

Faculty Senate
April 23, 2013
DRAFT Minutes

- I. Call to Order: 3:33pm
- II. Call of roll (by circulation of sign up sheet) in attendance – Keven Malkewitz, Jennifer Yang, Scot Morse, Michael Freeman, Michael Phillips, Kevin Helppie, Patricia Gimenez, Cornelia Paraskevas, Kristin Latham, Mike Baltzley, Breeann Flesch, Rahim Kazerouni, David Foster, Ethan McMahan, Terry Gingerich, David Doellinger, Mark Van Steeter, Bob Hautala, Kathy Farrell, Katie Heise (for Edwin Cancel), Mickey Pardew, Dana Ulveland, Steve Wojcikiewicz, Rachel Harrington, Erin Passehl
- III. Corrections to and approval of minutes
 - a. Seeing none, moved to approve
 - b. Seconded
 - i. Approved
- IV. Institutional Reports
 - a. Keller Coker, Faculty Senate President
 - i. Absent
 - b. Mark Weiss, University President
 - i. Much time spent in the Capitol in Salem, as it's important to make presence known and talk to legislators. Three upcoming meetings, this Friday meeting about the 7 OUS institutions with board members and members of the OUS system to present their position on the audit. My response: took exception to many parts of what was included, particularly the recommendation to do cost accounting for faculty members time, in and out of the classroom, in my opinion show a real lack of knowledge in the business of higher education
 - ii. In one week: will talk with two other presidents about significant projects, the college of education building and I will be able to answer questions they might have.
 - iii. The third meeting: I have been asked to visit with the governor and talk about the things happening in higher education in relevance to governance. In my position, we need to make sure the independence of institutions does not harm any other institutions. Discussions have caused a pause in the movement of those bills and undoubtedly there will be a compromise.
 - iv. Springtime here, things seem to be going well, unless you tell me otherwise.
 - v. Question: There seems like a lot going on, what's a good way to keep up to date?
 1. It's a moving target, Bill 72 has been amended 5 times now and the other Bill, that has to do with the creation of a new bureaucracy in the state government dealing

with higher education, but momentum has backed off. The Oregon Education Investment Board is still being defined, so it's a moving target and the best place is to go to the legislative website, or the Oregonian and try to find answers.

- vi. Q: What was the timeline on new Ed building?
 1. If approved it will be approved in this legislative session, we expect it will be, we won't get the 17 million until May 2015, the end of the two year legislative period. Meaning, we will do very little in year one, just the basic rendering and that's available, but the drawings will need to be made in year 2 of the next biennium when funds become available.

c. Steven Scheck, VP of Academic Affairs

- i. Site visit for the Northwest Commission will consist of a number of phone calls and many of you here are on a list of randomly selected people to answer questions regarding governing and academic programs. They were very favorably impressed with report submitted.
- ii. May 9, the various proposals that have come through faculty senate will be on provost council doc and if that goes well, the degree proposals will go on June 20, then we will be ready that evening to begin marketing these programs
- iii. There are several name changes that will be coming up in the catalogue, department of political science is changed, as well as psychology. Naming is more reflective of academic programing happening in units and will give us more leverage in marketing for student recruitment
- iv. Erin Baumgartner is the new chair of Faculty Evaluation committee and meeting with study group
- v. Met with Sara Grant about a resolution being developed in ASWOU and student senate on cultural competency training and I believe Senate President Bryce Wolford will speak more to it during his presentation.
- vi. Looking for faculty volunteers to be involved on follow-up calls to committed freshmen to assist with the branding of our reputation of caring and such. I know President Weiss has mentioned that enrollment count is down, and the domestic Oregon student is a rare species and we want to get our share of qualified students who will excel here. Making calls helps these numbers directly. The phone call has been proven to make the difference. Please take this back to divisions - there will be scripting with Admissions on how this will play out. I have had good conversations with mothers and it helps quite a bit.

- vii. On the horizon, are new ways of funding universities - many of you have heard of the RAM model, and how funding goes to OUS campuses. This is being redone with emphasis on state readiness, what does the state need. For example, more compensation for turning out a mechanical engineer than astrology major - in terms of advising, with the undecided, undeclared and exploratory student, many are migrating through the system who know they'll be a biology major but have not declared. I will be working on what we can do to declare majors sooner, to increase retention rates, if we declared the undecided as interdisciplinary that's over \$200,000. Your role is the role you play in coaching students and make sure they are declared.
- viii. Q: When does it go into effect?
 - 1. A: A year from now or two years. It's possible that 20-30% of funding is outcome based, so first to second year retention, we need to be above 70%, we need to improve our numbers. Serving under-populated students and having them succeed we do well, but it will be phased in over time starting next year. We have important outcome-based things we can focus on to improve. Faculty are key in working with academic advising.
- ix. Q: Are they taking into account the particular social situation of students, like those working 40 hours a week compared to UO kids who are more privileged and don't have to work?
 - 1. I understand your point and there are some metrics for underserved populations which includes disadvantaged socioeconomic students, so it's being developed.
- x. Q: Are you looking at department level phone calls?
 - 1. A: correct
- xi. Q: This is a small percentage of the funding? And will this be molded down the road?
 - 1. A: 20-30%
- xii. Q: Who gains from this? Is there a difference between schools?
 - 1. PSU was the biggest winner, OSU is the biggest loser and EOU and SOU are looking at maybe reduction.

V. Old Business

VI. New Business:

a. Election of Faculty Senate Officers

- i. One for President: Tad Shannon
- ii. One candidate for Vice President: Tracy Smiles
- iii. One for Secretary: Erin Baumgartner

- 1. There is only one candidate for each position - They do not need to be tenured, they only need to be over 50% time.

2. Any objection to approving nominations by unanimous consent?
 - a. Seeing none: Approved.
- b. AB Open Discussion (20 minutes)
 - i. Felt that there was discussion about developing a core of requirements rather than program by program so I thought it would be helpful to have a discussion if we should have a core or keep it the way we have had it recently, I would like to hear what people think.
 - ii. Q: If each program developed their own core, who decides if it's a valid core that it doesn't deviate enough to be a concern, or is there an advantage to keeping it?
 - iii. A: It was my understanding that the core we approved was the core that everyone would use going forward but it could be possibly modified.
 - iv. A: I was under the impression each department develops their own core.
 - v. A: The task force and the LAS division chair, the whole reason spending so much time on the core, was to come up with a uniform core, that subsequent AB degrees would match to that and all would have the Western flavor to the degree.
 - vi. Q: So I know the AB was originally for people who had work experience trying to move up the ladder and after speaking to Rob afterwards that it was waved. What is true?
 1. This program is targeted to the student with a nontransferable associates degree that are terminal degrees. The conversations about work experience were made during the public vetting that occurred. We will take the program out of a test spin and adjust when needed.
 - vii. Q: In my conversation with Rob we talked about the challenges faced in the Community college program, and the amount of ignorance of the students on the classes they're taking and why and how little they are transferred. I am wondering if they keep students as long as possible, how do we relate with them to be more honest?
 - viii. A: That is a very large problem, a very political one and there is a lot of pressure. What can Western do? One, when we plague your departments with articulation sheets, we know they're a pain in the neck but that's the best way we have of conveying what classes are useful for CC students to take. Please forward the names you get to me. If a student is just self-advising and they fit into the AB tracks, then that is where they will be placed since they have a body of work that is consistent with that.

- ix. The concerns you point out are very good concerns, we have a 6 year graduation rate of 39%, and there's a state recognition to make sure there's a positive seamless transition to get from public schools to community colleges to universities and to my knowledge there's very little advising at a community college, so there's lots of room to improve.
 - x. Is the requirement that the student will have the degree? Is any degree good enough or does it have to be specific?
 - xi. When admitted into the gerontology program, the major coursework is identical to BA and BS coursework is and if that's inconsistent with being successful in that department they wouldn't be accepted.
 - xii. So the student will have to declare a disciplinary subject instead of just a major.
 - 1. Correct
 - xiii. Is the degree plan is so strict it makes changing careers more difficult?
 - 1. True but the audience we are addressing is the decided people who are already on their career track.
 - xiv. Will it be a department decision or a university decision?
 - 1. Through the departments, we need faculty champions that believe in the product and we need to be mindful that if OUS doesn't build them, the community colleges are required to build them.
 - xv. Is work experience still being considered?
 - 1. Yes, the group was thinking toward the idea that people who have graduated and are working but stuck in a dead end job would be suited to the AB. Also there is a different need of the AB core in that a student that has an applied science degree who has been working in the health care system for 7 years would need the same general education system so the AB is a modification of that. We discovered that there were many students one year into terminal degree programs who have already regretted it, too far along in the applied science degree. Lots of varying students.
- c. ASWOU Presentation on Cultural Competency (10 minutes)
- i. I have some handouts for you all; I didn't expect more than 20 people so I have only 20.
 - 1. I have a resolution that Student senate has passed recently about trainings on cultural competency. Centered toward our campus, ASL community, Latino community, our Hawaiian and Samoan community and very WOU specific. I would request that a letter is sent to president Weiss and the university diversity committee to show support for this.

2. Q: Has there been discussion on content or a model of a course? I don't doubt that this is a good idea, I am wondering how much work has been done in researching how this will be applied?
3. The OSA has many different trainings in this, hopefully working with the University Diversity Committee would be helpful.
4. Q: Could you communicate a little bit more on the language aspect?
 - a. So for this campus, ASL being a large part of this campus, trainings would educate on how to communicate with a deaf person and how to speak to the LGBTQ identity, a little bit of safe zone trainings but centered around the communities. As far as language it would be how to speak to others without offending.
5. As a personal experience, I had a student who preferred to be addressed as Latina rather than Hispanic because of reputations.
6. Q: When you start picking specific cultures, for example where I come from in Greece, when people refer to me as Greek it's actually an insult, so instead maybe of group-by-group maybe cultural acceptance.
 - a. There would be a definite focus on that, based on our campus and to benefits all of you as faculty.
- d. ASWOU Presentation on Tuition Equity (10 minutes)
 - i. Oregon Legislature passed tuition equity at the capitol recently – meaning a student whose parents immigrated here without the proper process, they would be forced to pay out of state tuition because they are not recognized as a citizen, and we are trying to bring college access to different communities, we originally wanted this to be cosponsored by Faculty Senate, but due to timing this is more as an informational presentation now than anything since it has already been passed. Just so you all know the students of Western supported tuition equity.

VII. Announcements

- a. None

VIII. Adjournment

- a. Moved to adjourn
- b. Seconded
 - i. Approved 4:31pm