

WCU FACULTY SENATE MEETING

Date: December 4, 2020

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	x
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	x
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	x	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: Ryan Beauford, John Hess, Nancy Barker, Lia O'Brien, Jackie Hodes, Marguerite Ambrose, Michelle Kaulback, Dara Dirhan, Chris Stangl, Selen Razon, Steve Bok, Orkideh Mohajeri, Tammy James, Beatrice Adera

AGENDA ITEMS

Topic	Discussion	Action
<p>Welcome to Senators, Proxies, and Guests (B. Lawton)</p>		
<p>Ryan Beauford, Associate Vice President for Public Safety and Risk Management</p>	<ol style="list-style-type: none"> 1. I've been involved in crime prevention for 25 years. I came from Syracuse University. Community policing and community engagement are my background. I've developed a community engagement initiative with the help of Dr. Davenport. I found there when I arrived there was no community relations unit, and so I've worked to establish one. Officers going out to talk with students and faculty about crime prevention. We depend on talking to the community to find what you all need. Different institutions have different needs. Your feedback is very welcome! 2. Evidence-based training—I found there was not much in the way of training other than certification for firearms training, no professional development for officers. Mission one is to develop a training unit. Ray Stevenson is the new chief of police as of this past summer. We'll be appointing a new captain of patrol and lieutenant for community engagement as early as next week. We talk about how we share information in our profession, between our unit and those in surrounding boroughs. We have a good network, and want to professionalize our organization. 3. Community engagement—we're working on a student safety alliance that engages students with our unit. We want to create a resource that isn't so "police-y," and that is an extension of the educational process. <p>Q: Meg: Can you envision WCU disarming police officers, since some students feel less safe around them?</p> <p>A: No. It could happen. What do police services look like when that happens? We do those things like helping people cross the street and getting cats out of trees. We never close, so there are no reduced hours. What would that look like in your town if you didn't have those services when bad things happen? I can see reallocating funds to services that have been overlooked.</p> <p>Q: Kathleen: What kind of training to you envision for officers? And will you be speaking with student groups who feel targeted by police, specifically black students?</p> <p>A: We want to look at the type of officers we are hiring. Are we hiring someone who wants to provide service, or who just wants to carry a gun and a badge? We can't teach people how to care; we can train for other more technical aspects. We're looking at cultural competency training. So that they are embedded and part of the community. We're drafting a policy relating to vehicle and traffic stops; these can be part of an ineffective way of interacting with people of color. I get it as a person of color. No officer will be able to engage anyone without documenting the engagement, including vehicle and traffic stops. A broken taillight can be used as a pretext to stop a person of color. They will have to document that, so that we will have accountability. We'll be looking at traffic safety—officers will be out to help people cross where there's congestion. I see us addressing these culture issues through policies. I want to be structured rather than fragmented in how we serve our community—I'm a policy hawk. When I first got here, there was a "there are police, and there are others" atmosphere. The two leadership positions starting next week are connected with addressing this.</p> <p>Q: Jackie Hodes: Are faculty, staff, and students involved in hiring of officers? Can they be?</p> <p>A: They can be! Prospective officers need to see the community they would be serving.</p> <p>Q: Jackie: I think it would be important for students of color to be involved in the process, and be part of the decision-making. I wonder if there could be possibilities for partnerships for learning opportunities with respect to crime prevention.</p> <p>A: Five students are already involved in our initiative, so we'll have students at the ready for that sort of involvement.</p>	

<p>Dr. Chris Stangl, <i>Political Science</i></p>	<ol style="list-style-type: none"> 1. There may be questions about the APSCUF statement, and I can talk about that as someone who teaches in the area of these issues. We can talk about academic freedom, which is vague and not really rooted in the Constitution, and freedom of speech. 2. The United States conception of free speech is unusual in ways that benefit the person speaking—for example, it is difficult to win a libel suit because the burden of proof is high. In other systems the burden is on the speaker to prove the truth of the utterance. There is no such thing as “hate speech” with regard to the Constitution. There can be bias crimes, of course. Our framework is very speech-protective. Even private schools have to attend to this, and it is even more important for public schools. The academic quad is a public space, and restrictions on speech are focused on time, space, and manner; these spaces are effectively open to everyone. Classrooms and residence halls are different. Student organizations can be founded around practically any ideology because those funds have to be distributed neutrally. Tuition dollars, because different from student fees, can be looked at differently. 3. Academic freedom was connected with free speech by a decision from the 1950s, but it is less settled. Extramural speech, academics speaking publicly, can get complicated. There is discussion about whether students have academic freedom rights. 4. The statement from APSCUF came from discussions over the summer, when there were expectations that face-to-face instruction might happen. There were legal concerns. <p>Q: Bessie: Chris is referring to a statement that was released as a template for faculty who might want to have an anti-racism statement on their syllabus. It was revised in November. Today APSCUF is recommending that faculty not distribute the statement at this time because of PASSHE legal concerns. What was the difference between the first and the revised statement?</p> <p>A: Chris: I was not aware of this. The first one spoke about unacceptable behavior and the right of faculty to ask students to leave the classroom, and the second did not include this. It could be interpreted as a statement about consequences and a threat of punishment for speech protected by the First Amendment. This opens the university to lawsuits based on the reference to the disruptive student policy. The second statement is less legally troublesome, but still refers to the policy. The statement might give the impression that only the things mentioned in the statement are what count as disruptive.</p> <p>Q: Kathleen: I sit on the J-course advisory committee, and these courses focus on systemic injustice. When that’s a course goal, and a student says that’s not my belief...I feel this statement is aligned with the university’s goals given this general education goal.</p> <p>A: Chris: When I teach John Locke and Thomas Hobbes, these thinkers have heated things to say about Catholicism, and I have to explain the historical context. I would think that a J-course asks them to assume something like this. How we approach the class is up to us, and we have to make sure that it is clear what the pedagogical objectives are.</p> <p>Q: Gary: We want students to talk about these matters in a respectful manner, and this can be difficult when students have been raised in these beliefs from an early age. We don’t want to exclude speech that might be offensive, though we want to exclude speech that causes true harm.</p> <p>A: Chris: The course syllabus can refer the student to the disruptive student policy rather than spelling it out. Some folks can say pretty offense things in a calm and collected manner that is not disruptive. Hateful speech does tend to be presented in a way that is disruptive, though.</p> <p>Q: Bessie: I’ve spoken to faculty who strongly favor this sort of statement because students have attacked the faculty member’s identity. How do we manage this?</p> <p>A: Chris: There’s not a perfect solution. You can talk to public safety—we’ve had officers outside political science classrooms at times. You have to put it on the record before it gets responded to. Work on the existing policy language might help. The Constitution won’t be changing anytime soon.</p> <p>A: Chris: Feel free to email me with other questions!</p>	
<p>Senate business</p>	<ol style="list-style-type: none"> 1. Approval of Faculty Senate meeting minutes for 10/30/2020 <ol style="list-style-type: none"> a. Approved. 2. Updates on meeting with EVP/Provost Laurie Bernotsky and VP for Academic Operations/Deputy Provost Jeff Osgood 	

- a. Bessie: We did not meet with the President this month. The Provost and Deputy Provost shared that about a month ago we were down 37% in enrollment, but last week it was 16%. They are worried that students will enroll elsewhere for face-to-face instruction. They are thinking of banking spring credits to next winter session.
 - b. Bessie: Faculty development funds will continue. New faculty will get a one-year extension for start-up funds.
 - c. Bessie: Enrollment for winter session is up; all of those courses are remote, and they think students may prefer this for winter session courses. This winter they will allow some faculty to teach up to two classes.
 - i. Jackie: I'm concerned with intensity of the winter session, and then going on to remote instruction in the spring semester. I'm concerned about the students; is there another way they can use these credits? It feels like we are pushing students to do it; in my classes they seem very tired. I think there are mental health concerns.
 - ii. Kathleen: Students who experience the most financial pressure who will be most affected by this.
 - iii. Tara: On the other side of the coin, there are students who can't handle a full load during the semester because of their work, and this allows them to spread it out more.
 - iv. Megan: I wonder if we could have a survey to identify which courses would be most helpful if offered over winter session. Bessie: This might be handled at the department level.
 - v. Jackie: It would be helpful if departments were more intentional about this.
 - vi. Ann: Can these credits be banked for the following academic year?
 - d. Bessie: We asked about vaccinations. They have been asked by the governor if they are willing to use WCU as a vaccination site. They will prioritize faculty and staff, but there is no information about logistics.
 - e. Bessie: The Chancellor is committed to savings, but really is focused on unifying the system even if it costs more. Institutions are being asked to buy from the same vendors; for example PASSHE is looking to switch everyone to Dell computers (those using Apple will be excepted).
 - f. Bessie: Update on learning lab: the idea has been accepted by the administration, and I have forwarded names of senators who are interested this project. I do need to get an APSCUF representative on this committee. This is a big win for us!
3. Request for feedback on Academic Affairs statement
- a. Bessie: Faculty Senate has offered some feedback, but Jeff Osgood has asked for Senate in general provide feedback. Other suggestions?
 - i. Gary: Could the last two bullet points be condensed, so faculty and staff could be discussed on the same line?
 - ii. Veronica: The second bullet is intense; could the readability be improved?
4. Update on criminal background checks policy – Senator Meg Panichelli
- a. Meg: We're still working on this. PASSHE requires this at the undergraduate level, but WCU can address it at the graduate level. There is an active discussion about this at the Graduate School about removing the question from the graduate application. Everyone is considering moving to the common application, which does not include that question.
 - b. Matt Saboe: Donna Wilson will be reconvening the Admissions Oversight Committee in January/February.
5. SGA feedback
- a. Bessie: SGA has no report at this time.
6. Other announcements
- a. Bessie: Administration is asking for a representative from Senate to serve on the Civility Award committee.

	<p style="text-align: center;">i. Megan Mraz volunteers.</p>	
<p>Liaison reports</p>	<ol style="list-style-type: none"> 1. Presidential Cabinet liaison – Senator Jim Brenner 2. R2 Carnegie Classification Working Group – Senator Israel Sanz-Sánchez: We’re almost done with the internal research stage. The Faculty Senate Research & Creative Activities committee has met to provide feedback. The WCU Foundation was interested in connecting reclassification with the university’s anniversary, but it looks like it will be happening too soon. 3. LGBTQIA+ Caucus – Senator Julie Tennille: An interest survey will be emailed shortly to create membership. We have a draft of bylaws that will be voted on in the spring. The Caucus will be working on expenditures for its new budget shortly. 4. Campus Climate Intervention Team – Senators Erin Hill and 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: Mark Rimple sent out an email: if your paycheck was larger than you expected, this had to do with distance education compensation for remote instruction. There was only one retrenchment letter distributed for the December deadline, but there are other dates ahead. 10. Multicultural Faculty Commission (MFC) – Senator Israel Sanz-Sánchez 11. Council for Diversity, Inclusion and Academic Excellence – 12. Budget Review Committee – Senator Kurt Kolasinski: We met Nov. 18. It was an unusual meeting, as the President was present for the entire meeting. Other universities tout that they have face-to-face instruction, but in fact it is hybrid at best, and most have given up and gone all remote. WCU and Slippery Rock are the best off of all the PASSHE institutions. There are no plans to close any universities. Consolidation of universities is supposed to mainly happen in the administration, though there are questions about what will happen to sports teams. WCU gets lower state allocations than other PASSHE schools. All funds from CARES Act has been spent. They are waiting to see if there will be new legislation or stimulus money. They gave some units only 80% of their budget anticipating enrollment shortfalls. There is an expectation that these budgets will be made up in the next fiscal year. There is more emphasis on growing the graduate school; Jeff Osgood says the growth phase of the university has ended. They are reconsidering capital projects; they’d like more students on campus rather than off. They do not anticipate more online learning—clearly they are getting feedback from students that they want face-to-face instruction. But for some offices, particularly the Bursar’s office and Financial Aid, students appreciate being able to meet remotely. So they will look more closely at some of these service operations. 13. President’s Commission on the Status of Women – Senator Kathleen Riley 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: We’re planning to meet next semester as well. There is a faculty advisory group. Make sure you reset your password for the new voicemail system. They are working on Zoom/D2L integration, and with any luck it will be ready for the spring semester. In Service Now they are trying to make finding software smooth. Email me if you have technical issues. 	

Committee Reports	Faculty Welfare/Ethics – Senator Deborah Mandel (Chair) Student Welfare – Senator Julie Wiest (Chair) Membership and Elections – Senator Julie Wiest (Chair) Communications – Senator Kurt Kolasinski (Chair) Research – Senator Israel Sanz-Sánchez (Chair)	
Committees	Committee meeting: Faculty Welfare/Ethics – Senator Deborah Mandel (Chair) Student Welfare – Senator Julie Wiest (Chair) Membership and Elections – Senator Julie Wiest (Chair) Communications – Senator Kurt Kolasinski (Chair) Research – Senator Israel Sanz-Sánchez (Chair)	
Senate Exec Committee	President: Bessie Lee Lawton Vice President: Julie Wiest Recording Secretary: Dan Forbes Corresponding Secretary: Erin Hill At-Large Members: Kurt Kolasinski and Israel Sanz-Sanchez Immediate Past President: Heather Schugar	
	5 pm adjournment	
NEXT MEETING		
Day and Time:	February 12, 2021, 3-5 pm	
Topics/ Presenters:	To be determined	