

## Faculty Senate Minutes

July 9, 2019

RWEC 101

*Primarily paperless, [wou.edu/facultysenate](http://wou.edu/facultysenate)*

### **3:15 - 3:30 p.m.**

*Better Know a Colleague (informal gathering, optional)*

### **3:30 - 5:00 p.m.**

*Business Meeting*

#### **1. Call to order**

#### **2. Call of the roll (by circulation of sign-in sheet)**

Stewart Baker, Earlene Camarillo, Melissa Cannon, Ben Cote, Susan Daniel, Ava Howard, Kimberly Jensen, Melanie Landon-Hayes, Kristin Latham-Scott, John Leadley, Marie Lejeune, Chien-Chun Lin, Alicia Ibaraki, Omar Melchor-Ayala, Leanne Merrill, Becka Morgan, Brent Redpath, Adele Schepige, Emily Vala-Haynes, Mark VanSteeter, Robin Smith, Diane Tarter, Tad Shannon

#### **3. Corrections to and approval of minutes from previous meeting**

##### **3.1. 5/26/2019 Meeting**

Approved as written.

#### **4. Institutional Reports**

##### **4.1. Faculty Senate President's Report**

- Report available on Faculty Senate website.
- Shared governance meeting occurred before Faculty Senate today to discuss the issue of shared governance. This will be part of an ongoing discussion.
- Addressing ways to stir up interest in committee work
- More to come on partnership with Apple
- Faculty Senate committee meetings are scheduled for September 24th.

##### **4.2. University President's Report**

- Thank you for participating in our SOAR programs. Numbers are slightly up from last year and our next SOAR is Friday, July 12.
- Monday, we sent out a memo about the operating budget approved by the Oregon legislature.
- The Board of Trustees finalized its meeting schedule for 2019-2020. Tuition and budget were approved, WOU has the lowest percentage increase this year.
- Excitement around an opportunity for a building in Salem for the Salem Campus. The Vick building on the corner of High St and Highway 22 has about 36,000 square feet, on 3 levels. Final checks on the building are happening. In the “if we want to buy it” mode. The board will need to approve purchase of and then how to best fund this purchase.
  - The building is of great interest but are currently looking at whether this is a good use of our resources. Purchase options might include using reserves or securing a loan.
  
- **Question:** In terms of money for purchasing that building, is there possible that the state will pay for some of that?
  - No. The state deferred capital projects until 2020 and has approved an increased amount for deferred maintenance.
- **Question:** Can you talk about how the HECC might impact this?
  - They are finalizing a report of the long-term capital needs of universities.
  - Our main problem is the use of the building space we have, this falls under increasing classroom layout to match today's learning styles, classroom sizes, use of acreage, retrofitting, improving, etc.
  - They are also reshaping how the performance funding model is working. HECC has formed a work group and Dave McDonald and Ana Karaman will represent WOU.
    - Are we expecting anything significant to come out of that reshaping of their model?
      - Some schools have questioned the focus on Oregon residents for undergraduate degrees.

#### 4.3. Office of Academic Affairs' Report

- Available on Faculty Senate website.
- The HECC capital funding plan is likely going to have a significant impact on state funding decisions, HECC and their consultants are apparently developing a rubric for scoring

- requested capital projects.
- They were looking at how much research space colleges have [at the graduate level or above?], and WOU does not have a lot of research space. We have a report broken down by college and division to describe how we use space for undergraduate research, scholarship and creative activities.
    - The consultants initial conclusions are the Oregon public universities general have enough square footage but not the right kind of square footage.
  - We encouraged them to factor in university work that targets underrepresented groups for enrollment, we are doing a very good job in this area which is supporting broader state goals (e.g. 40-40-20).
  - Regarding the VicK building, one thing to keep in mind is that we are currently paying rent to Willamette ESD for the space to offer 5 classes in Salem. We will soon outgrow this rented space. The rental income we could generate, that should be considered when looking at the larger budget.
  - Faculty Welcome Letter: Available on Faculty Senate Website.
  
  - **Question:** How far along is the search for the Dean of Graduate Research position?
    - **Comment from search committee chair:** About 3 weeks along.
    - **Comment from Provost Winningham:** I'll get more information on that .

## 5. Consideration of Old Business

### 5.1. Professional Writing Certificate (Lars Soderland)

- **Question:** The idea with this certificate is that it would be definitely offered in Salem and maybe offered otherwise, is that correct?
  - The certificate is a series of classes (four courses) that are already offered and will continue to be offered at the Monmouth campus. With the lack of professional studies faculty, the priority to definitely get it done in one year will be on the Salem campus, but it would be fairly easy for students to get it in one year at the Monmouth campus as well. There are no plans at the moment to make it fully online. There are no other professional writing certificates in Oregon that are fully online.
- Move to approve

- Seconded
- **Passed unanimously.**

## 5.2. Interpreting Studies: Teaching Interpreting Certificate (Amanda Smith)

- Move to approve
  - Seconded
- **Passed unanimously**

## 6. Consideration of New Business

No new business.

## 7. Discussions

### 7.1. Shared governance survey results (PDF) (Kim Jensen)

- Survey results available on the Faculty Senate website
- This is a general summary of the survey about shared governance, put together and presented by Kim Jensen.
- Emphasis on the folks who participated felt strongly about moving forward with discussions.
- A lot of people feel that they are trying hard and that we have room for improvement in terms of communication and processes around shared governance. There is a sense that a lot of faculty are doing the heavy lifting, and a need for improved communication and what the definition of 'shared governance' is.
- There were around 30 responses, with differing rates for each question.
- Although respondents differed on whether faculty opinions were valued, all participants wanted strongly for WOU to succeed.
- This could possibly be discussed at the division level and then come back as new business.
- **Question:** More than sharing information, it seems that the real issue is (personally) a change of contrary voices being heard but mostly ignored. I would like to see any committee on this being integrated into the system so that it could make real changes.
  - top concern about morale and feelings of not being heard, as you read this, I urge you to take that into account.
- **Comment:** I wasn't part of this group when this was set up. Can you share more about what this was set up in response to?

- In the summary here there were things that were mentioned in terms of curriculum, morale, search committees and so on, and this is all main concerns. This was a chance to hear those people concerns about communication. The structure was: first presented in senate, the idea that senators would discuss this in division meetings. Then it was sent out to all tenure track and non-tenure track faculty.
- **Comment:** 31 responses is a very low rate.
  - It is low. We should make sure to continue action and discussion to get more responses on this.
- **Question:** Is the idea that more discussion will continue? What are the next steps?
  - One option is to bring this to divisions, have conversations to gather more voices and more opinions and perhaps have an action plan to start a change.
- Faculty should take this summary back to their divisions and departments and we will come back to it in the fall.

## 7.2 Emergency preparedness in light of campus speakers (Rebecca Chiles)

- A recent, controversial campus speaker created concern from campus community about student safety due to the people who might attend an event by that speaker.
- Updates and changes:
  - Emergency building bags with lots of things inside them (with hammers, ropes, etc.). Building managers should have access to these. Tell your building managers if you think of other things that could be inside one of these.
  - AEDs (defibrillators) in every building now. Now more people are interested in AED, CPR, First Aid training. There is a new blended online/in-person training for this. Look for e-mails.
  - Campus safety committee works on planning processes, and is a broad group of 12 people from various places across campus.
  - Functional annex: how you're going to evacuate. Earthquakes, civil unrest protest, active shooter, etc. Better through practice, it was great to actually have to put a plan in place that we had practiced before.
  - Emergency Operations Plan PDF available somewhere on WOU.edu
- Question/comment: I was blown away from the practice and planning. Everyone knew their roles, setting up triage, blocking roads. I want the faculty to know that this was in place when

the recent speaker came to WOU. This level of preparedness gave me comfort that it was already in place and I don't believe it was seen.

- Please look at the Emergency Operations Plan and see what we have covered and what we are prepared for.
- **Question:** If someone has a question about their safety, leading up to an event, who would they contact?
  - I don't want to minimize a concern in anyway but that decisions to come on campus when we have a certain speaker that is your decision. I think we have to put it back to people, you are responsibly, ultimately we are each responsible for our own safety. To give that decisions back to them and make sure faculty and students are comfortable with those decisions on safety.
- **Question:** What do we have for earthquake disasters
  - I have 1000 lbs of beans and rice with a 30 year shelf life. It is stored in Valsetz but will be moved around campus.
  - There are also 4 water purification systems, swimming pool, a 35-gallon water tank under Ackerman, and access to the Willamette River if we need it for water.
- **Question:** That does address some concerns within my department. Many also had concerns about whether to invite people who will use our campus as a platform for hate speech. I think as a campus community we need to address. I think we need to have a campus wide discussion about how those decisions got made.
- Response from Provost Wunningham: We have a meeting scheduled for this. It's important to keep in mind that hate speech is a specific legal term, and does not exist in Oregon, where free speech laws are stronger than they are at the federal level.
- President Fuller reached out to other universities but did not want to escalate the situation by bringing additional attention to any one speaker. Now that we are not responding to a specific individual,
- **Comment:** We had a meeting scheduled in the same building and I'm not sure this was known about. We did not realize this, either, until the day before, and it added a lot of stress. Could we look into the process of how and when people are notified of events like this, and who is notified?
  - It's difficult to manage this from a scheduler's perspective, for a number of reasons.
  - Response from Provost Wunningham: It definitely is something we want to encourage you to use the chain of

command about. Send an e-mail to the provost and we will take care of it.

- **Question:** From a teaching perspective, this kind of presenter is disruptive. A third of my students were afraid to come to campus, and that had a big impact on my class. If controversial speakers become a regular occurrence, what can I do policy-wise?
  - I think this is similar to inclement weather days, in that it largely depends on the course, course goals, program outcomes and mode of delivery. My idea is to leave it up to the faculty, I don't know if this is a place to create policy. Particularly if this becomes more frequent. I don't want administration telling faculty how to run their classes.
- **Question:** We had students email other students telling them not to go to campus, the speaker is now suing these students for dissemination. There is an extraordinary amount of fear and vulnerability for our students when they speak out and say what needs to be said.
  - I imagine we have legal protection for our students
  - As I understand it: as long as the email is approved by WOU there is protection for those students.
  - From Provost: This is outside of my area of expertise, but I think Ryan Hageman, University General Counsel, can answer that more fully.
- **Comment from ASWOU President:** I was the first person at ASWOU to notice that this ASWOU-funded club had invited the controversial speaker. I immediately passed it along to the then-ASWOU president and Gary DUKes. From then on ASWOU was working with Administration on how to best approach students, how to inform faculty and staff about what is going on. We released a joint statement from the 2018-2019 and 2019-2020 ASWOU branch heads. We can't ever be 100% sure of peoples safety at any given time. Because the 7 of us weren't sure of students' safety we told students to not be apart of the event or any counter protest. I will admit, running this by legal counsel is something we should have done. However, with only one week before the event, we felt we needed to make a statement to the students. Later, the speaker released youtube videos and interviews where the speaker threatened the past ASWOU president with legal proceedings. Since the event, nothing has come up regarding the threat from the speaker.

## 8. Informational Presentations and Committee Reports

### 8.1. Apple - potential partnership for students and faculty (FS)



### Executive Committee)

- Briefly talked about in Senate President's report.
- Comments from Faculty Senate Executive members:
  - They are very committed to having students having access as well as faculty having the ability and support to work with the apps/equipment.
  - Apple's reps made a point to discuss this program as an equity of access issue, to make sure students have access to the things they need via less equitable technology.
  - Do we know what percentage of students have or don't have smart devices?
  - They also talked about the importance of the cloud and hardware rather than software.
- This conversation is still in early stages, and will be continued.

### 8.2 OER update (PDF) (Leanne Merrill)

- PDF available on Faculty Senate website
- OER Task force, committee (TBD) Adoption plans, textbook adoption workshops, low cost course initiative.
- We are already expected to save students \$120,000 in the next year.
- 6% of college cost is textbook and course material, we have control over textbook and course material not tuition. So this is where we can save our students some money.
- This is continuing work and will give updates as they come in, if you have any questions ask Sue Kunda or Leanne Merrill.

**5 – 5:15 p.m.**

*Better Know a Colleague* (informal gathering continued, optional)