

**Faculty Senate Minutes**  
**October 25, 2016**

*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 at **3:30**
2. Call of the roll (by circulation of sign-in sheet) Joel Alexander, Brent King, Zenon Zygmunt, Thaddeus Shannon, Kevin Helppie, Mary Harden, Michael Phillips, Lyra Behnke, Elisa Maroney, Bob Hautala, Jennifer Taylor, Kit Andrews, Claire Ferraris, Jaime Marroquin, Thomas Rand, Sue Kunda, Michael Baltzley, Cheryl Beaver, Laurie Burton, Amy Harwell, Kimberly Jensen, Shaun Huston, Isidore Lobnibe, Scott Tighe, Ken Carano, Chloe Hughes, Marie LeJeune. Ex-officio in attendance: Adele Schepige, Paul Disney, Melanie Landon-Hays, Stephen Scheck, Rex Fuller
3. Corrections to and approval of minutes from previous meeting—Approved.
4. Institutional Reports
  - 4.1. Adele Schepige, Faculty Senate President
    - FS Executive Committee approved two Behavioral Science: Psychology course modification proposals.
    - FS Executive Committee is requesting nominations for Interinstitutional Faculty Senate nominations. Mike Baltzley volunteered to be our second representative for the October meeting. We need to elect another representative before the November IFS meeting. Please recruit faculty and send names to Adele prior to the next Faculty Senate meeting on Nov 8<sup>th</sup>.
    - Kim Jensen is still taking comments, questions and ideas about possible new ways to think about the selection and rotation of deans at WOU. Please contact her directly about that. This item is moved to the first November meeting.
    - Patty Flatt has agreed to present her October WOU Foundation meeting report at a November meeting since the October 25<sup>th</sup> meeting was full of agenda items.
  - 4.2. Rex Fuller, University President
    - Sent around a follow up to the discussion on Fall enrollments from last time. (2 sided handout available on faculty senate website)
      - New freshman count is down a bit; incoming is 855 and at 911 last years. The reasons for that were Oregon Promise, OSU Cascades, flat high school graduating class leads to slight stagnation. FTE is up overall by 25 FTE. Students enrolling here are taking larger loads, class scheduling, advising, time to degree.
      - 5-point increase in retention in one year. Tribute to us, advisors, entire University as we connect to students and see them sustain themselves from one year to the next.
      - All the pieces put together—mixed bag. Freshman down slightly, transfers and retention up; Degree production pulling in the right direction. Increase in domestic non-residence students and that bodes well as we think of the next class. The Fall 2017 class is something we've been working on for months. Pressures will be the same again.

Relatively flat graduation; OSU Cascades went from 1000 to almost 5000 in the next couple of years and the continuation of Oregon promise.

- There is a Board Meeting October 26th at 2 PM in the Columbia Room. Laurie and I will give an update on the planning process at this meeting
- *Opened up for questions:*
  - Starting to look at Willamette Promise numbers? 48 students became full time students from that group. We got the numbers from each high school last week. What is happening at high schools is a question we are trying to unpack. It's a premier program that is high quality; believes we can convert those students into full time students for what we offer. We're seeing some of that lead to enrollments. Next month we'll be going up to Clackamas Community College to sign a dual enrollment promise with them. Small changes that lead to enrollment growth from a variety of sources.

#### 4.3. Stephen Scheck, University Provost

- Extended appreciation to Dean Mark Girod, COE, Ella Taylor and TRI. Earlier this Fall, there was a notice from the Mexican consulate to go after DACA students---deferred action, childhood arrivals. \$10,000 to give to students from the Mexican consulate and we received it. We appreciate the effort that was put into going after that.
- Alex Kunkle sent a notification that advisor holds are on for Winter Term pre-enrollment and students should see advisors. The real time schedule will be up by October 31<sup>st</sup> to help students with advising. Enrollment starts November 14<sup>th</sup>. Faculty are very effective in supporting the advising process by promoting it to students with a brief comment in their classes.
- Would like to start a faculty conversation on how we would benefit from simplifying our curriculum in terms of prefixes used. Some of our current prefixes keep silos built; would like them to instead reflect to students that degree programs are truly interdisciplinary. This would demonstrate a commitment to this. Along the same line, from my perspective, joint appointments in various areas across silo lines is perfectly acceptable. The detail can be worked out in PRCs.
- Look at alignment and assessment website and the NW commission. As we map out UG learning outcomes and program outcomes, remember that this current year we are aligning to the 5 UG learning outcomes condensed from the 16 LEAP ones. Graduate programs are looking at writing this year.
- The office of sponsored research and TRI will be running a faculty and staff grant writing program. Up to \$1000 in development funding for faculty members going after extramural grants---we'd like to add some reward for those efforts. An announcement with all the detail will be coming out shortly.
- Remember that November 5<sup>th</sup> is Fall Preview Day.

#### 4.4. Tad Shannon and Mike Baltzley, Interinstitutional Faculty Senate

- IFS Meeting was held in Portland on Friday and Saturday. This was the organizing meeting for the year. There is a full legislative session coming up in Spring. There are many issues that go with that. The IFS primary focus is in representing the faculty opinions and concerns with the HECC. We're also looking at what the HECC is doing now and what kind of faculty input they want.
- 2<sup>nd</sup> round of institutional evaluations is coming up. This year's it's everybody---last year it was just the big three. They learned about what not to do; to the extent that we get feedback, they'll be interested in that. They may change methodology.
- There is agitation for community colleges to offer applied baccalaureate degrees with regard to nursing and early childhood development. Not all community colleges, just a few. Targeted

mostly at these two fields. This may diffuse. We'll have to wait and see how that develops, if it comes before the legislature. Within the IFS there are multiple opinions---we have these programs at WOU and that's fine. The larger institutions in the state are concerned that community colleges will start offering four year degrees and the big Universities don't want to be in the business of offering these themselves.

- We had reports on the governor's campus safety task force---a final report. Turned out better than anticipated, there will probably be some mandates.
- The group is currently discussing outcome based funding models. The discussion centers on if there needs to be changes made to the current models. Those discussions are ongoing though not moving quickly in any direction. Somebody at IFS mentioned that Dave McDonald had been a voice of reason on that committee.
- Big issue statewide is Measure 97 and a lot of our discussion revolved around contingency plans if it doesn't pass. That will be a big deciding factor in the next session, in whether or not we are engaged in another major retreat or have the opportunity to work on positive outcomes. This discussion is on hold until we know about that.
- Elections were held for the IFS. Rob Kerr from U of O is president---Tad will be vice-president
- OSU Cascades will have their own line item in the next line of budgeting in terms of budgeting from the HECC.
- WOU needs another IFS Senator. This group, especially with the reorganization, has a lot of voice in higher education processes in the state. The HECC has added in their bylaws that they will consult the IFS. It's a great opportunity to get our voice heard in our state. A large portion of the meeting was about shared concerns and it was fascinating. Lots of administrative changes and changes in budgeting processes and having faculty more involved. Several talked about administrator surveys and conversations about the faculty trustee role on the BOT. There was a conversation about faculty senates talking to the governor when there are issues with the board because the faculty trustee is not a representative, etc. a lot of insight and shared strategies on how we define faculty roles on campus, NTT roles, how faculty are compensated. The next three meetings are at U of O in January, OHSU in March and Western in May. All Friday afternoon and Saturday morning. If you are interested, let Adele know, it's a valuable mechanism to let our voice be heard.

## 5. Consideration of New Business

### 5.1 Military Absence Policy for Students, Provost Scheck

- In July, there was a draft of a military policy
  - We've become more robustly engaged in becoming a military institution
  - Students do get called up for service.
- This document is a draft policy crafted heavily with Andrew and Jesse Poole in academic advising. Gary Dukes and I then added to it. We'd like to present it as a potential policy to go to the policy council to stand behind to make sure it is actually practiced.
- Provost asked for faculty senate endorsement of this as part of the shared governance process. Where we go from this is to the Board of Trustees to the review of the faculty, back to the Provost, then to the policy council and then for public comment
  - *Questions?* If a military member is away from campus does that stop the catalog year clock? Should they go beyond that? We are very flexible about the catalog year
- This will be a voting item at our next meeting.

### 5.2 WOU Policies, Ryan Hagemann, VP and General Council

- Once we're in the legislative session, I'm on the legislative advisory committee across all 7 institutions. We meet now once a week and then during the session, we meet twice a week. We share intelligence together---we've had a sneak preview of a bill that will drop
- Policy Council—Senate Bill 270, which created the independent boards...anything at OUS that isn't gone, transferred to the new institutions. Had 567 statements of policy. Before we went away, we got together with the other true authorities and got together with the chancellor to transfer 289 pieces of authority, in addition to what WOU already had
- The WOU board then passed several organic pieces of policy including a board statement on transfer of authority. The delegation of authority document developed a policy council to look into handbooks and manuals. We didn't want to touch those, so on purpose we left those where they were. Those stay where they are and don't conflict with handbooks above them.
- Policy council takes the universe of OUS and WOU policies and puts them together---representatives from major functional and operational units on campus. Major functional units are there.
  - Policy council isn't the wordsmith or beginning of policies. It's the backstop before it gets to the president. Makes sure it's in the right form, makes sure that it goes through the proper channels. We make sure that all stakeholders are brought into the conversations.
  - All the work is available on a website that the community can see. There is a link to the delegation of authority statement. When we put out a policy for the community to consider before it gets moved to the president, we'll put it under the pending tab and we're working on having a regular day so people know what to look for. Will always go out to the allfacstaff and other governance groups. Under comments, there will be information on new policies
    - The most important thing to see is the policy library. This is due to a substantial amount of work from two student interns. It's divided into two sections—policy under revision---those that transferred from OUS that we're working on and then WOU rules. A major milestone of this work will be when policies under revision goes away.
    - Additionally, the work of Michael Ellis and the interns, everything was put into a template that it is searchable in the box by all kinds of fields, even the last searches from OUS and old citations. A lot of these policies will go through the normal course and we'll work through them here and then we'll be the backstop for those.
- When we transfer the policies, the four attorneys for the true institutions decided not to touch any HR rules. There will be a substantial impact bargaining mechanism. We'll have to approach the faculty union and come up with a pretty explicit mechanism to deal with these once we get governing boards.
- We're always looking for continuous improvement. If you have insights that will help us, particularly in regard to how to make comments, we would welcome your insights.
  - *Questions?*
  - What's the timeline---as deliberate but as quick as possible. The best place to start will be the ones that will be deleted. I've asked folks on campus to see if our first culling with WOU eyes will happen and then it will be posted for comments.
  - Is there an action item for senate? We will be asked to do something eventually when the policies come here and review them for culling and revising. We only need to take back information at this point.

- Who can propose new policies? And how? Anyone can in the comment section. We'll add narrative here so people will know what to do. And there's a policy council at WOU email address.

### 5.3 Graduate Learning Outcomes (GLOs), Adele Schepige, Graduate Studies Committee

- The UG learning outcomes have been discussed a lot, and we don't want the graduate programs to be left out. The graduate programs have had two work sessions---one in June and one in September where we were working on graduate outcomes
- The Lumina Foundation has the Degree Profile (available on the Faculty Senate Website). We looked at this in June and then in September and then at our first graduate studies meeting last week. We voted as a committee to use this as a pilot for our graduate outcomes. Brought to the faculty senate because we have a number of graduate programs across colleges. Please take these back to your divisions, take a look at them, and vote on supporting the graduate studies committee in their work on supporting graduate outcomes.
- Graduate committee has decided to pilot on writing (communicative fluency in the intellectual skills category). This would be University wide for graduate students. We also decided to tackle analytical inquiry. We have another work session scheduled for the Monday of finals week to look at this again. Meanwhile, graduate programs from both colleges are sorting through this.
  - *Questions:*
  - Two this year...are there plans to cut this down to a reasonable number from the 14. We'll cut down to 5 or 6. Are you looking for us to give feedback? An overall, this is a good place to begin as a pilot. We wanted the whole campus to know. When do you plan to cull it down? Still in process. Probably next year.

### 5.4 Business Curriculum Proposal, Hamid Bashari-Kashani

- Hamid was not present; senate looked at the proposal online.
- Concerns brought up: It looks like a concentration is being added so that it shows up on the transcript, it doesn't look like it is changing, it just enhances the degree.
- Senators were concerned about getting questions answered before it was put up for a vote. It was moved to table this because no one was there to speak for it.

## 6. Informational Presentations and Committee Reports

### 6.1 Scholarships and Satisfactory Academic Progress, Kara Westervelt Parker, Fin. Aid Office

- General Scholarship Application Process: Process for students and how we do the rewarding and a plug for how we review the applications.
  - Introduced the system for reviewing applications—Academic Works. It's a slick program, that is intuitive. It has helped the financial aid office. It makes applying for scholarships very easy for students as well.
  - Faculty were encouraged to look for and encourage these students to apply, who are outstanding because there are foundations dollars. There are many students who don't know they can apply and sometimes an interested faculty member can make the difference. Login in with your WOU portal login and access through WOU Academic Works; faculty can view as an applicant.
  - There is a better essay question this year. It's pretty broad and open. We're trying to get at transformative experiences and what capacity students have for learning and changing. We're hoping for inspired answers.
  - The deadline for the scholarships is March 1st—WOU general fund.

- Last year's reviewers read about 1200 applications, each person had about 60 or 65 applications. Reviewers get a month to read these and it includes Spring Break. We have a thorough scoring rubric and give reader training, as well.
- We're asking department deadlines to be May 1<sup>st</sup> because we know that departments want to see a bigger picture of how a student has done over the year.
- Natasha Roman is the point person for this.
  - *Questions:*
  - What outreach do you give to inform students to search? When a student logs in, their information is populated by Banner. Do you have a mechanism to let others know that scholarships are available if they aren't taken? We aren't there yet? We'd work with the development office to figure out how to market this? There is the potential to be freed up to dig in to these, but we're just spraying with bleach hoping to get them. This has streamlined the process. These are all WOU specific foundation or tuition remission dollars, or state money
- We had some automatically rewarded recruitment dollars and those aren't competitive. They are renewable. We've asked students to at the very least to be considered for this; we are moving everything on to this. Some specific scholarships are not in here.
- Satisfactory Academic Progress
  - Financial Aid puts in place regulations that ensure that students are making progress to their degree. For UG, it's 2.0. For graduate students it's what the program requires. There's a quantitative standard and then the timeframe standard
  - The federal government gives students 1.5 amount of time. 270 is the limit. We have some great students who hit 225. If they hit this, they have to petition that they will earn their degree in this amount of credits. They make a course plan and their faculty advisor has to sign off on this. Students need to fill this out---there's been some confusion and we're tightening up what is required. In the past, they could fill out anything and have any faculty member sign.
    - Now, students have to fill this out themselves. Students have to print out DegreeWorks to submit with this. If you are asked by a student to do this; the student is required to fill it out. You are required to sign it as their official advisor.
    - If a student asks you, please look at DegreeWorks when you consult with them and you do the final look. If they are lost sheep, please help them do this properly. It's a way to prove that they can indeed graduate.
    - Financial Aid can only pay for courses required for the degree. Example of ESOL courses as an addition to a degree. Anything that doesn't go directly toward a degree plan can't count. Official advisor is listed---we're looking for some measure of authority.
  - *Question:*
  - Sometimes classes don't make or are canceled. Is there a way that they can have a form that is flexible so that if their classes aren't offered, they can have some things adjusted? We'll work with students and we do our best to help them; we're aware. We try to be compassionate, but they've already had a lot of leniency already.

#### 6.2 Academic Effectiveness, Sue Monahan, Assoc. Provost for Academic Effectiveness

- Started by endorsing the process of reading scholarship applications. If twice as many people would volunteer, we would read half of what is required.
- Talked briefly about the website for academic effectiveness. There are some key things being kept under timely links. We're collecting program outcomes (UG and Graduate).

- If you go to archive, third tab and click on learning outcomes, outcomes have been posted as they come in
- Building a website with links to all the surveys on it; not yet ready for the surveys to be sent out. We have about 40% of the outcomes in. Once we have this data, we'll be able to produce a map of our general education and provide faculty with information with a map of program outcomes.
- Workshops are provided on Tuesday mornings and Friday afternoons. Sue is always available and Dan Clark is too. This is the work we need to set up the structure so that assessment will flow in the future. The bulk of the information is under these tabs.
- Also interested in gathering the work you've done on assessment to share with faculty, so please encourage faculty to volunteer this.

#### 6.3 Dan Clark, Director, Center for Academic Innovation

- We don't have all the details yet, but in partial response to the NW report, President Fuller has asked Bill Kernan and Dan to put together an academic technology advisory committee, chaired by Bill Kernan and Dan, serving for advisement on academic technology decisions. More details will be available as they come.
  - *Concern / Question:*
  - Faculty committee being chaired by two administrators? Advisory committee to those involved in IT, not a senate committee. If the intent is to have faculty advise administrators, that's a bit different than the way it has been presented. This is seen as a way to respond to the NW criticism. Faculty said support was lacking to meet their needs.

### 7. Adjournment at 5 PM.

**5 – 5:15 p.m.**

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