

Faculty Senate Minutes**February 8, 2022, [Zoom](#)***Primarily paperless, wou.edu/facultysenate*

Please provide your own access to this agenda and to all meeting documents.

3:00 – 3:30 p.m.*Better Know a Colleague & Discussion* (informal gathering, optional)**3:30 – 5 p.m.***Business Meeting*

1. Call to order-- **The meeting will now come to order.**
2. Call of the roll (Senators sign into the Zoom Chat with your name and Division)
3. Corrections to and approval of minutes from previous meeting ([Draft Minutes](#))

Minutes are approved as distributed.
4. Institutional Reports (*five minutes max each*)
 - 4.1 Faculty Senate President's Report ([PDF](#)) (Elisa Maroney)
 - 4.2 University President's Report ([PDF](#)) (Jay Kenton)
 - Bringing to attention and asking for advice about an incident with student struggles regarding to harassment and mistreatments (hate crimes) - this may be discussed at the end of the meeting
 - Comment: There are advantages and disadvantages for both natural and unnatural turf, so we can talk about that if you are interested in terms of cost and maintenance.
 - 4.3 Provost's Report ([PDF](#)) (Rob Winningham)
 - Collapsing two associate provost positions into one
 - What's the timetable?
 - We are now convening the search committee. One thing they recommend is that the hiring committee meet with the committee chair and committee to come up with a rubric before posting the ad. We want to set up something to model future searches that use the search advocacy process. I imagine the ad will be posted within the next month.
 - Who would be on the committee?
 - Dean Fouts has reached out to both of the college deans and Mark Robinson is working on assessment work in the College of Ed. There may also be a desire for a senior analyst, from Institutional research, but there is no set committee yet.
 - We have 1.5 FTE of associate provost. Is this revenue neutral or is this a cost-saving measure?
 - This is a cost-saving measure. Sue is no longer going to be an associate provost. Doing the accreditation work, but she will be doing 0.5 FTE next year. We are going to bring the associate provost down from 1.5 FTE to 1.0 FTE.
 - 4.4 Interinstitutional Faculty Senate (No report) (Emily Plec, Cheryl Beaver)
5. Consideration of Old Business:
 - 5.1. 2022-1 New Concentration: Social Work ([P14479](#)) (Evan Shenkin)
 - 5.1.1. Motion to approve: 19 votes; motion passes unanimously
 - 5.2. 2022-2 New Concentration: Social Justice ([P14481](#)) (Evan Shenkin)
 - 5.2.1. Motion to approve: 19 votes; motion passes unanimously
 - 5.3. 2022-3 New Concentration: Early Intervention, Early Childhood Special Education (EIECSE) ([P14797](#)) (Andrea Emerson)

- 5.3.1. Motion to approve: 19 votes (18 - Yes, 1 - Abstention); motion passes
- 5.3.2. Math department wanted to make a suggestion with elementary math (first two courses 211/212 are also included in Gen Ed).
- 5.3.3. Clarification: These students will be working exclusively with students birth to age 5.
- 5.4. 2022-4 New Minor: Exercise Science ([P14617](#))
- 5.4.1. Motion to approve: 19 votes (17 - Yes, 2 - Abstentions); motion passes

6. Consideration of New Business
None.

7. Informational Presentations and Committee Reports:

7.1. None.

8. Discussion Item:

8.1. Combating Structural Racism ([Statement](#)) (Elisa Maroney)

- Clarification: Is the prompt to come up with more actionable solutions?
- Discussion prompt is to come up with more ideas about what actions we can take and share some experiences with microaggressions and how we can deal with that.
- Comment: Knowing what is going on would be good. If we knew more about exact incidences, we may be better able to grapple with how to respond. If we are going to be stepping up with this, there should be better kinds of training. I think you were right when you said that we need to show up.
- Comment: My group discussed how these seem to be larger issues than just WOU, so there may be opportunities to work with outside organizations such as Monmouth/Independence to reduce hate crimes. We wondered what the university policy for hate speech/crime such as if a student was allowed to hang a confederate flag.
- Comment: As to the hanging of a confederate flag, I've heard that students do have the right to do so in their dorm rooms.
- Comment: Our conversation was focused on recognition of the darker parts of racism in Oregon as well as recent policies through COVID. One member promoted using FYS to strongly support the community. We discussed increases in LGBTQ+ communities and were attempting to discuss the disparity in these groups.
- Comment: Discussed privacy rights of students and familiarity with incident reports for these situations. Knowing these may increase confidence in where/how to report.
- Comment: Discussed circulation of information. Suggestion to promote positive modeling circulation. Concern brought up about just overloading students with information. Article mention: <https://www.thephilosopher1923.org/essay-taiwo>.
- Comment: Easy for faculty to look at something that happens on Hwy 99 and say they cannot do anything about it. One day-to-day opportunity to work on this in the classroom. I had an experience where a professor decided not to share something with the class as it may have created discomfort for a white student. That in itself is a microaggression.
- Comment: Is there a way we can better work with the Chamber and get some of these businesses involved in promoting these ideas? Can we think of a way to better ask for Action Statements in the community?
- Comment: Our group talked about language properly addressing groups that may send the wrong message when not properly addressing groups. Reporting in a way that one part of campus is aware of what is going on and other parts are unaware. Part of this struggle is anything faculty can do to erase the default of whiteness.
- Comment: Discussed what can WOU do in the community to combat this and how to support against microaggressions. How can we better provide resources for students and hold people accountable? We talked about how these incidence reports often land on division chairs and how these individuals may not have the right training or know what to do with this.

- Comment: Bias incident report: <https://wou.edu/student/bias-incident-report-form/> and <https://wou.edu/provost/student-grievances/academic-complaints/>. Division chairs should not be negotiating civil rights affairs; these should be directly forwarded to HR. We have done Discipline in the past few years, and it appears it might be working (reduced microaggressions).
- Chat Messages:
 - Walidah Imarisha is a great writer and speaker on Oregon's history. And if you ask my Race, Power & Privilege students who are also students of color, that "time to last incident" clock would be measured in hours, not days!
 - Here is another narrated timeline of Black history in Oregon <https://www.youtube.com/watch?v=fo2RV0unsZ8>
 - Is there interest in having bystander training available for faculty?
 - Could we have a statement in the local paper, saying that we support our students and condone this behavior, and calling on the community to help us stand by our students...
 - Written by Erin Baumgartner: It has recently come to my attention that LAS Division Chairs have been directed to organize, coordinate and lead Diversity Equity and Inclusion Training. This, it seems, is to be done without any formal training or resources - even a recommended budget - provided. I know we are all anxiously awaiting the hiring of a lead DEI position and the conversations led by Dr. Stokes in September made it clear that our community is hungry for meaningful change in this regard. The sidestepping of leadership at this crucial time is not meaningful change, and while every Division is different and one size does not fit all, it is not unreasonable to at least expect the provision of a pattern and some fabric. Division Chairs are working hard to support justice, equity and inclusion in their spheres of influence, despite the lack of support. From what I have seen, our Division Chairs are doing wonderful, thoughtful work, but they are neither trained nor paid to do the very challenging and fraught work of developing and implementing DEI training. The research on this work, particularly on the training of mixed and potentially reluctant groups, is that an ad hoc and scattershot approach is likely to do more harm than good. At the beginning of this academic year, I asked the LAS Dean what leadership we could expect from those above the level of Division Chair in support of fostering equity on campus. It appears, with this performative act of pushing this vital work onto the already overwhelming workload of the Division Chairs with minimal support, that the answer is a resounding "not much". That this comes upon the heels of the powerful "Sincerely" student video makes this failure of leadership even more troubling and I am disappointed, perhaps more than I have ever been, in this University's leadership in making this decision.
- Further discussions are welcome.

9. Announcements:

- 9.1. The Freedom Center Black History Month display, WUC Lobby
- 9.2. ACE Learner Success Symposium, February 10, 2:00-5:00, Zoom [link](#)
- 9.3. Coffee chat with the WOU Board of Trustees, February 16, 9:00-10:00 a.m., WUC Ochoco Room.
- 9.4. WOU Board of Trustees meeting, February 16, 10:00-3:00, WUC Columbia Room.
- 9.5. [Renée Watson](#), award winning author of books for children and youth, February 25, 5:30-6:30 p.m., WUC Pacific Room
- 9.6. City of Monmouth Black History Celebration Closing Ceremony, February 26, 4-5:30 p.m., WUC Pacific Room.
- 9.7. Hyflex Conversation, March 11 from 2-3:00 p.m. If you are interested, please contact me for the Zoom link.
- 9.8. Save the Date: WOU Hispanic Serving Institution Summit, April 1

Adjourned at 5:00pm

5 – 5:15 p.m.

Better Know a Colleague (informal gathering continued, optional)