**Faculty Senate Minutes**

**January 13, 2014**

**SU 313 4:03 - 4:44 p.m.**

**Present:** Jackie Apodaca, Amy Belcastro, Deborah Brown, Dave Carter, Kate Cleland-Sipfle, Sherry Ettlich, Carol Ferguson, Byron Marlowe, Richard May, Pete Nordquist, Garth Pittman, Vicki Purslow, John Richards, Mary Russell-Miller, Kevin Sahr, Larry Shrewsbury, Robin Strangfeld, Jamie Vener, Elizabeth Whitman, and Erin Wilder.

**Absent:**, Todd Carney, Steve Jessup, Kasey Mohammad, John King (Sab.)

**Visitors:** Mary Cullinan, Jim Klein, David Oline, Lee Ayers, Craig Morris, Max Goldman, Kristi Wright, Dennis Jablonski, Karen Stone, Joan McBee, Bill Hughes

**Agenda**

The meeting was called to order at 4:03 p.m.

Corrections for the minutes from November 18, 2013:

Purslow: Jeanne Stallman’s name was spelled incorrectly. And on page 4 under “Discussion on Academic Reorganization”, when Vicki Purslow said “Mary”, she was referring to Mary Russell-Miller, and not Mary Cullinan.

With those two corrections Sahr motioned to approve the minutes and a second was made by Russell-Miller. The motion carried with all in favor, none opposed, and two abstentions (Strangfeld and Cleland-Spifle).

**Announcements:**

Carter announced that Irv Lubliner is stepping down from University Studies so we are looking for someone to fill his role.

**Comments from President Cullinan:**

All four Technical Regional Universities did their reports on their finances (in relationship with governance) before the Board Governance Committee last week in Portland.

Comments are still coming in on the Retrenchment website.

Questions?

Carter asked if we were still having an all-campus forum on Friday and Mary said that there was, with Brian Fox giving a presentation.

**Comments from Provost Klein:**

Brian Fox, alum of SOU, was working as a graduate assistant last Fall for the Vice Chancellor for Business and Finance Administration, and worked on the Delaware Study (the study of cost drivers). He gave the presentation to the department chairs, got their feedback, and he went back and cleaned up some data points. Now he will be giving his presentation this Friday, January 17th, that anyone can attend.

There are some searches going on for Directors with two of the searches being contested, and the others are not contested yet. The AVP for Curricular Management are on campus today and tomorrow.

Questions?

Sahr: At an earlier meeting we had talked about how the title “Curricular Management” didn’t seem appropriate, and there was discussion about changing it to “Curricular Resources” or some other title.

Klein: We did take that under advisement but we’re trying to keep the titles as different as possible, so we ended up with “Curricular Management”.

Carter: Does this adjust the timeline at all for the Directors?

Klein: We’re trying to finish it up by the end of this month or first of next month.

**ASSOU report:**

Goldman gave an update on the developments for the February campaign of a sustained presence at the State Capital when the short legislative session begins. For the first two weeks they will be engaged in lobbying efforts for a $5 million “emergency fund”. Eastern and Western have voiced their support and we’re trying to solicit more support so that we can have a multi-lateral lobbying campaign to get funding for all of our institutions.

There will be a “larger day of action” occurring on February 18 where they are encouraging faculty and other partners to rally up in Salem to get some publicity on the issue of college affordability and sustainable funding for the institutions.

We would like the faculty to provide some leniency with attendance and provide an online option for assignments while they are away.

Kristi Wright, the Communications Director for ASSOU, wanted to thank the faculty for letting them come into the classrooms to talk about the campaign.

Goldman said a FAQ page is up for the students and that they could get one made up for the faculty.

**HECC Update:**

Ayers: We have had 4 meetings and have put together two sub-committees: one that focuses on budgets and funding allocations and the other was on student success and access to higher education.

Part of what we’ve done so far is adopting an interim report for prior learning. And another part is a final report on common course numbering.

We look at the formulas, which are not working so well for some of us, and to make sure that those formulas and the right pieces come into what it is that we’re looking at, and the drivers of those.

Each campus at the end of the month is going to be receiving a questionnaire.

We’re asked to participate in this, we’re asked to put forward advice, and help them get a handle on the budgets. We need to move forward, really aligning with 40-40-20, and making sure that we have the aspect behind us of the unique strengths that we have to help the state meet 40-40-20, and what are the pieces and challenges are under our current funding.

Consider sending a representative in addition to myself. It’s amazing to be looking around the room and seeing the presidents, provosts, and deans from the other schools sitting in to hear the announcements and offer testimony. The students have been wonderful about showing up.

The Interinstitutional Faculty Senate was asked to work with me to consider how we’re going to work with the students second concern, next to tuition, which is textbook affordability. Lane Community College received a national outstanding award for going to open resources. This is a precedence that we are now looking at, and how do we best come up with a mix?

Questions?

Ferguson: When you say that you are looking at formulas, what do you mean by that?

Ayers: The various drivers that have directed the budget so far, like the RAM. And the RAM doesn’t work so well, so what should we be looking at? There seems to be this heavy weight right now being put on how we align with 40-40-20. So we are looking at things through the “40-40-20 lens”, for the more we align with that the better we are able to demonstrate we’re doing things to meet these expectations, and the better the reports will be.

**Curriculum Committee Report:**

Oline started with the information items, and there were a whole slew of them: catalog changes in many departments; biology changing capstone requirements and deleting some option areas in response to prioritization; Communication eliminated a number of JRN courses and brought three new courses forward in CM (Convergent Media) as part of a an effort to bring journalistic writing and other curriculum in line with new digital and convergent media curriculum. Computer Science did some renumbering, expanded their capstone, the motivation was to redesign the curriculum a little bit and make it more stringent and traditional; Education had some modified courses and changed some requirements for their major.

When Interdisciplinary Studies moved to the CAS, changes had been made to Interdisciplinary Studies that created a bunch of inconsistencies and inaccuracies. There was a certain number of credits that were vague and it wasn’t specified what those credits would be. Anne Chambers has gone through and really clarified that, and made the requirements consistent for that degree.

Political Science is reorganizing courses to put them in different concentration areas.

Questions?

Ettlich suggested that promoting the Civic Engagement proposal as a co-major would give it more of a profile.

**Action Item 4**, Catalog Changes of new courses and new programs that have been approved by the Curriculum Committee for inclusion in the 2014-15 catalog.

Any questions?

Nordquist asked if the CM prefix was meant to be COMM for Communication. Waters explained CM is for “Convergent Media”, which is one of multiple prefixes used in Communication.

Pittman motioned for approval of the catalog changes, and a second was made by Sahr. It passed with all in favor, no objections and no abstentions.

**Action item 5,** proposal for a new academic program: B.S. in Innovation and Leadership.

Any questions?

Richards: There was some concern that a lot of courses in that major are taught by one person on campus, and they’re fairly specialized courses. And the concern was that the existence of the new major depended upon those courses which would mean that any new hires would have to be plugged into those spots when that one person retires. Has any thought been given to that?

Waters explained that was fodder for lively discussion in the COMM program, where several of the courses are located, and they are willing to look at integrating the needs of this program with a future hire .

Purslow: Column B talks about Institutional reallocation from other budgetary unit. Could you define what “budgetary unit” is used in that column?

Jeanne Stallman had not heard what the definition is for that.

Nordquist: On the bottom of page 1 it says 45 credits for “Assessment of Prior Experiential Learning.” Will 45 credits be the average that we will give them?

Jeanne Stallman explained that would be the maximum. If they are lacking in prior experiential learning they can make it up by taking elective courses.

Nordquist: Do they pay for those 45 credits for prior experiential learning?

Stallman said they pay for them at a different rate, which is less than the full tuition rate. Klein said there is a course in the beginning of the program on how to develop their portfolio for credit for prior learning. That course teaches them how to do it, so when they are evaluated they will understand the template.

Purslow motioned for approval of the academic program, and a second was made by Ettlich. It passed with all in favor, no objections and no abstentions.

Adjourned 4:44 p.m.