

**Faculty Senate Minutes**  
**December 09, 2014**

*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 p.m.**

*Business Meeting*

1. Call to order: 3:30 p.m.
2. Call of the roll (by circulation of sign-in sheet)  
Senators in attendance: David Foster, Paul Disney, Bojan Ilievski, Scot Morse, Michael Freeman, Michael Phillips, Doris Cancel-Tirado, Bob Hautala, Claire Ferraris, Carol Harding (for Cornelia Paraskevas), Thomas Rand, Camila Gabaldon, Michael Baltzley, Matt Ciancetta, Bryan Dutton, Shaun Huston, Scott Tighe, Mike Olivier, Carmen Caceda, Mickey Pardew, Tracy Smiles  
Officers in attendance: Laurie Burton, Erin Baumgartner, Katherine Schmidt  
Ex-Officio in attendance: Mark Weiss, Steve Scheck, Corbin Garner
3. Corrections to and approval of minutes from previous meeting  
Approved
4. Institutional Reports
  - 4.1. Laurie Burton, Faculty Senate President
    - i). The IFS link has been updated and now includes senator information as well as IFS reports and other information.
      - a. Laurie will follow up re: second IFS senator via email.
    - ii). The CollegeNet course evaluation option is in full swing. During recent FAQ it was noted that some divisions have a really high response rate. Senators asked to comment on Division strategies:
      - a. Behavioral Sciences- Use of extra credit but only if 80% of students in class complete evaluation.
      - b. Business/Economics- Management and organizational behavior is part of what is taught.
      - c. Humanities- No comment
      - d. Special Education- Some professors have classes in computer lab and can be done in class.
      - e. NSM- Tell students how we use the data. Use of Moodle means students used to electronic modalities for giving feedback.
    - iii). Joint Faculty Senate / WOUFT statement:  
A reminder, on 11/20/14, WOUFT forwarded a notice of union approval of the closed-ended and student information questions for a fall test run of College Net to the Provost. The inclusion of open-ended questions is still under negotiation, so it is important to note that the current testing of open-ended questions is being implemented with classes being taught by non-faculty instructors. Consequently, the recent broadcast message which stated, "When everyone is back in January,

there will be a 'show and tell' to illustrate how this could work for you." is misleading and contrary to the WOUFT and Faculty Senate Committee on Evaluation guidelines to faculty evaluations agreed upon with the office of Academic Affairs.

- iv). Members of the Executive Committee attended the EAB Student Success Forums on Friday, December 5. The forums were packed with information about best practices for student success around the country. Dave McDonald has posted various EAB documents, including Friday's powerpoint, on his site (linked to [wou.edu/facultysenate](http://wou.edu/facultysenate)).
  - a. Dave McDonald has also posted directions for using your wou.edu email address to create an EAB account and explore the vast array of EAB resources on the EAB site ([eab.com](http://eab.com)).
  - b. Last Friday's student success forums were just the beginning of the conversation. Additional workshops to be hosted winter and spring terms to create opportunities for faculty, staff and administrators to explore some of the ideas that were discussed at the forums and sparked the interest of the attendees.
  - c. The information presented at the forums highlighted many best practices and we encourage review of the posted materials. In the afternoon, there was an interesting discussion about the use of mandatory, compared to optional, minors at WOU, and the ability of our students to explore all that their college experience offers them in both a flexible and affordable way. Does anyone have any additional comments on whether minors at WOU should be mandatory or optional?

#### *Responses*

- i. Framing should include context of best interest of student, between minor, major, general education and access to degree. Path to degree of meaning should also be path that students can afford to travel. Why are students graduating with over 200 credits? How do the pieces- LACCs, electives, minor, major- fit together?
- ii. If we only think of students as clients, we run risk of compromising integrity with breadth that can be offered.
- iii. For teacher education and special education minor has opened door across a variety of majors for them to explore careers and has served that population very well and launched practica.
- iv. For many majors in Biology a minor allows them to get prerequisites to get into professional schools. If minors are no longer required, there may be a cascading effect in majors that are set up with required minors that give them similar degrees to comparator institutions and have standards of curricula at most places and are not incorporated in our major to provide flexibility. The professional schools and graduate schools are driving this to some extent.
- v. Having a minor helps students have coherence and focus in their programs that could be lost if minors are optional.
- vi. Purpose of minor should be to give breadth to experience; minor does not add credits, but organizes credits to add substance to what is good for student.
- vii. How many average credits do our graduates have compared to other former OUS institutions? Minor makes us unique in Oregon and on the West Coast. We tend to graduate students with a higher number of credits upon

- graduation and our students take more credits per term than any other school aside from UO.
- viii. Any student on campus has minor optional major available already by majoring in Interdisciplinary Studies. Ed majors also do not require minors nor do creative arts. Some students select this option as they run out of credits.
  - ix. Minor is important to provide students with liberal education. Associating the minor with credit load may not be accurate- we need to ensure that minor is driving the high credit load.
  - x. Many minors are structured to take advantage of electives and be very flexible. Students may not naturally seek that kind of breadth that could fall by the wayside.
  - xi. If students change from a major to a minor they can still use the credits for that minor which may benefit them.
  - xii. If the requirement is removed, then students would still be able to do a minor, it just would not be required. We should consider the voices we are not hearing- students who are choosing not to come here, perhaps because the requirements are still too high.
  - xiii. Concern about hidden prerequisites for the minor can balloon the credits higher than stated in catalog.
  - xiv. Student costs for another 25-35 credits can be significant. An optional minor might be a way to still retain breadth, could be required for some majors as needed (e.g. pre-professional) and would still be eligible for financial aid and/or benefits. This might be a larger burden on advisors.

#### 4.2. Mark Weiss, University President

- i). University and Community College presidents met with Ways and Means committee co-chairs to discuss the Governor's recommended budget. High need in state agencies limits opportunity for significant gains in higher education budget.
  - a. In 2007, biennium amount allocated to higher education was \$693 million.
    - i. An increase for 32% additional student volume would mean a \$755 million appropriation.
    - ii. Amount included in Governor's recommended budget to the state legislature is \$624 million. A slight increase over last year's amount but includes tuition freeze buy-down and additional funding for SEIU salary increases.
    - iii. Lottery funds used for athletic scholarship and graduate program scholarships have been removed from state budget for Universities.
    - iv. Increase in Oregon opportunity grant to match out earmarked Lottery funds. This will probably target first- and second-year students. May be more helpful to community colleges and also to private institutions.
  - b. For our numbers to balance, without regard to salary adjustments, will require mathematical increase in tuition by about 5% for all students, which is not feasible under WOU promise.
  - c. HECC director meeting 12/10 to discuss budget allocation process with WOU administrators.
  - d. Legislature will meet from February through June to discuss and finalize budget. It will change some. Co-chairs of Ways and Means indicated very little

room for additional funding to Universities. Education at about 53% of State budget currently.

- e. Kicker could rebate this year, which will come out of reserves and impact next biennium's budget.
- ii). Holiday reception 12/10 in the Pacific Room, WUC. All are invited to attend.

#### 4.3. Stephen Scheck, University Provost

- i). Acknowledgement to Earth Science faculty hosting state board of Geologist examiners, including student attendees.
- ii). Over 20 Skunkworks proposals received; about 50% of funds awarded. Second round of applications will be held in Winter. Once several proposals under further review are completed a list of awards will be released.
- iii). Offer has been made to registrar candidate. Acceptance will be known by next week. If not, interim registrar Danielle Ambrose will continue for the remainder of the academic year.
- iv). Pre-travel advisory form includes two new lines.
  - a. Business office addition regarding personal time included in trip necessary for fiscal accountability.
  - b. Provost's office addition regarding coverage of classes while absent needed documentation for accreditation and is good practice.
    - i. Different Universities and different divisions operate with different degrees of control on class coverage. The important thing is to know that faculty have considered what to do and conferred with Division chairs. Scheck noted that during the last Northwest Commission review process he was specifically asked by a Northwest Commission reviewer how WOU ensures that classes are managed during planned faculty absences.
    - ii. Faculty completing form far in advance can reference an existing departmental form, or include additional detail on travel completion form.
    - iii. Instructions on form to consult Division chairs and Department heads might ease faculty concerns. Provost Scheck will work with Deans to edit language.
- v). Completion of operational credit banking for directing Honors theses. CBA Article 7 listing, but courses are listed with Honors prefix, so Honors committee will track bankable units. Memorandum of Agreement will be posted at Honors website retroactive to beginning of current CBA.
- vi). Reminder that the CBA dictates that final exams – or a reasonable alternative pedagogical activity related to the specific class – are to be held during finals week. Scheck wished the faculty to remember that unauthorized faculty absence from finals week is a violation of the Collective Bargaining Agreement. Quarter term courses are already time-pressured; cutting one week off via no final exam week meeting is adding to this pressure.
- vii). Complete College America conference. “Four Year College Myth” report includes quantitative data on graduation rates and completed credits across 35 states—including Oregon.
  - a. National average credits at graduation are higher than required 180
  - b. 19% of students actually graduate in four years at institutions like Western.
  - c. 15 credits per term needed to graduate in four years.
  - d. Students can get derailed in developmental math and writing. WOU programs have been proactive in addressing this challenge.

- e. Intensive advising is extremely important.
- f. Recommendation for blocked first-year course sequences by meta-majors, perhaps crafted by Divisions, for which all freshman courses would count toward any of the majors in that division.
- g. Having too many course choices is overwhelming to students and contributes to slower completion rates.

#### 4.4. Corbin Garner, ASWOU President

- i). Thank you to Laurie and the many others participating in the ASWOU Toys for Tots Giving Tree.
- ii). Report on preparation for Winter legislative session

### 5. Consideration of Old Business

#### 5.1. Scheduling Guidelines Proposal

(John Leadley, Business and Economics)

- i). Proposals posted on Faculty senate website along with current guidelines
  - a. Proposal 1 revamping current scheduling guidelines
  - b. Proposal 2 examining heating and cooling, exams
  - c. Proposal 3 allowing past practices to continue until resolved
- ii). Motion to accept proposal 1 and 2
  - a. Discussion
    - i. Provost office cannot support any suspension of guidelines
    - ii. Should go forward with broad representation across Divisions and include student representation. Suggested LEAP committee model of voluntary divisional representation
  - b. Amendment- ad hoc committee should include broad division representation and a student
  - c. Amended motion passes unanimously
- iii). Proposal 3 does not suspend guidelines, but allows current scheduling practices to continue. How does proposal 3 passage affect Dean and Provost offices? Do we really need a new motion to continue to do what we do?
- iv). Motion to accept Proposal 3
  - a. Discussion
    - i. Scheduling changes are all with Deans' permission.
    - ii. This coordination is not just in one college.
    - iii. Deans do make a lot of decisions in coordination with Division chair and faculty. While faculty may not be pleased, this is in best interest of program.
    - iv. This should not just be about accommodating the professors but should consider students.
    - v. Unintended consequence of proposal 3 could empower insistence on unusual requests
  - b. No second- motion dies.

#### 5.2. Placement Policy for First Year Writing Courses

(Christine Harvey Horning, First Year Writing Program Coordinator)

*Vote postponed per sponsor request until the January 13, 2015 meeting*

- 5.3. Crime Analysis Concentration (change program). Scott Tighe, Social Sciences
  - i). Motion to approve
    - a. Motion passes unanimously
  
- 5.4. CJ 419 (new course) and CJ 438 (new course). Scott Tighe, Social Sciences
  - i). Motion to approve
    - a. Motion passes unanimously
  
- 5.5. Forensic Psychology (new minor), PSY 336 (change course), PSY 436 (new course).  
Chehalis Strapp, Psychology
  - i). Motion to approve
    - a. Motion passes unanimously
  
- 5.6. PSY 425/525 (new course), PSY 427/527 (new course). Stephanie Hoover, Psychology
  - i). Motion to approve
    - a. Motion passes unanimously
  
6. Consideration of New Business  
*No New Business*
  
7. Informational Presentations
  - 7.1. Dan Clark, Director Extended Programs and the Center for Teaching and Learning
    - i). Cohort announced for Winter Term Online Teaching Institute. Original call was for six participants, but the response rate was so high that DEP raised the cohort to eight participants.
      - a. LAS: Frank Nevius, Jamie Cloud, Stacy Henle , Jennifer Yang
      - b. COE: Xiaopeng Gong, Melanie Landon-Hays, Gay Timken, Jen Taylor
  
  - 7.2. Bill Kernan, Director University Computing Services
    - i). Email security – on Bill’s blog
    - ii). Do not send sensitive information by email or assume privacy of email is assured.
    - iii). Security in place for WOU email
      - a. Transport layer security protocol on by default if source and destination are web-based
      - b. Turn on TLS or SSL when using outlook or mac mail or on mobile devices.
    - iv). Email filtering at WOU for spam, viruses, phishing
    - v). It sometimes takes time for email to move through system because mail due to amount of time moving through filter and all facstaff messages all filtered individually.
    - vi). Finding email archiver if filtered out- link in blog with information about archiver.
  
8. Adjournment: 4:58 p.m.

**5 – 5:15 p.m.**

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