

Faculty Senate Minutes

April 25, 2017

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 at: **15:30**
2. Call of the roll (by circulation of sign-in sheet)
Senators in attendance: Kit Andrews, Michael Baltzley, Cheryl Beaver, Lyra Behnke, Laurie Burton, Ken Carano, Paul Disney, Amy Harwell, Bob Hautala, Chloe Hughes, Shaun Huston, Kimberly Jensen, Brent King, Sue Kunda, Marie LeJuene, Erin Trine (Elisa Maroney), Michael Phillips, Henry Hughes, Thaddeus Shannon, Jennifer Taylor
Ex-officio in attendance: Adele Schepige, Rex Fuller, Stephen Scheck
3. Corrections to and approval of minutes from previous meeting
 - Approved as posted
4. Institutional Reports
 - 4.1. Adele Schepige, Faculty Senate President
 - See posted report
 - 4.2. Rex Fuller, University President
 - Higher Ed: approval of new mission statement
 - Approval and positive comments received
 - Next Board Meeting tomorrow
 - Enrollment
 - Down slightly; Lost additional 70-80 FTE
 - Applicants and admissions
 - More challenging this year than last year
 - Due to Oregon Promise, Cascades, high school graduation rates
 - Working hard to bring students in from out of state
 - Transfer numbers up
 - HECC formula based upon two categories
 - Activities: Student credit hours
 - Outcomes: Degrees granted
 - Stop-loss: Prevents any university from gaining/losing too much, goes away at end of fiscal year 2018
 - All efforts to allow students to graduate in timely fashion are so important now, Timely graduation of students is critical conversation to have
 - Off-campus incident -Students now moved back on campus for safety
 - Related somewhat to hazing
 - Make sure students are safe

- Letter from Governor
 - Executive Order: Hiring Freeze in effect from May 1 through June 30.
 - Expected reduction of travel; WOU not technically executive branch
- April 21 letter from Ways and Means Committee
 - Setting stage for ongoing conversation
 - Call for actions
 - Reinforces some of language from governor's letter
 - Hiring Freeze
 - Moving to 2 year contracts; Moving to even year as recommendation
- Plan going forward
 - Have budget committee meet for the first time this week (April 27)
 - Conversation about how the budget works
 - 85% of expenses are personnel
 - Will go into next fiscal year without answer from Salem
 - Move into using reserve to provide opportunity to move forward
 - Will need permanent structural solutions before next fiscal year (18-19)
 - Budget committee will re-convene in the fall
- Budget hearing next week
 - Continue to work on operating budget

4.3. Stephen Scheck, University Provost

- See posted report
- Student retention rate
 - 19 students recruited back to campus since September and graduated
 - 14 graduated with original degree choice
 - 5 graduated with interdisciplinary students
 - 5 more graduating this spring
- Abby's House
 - May 11th Presentation at 11am: Counter In
 - Report on a comprehensive project
 - Will talk about quantitative and qualitative data about the status of women in Oregon
- 30/60/90
 - Many components talked about for years
 - Not in a position to take time to make changes

4.4. Erin Baumgartner and Tad Shannon, Interinstitutional Faculty Senate

- House Bill 2998
 - Passed out of committee, on to Ways and Means
 - Looks like it will move forward
 - Will mandate core curriculum in 1st year of 30 credits
 - Charge HECC with establishing list of common degree programs
 - Make all 2 and 4 year colleges to have a standard model for these programs
 - As 4 year institutions, will get 2 years with students
 - Begins in 2018
 - If they declare an emergency, will be enacted immediately



- Do believe it is going to be passed
- Referred to as Transfer Student Bill of Rights
- Encourage everyone to go read bill
- Common degree programs: common core or all biology major?
 - Biology at WOU, PSU, OSU would have to have enough commonality to transfer into them at any time within the first two years
 - Would have to accept curriculum coming from other colleges
 - An amendment is to include for multiple foundational curricula
- Demographics of state
 - High school graduation rates are down and will bottom out by 2020
 - Fairly intense competition in pockets in the state for students in Portland and in Salem/Keizer
- Senate Bill 207
 - Any student who takes an AP exam that gets a 3 or better is entitled to credit at any institution
- House Bill 2313
 - Doesn't just affect AP exam but all accelerated
 - Declares emergency upon passage
 - Looks to get students something around 45 credits upon graduation of high school
- Senate Bill 913
 - Describes adjustments to PERS system

5. Executive Committee Business

5.1. Election of 2017 – 2018 Executive Committee officers, Laurie Burton, nominating committee chair

- Election results
 - Adele Schepige, President
 - Paul Disney, Vice-President
 - Greg Zobel, Secretary

6. Consideration of Old Business

No old business

7. Consideration of New Business

No new business

8. Informational Presentations and Committee Reports

8.1. Staff changes, Dave McDonald, Associate Provost

- Kristen Mauro: First Community College Transfer Specialist
 - Job will be evolving
 - Housed full time in Academic Advising

8.2. Teacher Education Division name change, Adele Schepige, Teacher Education

- Teacher education implies K-12 education, which doesn't capture education in other profession

- Very vulnerable to what happens in legislature or TSPC
- Initial Licensure Programs and non-licensure and leadership programs in our division
- Division of Education and Leadership as new name
 - Why not educational leadership?
 - Have very specific meanings: Principal or superintendent
 - Education and Leadership gives broader coverage: captures leadership endorsements, certificates and specializations; allows for possible interdisciplinary programs
- Aligns with Strategic Plan
- Any questions or concerns, contact division chair Mary Bucy or Adele

8.3. The WOU Way 30-60-90, Dan Clark, Center for Academic Innovation

- Release ready versions posted on Faculty Senate site
 - No changes to content, just in graphical update
 - One change to a bit of data in original document relating to Gen Ed. Charge
- Three decisions made in making model
 - Green: WOU students would have 30 free electives moving forward as curriculum
 - Blue: 90 credit programs
 - Blue and Red separate by definition
- Data Handout
- Faculty: Decision has been made without proper vetting, and without proper governance. Plan has not been properly evaluated
 - Schools given as examples don't have this model
 - Only university that does has different mission as ours
 - Haven't been given what target is: can't strive for target if not given target
 - None of the STEM programs fit the model, different messages about how many programs will be modified
 - Think is result of failure to have model properly reviewed
 - Strategic Plan calls for evidence based planning
 - Have heard they will move students through faster, but haven't been given evidence will facilitate student learning
- What is evidence that 60 credit Gen ed is good target goal?
 - Target goal for average number of credits is 180
 - Students may choose to take more credits than that
 - 30 credits of free electives for students is driven by community college students and students changing mind
 - Numbers not made up, leaves 150 credits
 - For transfer students, leave 90 credits
 - May reasonably assume transfer students will arrive with 90 credits
 - 60 credits of Gen ed are specific to saving credits in end is not where credits come from
 - 60 credits well within national and state norms; expert agrees
 - Problem for students with graduating is overprescribed too many pieces, too complex
 - Key is simplicity of model and reduce the complexity

- If you fit 62 within the 90, that is where 44% of programs come from
- Gen ed. Task force
 - Decisions made about what is in gen. ed actually drives some of these things
- 60 credit gen ed was never envisioned to reduce number of credits
 - A lot of these number comes from 90 +90
 - Anyone can transfer in with associates/transfer degree and finish the program within 90 credits
- 62 upper division credits: Are you suggesting that programs need to be redesigned to have program take care of entire 62 upper division credits?
 - Have unallocated credits
 - As long as unallocated + upper division . . .
 - 62 is a number, not a number every university in united states uses
 - 62 credits upper division could be reexamined
 - Leftover credits + program required credits need to equal 62
- What would happen to English? BA/BS inequity built into this model
 - Lack of proper vetting here
 - If BA has to be included in 90, is 24 credits
 - If 62 upper division credits also, can only have 4 lower division credits
 - Would make harder for transfer students
 - If follow this model, actually making it harder for English majors to transfer here
 - Model designed for Transfer degree holders
 - Would be free electives for WOU
 - With good communication and coordination, don't think it blocks transfers
 - 24 of language, 62 of upper division, only have 4 left
 - Some institutions require 54 upper division
- Could lead the state in responding to current environment that students operate in
 - Doesn't mean poor programs
- BA/BS inequity, what this model does it make it much harder to offer BA
 - Why are we devaluing languages at a university that has global awareness in statement?
 - Gen ed task force has to take this into account
 - Need to trust that Gen. ed task force will be able to listen to all of this
 - Will be faculty driven process
- With 62 upper division credits, many classes have prerequisites
 - Concerned that there will be less upper division, and then try to get rid of prerequisites, or get rid of upper division electives
 - Not talking about as 2+2, talking about as 90+90
 - Intent is that departments have time to get students through 90
 - Over 300 upper division courses that have no prerequisites
- Has to be student accountability, can't fix everything for every student
 - With good advising, communication, no reason students can't go through there
 - In 90, 62 upper division has to be responsibility of program
 - Students could fit minor in there

- Don't want to say there aren't exceptions
- Focusing on disentangling Gen. ed
 - Hasn't changed in 25 years; Was formed on the coast in 2 day retreat
 - No faculty governance in it
- First have to start with Gen. Ed
 - In fall have town hall meetings
 - Have appropriate senate review
 - Intention was to with 60, give faculty an opportunity to work in territory where there isn't pressure of everything having to work together
- Final product depends on faculty
- State wants 90+90
 - If go to HECC website and look at AAOT, Western has highest Gen ed credit count
 - Want to be able to have programs that are relevant and marketable

Meeting extended by 15 minutes

- Want to know what this gen ed task force will be able to do?
- Will this task force have the power to say "this is how we want to define . . .?"
 - Gen ed. Does not mean university requirements
 - Looking for students to have meaningful gen. ed experience
 - Senate General Education Committee have been working on identifying what Gen ed learning outcomes are
 - What is it that Gen. Ed committee is handing off?
 - Task force only carrying out what curriculum could look like
 - Not to monkey over on the 90 side, that is within the departments and running degree programs
- Huge disincentive for students to want to do BA
 - If task force decided an appropriate way would be to craft gen ed pathway for BA/BS, is this taskforce a path through whereby faculty that see a problem could address it?
 - Yes
- BA degree has all foreign language in it
 - Biology (BS), could have just as many non-biology pre-reqs necessary to get biology degree
 - Often times hang on to actual degree
 - Is going to require reflection on what is within degree programs
- Are certain things that are going to be off the table
 - As look at different programs, creative solutions may emerge
 - Would welcome creative solutions from gen. ed task force
- A number of us concerned some very well-meaning people don't have all the answers, and knowing how these things will impact other people.
 - Looking at details
 - Want to provide a rich degree and provide good pathways to degree
 - Need to have data
 - Not able to advise properly
 - Need process of talking to community colleges to be sure advising they do is aligned with what is done here

- What's the impact of becoming a bilingual educator?
 - If knockout some of the classes in Spanish, won't be able to get students to take classes
- Process is modeled exactly on strategic planning process
- Can have decreasing enrollment and students transferring somewhere else
 - Students come in routinely petitioning for more credits
 - Need to focus on:
 - Don't understand required minor unless fit into totally designed package
 - Difficult to accomplish this work during regular academic year
 - Comment about foreign language
 - Met with foreign language department
 - Would stick foreign language with Gen. ed
 - Only way to experiment to demolishing gen. ed curriculum first

9. Adjourned at: 17:18

5 – 5:15 p.m.

Better Know a Colleague (informal gathering continued, optional)