

Faculty Senate Minutes
November 8, 2016
Willamette Room, WUC
Primarily paperless, wou.edu/facultysenate

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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 3:30**
2. Call of the roll (by circulation of sign-in sheet): Amy Harwell, Bob Hautala, Cheryl Beaver, Greg Zobel (substitute for Ken Carano), Chloe Hughes, Jamie Marroquin, Jennifer Taylor, Joel Alexander, Kimberly Jensen, Kit Andrews, Lyra Behnke, Marie Lejune, Mary Harden, Michael Phillips, Brent King, Shaun Huston, Thaddeus Shannon, Thomas Rand, Zenon Zygmunt. Michael Baltzey, Sue Kunda, Paul Disney, Laurie Burton
Ex-officio in attendance: Adele Schepige, Rex Fuller, Steve Scheck
3. Corrections to and approval of minutes from previous meeting—Approved
4. Institutional Reports
 - 4.1. Adele Schepige, Faculty Senate President
 - See posted report
 - 4.2. Rex Fuller, University President
 - Announcement of Student Affairs in relation to healthy campus challenge. Many students are gapped between coverage of parent's healthcare plans and their plans. One of around 200 universities nationwide in effort to get students to enroll.
 - Western is working with Dream USA to provide access to "dreamers" who are locked out from higher education. These are students in home states that don't have access to Western. The funding provided by this foundation at WUE rates, which is 150% of resident Oregon tuition. This would open up cities in western states, such as North Dakota, that are currently not major "feeders" to Western. Will have more information out there when it is finalized, should be coming in a few weeks. They reached out to us due to work we've done in graduate and retention rates. This is a good example of reputation.
 - Questions:
 - Itemizer observer published information about two trustees, did not see designated faculty representative?
 - Governor held up on decision, current person holds office until he/she replaced. Expecting to be replaced in the next few months.

4.3. Stephen Scheck, University Provost

- See posted report
- Advising
- Friday at 3pm, hosting veteran's panel and what Veterans Day means to them. Campus wide announcement sent out about that.
- Academic Affairs Council: Webinar on reimagining the first year of college
- Involved academic programming and curricular programming. It was true for all years.
 - "Learning outcomes is the definition of student success"
 - In regards to high impact fields, "Good engaged advising" listed as high impact learning practice
 - Just as powerful on students as doing senior thesis
- Questions:
 - Send survey out from pathway, can send questions out on separate file?
 - Will be sent out in email or attach document
 - Will gather information through mechanism like that
 - If degree program has too many credits may choose to have optional minor, can we just choose to have optional minor if not meeting that?
 - Is a senate driven discussion
 - You have to have 27 credits to major to have a breakeven point, still have to get to 180. Don't call it a minor anymore.
 - Trigger point is 180. The discussion on how minors versus on defined body of elected credits is subject for different discussion.
 - IFS: Are expenses covered, room and board?
 - All expenses covered. Not unusual for representatives who have to travel to only send one representative and have other call in. Issue is that amongst the faculty, what's important to this faculty with our approach and desire to deal with undergraduates is not shared by larger institutions. Priorities of different faculties are diverse. There are things that we as a group choose to pursue, and you advocate for what faculty wants to do.
 - Interested in emeritus status?
 - Executive Committee is working with ARC to develop this policy.

5. Consideration of Old Business

5.1. Military Absence Policy for Students

Provost Scheck

- Applies to students that enroll and is a formal way of giving guidance to faculty on how to handle military absences. They aren't that common, but gives substance to saying we are a military friendly campus.
- It does seem to be a different policy than disability services, only exceptions seem to be under safety concerns
- Faculty shall make arrangements on assignments and exams. Is a problem with classes which have team building exercises.
- If a course is unavailable, would be other counseling for student about withdrawing.

- From here, this goes on to the policy council.
- Needed to consult with constituencies (Veteran's services, Faculty Senate)
- Concern that some courses are designed with group assignments occurring every week. Similar to athletes, but without dramatic "shall"
- Encourage that faculty get fingerprints on this
- How do you want to see those modifications sent forward or suggestions?
- Send to him. Becomes public record to demonstrate if right constituencies consulted.
- Ten consecutive active weekdays? Could it be 10 academic weekdays?
- Any of these types of suggested edits, send to Provost Scheck.

5.2. Graduate Learning Outcomes (GLOs)

Adele Schepige, Grad. Studies Committee

- Curious how wide spread this approach to graduate education is? How many other institutions are implementing this broad of an approach?
 - DQP's targeted at masters levels, not PhDs.
- All these programs have the same outcomes? What does that do for us?
 - Same thing that the undergraduate outcomes do. They can do these things and have these certain skills. You can now do these skills at a graduate level.
 - Look at admissions at graduate level.
- Understand idea of using framework as pilot, wondering if graduate committee had shortened list already?
 - No, have two started with (writing and analytical inquiry), that information from dropdown menu, results will be used as basis to make decision. Just like undergraduate outcomes have 5, will have 5 for GLO's
- Confused that ULO's were brought and approved by Faculty Senate. GLO's have already been adopted by graduate committee
 - As a pilot, will review next year.
- Is not official yet, just a pilot?
 - Is officially what is being done this year, but not official adopted graduate outcomes
 - Will try first two out this year, if decided don't like the way they operated, would try something else.
- Want Faculty Senate to support this decision?
 - Yes
- Should this have come through Faculty Senate anyways if it is a pilot program?
 - Probably, but is a timing thing.
- Now that it's rolling, would cause problems
 - Or we would deal with it
- Long list of things that they *will* do, concerned about homogenizing education at graduate level. Seems to be pretty prescriptive, at graduate level should be leeway on how diving into things. Long list of requirements.
 - Agree, is long list

- Last spring, set of graduate faculty met and wanted to look at graduate program assessment, looked at in fall. Is not optional to do graduate learning outcomes, all programs need to have outcomes. Chose to lead with writing as writing is important to graduate students. Came out of conversations. The idea that Faculty Senate would vote on assessing writing, suggest that graduate committee can agree to do that themselves. It is expectation of accreditors that have outcomes for undergraduate and graduate programs.
- Understand there is shared conversation but not shared governance. Need input from faculty at this point
- Has been accepted by number of universities. Can look at other models, don't have to create. Don't have doctorate programs yet, but looks at what someone with associates degree, undergraduate degree, and graduate degree should do. Just borrowing from elsewhere. Doing nothing is not decision.
- All this was borrowed from Lumina foundation?
 - Yes, is product from Lumina
- Don't think having conversation will hold up process much more. Pilot would be much more successful if we knew what it was about.
- Wasn't that discussion already held when Lumina program was looked at and adopted?
- Just to clarify, pilot is for two outcomes indicated—graduate level writing and analytical inquiry?
 - However, did use all DQP outcomes on dropdown menu
- Labor has already been put into this pilot?
- Having it as a pilot is very useful, if we test out and pilot out the rubrics and want to change, is still open. In terms of pilot itself, much more comfortable with piloting and changing things at another time
- At what point do you anticipate doing an evaluation and a report?
 - June. Work session December and June to analyze to see how this worked.
 - MOTION: Make a motion that report from graduate committee to Faculty Senate on results of the pilot at the July meeting. Motion carried.
- Is there a group of faculty that has not been involved in this process that has not been consulted on this?
 - Faculty do not have to use outcomes at this point
 - Will later be asked to align courses with those outcomes
 - At this point, program coordinators asked to send out to faculty teaching graduate classes and use as pilot
- For writing, could be through comprehensive exams, literature reviews, could be used in multiple ways. Have to use the rubric to see if it works.
 - Would this rubric be used in 400/500 slash courses?
- AMENDMENT: Concerned about calling them official graduate learning outcomes if haven't been voted in. Recommend language be used that these are pilots.
- MOTION: Language of report include that these outcomes are not official and are pilots. Motion carried.

5.3. Process for Selection of Deans

Kimberly Jensen, Social Science

- Social science division voted to support idea in principle
 - For future considerations, making no recommendations on searches
- Different opinions
 - Great for accountability and historical knowledge of community
 - Could pose problems for continuity, especially when working with external agencies
- Behavioral Sciences: mixed feelings
 - Lot of concerns, varied quite a bit on what happens if we adopt this model
- Natural Science and Mathematics
 - Is administration open to this idea of this model before invest time in this model?
- Next step: Suggestions on next step, don't have a motion at this point but wanted to have a conversation. Happy to proceed in ways you think would be helpful and strategic. Is this something we can move forward with?
 - Think reality is that we're doing traditional, national search for deans, internal faculty encouraged to apply
 - Search committee is meeting on Friday
 - New quality for incoming deans in involvement in fundraising, other aspects: liked the Evergreen models, but brings problems on tenure reviews. How authoritative do they feel they can push or not push?
 - Comments: not that this is tied to particular search, but think about how we might like to plan and think about this in future
 - Perhaps even some recommendations, happy to work on if interested. Want to think broadly on how we might want to influence future decisions.
 - Idea of looking for promising talent, demonstration for ability of leadership
 - Open to conversation about structural changes?
 - How is the position described now, with things like responsibilities, and terms? If those things are written, don't know how to go about having those things addressed.
 - All administrators get letter from president, renewed year by year
 - Positions can change at any time
- Any other ideas can be sent, if discussion, can be organized through Kimberly Jensen.

6. Consideration of New Business

6.1. Business Curriculum Proposal Hamid Bashari-Kashani

- Cannot have so many different titles. Changed focus to concentration.
- This proposal is only adding concentration instead of focus
- MOTION: Treat this item as old business. Motion carried.
- MOTION: Approved the changes to the business curriculum. Motion carried.

7. Informational Presentations and Committee Reports

7.1. Overview of submitting course outcome data Sue Monahan, Associate Provost for Academic Effectiveness

- Report on where collection of data to align programs is. Program outcomes in, a few minors will need to do, as are stand-alone minors. Mechanism has been tested, have received feedback. Timely links has important links. New link is for report course goals and alignment. Will come up with tips and opportunities to enter data. Each course will require a new survey. For those who don't want to use a survey, could make spreadsheet. May not be room for all goals—if case, start with ones aligned with ULO's and program goals first. Have to have at least outcome aligned with ULO and one aligned with program. Could provide summary of program and goals and what outcomes support it. Talk with people before you enter this data. Could start entering data as are ready for that. Take back to divisions and make sure it makes sense as can still adjust and fix problems.
- Which courses and when?
 - Due dates are on course submission page?
 - December 31st for anything related to general education
 - March 31st, 2017 for all other classes
 - Sending out spreadsheet of all courses taught at WOU from 2013
 - Will take less energy to do this at once rather than spreading out over several years
 - Everyone should have course goals, alignments are decisions that need to be made
 - Can also get to this page under A-Z: Academic Effectiveness
- Is there a process for revision?
 - Yes, when pushed back out again. Will let Faculty Senate decide shared governance on later date, but will have editable copy of them. Transparent of what classes have
- Goals for student work, want a range or best . . . ?
 - Each instructor give a piece of work once a year that is average, and a piece of work that is minimally acceptable.
- Proficiency grading: Would it be useful to keep work that wasn't acceptable if they made it acceptable?
 - Minimally acceptable in Ed. Program is a B
 - Fascinating to see revision process for students
 - Could learn about what types of feedbacks helps students as well
 - Figuring out how to help students achieve more

8. Adjournment at 5:00

5 – 5:15 p.m.

Better Know a Colleague (informal gathering continued, optional)