

Faculty Senate Minutes
January 9, 2018
Willamette Room, Werner University Center
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 PM

2. Call of the roll (by circulation of sign-in sheet): Adele Schepige, Bob Hautala, Camila Gabaldon (substitute for Sue Kunda), Cornelia Paraskevas, Elisa Maroney, Erin Baumgartner (IFS), Ethan McMahan, Gavin Keulks, Greg Zobel, Ken Carano, Karen Haberman, Paula Baldwin (substitute for Kathleen Connolly), Kevin Helppie, Kimberly Jensen, Kit Andrews, Laurie Burton, Marie LeJeune, Mark Van Steeter, Mary Harden, Matthew Nabity, Jeff Templetton (substituting for Michael Baltzley), Michael Phillips, Paul Disney, Thaddeus Shannon, Tom Kelly, Margaret Manoogian, and Zenon Zygmunt.

3. Corrections to and approval of minutes from previous meeting

- Correction: Tom Rand substituted for Cornelia Paraskevas
- Minutes approved as posted

4. Institutional Reports

4.1. Adele Schepige, Faculty Senate President

- Curriculum committee approved some courses
- University Council
 - Four faculty members serving
 - Working on strategic plan implementation
- Faculty Senate Executive Committee
 - Started Committee Project
 - Having difficulty getting chairs
 - Difficulty with representation from all divisions
 - Identifying all the new committees
 - Only on-campus committees
 - Senate as well as non-Senate committees
 - Tracking when, how long, number of times they meet
 - Findings to be presented in coming months
- Minor
 - Discussed through ARC
 - Moved directly to new business
 - Will see on January 23rd

4.2. Rex Fuller, University President

- Senator Wyden will be on campus Saturday at 2:30 pm for Town Hall
- WOU Foundation Grant announcement went out this week
 - Deadline January 31st
 - Short application
- Next Wednesday, January 17th at 1pm, Board of Trustees meeting
 - Will be third week of January, April, July, and October going forward
- Senate Bill 143 provided funding for veterans' program last year
 - Campus student veterans' group received nearly \$90,000 to expand services
- Enrollment trends as of today is flat (less than 1% down from a year ago)
 - Resident enrollments down, international up
- University Council
 - Continue to monitor strategic plan and goal of mission plan in terms of accreditation
- Tuition setting for fiscal year 2018-2019
 - Do not anticipate going above 0-5%
 - In state of flux
 - January 23rd is the vote on Measure 101, which has the potential to impact budget planning for 2018-19.
- Consolidated payroll and human resources
 - Will have more cross-training
 - Began in December 2017, will be completed this month
- Update on Capital Construction
 - Funding to remodel science building
 - Will begin June 2018
 - Due to necessary planning, will be delayed six months
 - Believe will allow plenty of time to remodel
 - Hired Firm to help with Oregon Military Academy and ITC
 - Looking at welcome center (Admissions and Financial Aid) in OMA
 - Group of Alums gotten together fundraising \$150,000 to name lobby in new OMA building
 - ITC looking at seismic upgrades and academic space enhancements

4.3. Stephen Scheck, University Provost

- WOU Welcome Center in Chemeketa Campus
 - Part of outreach campaign
- Web-based catalog
 - Signed contract with Acalog
 - Working on gearing up to make online catalog current
 - This will be web interactive
- December 14th HECC commissioners met in Portland; Another meeting this coming week
 - Willamette Promise

- Follow up discussion at this Thursday's HECC meeting
 - Thanks to faculty working on this;
 - HECC's evaluation of WOU this coming week
 - Document will be on this week's commissioners' meeting docket
- House Bill 2971
 - Textbook affordability issue
 - Provided funding for open resource
 - University must publically note in easy to see way, courses that have low/no cost textbook costs
 - WOU needs to move towards this project
- House Bill 2998
 - Report on this week's HECC docket
 - Calling for representatives from teacher education, biology, English literature and language faculty for USTA workgroups
 - Extremely high transfer programs
- Sabbatical applications
 - Will be hearing before long about status on application
 - Trying to make cost-neutral university wide
- Notice about Provost Town Hall Meeting on Friday
 - Budgeting
 - Aspects that can't be in this year's budget
 - Potentially having something for strategizing in the future
- Remind students to check WOU main website
 - For inclement weather or campus closure

4.4. Tad Shannon, HB 2998, Interinstitutional Faculty Senate

- Preliminary HECC task force report should be out soon
- Lost Academic Credit
 - Not measurable
 - Students who begin careers at community colleges have on average 10 more credits than those who go to four year colleges
 - Wide range in lost credits; depends on the discipline
- Foundational Curriculum
 - Slated to have STEM/non STEM option
 - Both curricula run 32-40 credit hours
 - Chunked based on AAOT outcome areas in terms of implementation
 - Calling for 2 writing courses, 1 math course, 1 cultural literacy, 1 arts course, 2 social science courses
 - Can be put into new General education
- USTA: Unified Statewide Transfer Agreements
 - What most important fields were
 - Second phase: pick ones want to do
 - Business and biology were represented as two of top 5
 - Education included (in top 10)
 - English added for diversity
 - Would like to have faculty representatives from disciplines

involved

- In next month or so, discussions revolve around how to form transfer groups and who will oversee those groups

5. Consideration of Old Business

5.1. Organizational Leadership Masters and Graduate Certificate, David Foster, Behavioral Sciences

- Question: Must they have external reviews?
 - Yes
- Question: Is it working? Finding external reviewers and is graduate office supporting in that?
 - Statement: Currently struggling
 - Statement: Minimum of three, two have to be out of state
- Statement: Provost's office doing some data mining
 - Are getting support to find reviews
- Question: Since the program is created in a division that does not exist yet, where will end of year paperwork be filtered out?
 - Statement: Believe it will be filtered through provost but probably can negotiate with administration
- Motion to approve; seconded.
 - Passed

6. Consideration of New Business

6.1. AB in Liberal Studies, Susanne Monahan, Provost's Office

- New program proposal: Liberal Arts AB
 - Reaches a student population WOU not serving as well as it could
 - Working adults who already have career related associates degree
 - When student finishes degree, no clear path for four year degree
 - Come out of AAS with career related specialization but to earn traditional 4-year degree, must start again with lower division courses
 - Currently no growth in high school graduates
 - Held a retreat on transfer issues to brainstorm
 - 21 faculty attended
 - Build 90 credit program to achieve WOU undergraduate learning outcomes
 - Identified flexibility, integration, coherence, breadth of education, community, transparency and needs of student population as principles of design for the program
 - Aimed to have curriculum proposal submitted to curriculum committee by 2017 and met goal
 - Started with learning outcomes to achieve ULO's for students
 - First four come out of WOU's ULO's
 - Fifth is program specific
 - This kind of degree is at places like Western Washington State, Whitworth
 - Upside-down degree model
 - Would have upper division general education at WOU
 - Includes seminars, capstone, and traditional

- foundation courses if not completed
 - Breadth
 - Scientific, Humanistic, Creative, and Applied approaches
- Would be delivered in Salem in evenings
 - Hybrid courses
 - Clusters of courses proposed
 - Could have sequence of courses
 - Students would be able to use existing and online on-campus courses
 - Consistency in schedule
 - Helps working adults plan for this type of education
 - Professional learning community built in
- Governance
 - Has structure much like interdisciplinary studies does
 - Would have faculty chair/director
 - Would have committee and bylaws
 - Faculty developed and delivered courses
- Question: Do AB degrees ready someone to go into graduate program?
 - Statement: Not prepared to go into any particular graduate program
 - Statement: In job where they complete four year degree, can make them eligible for management position or promotion
- Advisory Board structure
 - Question: Why going this direction instead of department or division?
 - Seems like new structure not put in place yet
 - Interdisciplinary set of faculty put forward this proposal
 - By nature is multidisciplinary
 - People who may choose to participate may have passion for these types of students
 - Notion of governance structures for programs that do not have appointed faculty
 - Framework to enable governance when there are not faculty appointed to this specific program
- Question: Expectation of enrollment and additional costs tied to program?
 - Enrollment projections in proposal
 - Cost included
 - Put in budget request funding for courses
 - Many courses can be taught with existing resources
 - Stipends built in for PLCs and faculty teaching there
- Budget number
 - Will be emailed and sent out
 - Part of larger Salem proposal

- Much of this coursework will allow students who want hybrid opportunity in Salem to do so
 - If working, won't want to do it during afternoon
 - Not just for AB, is also to support other marketing in Salem
 - Would put closer to population center of working adults
 - Also opportunity to bring different student body to Western
 - Differentiates WOU as university
 - No other universities are looking at these students
 - Eastern Oregon has very different approach
 - Having real classes will offer better experience for students
 - As opposed to portfolio review and granting credit
 - Would be core experience face to face with hybrid
- This would Salem focused and south of Portland, not trying to reach students in Portland
 - Very competitive
- Question: How would this be listed in catalog?
 - Catalog description doesn't look like what think description would look like
 - Question: Is AB core, and then list of AB options—how does this relate/mesh with that?
 - Question: If it does relate, why isn't this a program change to have AB in liberal studies?
 - Upside-down degree is completely different approach
 - Question: Won't that be confusing to students?
 - Need to clearly communicate difference
 - Doesn't have to be called AB
 - There are students who don't need more specialized classes to advance; they need four year degree
- Statement: If coming in with AB degree, may see courses at upper division level, may see classes that have more current information than when took courses at community college
 - Still able to take elective courses
 - Is very flexible
- Question: How flexible will it be if students decide want Bachelor's Degree?
 - Students would have to do complete general education
 - Credit-wise would be expensive
 - This would streamline
- Statement: These students take a lot of time
 - Coaching and wayfinding through systems
 - Have to do more work with these students
- When have nontraditional students and veterans, they have problems finding their place
 - Strength of this program is this is peer to peer
- Statement: Sounds a lot like IDS
 - Merge IDS and this together?

- This idea was originally presented to IDS
- At time, did not want to take this on in addition
- Somewhere down line may integrate
- Statement: For this development phase, think it makes sense to have them do their own things

6.2. Academic Requirements Committee 62 Upper Division Credits To 60 Upper Division Credits Proposal, Michael Baltzley, ARC

- Information is posted at Faculty Senate Website
- Currently have 62 upper division credit requirement for graduation
- Students had to take additional courses to meet upper division requirements
 - Seemed like an unnecessary requirement
- Out of 19 universities looked at, 7 other universities don't have upper division requirement stipulations, others had mean of 60 credits for upper division credits
- Making change would remove obstacle for students
 - Wouldn't affect degree programs
- Don't have a division meeting between now and next meeting
 - Vote to have new business discussed on second week of February

7. Informational Presentations and Committee Reports

7.1. BA/BS Task Force Progress Report, Erin Baumgartner

- This is a presentation and not a final recommendation
 - Reviewing BA/BS requirements
- Considerations
 - Taking a look at comparators in and beyond Oregon
 - Looked at AAUP definitions
 - Looked at revised Western Oregon mission and outcomes
 - Wanted to think about equitability for students and programs
 - Wanted to make sure pathways for students are clear
- Recommendations
 - Sharing because hope to have something more refined by Jan 23rd meeting
 - Programs should decide/craft BA/BS requirements
 - Language and culture inherent feature of BA pathway
 - Appropriate for BA/BS programs to double dip with general education
 - BA/BS credit requirements should be similar amount
 - BA/BS should reflect educational mission and learning outcomes
 - BA/BS should further articulate to students pathway toward future goal
 - BA pathway seeking more context
 - BS pathway seeking more practice
- Possible Model
 - Programs determine number of credits
 - BA would meet additional BA aligned courses (3 would be language)

- Question: If student has two years of Spanish, will they have to take culture classes?
 - Historically have allowed students to test out of requirements
 - Want to have students test into where they should be
 - Not necessarily needing to take more classes, could be study abroad that aligns with program
 - Idea that BA/BS requirements should articulate to students what is valued and build a pathway that gets at those things
 - Looking at as opportunity to build context
 - Programs should articulate what student is doing
 - Want to encourage programs having power to decide what additional pieces might look like in majors
- BS would meet additional BA aligned courses and determined minimum math course
- All committee members willing to receive feedback
- Question: If programs have power, does that mean every program would have to put in curriculum proposal?
 - Opens door for programs to update themselves
 - All programs would be listed separately?
 - If choose to have all programs listed
 - Could be ways to have this smoothed out
 - Think people should have flexibility when they choose
- A minimum number of credits would be expected
 - Is there a sense of areas and minimums?
 - Have talked about courses and number of credits
 - Could a program decide they don't need to have any specific classes from certain divisions?
 - For BA, needs to be minimum number of classes that align to language and culture, for BS, math
 - Similar minimums

7.2. Sponsored Research Office Services, Cindi Mafit and Kjerstin Stanavige, Sponsored Research Office, The Research Institute

- If faculty find money they want to go for, need to submit intent to submit form
 - Kick-starts process
 - Will set up meeting to chat
 - Can talk about logistics and writing
 - Is free of charge to everyone on campus
- Will work with Cindi to develop budget
 - Will submit routing form
- Currently two people on campus able to submit grants
- TRI can help with evaluation
 - Also offer a lot of different services



- Will be having a work shop at Todd Hall, Friday Jan. 19th
- Question: is 15% cut taken out of grants for the university?
 - Statement: Current campus rate is 20.8%
 - Don't get very much general fund to run TRI; these funds are vital

Meeting Adjourned: 5:00 p.m.

5 – 5:15 p.m.

Better Know a Colleague (informal gathering continued, optional)