Faculty Senate Minutes

February 25, 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: 3:32 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. February 11th Meeting**

* Approved as posted

## **4. Institutional Reports**

### **4.1. Faculty Senate President’s Report (Kristin Latham-Scott)**

* Report available on Faculty Senate website.
* Highlights: preliminary results to climate survey now in WOU portal; faculty handbook has been updated; Board of Trustees faculty-at-large position taking applications

### **4.2. University President’s Report (Rex Fuller)**

* TRI analysis of climate survey. Sybille Guy will be performing more detailed analysis. Faculty are encouraged to reach out with lenses or focuses they would like to see.
* Concordia update: Team in place last week to provide Concordia students with a clear pathway to graduation. Some of the students have already been admitted.
* Thank you for attending University Day in the capitol on February 13th. Talked about key initiatives including professional doctorates and the capital budget.
* Joint meeting between HECC commissioners and BOT on February 12th to talk about transformative, forward-looking budgetary efforts for higher education in the state of Oregon.
* Budgetary town halls were held this week. The slides that were presented are on the Board of Trustees website.

**4.3. Office of Academic Affairs’ Report (Rob Winningham)**

* Report available on Faculty Senate Website.
* Highlights: grant update about Open Educational Resources (OERs) on campus; faculty handbook updated
* As a note about certificates at WOU, these do not need to be approved by the provost’s council or HECC.

**4.4. IFS Report (Thaddeus Shannon, Emily Plec)**

* Last IFS meeting was in January.
* Interesting items:
	+ Minor bylaws adjustment configuring IFS executive committee and changing in-person meetings to once per term.
	+ OSU is working on gen ed reform, and is considering making SAT/ACT scores optional for applicants.
	+ HECC discussed the capital funding model, including that the legislature may be looking at what days and times universities across the state offer courses when they are reviewing capital funding.
	+ Kickoff for the next set of transfer maps: business, computer science, criminal justice, and English writing.
* **Question:** Was there any discussion of unrecorded room usage? E.g. the physical sciences often use rooms without booking them.
	+ Discussion was mostly about classrooms, rather than lab spaces.

**4.5. Gen Ed Report (Camila Gabaldon)**

No gen ed report.

## **5. Consideration of Old Business**

No old business.

## **6. Consideration of New Business**

**6.1 Package of proposals – each will be voted upon separately:
 A. Proposed AB/BAS Core alignment to new Gen Ed (Sue Monahan)**

* Presentation available on Faculty Senate website
* Recommendations come from the AB task force.
* **Question:** Are the internships or practicums required or just encouraged?
	+ No, they’re not required. It’s up to the program how they meet the “integrating knowledge” requirement. There are several courses that meet this requirement, as well as a liberal studies 499 capstone. There are options beyond an internship or practicum.

 **b. Proposed name change: Applied Baccalaureate (AB) to Bachelor of Applied Science (BAS) (Sue Monahan)**

* Presentation available on Faculty Senate website
* **Question**: Is this proposal just a straight-up name-change from AB to BAS?
	+ Yes, correct. It’s similar to when we asked departments and divisions to designate majors as either a BA or a BS.
* **Comment:** The rulemaking committee is moving towards a BAS designation for all degrees of this type. Calling them an AB may cause people to confuse them with associate’s degrees.
* **Question:** Is there a reason we’re using “science” instead of “arts” in this degree type?
	+ They’re primarily technical and career related, so “science” just seemed to make more sense.

 **c. Modified degree, BAS option – Early Childhood Studies (Cindy Ryan)**

* Presentation available on Faculty Senate website
* **Questions:** These three proposals appear to have gone through gen ed and not curriculum. Why is that?
	+ The name change came directly to FSEC. The core alignment came through gen ed. The new BAS pathway came through the curriculum committee.

**6.2 Proposed Graduate Learning Outcomes (Melanie Landon-Hayes)**

* Presentation available on Faculty Senate website
* **Question:** Would a graduate course only be required to meet one of these?
	+ Courses will have course goals that map to program outcomes, which would fall into these categories. So one course may meet only one specific outcome but the programs would meet all three.

**6.3 Proposed Accelerated Master’s Program (David Foster)**

* Presentation available on Faculty Senate website
* **Question:** Does this clarify the existing policy in our catalogue about undergrads?
	+ Comment from Amy Clark: The catalogue doesn’t have this policy. They can reserve them for graduate credit, but not take them at the undergraduate tuition rate.
* **Question:** Would these be transcribed as 400 level?.
	+ No, at the 500 level.
* **Question:** Is this only an option for classes that have a 500-level option?
	+ Currently, as written. Anything that is either just a 500-level or a 400/500 level class would be eligible. There would have to be an existing graduate level class for it to work.
* **Question:** Is there any research regarding educational quality about students from accelerated programs vs standard programs?
	+ Not any research, but the requirements for acceptance into the accelerated program are more stringent than the requirements for the traditional master’s program, so it’s more about saving money for people who would already participate in the program.
* **Question:** The full load credit limits are different for financial aid at the undergraduate and graduate level. Which would apply to students taking these classes?
	+ They would still have to be taking 12 credits to have a full load, as they are still undergraduate students.
* **Question:** Do students have to be accepted into the graduate program?
	+ They have to be accepted into the accelerated pathway. Acceptance to the graduate program is different.
* **Question:** If our program doesn’t offer any 500 level courses, this doesn’t apply to us, correct?
* **Question:** Can you clarify the application process for these courses?
	+ Students have to apply to the accelerated pathway to enroll in the 500 level courses. Once they’re in the program, they can enroll in graduate-level courses.
	+ **Question:** Can students apply to this halfway through their undergraduate program?
		- Only seniors can apply to the program. It’s a good incentive for students applying or just starting if they know their program also offers a master’s program, but they can’t apply to enter it until later.
	+ **Question:** Successful acceptance into the accelerated program doesn’t necessarily mean they are accepted into the master’s program?
		- Correct, but it seems likely that they would be accepted into the master’s program because the requirements for that are lower.

**6.4 Proposed Bachelor of Music General Education requirements (James Reddan)**

* Link to curriculum portal available on Faculty Senate website
* Music is redesigning our requirements to make the program less confusing for students and bring it more in line with general education.

**6.5 new certificate: ASL Studies Culture (Brent Redpath)**

**6.6 new certificate: ASL Studies Linguistics (Brent Redpath)**

* Presentation available on Faculty Senate website
* **Question:** Is double dipping allowed between the certificates and the degree?
	+ In some cases it would be possible to do that.

**6.7 new certificate: Infant and Toddler (Andrea Emerson(?), Cindy Ryan)**

* Presentation available on Faculty Senate website

**6.8 new certificate: Spanish-English Interpreting and Translation (Jamie Marroquin)**

* Presentation available on Faculty Senate website

**6.9 new certificate: Bilingual and Biliteracy in Spanish (Patricia Gimenez-Eguibar)**

* Presentation available on Faculty Senate website

**6.10 new certificate: Teaching Spanish as a Foreign Language (Patricia Gimenez-Equibar)**

* Presentation available on Faculty Senate website

**6.11new certificate: Social Justice/Service Learning Latino Comm. (Claudia Costagliola)**

* Presentation available on Faculty Senate website
* **Question:** Did faculty senate vote on a minimum requirement for credits for a certificate?
	+ Yes, it was a 12 credit minimum.
* **Comment:** Business would love to work with you on a certificate as well.

## **7. Discussion items**

No discussion items.

## **8. Informational Presentations and Committee Reports**

No informational items.

## **Meeting adjourned: 4:53 pm**

# **5 – 5:15 p.m.**

*Better Know a Colleague* (informal gathering continued, optional)