Faculty Senate Minutes

May 28, 2019

**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. May 14th Meeting**

* Approved as posted

## **4. Institutional Reports**

### **4.1. Faculty Senate President’s Report (Adele Schepige)**

* Report available on Faculty Senate Website
* Comment: Thank you for all your work with us.

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

* Thanks for participation in TRU Day on May 14th, and other efforts to contact legislators about university budgets.
* Operating Budget still being worked on at the legislature.
* We expect budgets to be finalized week of June 10th
* Final Board of Trustees meeting on June 12th, the final budget for fiscal year of 2020 will be discussed.
* Finance and Administration Committee meets next Monday, June 3rd.
* Moving ahead with additional planning for our Salem Campus. We want to offer more programs than we have space available for at the current location, and a prospect building is currently being vetted. Board of Trustees will meet about this potential building (525 Trade Street). It has about 40,000 square feet, with ample space for classes, meetings, and other opportunities.
* Master of Education in Special Ed has been approved to be offered at this location and the MA in Organizational Leadership has admitted students for fall. These graduate programs, along with our undergraduate programs, are demonstrating the success of the Salem location.
* NWCCU has received our mid-cycle review document and will act on it in June.
* Kristin Mauro has led a dual-partnership agreement with Linn-Benton Community College.
* Campus Climate Survey: project working on issues we need to be handling going forward.
* **Question**: Would state help in funding the potential building?
	+ We are looking at getting a loan or using reserve funding for the purchase of the building.

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

* Report available on Faculty Senate Website
* Some other funding updates not in the report: WOU Salem, and Master’s in Organizational Leadership; WOU Casa Program (was previously grant-funded); a number of other proposals.
* **Question:** What does the news about the DPT do to our timing?
	+ As of December, if a new DPT program had been approved, we could have started in Fall of ’23, given the accreditation queue. Now the earliest start would probably be January of ’24, but I would need to check with the accreditors to know for sure.
* **Question:** Where is the budget support for the Master’s in Organizational Leadership going?
	+ Its largely their salary, we don’t wish to hurt these programs but we have pooled our needed budgets to pay for these needs. We are trying to right size our budget.

**4.4. IFS Report (Erin Baumgartner, Thaddeus Shannon)**

* Report available on Faculty Senate website.
* Refer any ideas about how to be proactive with state legislators to Tad or Erin.

## **5. Executive Committee**

### **5.1. Senator-At-Large Elections**

* Need a fourth Senator, at July meeting one will be chosen. Dun dun dun
* Move to elect Leigh Graziano as a FS Senator-at-large
	+ Passed
* Move to elect Emily Vala-Haynes as a FS Senator-at-large
	+ Passed
* Move to elect Leanne Merrill as a FS Senator-at-large
	+ Passed

### **5.2. Faculty Senate Committee Reports**

* 5.2.1 - 5.2.5 reports available on Faculty Senate website.
* We just disbanded the academics requirement committees and we determined having special committees, the question is where does the information go? Do we want those reports to go to the same place? This is something to consider.
* **Comment:** Would endorse “one-stop shopping,” with all committee-type things in one place.

## **6. Consideration of Old Business**

### **6.1. Honors Committee Curriculum Reform Proposal (Kent Neely, Jaime Cloud)**

* Proposal available on Faculty Senate website
* Motion to Approve
	+ Seconded
		- Yes: 96%
		- No: 0%
	+ **Motion approved**

## **7. Consideration of New Business**

### **7.1. Professional Writing Certificate (Lars Soderland)**

* See the curriculum portal for more information on this certificate.
* Professional writing a hole to be filled in our curriculum, especially with the move to host WOU classes in Salem. All courses in the proposed curriculum are courses that have been previously offered, and could be offered at the Salem campus. This could be available for students commuting to salem, coming from industry and/or strictly Salem campus students. It would supplement all students’ writing experience, and would be capped with an internship or an online grant-writing class.
* **Question:** Would former writing-intensive courses potentially find a home here?
	+ Yes, We wanted the certificate to be specifically applicable to technical writing at the moment, but I believe they are all writing-intensive. Courses available are WR 300, WR 301, WR 401, WR 402, WR 409, and WR 303.
* How many credits is this, and is there a cap (since there is an internship)?
	+ 16 credits, four - four credit classes. It is an internship or the grant writing topics course. Minimum 25 students can graduate with this certificate a year. These will be offered in hybrid form at the salem campus as well as at Western Campus. It may not become available for Western students to take the certificate in one year do to the focus being at the Salem campus. It is still easily accessible.
* **Question:** Is 16 hours the norm for certificates?
	+ There isn’t really a norm. We are not the smallest credit count or the largest.

### **7.2. Interpreting Studies: Teaching Interpreting Certificate (Amanda Smith)**

* See the curriculum portal for more information on this certificate.
* Classes we already offer, for student who may have a masters or another degree in a different subject other then pedagogy. Classes are already ready, online.
* Interpreting Studies OER is available online at: <https://openoregon.pressbooks.pub/interpretingstudies/> It is the first Interpreting Studies OER available.

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

### **8.1 New name for “dead week” (Felicia Dickinson)**

* Presenter was not at meeting. Adele will distribute this information by e-mail or some other way.

## **9. Discussion**

### **9.1 Incomplete Grade Policy (Michael Baltzley)**

* Loophole in Incomplete grade policy. Essentially some students are able to find out through the registrar's office that you can ask your instructor to change the D to and I, then audit the course to improve the grade. Then get the grade changed from and I to \_\_ . This is inconsistent with our policy.
* Mike has been advised to ask faculty to change grades to incompletes. Allowing the student to audit the course a second time without having to enroll in the second course to receive a new grade.
* **Question:** Clarification, students can do an incomplete and in 12 months it goes to whatever grade the teacher said. Students can petition for that 12-month period to be extended, but that’s not what we’re talking about, right?
	+ The student did not fail the course, but instead earned a grade they did not like. The registrar has communicating that Auditing a class would avoid paying the tuition again for a class. This is incorrect.
* **Question**: The policy up there is the graduate policy. Is that the only one, or is this for both, or are they the same?
	+ It should be the undergrad one, but I printed the wrong one. The undergrad policy is in the student handbook.
	+ The undergraduate policy is about a student missing one essential element (e.g. an exam), and they have a certain amount of time to complete that element. It’s not supposed to be a redo of failing the class the first time.
	+ “Incomplete grades should be issued only to students who are lacking a class requirement that can realistically be completed within a reasonable time. They should not be used as a way for a student to avoid a failing grade.”
* **Comment from Registrar:** I was not aware that this advice was coming out of my office, and it should not have been. This is incorrect information, and we will talk more about this.
* **Question:** Clarification. My understanding is a student who retakes the class and gets a better grade that replaces the old grade, is that correct? How does that show up on their transcript?
	+ All grades will show, but the courses excluded from the GPA have a small note stating that.
* **Question:** I only give incompletes if students are currently passing. Otherwise, it seems like students will be able to use the incomplete policy to try and get out of failing a class. Is that acceptable?
	+ **Response from Provost Winningham:** I think that is within your right as a faculty member. It’s conceivable a student could be failing and still make up the missing element to pass the course, but it’s up to the faculty member’s judgment.

## **Meeting adjourned: 4:27**

# **5 – 5:15 p.m.**

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