



**Faculty Senate Minutes
February 23, 2016**

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: Mark Van Steeter, Marie LeJeune, Matt Ciancetta, Cheryl Beaver, Lyra Behnke, Mike Olivier, David Janoviak, Kevin Helppie, Margaret Magoonian (for Rob Winningham), Chehalis Strapp, Thomas Rand, Cornelia Paraskevas, Bob Hautala, Jennifer Taylor, Paul Disney, Bojan Iliovski, Chloe Hughes, Rebecca McCannell, Carmen Caceda, Scott Tighe, Tad Shannon
Ex-officio in attendance: Laurie Burton, Katherine Schmidt, Melanie Landon-Hays, Stephen Scheck, Rex Fuller
3. Corrections to and approval of minutes from previous meeting
Minutes approved as posted with correction to the spelling of Kristen Mauro's name (Center for Academic Innovation).
4. Institutional Reports
4.1. Laurie Burton, Faculty Senate President

Executive Committee Approved Curriculum

Program changes: Honors, Mathematics major, Mathematics Teacher Education, Elementary/Middle Language Arts Focus Area, Art, Bachelor of Fine Art, Dance Major, Pre-Professional Studies in Health Sciences, Medicinal Chemistry and Pharmacology minor: Health and Community Track, Forensic Science Minor: Non-chemistry majors

Course changes and new courses:

A 330, 372, 380, 382, 352, 392, 418, 419, CH 103, 104, 105, 106, 322, 347, 320, 345, PE 300 and 400 level multiple courses, MTH 60, 70, 231, MTH 232, 314, 354, CS 135, 425L, 430L, 430, 425, ASL 301, 302, 303, 456/556, Span 1xx, 2xx, 115, 215, 315, CJ 459, 411, 267, GEOG 385, R 202

The Mathematics Department asked that everyone notices that we are offering a third remedial mathematics course now.

Strategic Planning

Working with President Fuller and Executive Committee will define a process to recommend faculty members of the strategic planning committee early spring term

Field Trips and Course Descriptions

As a follow up to the suggestion to adding field trips to course descriptions, I did a brief survey of department field trip policies, and found that there are a wide variety of approaches. Specifically since many departments have courses that may require a field trip one term, but not necessarily every term, the Provost has agreed to work with the Registrar to create a flag for required field trips that students can see when they register for classes. If faculty wish to include required field trip comments in their course descriptions, they should feel free to do this via the normal curriculum processes, but should not worry about a requirement to do so.

Retention Committee

I missed the first meeting of the new Retention Committee due to illness, but wanted to let you know that WOU and OSU were successful in competitive proposal process to obtain pilot project focusing on academic/career advising, mentorship opportunities and alumni relations.

WOU has a signed contract; Adry Clark (SLCD), and Ella Taylor (TRI) provided testimony to HECC; MaryEllen DelloStritto (Abby's House, TRI Evaluator), will serve as evaluator. Job announcement is on WOU and TRI job announcements webpage. Timeline has activities starting in March. Office space will be in CAI.

Policy Committee

The WOU Policy Committee will begin to meet soon, for now, I will attend and provide updates to this body. Policy suggestions should go from departments to division chairs for now, and once a clear procedure is in place, I will announce this in Faculty Senate.

Pastega award nominations

I hope everyone saw David Doellinger's recent email reminding us that February 29, 2016 is the nomination deadline for the Mario & Alma Pastega Faculty Awards.

4.2. Rex Fuller, University President

Presented a detailed account of enrollment trends. A 4.5% decrease in FTE is being forecasted for Fall, leading to a -5.2% change in FTE in fall; largest change in all the schools; EOU is -4.9% WOU stands alone in regard to that change.

Enrollment was down in both fall and winter, with a decrease of 160 FTE in winter alone which amounts to about 1 million dollars in tuition revenue. WOU is very concerned about this, so we want to have some long-term strategic planning conversations about: How we position ourselves in comparison to other institutions---who are our competitors? Who do students send their SAT scores to? Our students send to WOU, OSU, UO, PSU and SOU.

Students are making choices among the publics. We're working on next year, tuition... how does ours cost compared to others? We hope to position ourselves in a cost neutral way.

Looking at Fall of 2016, the HS senior class is flat, no change in number of graduates—34,000. However, with OSU Cascades, they have forecasted 5,000 students rather than 1,000. So they are capping at OSU in Corvallis and moving their work to OSU Cascades. It's a more competitive environment going forward. Dave McDonald has said that our total applications YTD in comparison, we are even with last year. The key is to go from application to yield. We're working on this right now, in trying to help those students. We want a price point that is sensible to parents and students.

Enrollment reports will be posted on the Faculty Senate webpage.

Goal is to reverse the four year slide we've been on. As we go forward with the planning process, in the retention committee, our impact in terms of retaining students is critical to our ability to growing enrollments and faculty are imperative in the success of retention efforts. We hope to build capacity for institutional research to look into these questions in more depth.

4.3. Stephen Scheck, University Provost

Gave a shout out to Michael Baltzley and Sue Monahan for working with HECC's Joint Articulation Transfer Committee on a possible ASOT-Biology transfer degree to guide students pursuing biology so that they take the correct sequence of courses to transfer in as junior biology majors at the seven public universities.

We are planning to expand online enrollment through the whole first week of the term. If there are no serious concerns voiced about making this extended access to on-line enrollment vs. "Blue Form" this will happen with spring term. If a class has a seat available, we want qualified students to get in.

Divisions and departments are encouraged to identify courses that would fall under HB2871 for low cost and no cost textbooks so that working with the registrar we can put identifiers on courses where students are enrolling.

Two weeks ago, the statewide accelerated learning standards were presented. Faculty are urged to write some pros and cons statements about these standards. The seven provosts will compile a list of bullet points regarding the proposed standard. The HECC wishes to establish policy guidelines on how accelerated learning should be overseen in the state of Oregon.

The public universities lobbied in Salem last spring for a magic funding number (\$755M). This year the public universities have been lobbying for \$15M to continue student success support initiatives launched last year. On campus, the provost has a different magic number: 180. – the number of units to complete a degree at WOU. We need to work on a 180 unit degrees that the well-prepared freshman student could complete if declaring the major on entry to the university. We also need to be mindful that many Oregon high school graduates are not "well-prepared" for college. We should design our degree plans in recognition that students may need remedial course work or have some undecidedness about their major/minor in the early years on campus. The 4-yr paradigm project and major comparison study project are good preparation for developing the 180-unit degree completion curriculum. We need to place ourselves competitively in comparison to other universities for the types of students who come here

Emphasized the importance of also working with alumni, as we have very valuable connections we can make.

5. Consideration of Old Business

5.1. No old business

6. Consideration of New Business

6.1. Quantitative Literacy Designation

Robert Monge, Library and Media Services

- Looking at LEAP outcomes; rubric for quantitative literacy included on the quantitative literacy proposal posted at wou.edu/facultysenate.
- Quantitative literacy definition
- Key language changes: words refer back to the definition in the rubric
- Proposal and PowerPoint posted at wou.edu/facultysenate
- There was a discussion about QL classes being upper level courses.

6.2. Curricular item: Reading Specialist Graduate Certificate

Melanie Landon-Hays

- Same courses as the endorsement but provides new avenues and options for students who have not had the three years of experience in schools required by TSPC

6.3. Curricular item: ESOL Certificate

Maria Dantas-Whitney

- ESOL very similar to the proposal just made. We have an existing endorsement program for teachers who are licensed and they can add the endorsement. The certificate gives more flexibility, more international students and people who aren't teachers, so they don't need to take the test. No new courses, no new faculty.
- There was a discussion about these courses and their match up with TOEFL; Maria emphasized that these are graduate courses only

6.4. Curricular item: Dual Language/Bilingual Education Certificate and associated coursework

Maria Dantas-Whitney and Carmen Caceda

- Brand new certificate with brand new program and new courses. All courses are new with the exception of one of the classes. This certificate is being designed specifically for students in dual language / bilingual programs. There is a growing need for this as programs are expanding and increasing in schools here in Oregon.
- Motivation came because we had school districts approaching us and asking for this training for teachers. We are teaching on a pilot basis to teachers at the Hillsboro district.
- There was some discussion about the definition of bilingual. At this point, this is Spanish specific but could become bilingual in any language depending on need.

6.5. Curricular item: Undergraduate Teacher Preparation and associated coursework

Marie LeJeune

- Proposed changes to the pathways to UG teacher education at WOU
- Changes only affect teacher ed; and sequencing courses
- edTPA - One of our issues is that students have to work on math pedagogy. Currently, they don't take math pedagogy until term two of their professional core. It will be good for them. The proposal asks to move ED 453 to a pre-ed core class to ED 353. A class they would take before. This aligns with our pedagogy courses. Rachel Harrington has met with math professors to discuss this in depth.
- A 400 level course needs to be moved. They currently take technology as a 200 level course and their information is often dated. So we want them to take this while they are in the classrooms rather than. We'll replace it with ED 421 that we used to teach.

- We have a lot of transfer students coming in to the program. Some of our students run out of financial aid and we are working with partner institutions. What are some 300 level survey courses, so we looked at 100 and 200 level courses. We looked at 333 and 342 and special education survey course and are asking to move them to 200 level courses so they could take these and transfer these in.
- There was some discussion about the state changing licensure to K12 and how this affects authorization pathways.

6.6. Curricular item: Early Childhood Studies (major) and Early Childhood Only (teaching authorization) and associated coursework

Cindy Ryan

- To enhance our articulation agreements with community colleges (both for EC Teaching Authorization and EC studies) Moved ED 320, ED 323, and ED 371 to 200 level courses
- ED 250D (ED 371D) is currently required for transfer students only, but we are proposing to make it a required course for all early childhood students.
- Impact of edTPA on our programs: 1) move ED 463 to the 300 level (ED 354), 2) move ED 449/549 observation & assessment course to graduate level course only (ED 650), 3) add ED 373 curriculum and assessment (EC section) course to our 300 level courses to give students a strong foundation in curriculum & assessment prior to ED core, 4) move ED 382W to 400 level
- Expand age/grade levels options for clinical practice settings in Terms I-III to be (birth -4th grade) for both programs
- Early Childhood Studies (non-licensure) program: 1) add a 1-credit clinical practice seminar to both Term 1 and Term 2 of the ED Core (adds 1 credit to each term, for a total of 13 credits per term) and 2) change ED 409 practicum in term 3 from 3-credits to a variable 3-6 option (adds 3 credit option to term 3, for a total of 9-12 credits).

6.7. Curricular item: Education Studies Major (Non-licensure)

Dana Ulveland (absent), presented by Drs. Marie LeJeune and Maria Dantas-Whitney

- New major in the College of Education. We have a lot of students who are interested in education, but not K12 education, might be interested in community education, museums, etc. or international students who can't go through traditional K12 route.
- We have a lot of students who go through the program and get really far in the major and get into schools, but they don't want to be a teacher.
- New course work is the reflective practice seminar. Students would need a minor with this.
- Not content heavy, broad based education degree.
- There was some discussion about having more collaboration with Social Sciences for some course options, as well as the hidden prereqs in the program, and the flexibility granted with this major.

7. Informational Presentations and Committee Reports

7.1. Dan Clark, Director Center for Academic Innovation

- Spring Moodle shells should be up as of this afternoon. If you don't see one, call 9300. You can talk to Weiwei, but she may be gone soon to deliver her baby
- Assessment training institutes are coming up. More trainings that will roll out over the next couple of weeks.

8. Adjournment at 4:50 p.m.

5 – 5:15 p.m.

Better Know a Colleague (informal gathering continued, optional)