**Faculty Senate Meeting 3/13/12**

**I. Roll Call: Present**

Bob Hautala, Tracy Smiles, Maria Dantas-Whitney, Erin Passehl, Dana Ulveland, Scot Morse, Kristin Latham, David Foster, David Doellinger, Kathy Farrell, Claire Ferraris, Mark Van Steeter, Michael Freeman, Cornelia Paraskevas, Breeann Flesch, Mike Baltzley, Terry Gingerich, Amanda Smith

**II. Correction to Minutes**

No corrections to minutes.

**Action:** Minutes approved.

**III. President’s Reports**

**Gavin Keulks, Faculty Senate –**

No significant announcements to report.

**Mark Weiss, Western Oregon University –**

Chancellor will be visiting WOU April 12th. An agenda will be created including a private luncheon with faculty. Gavin is taking care of arrangements. The meeting will be in Hamersly Library room 107.

Tomorrow and Thursday a brown bag lunch discussion is planned, given faculty the chance to ask the President and Provost any questions about SPOC and the Window of Opportunity meetings, or statewide issues surrounding higher education.

Please visit [www.wou.edu/presidents/woo](http://www.wou.edu/presidents/woo) to see a new webpage created for the Window of Opportunity (WOO). On the WOO homepage are links to task teams, the SPOC committee webpage, the feedback page, the accreditation process and the progress toward WOU achieving the 40:40:20 goal. You will see a list relaying what WOU is doing to help achieve 40:40:20 with other colleges and school districts, etc.

There is a meeting planned towards the end of April for task and core team number 3. Would like your attendance.

**Marshall Guthrie, Staff Senate –** Not present.

**Jonathan Farmer, ASWOU –** Not present.

**Kent Neely, Provosts’ Council –** Not Present.

**IV. Old Business**

**New Environmental Chemistry Minor and Option in Major –**

The Chemistry department is requesting to create a new option in the chemistry major featuring environmental chemistry. This would be coupled with a minor that is largely geology, biology and chemistry-based. The Forensic Chemistry major operates similarly (coupled) and has done so for the last 15 years. Many graduated students have entered the forensic chemistry field because the program is so strong and different. There is a lot of interest in environmental chemistry and nothing currently like this serves interested students. There are options for students who don’t want the stipulated coupled minor. Those students could always major in general chemistry – but not environmental chemistry, which must be coupled. (Article b. on Senate webpage).

Question raise about how, if at all, this coupled major/minor differs from a large, credit-heavy major essentially without a minor.

Answer: One could view it that way, but similar major/minor pairings do exist elsewhere. Also, this particular coupling is designed to feature courses in the minor that are not specific to chemistry: geology, biology, energy, etc.-based.

Question raised if by having the major and minor as a package, students are be prepared for an environmental chemistry track in grad school.

Answer: Yes, this major/minor largely prepares students for graduate school in an environmental chemistry focus. It does not prepare them for a focus in general chemistry.

Question raised if department is aware that there is a 400 level geography and environment course that could be added to this degree.

Answer: Yes. They are aware. However, there is already a chemistry and environment course that is being taught as part of the major/minor.

Question raised about why a professor was not contacted when one of his courses is being listed as being taught as part of this program.

Answer: Steve Taylor suggested this course because it is very similar to what is being taught in science courses of this nature. They would be happy to remove the course from the program if the professor was not able or willing to teach this course as part of the environmental chemistry major/minor.

Question raised concerning why a student cannot major in environmental chemistry and minor is something different if they were going in a different direction than graduate school.

Answer: This track is intended to prepare students for graduate school. If they intended to pursue something different one would recommend a different track. This is a whole different animal that is significantly different from other programs.

**Action:** Motion made to approve. Motion seconded and approved.

**Religious Studies Transfer Policy for LACC Courses –**

Amended document was presented on screen and posted on webpage. The only amendment was the removal of course number 399. The hope is that this proposal will help clarify, in the catalog, the policy for religious transfer courses in the LACC. Not a policy change but simply a polcy clarification. Has already been routed to ARC and approved by that committee. (Article c. on Senate webpage).

**Action:** Motion made to approve. Motion seconded and approved.

**Eiken Proficiency Examination for International Studies –**

Request to add the Eiken Proficiency Exam to the list of accepted exams for international students. It is comparable to the TOEFL and other proficiency exams. This especially affects Japanese students. (Article d. on Senate webpage).

Question raised about the score that WOU is going to accept. There is not a specific score listed in any document.

Answer: The accepted score would be an Eiken grade one and/or TOEFL 600. There is a paragraph stating the comparison of the computer and paper test.

Question raised concerning whether we would accept any of these scores.

Answer: Believe that the score would be equivalent to the accepted TOEFL scores.

Question raised concerning the fact that we don’t know what the cutoff score WOU would accept for the Eiken would be.

Answer: ARC did not discuss specific cutoff scores. This could be taken back to ARC for further discussion.

General sentiment that this is a good equivalent exam but specifics for admissions need to be specified in order for the Senate to feel comfortable casting a formal vote.

**Action:** Motion made to refer the proposal back to ARC to clarify specific cutoff scores for admissions. Motion seconded and approved.

**LACC Policy Change, Literature Requirement –**

Originally, in order to boost enrollment in modern language courses, language classes (including ASL) were accepted as credit for the literature LACC requirement. However, this plan did not work as well as intended. Are now requesting to remove modern language courses from this LACC category. French and German *literature* courses would still be accepted. If approved, students would use English 104-109, Linguistics 210 or the French and German literature courses to fulfill the LACC literature requirement. This proposal simply reverts back to the old policy. (Article e. on Senate webpage).

Question raised if there are any Spanish or ASL-equivalent literature courses.

Answer: Not currently. As of now, only language classes, not literature in translation courses in Spanish and ASL.

**Action:** Motion made to approve. Motion seconded and approved.

**New Course, Law and Popular Culture, Com 328 –**

Course has been taught for the past three years. Course is deeply grounded in rhetorical studies. The professor would be using film as the text to study the rhetoric of the law. The similarly titled Criminal Justice course and this course are not of the same basis. (Article f. on Senate webpage).

Feeling among senate executive committee was that these courses needed to be presented before of Senate to relieve questions and ensure inter-departmental communication.

**Action:** Motion made to approve. Motion seconded and approved.

**New Course, Psychopharmacology, PSY 461/561 –**

Student and program demand are reasons behind making this course permanent. Are requesting to modify from a 407 course number permanently offered course with numbers 461 and 561. (Article h. on Senate webpage).

**Action:** Motion made to approve. Motion seconded and approved.

**New Course, Criminal Justice and Pop Culture, CJ 433/533 –**

Professor is new to department but wanted to implement this here at WOU. Has been developing this course for ten years. (Article g. on Senate webpage).

Comment: Communications department still has some questions regarding this proposal. In Communications, mass media and popular culture are seen through a theoretical basis. One needs to be careful when outlining this subject because popular culture portrayals are complex. Media literacy is stated but some faculty remain concerned that the syllabus attempts to cover too many disparate theories. It is also felt that this course hovers between two disciplines in regards to how criminals are portrayed in popular culture and mass media and the inclusion of crime theory.

Comment: the media literacy portion of this course is still not understood. Do understand the popular culture aspect.

**Action:** Motion made to approve. Motion seconded and approved.

**New Course, Human Nutrition in Evolutionary Perspective, ANTH 455 –**

The title for this course has been changed in order to relieve confusion with a nutrition course taught in the Health department. The new title clarifies the differences between the nutrition and the evolution of the human diet. The Health department feels comfortable with this title. (Article i. on Senate webpage).

**Action:** Motion made to approve. Motion seconded and approved. Will note new title and abbreviation in the Portal.

**V. New Business**

None.

**VI. Interinstitutional Faculty Senate Report**

Are currently going through a very confusing time. The Western Governor’s University testified before a committee with governor Kitzhaber present. The Chancellor requested that they provide him with a list of their faculty because one could not be found and one has not turned up yet. Community colleges are now coming up with a plan to offer four-year degrees. This does not have traction yet. The course content is one-size fits all but each student receives their own mentor. The campus achievement compacts were also signed the day this meeting was held. There will be a presentation on the compacts in April.

**VII. Committee Review**

None.

**VIII. Informational Presentations**

**Tommy Love, Director of Annual Giving and Alumni Relations –**

How do we overcome the obstacles in front of us? The main obstacles are overcoming misinformation. Fundraising has not changed as a whole. There is still restricted and unrestricted fundraising. The alumni magazine is still currently being printed. However, because of budgetary issues it is now only being sent to people who have given donations in the last or current year. This simply goes back to how we are spending our money. Currently our alumni participation rate is about 6%. This is not very good. However, on the positive side, 6% is on par with other universities. This means that we are not doing as poorly as we thought and that there is room to grow. One of the issues is that a large number of our alumni are not at the stage in their lives where they are financially stable and able to give back. Another issue is that we are a first generation university. This is a very strong selling point and something to be proud of. However, with 50% of our students receiving PELL grants, not all of their families have the financial resources to give back to the university.

Our database is also struggling with what people did during their time at WOU and what they have done since. Also, a lot of parents are not linked to their children. This information is needed in order to reach alumni.

There are ways to increase participation. One is that donors can donate specifically to different programs or colleges. This allows them to decide where their money goes. We also hold phone-a-thons. We also are partnered with a company that manages a full website for us. This is a great tool. There are a lot of programs at this college, meaning a lot of places to donate to. We have also made it possible to make donations in the form of payroll deduction forms, checks, credit, online and stock in order to be most convenient. We did just get another $250,000 donation toward the new science building. We are also asking faculty and staff to donate to programs they feel passionate about. It is also an idea to take payroll deductions and donate a portion of your paycheck. Are currently trying to increase our numbers so that 1,856 alumni are making donations. Historically we do not know how much we can raise. We are currently looking at what bigger universities are doing. We do have more wealth than we think we can reach.

Be on the lookout for more information over email. Currently doing okay but it is not known where we will be at in two or three years.

Question raised about what ways information is gathered from students once they have graduated.

Answer: Emails, student databases, surveys. The difficult part is trusting students to log in. We also use parents’ addresses to try and stay in touch. Students also have to give their non-WOU email in order to receive their gift. This is a struggle.

Question raised about if WOU email remaining active for five years after graduation is helpful.

Answer: It can be if the students keep it active.

Question about alumni magazine and clarification that it is still being published.

Answer: Yes it is still being published, as it always was. It is just being marketed to a smaller demographic. Will have to talk about what to do with it in the future because of cost. It could possibly go online. A calendar was created during Fall. This is the same info that would be printed in a magazine but online and in calendar form. Many faculty enjoyed the calendar. They thought it was a great idea that they hadn’t seen before.

Question raised about why we are not sending the magazine to alumni if we are trying to get them to fund us.

Answer: This is a double-edged sword. The magazine is expensive, and readers sometimes overlook the funding requests in favor of the informational profiles. A straight mail version is more direct.

**IX. Meeting Adjourned**