

UNDERGRADUATE COUNCIL MEETING
Minutes of May 3, 2001

Members present: Hilary Gerdes, Craig Hickman, Dick Koch, Kate Kranzush, Wendy Mitchell, John Nicols, K. J. Park, Stephen Ponder, Kathy Roberts, Karen Sprague, Glenda Utsey, Bob Zimmerman

Members absent: Faye Chadwell, Herb Chereck, Mark Daniel, Paul Engelking, Wayne Gottshall, Serene Khader, Anne Leavitt, Scott Pratt, Marian Smith

Meeting began at 8:37 a.m.

Opening Comments

John Nicols reminds members that there are two meetings remaining for this academic year. We will be inducting a new member.

Discussion of the Minor in Exercise and Movement Science Proposal

John invites Bob for a summary of the proposal.

Bob presents the proposal as being a comprised of a group of courses that would appeal to those outside of exercise and movement science. One question he asked himself in looking over the proposal is whether or not it satisfies the requirements for a minor. He maintains that they've gone far beyond the requirements for a minor. They've exceeded the hours that are necessary. At the end of the proposal the reasons for the proposed minor are justified and Bob agrees entirely.

John inquires as to whether or not courses will be taught regularly enough. Bob responds that they will.

Hilary wonders if it would be helpful to actually list as a requirement that prerequisites (biology and chemistry) must be taken before students can begin. The council agrees.

John informs members that Bob and Karen will work to finalize the proposal.

Timely Completion of the Writing Requirement

Karen provides members with an update regarding consideration of the number of writing sections needed for timely completion of the writing requirement. A meeting occurred on Monday, April 30, with Russ Tomlin, Marianne Nicols, John Gage, Herb Chereck, Jim Buch, Bryan, and Karen Sprague. English had been planning to offer 97 sections. Another 24 are needed to take care of those students in the pipeline. English is financially prepared to offer another 15 sections. The plan is to try and solve the whole problem in two years starting now. The goal is to solve at least half during academic year 2001/02. Money isn't the only issue - people, the necessary number of good instructors, are also needed. The actual number of additional sections may be less than fifteen, but it's important to have at least twelve. John Gage is working on this. The English department hasn't thought out how many sections of 122 are needed and how to resolve that part of the issue. We have to decide what we're going to say to incoming students with regard to when to take writing. If we don't solve the whole bulge problem this year, we can't impose a deadline for completing writing and it isn't clear whether we can expect them to take WR 121 during their freshman year.

Craig seeks clarification as to whether or not we're still considering requiring students to complete the writing requirement in two years.

Karen responds that this remains the plan, but that the deadline would not be imposed until we're over the bulge. In the meanwhile, it will be strongly encouraged.

John wonders if, during the period that we're trying to get over the bulge, it is possible to get creative. He provides the example that one of his Pathways could be made very writing intensive, and if so, that could count for meeting the writing requirement.

John proclaims, on behalf of members, that we stand ready to support Karen and others in this endeavor.

Becoming a Duck Book

Karen presents members with copies of the Becoming a Duck book and provides a brief overview of its function and contents.

Dick Koch congratulates Karen on the layout of the book, maintaining that it is fantastic.

Karen credits University Publications and Jeanne Maasch.

Hilary adds that the Early Response Form will generate a printout of the student's background and interests to go in the student's advising file.

Craig inquires about the retention CD-ROM. Members are unaware of its status.

Collier House Proposal

Karen credits Marilyn Linton for suggesting that the Collier House would make a great center for undergraduate studies. The idea is to get funding from somewhere to fix it up so that it can be used for some of the functions currently going on in Oregon Hall. The plan would include, for example, office space for some of academic advising. The downstairs rooms would be used for classes. This is prime space. We want to create traffic of students and faculty into the building. We would hold lecture series on Friday afternoons, and perhaps in the evenings.

John asks what it would take to do it.

Karen explained that it isn't known exactly. Renovations are estimated to cost \$1-2 million. She would like to raise an additional \$2 million in endowments to support the programs.

Glenda recognizes the symbolism of it being an academic center. She believes the Colliers would be thrilled.

Kathy Roberts thinks it's a great idea.

John Nicols feels it is disappointing that we have no faculty club. He remarks that Karen and Marilyn's idea sounds very ambitious. He asks members if they are in support of the idea and receives consensus.

Credit and Contact Hours at the Lower Division Level

John Nicols points out the increasing number of courses that have 3 contact hours for 4 credits. There are no real guidelines for how the 4th credit hour is to be accounted for. He asks members what can be done to reverse this trend. He describes a proposal that has come before the UCC: any course that is group-satisfying and is 4 credits (all group-satisfying courses are now 4 credits) must be 4 contact hours. The UCC is considering

whether or not it is worthwhile to require that 4 credits have 4 contact hours.

Bob points out that if we wish to approve the proposal that we need to discuss the problems that are associated with it.

Glenda shares that art history was forced to move to 4 credits and their plan was to provide discussion sections for the 4th hour. GTFs were going to do it, but the necessary funding was withdrawn.

Bob believes that a 4th contact hour can't be demanded from departments without providing them with the resources to do it.

John suggests coming up with some process for discussing the issue at the end of this term and then in the early part of fall term, 2001. We want to look at it more completely and decide if it's worthwhile doing anything. John will ask Bob and Paul Engelking to come up with a document proposing a solution.

Bob maintains that data is necessary first. How many courses would be affected?

Glenda feels that moving to 4 credits and contact hours has been very difficult.

K J believes that it would have been sensible to go to 4 if the number of courses had been reduced.

John explains that this was supported in part because it meant a reduction in teaching load. Therefore, it could be very difficult getting agreement to going back to three.

Glenda suggests asking the faculty how it has worked for them.

John suggests the solution of going to a semester system. Support of this suggestion is voiced by Karen and K J. Before this could be brought to the faculty, it would be necessary to have a strong sense as to whether OUS would support it. John asks Karen to take charge in exploring a conversion to semesters.

Meeting adjourned at 9:31 a.m.