**Faculty Senate Meeting 4/26/11**

**I: Roll Call: Present**

Scott Grim, Susan Daniel, Terry Gingerich, Tad Shannon, Mark Girod, Janeanne Rockwell-Kincanon, Cheryl Beaver, Pete Poston, Cheryl Davis, David Doellinger, Kevin Helppie, Jason Waite, Michael Freeman, Katherine Schmidt, Bob Hautala, Tracy Smiles

**II. Call for Corrections to Minutes**

No corrections to minutes.

**Action:** Minutes approved.

**III. President’s Reports**

**Gavin Keulks, Faculty Senate –**

Nominating committee needs two additional volunteers to join Katherine Schmidt (past president) and Tracy Smiles (executive committee representative). Janeanne Rockwell Kincanon and Terry Gingerich volunteered, and the Nominating Committee is now closed.

Keulks notes that the senate by-laws stipulate that the committee should be formed at the first May meeting of the senate, with elections taking place during the last May meeting – and that the executive committee felt this time-frame should be revised because it occurs too late in the term and without sufficient time for the nominating committee to do their work. That is why it is being filled at this meeting rather than May 10th.

**John Minahan, Western Oregon University –**

Budget is currently at fourteen million, down from eighteen million last year. International student enrollment for the upcoming year may be a concern. However, the freshman class for the upcoming year is seeing good numbers. Overall, WOU is in good shape for next year.

**Lisa Catto, Staff Senate –**

Not present.

**Yasmin Ibarra, ASWOU –**

Not present.

**Kent Neely, Provosts’ Council –**

March 1st was the last council meeting. Conversations surrounding the audit were had. It is felt that the audit was conducted for unknown reasons and with unknown goals. However, it is an audit and can’t be ignored no matter how off the mark it seems.

Other issues addressed were a document that looks at future academic admissions or admission alignment. The challenge of having a board with recurring members is that these recurring members do not often get trained in the area of other universities. There is hope that this admission alignment document will inform administrators what is unique about Western from others schools.

Also discussed was the Certificate in English as a Foreign Language proposal, which was praised as well-written and a model document by other campuses.

Other issues concerned federal education policies. The Feds are enforcing some existing policies but are ignoring offering programs in other states. Currently, this is going state by state. Permission must be asked from the state in order to teach a student from that other state under their program. There are many fees involved in this. OSU has been very good at trying to streamline this. Right now, this is a bureaucratic challenge.

Currently, there is a lot of interest about diversity. It is not sure how diversity it being entirely defined.

There have been ongoing discussions regarding duel career spouses and the correct process for hiring or not. It is an ad hoc process. There is agreement that there should be a central person of contact across campus. Are currently working to streamline this process.

**IV. Old Business**

None.

**V. New Business**

**Credit Limits on Open Ended Classes, ARC:** In the current catalog there are limitations on courses labeled 403, 406, 407, 408, 409, etc. This is an issue because students are desiring to take more than the 12 hour maximum. 407 is the common course number for seminars and students are only allowed to take a certain number. The same is true for practicum (409) courses. For example, Criminal Justice majors can only take practicum courses in their major and none that would correlate with their minor. This proposal is asking to change the limitation from twelve hours to sixteen in order to compensate for the four credit alignments previously made to numerous different courses. This is also proposing to ungroup 407 from 406 and 408. This would allow students to have sixteen hours of seminars if desired. The registrar’s office has frequently had to deal with this issue. They have been giving out overload forms when they shouldn’t be needed. (See article b. on Senate website).

Will be first item of old business May 10th.

Question raised about what would happen if there wasn’t a limit on course hours.

Answer: Nobody can remember why a limit was originally set in place. It was thought that there possibly shouldn’t be a limitation. However, it was speculated that this could have been abused in the past. It was decided to open it up to a reasonable value rather than eliminate it. No limitations could allow for students to take a large amount of seminar courses and graduate in an inappropriate matter.

**Overload Petition Form Revision, ARC:** ARC is proposing some changes to the overload petition form. They are proposing to remove the address, the calendar and the blank space for the professor’s recommendation. There is also a section for online courses on the new form, as well as a check box for professors to recommend or not recommend. Also proposed is to raise the requirement from nineteen to twenty-one credits before a petition is needed. This means that students could take up to twenty credits without an overload form. The change is being suggested because the data shows that most of the students who used this overload form had high GPAs and were usually seniors working toward graduation. Additionally, with more departments offering 4-credit courses now versus in the past, students often reach 19 credits with fewer courses than in the past. (See articles c, d, and e on Senate website).

Question raised about if the 2.0 GPA section has always been on the overload form.

Answer: No, this is a new element that was just added to the form. It states that the student must be in good academic standing to have an overload form. Affects hardly anyone though.

Question raised about the reasoning behind this increase of credits before an overload form is needed.

Answer: In conversation, it wasn’t decided exactly what the numbers would be. It was discovered that at twenty credits students were still getting good grades but above that students were not doing as well. The twenty-one credit limitation was built off of the data. ARC met and wanted to take it back to their divisions and this is what everyone came up with.

Question raised about the gap between the number of students that start the term and end the term with an overload form.

Answer: This was discussed in ARC. It could reflect that people shop for classes. This would be reflected in the first one to two week.

Question raised about what courses are commonly overloaded on.

Answer: This is not entirely known. It seems to be seniors fulfilling major/minor requirements or making up for those last minute LACC requirements.

Question raised that if this is approved and students are made aware that this amount of coursework will be challenging, why is this so concerning.

Answer: Students get to nineteen credits a lot faster than they used to. Part of it is eliminating the hassle of the form. The form has unnecessary info. Some is a convenience factor. It is known that students take other classes from community colleges, etc. It would be naive to consider these numbers the student’s course loads. Often students overload themselves.

Question raised about how consistent the data is across the board. The GPA data is for all students who entered the term with an overload form but doesn’t account for those that dropped their courses.

Answer: Registrar will be asked to provide additional data that documents the performance of those students who complete the overload term, not those (as currently documented on the spreadsheet) who originally signed up.

Will be second item of old business on May 10th.

**CGE Credit by Examination, ARC:** Proposing to accept content credit for examination scores of C or better from the General Education Certificate (GCE) that many English-speaking International students complete for university placement. Only a handful of students utilize this exam to enter WOU. Accepting this could increase diversity and the numbers of students from the UK here at Western. The typical grading scale would be the same as OSU’s. Also proposing to accept PHI 211, 212 and 213 as PHI 201,202 and 203 for GCE credit. (See article f. on Senate Website).

Question raised about the number of students who would be using this system.

Answer: Only a few students so far have used this as entrance into WOU. Because of budget, UK universities will be turning away thousands of students. We are hoping that some of these students will end up at WOU.

Question raised if students from the United States can take this exam.

Answer: Yes they could. However, it is more expensive than other entrance exams.

Question raised about if this is aimed toward international students.

Answer: Yes.

Will be third item of old business on May 10th.

**VI. Interinstitutional faculty senate report**

None.

**VII. Committee Review**

None.

**Informational presentation**

**Tobacco free campus –**

Student health advisory committee (SHAC) is a committee on campus that gives advice to the health center advisor. This year their focus was a tobacco free campus. The term tobacco free means that cigars, chewing tobacco, hookah, and cigarettes would be banned. Tobacco is the number one cause of preventable death. 97% of students say they are non users of tobacco. Second hand smoke affects people who are not agreeing to be exposed to tobacco. Some tobacco free campuses include University of Oregon, Oregon State University as of fall 2012. Most community colleges are also tobacco free. This presentation has been given to many groups on campus. The proposed timeline begins with this year, collecting information and researching. In spring, a survey will be given to students and returned in fall when advising is complete. Feedback from forms would be discussed and hopefully WOU will become tobacco free by fall of 2012. As of now, WOU has no campus wide policy. There are rules and regulations in dorms, WUC and Library but there are smoke shacks around campus that still allow smoking. Most K-12 schools are already tobacco free so this would be an easy transition. No tobacco on campus would also eliminate waste.

\*Forms were given to faculty members to fill out for feedback.

Question raised about if the forms should be taken back to their divisions or if they should be filled out now.

Answer: They should be filled out now because feedback is wanted from people who have been given this presentation. There will be many opportunities for others to see presentations and answer/ask questions.

Question raised about if there is a general number of smokers on campus.

Answer: There are not these numbers as of now.

Question raised about what a biddy is.

Answer: It is a small cigarette that is unfiltered common of India and Southeast Asia.

Question raised about what a smoke shack is.

Answer: They are small areas that look like bus stops placed around campus and designated for smokers.

**VIII. Meeting Adjourned**