system—Chris shared that the WCU administration is very data-focused, and knows things that faculty and APSCUF may not be aware of. He wants to share information with shared governance groups on campus; he feels that faculty are not getting a complete picture from other sources, and he is concerned about driving a wedge between faculty and administration. He wants to shield WCU from these concerns, as our institution is doing well compared to other institutions. We should be getting more information about data that shows how our institution is doing compared with others. He mentioned program offerings as one data point. Chris points out that Clarion has two more program offerings than WCU, but much fewer students. This makes me think about how different we are from other institutions in the system. ii. Bessie: We asked about Bloomsburg president Bashar Hanna who is interim president of Lock Haven, who was accused of sexual harrassment. Chris said President Hanna was investigated, and does not think the Board of Governors would have protected him if there was evidence. iii. Bessie: We asked about the students currently staying on campus. Chris says this program is going well. iv. Bessie: His main message is that WCU is in good shape; other institutions have not been managed as well. Our enrollment is okay, we offer more noncontractual AWAs than other institutions. PASSHE might go after reserves of the healthier institutions if the system issues are not resolved. v. Bessie: You may have seen a news article on EverSpring, which proposes to put online modules together and sell them to institutions in exchange for a cut of tuition, providing services to PASSHE. Chris said that we will not be doing this. It seems like it is not consistent with collective bargaining. vi. Bessie: We asked about preparing to return to campus in the fall. I want to hear your feedback. One thing that was brought to the attention of exec, there is a faculty member who is Asian who does not feel safe coming back to campus. We not only need to talk about logistics of returning, but also to make sure that people feel safe coming back. If you have any comments or suggestions on what our shared governance representatives should share, please do. 3. Discussion <ol style="list-style-type: none"> a. Meg Panichelli: It's hard to hear...we want a campus that feels safe for all students. We are unable to have a statement in our syllabi because lawyers are worried about pushback. How can we keep students safe if we are worried about legal pushback? I'm also curious about the conversations with the President; is this set up through the university, how much do you trust this information? Julie: Chris was in good spirits during this meeting, because Middle States was completed with a very positive report. He talked about how the administration has worked to stay on top of things. Heather: I feel that administration is very transparent with us, because of the development of shared governance. It hasn't always been like that, but they try their best to tell us so that they can partner 	

	<p>with us. Julie: Their messaging is very consistent to both Senate and to APSCUF, not a different tone between these groups.</p> <p>b. Janet Chang: To what extent are we reactive versus proactive? I think Meg is saying we have to take a more proactive stance. We as faculty are in difficult position to message to students. Some students may feel like bystanders, and others feel marginalized or invisible. If we avoid difficult conversations we move into being just reactive. Bessie: Our administration has set up a committee to draft an antiracism syllabus statement. The previous version was rejected, but there is an ongoing effort to create a statement that is not just coming from APSCUF but there is representation from other shared governance bodies on campus, including Council of Chairs, Grad Council, Faculty Senate and CAPC. Maybe they can come up with a better statement. Gary, have you heard anything? Gary: No. We do need to tackle this. It's important. We need to have conversations that are respectful but also allow for differences of opinion. I needed to grow when I was young, and I still need to grow a lot. I'm proud to be part of this team.</p> <p>c. Ann Hiloski-Fowler: Another issue is students flipping out on us; I received a hateful email from a student. I reported it, and the student was told not to contact me anymore. There wasn't anything the university legally could do, not even telling the student that they shouldn't treat people like this. Bessie: There is a current initiative to rewrite the disruptive behavior policy; it is being renamed disruptive academic behavior policy. We've been asked to provide some feedback. I don't have anything to report right now. That will cover some of the concerns you have brought up. Jim: The beauty of shared governance is that we have a lot of opportunities to get involved. We started working on a statement in our department, and we approved it in February. I encourage folks to start small and build from there. I'm happy to share that syllabus statement if you would like to see it. Bessie: Please share it with our representatives sitting on the committee!</p> <p>d. Jackie Hodes: Even if the University isn't willing to have a statement, we can develop our own. What's the low-hanging fruit here? Things that you can put in your email signature—small things build a climate. I think there are things we can do that are easier that don't require the lawyers to get involved. Bessie: Like what? Like including pronouns? Jackie: I'm willing to contribute and brainstorm—things that move the needle but don't have to go to Harrisburg!</p> <p>e. Bessie: Are there other concerns, like ventilation, three-foot distance, etc.?</p> <p>f. Prema Junius: Students have gotten so used to going to work; a lot of students don't come to class, work all day and try to catch up later. Before the pandemic they didn't think to do this. They are becoming aggressive about this: they say their families are suffering, they have to go to work to put food on the table, if you don't let me take the test I'll take my complaint up the line. "I have to work, accommodate me." They are juggling so many things—taking care of mothers and fathers and siblings. Erin: I agree with concerns of what this will look like in the fall. We need to be careful and push back against job description changes, teaching both online and in person. Maybe there are true OSSD accommodations, but I'm worried about this change to higher education. I just saw that Rutgers is requiring vaccination for all their students; would that be possible here? We'll still be in masks and socially distancing.</p> <p>g. Rachel Daltry: With social distancing and mask wearing, how will that be enforced? What's the accountability piece for students, and faculty and staff following those guidelines? Bessie: Currently the administration is not requiring vaccination, but they also say that will not be an excuse not to come to class. Julie: Chris says that if we're coming back, we're all coming back—it won't be up to students what instruction will look like.</p> <p>h. Sarah Lightner: Some of these tools we've been using, like back-channel chat, are really helpful. They require students to have access to technology. What sort</p>	
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	<p>of supports will we have for using these technologies in face-to-face instruction?</p> <p>i. Bessie: If you have other questions or concerns, please forward them to me!</p> <p>4. Julie: Next meeting we will be electing membership for the Faculty Senate executive committee. If you are interested in running, please get in touch with me! If you do, plan on sharing a short statement at our next meeting.</p>	
Liaison reports	<ol style="list-style-type: none"> 1. Presidential Cabinet liaison – Senator Jim Brenner 2. R2 Carnegie Classification Working Group – Senator Israel Sanz-Sánchez 3. LGBTQIA+ Caucus – Senator Julie Tennille 4. Campus Climate Intervention Team – Senator Erin Hill and Senator Kathleen Riley 5. Faculty Mentoring Committee – 6. Sustainability Advisory Council – Senator Kurt Kolasinski 7. ADA – Senator Matt Pierlott 8. University Forum – 9. APSCUF – Senator Julie Wiest - Julie: Several campus bodies are trying to get answers about HR and faculty issues in getting responses from them. Megan Mraz: There are some faculty that are concerned that the PASSHE situation is an attempt to break the union. What does APSCUF think about this, and what is being done to maintain a positive working relationship between institutions? Julie: If there’s no PASSHE there’s no APSCUF, so it is at least collateral damage. I don’t know if there’s a way to have a discussion about that. State Meet and Discuss would be where that is happening. Vicki Tischio would be the person to contact. 10. Multicultural Faculty Commission (MFC) – Senator Israel Sanz-Sánchez 11. Council for Diversity, Inclusion and Academic Excellence – 12. Budget Review Committee – Senator Kurt Kolasinski 13. President’s Commission on the Status of Women – Senator Kathleen Riley - Bessie: We need three representatives; if you are interested, please let me know! - Meg Panichelli volunteers. 14. Student Government Association – Michaela Karlesses 15. Graduate Student Association – Montana Leaks 16. LMS Advisory Committee – Senator Dan Forbes 17. Strategic Plan – Senator Heather Schugar 18. Middle States Self-Study – Senator Heather Schugar 19. United to End Racism – 20. Alumni Association – Adjunct Faculty Representative William Sawyer 21. Military Veterans Coordinating Committee – Senator Jim Scythes 22. Technology Committee – Senator Erin Hill 	
Committee Reports	<p>Faculty Welfare/Ethics – Senator Deborah Mandel (Chair)</p> <p>Student Welfare – Senator Julie Wiest (Chair)</p> <p>Membership and Elections – Senator Julie Wiest (Chair)</p> <p>Communications – Senator Kurt Kolasinski (Chair)</p> <p>Research – Senator Israel Sanz-Sánchez (Chair)</p>	
Committees	<p>Committee meeting:</p> <p>Faculty Welfare/Ethics – Senator Deborah Mandel (Chair)</p> <p>Student Welfare – Senator Julie Wiest (Chair)</p> <p>Membership and Elections – Senator Julie Wiest (Chair)</p> <p>Communications – Senator Kurt Kolasinski (Chair)</p> <p>Research – Senator Israel Sanz-Sánchez (Chair)</p>	
Senate Exec Committee	<p>President: Bessie Lee Lawton</p> <p>Vice President: Julie Wiest</p> <p>Recording Secretary: Dan Forbes</p> <p>Corresponding Secretary: Erin Hill</p> <p>At-Large Members: Kurt Kolasinski and Israel Sanz-Sanchez</p>	

	Immediate Past President: Heather Schugar	
	5 pm adjournment	
NEXT MEETING		
Day and Time:	Friday, April 30, 3-5 pm	
Topics/ Presenters:	TBD	