

Faculty Senate Minutes

January 28, 2020

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: 3:30 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. January 14th Meeting

- Approved as posted

4. Institutional Reports

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

- Report available on Faculty Senate website.
- Highlights: Curriculum storm is coming; removal of question from curriculum submission process. New committee on campus; UCCAC. Call for service for 3 faculty members on this committee of 12 people.

- **Questions: How is this committee different than UDIAC?**
 - This committee is specifically working on addressing House Bill 2864 for cultural competencies and creating a report for the legislature. The two groups will work together very closely.

4.2. University President's Report (Rex Fuller)

- UDIAC is a follow-on to the university diversity committee, which created a diversity plan for the campus. Its principle task this year is to create a diversity plan in accordance with House Bill 2864.
- We have developed a legislature briefing book for the upcoming legislative year that will go out soon.
- **Question:** Has the legal team made any comments or stances on the legislative concept that would allow part time faculty who work in total full time or more across multiple universities to have access to health insurance? Have you heard of this idea?
 - I have not heard of this one, we will do some research.
- **Question:** Campus climate survey has there been any progress in making that available?
 - Provost winningham: We have contracted with TRI to do a deeper dive on the data, and will be investing time in February, MArch, and April with the hope of having it completed by May. In order to look more deeply into campus climate. Sybille will be back to faculty senate with the findings once they have them to solicit more questions and review.
- **Question:** FSEC would love to get more comments from our faculty about what kind of information they need. Is there any progress in getting the results available in the Portal?
 - I have followed up with Judy Vanderberg about this but have not heard back yet.

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

- Report available on Faculty Senate Website.
- Highlights: congress to campus, Hispanic Service Institution summit, Preschool Promise, summer appointments for new tenure-track faculty
- **Note about the Congress to Campus from social science faculty:** We just added another open class for first year students, if you go to our website you'll find Clay and Creativity taught by Andrea(?).

- **Question:** will this be dependent on them having earned their doctorate [or other terminal degree] by September 1st?
 - No limitations because it is a non-tenure track contract

4.4. IFS Report (Thaddeus Shannon, Emily Plec)

- No report.

4.5. Gen Ed Report (Camila Gabaldon)

- No report.

5. Consideration of Old Business

No old business.

6. Consideration of New Business

6.1. Proposed new BS in Economics & Mathematics

- Files on faculty senate website.
- New proposal in the system, but has been in the works since 2004.
- There is more than a minor's worth of course in both areas, and enough elective credits for students to still take electives. We received feedback about the importance of communication skills, as well as programming and data science courses, and have worked those into the program and will emphasize them in advising.
- First time economics will have a capstone project, flexibility in the nature of it depending on advising.
- The degree is envisioned to be for people who are learning about mathematics but aren't mathematicians, and who are learning about business/economics questions with mathematical skills. The skills learned during the program will be broadly applicable to many different job markets.
- Our vision for the program is different from other offerings in the state, which are heavily focused on the math and intended for students going on to graduate school. Ours will be more practical in focus.
- **Question:** Is it correct that students can take the capstone in math or economics?
 - Yes, we are thinking the person in this major would want to focus more on one or the other.
- **Question:** What kinds of economics classes will the students take?

- That will be up to the student and their advisor, the intermediate core/sequence, introductory sequence, two upper division electives and maybe more depending on the area of interest. The students will need to be connected with an advisor on both sides, advising is a huge part of this.
- **Question:** Will they have two major advisors, and how will our system handle that?
 - Students already can have more than one advisor. One advisor would probably have to take the lead on removing holds and so on, after conferring with the other.

6.2. Proposed new certificate in Gerontology: Aging/Older Adulthood

- Files and presentation on faculty senate website.
- Undergrad, 16 credits, focused on WOU students to have a basic foundation in the bio, psycho and social aspects of aging. Designed for enhancing information for those who are interested in every aspect of aging, wanting to demonstrate a basic understanding of older adulthood.
- Our program is one of 28 in the country and the only one in the PNW.

6.3. Proposed new course, BA 131, Introduction to Business Computing

- Files on faculty senate website.
- **Comment from Kristin Latham-Scott:** When this came to FSEC, we thought that a lot of departments may develop their own computing or math and wanted to know if this would be specific to business students. From the proposal we couldn't tell if it was specific to the business or like any other CS class and wanted some clarification.
- Accounting faculty wanted students to learn Excel before taking accounting and business classes, but there isn't a class for this yet. We decided to put together a course for it that would teach them everything they know in order to take these classes.
- We used the same name that other colleges use for similar classes. We also decided to do this due to HECC needs for a similar class to other institutions' BA 131. The university no longer offers CS 121, and even when we did we were told that it was not equivalent to other institutions' BA 131.

7. Discussion items

7.1. Support for faculty advising our new Gen Ed.

- Presentation on faculty senate website.
- This presentation is here to help provide support to faculty doing advising.
- Top 5 tips for successful advising! wou.edu/advising/advisor-resources
 - Academic Advising includes General Education
 - Students can change catalog years for General Education only or Major/minor only or both!
 - General Education requirements are built around learning outcomes and content criteria
 - Petition requests require evidence that a requirement has reasonably been met.
 - Students can find help
- A new petition form is available on the Gen Ed website: <https://wou.edu/gened/petitions/>
 - This form walks students through the process of submitting a petition more thoroughly. The website also has information for advisors and students about the petition process, and there will be upcoming workshops for advisors.
 - Rationale and evidence are the most important things for students to include on the form, and advisors are in a good position to help them gather that evidence before the form.
 - If you want to do a test of the form, you are welcome to add “test” submissions, but make sure they are clearly labeled as tests so we can delete them.

- **Question:** A transfer student with an associates degree, you have the choice of which catalog year?
 - It depends on when they transfer. If they have transferred in before this year, they can be moved to a newer catalogue year. Students in future years can't be moved to an older catalogue year, though. This will be less confusing in future years.
- **Question:** For additional graduation requirements, we've been a bit confused about where those live. Our major used to have a BA/BS with different math requirements. If they go to the new Gen Eds, but keep their major, do you know what counts as part of the “Gen Ed” and part of the “major”?
 - It depends, if your major has specific math requirements then it lives with your major. If it does not have specific math requirements, it lives in gen ed.
 - If students get tripped up by weird problems with changing catalog years for Gen Ed or a major/minor, contact Erin Baumgartner and she will work with the Gen Ed committee to figure out the best way for the student to meet the requirements.

- **Question:** Is there a place for an optional syllabus? If I want to make a stronger claim?
 - Yes, so long as they are available as a link. The form will also send an email to the advisor who fills out the form, which the advisor can reply to with PDFs.
 - A syllabus or other files are not usually recommended, based on our experience with existing petitions. We would ask that you only put the description to start with, and then Erin will contact you for more information if it is needed.

8. Informational Presentations and Committee Reports

No informational presentations.

Meeting adjourned: 4:45 pm

5 – 5:15 p.m.

Better Know a Colleague (informal gathering continued, optional)