

**Faculty Senate Minutes**  
**November 28, 2017**  
**Willamette Room, Werner University Center**  
*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 pm**
2. Call of the roll (by circulation of sign-in sheet): Adele Schepige, Bob Hautala, Camila Gabaldon, Chloe Hughes, Tom Rand (for Cornelia Paraskevas), Elisa Maroney, Erin Baumgartner (IFS), Ethan McMahan, Gavin Keulks, Greg Zobel, Ken Carano, Joel Alexander, Karen Haberman, Kathleen Connolly, Kevin Helppie, Kimberly Jensen, Kit Andrews, Laurie Burton, Marie LeJeune, Mark Van Steeter, Mary Harden, Matthew Nabity, Michael Baltzley, Michael Phillips, Paul Disney, Scott Tighe, Sue Kunda, Thaddeus Shannon, and Zenon Zygmont.
3. Corrections to and approval of minutes from previous meeting
  - a. No correction to the minutes
  - b. Approved as posted
4. Institutional Reports
  - a. Adele Schepige, Faculty Senate President
    - i. Email about Western Accessibility Awareness Month
      1. In February 2018
      2. Encourage increased faculty participation
    - ii. Student Athletes, Curtis Campbell, Athletic Director
      1. Graduating part is most important aspect for students
      2. Team cumulative GPAs 2.9-3.38
        - a. Student athletes paying to be here
        - b. On average student athletes get \$1300 a quarter
          - i. Work really hard
      3. Federal Government's graduation rate only takes into account students receiving academic aid
        - a. Majority of student athletes from Oregon
        - b. Community Engagement
          - i. Do a lot of things out in the community
      4. Students spend on average 20 hours a week on sport
        - a. Also going to class full time
        - b. Have to go to class in order to be student athlete
        - c. Most have off campus jobs
      5. Student Athletes' Academic Majors
        - a. Student athlete must declare major prior to junior year
        - b. Most student athletes not majoring in Physical Education
      6. Answers to: where does funding for athletic program comes

from?

- a. Have 3 different funding sources
- b. An equivalency would be a full ride
  - i. 22,000 is a full scholarship, students get around 4,000 in scholarships
7. Coaches know students are here for academic; most important thing for them is their degree
  - a. Comment: About 7-8% of the Honors Program is in athletics program
8. Comment: Many athletes are super organized with schedules, get homework done on time
  - a. One of the skills they learn as student athletes is time management
  - b. Know how to be on time and be ready to go to work
9. Comment: Would be interesting to hear about Graduate student coaches
  - a. Have always brought in diverse perspectives
  - b. Would be curious to hear how many grad students working with because a lot of what they do and how they grow is reflected in courses
    - i. Have around 12-15 grad students
- b. Rex Fuller, University President
  - i. This Friday: 50<sup>th</sup> annual tree lighting
  - ii. December 6<sup>th</sup>: annual holiday reception in Pacific Room
  - iii. Next week will be initial conversation with SRG on campus
    1. Architectural firm in Portland
    2. Go to Board of Trustees' site to review October 25 for SRG presentation
  - iv. Next Tuesday meeting 1:30-2:45
  - v. Later Tuesday, steering committee will meet
    1. Goal is to finish process by end of the year
    2. Presented to board of trustees in October
  - vi. Emails
    1. SLCD: 30% of graduates go onto graduate school
      - a. Want students to graduate and have degree
- c. Stephen Scheck, University Provost
  - i. Enrollment holds
    1. Discussed next day at President's panel
    2. Ideally hoping to have ready for enrollment spring term
      - a. Are working on it
      - b. Appreciate bringing to attention
      - c. If issues such as this pop up, don't wait for faculty senate, send email
  - ii. General Education program change timeline
    1. Task force is online working, doing final tweaks to document and curricular configuration
    2. Will go through formal voting process to endorse and send on to faculty senate—will be done by end of term
      - a. Will drop the word task force off, will then become work of general education committee
      - b. Will move into faculty curricular submission process

- iii. Have found in some of town hall sessions, list of possible courses really creating lot of distraction, rather than looking at what type of criteria social responsibility means
  - 1. Courses listed are possible courses
  - 2. Document task force will hand over to General Education committee may have all courses stripped out
  - 3. Provost stated that the task force faculty will be more eloquent in describing the framework in the narrative associated with the document than he was being in his summary comments to Faculty Senate.
- iv. In process of defining/describing a half-time general education coordinator
  - 1. Will have lot of faculty focused administrative oversight
  - 2. Asking for guidance for relationship person will have with general education committee
    - a. Very close coordination with the work of this individual and the work of the General Education committee
  - 3. Will be call for applications to go out
- v. Two weeks ago, request to submit documentation about minor optional actions
  - 1. Will be submitting through portal description of actions and the like
- vi. Window Early Retirement Opportunity
  - 1. Question: What kind of hiring might go on?
    - a. Answer: Depending on who retires and what program growth is and service of previous curricular needs
      - i. May result in search conducted in winter/spring 2018
      - ii. May delay search
      - iii. May be overcapacity in particular program
- vii. Campus-Wide notice out tonight
  - 1. Deadline for sabbatical leave is December 15<sup>th</sup>
  - 2. Simplified previous documents
  - 3. Find on the Provost's page
    - a. Asking for the same kind of material
    - b. Interactive PDF document
- viii. Start talking to students to pay attention to website
  - 1. Will be using website weather alert for communicating about delayed campus openings
  - 2. When just regular term, is not as much of a crisis impact as much as when finals are scheduled
  - 3. If faculty are meeting finals week for discussion, turning in term papers, and not exams, we (Administration) would appreciate that this is reported to the respective Dean's office so that, if we had to reschedule exam meeting time due to weather closure, we would not need to be concerned with rescheduling such classes.
- d. Erin Baumgartner and Tad Shannon, Interinstitutional Faculty Senate
  - i. Western hosted institution last meeting
  - ii. Currently looking at issues around accelerated learning around state

1. People lobbying pretty extensively for transfer of accelerated learning credits
2. How do credits help towards degree? Are they prepared to take coursework?
3. Will start looking at in more detail
- iii. Importance of Data Collection and Learning Outcomes
  1. University of Oregon's student evaluation of teaching did not align well
  2. IFS will probably take up in New Year
- iv. Past meeting, spent most of time on 2998
  1. Going through subgroup meeting process where task force split in two
  2. One group working on 30 foundational credits
  3. Policy workgroup made a lot of progress over last two meetings
    - a. Will have another meeting on 15<sup>th</sup> of December
    - b. Curriculum group charged with coming up with 30 foundational credits
      - i. Look at revitalizing OTM structure
      - ii. Will do it around outcomes
        1. Outcomes easier to articulate than courses
        2. Whose outcomes? How will they be defined? How will they group together?
    - c. Report going back to legislature has to be sent by HECC in February
  4. For the outcomes, looking at specific set out learning outcomes?
    - a. Hoping to find chunks of foundational curriculum that relate to specific outcomes
    - b. Initial framework that curriculum group worked with, wanted to establish foundational 30 credits (Would be different 30 credits for each path)
      - i. Not useful way of chunking things
      - ii. Want students to take things outside of intended major or program
        1. If STEM major, will have working on outcomes distinct from foundational scaffolding in major
        2. Using idea of outcomes to break apart math from writing
        3. Every campus does different things
  5. February is deadline for making decisions about this
    - a. Hope is form of agreement will be something that can be done through articulation and not substantial curricular change  
  5. Consideration of Old Business
    - a. WOU Affirmation of the Responsibilities of Faculty Regarding Curriculum, Tad Shannon, Computer Science
      - i. Revised version with updated citation

1. Legislature pointed out issues
    2. Addressing this problem was not just job of administrators
  - ii. Where did the genesis emerge? Did it come from faculty here?
    1. Generated at IFS amongst faculty
    2. University in Oregon was most interested in coming up with statement
  - iii. Who are we affirming to?
    1. Conversation at IFS was this is very much a statement regarding all parties involved in shared governance
    2. Meant to be for faculty by faculty
    3. Move vote to approve affirmation of responsibilities of faculty regarding curriculum for Western Oregon Faculty
      - a. Motion carries
6. Consideration of New Business
  - a. Organizational Leadership Program, David Foster, Behavioral Sciences
    - i. Greatest need was for leadership development
      1. Driven by changing workforce
      2. Business challenges requiring significant leadership skills
    - ii. Leadership is one of the most urgent needs but is one companies least able to meet
      1. Developed Organizational Leadership Master's program to meet needs
      2. Is global problem
    - iii. Program has several certificates embedded in it
      1. Would be admitted to the program in one of two ways
        - a. Could be admitted to Masters program or Operational Leadership Certificate Program
      2. Certificate offered at two different levels
        - a. People who do not have bachelor's degree can come in and take classes at undergrad level for Operational Leadership
        - b. Bachelor's degree students can take courses at 500 level
        - c. Bachelor's degrees with 5-7 or more professional work experience can get Executive Leadership certificate
    - iv. 45 credits required for curriculum
    - v. Would deliver program in online/hybrid format within 5 week modules
    - vi. Intend to offer first level certificate courses twice a year
      1. Is interdisciplinary
      2. Currently propose sitting outside traditional academic structure
    - vii. To get Executive Leadership, require Bachelor's degree
    - viii. If getting Operational Leadership Certificate, hope to be getting students to complete degree at WOU
    - ix. Question: Is there departmental/divisional support to participate in this?
      1. A lot of people on this list have been involved in development and inception of this

2. Foster will be program coordinator
- x. Question: Is all leadership the same or will there be any content specific courses?
  1. Right now don't have any specific courses, but in the future envisioning setting up more specific courses for things like consumer business or non-profit
    - a. When see success within program, will try to expand to meet needs
  - xi. Looking at teaching some hybrid courses out in Salem
  - xii. Comment: right now interdisciplinary model is to teach with disciplinary prefixes, does this mean these courses will not be available to other majors?
    1. Only undergrad courses available would be already existing courses
  - xiii. Question: Projections as far as course enrollment goes?
    1. Don't have any data
    2. Market analysis done by company
    3. Is one of the higher rated programs in terms of public enrollment
      - a. Size and proximity to Salem
7. Informational Presentations and Committee Reports
  - a. Syllabus Information about Student Needs, Caitlin Hochderffer
    - i. Want to propose Syllabus inclusion
    - ii. Focus of project is to raise awareness of homelessness and poverty among Polk County inhabitants
    - iii. Food insecurity is a big reason why many students don't complete degree
    - iv. Wanting professors to include following resources into syllabi
      1. Food pantry
      2. Western Compass
      3. Wolf Ride
      4. Polk County Family and Community Outreach Department
    - v. Kind of hard to find these resources on website
      1. If students are hearing about this every time introduced to new class, more likely to donate to or use resources
    - vi. Comment: Think is great thing
    - vii. Question: Have these groups been contacted to make sure okay to put this into syllabi?
    - viii. Comment: Redundancy isn't a bad thing, as well as on student portal, where students can have icon to click on so is easy and accessible
    - ix. Comment: In last few years, syllabus has gotten cluttered—by week 3 syllabi already revised and re-uploaded
      1. Not sure anyone is reading syllabi anymore
      2. Think need to have student resources webpage and can link to that
        - a. Have student resources page through resources page
        - b. Not sure if adding to syllabus accomplishes goal seeking
    - x. Some professors highlight different subsections

1. Want students to be hearing about this more than they are
- xi. Comment: Link on portal, possible to make box on Moodle, putting it on syllabi
- xii. Question: Are these resources shared on message boards throughout WUC and student housing?
  1. Is on big screens all the time
  2. If have core text, no reason why can't do that as well
  3. Multiple platforms would be helpful
- xiii. Question: are there Marion County resources as well?
  1. Not every student on campus has vehicle
  2. Were thinking about more immediate resources
  3. Working with Polk Family and Community Outreach right now
    - a. Not many people know about them
- b. Data driven analysis, Michael Baltzley, Natural Sciences and Mathematics
  - i. Do students graduate with excessive amount of credits?
    1. National average: 205
    2. WOU—CLAS: 207
    3. WOU—COE: 212
      - a. Nationally, education degrees are typically 5 credits larger
      - b. Nationally, Pell Grant students take larger to graduate
      - c. Students graduating from Chemeketa transfer with a greater than average number of credits
  - ii. If reduce number of credits required in a degree, will there be change in the average number of credits at graduation?
    1. Correlation between number of credits in major and number of credits at graduation
  - iii. What impact does minor have on average number of credits?
    1. Not predicting removing minor will reduce average credits at graduation
      - a. Not all students required to have minor
      - b. Some students will still choose to have minor
      - c. Some programs will change their major requirements to account for loss of required minor
  - iv. Compared to other institution, how big are WOU majors?
    1. Majors are appropriately sized at WOU
    2. Picked 19 institutions
      - a. List of peer institutions available on WOU website
      - b. Former OUS institutions
      - c. Three in-state private liberal arts college
    3. Found 3 degree models
      - a. WOU BA degrees larger than comparative schools, BS degrees comparative with others
    4. Job success and retention rates
      - a. Six-year graduation rate comparable
      - b. Return on investment also comparable
  - v. Conclusions or recommendations?
    1. Point was to get numbers, didn't want to give opinion
  - vi. Given nature of activity is somewhat limited
    1. Aware of any sort of movement that institution making in

- order to do these types of analyses?
  - a. Don't know any institutional effort to do these on a larger scale
  - b. Time and access to data was limited
- vii. Considered supplying this research to institutional researcher to move this forward?
  - 1. Files on Faculty Senate website

8. Meeting Adjourned: **4:56 pm**

**5 – 5:15 p.m.**

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