

WESTERN OREGON UNIVERSITY
FACULTY SENATE
MINUTES
May 14, 2013

- I. Call to Order: 3:32pm
- II. Call of roll (by circulation of sign up sheet)
- III. Corrections to and approval of the minutes
 - a. Any objection to approve the minutes?
 - i. None, minutes approved.
- IV. Institutional Reports
 - a. Keller Coker, Faculty Senate President
 - i. Sorry I wasn't able to be at the last meeting, I would have liked to be here for the continuing discussion on applied baccalaureates programs. We may have a short meeting, I spoke to Hilda a while ago about coming in and we must have just crossed wires. So, most of the course approvals and programs that have gone through the portal have been approved and dealt with, I have another dozen courses to go through so it's not too late to work on things like curriculum next year.
 - ii. New senators should come to the next meeting, I know in creative arts we elected next year's senators at our last division meeting, if you haven't done that please do so because we have two positions to elect at the next meeting and they may want to sit in on that.
 - iii. Committees, as you head to your final division meetings for the year, you may want to remind division chairs that we need to fill spots for sub-committees as terms come to and end, so that when we're back in September those meetings can be held during new student week. Make sure the representatives for your divisions are set for everything next year.
 - b. Mark Weiss, University President
 - i. I just drove in from Seattle; we had a GNW athletic conference meeting with the presidents.
 - ii. Steve Scheck is in China on a recruiting trip this week and next, we had an exit meeting, the report of the self review report, have not made theirs public, what I can say about it is there were many fine remarks, truly excellent, thank you to all of you in that meeting, and we heard some really nice things about ourselves that I'm sure you will all like to hear when the final report comes out. There's one commendation and one recommendation, and it's the type of recommendation that you want, telling you to do more of the same.
 - iii. Late last week, went to the Ways and Means committee meeting and talked about the new college of education building

project, it's an 18-19 million dollar project, I am hoping as the session closes, we will enter into a phase where we engage architects and designing the building in full detail.

iv. The league reviewer is Tony Fernandez, president of Lewis and Clark College, and the only thing I would fault him for is taking our baseball coach from us a year ago.

v. Any Questions?

1. Congratulations on reaching your decision, it's not an easy one to make.

c. Steven Scheck, VP of Academic Affairs

i. Not Present.

V. Old Business: None

VI. New Business: Proposed Strategic Investments and the OEIB (Hilda Rosselli)

a. First of all, I love the circle, it's great. It's a pleasure to be back, I was here yesterday in this room for a retirement party. I contacted Keller more than a month ago because I had some conversations with the Oregon Education Investment Board and they had heard some rumors that were brought to my attention. I met with faculty, none from Western, and we have just started putting it together and I wanted to give you some backdrop before summer so you aren't taken by surprise.

b. The context I wanted to share is when Dr. Rudy Crew started, some legislation had been passed, but it was more of a charge about starting to think about a P-20 system. One of the reasons I decided to leave a wonderful job with great colleagues, is I had a glimmer in my eye about what we could achieve with collective impact, and began to think that so much we do at a university is about change, in the work we do everyday and I started to see how post secondary education had to offer and I was delighted that it was being thoughtfully asked to be involved. The Oregon Education Investment Board passed legislation requiring achievement compacts, what are our contributions toward certain things to move forward. Yet, in early conversations with Rudy, we looked at the paper and thought that what was missing was that they recapitulated that they ask community colleges to make achievement compacts, and the k-12 and the early learning folks, and for year institutions, and Rudy said, it would be more inspirational to find a way to include community, organizations, institutions to work together toward developing the goals. Rudy worked with his staff to develop ideas, and we have an idea that we are going to develop more in the coming year, which is what I wanted to share with you now.

c. How many of you have realized that you are helping with something outside of the institution that contributes to education?

i. About half of us.

- d. We even had a website on the WOU site that we were starting to track these things, and enhancing educational experiences, for example, bringing the Smith's fine art's series.
- e. Video was shown: Collective Impact.
- f. Handout passed around.
- g. So that collective impact set of slides did not come out of Oregon but has inspired a lot of individuals who are trying to think about how the concept bears on the impact we are trying to get in Oregon. Once in a while, I hear people say; well this is the 40-40-20 goal. We, are seeing that this impacts the quality of life for so many Oregonians, and we tried to think about, what if you set a stage for various groups coming together for things that they have in common.
- h. Purposes:
 - i. To engage Oregon's P-20 institutions in ongoing problem solving dialogue leading to a culture of statewide, continuous improvement.
 - ii. To focus, align and measure the value of state resources against models designed specifically to increase student growth while decreasing historic gaps in student outcomes.
 - iii. To transition away from institutional silos, isolation of best practice such that parents, students, teachers and leaders share knowledge, collaborate and build a statewide culture of collaboration over competition.
- i. Let's think about what this will mean... Details:
 - i. Regions—defined as the generally accepted feeder areas for a community college
 - ii. Pilot academic year in 2013-2014 – Oregon's P-20 institutions will have the option to pilot a regional compact and participate in a collaborative process, in addition to completing the existing individual achievement compact.
 - iii. Actual processes of gathering, sharing, speaking, presenting, reporting and challenging will be left to the regions to dictate.
 - 1. The actual process of gathering sharing or presenting isn't being defined at a State level, just saying, tell us what works for you.
- j. Stages of the Process:
 - i. Stage One – analyzing metrics provided by the Oregon Department of Education (ODE) on traditional student academic growth targets within a region.
 - ii. Stage Two – collaborative process by which institutions in a given region analyze data with an eye toward ways in which the region can achieve the work they have been doing.
- k. There are several parallel efforts
- l. Proposed timeline shown.
 - i. This is not something we say that when you turn your report in there will be a consequence. There is no consequence; this is all

about working together as a state to further the impact of Education with people we wouldn't normally work with. Please inform your colleagues.

1. Question: You said there are some places who are doing this, what do those things look like?
 - a. The cradle to career model, from birth to 21 indicates all of the markers that let you know if things are going well for a kid. First is prenatal care, healthy pregnancy, healthy birth, and access to high quality childcare. What's fascinating about this design is that some things are impacted by educators and looked above the line that were more of the socio-cultural that impact, safe neighborhoods. We already know that if kids live in unsafe neighborhoods, we will see a spike in crime and drop of success in school. So this is how we can change that, bringing the afterschool programs to these kids and create those relationships.
2. Question: There seems to be an assumption that everyone will live in the same area.
 - a. Well it's not an assumption, it isn't constrained by that, it just says if you see something that can be enhanced in a community that you can share with other people in the community. It's hard to get resources in some areas such as Talent OR, but it allows the community region to define those.
3. Mark Weiss: I would like to provide a little perspective because I have been involved in these the past few years, and with respect to the question about school district, community college and university, what response I got was you can imagine universities associated with many regions, and now looking at regional vs. non-regional as far as mission, we think of it as more than just regional. So the governor designed this task force a year and a half ago, and for this region, it's had probably four meetings and has turned over three chairs from the governors chair and said from your perspective what have we done well and not so well, and I told them it didn't feel like we accomplished much. He had never heard of or made the connection, and thanked me. There is a connection there, and when I think of all that Hilda has spoken about it sounds like a great idea, solving and identifying problems Pre-K and post 20 educations. There was some discussion to have

some test pilots done in the state and I have reached out several times to some of the individuals that would be the leadership, I think the community college that you talk about because of the proximity, and we are a little uncertain because she says maybe we should learn from the pilots, because we collaborate around us to a fairly good extent and she suggested revisiting. If you have thoughts and ideas or passion for this to make this happen, I would sure like to know, so I can encourage some of our community partners to engage stronger. I'm hard pressed to want to charge student tuition dollars, these are excellent efforts.

4. Hilda Rosselli: What we know about is we start to find we have interesting things in common, and one or two things usually have sticking powers and it sometimes comes down to maybe just one thing that the group can focus on and it encourages new ways of thinking about it. For example, when I think of all the classes we talked to and getting students invested and interested in leadership and involvement, and I started to think that this is too much of a resource to not invite others to contribute.
5. Question: At one point, these regional ideas were connected?
 - a. No not directly, you may be referencing the two house bills going through legislation right now, and two weeks ago we had testimonies around 3232. If one group got together wanted to focus on something in the legislation it's a parallel line but they are separate.

ii. I appreciate the time, thank you very much.

VII. Adjournment: 4:18pm