

Faculty Senate Minutes **February 24, 2015**

Primarily paperless, wou.edu/facultysenate

3:15 – 3:30 p.m.

Better Know a Colleague (informal gathering, optional)

3:30 – 5 p.m.

Business Meeting

1. Call to order: 3:30 p.m.
2. Call of the roll
Senators in attendance: Shaun Huston, Bryan Dutton, Mike Baltzley, Matt Ciancetta, Tom Rand, Michael Phillips, Michael Freeman, Bojan Ilievski, Paul Disney, Bob Hautala, Tracy Smiles, Melanie Landon-Hays, Patricia Gimenez, Camila Gabaldon, Isidore Lobnibe, Kevin Helppie, Carmen Caceda, Mike Olivier, Scot Morse, Cornelia Paraskevas, Dave Foster, Scott Tighe
Officers in attendance: Laurie Burton, Katherine Schmidt
Ex-Officio in attendance: Mark Weiss, Steve Scheck, Jenessa Ross
3. Corrections to and approval of minutes from previous meeting
Approved
4. Institutional Reports
 - 4.1. Laurie Burton, Faculty Senate President
 - i). Executive Committee Curriculum Actions
 - a. Approved course proposals (modify, new, drop)
A 308W, ED 628, ED 693, HUM 633, HUM 634, Creative Art sequence splits, A 222, A 260, A 262, A 315, A 316, A 320, A 323, A 326, A 327, A 328, A 329, A 421, A 422, A 425, A 462, A 468, Art sequence splits, CH 334 CH 461, CH 462, CH 104-105-106, CH 221, CH 222 CH 223, CH 335, CH 336, CH 430-431-432, CH 463 CJ 199, CJ 403, CJ 407W/507, CJ 408, CJ 409, CJ 437, GEOG 105/106, PHL 320, TA 427
 - b. Approved program proposals (minor modifications)
Chemistry Minor, ASL Studies major, Visual Communication Design major and minor, Art major
 - ii). EAB faculty action sessions REPORT
The EAB Student Success forum last Thursday was very interesting. There were faculty representatives from many areas and there were rich discussions about what we can do at WOU to encourage student success. Although the three breakout groups focused on different topics (mapping degrees, collaborative advising and multiterm registration), there were many common threads. Dave McDonald and I are working on identifying and implementing some of the ideas that were discussed. We will report back to this body as we move forward.
 - iii). Faculty Senate Division Representative
 - a. Numbers for 2015-2016
Behavior Science, increase from 1 to 2

Deaf Studies and Professional Studies, increase from 1 to 2
Humanities, decrease from 4 to 3
All other divisions remain the same

- b. Reminder: New senators should attend the last May 2015 Faculty Senate meeting (5/26/15)
- iv). Presidential Search Committee
Applicant evaluation rubric and on-campus presentation topic have been approved by the committee. The committee will view candidate applications in the near future. Will keep Faculty Senate updated on search.
- v). Ad Hoc Scheduling Committee
Has had one meeting, has 14 members and does not yet have anything to report.
- vi). Useful information on Math website
 - a. Please see wou.edu/math/courses/ for course rotation information. Helpful for advising.
 - b. If your department or division has a similarly useful webpage for others, please let me know and I'll share at Faculty Senate.
 - c. Please note MTH 105 is not a prerequisite for any other math class. It is a stand alone.

4.2. Mark Weiss, University President

- i). WOU institutional Board meeting tomorrow in HL 107. First two hours are educational for board about WOU. Second 2 hours are working on bylaws and policies. Meeting is open to the public.
- ii). Council of Oregon University Presidents discussed a variety of topics regarding the current Oregon legislative session. State agencies, including HECC, DAS, Treasury, are discussing where certain responsibilities previously in the purview of the OUS should be covered in the future. The seven state public universities have also created a shared services group to cover some of what used to be done by OUS and it is now up and running. There is much discussion over who has domain over various topics/issues such as bonding and evaluation of universities and boards of trustees and quality metrics.
- iii). The Oregon Education Investment Board (OEIB), which was initially directed by Rudy Crew and is now directed by Dr. Nancy Golden, statutorily sunsets next month and, as I understand, will require action in Salem to continuity its activities.
- iv). The Oregon tax kicker has kicked meaning that those filing returns next year will get refunds or tax reductions. While this is good news for individual taxpayers, it potentially strains university funding levels, translating to potentially higher tuition rates for students.
- v). There was also discussion about minimum wage movement. The largest impact of the proposed increase on WOU would be for student employee wages. An increase to \$15/hour for minimum student wages equates to nearly \$1.5 million per annum or approximately \$300 in additional tuition and fees per student per year attending WOU.
- vi). President Weiss also mentioned the current bill advocating for two years of free community college and suggested, if it moves forward, 4 -year institutions must be included.
- vii). A draft of a shared governance document created for the board is now available to senators. There was a shared communication meeting with heads of senates, ASWOU, other campus leaders to discuss it and it will be discussed at faculty senate in two weeks with the our attorney present to answer questions.

4.3. Stephen Scheck, University Provost

- i). Provost Scheck shared the HECC document on student work per credit hour and reminded us that this is already state and federal policy. He emphasized that points 8 and 8b are particularly important. These anticipate 10+ class hour meetings for 1 credit, plus 20 hours of work outside of class.
- ii). Provosts are working with HECC representatives on drafting policy on how institutions and their new independent boards are evaluated by the HECC.
- iii). Provosts are meeting with chief instruction administrators (VPAAs) of community colleges to discuss various state-wide programming issues such as placement tests, dual enrollment, and AAOT/ASOT-related topics such as whether AAOT/ASOT students should have declared pre-majors.
- iv). The Joint Articulation Board Commission is giving opinions on various OARs. This meeting will have similar topics as community college meeting, with additional emphasis on dual credit. Currently there is a 1998 document that gives community colleges full control of these, which, if not modified could impact programs like the Willamette Promise.
- v). At tomorrow's board meeting, Provost Scheck will give a high elevation presentation about academic affairs & governance with faculty, including topics like: How do we make decisions within student's affairs? What does the faculty senate do? How do you make a degree?
- vi). Lane Community College got some bad press regarding their recent accreditation review by Northwest Commission which was critical about curriculum and program planning, assessment, and review.
- vii). Encourages continued donation to Governor's food drive

4.4. Jenessa Ross, ASWOU (filling in for Corbin Garner, ASWOU President)

- i). General elections are coming up. Encourage students who show leadership potential to apply. There are several paid positions as well as less intensive unpaid positions.
- ii). WOU talks concept continues to be developed by staff.

5. Consideration of Old Business

No old business

6. Consideration of New Business

Curricular items

6.1. Spanish program and courses (Gianna Martella, Humanities)

- i). The main reason for the revision is to address changes in faculty and changing needs and interests of WOU students. They wanted to bring course offerings up to date, add graduate courses, increase enrollment, respond to higher education changes, faculty changes, and eliminate classes no longer taught.
- ii). All upper division classes are 4 credits. Increased major credits and added a capstone to most tracks created. Tracks created are: linguistics, literature and culture
- iii). The Spanish minor increased by 2 credits and includes full series of 300 level classes and an additional two upper division classes.
- iv). The note about education being 64 credits refers to the fact that they do not have to take the capstone credit, so the number of credits for the major is different.
- v). All majors have to take the core classes.

- 6.2. Undergraduate Teacher Preparation (Chloe Hughes, Teacher Education)
- i). Teacher education is trying to make sure that the undergraduate teacher preparation program remains competitive and compelling in the state. To do this, they reviewed other programs and attempted to reduce credits where they could.
 - ii). The end result is that they will have a single foundations class, instead of two, which aligns nicely with community colleges for transfer. They removed the "Choose one" option in humanities section of the major after consultation with that division and removed electives for early childhood education. In recent years, they have had several students get "too many" credits for financial aid and need to change majors in order to graduate.
 - iii). They also corrected errors in the current catalog.
 - iv). Questions were asked about how to balance quality with reduction in credits and what the overall change in credits was. The response was that they had done an extensive review of other programs as well as TSPC requirements to make sure that they meet or more than meet those. Students also have to take multiple assessments and, with this revision, the curriculum has been aligned with those. The program will lose 3 credits from the foundations course, 3-4 from the "choose one", and 6-8 credits from electives.
- 6.3. ARC – Incomplete Grade processing (Adele Schepige, ARC chair)
- i). Dean Monahan introduced question about I grades on campus. Currently, I grades don't automatically change to an F, but actually stay as I. This was previously discussed in 2010, at which point the motion from faculty senate was to send it back to ARC without a specific desired action, so it died there.
 - ii). Current recommendations are: Grades not changed in designated time frame revert to F or selected grade, I grades are removed once work is completed, contract includes policy and contract, policy should be in the catalog as the last option in grades, accommodations for deployed military personnel.
 - iii). Questions were asked about guidelines for earning an I (there are not any), how and I that was changed to a grade would appear on the transcript (as a slash - e.g. I/C) and timeline for completion (open-ended at faculty's discretion up to 12 months, with possible extension not to exceed 24 months).
 - iv). Comments about the originations of the current policy (designed not to unduly penalize students), the importance a pattern of incompletes on a transcript could have for graduate or professional school, and several wording issues.
- 6.4. ARC – Revised Catalog Graduation Requirements display (Susanne Monahan, Dean LAS, Adele Schepige, ARC chair)
- i). The goal of this change in layout is to create consistent language and easy navigability for students. The LEAP group was concerned about clarity of General Education requirements in the catalog and their disbursement throughout the catalog. This is not a change in the requirements, just a change in format and appearance. Less important information (like course lists) is in appendices and important, university-wide things are first. Degree requirements for the various degrees are lined up next to one another and the double dipping rules are presented clearly and prominently early on. The placement of AB degree and honors was made more appropriate for the scope of those programs and transfer policies are now located on one page.
 - ii). This information comes from the catalog, except for some contradictory honors info and some math language has been simplified. It will contain links in the online version. There was some concern about the phrasing that students must complete

writing and math requirements in the first 24 months, which was previously approved for math and recently approved for writing by the Faculty Senate. Several senators spoke to this as well as the ASWOU representative who indicated that the language needed to stay as strongly worded as it is in order to convince students to do it.

7. Informational Presentations

7.1. Ad-hoc LEAP Committee Report (Stewart Baker, Gay Timken)

- i). Have been talking about general education learning outcomes (GELOS) and have come up with 2 possibilities (not yet proposals):
 - a. A streamlined set of the ULOs (Undergraduate Learning Outcomes) which selects seven GELOS from the ULOs. These would not be looking at what each course should do, rather what the general education should do overall.
 - b. Have the GELOs be the same as the ULOs. If we are not looking at the other ULOs in the general education, how are we ensuring students get them?
- ii). Several committee members attended the AACU institute on general education and assessment. From that they showed us the long process of adoption and modification UVU shred, which was almost 10 years.

Announcements

- 7.2. Dan Clark, Director Extended Programs and the Center for Teaching and Learning
Weiwei Zhang is new Academic Technologist. She is starting March 3 and will be providing more Moodle support. She is well qualified and will be the first full time staff member devoted to front end Moodle support.

8. Adjournment 4:55 p.m.

5 – 5:15 p.m.

Better Know a Colleague (informal gathering continued, optional)