

Faculty Senate Minutes
February 27, 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: 15:30
2. Call of the roll (by circulation of sign-in sheet): Adele Schepige; Bob Hautala; Camila Gabaldon; Chloe Hughes; Elisa Maroney; Erin Baumgartner; Ethan McMahan; Gavin Keulks; Greg Zobel; Jeff Templeton; Ken Carano; Kelvin Helppie; Kimberly Jensen; Laurie Burton; Marie LeJeune; Margaret Manoogian; Mark Van Steeter; Mary Harden; Matthew Nabity; Michael Phillips; Paul Disney; Scott Tighe; Sue Kunda; Thaddeus Shannon; Zenon Zygmunt. Kit Andrews; Cornelia Paraskevas. Tom Kelly. Kathleen Connolly.
3. Corrections to and approval of minutes from previous meeting
 - a. No corrections
 - b. Minutes approved as posted
4. Institutional Reports
 - a. Adele Schepige, Faculty Senate President: [see report here](#)
 - i. Emeritus policy
 1. Executive Committee (EC) has reviewed policy, comments, & prior minutes; did not want to bring policy forward again
 2. Some of the language was very importantly decided to be written in a certain way; EC want Divisions/PRCs to try out the policy—see if it works and allow for Divisions to have some freedom
 - ii. Curriculum proposals
 1. 100 proposals went through curriculum proposals
 - iii. International Education and Student Success Report: [see report here](#)
 1. Attending the academic affairs council meeting to share results
 2. Sent three questions out to faculty for responses
 - a. Report Summary
 3. Rob Troyer Chair of International Education Division
 - a. Will present at next meeting
 4. Once all information is gathered, hope to get action plan going by Spring
 - a. Created a report about what was found out
 - i. Copied 8 action items from WOUFT 2012 letter
 - ii. Clear that there is a strained relationship with

the Assistant VP of International Studies

- iii. Last year, Creative arts division presented concerns about international student success
- iv. November: Academic Affairs questions
 - 1. Theme 1: Faculty like having International Students
 - a. Some systems of support are working, but doesn't appear to be enough
 - 2. Theme 2: International Student Preparation
 - a. Some language skills that are still problematic
 - b. Want to find a way to work this out, want students to be successful
 - c. Some faculty concerned about different notions of what academic honesty is
 - 3. Theme 3: Cultural supports for international students
 - a. Having International students live on campus would make them interact more with students
 - b. More cultural opportunities in and out of classes
 - c. With events, seems to be lack of financial support to experience these things
 - d. Curriculum Concerns: If large number of international students, how does a division housing many of them get support?
 - e. Delivering courses: In some places get to deliver courses in other countries
 - f. What incentive is there to make agreements if it is adding significant workload?
 - 4. Theme 4: International Education Office
 - a. Seems overworked
- b. Rex Fuller, University President
 - i. Call for participation
 - 1. Academic Excellence Showcase: open right now
 - 2. Nominations for Pastega award—ceremony is May 9th, 3:30
 - 3. Recommendation to start commencement to 10:30: 30 minutes earlier
 - 4. D2 Basketball: Men's basketball team headed to Alaska to play conference tournament
 - a. WOU may host March 9th Regional Tournament
 - b. WOU men's team have longest winning streak in both

- c. Stephen Scheck, University Provost
 - i. Coordinator of IDS program has been named: Sriram Khe
 - 1. Some program aspects have been brought to faculty senate in past
 - ii. If academic program have requests for tenure track lines:
 - 1. Forward info to deans with standard protocol in college with rationale for position
 - 2. We wish to make decisions on all proposed searches before the end of spring term, enabling earlier posting of position advertisements than has been the case in the past
 - 3. Doing some searches now but most searches will be next year; overall priority is request sooner rather than later
 - iii. Congratulations to new Tenured Professors & Associate Professors and Full Professors
 - 1. Have been positively reviewed and granted; all of the applications for Associate and Full Professors have been approve
 - a. Important letter with legal information was sent out via campus mail yesterday
- d. Thaddeus Shannon, IFS Senator
 - i. Have not had IFS meeting
 - ii. HB 2998 Work meeting 2 weeks ago
 - 1. Foundational curriculum is firming up, still not done
 - 2. Still fundamental disagreements about implementation
 - 3. Most recent version
 - a. move WR 122 from foundational curriculum
 - b. Uses AAOT framework
 - c. More work to be done
 - 4. Will keep talking about how to implement consistently across universities
 - a. Has found faculty for all USTA (Unified Statewide Transfer Agreements)
 - b. Needs to be put into place
 - c. Teacher education identified as one of the programs should do USTA with
 - i. Is not single degree program, is whole set of degree programs
 - ii. More complex than HECC seemed to realize
 - iii. A lot more work that needs to be done
 - iv. Question: Deadline for group?
 - 1. HECC staff thought last meeting was the last meeting
 - 2. HB deadline for USTA is this year
 - 3. Talk about how there could be long term governance of this effort

5. Consideration of Old Business

- a. Graduate admission criteria, Elisa Maroney, Graduate Studies Committee
 - i. Catalog change
 1. Would add another option where students could be admitted conditionally for one quarter
 2. If support from graduate coordinator, could continue as regular admit
 - ii. Question: Would students be admitted provisionally just based on GPA? If couldn't get satisfactory GRE due to disabilities, could be admitted conditionally?
 1. Would meet other application requirements and be admitted conditionally
 2. Would be alternative to GRE
 - a. Conditional acceptance is alternative to GRE
 - b. Can also be conditionally accepted until receive acceptable score from GRE
 - i. If don't achieve by end of first quarter
 - iii. GRE not required if students have 3.0 GPA
 1. Want to add additional opportunity for students to succeed in first quarter without taking GRE
 - a. Students with disabilities, students whose first language is not English, and students who have not been in school for a while do not have to take GRE
 - b. Many deaf students go through undergrad with interpreter
 - i. GRE does not measure intelligence
 - iv. Question: Are there other alternatives to the GRE that should be in place?
 1. Programs all have additional application materials
 - a. Portfolios, resumes, work experience
 - v. Comment: What better predictor of success in graduate program is there other than experience in the graduate program?
 1. New option is opportunity for advisors to work with students
 2. New option works well for programs who know students well and have conditional admit
 - vi. In terms of grades, currently Grad Office looks at last 90 hours of Undergraduate courses
 1. Coordinator would be making decision about the new option
 2. Selection for use of new option is by program; not every program has to do this—is an option
 - vii. Comment: GRE is US designed and assumes rest of world has same exposure
 1. For those who came from non-anglo-saxon countries, was impossible to do regardless of how much prep was done
 - viii. Comments:
 1. If student comes in, even if they did poorly as undergraduate but has 3.0 in first term, new options lets a student potentially show they can perform well
 2. Human experience shows that after time people have new abilities and new skills to use
 - a. Given opportunity they can demonstrate they can be a good student

3. When on conditional admit, they do not receive financial aid
 - a. Students highly motivated to do their work
 - b. Doing on own dime
 - c. Pre-advising that would go along with this is critical
 - d. Is very thoughtful approach for programs that want to use this
 - i. For example, the shortage for deaf teachers for deaf schools is enormous
 - b. Comment: Are students in these programs, are they expected to take similar types of testing for certifications?
 - i. There are licensing programs
 - ii. They can request accommodations for these tests & certifications
 - c. Move to approve
 - i. One opposed, motion passes
6. Consideration of New Business
- a. Interpreting Studies: Theory, Amanda Smith, Deaf Studies and Professional Studies
 - i. Research over last eight years
 1. Bachelor's degree is not sufficient place to train interpreters to go into the field
 2. Would like to change undergraduate program to be pre-interpreting program—theory
 3. Starts students at freshman level and allows them to get stronger with ASL and English
 4. Chunk of credits are language focused
 - a. Package for people whose native language is English and package for people whose main language is ASL or something else
 5. Chunk of credits ASL focused
 6. At senior level can take 400/500 level courses, can move credits over to Masters [this point was disputed & clarified later in discussion]
 - ii. Question: Name: Is that what is called within other programs offering it?
 1. Describe as pre-practice
 2. Is no other program like this in the country
 - a. May be other ones that do
 - b. We want it to say Interpreting studies: Theory
 - i. Want them to know this is the theory of how to be an interpreter
 - iii. Question: With this new program, ending pipeline of success?
 1. Pipeline continues to graduate level
 2. If student can't continue on right away, what are job prospects?
 - a. Students can still be interpreters in Oregon
 - b. Will still have opportunities to interpret in other places
 - iv. Questions/discussion about taking of 400/500 level credits, double dipping, etc. Became convoluted
 1. **RESULT: STRIKE THE PROPOSAL'S PARAGRAPH THAT ENABLES THE DOUBLE DIPPING**

2. Discussion connected to 4+1 set up
 - a. 4+1 Proposal launching it still in discussion phase
 - v. Is this right for predesigning as 4+1?
 1. Does not need to be reworked
 - a. The +1 being actual calendar year (four terms, including summer)
 - b. Already have pipeline going
 - vi. What are incentives for students to go from Bachelors to Masters?
 1. Depends on district—people may move up salary scale
 2. Is no movement in other district even when people have degrees
 - a. Higher quality and would have options to move out of education setting
- b. General Education program, Breeann Flesch, GEC Chair: [see site here](#)
- i. Modification
 1. In 2015/2016, Faculty Senate created General Education Committee
 2. Gen Ed committee found that structure did not provide capability for assessment and criteria
 - ii. Put call out to faculty members
 1. Theme 1: want Gen ed program to provide students with foundational skills allowing to succeed in programs
 2. Theme 2: Wanted breadth requirement
 - a. Students should have to take classes outside of program/comfort zone
 3. Theme 3: want flexibility for students who start here
 - a. Want flexibility for transfer students as well
 - b. Looked at HB 2998
 - i. Participate in Statewide general education
 - ii. Incorporated ideas into this model
 4. Theme 4: Don't want to be trend
 - a. Looked into research
 - b. Found practices shown to be impactful at other institutions
 - i. High impact practices include having first year seminars
 - iii. Foundations
 1. Gen Ed task force identified foundational skills
 - a. Do we want to make discreet courses or gather together into integrative courses?
 - i. Took five foundational skills and gave discreet courses
 - ii. Rest of skills would be covered in first year seminar
 - b. Most places have writing requirement
 - i. Added 121, current prerequisite to 122
 - ii. Adding transparency
 - iii. Can test out of having to take a writing class
 - c. Math classes mostly remain same
 - i. Added competency

- ii. If program does not require taking math course and they show competency, do not need to take a math course
 - d. Communication
 - i. Open up to communication in language
 - ii. Oral communication is one way of communicating
 - e. Critical Thinking
 - i. Need class teaching critical thinking skills
 - f. Health Promotion
 - 2. First year seminars will tackle things like reading and information literacy
 - a. Are topical classes with interesting content that will provide foundational skills as well
 - b. Akin to honors colloquium for freshmen
 - c. Why do we only have cool classes for the privileged few?
 - i. If something is working for honors, should think about having for gen ed
 - d. Is small classroom setting where relationships are built
 - i. Because have small class and access to faculty member, hopefully have safe place to ask questions about things like registering
 - 3. Using Writing focused and Quantitative focus
 - a. Is experience with quantitative literacy and writing
 - b. Not Writing intensive or Q course because those are for upper division
 - 4. Will have titles like seminars do
 - a. Hopefully students sign up for classes that sound interesting to them
 - b. Similar to freshman interest group, while not having external issue
- iv. Breadth requirement
 - 1. Identified 3 categories, will take 2 classes in each category
 - 2. These classes will have high impact practice and will mostly be 200/300 level classes
 - a. The first year getting foundational skills
 - i. Then explore different perspectives
 - ii. Then integrate different ideas
 - b. Hope advising and materials shown will lead them to place that can integrate knowledge
 - 3. Learning communities, undergraduate research, service learning—impactful purpose
 - a. Writing intensive are high impact practices
 - b. Is purposeful alignment with outcomes
 - i. D,W, and Q are there and are aligned
- v. If passes, next step will be Gen Ed creating simple electronic forms to categorize courses
 - 1. Need to take all next year and figure out which classes go where

2. For most classes, is minimal tweaking and simple electronic form
3. Will be taking all next year to do process of which classes go where
 - a. Will come up with timeline for what is reasonable for faculty and provost
 - b. Will be one-time lift to get all courses in categories
 - c. New General education will start in 2019
- vi. Upkeep
 1. First year seminars will be solicited annually
 - a. General education director can collect data
 - b. Gen Ed director: Now have a program and people who assess program
 - i. When things need to be changed, they will
 - ii. Has been large project with attempts at compromise and moving towards something can all get behind
 - iii. Hoping to be mindful of paradigm shift
- vii. Scientific Perspectives: 40% lab-based (page 14)
 1. Says “all courses in this category must have designated ab component that accounts for 40% of all class time”
 - a. Comment: Excludes most other divisions from participating in scientific perspectives
 - b. Comment: Theme of this section is meant to be more broad based
 2. Comment: Is meant to be alignment along skills and content
 - a. “lab” is an important word to have
 - i. Does not need to be hood and sink
 - ii. Is instructional opportunity for students to work in small groups
 - iii. Could make class that could fit in category within computer science
 - iv. Think there is availability for possible lab space for people who want it
 3. Comment: Two years ago, provided lab space for anthropology department
 - a. Don’t think anyone wanted to exclude any courses with 40%
 - b. In scientific perspectives category, need to have opportunity to do science
 4. If 40% labs, will have to restrict other topics; classes will suffer—will negatively impact other sciences.
- viii. Comment: National Science Teachers Academy and AAAS: recommendations task force has put together align to recommendations
 1. Lab: talking about disciplinary inquiry activities
 - a. Content criteria: making observations, using experimental data, engaging in scientific reasoning, analyzing data from natural systems
 - b. Is intellectually defensible
 2. Comparative intuitions: 7/8 do not require lab for their

- general education science or natural science
- 3. Does not require physical lab; term lab being used to describe set of practices
 - a. Uses term lab, so when someone across state looks at it, can say it transfers
- 4. Multiple ways someone can accomplish this
 - a. Add phrase “lecture-lab format”
 - i. For criteria, demonstrate in syllabus how 40% of overall class time is non-lecture format
- ix. Comment: This has been a conversation that has been going on for months
 - 1. Tried best to find compromise using framework and find middle ground
- x. Question/Comments: This is akin to Honors Colloquia Adoption with multiple challenges
 - 1. Is it 3 to 4, or is it 4 credits?
 - a. Moved to 4 credits instead of 3 to 4
 - i. These courses are being asked to do a lot
 - ii. Felt more authentic to have them be 4 credit classes
 - b. Is matter of getting to 12 credits
 - i. If 3 credit department and teaching 4 times, get to 12
 - ii. If some were 3 and some were 4, would be issues with equity
 - 2. Whoever GE coordinator will be, will be hard
 - a. Might get 9 proposals if lucky in year
 - b. Cost will be burdensome
 - c. Going to be nice rotational, flexible courses will become predictable, second core
 - i. Are certain classes that come around more than once
 - ii. Starts out flexible, then solidifies
 - 3. Have had lots of conversations about whether is doable
 - a. If is not working, will need to change and is okay
 - b. Think it is worth a try and a risk
- xi. Next year, courses taught within next year or two with are approved for only the next year or two
 - 1. Want people to teach these classes multiple times
 - 2. Will have reapplication process
- c. Interdisciplinary Studies, Sriram Khe for Jeff Myers, IDS Board: **link to questions about IDS**
 - i. Is this a new course prefix? IDS
 - 1. Yes, in proposal, that has been made clear
 - 2. No category or prefix, is something that has to be created
 - 3. Over the last couple of years have come together as group
 - a. More than 200 students majoring in IDS now
 - 4. Had to create capstone opportunity for these students, and in order to create capstone, need prefix
 - a. Portfolio approach

- b. For students who want to demonstrate, can do in depth capstone work
 - ii. Rest of questions are organizational: for Sue M
 - 1. The director has certain sense of responsibilities
 - iii. Have some existing program at WOU
 - 1. Honors program and AB/IDS at provost's office
 - 2. Will have director at university level
 - a. Is project that spans university
 - 3. Structure for IDS/AB is different
 - a. Doing different things, all university wide programs
 - 4. Do the deans have a role?
 - a. Deans do have a role in terms of coordination
 - b. Will be coordination, but reporting line for IDS
 - i. IDS board, to Curriculum Committee, to Faculty Senate, to Provost's office
- d. LING 310 Introduction to Linguistics, Carol for David Hargreaves, Humanities
 - i. A lot of questions had to do with moving from lower division to upper division: **Link to Questions**
 - ii. Originally Intro to Linguistics was 310 years ago
 - 1. Listed as option in LACC for Ed students
 - 2. Little change was made to course
 - 3. Chemeketa is only one that has at community college level 210
 - iii. Less an issue of what is covered and more how it is covered
 - 1. Actual coverage with topics will not be changed, depth will be covered will be changed; statement later adjusted and yes, some of the content & depth will change (see point d.viii)
 - iv. Syllabi:
 - 1. Still in process
 - v. Question: Why is it on schedule?
 - 1. Humanities has temporary approval
 - vi. Was in curriculum queue starting in early fall
 - 1. Temporary course proposal included policy suggestions
 - 2. Asking 310 be used everywhere 210 is until new Gen Ed comes into play
 - vii. May be in articulation agreements, but when proposal submitted, did not know about articulation agreement
 - 1. Question: Is there more than one articulation agreement?
Only know of one
 - 2. Request: Ask that LING 310 be applied to programs in same way LING 210 currently is
 - viii. Comment: How it was put into portal, are going to change some things to change to 300 level
 - 1. LING 210 is prerequisite for all Ed majors, Early childhood majors—about 500 students on campus
 - a. Concern about the changes
 - b. At no point were the changes to this course discussed with Teacher Education

- i. Linguistics apologized for communication gap; thought it had been addressed
 - c. Comment: did not see changes would be so extreme beyond substitution form
 - ix. Comment: Causes problems for ED majors in another way
 - 1. If 310 is now prerequisite to 314, will have students who need to get into both classes at the very last minute
 - 2. In the past, moved some classes from 300 level to 200 level to attract transfer students
 - a. May lose potential transfer students
 - x. Linguistics students were having trouble graduating with enough upper division credits to graduate
 - 1. Initial issues behind the change arose from needs within the linguistics department
 - xi. Comment: Perhaps linguistics can get together with education to talk about it
 - xii. Comment: Want process to be discussed and recognized
 - 1. Education must collaborate more than any other department because draw from so many different departments
 - xiii. Teacher Education supports Linguistics' changes in order to address their students' needs; however, Teacher Education expects that when they make changes in the future to meet their students' needs that those changes are similarly respected.
 - xiv. Assumed any communication coming about Chemeketa 210, was not coming through college of Ed faculty
 - 1. Thought that would be new communication
 - a. Apologies for the communication gap
 - 2. Teacher Ed found out Chemeketa was changing 310 while in process of moving 210 to 310
 - a. The bottleneck: opened a section
 - b. Asked about how many sections needed
 - i. Even one more is better, never received numbers

ii.

7. Move to extend meeting by 3 minutes

- a. Approved

8. Informational Presentations and Committee Reports

- a. Student Success and Advising updates, Jesse Poole, SSA Interim Director
 - i. Not enough time

9. Meeting Adjourned: 17:10

5 – 5:15 p.m.

Better Know a Colleague (informal gathering continued, optional)