

MEETING MINUTES

DIVISION OF NATURAL SCIENCES AND MATHEMATICS

WESTERN OREGON UNIVERSITY

November 6, 2012; NS122 3:30 PM - NOTE TIME CHANGE

I. ROLL CALL / APPROVAL OF AGENDA

In attendance:

Breeann Flesch, Rahim Kazerouni, Jeff Templeton, Bryan Dutton, Erin Baumgartner, Kristin Latham, Michael Baltzley, Patty Flatt, Steve Taylor, Arlene Courtney, Ava Howard, Karen Haberman, Matt Ciancezza, Laurie Burton, Cheryl Beaver, Mike Ward & Sharon Price

II. APPROVAL OF OCTOBER MINUTES

III. ANNOUNCEMENTS

- a. Post-Tenure Review / Promotion and Tenure Files (Due: 3rd Friday in Nov. 11/16/12) Contact Steve or Jeff Templeton if you have questions. (1 binder and no staples please)
- b. Sabbatical requests / proposals; (OUS "pink form" + Provost Supplement to Div. Chair / Dean by 12/17/12)
- c. Spring 2013 schedule revisions, summer 2013 schedule, 2013-14 schedule due to Niki Winter available now on line.
See Page 4 for details or check with Niki personally on this if you have questions.
- d. Annual Reporting Process: Faculty Annual Reports Due to Dept.+Division Chairs June 30, 2013; Dept. Reports Due to Division Chair July 19, 2013; Division Report Due to Dean August 2, 2013
- e. WOU Office of Admissions 2012-2013 Recruitment Dates: Fall Preview Day II Nov. 10, begins at 9:20am Winter Preview Day I Jan. 26, Winter Preview Day II Feb. 23, Spring Preview Day May 4, T-SOAR May 18, SOAR: June 28, July 12-13, July 27. Page 5 - 6
- f. Chain of Communication: Faculty/Staff - Dept. Chair - Div. Chair -

Dean-Provost -President

g. Faculty Development Grants: Travel I Friday, October 26, 2012; Research Jan. 25, 2013; Travel II and

Reassignment April 8, 2013 - being reviewed at this time.

h. NSM Division Travel Supplement Deadlines: Nov. 27, 2012 and April 23, 2013 (following last year pattern) See Page 7

i. AIC Remodel Proposals Due Nov. 12, 2012; See Page 8 AIC Equipment Proposals Due Feb. 1, 2013 (to be discussed later)

j. Niki / Office Coordinator announcements - None at this time. Niki will report on this at the next meeting.

IV. OLD BUSINESS

a. DeVolder Family Science Center - Construction/Budget Updates - weekly meetings held. Supports being poured. 1 week delayed due to piping issue. Moving along nicely though. 2 weeks we may start to see steel going up.

b. NS Building Renovation Planning - things being shuffled and remodeling. Will use as is for now until budget allows.

See Page 10 - 13 . . . Page 13 has table with usage charts.

c. SPOC-WOU Follow-up: Pre-Engineering Feasibility Statement; (financially not possible at this time)

2+2 China Programs See Page 15-16

d. ARC - "Diversity" Course Guidelines See Page 17 - 21 Jeff Templeton sent information - old materials are on attached sheets. Committee is willing to entertain recommendations on improving the current documents. It is being reviewed by Faculty Senate.

e. NSM Infrastructure Plans - Dept. submissions - Page 14 - get all proposals in by Jan. - with highest priority listed.

f. Applied Baccalaureate programs revisited - Guest Visitor 4 PM, Rob Winningham, Psychology AB - 2009 OR Legislative session passed laws allowing 4 year degrees. See attachment for details. Also see Page 22 - 23 where Social Science weighed in on this.

V. NEW BUSINESS

a. Science Olympiad April 2013 - volunteers and facilities debriefing See page 24

More people needed.

Patty has volunteered to do 1 activity. Leadership needed. . . and student participation has not been volunteered. Rooms will need to be restricted. Steve will be responding on this. Erin is willing to get students (10 - 15) to help in her GS 325 class.

Mike McMasters is willing to come to help the day of the event.
b. Spring Term - Accreditation Revisited - Steve has all the reports and assessments all in files. Everything is assembled and ready to go for this.

VI. REPORTS

a. NSM Budget Report - See page 25

b. Faculty Senate g. Academic Requirements Committee
Legislative in progress of separating some of the OUS systems. Student health care - isn't automatically applied as University enrollment. Mark's work will be divided while needing to be out.

c. Faculty Development Committee h. PRC / Tenure and Promotion (Files Due on Nov. 18)

d Academic Infrastructure Committee i. Building Committee (Div. + Dept. Chairs) If equipment requires installation - you must get consultation estimate from physical plant. Quotes must be done by Trisha in writing - don't wait til last minute.

e. AFT/WOU (workload committee) j. PURE/Academic Showcase - bargaining team meeting end of Nov.

f. Curriculum Committee - Matthew Ciancetta had nothing to report

g. Complaints - Steve's complaint in timing of student publications

h. AIC - See page 5

VII. FINAL COMMENTS AND ADJOURNMENT

MEETING AGENDA
DIVISION OF NATURAL SCIENCES AND MATHEMATICS
WESTERN OREGON UNIVERSITY

November 6, 2012; NS122 3:30 PM – NOTE TIME CHANGE (with edits 11/6/12)

I. ROLL CALL / APPROVAL OF AGENDA

II. APPROVAL OF SEPTEMBER 2012 MINUTES (No meeting convened in October) p. 2-3

III. ANNOUNCEMENTS

- a. Post-Tenure Review / Promotion and Tenure Files (Due: 3rd Friday in Nov. 11/16/12)
- b. Sabbatical requests / proposals; (OUS "pink form" + Provost Supplement to Div. Chair / Dean by 12/17/12)
- c. Spring 2013 schedule revisions, summer 2013 schedule, 2013-14 schedule due to Niki; Winter 2013 schedules available for final proof **p. 4 - SEE SNAEGY FOR 2013-14 YEAR-RE: DEVLDER BLOG.**
- d. Annual Reporting Process: Faculty Annual Reports Due to Dept.+Division Chairs June 30, 2013; Dept. Reports Due to Division Chair July 19, 2013; Division Report Due to Dean August 2, 2013
- e. WOU Office of Admissions 2012-2013 Recruitment Dates: Fall Preview Day II Nov. 10, Winter Preview Day I Jan. 26, Winter Preview Day II Feb. 23, Spring Preview Day May 4, T-SOAR May 18, SOAR: June 28, July 12-13, July 27. **p. 5-6**
- f. Chain of Communication: Faculty/Staff - Dept. Chair - Div. Chair -Dean-Provost -President
- g. Faculty Development Grants: Travel I Friday, October 26, 2012; Research Jan. 25, 2013; Travel II and Reassignment April 8, 2013
- h. NSM Division Travel Supplement Deadlines: Nov. 27, 2012 and April 23, 2013 (following last year pattern) **p. 7**
- i. AIC Remodel Proposals Due Nov. 12, 2012; AIC Equipment Proposals Due Feb. 1, 2013 **p. 8**
- j. Niki / Office Coordinator announcements – **SCHEDULE PROCEEDING p. 9**

IV. OLD BUSINESS

- a. DeVolder Family Science Center – Construction/Budget Updates
- b. NS Building Renovation Planning **p. 10-13**
- c. NSM Infrastructure Plans – Dept. Submissions **p. 14**
- d. SPOC-WOU Follow-up: Pre-Engineering Feasibility Statement; 2+2 China Programs **p. 15-16**
- e. ARC – "Diversity" Course Guidelines **p. 17-21**
- f. Applied Baccalaureate programs revisited – Guest Visitor 4 PM, Rob Winningham, Psychology AB **p. 22-23**

V. NEW BUSINESS

- a. Science Olympiad April 2013 – volunteers and facilities debriefing **p. 24**
- b. Spring Term – Accreditation Revisited

VI. REPORTS

- a. NSM Budget Report **p. 25**
- b. Faculty Senate
- c. Faculty Development Committee
- d. Academic Infrastructure Committee
- e. AFT/WOU
- f. Curriculum Committee
- g. Academic Requirements Committee
- h. PRC / Tenure and Promotion (Files Due on Nov. 16)
- i. Building Committee (Div. + Dept. Chairs)
- j. PURE/Academic Showcase
- k. Complaints

VII. FINAL COMMENTS AND ADJOURNMENT

MEETING AGENDA
DIVISION OF NATURAL SCIENCES AND MATHEMATICS WESTERN OREGON UNIVERSITY
September 19, 2012; NS122 1:30-3:00 PM

WELCOME AND INTRODUCTIONS

In attendance: Mike Ward, Jeff Templeton, Erin Baumgartner, Bryan Dutton, Mike LeMaster, Kristin Latham, Arlene Courtney, Breeann Flesch, Cheryl Beaver, Laurie Burton, Bill Schoenfeld, Avery Cotton, Jeffrey Myers, Michael Baltzley, Patty Platt, Stacy Henle, Behim Kazerouni, Ray Dandeneau, Don Ellingson, Grant Smith, Lindsay Biga, Julie Grammer, Jeff Snyder, Ava Howard, Karen Bledsoe, Steve Taylor, Scott Beaver, Matt Ciancetta, Karen Haberman, Marzio Leban, Sara Boomer. Minutes respectfully submitted by Sharon Price

APPROVAL OF AGENDA

Motioned was made for agenda approval by Mike LeMaster. Agenda was approved.

APPROVAL OF JUNE 2012 MINUTES

Minutes were approved as written.

ANNOUNCEMENTS / REMINDERS a. NSM Division Welcome Back Potluck, Adair County Park, Fri. Sept. 28, 2012; 5-8 PM. b. Admissions Data for Fall 2012 (as of July): Undergrad. Applications +111 (+3.1%), Undergrad. Admits +178 (+6.0%); grad student applications +6 (+5.3%); Housing Applications Total = No Data c. Course Syllabi Archive – electronic documents to Niki for Fall Term. d. Annual Reporting Process: Faculty Annual Reports Due to Dept.+Division Chairs June 30, 2013; Dept. Reports Due to Division Chair July 19, 2012; Division Report Due to Dean August 2, 2013 e. WOU Office of Admissions 2012-2013 Tentative Recruitment Dates: Fall Preview Day I Oct 20, Fall Preview Day II Nov. 10, Winter Preview Day I Jan. 26, Winter Preview Day II Feb. 23, Spring Preview Day May 4, T-SOAR May 18, SOAR: June 28, July 12-13, July 27. f. Vans/Field Trips: Fall: 1 12-passenger van on site for month of October (second fall van rental as needed); Spring: 2 12-passenger vans on site for April-May. g. 2012-2013 NSM Meeting Schedule (see attached): Fall Meetings NS122 4:00-5:15 PM h. Chain of Communication: Faculty/Staff - Dept. Chair - Div. Chair - Dean – Provost President

- i. Niki Report – (Niki was unable to attend this meeting) Updated Class Scheduling Procedure and Timelines; 2012-12 calendar of events; Niki Retirement Status: Niki has retired but will be working July 1 through June 30, 2013. The search for her replacement will begin around Winter Term. This will process through HR & the Dean's office with Division / Dept. Chair input)

INFRASTRUCTURE DEVELOPMENT AND PLANNING

- a. b. c. Mathematics and Science Lab Computer Upgrades (updated software imaging, computer replacements) NSM Division Equipment Purchase and Remodeling Plans due on Nov. 2, 2012 to Taylor 2012-2013. AIC funding came back as per President's address Tues. Sept. 18, 2012. Chemistry and Biology purchasing strategy in advance of DeVolder Science Center launch in Fall13. You can see the progress on the web cam of the DeVolder Science Center. Rebar beginning soon. "Punch date" is in May before graduation. Kim Olson from Soderstrom Architects will need a spring meeting to finalize things. Chemistry and Biology – extra things to think about. New building – launching in Winter 2013 and reorganizing here in Natural Science building. Jan. it will become more known for equipment budget. (Education Building is on top 10 list for future projects.) TT Promotion binders due Fri. Nov. 16, 2012. Lori Burgeson –in UCS is our new "Brian Berkley" in UCS and is doing a great job and has been very helpful.

OLD BUSINESS

Finalize 2012-2013 Committee Assignments DeVolder Family Science Center Construction Updates 2011-2012 SPOC-related Contingency Plan Follow-up / University Budget Update

- a. b. c. Steve has not heard back – last year had a laundry list of ideas. Deans meeting starts next week. No follow up of any actions heard, as of yet. Learned of interest in NS & Math online classes for future. Mark Girod approached us with doing college/ high school dual enrollment program. AB program is getting increased interest. Mike LeMaster on Adhoc committee. We will be seeing proposals soon on this degree structure. LBCC committee exploring bio-tech piece. How do we address LACC classes without starting from scratch? It will be on a case by case basis for an applied baccalaureate. Rob Findtner will be working on this. Matt Ciancetta will keep us advised. Steve will be hearing things on this also from the Dean's Office.

Update from Sara from meeting: Campus level decisions made: This year we are in year 3 of April 2013 visit from the accrediting committee. Every faculty member should know WOU's Mission Statement and Core Theme's. Hamid did excellent job as committee chair for Learning Committee – at campus level on how well we teach our students. You can see him for more details on this.

NEW BUSINESS

Pending Search for NSM Administrative Program Assistant in Winter-Spring 2013. 2013-2014

b. 2013-2014 Budget Planning for addition of DeVolder Science Center to Division S&S

Steve will be working on this.

VIII. REPORTS

- a. NSM Budget Report
b. Faculty Senate g. Academic Requirements Committee
c. Faculty Development Committee h. LACC Review Committee
d. Academic Infrastructure Committee i. PRC / Tenure and Promotion (Files Due in Nov.)
e. AFT/WOU Faculty Union j. Building Committee (Div. + Dept. Chairs) - Scott will do Wed. email on this.
f. Curriculum Committee k. PURE/Academic Showcase – Matt Ciancetta will keep us informed on this.
g. Academic Requirements Committee – Jeff Templeton has not met on this committee yet this year.
a. b. h. LACC Review Committee
i. PRC / Tenure and Promotion (Promotion Binder Files Due Nov. 16) Steve Taylor will be handling this.
j. Building Committee (Div. + Dept. Chairs) - No reports yet
k. PURE / Academic Showcase – Bryan Dutton no longer on committee – Thank you for your hard work on this. Ethan McMahan / Psychology taking over this along with Jeff Templeton & Scott Beaver.

IX. FINAL COMMENTS AND ADJOURNMENT



Steve Taylor <taylors@mail.wou.edu>

NSM Class Scheduling Deadlines / Strategy for Sp13, Su13, 2013-2014 AY

1 message

Steve Taylor <taylors@wou.edu>

Thu, Nov 1, 2012 at 6:11 PM

To: Arlene Courtney <courtna10@aol.com>, Jeff Templeton <templej@wou.edu>, Bryan Dutton <duttonb@wou.edu>, beaverc@wou.edu, winslon@wou.edu

Colleagues - Niki has follow-up on the timeline for the scheduling chores that are coming up for Sp13 correction, Su13 and 2013-2014 AY. We will discuss at division meeting next week, with rationale for why the dates are set as they are; mainly related to the fact that Niki is now entering the schedule by hand, line by line, in Banner, replacing the work formerly conducted by Roseann in Registrar's office.

Nov. 15, Summer 2013 Schedule Due to Niki

Dec. 17, Spring 2013 Corrections due to Niki

Jan. 14, 2013-2014 Schedule due to Niki in Excel file template

Feb. 18, Banner access turned on for entering Fall 2013 classes in schedule

Attached is the 2013-2014 schedule template, includes tabs for Fall 2013, Winter 2014, Spring 2014, and Faculty Reassignment. Remember to provide the course-load equivalency data for how you count contact hours in the respective classes, so that we can easily report these numbers to Dean Scheck / avoid confusion on FTE questions about lab counting, preparators, etc.

SPECIAL ITEM FOR CONSIDERATION IN CHEMISTRY, BIOLOGY, EARTH & PHYSICAL SCIENCE: DeVolder Family Science Center online in Fall 2013 and Natural Sciences Building Reshuffle

Right now, we are to anticipate that the DeVolder Family Science Center will be online / opening in Fall 2013. All of the Chemistry Labs and the Bio A&P labs will be moving to the new building, with shuffling of EPS + Bio classes into vacated space in the NS Building. Attached are the room numbers and assignments for both the DeVolder and NSB buildings, as per the planning process. We need to build the 2013-2014 schedule with the DeVolder Science Center in the mix. Lecture rooms will remain in the same pattern as they have been, since we're only gaining lab-office space, not lecture space.

WHAT IF: the DeVolder Science Center is somehow delayed and not open for the start of Fall 2013 classes? We need to have a fall-back "Plan B" contingency for Fall 2013, based on the existing schedule patterns with the Chemists and A&P Biologists operating in the NS Building, as they do now. See attached template for Fall 2013 Plan B contingency spread sheet.

Niki will be checking with Admin. to get the DeVolder Rooms listed on Banner, so we can schedule into them. The "Plan B" contingency will be maintained internally, in case DeVolder gets delayed in opening. As of right now, all is on schedule for a Fall 2013 start, and we need to proceed accordingly. We will know by May if there are delays, and we'll invoke Plan B fall back then, if we have to, but we should have an alternate Plan B schedule ready to go now as part of this scheduling process. Given that we have long-established lecture-lab room schedules, and times, Plan B is based on what we are doing now.

Hope this all makes sense.

Attached are the DFSC and NSB room assignments / organization plan for next year, as we have discussed and worked up over the past year. Let me know if you have questions.

s.t.

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**Office of Admissions
Western Oregon University
2012-2013 Campus Recruitment & Orientation Programs**

- Fall Preview Day #1: Saturday, October 20, 2012
(8:15am- 1:30pm) – Faculty assistance requested
- Making College Happen #1: Friday, November 2, 2012
(8:30am-1:30pm)
- Fall Preview Day #2: Saturday, November 10, 2012
(8:15am-1:30pm) – Faculty assistance requested
- Admission Application Workshop: Friday, November 30, 2012
(10:00am-2:45pm)
- Making College Happen #2: Friday, January 18, 2013
(8:30am-1:30pm)
- Winter Preview Day #1: Saturday, January 26, 2013
(9:00am-2:45pm) – Faculty assistance requested
- Winter Preview Day #2: Saturday, February 23, 2013
(9:00am-2:45pm) – Faculty assistance requested
- Criminal Justice Careers Day: Wednesday, March 6, 2013
(10:30am-2:15pm)
- Spring Break Visit: Thursday, March 28, 2013
(9:00am-1:00pm)
- African American Youth Leadership Conference: Thursday, April 4, 2013
(Times TBA)
- Spring Visit: Friday, April 12, 2013
(Times TBA)
- Transfer Student Orientation and Registration: Saturday, May 18, 2013
(8:00am-2:00pm) - Faculty assistance requested

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- SOAR #1: Friday, June 28, 2013
- SOAR #2: Friday, July 12, 2013
- SOAR #3: Saturday, July 13, 2013
- SOAR #4: Saturday, July 27, 2013
(8:00am-4:00pm) – Faculty assistance requested

2012 – 2013 Faculty Development Awards

TO: Western Oregon University Teaching Faculty and Librarians
FROM: Eric Bruce, Chair
Faculty Development Committee

General Information

Rounds:

There will be three rounds of funding during the 2012-2013 academic year:

- Two rounds will include Travel Awards (Fall and Spring)
- One round will include Research / Major Projects Awards (Winter)
- One round will include Course Reassignment Awards for 2013-2014 (Spring)

Submissions:

Proposals must be submitted on-line. The on-line application is available at www.wou.edu/president/facultysenate/committees/facultydevelopment/forms/forms.php

- **Note:** It is no longer required to submit Pre-Travel Authorization forms with proposals.

Expenditure / Reporting Deadlines:

- All funds must be expended by **January 15, 2014**.
 - A no cost extension to June 6, 2014 is possible by formal request. Requests for extensions must be filed by January 15, 2014. Please see the General Procedures and Guidelines section for further information on submitting an extension.
- **Reports for Research / Major Project Awards** received in 2012-2013 are due to the Provost's Office by **January 24, 2014**.
- **Reports for Course Reassignment Awards** are due to the Provost's Office three months following the completion of the term for which the reassignment time was awarded.
- **Note: All deadlines for expending funds will be strictly enforced.** If award funds are not expended by the deadline dates, the awards will be lost. Travel reimbursement forms must be submitted no later than June 30, 2014, the end of the fiscal year, or awards will be lost. If you receive a travel advance and do not submit the reimbursement form by the deadline, the amount of the advance will be subtracted from your paycheck.
- **Note: FDC will not consider applications in any category from individuals with past due reports from previous awards.** New applications will be considered if past due reports are submitted prior to the respective application's deadline.

Eligible Faculty

- All tenured and tenure track faculty covered under the Collective Bargaining Agreement.
- Fixed-term faculty with a teaching appointment of .5 FTE and above may apply for Travel grants (Category I and II).
- Fixed-term faculty with a teaching appointment of 1.0 FTE for more than one year may apply for Research / Major projects awards (Category III) and Course Reassignment (Category IV) awards.



Steve Taylor <taylor@wou.edu>

[All Faculty/Staff] AIC information and documents

1 message

Gay Timken <timkeng@wou.edu>

Mon, Oct 1, 2012 at 10:08 AM

To: allfacstaff@wou.edu

Good morning

AIC is please to announce that this year we have \$200,000 in funds in which to invest in equipment purchases and remodel/renovation work. Attached you will find documents to help you through the proposal process.

We have two cycles this year. Please note the dates.

- Cycle 1: Remodel/Renovation, Due Friday November 12, 2012 by 5:00pm.
 - All remodel/renovation project proposals require consultation with Tom Neal and Physical Plant staff. Consultation must be initiated by **October 22, 2012** to be considered, and must have Tom Neal's signature prior to submission to AIC.
- Cycle 2: Equipment, Due Friday February 1, 2013 by 5:00pm.
 - Please contact Tricia by **January 11, 2013** to have your proposal considered.
 - Equipment purchases that require significant remodel/renovation work must go through the Cycle 1 proposal stage. Work that requires minor remodeling may be submitted along with the equipment request. Please contact Tom Neal about the nature of work by October 22, 2012. If deemed minor, please contact Tom's office again by January 11, 2013 to receive a complete estimate for Cycle 2 proposals.

All proposals must include a statement as to how the remodel/renovation and/or equipment would meet one or more of the University core themes (effective learning, supports diversity, sustainable institution). You can access the University core themes through the Provost's home page.

Please feel free to contact your division / department faculty rep and/or Gay Timken (AIC chair) with questions.

Regards,
AIC

3 attachments

11/15 Summer Schedule to NIKI

9 days before Finals & Holidays

12/17 Spring Corrections to NIKI

before classes start
before 2013-2014 due
to NIKI

1/14 2013-2014 Schedule to NIKI
Excel file

2/18 BANNER ON For entering
Fall 2013

MEMORANDUM

TO: President Weiss, Provost Neely, Dean Scheck, Tom Neal, Tommy Love, Eric Yahnke
FROM: Steve Taylor, Chair, Division of Natural Sciences and Mathematics
DATE: October 10, 2012
RE: DeVolder Family Science Center / Natural Science Building Reorganization Plan

Colleagues:

This memorandum is submitted as part of the planning and design operations associated with the construction of the new DeVolder Family Science Center at Western Oregon University. As stated in previous planning documents and proposals, dating back to the April 12, 2011 funding request from the OUS Chancellor's office to Governor Kitzhaber, "construction of [the DeVolder Family Science Center] will allow modernization of the core science infrastructure at WOU and provide increased capacity to accommodate program growth over the next decade. The new [science center] will complement the existing Natural Sciences Building (NSB) and the two facilities will retain physical, cultural and academic connectivity. As such, the new [science center] will be situated in close proximity to the existing NS Building and will be designed for modernized functionality that is integrated across all science departments and programs".

With that stated objective in mind, faculty from the Division of Natural Sciences and Mathematics (NSM) have invested ~150 person-hours over the past ~1.5 years with Soderstrom Architects and WOU Physical Plant to systematically implement upgrades to the science facilities including: (1) an infrastructure needs assessment (Soderstrom "Natural Sciences Building Feasibility Study" dated July 1, 2011), (2) new science facility siting and cost analysis, (3) DeVolder Family Science Center design, (4) DeVolder Family Science Center construction plan and (5) Natural Science Building reorganization and renovation plan. Action items 1 through 3 were completed over the time period from April 2011 to June 2012. Groundbreaking for item 4 occurred in June 2012 with earnest construction activities commencing in August 2012. Action item 5, "Natural Sciences Building reorganization and renovation plan", is the last remaining piece of the facilities upgrade project that remains to be finalized during the 2012-2013 academic year. Hence, this memorandum is intended to serve as a starting point from which to reorganize room use in the existing Natural Sciences Building and to devise a 5-year renovation plan as needed to accomplish the goals of this mission. It should be noted that all decisions regarding siting of the DeVolder Family Science Center and resultant reorganization of the Natural Sciences Building are based on the July 1, 2011 Soderstrom "Natural Sciences Feasibility Study" (refer to attached document). The feasibility working group included the lead Soderstrom Architects (Brad Dehle and Kim Olson), Physical Plant Staff (Tom Neal, Tony Kment, Brad Huggins) and the NSM science faculty leadership at that time (Taylor-Division Chair, Boomer-Biology Chair, Courtney-Chemistry Chair, Templeton-Earth and Physical Science Chair). In addition, the Earth and Physical Science and Biology department chairs worked with their respective faculty during Spring 2012 to begin development of a reorganization plan for room use in the NS Building once the DeVolder Family Science Center becomes operational in Fall 2013.

As a result of the systematic planning and decision process described above, the new DeVolder Family Science Center will house the entirety of the Chemistry program and the A&P components of the

Biology program. Addition of the new building will facilitate expansion of the remainder of the Biology and Earth and Physical Science Departments into the vacated NSB space. Direct programmatic impacts related to space expansion of the new and old buildings include: (A) complete upgrade of the entire chemistry program in the DeVolder Science Center, (B) complete upgrade of the A&P facilities in the DeVolder Science Center, (C) expansion of Biology 100-level courses into vacated NS125 laboratory space, (D) expansion of Earth Science 100-level courses into vacated NS115-116 laboratory space, (E) expansion of Biology 200-level courses into vacated NS006 laboratory space, (F) development of a dedicated science education facility in vacated NS114 laboratory space, (G) significant increase in the number of student/faculty research areas across all disciplines, including a new dedicated Biology instrumentation room in NS206, (H) dedicated Biology preserved-animal specimen room in vacated NS005 space and (I) development of ancillary swing space in the form of offices and laboratory/utility areas that could be renovated for new campus programming.

Table 1 is a summary planning matrix showing NS Building rooms, current use, planned future use and notes on anticipated renovation costs. Several of the rooms affected by the reorganization have recently been remodeled or otherwise will not require significant further treatment to implement use, these areas include all of the office space, NS005-NS006, NS017 and the lab preparatory rooms. Several of the existing labs and the NS103 lecture hall will be in need of significant remodeling over the next five years as the building use reorganizes in the wake of opening the DeVolder Family Science Center. On the short term, these rooms may be used as is in a "make-do" situation until funds become available for renovation, but on the longer term, the fume hoods, plumbing and lab benches in the reorganized labs will need to be upgraded. The NS Building rooms in need of near-future renovation include:

Room	Est. Remodel Cost	Comment
NS103 Lecture Hall	~\$80,000	Aging facilities and seating, already on Physical Plant action list for near-future action
NS114 Science Ed.-Honors	~\$30,000	Lab will be vacated by chemistry, plumbing and benches will need to be modified within 2-3 years of reorganization. Short term use possible in present condition.
NS115 ES100 Lab	~\$30,000	Lab will be vacated by chemistry, plumbing and benches will need to be modified within 2-3 years of reorganization. Short term use possible in present condition.
NS116 ES100 Lab	~\$30,000	Lab will be vacated by chemistry, plumbing and benches will need to be modified within 2-3 years of reorganization. Short term use possible in present condition.
NS123 BI100 Lab	~\$30,000	Lab will be dedicated to BI100, standing need for plumbing and benches to be modified within 2-3 years of reorganization.
NS125 BI100 Lab	~\$30,000	Lab will be dedicated to BI100, standing need for plumbing and benches to be modified within 2-3 years of reorganization.

NS202 Biology Lab	~\$30,000	Lab will be dedicated to Biology, standing need for plumbing and benches to be modified within 2-3 years of reorganization.
NS204 Biology Lab	~\$30,000	Lab will be dedicated to Biology, standing need for plumbing and benches to be modified within 2-3 years of reorganization.
NS206 Bio Instrument Lab	~\$10,000	Short term room use possible as is, ~\$10,000 electrical/plumbing needed within 1-2 years.

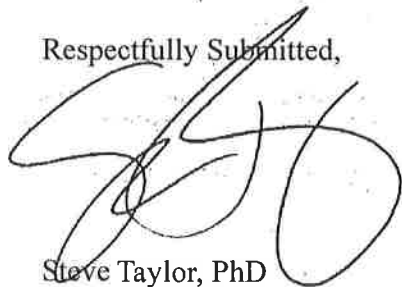
In addition to the anticipated renovation costs described above, the NS015 Dark Room area represents possible swing space that could be remodeled to house new campus programming in Forensic Science, in connection with the adjacent NS016 lecture room and several nearby offices. Given the size of the NS015-NS016 swing space, remodeling costs are estimated to be on the order of \$20,000 to \$30,000, depending on room use and design plan.

From the above analysis, total anticipated funding allocations needed to remodel the remaining facilities in the Natural Sciences Building is estimated at approximately \$300,000 for the physical space, plumbing, furnishings and case work. This figure does not include any technology/equipment upgrades or additions.

Table 2 provides a summary of the net space gains in the respective science program areas as a result of the NSB-DeVolder reorganization plan described above. The DeVolder facility is adding a total of 20,307 sq. ft. of laboratory-office space with resultant net gains of 5,265 sq. ft., 1,823 sq. ft. and 2,961 sq. ft. in the Biology, Chemistry and Earth & Physical Science program areas, respectively (refer to Table 2C). While the net NSB-DeVolder operational area falls short of the 10-year projected need of 66,204 sq. ft. for the collective WOU Science programs (Soderstrom Needs Assessment, July 2011), the overall project will increase facilities capacity by 60% compared to our current operations. The faculty in the Division of Natural Sciences and Mathematics are very appreciative of the efforts by the DeVolder Family, State of Oregon and WOU Administration in funding this facilities expansion project.

NSM faculty look forward to continued planning and development of the Natural Sciences Building as we progress into the 2012-2013 academic year. This memorandum is designed as the starting point for building an implementation framework as the new DeVolder building comes online in Fall 2013 and the collective science faculty, staff and students begin using the expanded facilities. We look forward to further planning sessions with the relevant administrative stakeholders in the near future.

Respectfully Submitted,



Steve Taylor, PhD
Chair, Division of Natural Sciences and Mathematics

Table 2. Summary of net changes in program area and square footage gained with addition of DeVolder Family Science Center and reorganization of Natural Science Building room use.

A. Combined NSB + DeVolder Family Science Center Usage Compared to Soderstrom Needs Assessment (Projected Fall 2013)				B. Existing Natural Science Program Usage NS Building Only (Fall 2012)			
DFSC Total Square Footage		20,307		DFSC Total Square Footage		N/A	
NSB Total Square Footage		33,776		NSB Total Square Footage		33,776	
TOTAL		54,083		TOTAL		33,776	
NSB-DeVolder Total Projected			Soderstrom Assessment	Existing NSB Operations			
Area Sq Ft		Area Sq Ft		Area Sq Ft			
Biology	16,825	24,953		Biology	11,560		
Chemistry	7,721	13,663		Chemistry	5,898		
Earth & Phys. Sci.	9,001	16,743		Earth & Phys. Sci.	6,040		
GS Methods	1,218			GS Methods	946		
NSM Division	7,352	10,845		NSM Division	6,018		
Physical Plant	10,894			Physical Plant	3,314		
Open/Swing Space	1,072			Open/Swing Space	0		
TOTAL	54,083	66,204		TOTAL	33,776		
C. Room Use / Square Footage Gains with Addition of DeVolder Science Center and Reorganization of Natural Science Building							
Area Sq Ft		Comment					
Biology	5,265	Gaining 5,265 Sq. Ft. total with new A&P Lab Facilities, Offices, and Research Space in DeVolder					
Chemistry	1,823	Gaining 1,823 Sq. Ft. total with new Lab Facilities, Offices, and Research Space in DeVolder					
Earth & Phys. Sci.	2,961	Gaining 2,961 Sq. Ft. total via move into vacated Chemistry Lab Space in Old NSB					
GS Methods	272	Gaining 272 Sq. Ft. total via move into vacated Chemistry Lab Space in Old NSB					
NSM Division	1,334	Gaining 1,334 Sq. Ft. total with new office/support facilities in DeVolder					
Physical Plant	7,580	Gaining 7,580 Sq. Ft. total with new mechanical/physical facilities in DeVolder					
Open/Swing Space	1,072	Gaining 1,072 Sq. Ft. of Open/Swing Space in old NSB					
TOTAL	20,307	Gaining 20,307 Sq. Ft Total					

NSM Division Academic Infrastructure Needs List 2012-2013							Note: Does not include equipment/technology associated with DeVolder Science Center Construction Odd academic years - departments listed in reverse alphabetical order - does not imply priority	
DEPT	CATEGORY	ITEM	EST. COST	PRIORITY	STATUS	NOTES		
Mathematics	Computer Hardware	Classroom Smartboards (Qty = 4 x \$1500 each)	\$6,000	High	AIC Planning	Contact: Cheryl Beaver		
Mathematics	Computer Hardware	Classroom Set - I-pads (Qty = 30 x \$700 ea)	\$21,000	High	AIC Planning	Contact: Cheryl Beaver		
EPS	Space Classroom	NS115-116 Renovation for ES100 Lab Suite	\$100,000	High		Contact: Jeff Templeton		
EPS	Space Classroom	Repairs to NS 218A	\$8,700	High		Contact: Jeff Templeton		
EPS	Space Classroom	Campus Groundwater Laboratory	\$19,300	Medium		Contact: Jeff Templeton		
EPS	Equipment	Leica Petrographic Microscope and Digital Camera system	\$9,000	High	AIC Planning	Contact: Jeff Templeton		
EPS	Equipment	Portable XRF Spectrometer	\$30,000	High		Contact: Jeff Templeton		
EPS	Equipment	"Smart Board" Interactive White Board	\$8,000	High	AIC Planning	Contact: Jeff Templeton/Phil Wade		
EPS	Equipment	Student-Grade Lithologic zoom/binocular light microscopes	\$5,000	High		Contact: Jeff Templeton		
EPS	Equipment	Ruggedized Field-Grade (Waterproof/Vibration Proof) Laptop	\$7,000	Medium		Contact: Jeff Templeton		
EPS	Equipment	Digitizer Drafting Stand	\$1,100	Medium		Contact: Jeff Templeton		
EPS	Equipment	Sample Storage Cabinets	\$20,000	Medium		Contact: Jeff Templeton		
Biology	Computer Hardware	Upgrade to Student Lab Computer Systems; NS202 (12 Dell Workstations total) (NSM-Biology)	\$12,000			Contact: Bryan Dutton		
Biology	Computer Hardware	Upgrade to Student Lab Computer Systems; NS204 (6 Dell Workstations total) (NSM-Biology)	\$6,000			Contact: Bryan Dutton		
Biology	Equipment	Leica Dissecting Scopes; 12@ \$530 (for Bi 100 Series)	\$6,360		AIC Planning	Contacts: Bryan Dutton / Erin Baumgartner		
Biology	Equipment	Leica CME Compound Microscopes (LD); 12@ \$1320 ea (NSM-Biology for Bi 100 Series)	\$15,840		AIC Planning	Contact: Bryan Dutton / Erin Baumgartner		
Biology	Equipment	Olympus CX31 Compound Microscopes w/3MP Digital Camera (for Bi 100 Series) (1@ \$5,000 ea) (NSM-Biology)	\$5,000		AIC Planning	Contact: Bryan Dutton / Erin Baumgartner		
Biology	Equipment	Olympus CX31 Compound Microscopes w/3MP Digital Camera (NS 204) (1@ \$5,000 ea) (NSM-Biology)	\$5,000		AIC Planning	Contact: Bryan Dutton		
Biology	Equipment	Water Baths (Fisher Isotemp); 1 variable size @ ~\$800 ea (NSM-Biology)	\$800			Contact: Bryan Dutton / Julie Grammer		
Biology	Equipment	Bench-top Microcentrifuges; 2 @ \$1500 ea (NSM-Biology)	\$3,000			Contact: Bryan Dutton		
Biology	Equipment	Olympus CX31 Compound Microscopes; NS201 (5@ \$1600 ea) (NSM-Biology)	\$8,000			Contact: Bryan Dutton / Sarah Boomer		
Biology	Equipment	Microbiology microincinerators; 10 @ \$350 ea (NSM-Biology)	\$3,500			Contact: Bryan Dutton / Sarah Boomer		
Biology	Equipment	Olympus Compound Microscope Cameras; (2@ \$4200) (NSM-Biology)	\$8,400	Highest, No. 1	AIC Planning	Contact: Bryan Dutton		
Biology	Equipment	Olympus SZ61 Stereo Microscopes (24@ \$1466 ea) (NSM-Biology)	\$35,200			Contact: Bryan Dutton		
Biology	Equipment	Fiber Optic Light Sources; 24@ ~\$605 ea (NSM-Biology)	\$14,600			Contact: Bryan Dutton		
Biology	Equipment	Bench-top PCR Machine (qty = 1) (NSM-Biology)	\$5,000			Contact: Bryan Dutton		
Biology	Equipment	Microbiology Shaking Waterbath (1 @ \$5835 ea) (NSM Biology)	\$5,835			Contact: Bryan Dutton		
Biology	Smart Classroom New	New Smart Room Installation NS204 (NSM-Biology)	\$25,000		AIC Planning	Contact: Bryan Dutton		
Biology	Space Classroom	NS 201/202 Hallway Locker Installation (20) (\$3,000) (NSM Biology)				Contact: Bryan Dutton / Sarah Boomer		
Biology	Space Classroom	NS123 Lab Remodel (NSM-Biology) - LONG-TERM (New Bench Design, etc.)	\$50,000	Highest with NS 125		Contact: Bryan Dutton / Erin Baumgartner		
Biology	Space Classroom	NS125 Lab Remodel (NSM-Biology) - LONG-TERM (New Bench Design, etc.)	\$50,000	Highest with NS 125		Contact: Bryan Dutton / Erin Baumgartner		
Biology	Space Classroom	NS204 Lab Remodel (NSM-Biology)	\$50,000			Contact: Bryan Dutton		
Biology	Space Classroom	NS202 Lab Remodel (NSM-Biology)	\$50,000			Contact: Bryan Dutton		
Biology	Space Classroom	NS003 Remodel of animal room (NSM-Biology)	\$2,000			Contact: Bryan Dutton / Karen Haberman		
Biology	Space Other	NS206 Remodel existing space to create an equipment room (NSM-Biology)	\$30,000	High		Contact: Bryan Dutton		
Biology	Space Other	NS124/NS124A Remodel of existing preparation space - optimize shelving/storage space (NSM-Biology)	\$30,000			Contact: Bryan Dutton / Julie Grammer		
Biology	Space Other	NS203/NS203A Remodel of existing preparation space - optimize shelving/storage space (NSM-Biology) * - involves trading hood with NS219 (NEXT) (NSM-Biology)	\$30,000			Contact: Bryan Dutton		
Biology	Space Other	*NS219 Hood Trade/Counterspace Remodel (NSM-Biology)	\$10,000			Contact: Bryan Dutton; *Replace existing hood with a smaller hood and move existing hood to NS 202 or 203		
Biology	Space Other	Greenhouse Remodeled Vent System	\$8,400			Contact: Bryan Dutton		
Biology	Space Other	Greenhouse Environmental Control System	\$3,600	High		Contact: Bryan Dutton		
			\$708,635	TOTAL				



MEMORANDUM

TO: Provost Neely, Dean Scheck, Associate Provost McDonald
FROM: Steve Taylor, Chair, Division of Natural Sciences and Mathematics
DATE: October 12, 2012
RE: Feasibility Assessment for Developing a Pre-Engineering Program at WOU

Colleagues:

This memorandum is submitted as a follow-up to SPOC-related curricular ideas discussed last academic year, specifically the concept of developing a Pre-Engineering Program at Western Oregon University. The Pre-Engineering idea came up during one of the campus-wide window-of-opportunity conversations. As such, faculty in the Division of Natural Sciences and Mathematics subsequently engaged in an impact analysis exploring the feasibility of creating this type of curriculum at WOU. Scott Beaver (Mathematics) and Bill Schoenfeld (Physics) graciously agreed to take on the task of analyzing our current state of affairs and what it would take to add Pre-Engineering to our existing math-science curriculum. The Mathematics impact statement is presented on the attached pages 3-5 and Physics/Engineering on pages 6-8. A bullet-style summary of their collective findings follows:

- The Pre-Engineering program is a transfer degree with Oregon State University, Portland State University and Oregon Institute of Technology serving as the final degree-granting destinations in Oregon.
- Well-established competition for Pre-Engineering students in the region include Chemeketa Community College, Linn Benton Community College and Portland Community College. LBCC and OSU have a very well-honed transfer program.
- Over a dozen new upper division courses in Mathematics and Physics/Engineering would need to be added to the WOU curriculum to prepare Pre-Engineering students for transfer to one of the degree granting institutions.
- Three to five new tenure lines in Mathematics, Physics and Engineering Studies would be required to service the course load additions. Depending on step, experience level, and market demand adjustments, the new tenure lines will cost in the range of \$230,000 to \$385,000 per year to initiate, with subsequent step/COLA/promotion adjustments into the future.
- The additional Mathematics and Physics/Engineering courses will require the addition of one to two new laboratories with specialized instrumentation, and development of several new smart classrooms for general instruction. Facilities, instrumentation, equipment and computing technology needs in this regard could easily exceed \$500,000.
- The primary benefit of adding a Pre-Engineering curriculum would be to attract new students to WOU who otherwise would not be otherwise attending. A secondary benefit would be to increase the academic profile of WOU at the state and national levels.
- The drawbacks include: (1) a Pre-Engineering program is designed as a feeder to other institutions and the WOU graduation rate will not benefit, (2) a risk of draining off existing WOU students majoring in mathematics and chemistry to other institutions, (3) student retention

Division of Natural Sciences & Mathematics

in academically demanding science and mathematics courses is traditionally very low, the potential for student washout is high, (4) the competition from well-established programs at Chemeketa and LBCC is significant, and (5) engineering career trajectories for graduates are currently depressed due to global/national economic trends.

In sum, development of a Pre-Engineering curriculum at WOU is aligned with state economic priorities and in general a valuable endeavor, however this program would require a significant investment in presently non-existent faculty and infrastructure (\$750,000 – \$1,000,000) and the potential for low student retention and under-enrollment is very high.

Please let me know if you have questions or would like to follow-up on this discussion at one of our NSM Division meetings. Many thanks to Scott and Bill for contributing their time to this feasibility study. Best of luck moving forward in the 2012-2013 academic year.

Respectfully Submitted,

A handwritten signature in black ink, appearing to be 'ST', written over the text 'Respectfully Submitted,'.

Steve Taylor, PhD
Chair, Division of Natural Sciences and Mathematics

Western Oregon
UNIVERSITY
powered by Google

Steve Taylor <taylors@mail.wou.edu>

ARC D-Designation Proposal Language Feedback

1 message

Robert Monge <monger@wou.edu>

Mon, Oct 29, 2012 at 8:52 AM

Bcc: taylors@mail.wou.edu

The ARC has forwarded a proposed change in the D-designation guidelines and form to faculty senate [attached].

At the last senate meeting, the ARC asked for input in terms of the definition of Cultural Diversity. Faculty Senate recommended the ARC ask Divisions to look at the language and send comments to the ARC. If your division has any comments on the language, you can send them to your ARC representative or to me. We would gratefully appreciate any help in this matter.

The next ARC meetings is November 20th.

Thank you.

--
Robert Monge
Instruction Librarian
Western Oregon University
monger@wou.edu

2 attachments



Proposed Cultural Diversity D Course Designation at Western Oregon University.docx
15K



Proposed Cultural Diversity Designation Form.docx
17K

Proposed Cultural Diversity (D) Course Designation at Western Oregon University

Cultural Diversity Graduation Requirement

Students seeking a B.S., B.Mus., or B.F.A. degree at Western Oregon University satisfy this requirement by successfully completing 6 hours of course work from within any portion of the student's degree plan which emphasizes a topic or subject dealing with cultural diversity. Cultural diversity courses used to complete this requirement carry a special 'D' designation and are listed in the catalog and the online Schedule of Classes.

Goal of Cultural Diversity Requirement

The Cultural Diversity graduation requirement is part of the overall General Education program at WOU. In this context, Cultural Diversity courses are designed to broaden students' horizons with regard to differences in culture which stem from differences in ethnicity, gender, nationality, race, and/or religion. Such courses enhance students' skills for active citizenship, lifelong learning, and independent thought and action. These goals are accomplished by exposing students to basic knowledge of social, cultural, or value systems different from their own. Further, students are encouraged to select courses that integrate content from across the arts, sciences, and humanities.

Learning Outcomes of Cultural Diversity (D) courses

The Learning Outcomes of a Cultural Diversity (D) course should include specific aspects of one or more of the following:

- Describes a clearly formulated social, ethical, historical, economic, political, or scientific topic associated with a difference of race, ethnicity, cultural value, or other sub-cultural difference.
- Considers differences in practices, whether personal or institutional, on the basis of variations in ethnicity, gender, nationality, race, and/or religion.
- Applies the methodology of an academic discipline to study a clearly formulated topic which involves differences of ethnicity, gender, nationality, race, and/or religion.
- Teaches methods and strategies for addressing issues of diversity in the classroom.

Guidelines for Cultural Diversity (D) Designation

Courses with the Cultural Diversity (D) designation must afford students multiple opportunities to discuss, write about, and formulate carefully thought out positions relating to cultural diversity concepts.

1. The cultural diversity content should relate in a meaningful way to the discipline and should further the student's knowledge both in the discipline and help structure a broader world-view.
2. One of the following must apply:
 - i. The primary focus of the class should be the cultural diversity content (i.e., the percent of the course grade based on cultural diversity concepts is at least 75%)

OR

- ii. The student is required to complete a major project involving cultural diversity concepts AND at least 33% of the course grade is based on the cultural diversity component of the class

Process for obtaining D designation for a course

The Faculty Senate's Academic Requirements Committee (ARC) recommends the D designation for courses based on statements and syllabi submitted by individuals or departments. A completed ****Diversity designation form**** should be submitted to the chair of the ARC. Attach a syllabus and supporting documents to facilitate the process and help the committee determine the level of cultural diversity content and percent of course grade dependent on cultural diversity. Supporting documents would include copies of exams, the table of content of books used in the course, detailed project guidelines and scoring rubrics, etc.

Proposed Cultural Diversity (D) Course Designation Form

Dept. Prefix/Number

Course title

Part One: General Course Information

Catalog course description:

Curriculum requirements that this course meets [check all that apply]:

___ LACC ___ Dept. Major ___ Ed. Major ___ Dept. Minor ___ BA ___ BS

___ BM

OR

___ Elective w/in major or minor

Please provide the following supporting documentation.

Attach a syllabus and supporting documents to facilitate the process and help the committee determine the level of cultural diversity content and percent of course grade dependent on cultural diversity. Supporting documents would include copies of exams, the table of content of books used in the course, detailed project guidelines and scoring rubrics, etc.

Part Two: Description of specific Cultural Diversity content

1. Cultural Diversity topics to be covered in the course:
2. Describe how the Cultural Diversity topics relate to the discipline:
3. List and describe the learning outcomes expected:
4. List and describe the types of assignments that will be used for assessing the students' knowledge of the Cultural Diversity content. If there will be a major project involved, please describe.
5. What percentage of the course grade is based on assessment of the Cultural Diversity content? How is this determined?

Some Social Science concerns regarding the AB degree

1 message

Mark Henkels <henkelm@wou.edu>

Sun, Oct 28, 2012 at 3:22 PM

To: Stephen Scheck <schecks@wou.edu>, henkelm@wou.edu

Cc: baharih@wou.edu, grims@wou.edu, olsond@wou.edu, taylors@wou.edu, winnir@wou.edu, yehnerc@wou.edu, Tolleyl@wou.edu, keulksg@wou.edu, hillk@wou.edu

Steve:

You requested that we send you our thoughts regarding issues that will be raised about the AB program when it gets into the curriculum review process. The Social Science Division was informed of the OUS and legislative pressures for adopting this program and the presumptive benefits it would have for students who need to move up from the jobs they gained through their AS degrees. They were presented with the most recent design of the LACC component.

While many feel it's not a good route to go, others are resigned to the fact that WOU could start offering AB degrees. No department was interested in participating since it would diminish the value of their regular degrees.

The following summarizes the discussions of the division and I think captures our concerns. I could not possibly capture all the individual points and opinions, of course.

The first type of concerns are the fundamental ones about whether the AB concept is really a good thing for students or the institution. Among the most notable in this respect are:

- How will AB degrees be received in the market? Will employers view ABs as advanced AA degrees and therefore not really fulfill their intention for the student? Could it be a more advanced career dead end? If not, then why have regular BAs and BSs?
- If the AB is perceived to be equal to BAs or BSs, won't the signal to Community College advisers and students be to go for the easier AB degree rather than the more rigorous BA or BS degrees?
- if this is such a good idea, why is OSU not getting into this? They have extensive connections to CCs (especially LBCC), yet there is no evidence they are pursuing the AB track. Do they think it diminishes their regular degree programs or is something of a gimmick?
- there are concerns that the AB program will become a leverage point for altering the LACC or the minor requirement without full consideration of what a Western degree should represent other than a cheap fast degree
- the Social Science Division generally doubts the graduating student will have the breadth to be the lifelong learners that we would like the institution to produce

Specific concerns about the implementation of the AB degree at Western also were identified:

- There was consensus in the Social Science division that requiring anything less than a completed AS degree would be unacceptable.

The ideal of making the AB a way to build upon technical training and work experience could easily be eclipsed by the admission of students who start training in one technical field, change to another technical field, and perhaps to a third, and therefore accumulating lots of technical credits but no recognized (or perhaps recognizable) body of knowledge. It would be fair or correct to make it a "case by case" review of applicant

transcripts who have not completed the two-year or AS degrees.

- Many people think that since the stated purpose of the program is to allow people in the workforce to improve their credentials, admission should hinge on a specific time of work experience, such as one year in the field.

- clearly this programs will favor the participating degree programs in some respects. The Social Science division believes it would be wrong to ramp up hiring in specific fields until it is clear these degrees are really viable and attractive to truly new students. CC students may not be very interested or student who would be going to WOU anyway may simply adjust their plans to go for this easier route. Either way, there is really not much net change in enrollment.

- The logic of the LACC component is not clear and there are many and varied criticisms of the components. More than can be covered here.



Steve Taylor <taylors@mail.wou.edu>

Science Olympiad...

1 message

Mark Girod <girodm@mail.wou.edu>

Fri, Oct 5, 2012 at 11:16 AM

To: Adele Schepige <schepia@wou.edu>, Philip Wade <wadep@wou.edu>, Steve Taylor <taylors@wou.edu>

Cc: ashley.dasilva@oregonscienceolympiad.com

Hi folks!

I hope your fall quarter is off to a great start! I met with Ashley da Silva the other day, event coordinator for Oregon Science Olympiad... Phil, I know you participated last year in this great event. Ashley is hoping that WOU can host again in April but she's also hoping that we can link a bit better between Science Olympiad and WOU. Think we can figure out how to get more WOU students involved in assisting with events, serving as tour guides, and generally supporting the event? Adele and Phil - I'm wondering if it may be a natural connection for ED 325 and GS 325 students? Ashley, do you have other ideas about how we might be able to partner to make the event more successful?

Ashley was wondering if we might be able to schedule some other little tours that highlight some of the cool resources we have here at WOU - cadaver lab, etc... thoughts?

I will also work on Admissions to try to coordinate some programming around coming to college at WOU etc.

Other thoughts?

Mark

Mark Girod, Ph.D.
Interim Dean, College of Education
Western Oregon University
Phone: 503.838.8518
<http://www.wou.edu/~girodm>

Forgotten People Foundation

Budgeted amount for Supplies and Services NSM902 (July 1, 2012) **\$30,202**

Expense **\$32,100**

ESTIMATED GENERAL OFFICE OPERATING EXPENSES

\$26,752

Telecom (Phones and Networking)	53	\$300
Copiers		\$10,000
Office Supplies & Book Store	4474	\$7,050
Postage	25	\$300
Duplicating Services	603	\$1,500
Faculty travel	350	\$4,000
Physical Plant - work orders	15	\$2,500
Telecommunication wiring	175	\$600
Miscellaneous	721	\$502

TOTAL ESTIMATED GENERAL EXPENSES

\$26,752

MATHEMATICS

NSM902 Starting

\$5,000

Money already spent NSM902

\$2,000

NSM941 Lab Fees

\$1,087

SEP/DEP MTH70-95 - Course-Related Toner-Copier-Supplies

NSM941 Lab fees expended

\$0

Balance

Total balance

\$4,087

SCIENCE DEPARTMENT BUDGETS STARTING July 1, 2012

\$185,000

BIOLOGY

NSM960 Starting

\$63,103

\$63,103

Summer lab fees rolled over into 2012-13

\$5,186

Money already spent

\$15,081

Balance

\$53,208

CHEMISTRY

NSM961 Starting

\$32,285

\$32,285

Summer lab fees rolled over into 2012-13

\$861

Money already spent

\$13,188

Glass Breakage + Goggle Fees

\$5,000

Balance

\$24,958

EARTH & PHYSICAL SCIENCE NSM962 Starting

\$51,362

\$51,362

Summer lab fees rolled over into 2012-13

\$1,834

Money already spent

\$5,947

Balance

\$47,249

NATURAL SCIENCE STUDENT INFRASTRUCTURE AND OVERHEAD

STUDENT LAB NETWORK

\$2,000

\$2,000

Money already spent

\$0

Balance

\$2,000

STUDENT PAPER

\$5,000

\$5,000

Money already spent

\$0

Balance

\$5,000

FIELD TRIP

\$6,000

\$6,000

Money already spent

\$1,555

Balance

\$4,445

EQUIPMENT REPAIR

\$4,000

\$4,000

Money already spent

Balance

\$4,000

Millipore DI Water Purifier

\$4,000

\$4,000

MedEquip Maintenance

\$2,300

\$2,300

NW Natural Gas

\$150

\$150

\$6,450

Contingency 8% of Total NSM922 Budget

\$14,800

\$14,800

TOTAL

\$185,000

Executive Summary: Applied Baccalaureate Degrees in Liberal Arts and Sciences

Background on Applied Baccalaureate Degrees.

House Bill 3093 of the 2009 Session of the Oregon Legislature directed the Oregon Joint Board of Education to develop a plan for applied baccalaureate degrees in Oregon. These degrees are designed to incorporate applied associate courses and degrees with additional coursework emphasizing higher-order thinking skills and advanced technical knowledge and skills. AB degrees were first introduced in the 1970s. A 2008 survey revealed that AB degrees were offered in 39 states.

In 2010, a state-wide Steering Committee, established in response to HB 3093, identified three key goals for Applied Baccalaureate programming in the state: “(1) provide opportunities to Oregonians who originally aspired to two-year degrees but now seek careers that require four-year degrees; (2) provide Oregon employers with employees that have the advanced technical and management skills that increase productivity and competitiveness; and (3) improve the efficiency of the educational delivery system thereby saving the student time and conserving valuable educational resources.”

The introduction of the Applied Baccalaureate degree responds to the directive in HB 3093, supports the state’s 40:40:20 goal and will contribute to President Weiss’ Window of Opportunity initiative to ensure institutional fiscal soundness by generating new revenue streams.

The Applied Baccalaureate Task Force.

The Applied Baccalaureate Task Force (see appendix), an ad hoc committee of the Provost’s Strategic Priorities and Options Committee (SPOC), examined the concept of an AB degree during winter and spring term of 2012. Further, the LAS chairs leadership group also discussed AB programming and registrar Nancy France and associate registrar Danielle Ambrose contributed advice on university policies and procedures related to transcribing the AB degree.

Definition of Applied Baccalaureate.

Townsend, Bragg and Ruud (2008) defined the applied baccalaureate degree as: “a bachelor’s degree designed to incorporate applied associate courses and degrees once considered as ‘terminal’ or non-baccalaureate level while providing students with the higher-order thinking skills and advanced technical knowledge and skills so desired in today’s job market.”

Admission to the Applied Baccalaureate Tract.

The Applied Baccalaureate is **NOT** designed for the traditional student who currently enrolls at WOU. Admission into an Applied Baccalaureate degree track at WOU requires that the student meets the following conditions: The student has either completed an Associate of Applied Science degree or has a minimum of 60 quarter units toward an Associate of Applied Science

degree; placement of transfer units into the AB curriculum will be determined in consultation with the academic advisor for the specific AB program.

Students who have pursued and/or have completed an Oregon Transfer Module (OTM), Associate of Arts Oregon Transfer degree (AAOT), Associate of Science/Oregon Transfer Business degree, Associate of Science degree or an Associate of General Studies degree (AGS) **are not eligible** for admission into the AB track—they will continue to be admitted into our traditional BA, BS, BFA, BMus degree tracks.

The Applied Baccalaureate degree is targeted toward the working adult with life experience who is in need of the most efficient pathway to completing a bachelor's degree. In general, AB students will not be interested in the traditional residential college-based life programming or exploring various areas of interest. Many will have considerable "major" courses completed and are in need of additional exposure to liberal arts, much at the upper-division level, with their current career tracks in mind.

Structure of the Applied Baccalaureate Curriculum.

Considerable concurrence exists between the AB task force and the LAS chairs group on a number of qualities that would define an AB degree at WOU:

1. The AB follows the current model for the bachelor's: residency requirement of 45 of the last 60 units toward the degree; minimum of 62 upper-division credits; major program of 55-75 credits; minimum of 180 total credits; minimum cumulative WOU GPA of 2.0.
2. A minor will not be required. In many cases, the lower-division coursework students have completed will already be far afield from the coursework they will complete at WOU. For example, a radiology technician with an AS degree will have over 50 units of medical radiology courses—completion of any of our proposed AB tracks would expose the student to a very different course of study. Students will also be older and more career-focused – the minor is not critical to expanding their career preparation.
3. Fulfillment of a 36 unit core curriculum, with similar learning outcomes as the LACC, will be via coursework at both lower-division and upper-division (preferable) curricular offerings. Courses may double count between the AB core curriculum and the major curriculum.
4. Recognizing the maturity and academic background of the typical student, the AB core/general education curriculum will be less prescriptive than the LACC. Desired learning outcomes will be the focus rather than meeting a distributed model of a specific number of area credits. Outcomes may be met via a diverse set of coursework (see diagram).
5. A "best fit" approach will be used to assign previously completed coursework to various categories in the major or the AB core. Credit will not be issued for "life experience," but some learning outcomes objectives may be waived as being met by pre-existing proficiency; however,

students must still complete the required number of courses/credits in the core or in the major. For example, an adult who writes reports for a living may be credited for having met WR 135 and/or writing intensive equivalent requirements at WOU; however, a substitute course will need to be completed. (*Note: OUS has established a task force to recommend system-wide policies on issuing college credit for "prior learning.")

6. AB curricula will be serviced with existing WOU courses. Classes that are offered on-line, in hybrid mode or at alternative meeting times would be desirable.

AB Tracks will be Designed by the Faculty of Participating Departments.

AB proposals will come from departments wishing to offer AB degrees. The proposals will go through the standard Faculty Senate curricular review process. All AB degrees will follow a common core that ties to the desired learning outcomes for the degree. Departments designing AB tracks (e.g., computer science, gerontology, psychology, business finance, business management, early childhood education) will create paradigms of suggested courses for students to take in the core curriculum. Faculty wishing to have additional courses considered for serving a core competency area (written/oral/visual communication; societal & cultural engagement; critical/quantitative/scientific thinking; technology/life skills) will be encouraged to submit upper-division courses for consideration.

Failure of OUS to Develop AB Tracks.

If OUS fails to develop sufficient AB degree options to meet state workforce demand, *HB 3093* provides for AB degrees to be offered by Oregon's community colleges. Many of Florida's community colleges offer AB degrees. Should Oregon community colleges enter the AB market serious harm could occur to WOU's traditional enrollments. First generation students may select an AB degree at a community college and never transfer to WOU. OIT and SOU have AB tracks in development.

Time-table for AB development.

The AB task force requests comments from the faculty on the general structure of the AB degree. Faculty may submit comments directly to Steve Scheck or through their division chair. LAS division chairs will further refine the AB structure over the summer months. Divisions proposing AB degrees will submit finished proposals to the Senate Curriculum Committee during the fall 2012 term. Upon completion of the Senate's curriculum review process, WOU will submit proposals to the OUS Provosts Council in winter/spring term. WOU will actively market and admit qualified students once OUS and Northwest Commission approvals have been granted.

AB Task Force.

Hamid Bahari-Kashani (Business)

Michael Baltzley (Biology)

John Marsaglia (Computer Science)

Scot Morse (Computer Science)
Rebecca McCannell (Art)
Tad Shannon (Theatre/Dance)
Rob Winningham (Psychology)
LaRon Tolley (Fire Services Administration; Interdisciplinary Studies)
Mark Girod (Teacher Education; late addition to task force; early childhood AB degree)
Wanda Clifton (Provost Office)
Stephen Scheck (LAS Dean's Office)

Supplemental Reading.

75th OREGON LEGISLATIVE ASSEMBLY—2009 Regular Session. House Bill 3093, Sponsored by Representatives D Edwards, Komp, Roblan and Thatcher.

Townsend, B. K., Bragg, D. D., & Ruud, C. M. (2008). *The adult learner and the applied baccalaureate: National and state-by-state inventory*. Champaign: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign. (For the Lumina Foundation.)

Bragg, D. D., & Ruud, C. M. (2011). *The adult learner and the applied baccalaureate: Lessons from six states*. Champaign: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign. (For the Lumina Foundation.)

Other FAQ answers (not part of original task force report).

1. The AB track will follow current BA, BS, BFA. BMus residency requirements (45 of last 60 units, 62 UD units, min WOU cumulative GPA of 2.0, min of 180 total credits).
2. Major program of study may range between 55-75 credits
3. The AB core will have a minimum of 36 units; Degree Profile will identify upper-division courses to meet AB core whenever possible.
4. AB core courses may not "double-dip" in multiple quadrants of the core paradigm, e.g., a computer science class taken for written/oral/visual communication focus cannot be use to also count for computer science in the technology/life skills focus.
5. An AB student may earn a minor, but a minor is not required.
6. As per current university policy, modern languages will include languages offered in the ML department and other college-credit transferred contemporary languages from

other institutions (e.g., Russian, Italian, Japanese, etc.). Latin and ancient Greek will not fulfill the modern language requirement. (Note: Latin and ancient Greek is accepted for BA under current university policy.)

7. Credit for six units of writing intensive courses--follow current university policy.
8. Credit for six units of diversity courses--follow current university policy.
9. General education Math core requirement—follow current university policy.
10. Maximum of 124 transfer credits from community colleges—follow current university policy.
11. Subject to the total maximum of 124 community college transfer units, no limit on the number of Vocational Technology credits – current university policy is 24 for all majors except Fire Service Administration (45 units). AB advisor will determine whether any Vocational Technology credits articulate with a major course or simply unused electives.
12. AB students will be eligible for President's or Dean's honor rolls
13. AB students will be able to perform "what if" analyses in Degree Works, including for switching to a BA/BS/BFA/BMus degree option.
14. An AB student may change degree program to a BA, BS, BFA, BMus; but will be required to meet university BA/BS/BFA/BMus degree, general education and LACC core requirements.
15. A current student in BA, BS, BFA, BMus cannot switch tracks to an AB track.
16. International students may be admitted to the AB program—if they meet admission requirements. Eligibility for home government scholarship funding, acceptance in home country, etc. is responsibility of student. International Student and Scholars office will initiate contact with education consulates (e.g., Saudi Arabia) for clarification.
17. Diploma awarded at commencement will be an "Applied Baccalaureate in XXX"
18. Admissions will add a section to the application for admission document to delineate applied baccalaureate vs. BA, BS, BFA, BMus
19. A LAS Division chairs group will review petitions for course waivers in the AB core curriculum upon admission to the AB program. Subsequent waivers will be processed as per current university policy.

DRAFT - APPLIED BACCALAUREATE CORE CURRICULUM (10/19/2012)

WRITTEN/ORAL/VISUAL COMMUNICATION		CRITICAL / QUANTITATIVE / SCIENTIFIC - THINKING	
WRITING - WR 135	3 classes (9 cr min) and min of 2 categories	MATH	3 classes (9 cr min) and min of 2 categories
COM		NATURAL SCIENCES	
COMP SCI (specific courses to be listed)		PHILOSOPHY	
ENG		Q courses	
ART			
		GENERAL AB CORE REQUIREMENTS	
Required courses WR 135 or equiv Writing Intensive (6cr)		Required courses Math 105 or higher	
Required courses Cultural Diversity (6cr)		Required courses CS 101 or higher	
TOTAL CORE: 36 upper/lower division units			
SOCIETAL & CULTURAL ENGAGEMENT		TECHNOLOGY/LIFE SKILLS	
SOCIAL SCIENCES			
MODERN LANGUAGES			
RELIGION	BUSINESS/ECON/ENT		
Performing Arts (Dance, Music, Theatre)	COMP SCI		
D courses	HEALTH & PE		
	PSYCHOLOGY/GERONTOLOGY		
	3 classes (9 cr min) and min of 2 categories	3 classes (9 cr min) and min of 2 categories	

(10/19/2012 revision)

Proposed Cultural Diversity (D) Course Designation Form

Dept. Prefix/Number

Course title

Part One: General Course Information

Catalog course description:

Curriculum requirements that this course meets [check all that apply]:

___ LACC ___ Dept. Major ___ Ed. Major ___ Dept. Minor ___ BA ___ BS

___ BM

OR

___ Elective w/in major or minor

Please provide the following supporting documentation.

Attach a syllabus and supporting documents to facilitate the process and help the committee determine the level of cultural diversity content and percent of course grade dependent on cultural diversity. Supporting documents would include copies of exams, the table of content of books used in the course, detailed project guidelines and scoring rubrics, etc.

Part Two: Description of specific Cultural Diversity content

1. Cultural Diversity topics to be covered in the course:
2. Describe how the Cultural Diversity topics relate to the discipline:
3. List and describe the learning outcomes expected:
4. List and describe the types of assignments that will be used for assessing the students' knowledge of the Cultural Diversity content. If there will be a major project involved, please describe.
5. What percentage of the course grade is based on assessment of the Cultural Diversity content? How is this determined?

Proposed Cultural Diversity (D) Course Designation at Western Oregon University

Cultural Diversity Graduation Requirement

Students seeking a B.S., B.Mus., or B.F.A. degree at Western Oregon University satisfy this requirement by successfully completing 6 hours of course work from within any portion of the student's degree plan which emphasizes a topic or subject dealing with cultural diversity. Cultural diversity courses used to complete this requirement carry a special 'D' designation and are listed in the catalog and the online Schedule of Classes.

Goal of Cultural Diversity Requirement

The Cultural Diversity graduation requirement is part of the overall General Education program at WOU. In this context, Cultural Diversity courses are designed to broaden students' horizons with regard to differences in culture which stem from differences in ethnicity, gender, nationality, race, and/or religion. Such courses enhance students' skills for active citizenship, lifelong learning, and independent thought and action. These goals are accomplished by exposing students to basic knowledge of social, cultural, or value systems different from their own. Further, students are encouraged to select courses that integrate content from across the arts, sciences, and humanities.

Learning Outcomes of Cultural Diversity (D) courses

The Learning Outcomes of a Cultural Diversity (D) course should include specific aspects of one or more of the following:

- Describes a clearly formulated social, ethical, historical, economic, political, or scientific topic associated with a difference of race, ethnicity, cultural value, or other sub-cultural difference.
- Considers differences in practices, whether personal or institutional, on the basis of variations in ethnicity, gender, nationality, race, and/or religion.
- Applies the methodology of an academic discipline to study a clearly formulated topic which involves differences of ethnicity, gender, nationality, race, and/or religion.
- Teaches methods and strategies for addressing issues of diversity in the classroom.

Guidelines for Cultural Diversity (D) Designation

Courses with the Cultural Diversity (D) designation must afford students multiple opportunities to discuss, write about, and formulate carefully thought out positions relating to cultural diversity concepts.

1. The cultural diversity content should relate in a meaningful way to the discipline and should further the student's knowledge both in the discipline and help structure a broader world-view.
2. One of the following must apply:
 - i. The primary focus of the class should be the cultural diversity content (i.e., the percent of the course grade based on cultural diversity concepts is at least 75%)

OR

- ii. The student is required to complete a major project involving cultural diversity concepts AND at least 33% of the course grade is based on the cultural diversity component of the class

Process for obtaining D designation for a course

The Faculty Senate's Academic Requirements Committee (ARC) recommends the D designation for courses based on statements and syllabi submitted by individuals or departments. A completed ****Diversity designation form**** should be submitted to the chair of the ARC. Attach a syllabus and supporting documents to facilitate the process and help the committee determine the level of cultural diversity content and percent of course grade dependent on cultural diversity. Supporting documents would include copies of exams, the table of content of books used in the course, detailed project guidelines and scoring rubrics, etc.

Current Process for Submitting a D: Designation Course Outlined on [Curriculum Committee Website](#)

Diversity Courses

- [See Online Proposal Directions \(pdf\)](#)
- [Diversity Questions](#)
- [Diversity Criteria used for transfer courses by Dean Chadney](#)
- [Multicultural Diversity Designation Form \(word\)](#)

Below is the text from the links above

See Online Proposal Directions -- PDF

1. Writing Intensive proposals are reviewed by the Writing Intensive Committee. The Writing Intensive proposal process is unchanged. Writing-Intensive Course Guidelines are linked to the Writing Center webpage (<http://www.wou.edu/las/humanities/writingctr/>).
2. Quantitative Literacy proposals are reviewed by the Academic Requirements Committee. The Quantitative Literacy proposal guidelines are linked to the Faculty Senate webpage (<http://www.wou.edu/president/facultysenate/>).
3. Diversity proposals are reviewed by the Curriculum Committee. To submit a Diversity designation request, use the process outlined above and create a *New Course* or *Course Change* curriculum proposal as is appropriate. Attach a completed *Diversity Designation* form to the *New Course* or *Course Change* curriculum proposal. Diversity guidelines and forms are linked to the Curriculum Committee webpage (<http://www.wou.edu/president/facultysenate/curriculum/>).

Diversity Questions

2003-2004 WOU Curriculum Committee

Questions for Multicultural, Linguistic and Ethnic Diversity Course Information:

1. What portion of this course is spent on diversity?
2. What specific aspects of diversity are dealt with in this course?
3. What required readings and supporting bibliography are used to study these aspects of diversity?
4. Are these aspects of diversity included in:
 - o Course examinations?
 - o Student presentations?
 - o Term papers?
 - o Other?
5. What learning outcome is expected from treating the material on diversity presented in this course?

Diversity Criteria used for transfer courses by Dean Chadney

1. A course or section of the course **explicitly describes** a clearly formulated social, ethical, historical, economic, political, or scientific problem apparently caused by a difference of race, ethnicity, cultural value, or other sub-cultural difference.
2. A course or section of a course attempts to **account for, or otherwise explain** behavioral, religious, or differences between social institutions on the basis of variations in culture, ethnicity, gender, or race.
3. A course or section of a course explicitly attempts to apply the methodology of an academic discipline to **discover the cause of or to research or solve** a clearly formulated problem which apparently involves differences of race, gender, ethnicity, culture, or subculture.
4. A course or section of a course explicitly teaches about methods, tactics or strategies for addressing issues of diversity in the American schoolroom.
Courses which make only passing reference to an issue of diversity absent a explicit methodological, discipline based treatment of a clearly formulated problem shall not qualify as a course emphasizing an aspect of cultural diversity.

Multicultural Diversity Designation Form

Department

Prefix/Number Course Title

Catalog course description:

• Curriculum requirements this course meets [check all that apply]:

☐ LACC ☐ Dept. Major ☐ Ed. Major ☐ Dept. Minor
☐ BA ☐ BS ☐ BFA ☐ BMus
OR ☐ Elective within major or minor

• Course Frequency:

☐ Each term ☐ Each year ☐ Alternate years
☐ Other (please specify)

Multicultural, Linguistic and Ethnic Diversity course information:

1. Define diversity in the context of this course (i.e. racial, physical, cultural, etc.)
2. What required readings and supporting bibliography are used to study these aspects of diversity?
3. Are these aspects of diversity included in:
 - Course examinations?
 - Student presentations?
 - Term papers?
 - Guest speakers?
 - Other? (please explain)
4. What learning outcome is expected from treating the material on diversity presented in this course?