

Faculty Senate Minutes

November 26, 2019

Willamette Room, WUC

Primarily paperless, wou.edu/facultysenate

3:15 - 3:30 p.m.

Better Know a Colleague (informal gathering, optional)

3:30 - 5:00 p.m.

Business Meeting

1. Call to order: 3:33 p.m.

2. Call of the roll (by circulation of sign-in sheet)

3. Corrections to and approval of minutes from previous meeting

3.1. November 12th Meeting

- Approved as posted

4. Institutional Reports

4.1. Faculty Senate President's Report (Kristin Latham-Scott)

- Report available on Faculty Senate website.
- Highlights: Details on curriculum approvals, a memo noting that faculty service requests should be routed through division chairs and department heads, a memo about clearing up language in the catalogue about double degrees to make it clear a minor is not required, strategic score-card

follow-up, calls for committee service nominations, and a reminder that the last faculty senate meeting is December 10th.

- **Question:** Do updates to the catalogue show date changes?
 - The registrar, Amy Clark, will program the correction into degree tracks and the online catalogue, but it will not go into the paper catalogue.
 - **Follow-up:** ~~The catalogue is a kind of contract for what students need to do to graduate.~~ (Amendment from 12-10 meeting: Catalogues are *not* contracts with the students.) Is there a way that the catalogue can track previous versions?
 - Kristin will talk to Amy Clark about this.
- There have been some requests for microphone use at Faculty Senate, so that everyone is able to more clearly understand discussions. This was discussed at FS Executive and will be implemented in Winter term. More details to come. Kristin is looking into the details..

4.2. University President's Report (Rex Fuller)

- Two new trustees for the university board (Jerry Ambris and Linda Herrera) have been approved by the Oregon Senate on the recommendation of Governor Brown. Details are here: <https://wou.edu/woustories/2019/11/26/western-oregon-university-board-of-trustees-welcomes-new-members-jerry-ambris-and-linda-herrera/>
- HECC is in the middle of strategic planning, with a completion goal of February 2020. The goal is to have a better holistic view of higher education state-wide, and create a forward-thinking, aspirational plan institutions can use.
- Wednesday December 11th, holiday gathering at 4:30 in the Pacific Room.
- **Question:** I have been working with the Sponsored Projects Office and really appreciate their work and services. There is a proposal for returned overhead redistribution and transparency for the use of funds. Could some of that overhead be turned back to the division or PI?
 - **Rex Fuller:** This has been a question we have been looking at for several years now. We have been asking other institutions about best practices but have not come to a final decision yet. Faculty are encouraged to discuss this with the research office.
 - **Rob Winningham:** There is a draft proposal that was created this summer, and it is currently before Policy Council. It might also be appropriate for Faculty Senate to look at the policy before it is officially adopted.

4.3. Office of Academic Affairs' Report (Rob Winningham)

- Report available on Faculty Senate Website.
- Highlights: Details about freshmen to sophomore retention rate, and use of the college scheduler tool on campus.

4.4. IFS Report (Erin Baumgartner, Thaddeus Shannon)

- The HECC strategic plan was the biggest issue of note. They are doing outreach with surveys and focus groups, so please offer your opinion if you are asked.
- Some of the other regional institutions have entered into agreements with for-profit third parties to promote recruitment and enrollment management for some of their online programs. The third parties are offering the courses, and the institutions get a portion of the enrollment money in return.
- UO rolling out new assessment of teacher effectiveness, moving away from a Leikert scale. They will report on the new system in the spring, after it has been in use.
- **Question:** Is there a way to provide feedback about the effectiveness and performance of HECC?
 - **Rex Fuller:** There hasn't been an ongoing discussion about this. Outreach mentioned above about the new strategic plan is one way to provide feedback. IFS is also a body that HECC recognizes as presenting a faculty voice.
 - **Rob Winningham:** The provost's council has discussed the level of feedback and timeline of the new strategic plan.
 - **Thaddeus Shannon:** HECC has taken responsibility over things that come out of the legislature asking for specific actions on specific topics. They are now building infrastructure to help that, and also exploring ways to provide funding for some of the work that needs to be done. Giving students a voice about their needs is the strongest way to make a case to HECC and legislators.

4.5. Gen Ed Report (Camila Gabaldon)

- Gen Ed is reviewing the 30 FYS submissions, and putting together a schedule for next year.

5. Consideration of Old Business

No old business.

6. Consideration of New Business

6.1. New Sustainability Minor (Sriram Khé)

- PDF is available on the Faculty Senate website.
- This minor provides a pathway for students who are interested in sustainability alongside a different major. The minor is interdisciplinary, to reflect
- **Question:** Can you speak to how this differs from the Environmental Studies minor?
 - One of the biggest differences is the highly structured format of the sustainability minor, which leads students to a clear understanding of sustainability in particular. The environmental studies minor has a much wider set of available classes.

7. Discussion items

7.1. Summary of Integrative Learning PLC report AY '18-'19 (Becka Morgan)

- Summary PDF available on Faculty Senate website, presenting the work and background information on integrative learning.
- Important to note that assessment should happen along the way, not just at the end of a term.
- Integrated communication and reflection were the weakest points in the PLC's assessment of student work. Many assignments submitted to the PLC offered too much direction to the students, making these elements of the rubric difficult.
- Some difficulties may arise from attempts to fit existing assignments to the rubric, rather than creating assignments for the rubric.
- There was a sense that faculty were worried that the assessments would reflect badly upon their teaching. The PLCs are not concerned with this, but with examining student learning and helping faculty to create environments where student learning can occur more effectively.
- **Question:** What is the PLC doing this year? Are there going to be reports from other groups, like the online PLC and others?
 - The PLCs are one-year efforts.
 - **Erin Buamgartner:** This year the PLC is Quantitative Learning. There is also a General Education PLC, focusing on general education outcome number one.
 - **Mike Baltzley:** PLC reports are posted to the academic effectiveness website. PLC chairs presented at an assessment day, and they will be presenting that same information at Faculty Senate. We could ask the current PLCs to report on their progress as well.

7.2. Summary of WOU Climate Survey and Best Colleges to Work For. (Judy Vanderburg)

- Motion made to move this summary to the next meeting, December 10th. (Due to time constraints.)
- Seconded.
- **Motion passes.**

8. Informational Presentations and Committee Reports

8.1 iPad pilot projects update (Chelle Batchelor)

- PDF available on Faculty Senate website.
- **Question:** Can you tell us more about collecting local data to make decisions?
 - We have Apple-provided surveys which other institutions have used to assess their programs. We could repurpose these and follow up with students in the programs to determine their experiences.
- **Question:** Is it possible for graduate students to be considered for this program in the future?
 - There has been strong interest in faculty who teach graduate students and the organizational leadership program in using iPads. We would need additional funding to provide them to graduate students as well as undergraduate students.
- **Question:** What do students do if they need technical help with their iPads?
 - Apple suggested that we could retain additional iPads that are ready to be deployed, so that UCS could provide these to the students and send the damaged device to Apple for repair. Students can save their work to the cloud so they are not impacted by that repair.
- **Question:** Do faculty who are interested but have not attended the previous or current training need to wait for funding before they can take part?
 - We need funding for the training and the iPads faculty lease before we can offer more trainings. We also need time to have faculty share what they have learned, so they could serve as a resource. It's possible we could create more modular professional

development opportunities around iPads, instead of relying solely on the Apple-provided training.

- **Question:** What happens if a student loses the iPad or it's stolen? Who has the financial responsibility?
 - Apple does not track the iPads directly, but UCS can shut down the iPad and turn on tracking. If the student goes to UCS, they can track down lost iPads and turn off stolen devices. We have not looked at this question in detail yet, although iPads checked out from the library do incur a replacement fee like any other library item.
 - **Follow-up comment:** It would be useful if students could be informed of their financial responsibility before they agree to be in the program.
- **Question:** What are the other components to the strong start program?
 - Sue Monahan: The program is a learning community, piloting STEM major students through developmental math in an accelerated fashion.
- **Question:** Can we have more people attend the Apple trainings, if they don't mind not getting an iPad?
 - The 20 attendees is a hard limit set by Apple. The Director of Academic Innovation will hopefully take the lead on working on other trainings.

Meeting adjourned: 4:57 pm

5 – 5:15 p.m.

Better Know a Colleague (informal gathering continued, optional)