

UNDERGRADUATE COUNCIL MEETING

February 3, 2005 – 8:30 AM

Johnson Hall

Present:

Amalia Gladhart, Colleen Bell, Dave Hubin, Deborah Baumgold, Emily Gilkey, Herb Chereck, Hilary Gerdes, Shelly Kerr, Anne Laskaya, Kathy Roberts, Karen Sprague, Laura Vandenberg, Mark Thoma, Peter Gilkey, Ron Severson, Steven Pologe, Tyler Neely

Absent:

Martha Pitts, Deborah Exton, Julie Newton

Guest:

Deborah Carver, University Librarian and Chair, Educational Technology Committee

Introductions:

Deborah Baumgold introduced Cathy Kraus, staff member of Undergraduate Studies, as the new recording secretary for UGC meetings. Members of the council introduced themselves. The Chair also introduced guest presenter, Deborah Carver.

Updates:

- **Oregon Transfer Model**

Peter Gilkey reported the OTM has been endorsed by all seven Oregon University System institutions. It is expected that the OTM will pass in the joint legislature.

- **Admissions Committee Proposal to State Board of Higher Education**

Peter Gilkey reported that an issue pertaining to the Foreign Language admission policy of the OUS was before the State Board of Higher Education for consideration. Chair moved complete discussion of matter to follow regular agenda item.

Agenda (see also, handout: [Academic Freedom and Tenure](#))

Consideration of development of “hybrid classes”

Deborah Carver, Chair of the Educational Technology Committee, requested the UGC to consider the development of “hybrid classes.” These classes would be designed to have modern technology (computer time, electronic interface) to substitute for time spent in classroom lectures. These would not be the same as on-line classes. The Educational Technology Committee felt that hybrid classes create more time on task for students, allowing creativity in collaboration and a variety of learning experiences. Hybrid classes would also build students’ technical literacy skills.

Discussion

Several members of the council voiced concern that there was more urgent need to maintain and service the educational technology already in use at UO. Additionally, more attention was needed to maintain the basic needs in traditional classrooms on campus.

A second concern is to create a centralized technology center that would serve faculty needs in connection with incorporating technology into the curriculum. The current decentralized system does not provide adequate support.

There are several problems with the development and promotion of hybrid classes:

- Pedagogical problems are as significant as technological problems
- Maintenance of the classes would be an ongoing problem (as it is currently)
- Hybrid classes may be a good supplement for lecture, but they are not a substitute for face-to-face time with faculty

In answer to the broader question, “How can Educational Technology money be used to promote learning?” the UGC noted that the best contributions would be to get the current technology infrastructure to actually work and to create a centralized technology center.

The Undergraduate Council would encourage the Educational Technology Committee to seek the best of existing projects to develop, not work top-down to push a specific, un-tested approach such as hybrid classes. Moreover, the UGC advises the Committee to solicit information about the specific needs of faculty with respect to technology. Faculty are actively researching how technology is used elsewhere in other institutions and have original ideas that could be implemented via technology. Our campus does not lack for creativity among the teaching faculty. It would be very effective to support the local programs/modules that have proven to be successful and to help our faculty put their novel ideas into practice via technology.

Deborah Carver and the UGC agreed that it would be advantageous to develop more direct communication between the UGC and the Educational Technology Committee on an on-going basis.

Previous Discussion of Foreign Language Admission Requirement:

The UGC Chair returned to the discussion of the proposal before the State Board of Higher Education. As generally understood on short notice, it is proposed that the requirement for making up a high school foreign language deficiency after admission be dropped. Since 1997, two years of high school foreign language study have been required for admission to any school in the Oregon University System. Exceptions were supposed to be allowed under two circumstances:

- No foreign language was offered at the applicant's high school
- The applicant was a non-traditional entrant, absent from a high school curriculum for numerous years

Deficiency in the foreign language requirement was to be made up with two terms of a foreign language at the college level. UO has enforced this requirement, but it is not clear whether enforcement has been uniform throughout OUS.

A concern among UGC members was that if foreign language deficiencies do not have to be made up, the number of exceptions may grow and high school foreign language programs will be undermined. The Council believes that high school counselors are opposed to the proposed change in policy because of its potential effect on the ability of high schools to maintain instruction in foreign language.

Members of the UGC expressed surprise that the issue had not been brought to the Council's attention for more formal consideration in a more timely manner. The question of a change in academic requirements is a matter proper for the Council to discuss.

The UGC agreed to request Vice President Lorraine Davis to urge postponement of action by the State Board of Higher Education so that more time could be allowed for internal consideration of the issue.