

Five-Year Annual Review
Baccalaureate Core Committee

by
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This review of the Baccalaureate Core Committee is submitted in accordance with the duties of the Committee on Committees to review each Faculty senate Committee at five-year intervals, using the following five criteria established by the Faculty Senate:

1. Do the Standing Rules clearly reflect the function and composition of this Committee?
2. Have the Committee's actions/function, as reported in the annual reports and by consulting with the current Chair and Committee, been consistent with their Standing Rules?
3. Do the annual reports provide a memory of the issues this Committee addressed, their activities, and any outcomes?
4. What has been the role/benefit of student members?
5. What connection is there to the University's strategic goals?

The Committee on Committees reports that:

1. The Standing Rules for the Baccalaureate Core Committee, last updated April 1998, clearly reflect the function of the committee. The faculty composition of the committee is also in accordance with the Standing Rules. The committee has not, however, had recent student participation, as specified in the Standing Rules. This issue will be discussed more fully in section 4.
2. The Baccalaureate Core Committee's actions as reported in the annual reports from 1995-2000 are consistent with the Standing Rules.
3. The annual reports of the Baccalaureate Core Committee are detailed and helpful, providing a useful history of the committee's actions.
4. The reports of the Baccalaureate Core Committee did not give an account of student involvement, so I contacted the committee chair, Professor John Lee, and other members of the committee, about this issue. It was clear to me from their responses that the committee would welcome student membership and participation, but had not recently had such participation. Prof. Lee reported that there had been no student members for the past three years, and that students had served only sporadically before that. Another member of the committee, Bonnie Avery, added that the committee had sought student input when it saw a need for a student perspective. I would also add that the committee's annual reports note the use of questionnaires, small group meetings, student surveys, and exit interviews with seniors, to learn of student reactions to the Baccalaureate Core. The need for more student membership and participation is not an uncommon problem among university committees. Vickie Nunnemaker in the Faculty Senate Office reported that only about one-third of student vacancies on committees had been filled as of mid-January, 2001. The Baccalaureate Core Committee would, I believe, welcome further student participation if it could be arranged.
5. The Baccalaureate Core Committee, in overseeing the heart of the undergraduate curriculum, is obviously central to the first of Oregon State University's three "Strategic Goals," "to create a compelling learning experience for our students, staff and faculty."