

Faculty Senate Draft Minutes

12/14/2021

Primarily paperless, wou.edu/facultysenate

3:00 – 3:30 p.m.

Better Know a Colleague & Discussion (informal gathering, optional)

3:30 – 5 p.m.

Business Meeting

1. Call to order
2. Call of the roll (Senators sign into the Zoom Chat with your name and Division)
3. Corrections to and approval of minutes from previous meeting ([Draft Minutes](#))
4. Institutional Reports (*five minutes max each*)
 - 4.1 Faculty Senate President's Report ([PDF](#)) (Elisa Maroney)
 - 4.2 University President's Report ([PDF](#)) (Jay Kenton)
 - **Question:** How are we doing in terms of admissions outreach and staffing?
 - **President:** We added staff, but we are losing people. We are having a difficult time retaining people. We lost two processors in admissions and they are some of the harder positions to train. We are trying to hire more people right now. These jobs are in the \$40K salary range which is not much above minimum wage. We will probably see an increase in applications for admissions as EAB and other initiatives ramp up.
 - **Comment:** I hear stories of students who apply and then do not hear back fast enough.
 - **President:** A lot of it is financial aid; we have an enrollment group that meets to discuss how to fix these processes. We have a lot of holds on people where we can clear one or two, but there are still more holds on the account. A lot of the clientele is not very patient if they do not hear back quickly.
 - **Question:** If people have indicated what programs they are interested in, what might be done is that they send a confirmation email that the information is at least being processed. If that comes up, would faculty be willing to do this?
 - **President:** Faculty are instrumental in helping us recruit. We have a client relationship management system that regularly stays in contact with applicants and pings them to submit documents, etc. but it is not a perfect system. A lot of our students come in undecided as to their majors. I will bring this to the group on

Thursday and see if there is a way to send those out to departments so faculty could connect with them.

- **Comment:** Back in 1987 when we fell under 2000 students, I was assigned to check in with undecided students. There may be a strategy to check in with students if there is an extra faculty position there.
- **President:** I appreciate the offers and we will reach out if we can.
- **Comment:** Our club rugby team finished 3rd in the nation in a tournament.

4.3 Provost's Report ([PDF](#) | [Slides](#)) (Rob Winningham)

- **Question:** Regarding Salem, I think it would be helpful to know whether students are choosing it or for convenience. Is there any deliberate effort to generate data as to why students have chosen Salem instead of the main campus? Rather than just placing classes/programs will fit in Salem.
- **Provost:** We did a survey a year and a half ago. I will bring this up with the WOU Salem team to determine if we should do another survey. All of the courses at WOU Salem are still hybrid with evening in-person components. Evening courses rarely have adequate enrollment on the Monmouth campus, unless they are a part of a cohort program. We are negotiating with WOUFT about the possibility of hybrid programming. There would be an online component for all students and then separate sections of the inperson component taught in Monmouth and Salem each week
- **Question:** Where is the data supplied for the CARES funding?
- **Provost:** Click on the link. It's also on the top of my report as well.

4.4 Interinstitutional Faculty Senate (Emily Plec, Tadd Shannon)

-

5. Consideration of Old Business:

3-2021 Graduate Certificate in Writing Theory and Practice for in-Service Teachers ([P14072](#)) (Leigh Graziano)

- 18-credit certificate for active high school teachers to provide dual enrollment credit for high school students; writing-specific
- **Question:** The students who've graduated with either a graduate degree or undergraduate with linguistics, can they still take this certificate?
- **Comment:** Yes; Could always substitute 540 for another course, if they've taken the undergraduate version already. If 440 becomes an undergraduate requirement we could create a 640. Not many students would fall into this category currently, since WR 440 is an optional elective at the moment.
- **Vote on Resolution 3-2021:** Passes with 14 Yes, 1 Abstain

6. Consideration of New Business

None.

7. Informational Presentations and Committee Reports:
None.

8. Discussion Items:

- [Incentive Program](#) (Rob Winningham)
- **Question:** Rob, does the proposal have any modifications to it so far?
- **Provost:** There are no modifications as of yet, but we are happy to hear any feedback or suggestions.
- **Comment:** As for social science, we don't think this is a good year to do this. We believe it will have mixed results and we should not invest a lot in only the remaining half of the year where there is a lot going on right now.
- **Comment:** There was a lot of internal, clarification questions. UBEC had a lot of questions about the funding; there were concerns about small vs. large programs and who was going to benefit. We had a lot of little concerns, but no large concerns.
- **Comment:** From Behavioral Sciences, the general gist is that we need to do something, but we are topped-out in classes. We could increase our majors, but we need to figure out how to do that as a small program. Some programs do not see much benefit since they are already doing very well. If we recruit people in, we need to make sure we have the infrastructure to retain them.
- **Comment:** Humanities felt the same as Social Sciences
- **President:** I am not wedded to this. If you don't want to do it we don't have to do it. When we did this at PSU it was successful but it is a different place and a different time.
- **Comment:** Another thing from our division's discussion was the value of the funding for marketing. I think we could use even more funding in web pages since that will be the first point of contact for many families.
- **Comment:** What the incentives are will make a difference towards a small program versus a large program. For example, smaller programs have a harder time using course releases.
- **Question:** What kind of marketing was done at the broader university level at PSU for this program to work and how does that compare to what we have to work with?
- **President:** We didn't have much marketing involved. Departments opened more courses as ones filled up. In terms of the incentives it is really money, not just release time. It is money you can use as you see fit.
- **Comment:** We have a bottleneck of a course for Gerontology which we could easily open another section and fill it to 30. The problem is who's going to teach it. Our conundrum is that we have a course we know we could fill; we just don't have the people to teach it.

- **President:** Thank you for the comment. It is money that could be used to hire an NTT for such a course, but it is up to you.

9. Announcements:

- COVID-19 reminders: There are answers to Frequently Asked Questions here: [Faculty FAQs](#) and this is the link to the [WOU Community Health & Polk County COVID-19 Project](#). Megan Patton-Lopez and members of the project team will report at the January 11 Faculty Senate meeting to go over the protocols in place when one is exposed to or tests positive for COVID-19.
- If you are interested in HyFlex as a delivery option, please contact me via <fspresident@wou.edu>.

End: 4:34

5 – 5:15 p.m.

Better Know a Colleague (informal gathering continued, optional)