

Faculty Assembly Minutes
Tuesday, February 11, 2019, ISB 160 Auditorium, 3:00 PM

I. Call to Order – KK Pease (KKP)

II. Announcements – KK Pease

- Senate elections have begun and are ongoing through April. Please consider self-nominating yourself and vote!
- The 10th annual teaching festival is taking place through February 14, 2020.
- The Diversity and Inclusion Conference will take place in Winifred Moore from February 24-27, 2020. We really need more faculty participation in this event.
- There will be a Faculty Social on February 19 from 4-6PM in FDC
- The 2020 Spring Faculty Institute will take place on Friday, March 20, 2020 in the EAB. Please join us.
- Next Faculty Assembly Meeting is scheduled for April 14, 2020.

III. Title IX Presentation – Cheryl Fritz (CF)

- a. Timeline: Mandatory training began January 21, 2020 and will end on February 21, 2020. There is only one module for faculty and staff and five modules for student training, depending on if they are also international, athletes, etc.
- b. Communication: We have been persistent with communicating the Title IX training through poster, Facebook, digital means, campus TV monitors. On February 19, 2020, there will be a video available for all to view.
- c. Leadership Connection: A Title IX presentation was given to the President's Council on January 13, 2020. Title IX provided information to our Internal Title IX Deputy and coordinators on January 22, 2020.
- d. We have our own website at TitleIXtraining@webster.edu.
- e. Questions:

- If a student is on sports and an international student, do they have to complete all of the modules:

CF: Yes, they must complete any module that pertains to them.

- Is it true students cannot register until they have completed Title IX training?

CF: Title IX mandatory by Federal law and we want a safe campus. Our training is occurring annually and globally among Webster campuses. Everyone will have to complete this training every year at every campus. A list of students who do not complete the training by the deadline will be

given to Deans. Not being able to register is a last resort, but they must complete the training.

- Do new students have to complete the training?

CF: New students will be sent a link to the training but we have not decided yet if this will be done every semester or one time per academic year.

- Can faculty see the student module as it would help when talking with students?

CF: If this would help, I will look into getting that accomplished.

IV. 2020 Spring Institute – Karla Armbruster (*Attachment A*)

- a. The title is **What's Your Webster?** The institute is **Friday, March 20, 2020 from 3-6 PM in EAB, second floor.**
- b. K. Armbruster explained why re-envisioning the university is important. She discussed the Peter Eckel article that the Faculty Senate has been utilizing to plan the Spring Institute. She explained that there are five stages to the re-envisioning process and that the Institute will focus on the first stage concerning where has Webster been and who is Webster.
- c. K. Armbruster cited a few challenges that persist at Webster such as faculty that choose not to participate in anything; how do we include interested parties and how to balance ideas.
- d. C. Guehring will send the Eckel article to the Assembly as well as the 2019 Fall Institute Outcome document.
- e. Questions:

- Extensive work was accomplished at the 2019 Fall Institute. What has happened with that information?

KA & KKP: The outcome document was created and we have revised the Handbook language concerning teaching workload. This will be going to the Administration for approval.

- What will the difference be in the Spring Institute from what has been happening on the College of Arts & Sciences?

KA: The Institute will include everyone across disciplines and involve re-envisioning the university as a whole, not just one school or college.

- What are your strategies to get people to embrace different models and what are you going to do differently from the College of Arts & Sciences to keep people from becoming entrenched in their own ideas?

KA: We have other models to work with, but we are only addressing Stage I at this point for the Institute.

- Where is this going – I feel like we've been there and discussed these things already?

KA: We have five stages to work through, from organizational to development. Stage I is everyone's personal opinion about investing the community.

- What kind of diversity as to listening to younger faculty will take place because it seems everything is always led by the status/status-track faculty and younger faculty are not heard?

KA: We are addressing that by having people from across all schools and colleges participate together in the sessions.

- We are only addressing Stage I at this Institute?

KA: Yes.

- Would there be benefit to moving forward from Stage I, especially for those of us from the College of Arts & Sciences?

KA: We only have 2.5 hours to get through Stage I. We cannot go further at this institute.

- How long will it take to get through the five stages as time is not on our side?

KA: Rushing through the process will not be beneficial either. We are thinking about trying to get the speaker who presented to the administration to possibly come to the next Assembly meeting as well to get an idea of what they are thinking for our future.

- Would it be beneficial to canvass the faculty to get opinions of this process?

KA: It couldn't hurt. We are striving for a genuine connection among all involved.

V. Senate Update – KK Pease

Encouraged members of the Assembly to visit Senate webpage for details, legislative history, and actions. <http://www.webster.edu/faculty-senate/>. The Senate is trying to be proactive and transparent as possible. These are the highlights.

- Approved the Graduate Council language concerning certificates, emphasis and tracks

- Approved Undergraduate Curriculum Committee proposal with the same language
- Approved two proposals: one to relocate and revise the Criminology and Criminal Justice Curricula and merging with Legal Studies Department to become the Law, Crime and Social Justice Department.
The other was the merger of the International Languages & Cultures Department with the Anthropology and Sociology Department to become the Global Language, Cultures and Society Department.
- The Senate received a letter from twelve Emeriti concerning the new leadership titles last fall. The Senate responded and is trying to work on shared governance in a constructive manner.
- President Schuster met with the Senate for discussions
- B. Lynch and KK Pease met with Board President Rob Reeg, Chancellor Stroble and President Schuster. It was very constructive but it is obvious they have a different understanding and opinion of what shared governance is.
- Finalized the Fall Institute Outcome document and modified the related Handbook language and it has been sent to the administration.
- Asked the Curriculum Committee to make a recommendation about whether to reduce the minimum credit hours for graduation from 128 to 120. They made a recommendation to the Senate, which we approved and forwarded to the administration asking them to review costs and other administration considerations.

Questions:

I have reservations that the credit hour decision should have been sent to the Faculty Assembly for discussion. I don't dispute the move, just the action.

KKP: The Senate is trying to streamline and make decisions. We send things to the Assembly concerning the important academic decisions. There was no conflict between the Curriculum Committee and the Senate. If the administration does not like the proposal or has some issues we haven't thought of, then we can review it and decide to take it to the Assembly. I will bring up your concern with the Senate and the Senate President.

Meeting Adjourned: 4:00 PM

Slide 1

**SPRING FACULTY INSTITUTE:
WHAT'S YOUR WEBSTER?**

Friday March 20
3-6 pm EAB 252/262

WHY RE-ENVISION?

- "As the roads and conditions keep changing, colleges and universities may be better served by keeping **an eye on the horizon** (emphasis added) rather than trying to follow turn-by-turn signs. Think compass, not map." -- "Stop Planning!", by Peter Eckel and Cathy Trower, *Inside Higher Ed*, Feb. 14, 2019
- Building on this metaphor, the goal of re-envisioning is to ask where we should be headed so we develop a clear, shared understanding of **what that target on the horizon is**, a target fully informed by our communal knowledge of Webster, our individual fields and disciplines, and our external environment.

STAGES OF RE-ENVISIONING

Stage One: Where Have We Been? Who Are We Now?

Stage Two: Learn about/Discuss External Conditions

Stage Three: Learn about/Discuss Webster in the Present

Stage Four: Imagine Future Scenarios (Idea Playground)

Stage Five: Find Common Ground among Imagined Futures and Make Action Plans

REMAINING CHALLENGES

- How to involve faculty not at Spring Institute in the conversation.
- How to include all interested faculty, administration, staff, and students in the ongoing process.
- How to balance openness to ideas/concerns with the goal of creating a foundation that will support positive, innovative thinking and concrete proposals for change.

QUESTIONS FOR SPRING INSTITUTE

- What brought you to Webster?
- What do you most value now that you're here? What keeps you here?
- What's the best of Webster? What aspects of Webster do you think it's important for us to hold onto as we move into the future (e.g., culture and values rather than specific programs or structures)?

GOAL: Listen to everyone; look for patterns and common ground.