

**University Senate Meeting**  
**Wednesday, February 28, 2018**  
**3:00-5:00 pm**  
**EMU – Crater Lake Rooms**

DRAFT

**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 reminded senators that Provost Jayanth Banavar will be the featured guest at today's Dean Night at the Faculty Club from 5 – 6:30 pm in the Jordan Schnitzer Museum of Art.

Sinclair announced that Stephanie McGee will be leaving the UO and her position as Senate Parliamentarian to take a job in the Portland area. He thanked McGee for her service and presented her with a bouquet on behalf of the Senate. Sinclair also asked that senators refer to him anyone who is interested in serving as parliamentarian

Sinclair noted that the Core Education Task Force is holding a meeting on March 8 from 12 – 1:30 pm in 023 EMU for those interested in helping define learning outcomes for the UO's goal of teaching students to "live ethically".

Sinclair reported that the issue of North Campus development had been removed from today's agenda, but would return on March 14. He also noted that opponents of the university's Conditional Use Permit (CUP) would be filing notice of motion on this issue.

Core Education: Sinclair offered senators an overview of what's ahead on core education, in order to provide context for the various motions the body will be asked to vote on.

- Level 1 - Categories of Courses and Learning Outcomes: These are the kinds of issues the Core Education Task Force is currently dealing with. The goal is to create an ongoing Core Education Council and equip it with a solid foundation of standards and definitions, so next academic year it can begin tackling broader issues, such as distribution requirements, assessing whether the university is achieving its stated learning outcomes, and requirements for the BA, BS, and BFA degrees.

- Level 2 – Instructor Support: A variety of current programs, such as the Teacher Engagement Program (TEP) and faculty learning communities, are geared toward incentivizing faculty pedagogical development. Sinclair said there will be further initiatives in this area as the university works to help faculty provide the kind of high-impact instruction that leads to more effective learning outcomes.

- Level 3 – Student Support: There will be greater emphasis, Sinclair said, on helping students succeed academically. This will include incorporating academic advising into the instruction process, providing more outside-classroom support, and connecting these efforts more closely with programs in the Division of Student Life.

- Level 4 - Student Experience: The goal is to enhance students' core education experience. This will likely involve simplifying the program's requirements, expanding the use of high-impact pedagogy, increasing the number of themed clusters and cohorted activities, such as Freshman Interest Groups (FIG) and Academic Residential Communities (ARC), and providing more effective advising.

Sinclair acknowledged that this is an ambitious plan and said he hopes it will be addressed in stages over the next few years. Vice President Bill Harbaugh noted that the emphasis on assessments and learning outcomes has been directed from the federal level and said that numerous studies are suggesting that they don't make much difference in the quality of education. On the other hand, high-impact instruction has proven to be very effective and he praised the Core Education Task Force for moving the university in that direction. Sinclair agreed that part of the task force's work is in response to an external emphasis on accountability, but he said this has given the university the opportunity to define its own vision for what a UO core education should look like.

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

**2.1 February 14, 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 urged everyone to join him at the Faculty Club after the Senate meeting.

Honors College Reorganization: Banavar complimented Interim Dean Karen Ford for the work she's done developing a reorganization plan that he hopes will make one of the best honors colleges in the country even better. The plan, he said, aims to continue the college's hallmark small class structure and its directly engaged faculty while updating its curriculum, particularly in the natural sciences, lowering tuition, and tying it more closely to the rest of the university. Banavar urged faculty and students to give him feedback on the plan.

Multicultural Requirement: Banavar said the task force studying the UO's multicultural requirement will be presenting its recommendations soon. He urged everyone to provide him with their thoughts on those proposals.

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

### **4.1 Vote: Senate Consent Calendar**

President Sinclair reported that the consent calendar consists of the following item:

- US 17/18-011: Repeal UO Policy 09.00.01 – Instructional Use of Animals in Research and Instruction and Revise OUS Internal Management Directive (IMD) 2.030 – Credit for Courses Taught in High Schools or Through Distance Education

Chris Phillips asked if the affected users mentioned in the animal research policy had been contacted for input. Frances White said she believes most of the concerned groups approved of the revisions.

**Vote on Consent Calendar: Unanimously – Yes. Moved/Carried.**

#### **4.2 Report and Discussion: Clark Honors College Reorganization – Karen Ford, CAS Divisional Dean for Humanities and Interim Dean of the Clark Honors College**

Karen Ford described the numerous approaches she took to connect with the Honors College faculty and staff and other interested parties, in order to develop her reorganization plan. She established an Ad Hoc Working Group of CHC faculty, other deans, and UO financial people. She met with CHC's Advisory Council made up primarily of college alumni. She met with leaders of United Academics and the University Senate. She talked with a group of high school guidance counselors to see how they perceive the Honors College and advise students considering attending it. She also met with the CHC's former dean, Terry Hunt. Ford said she didn't talk to enough students about their Honors College experiences and was concerned to hear the criticisms voiced recently in the Oregon Daily [Emerald](#) and in an Oregon Public Broadcasting (OPB) interview, but she said those same criticisms had all been raised in other ways and the reorganization plan attempts to deal with each of them. Ford said she made her original recommendations to the provost and CHC faculty at the end of November and that there have been numerous follow-up meetings and lots of email discussions since then.

Ford said the basic thrust of the reorganization plan is to connect the Honors College more closely to the rest of the university and reduce its insularity. The Honors College needs to embrace the rest of the university and the rest of the university needs to embrace the Honors College. This will allow CHC students to work with all the best teachers at the UO and permit more faculty to interact with CHC students. The reorganization will make it possible for more CHC students to study the natural sciences, even though there are currently few such faculty with CHC appointments. Current CHC faculty will be connected back to the schools and departments represented by their disciplines and no new faculty will be tenured to the CHC. This will make it possible for CHC faculty to periodically teach graduate students in their disciplines. Ford said there will be three basic ways for faculty to teach Honors College courses – by being affiliated with the CHC as many are now or by signing 4-year or 8-year renewable Memoranda of Understanding (MOU) to work there. This will help the CHC maintain its current cohort and residential approach and will make it possible for faculty who want to choose to spend their entire careers teaching in the Honors College. Ford said the university will make every effort to conform with its faculty

collective bargaining agreement (CBA) responsibilities and is looking for input from faculty as it works to implement the reorganization plan.

In response to questions, Ford said that while many students are having a fabulous experience in the Honors College, it is primarily students of color and first generation college students who are feeling isolated there. She said this needs to change, so that the CHC is welcoming for all. Ford noted that the university is working hard to diversify the CHC student population. She also said the CHC is aware that some students can't afford to be part of residential communities in the more expensive dorms, so there will be a STEM-focused Academic Residential Community (ARC) in the Bean complex next year.

#### **4.3 Discussion: New Temporary Romantic Relationships Policy – Sonja Boos (German & Scandinavian), Chair of the Committee on Sexual and Gender-Based Violence**

Sonja Boos reminded senators that the Senate had passed a strong policy in 1996 dealing with romantic relationships between faculty and students, but noted that the UO president at the time watered it down before issuing it in 1997. That policy essentially said that faculty should not have romantic relationships with students with whom they have a supervisory or evaluative relationship, but if they do, they need to report it and mitigate the potential conflict of interest.

As of February 1, that policy has been replaced by a temporary policy which UO President Michael Schill put in place. The Committee on Sexual and Gender-Based Violence (CSGBV) and Missy Matella from the Office of General Counsel developed this temporary policy. Over the next six months, CSGBV will work with students, faculty, and various stakeholders, Boos said, to develop a new, permanent policy.

The temporary policy says clearly that romantic relationships with students with whom a faculty member has a supervisory or evaluative relationship are a conflict of interest and abuse of power and that no faculty member should initiate or acquiesce in one. In addition, it states that mutual consent to the relationship does not eliminate the conflict and that the UO prohibits faculty and staff from having conflicts of interest. If a faculty member and a student have a romantic relationship that pre-dates the course start date or the supervisory or evaluative relationship, the faculty member must promptly report that and eliminate or substantially mitigate the conflict of interest. Faculty must now report pre-existing relationships to the provost, rather than their department head and "prompt" is now defined as within two weeks of the start of the supervisory or evaluative role.

Boos described the principles CSGBV is using to guide its policymaking and mentioned some of the thorny issues they will be addressing in developing the new permanent policy. CSGBV wants to ensure that this policy protects the most vulnerable, brings the UO into line with best practices followed by the military and key professional groups, and hopefully serves as a model for other colleges and universities, much like the

sexual violence policy that the UO adopted last year. Boos said some of the challenges will be to define romantic relationship conflicts of interest outside the teaching context and those that involve staff, how to best handle complaints about alleged violations of the policy, how to more precisely deal with prior relationships, and whether there should be different standards for graduate students and undergraduate students.

Senators asked if the UO has a policy dealing with romantic relationships between faculty members or with the potential conflict of interest involved when a faculty member has their own child in their class. Boos said she didn't know and would look into it. Jennifer Freyd noted that there is an equity issue involved, since it is overwhelmingly women students in relationships with male faculty members. She also pointed out that simply being approached by a faculty member about engaging in a relationship can be abusive and feel like sexual harassment. Boos agreed and said there may need to be an educational effort to re-enforce the concept that students should not be considered part of faculty members' dating pools.

#### **4.4 Discussion: Introduction to Learning Outcomes – Chris Sinclair**

Sinclair said there is no motion text yet, but the Core Education Task Force will be presenting legislation to the Senate by early Spring Term. His hope is that senators will provide feedback to the task force as it constructs the motion.

Chris Phillips asked Sinclair to provide senators with examples of learning outcomes. Sinclair committed to doing that. Ed Davis said he liked the idea of harmonizing learning outcomes across the curriculum and departments. This would help faculty teaching upper division courses better understand what level of understanding students are bringing with them. Kassia Dellabough expressed concern that the focus on learning outcomes would result in only a token effort to satisfy accreditors, rather than an earnest effort to improve the educational experience. Sinclair acknowledged that we are and should be doing some things that our accreditors want to see done, but said this is a real opportunity for the faculty to make some of the significant changes we want to see occur.

#### **4.5 Report and Discussion: Multicultural Requirement – Lee Rumbarger, Assistant Vice Provost – Teacher Engagement Program, Alison Gash (Political Science), Avinnash Tiwari (English), and Michael Hames-Garcia (Ethnic Studies)**

Alison Gash described the UO's current multicultural requirement which has been in place since 1994. There are about 440 courses designated as meeting the multicultural requirement that are divided into three categories - American Cultures (about 59 courses), International Cultures (about 229), and Identity, Pluralism, and Tolerance (about 154). Students are required to take two courses each in two of the categories.

Gash said the effort to update the university's multicultural requirement grew out of a demand by the Black Student Task Force in 2015 that all students be required to take Ethnic Studies 101, so they could learn about inequality and injustice in the United

States and develop the skills needed to function in a diversifying world. This led to a review of the current program by the Undergraduate Council and the Committee on Courses, as well as the Ethnic Studies 101 Working Group. Each group had concerns about the category structure and felt the approach to multiculturalism was incoherent and diluted. The Faculty Working Group on Intercultural and Inclusive Teaching weighed in recently and urged that there be more interaction among faculty teaching multicultural courses, that there be a shared core of content, and that faculty be provided with support, so they could do a better job of teaching about difference, power and agency across the curriculum. The working group saw this as a way to provide students with the kind of skills that the Black Student Task Force had called for.

Michael Hames-Garcia said their group would be recommending that the multicultural requirement be simplified by putting all approved courses into two categories – American Cultures and Global Cultures and requiring students to take two courses in each category. They want to see more transparency about the relevance of individual courses. They want more focus on transferable skills, especially listening, self-reflection, and civil participation. They are recommending that faculty receive more opportunities to develop their teaching and leadership across disciplines. Finally, they will be proposing that there be a clear, shared set of student learning outcomes that can be included on syllabi.

Avinnash Tiwari said their group is interested in faculty and student suggestions on how to both do multicultural instruction and teach skills that students will be able to use in their majors. Lee Rumbarger said their group will be putting together legislation for a Senate vote to update the multicultural requirement and she urged faculty and students to attend one of their upcoming events for collecting feedback.

One senator expressed concern that the proposed category structure would be too narrow for East Asian languages. Another offered technical advice about how to discuss “skills training” and urged the working group to make use of the HECC’s cultural literacy standard in framing their proposal. A guest emphasized the importance of providing faculty with teaching support and ensuring that courses actually meet their learning outcome and “skills training” goals.

**5. Open Discussion:** Tom Delaney from the American English Institute reported that his program is in budget discussions with the College of Arts and Sciences (CAS) and is being told that they need to increase their workload from 9 courses a year up to 11. His sense is that most other units on campus have a 9 course limit and he’s concerned about the impact such a higher course limit would have on the effectiveness of instruction in his program. Delaney said he would be glad to discuss this with other faculty.

**6. Reports:** None

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

- North Campus Development Plans: Text will be forthcoming.

- Department Honors: Text will be forthcoming.

**8. Other Business:** None

**9. Adjournment:** 5:00 pm

**Attendance:**

<b>University Senate Members – 2016-17</b>				<b>Date: February 28, 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	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			
Bill Harbaugh (Vice Pres.)	X			Lori Robare	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			X	<b>Classified Staff</b>			
				Theodora Ko Thompson (Galli)			X
<b>College of Design</b>				Terry McQuilkin			
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	X						
Ali Emami (Joel Sneed)			X				

**Guests:** Hannah Kanik, Scott Pratt, Kevin Reed, Kyle Henley, Melanie Muenzer, Kassia Dellabough, Avinnash Tiwaki, Alison Gash, Michael Hames-Garcia, Thomas Delaney, Alison Schmitke, Jimmy Murray, Sonja Boos, Karen Ford, Lee Rumbarger, Alfredo Burlando, Christoph Lindner, Ron Bramhall, Mariann Hyland, Aviva Kaye-Diamond, and Amira Borders.