

**University Senate Meeting  
Wednesday, February 14, 2018  
3:00-5:00 pm  
EMU – Crater Lake Rooms**

**Attendance can be found at the end of the minutes.**

**1. Call to Order: 3:03 pm**

**1.1 Introductory Remarks – Senate President Chris Sinclair**

President Sinclair provided some background and context for the upcoming Senate discussions and votes regarding core education.

Sinclair noted that the university's accreditors have been urging the UO to associate its core education program more closely with the school's mission statement and the learning outcomes it seeks to achieve. These learning outcomes will need to be stated on course syllabi and faculty will need to demonstrate how course activities will produce the stated outcomes.

The Core Education Task Force has identified four key outcomes in the mission statement that our core education program should align with. Three of them, Sinclair said, are described well in a compilation of learning outcomes formulated by the American Association of Colleges and Universities (AACU). They include critical thinking, written communication, and creative thinking. The task force is recommending that the UO adopt these three widely accepted learning outcome definitions. However, the fourth mission statement outcome, "living ethically", does not have a straight-forward AACU analog. The AACU has formulated a learning outcome called "ethical reasoning", but the task force sees this as much too narrow for our purposes, so it has launched an effort among the faculty to develop a UO definition for the learning outcome "living ethically".

Sinclair also reviewed the various group-satisfying categories of courses that currently make up the UO's core education requirements. They include social sciences, natural sciences, and arts and letters. Sinclair noted that the Senate had recently adopted definitions in these areas that will be used to evaluate whether courses students want to transfer into the university from Oregon community colleges meet our core education requirements. The Core Education Task Force, he said, will be recommending that the Senate simply apply those same definitions when evaluating whether our own courses meet core education category requirements.

Sinclair mentioned that a separate task force has been reviewing the current multicultural requirement and will be recommending that its three study areas – American Culture, International Culture, and Identity, Pluralism, and Tolerance – be collapsed into two groups – American Culture and Global Culture. This multicultural proposal will likely come before the Senate for a vote this academic year.

Sinclair outlined the various actions associated with core education that he hopes the Senate will address before the end of this academic year:

- Defining “living ethically” and adopting the four mission-centric learning outcomes
- Agreeing to apply the transfer articulation group-satisfying criteria to all students
- Approving an update to the multicultural education study areas
- Simplifying the multicultural requirement’s rules on course selection
- Establishing the Core Education Council
- Providing core education credit for the colloquia that are part of the Academic Residential Communities (ARC) program

## **2. Approval of Minutes:**

**2.1 January 31, 2018** – Senators offered no objections to or corrections of the minutes as currently posted, so President Sinclair declared them approved.

## **3. State of the University:**

### **3.1 Remarks – Jayanth Banavar, Provost**

Provost Banavar reported that he has received the recommendation of the Tuition and Fees Advisory Board (TFAB) concerning next year’s tuition rates and fees. He said he will review it and pass on his own thoughts to President Schill who will make the final recommendation to the Board of Trustees. Banavar noted that he will be holding a forum tomorrow to gather further student input.

Provost Banavar said the university is actively looking at the issue of academic metrics, which he described as “how we measure ourselves”. This is an issue, he noted, that all universities must face and he urged faculty to review the presentation that Brad Shelton and Scott Pratt made on the subject to the Board of Trustees at their December meeting. (Posted on the BOT website.) Banavar said he would be sending an email to faculty in the next few days outlining his thoughts on metrics.

Provost Banavar explained that he is looking at two types of metrics:

- Operational Metrics: This is data, he said, that measures student demand for different kinds and areas of instruction and how well the university is meeting that demand. Banavar sees this data as discrete and largely objective.

- Mission Metrics: Banavar characterized this data as measuring how good the UO is in specific subject areas, i.e. our strengths and weaknesses. He acknowledged that there is a good deal more subjectivity in this data. Banavar said Scott Pratt is working on methods for departments, schools, and colleges to measure themselves in relation to others in their fields. Banavar said these measurements can’t be simply numerical and he’s hoping there will be a healthy debate within the Provost’s Office and with faculty about the best kinds of measurements.

In response to questions, Banavar said he expects it will take at least two years to fully develop a system of mission metrics and put them into effect. He said he has asked all units to provide their criteria for awarding merit raises, but noted that he will work hard to keep mission metrics separate from merit raise criteria. Banavar also acknowledged the fear many faculty have that these metrics will be used to determine where the university makes budget cuts and said they will be used to help the UO get better as a university, not for shutting programs.

#### **4. New Business and Reports**

##### **4.1 Discussion and Vote: US 17/18-08: “Creation of Core Education Council” – President Sinclair**

President Sinclair turned the chair over to Vice President Bill Harbaugh.

**Motion to adopt the legislation with a modified 17 point chart recommended by the Core Education Task Force based on discussion at the previous Senate meeting. Presented by: Chris Sinclair. Second: Chris Phillips.**

Pedro Garcia-Caro said he was opposed to the motion, because he feels the council as structured purposely excludes faculty who are vitally connected with core education, including those involved with cultures and languages. He wants the council to be more open and inclusive and proposed that it be expanded by adding three members – one from languages, one from mathematics or computer technology, and one from English composition.

**Motion to amend by adding three positions to the proposed Core Education Council. Presented by: Pedro Garcia-Caro. Second: Chris Phillips.**

Chris Sinclair said that the Core Education Task Force had considered doing something like this as a result of suggestions made at the previous Senate meeting. They decided not to for several reasons: 1) They felt the larger the council, the more difficult it would be to convene it; 2) Any recommendation from the council will need to be approved by the Senate. The task force members felt it would be better to deal with the concerns of key stakeholders in the Senate, rather than have those groups included as voting members of the council; and 3) Task force members felt the council should be a more dispassionate group focusing on core education issues and not the needs of particular departments. Frances White amplified this last point by saying she felt the council should be engaged in doing deep research, listening to all stakeholders, and then making decisions it felt were in the best interests of all. Based on her long experience with the Committee on Courses, White believes the council will be better able to focus on curricular analysis, if it doesn't include strong advocates for particular programs.

Garcia-Caro said he was not advocating for a department or group of departments, but expressing concern about the kind of education the UO provides. He is disturbed, for example, that students are able to earn a BS degree in philosophy here and not have to

meet a foreign language requirement. Chris Phillips agreed about the importance of foreign languages and noted that there is no requirement that students take a logical reasoning course either. Alejandro Vallega said with all the emphasis on sciences, he didn't understand where the humanities fit into core education. Colin Koopman suggested leaving the membership of the Core Education Council as proposed, but requiring that it meet with stakeholder groups and formally report on their input. Garcia-Caro said this kind of outreach is already part of the council's mission. He wants to see a structural change, because he feels the council is already stacked against the humanities and languages.

**Motion to refer the matter to the Academic Council for further review of the composition of the proposed Core Education Council, including the approaches supported by Garcia-Caro and Koopman. Proposed by: Frances White. Second: Chris Phillips.**

**Vote on the motion to refer: Overwhelmingly – Yes. Moved/Seconded/Carried.**

President Sinclair resumed chairing the meeting.

#### **4.2 American English Institute (AEI) Update – Cheryl Ernst, Executive Director**

Cheryl Ernst reminded senators that AEI has been part of the university for about 40 years and that nearly 80% of international students on campus touch AEI in some way. AEI is currently located in Agate Hall, which used to be Condon School.

There are three major components to AEI:

- 1) Intensive English Program (IEP): This is a non-credit, self-supporting program aimed at helping students who have been conditionally admitted to the UO develop the necessary English language proficiency to be fully admitted.
- 2) Academic English for International Students (AEIS): International students seeking degrees from the UO earn credit for the language instruction provided by this program.
- 3) Innovative Programming: This program provides online education for international students in over 200 countries with English language instruction and English teacher training. It also includes blended online and on-campus programs.

Ernst noted that AEI functions like a small college within the university. As an auxiliary program it does its own marketing and admissions, handles student visa needs, maintains partnerships with other universities and programs, recruits tutors and conversation partners, sponsors cultural events, etc. While international student enrollment at the UO has been relatively steady over the last 15-20 years, IEP enrollment has experienced wild fluctuations due to economic conditions, terrorist activity such as 9/11, and the anti-immigrant policies of the current federal administration.

Ernst reported that from 2012-17, 933 IEP students transitioned into the UO. They had a 69% retention rate and maintained an average GPA slightly higher than non-AEI UO students. In 2017, 38% of all conditionally admitted IEP students became degree-seeking university students. In addition, Ernst pointed out, IEP students paid over \$27 million in tuition and fees to AEI between 2014 and 2017. During the same period, AEI paid out over \$24 million in employee, student worker, and graduate employee wages and benefits. Students transitioning from language learners to degree-seeking students contributed \$54 million to the UO in tuition and fees between 2012 and 2017.

Ernst concluded by noting that AEI depends greatly on partnerships with all kinds of organizations. She urged senators who are connected to programs that have a need for English language instruction to contact her and see if there is a way to involve AEI.

#### **4.3 Tuition and Fees Advisory Board (TFAB) Update – Amy Schenk, ASUO President**

Because of the press of Senate business, ASUO President Schenk offered to provide senators with a written update of TFAB's activities and recommendations.

#### **4.4 Discussion: Riverfront/North Campus Development – Bart Johnson Landscape Architecture; Dean Livelybrooks, Chair, Campus Planning Committee; and Mike Harwood, Associate Vice President for Planning and Facilities Management**

The university is preparing to file a conditional use permit (CUP) with the City of Eugene in order to gain approval for developing the North Campus area, roughly between Franklin Boulevard and the Willamette River, excluding the Knight Campus area. Today's guests spoke about various aspects of the CUP, the process used to produce it, and the larger vision for what should become of that area.

Bart Johnson, head of the Landscape Architecture Department, noted that current decisions about the North Campus area will affect the university for 25 years or more. He believes this area should be a living environmental laboratory that supports the university's mission and reputation for sustainability. He is not opposed to all development in the area, but he feels the university is contemplating too much development there and he objects strongly to the proposed presence of (artificial turf) playing fields with nighttime lighting. He would like to see limited construction that makes it easier to do research about the river ecosystem. Johnson urged the Senate to oppose the CUP or to at least push for a more open process that would lead to a better plan for that area.

Dean Livelybrooks, chair of the Campus Planning Committee (CPC) and a long-time member of the group, described the various steps that have occurred leading up to the current proposal for developing the North Campus area.

1) The Framework Vision process took place in 2015-16 and laid out a basic set of possible use and growth strategies for the overall campus. Faculty, students, and architects took part and over 1400 public comments were submitted.

2) The North Campus Conceptual Study process followed and concluded in Fall Term 2017. It included securing input from students, faculty, and neighborhood groups. This input was passed on to the Campus Planning Committee, which held open houses in November 2017 and January 2018 and discussed development options during several public meetings. These discussions led to the current conceptual proposal which the CPC adopted nearly unanimously. The CPC includes representatives from a wide range of campus stakeholders.

3) Now the CPC has reached the North Campus Plan Amendment stage. This is where they will develop and propose a formal amendment to the university's adopted plan for the North Campus area. Securing a CUP from the City of Eugene is part of developing that amendment.

4) Once the formal amendment proposal is complete, the CPC will hold an open public process to review it before there is a vote on whether or not to approve the amendment.

Livelybrooks stressed that the university is several years away from making any final decisions about developing the North Campus area. He believes the CPC works very effectively and described several instances where it has made important changes to proposals for campus buildings or development activity. Livelybrooks said the CPC process is very open and urged members of the campus community to take part in it.

Mike Harwood who has been at the UO for 18 months said the university is committed to sustainability for the North Campus area. He also said that is his personal commitment based on his previous work at North Carolina State University. As an example, he said the current CUP proposal provides for far more open space than the old, expired CUP from 1989 did. Harwood also pointed out that the current plan doesn't just include a sizeable setback from the river; it also calls for restoring that area by removing non-native, invasive plants. Harwood suggested that he and Johnson are actually in agreement on 99% of the North Campus area development plan. Harwood echoed Livelybrooks's commitment to having an open and public review process before any plans are finalized.

**5. Open Discussion:** None

**6. Reports:** None

**7. Notice(s) of Motion:**

- Academic Residential Communities (ARC) Colloquia: Motion to allow credit for these colloquia to be applied toward university core education requirements. Presented by: Chris Sinclair

- Core Education Learning Outcomes: Motion to adopt several specific mission-associated learning outcomes. Presented by: Chris Sinclair.

**8. Other Business:** None

**9. Adjournment:** 5:02 pm

**Attendance:**

<b>University Senate Members – 2017-18</b>				<b>Date: February 14, 2018</b>			
<b>Senators</b>	<b>Pres</b>	<b>Abs</b>	<b>Exc</b>	<b>Senators</b>	<b>Pres</b>	<b>Abs</b>	<b>Exc</b>
<b>CAS – Natural Sciences</b>				<b>School of Music and Dance</b>			
Elliot Berkman		X		Jack Boss	X		
Ilya Bindeman	X			Toby Koenigsberg		X	
Hans Dreyer	X						
Jennifer Freyd (Bitty Roy)			X	<b>Clark Honors College</b>			
Tom Greenbowe (Sullivan)			X	Monique Balbuena		X	
Anthony Hornof	X						
Huaxin Lin	X			<b>Other Academic Units</b>			
Christopher Minson	X			Edward Davis	X		
N. Christopher Phillips	X						
				<b>Librarians</b>			
<b>CAS – Social Sciences</b>				Elizabeth Peterson (Georgitis)			
Bill Harbaugh (Vice Pres.)	X			Lori Robare	X		X
Katie Meehan	X						
Madonna Moss			X	<b>Officers of Administration</b>			
Eileen Otis	X			Cheryl Ernst	X		
Mike Urbancic	X			Keith Frazee	X		
				Marcus Langford	X		
<b>CAS – Humanities</b>							
Lowell Bowditch	X			<b>Students</b>			
Cristina Calhoon	X			Luci Charlton	X		
Pedro Garcia-Caro	X			Cali Hodge			X
Alison Groppe	X			Arian Mobasser	X		
Colin Koopman	X			Alexandra Pear		X	
Mark Whalan	X			Keegan Williams-Thomas	X		
Alejandro Vallega	X						
David Wacks (Garcia-Pabon)			X	<b>Classified Staff</b>			
				Theodora Ko Thompson (Vidmar)			X
<b>College of Design</b>				Terry McQuilkin	X		
Liska Chan	X			Valerie Mickelson	X		
Laura Leete	X						
Richard Margerum	X			<b>Career NTF Research</b>			
Sylvan Lionni	X			Greg Bryant	X		

<b>College of Education</b>				<b>Academic Council Chair</b>			
Beth Harn	X			Frances White	X		
Christopher Murray	X						
John Seeley	X			<b>Ex-Officio</b>			
				Chris Sinclair, Vice President	X		
<b>Journalism and Comm.</b>				Michael Schill, UO President		X	
Christopher Chavez		X		Jayanth Banavar, UO Provost	X		
				Amy Schenk, ASUO President	X		
<b>School of Law</b>				Angela Wilhelms, St.Fac.Ex.Crd		X	
Susan Gary	X			Stephanie McGee, Parliamen.			X
				Betina Lynn, Sen. Exec. Coord.	X		
<b>College of Business</b>				Kurt Willcox, Sen. Prog. Asst.	X		
Jennifer Ellis (Erik Ford)			X				
Ali Emami (Joel Sneed)			X				

**Guests:** Will Campbell, Frankie Lewis, Scott Pratt, Kevin Reed, Kyle Henley, David Cecil, Melina Pastos, George Evans, Jamie Moffitt, Dean Livelybrooks, Al Urquhart, Ed Whitelaw, Samier Waqar, Allen Hancock, Mike Harwood, Kevin Marbury, Siena Diroma, Christine Thompson, Peter Wetherwax, Emily Eng, Bart Johnson, Vicky Mello, Aviva Kaye-Diamond, and Amira Borders.