**Interinstitutional Faculty Senate Agenda**

**64201 Tyler Road, Bend, OR 97701 (Directions)**

**October 3-4, 2014**

**Rock Springs Ranch, Bend**

**Friday, October 3, 2014**

**12:00 – Welcome and Introductions**

**Guest: Marla Hacker, Dean of Academics, OSU-Cascades - will transition to**

 **a four-year undergraduate institution in fall of 15. Having problems**

**with neighbors building new campus building. Currently more than 1,000 students enrolled.**

**12:50 – Election of IFS Secretary (Position Vacant)**

**1:00 – HECC, IFS and the Future of Higher Education in Oregon:**

**HECC’s major functions are program review/approval and formulation of the overall education budget. Report directly to governor, but work with legislature. HECC regards IFS as the voice of higher education faculties on Oregon through the individual faculty senates.**

**Guests:**

**Ben Cannon, Executive Director, Higher Education Coordinating Commission – bright, articulate, energetic. Seems dedicated to improving education in Oregon and is extremely knowledgeable about every aspect of the subject. Junior Colleges have a much stronger voice right now**

 **Brian Fox, Administrator, Public University and Finance, HECC**

 **New funding model is based on student success - Extensive discussions**

**regarding how it is to be measured and funded. His “Statement on**

**Academic Quality” is Attachment 1 below**

**3:15 – Provosts Council Report – Maude Hines, Provosts Council**

**Representative – Provost Council regards IFS as voice of the faculties through individual senates.**

Good morning.  Below is a summary of concerns on the proposed legislation on accelerated learning that Brad Burda prepared – these were raised at the last Provosts’ Council meeting.  It will be discussed again at Thursday’s P.C. Regular meeting; agenda item #5.  If you have any questions, please let Sonja or me know. Thanks.

**Accelerated Learning Concerns**

**Governance:**

* Shift in control of awarding college and university credit to the school districts, impacting the shared governance between school districts and universities.
* Need to ensure that the approval of high school instructors is consistent with the selection process currently used by post secondary institutions in hiring part time faculty.
* Does this legislation supersede legislation in 2009 that set statewide standards for dual credit?
* Grants vs incentives:  Consider an incentive to districts for teacher training and text books.  For example, an incentive to every school district to reach a certain goal for percentage of high school teachers who are dual credit eligible.
* Student eligibility:
	+ Excluding courses that are exclusively provided online disadvantages rural students.
	+ Question whether 9th and 10th grade students have the knowledge and experience necessary to succeed in college courses.  Currently, the Challenge Program at PSU is for seniors, with exceptions made for juniors based on instructor and course.
	+ No reference to home schooled students.  It should be clear that home-schools students are eligible for funds from the districts.  Many home schooled students are currently taking advantage of accelerated learning courses.

**Fiscal impact:**

* Fiscal impact study needs to be done.
* If the intent is to eliminate all charges to students for dual credit programs, we would propose the alternative of deeply discounting tuition to help offset program costs while promoting a student’s engagement in courses.
* We may support a process that includes negotiating rates between the districts and post secondary institutions.  However, if the basis for those negotiations is to include a floor, a ceiling, or default rate, there needs to be clarifying language in the bill.  We can support the recommended percentages of the Accelerated Learning Community Concept Paper Fiscal Impacts presentation, except that we recommend that the percentage for the floor be increase to 15% to cover the minimal expenses of the post secondary institutions.

*Prepared by Brad Burda – 9/29/14*

**3:45 - President’s Report – Jeff Dense, IFS President: IFS went on record**

**early via President Dent that IFS will insist that academic quality will**

**need to be a part of the funding formula for faculties to support it.**

**Brian Fox had produced a document that was discussed extensively.**

**IFS spent the rest of the day drafting a document of support**

**(Attachment 2).**

**5:30 – (Approximate) Adjourn for day**

**7:00 – Working Dinner: Tumalo Feed Company (Directions)**

**Saturday, October 4, 2014 (Same Location as Friday)**

**8:15 – Continental Breakfast – Begin Campus Reports**

**8:30 – Teleconference: Senator Michael Dembrow – no longer chair of the higher education committee, 2 bills (put a faculty member on OHSU Board, retroactive associates degrees – JC’s hate it)**

**9:00- Approval of May 2014 Minutes**

**9:10 - Textbook Affordability: Next Steps (Report) - not addressed**

**9:30 – The Future of Higher Education Funding in Oregon – addressed previous day**

**Academic Quality Statement: Discussion and Endorsement – adopted. See below.**

**10:30- 2015 Legislative Session I: Strategies and Priorities**

**Tuition Free Community College Proposal – We will not touch it! Probably DOA because of funding.**

**Common Course Numbering**

**11:30 – Scheduling of Meetings for AY 2014-15**

**11:45 – For the Good of the Order**

**Attachment 1**

**Outcomes-Based Funding Technical Workgroup**

**Statement on Academic Quality**

In order for the State of Oregon to maximize the potential benefits accruing from its ambitious 40-40-20 academic achievement goals, the Higher Education Coordinating Commission (HECC) recognizes Oregon’s public universities must provide a rigorous and high quality academic experience. Any diminution of the knowledge and skills currently embedded within degree-granting programs at Oregon’s public universities countermand the duties and powers of HECC articulated in Oregon Revised Statutes § 351.735(3). Hence, HECC is committed to an ongoing partnership with Oregon public universities, faculty and students in ensuring the rigor and quality of the educational experience for future generations of Oregonians. By focusing the investment of state resources on student success, HECC will serve to ensure academic quality via institutional and programmatic accreditation, a profound respect for shared governance and faculty ownership over the curriculum and, moreover, rewarding institutional investment in initiatives benefitting student success through an outcomes-based funding model.

**Perspectives and Components of Academic Quality:**

*Capacity* – Institutional leaders have primary responsibility to ensure resources (physical capital, faculty time and expertise, student support services) are available to support a robust and rigorous educational enterprise inextricably linked to each university’s mission.

*Process* – A wide range of stakeholders seek to develop a process to ensure students garner subject area expertise, develop an understanding of multiple facets of human knowledge, are imbued with the skills necessary to confront a changing global economy and are prepared to be engaged participants in our democratic society. This process includes a diverse range of academic and co-curricular experiences, and ready access to student services necessary to engage and support students.

*Output –* Measures such as degree production are intermediate markers which signify the accomplishment of students, their knowledge, skills and competencies. These outputs rely on the capacity of institutions and educational processes and signal preparation for future positive economic, social and civic outcomes.

*Outcomes* –Employers desire college graduates with the ability to think critically, innovate, communicate articulately and to diverse audiences, solve complex problems, demonstrate integrity and ethical judgment[[1]](#footnote-1).

Policymakers, taxpayers, employers, university leaders, faculty and students all seek educational outcomes which rest on the bedrock of academic quality. An increased call for accountability of the academic enterprise by policymakers and the citizenry highlights the benefits of academic quality in preparing students for life-long success. In order to develop the human and intellectual capital necessary for a successful and prosperous future, Oregon’s public universities must remain vigilant in ensuring a quality academic experience for all students by staying on the cutting edge of academic innovation and providing the support services underscoring student success.

Committed faculty continually strive to develop student knowledge, skills and abilities relevant to the 21st century economy via regular engagement in research and professional development activities which are subsequently incorporated into the curriculum to the benefits of students.. Finally, an institution’s commitment to ongoing and systematic academic quality prepares students for life-long success while buttressing mission fulfillment efforts.

While there may appear to be divergent views from these stakeholder groups on the meaning of academic quality, there is, in fact, significant synergy on the importance of academic quality to the educational enterprise, and more importantly, the future success of Oregon’s public university graduates. All parties agree on the centrality of the educational process and commitment of resources necessary to ensure academic quality, and coincidentally student success. In the absence of a profound commitment to academic excellence, students will not gain the knowledge and skills necessary to succeed in their careers and as engaged citizens, employers will look elsewhere for employees of high quality, and the state will not gain the talent necessary for Oregon’s economy to flourish. Without a robust and rigorous educational process that incorporates a learned commitment to academic quality in both in-class and out-of-class experiences, the state’s ambitious 40-40-20 goals will not generate the leaders of tomorrow.

**Institutional Efforts to Ensure Academic Quality: Report Structure**

the ability of institutions to graduates high numbers of students appears to be gaining traction as the national measure of higher education success. While the goal of significantly increasing the number of people with college degrees and certificates, as captured by the state’s ambitious 40-40-20 goals is laudable, this trend is disturbing because a national drive toward that goal—to the exclusion of others like academic success–could threaten important principles, including inclusiveness, access and affordability that are crucial to the quality higher education Oregonians will need to be successful in the 21st century without proper attention.

A more fruitful direction would recognize educational success, like human health, is a complex systemic process that requires a rich data picture (of both qualitative and quantitative measures) for full assessment. For higher education to flourish, all our leaders—in government and in education—must avoid the lure of reductionist measures and simplistic goals that will foster a false sense of progress now but bitter disappointment at the quality of the results in the future. A focus on academic quality as an essential component of higher education in Oregon will enhance the state’s ability to not only meet its 40-40-20 goals, but enable graduates of Oregon public universities to make an indelible positive contribution on the future of our society. [[2]](#footnote-2)

The transition in Oregon higher education from an enrollment based to outputs focused funding model which focuses state investment around the degree attainment of students is only meaningful to all stakeholders if degrees granted are underscored by an unwavering commitment to academic quality. As part of the formulation, adoption and implementation of a redesigned funding allocation outcomes-based model, the future success of any new budgetary paradigm must be inextricably linked to academic quality. A means to ensure this connection must be developed. The Outcomes Based Funding Technical Workgroup recommends HECC, as part of its statutory authority to regularly evaluate institutions with governing boards, develop the parameters of a comprehensive assessment instrument to be delivered to on a biennial basis as part of the budgetary allocation process. This instrument should be developed in consultation with a wide range of stakeholders, including Oregon public university leaders, faculty and students. Components of the report may include, but are not limited to[[3]](#footnote-3)-

Process Measures:

* Evidence of the success of institutional initiatives and investment centering on the relationship between academic quality and mission fulfillment.
* A demonstration of regular and systematic assessment of student learning, with a focus on attainment of the Association of American Colleges and Universities (AACU) LEAP Campaign Essential Learning Outcomes[[4]](#footnote-4) through curricular and co-curricular experiences.
* Verification of satisfactory accreditation in all academic programs, including any accreditation recommendations regarding academic or programmatic quality, with deficiencies noted and action plan for remediation provided.
* Evidence of commitment to provide services to students to at-risk students.
* Programs designed to enhance the academic success of the Oregon Education Investment Board and HECC’s focus on equity in higher education in Oregon
* Evaluation of experiential activities (Internship, practicum).
* The amount of lower and upper division classes taught by tenured and tenure-track faculty.
* Report on the scholarly productivity of faculty, with a focus on joint research projects with students, and how the results of these efforts are incorporated into the curriculum.
* Report results of the National Survey of Student Engagement (NSSE), along with a plan to improve results in areas deemed deficient by the institution.

Post Graduate Success and Externally Validated Measures:

* The Collegiate Learning Assessment or similar assessment instrument (Collegiate Assessment of Academic Proficiency, Proficiency Profile) will be utilized as pre- and post-test to ascertain the degree and quality of student learning. This initiative should be piloted to ensure validity, reliability between institutions.[[5]](#footnote-5)
* Licensure passage rates for applicable degrees.
* Graduate school entrance examination scores of students graduating from the institution.
* The employment rate of Oregon public university graduates within the state of Oregon.
* Questions concerning academic quality should be included in all alumni satisfaction surveys.
* Employer of firms in Oregon should be regularly surveyed to determine their satisfaction with the performance of graduates of Oregon’s public universities.
* Wage information of graduates from the Oregon Employment Department should be collected and published on a regular basis, and extend for multiple years to capture the long-term labor market value of baccalaureate and advanced degrees.
* The percentage of graduates enrolled in post-graduate study.

**Attachment 2**

The IFS Response to the Outcomes Based Funding Technical Work Group

Statement on Academic Quality.

We are deeply appreciative of Executive Director Ben Cannon, and Public University Budget & Finance Administrator Brian Fox for attending our meeting on October 3rd and 4th hosted by OSU Cascades. It is clear we share a commitment to three essential themes: educational quality, the interests of our students, and an ongoing partnership between IFS and HECC.

As you may know, the HECC’s Outcomes-Based Funding Technical Workgroup drafted a statement on Academic Quality that affirms “an ongoing partnership with Oregon public universities, faculty and students in ensuring the rigor and quality of the educational experience for future generations of Oregonians.” IFS appreciates this commitment and on October 4 we voted to endorse the draft statement.

IFS admires the efforts to formulate a new budgetary model directly linked to academic quality while achieving the state’s 40-40-20 goal. We recognize the challenges in accomplishing these objectives and look forward to participating in discussions about how academic quality will be measured at each institution. On behalf of the faculty we represent and the students we educate, IFS is committed to partnering with HECC to realize this vision for the future of quality education in Oregon.

1. American Association of Colleges and Universities “[It Takes More Than A Major: Employer Priorities for College Learning and Student Success.](http://www.aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf)” April 2013. [↑](#footnote-ref-1)
2. Campaign for the Future of Higher Education. [Principles: Quality Education in the 21st Century](http://futureofhighered.org/principles/). 2011. [↑](#footnote-ref-2)
3. Note in order to accurately measure success towards the state’s 40/40/20 goals, all of these measures should focus on Oregon residents. [↑](#footnote-ref-3)
4. Association of American Colleges and Universities. [Essential Learning Outcomes](http://www.aacu.org/leap/essential-learning-outcomes). N.D. [↑](#footnote-ref-4)
5. For a discussion of the strengths and weaknesses of standardized instruments to measure student learning, see Porter, S. [Using Student Learning to Measure Academic Quality](http://www.hcmstrategists.com/contextforsuccess/papers/PORTER_PAPER.pdf). 2012. [↑](#footnote-ref-5)