

Appendix A
Five-Year Annual Review
Baccalaureate Core Committee

Interviewed Vicki Tolar Burton, Mary Cluskey, and Victor Hsu on June 8, 2011
Reviewed by Associate Professor William E. Loges, Member, Committee on Committees

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

1. Do the Standing Rules clearly reflect the function & composition of this committee?
2. Have the committee's actions/function, as reported in the annual reports and based on consultation 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 the student members?
5. What connection is there to the University's strategic plan?
6. To what extent does the committee add value to the university and/or faculty governance?
7. If the chair believes the committee does not add value, please explain and address the question as to whether the committee should continue to exist.
8. Does this committee's work enhance OSU's commitment to diversity? If so, how?

Professors Tolar Burton, Cluskey, and Hsu were sent these questions prior to our interview.

The Committee on Committees reports that:

1. The Standing Rules of the Baccalaureate Core Committee may need some revision to accurately reflect the function and composition of this committee. (The standing rules can be found here: <http://oregonstate.edu/senate/committees/bcc/sr/index07.html>) Specifically:
 - a. Rule A1 states that the committee "will solicit courses" for inclusion in the Baccalaureate Core. The committee found that language somewhat misleading, since they rarely actively solicit courses; most are submitted spontaneously by the various departments and schools. The committee will solicit courses when a particular area is lacking in sufficient options for students, but that is not common. The committee recommended replacing "will" with "may" in this rule.
 - b. Rule A4 calls for writing skills courses submitted for consideration for the Baccalaureate Core to be evaluated by the Writing Advisory Board. That board, however, is not accurately described in the rule. This rule should be revised to include the director of the Writing Intensive Curriculum and delete obsolete references.
 - c. Rule B3 was found to be inconsistent with the current operation of the committee, and perhaps obsolete completely. The committee recommended deleting it entirely.

- d. Rule B4 was also found to be inconsistent with the current operation of the committee. The committee recommended that it be deleted.
2. The Baccalaureate Core Committee is satisfied that its actions, as described in its annual reports, are consistent with their Standing Rules, with the exceptions described above.
3. The Baccalaureate Core Committee is satisfied that its annual reports provide an accurate memory of its activities and outcomes.
4. This committee presently has no student members. It has proven difficult to find reliable student members, although when they are available they can be valuable. Student perspectives on the Core and on specific courses can be informative. Student members can also be counted on to conduct basic reviews of syllabi submitted for consideration, checking that they include the minimum information the university requires. To date, it appears that ASOSU has had the role of designating students to this committee. The committee is curious to know if they could recruit student members themselves from those they know personally to be reliable and willing.
5. The strategic plan does not play a large role in this committee's routine work, but of course in the most fundamental sense this committee's work is focused on undergraduate education, a core mission of the university.
6. This committee serves an essential role in faculty governance of the curriculum. The committee was able to specify occasions when the insight and concerns of the faculty differed from the administrative staff's evaluation of courses in ways that protected the integrity of the Baccalaureate Core. This committee's core function is to give faculty a definitive role in shaping the core curriculum.
7. N/A
8. This committee enhances the university's commitment to diversity in part by reviewing courses for the categories in the Core, such as Cultural Diversity and Difference, Power, and Discrimination, that are specifically meant to provide students with an understanding of perspectives and experiences beyond their own.