Faculty Senate Minutes

February 9, 2021

**Virtual Meeting**

*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

# 2. Call of the roll (by typing your name into the chat)

# 

# 3. Corrections to and approval of minutes from previous meeting (see website)

* Minutes approved as posted

# 4. Institutional Reports

# 4.1. Faculty Senate President

* Report available on the Faculty Senate website

# 4.2. University President

* Report available on the Faculty Senate website

# 4.3. University Provost

* Report available on the Faculty Senate website

# 4.4. IFS Report

* Report not available.
* Expecting any moment to see amended version of common course numbering bill. Tentatively scheduled for hearing on Monday, 2/15.

# 5. Consideration of Old Business:

* 5.1 Public and Nonprofit Management Certificate (New) (Earlene Camarillo) - Report posted
  + Motion to approve; Seconded
  + **Motion passes with 24 YES votes** (25 Senators present)
* 5.2 Environmental Chemistry Concentration (Drop) (Patricia Flatt) - Report posted
* 5.3 Natural Science, B.S. (Drop) (Patricia Flatt) - Report posted
* 5.4 Environmental Chemistry Minor (Drop) (Patricia Flatt) - Report posted
  + Motion to approve items 5.2, 5.3, and 5.4; Seconded
  + **Motion passes with 20 YES votes**
* 5.5 Special Education & Rehabilitation Counseling Minor (Drop) (Amanda Smith) - Report posted
  + Motion to approve; Seconded
  + **Motion passes with 24 YES votes**
* 5.6 Elementary Certificate in German (New) (Kristen Klay) - Report posted
* 5.7 Intermediate Certificate in German (New) (Kristen Klay) - Report posted
  + Motion to approve items 5.6, 5.7; Seconded
  + **Motion passes with 25 YES votes**
* 5.8 Elementary Certificate in Spanish (New) (Jaime Marroquin) - Report posted
* 5.9 Intermediate Certificate in Spanish (New) (Jaime Marroquin) - Report posted
  + Motion to approve items 5.8, 5.9; Seconded
  + **Motion passes with 24 YES votes**
* 5.10 Elementary Certificate in French (New) (Patricia Gimenez-Equibar) - Report posted
* 5.11 Intermediate Certificate in French (New) (Patricia Gimenez-Equibar) - Report posted
  + Motion to approve items 5.10, 5.11; Seconded
  + **Motion passes with 25 YES votes**

# 6. Consideration of New Business: None

* 6.1 Proposed Changes to Academic Residency Graduation Requirement (Stewart Baker) - Report posted
* **Question:** How many petitions do you see in a year?
* **Amy Clark**: I don’t have the number off the top of my head. Maybe 12 or so per year. But more and more are in this situation. Also, those 12 are just the students that ask, but others just go ahead and take more credits without trying to petition.
* 6.2 Proposed Changes to Certificates at WOU (Stewart Baker) - Report posted

# 7. Discussion items: None

# 8. Informational Presentations and Committee Reports

* 8.1 CircleIn (Chelle Batchelor and Niki Weight)
* **Question:** I have 2 questions: 1) I’m wondering how this compares to Discord? When I asked students why they don’t use the study forum I provide in Moodle, they said they all use Discord. 2) I feel like while it’s useful to hear from Faculty, WOU students need to hear from WOU students (e.g., have them do a 5-minute intro in class, post a video).
* **Niki Weight**: 1) Discord has similarity in terms of chat functionality, the main difference is it’s not institutional-wide. CircleIn is built in. Discord is mainly for gaming so used by some WOU students but not all of them have access. CircleIn has no setup and students get automatically placed together in their classes. It also connects them to tutors. 2) We sent emails to all students, Student Housing has promoted this, as has Student Engagement and ASWOU, and we have an article in the Western Howl and through MarCom. What we hear is that students want to hear about it from faculty. So both angles may help.
* **Chelle Batchelor:** I can ask NJ if he can create a video clip.
* **Question:** I have a question about accessibility for students (e.g., with hearing impairment); what are our obligations?
* **Chelle Batchelor:** I know less about obligations, more about functionality. If a student needs to bring an interpreter we can bring them as a tutor. As far as we know it hasn’t been tested out. You can tell that VPAT has worked well in comparison with what I’ve seen. (VPAT = Voluntary Product Accessibility Template for those who aren't familiar with them. -Stewart Baker, in chat)
* **Question:** Students who use Discord seem to like that I’m not in there, it’s a private place. Not sure they feel the same way with CircleIn.
* **Chelle Batchelor**: It is designed to be connected with the class and the institution, and it does identify them in the platform. It’s one of the ways to ensure it’s not used for cheating. I would promote it based on the functionality and that the gamification to allow them to earn rewards.
* **Niki Weight**: I don’t think faculty can see everything students post; more like trends, but yes, there is some monitoring, but also discretion.
* **Chelle Batchelor**: I would not want to guarantee that it will never be since there are constant new developments of CircleIn during this beta trial for WOU.

# 9. Announcements: None

## 4:56 motion to adjourn - approved

# 5 – 5:15 p.m.

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