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- [\*\*The Coming Crisis in College Completion: Oregon's Challenge and a Proposal for First Steps\*\*](#)  
[Prepared by Dave Frohnmayer President Emeritus, Professor of Law, University of Oregon](#)  
[November 2009](#)

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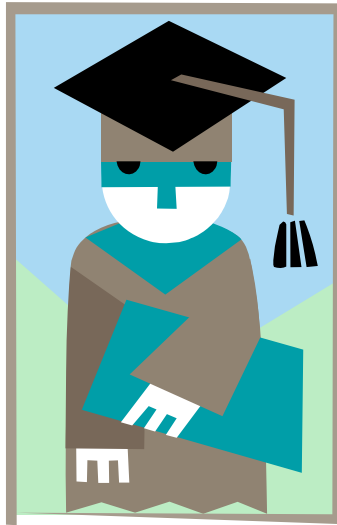
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# **The Coming Crisis in College Completion: Oregon's Challenge and a Proposal for First Steps**



**Prepared by Dave Frohnmayer  
President Emeritus, Professor of Law  
University of Oregon**

**November 2009**

# **The Coming Crisis in College Completion: Oregon's Challenge and a Proposal for First Steps**

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**The Coming Crisis in College Completion: Oregon’s Challenge and a Proposal for First Steps** was commissioned by the Oregon University System, Office of the Chancellor to explore alternatives to the current unstable and inadequate level of state funding for higher education in Oregon. Opinions expressed in this paper do not necessarily represent the opinions of the OUS or the State Board of Higher Education. For more information about this report, please contact Di Saunders ([di\\_saunders@ous.edu](mailto:di_saunders@ous.edu)) or Bridget Burns ([bridget\\_burns@ous.edu](mailto:bridget_burns@ous.edu)), Office of the Chancellor, at 503-725-5700.

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## **The Coming Crisis in College Completion: Oregon's Challenge and a Proposal for First Steps**

**Prepared by Dave Frohnmayer  
President Emeritus, Professor of Law  
University of Oregon**

### **I. Introduction and Problem Statement**

Oregonians rightly celebrate the heritage of a sesquicentennial year. But the hardships of the economic recession have tempered the enthusiasm of our celebration, giving us sobering perspectives on the opportunities and crises of our 150 years of history as a state. We take pride in Oregon — “Eden’s Gate”— as an ultimate destination for livability. Native born, or recent migrant, we all appreciate the opportunity for a quality of life here that in many respects is unique in the world.

Yet we also are a state that too quietly allowed crises to develop in institutions that are vital for the creation of an abundant future. This paper focuses on serious dangers in Oregon’s struggle to provide adequate higher education opportunities for our deserving citizenry. We are currently on course to lose that struggle. The threat is more insidious because its consequences largely will be experienced not by those of us living in Oregon today, but by the next, and succeeding, generations.

## A. The Political Landscape of Budgeting

It is easy, but also fruitless, to assign blame to specific persons, institutions, or political parties. Oregon's growing challenge in funding higher education, documented below, is collective as well

as structural. Even

a casual observer

of recent history is

aware of the

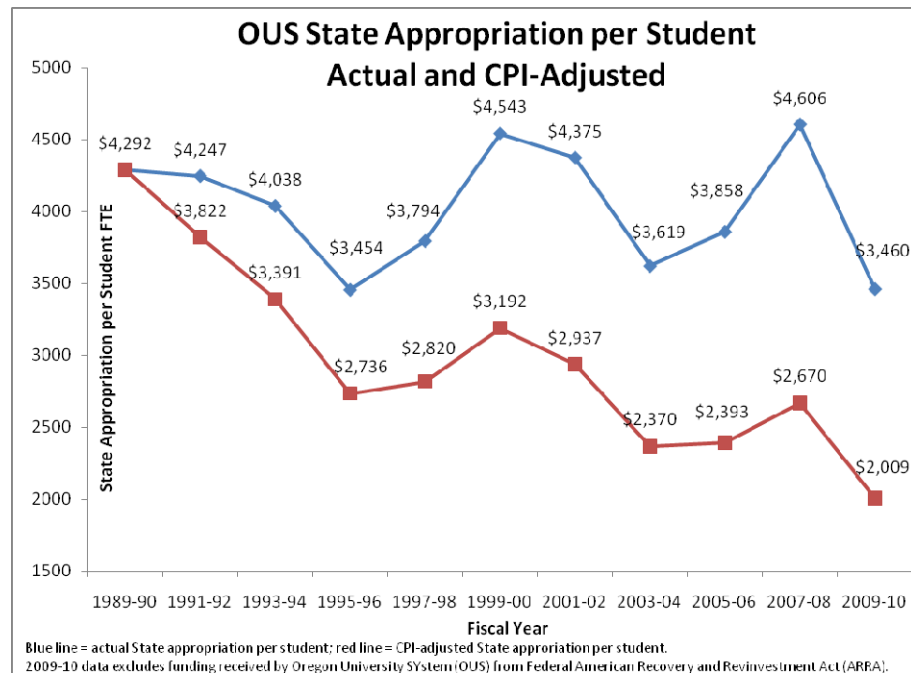
volatility of

Oregon's personal

income tax, and

the excessive

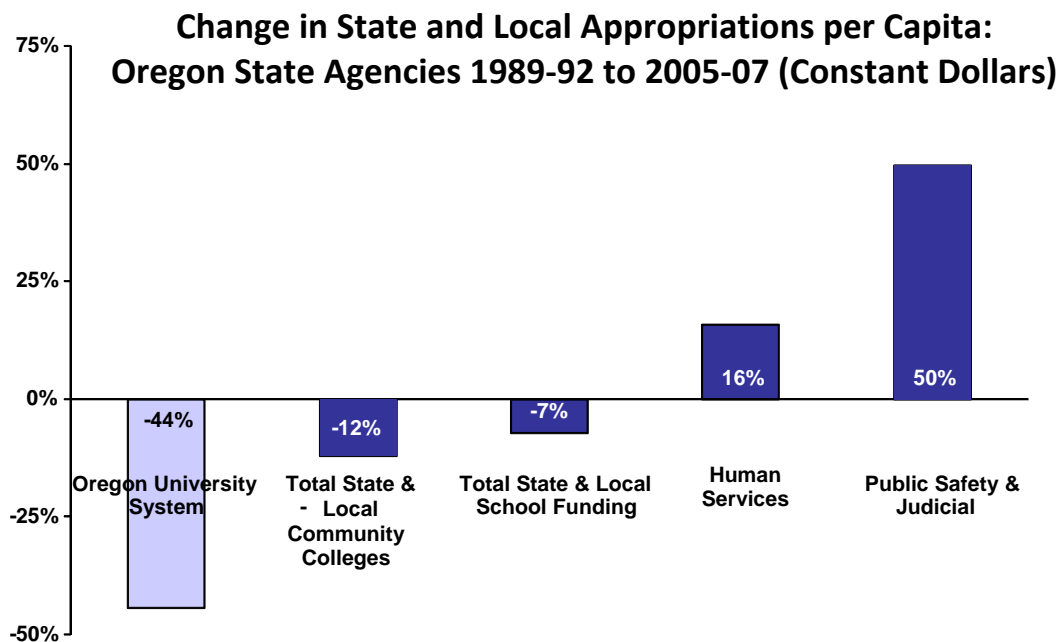
swings of state



revenues that are exaggerated by cyclical economic currents. The shock of federal policies and dwindling resources that rocked the timber industry two decades ago was cushioned only temporarily by the rapid growth of an also cyclical high technology industry. Real wages for many of Oregon's workers have declined in absolute and relative terms over the last few decades. Regardless of its intent, the initiative system of direct democracy has led to revenue-draining or expenditure forcing mandates such as the 1990 Measure 5 (property tax limitations and income tax diversion) and the 1994 Measure 11 (mandatory criminal sentences and prison construction requirements). Legalization of video poker resulted in modest state lottery revenue infusions. The

lottery has masked as well as cushioned the depth of state revenue gaps, bringing ethical challenges but not providing consistent or sustained fiscal energy.

The prospect of a “jobless economic recovery” or at least an extended period of high un- or underemployment in Oregon appears real, and will slow the pace of state government’s revenue rebound, at least for several more years<sup>1</sup>. Similar developments in our neighbor, California, have rendered that state insolvent and nearly ungovernable.



NOTE: Includes local property tax revenue for schools and community colleges.

Sources: (1) Oregon Department of Administrative Services, Budget and Management; (2) Legislative Fiscal Office; (3) Paso Seguro Consulting.

These larger political trends, as well as the revenue-draining and expenditure-forcing mandates in Oregon, suggest that simplistic solutions to state financial problems in the short run will be elusive, if not politically impossible to devise and deliver.

<sup>1</sup> State Economies May Suffer a 'Lost Decade', *The Chronicle of Higher Education*, 11-13-09

## **B. Emerging Challenges**

But these harsh realities of the political landscape exist alongside other pressing realities of equal power and commanding importance. The need for educational attainment as a vehicle of individual and community survival in our global economy is obvious and urgent. A new more culturally and ethnically diverse population will demand its rightful place at opportunity's table. Beyond these givens, our country's growing elderly population will need increasing levels of support. As Baby Boomers and the next generations age, Oregon must develop a highly skilled and educated workforce to address its social security and healthcare needs. In addition, Oregon requires the engines of knowledge transmission and the discovery of new knowledge to drive its economic and cultural potential.

Failure to meet this set of challenges can destroy our treasured quality of life and render the state a stagnant backwater, fit only to be the bleak colony of more vibrant regional economies elsewhere in the country and world. These challenges are not overdrawn, and, though the data are familiar, the challenges are worth summarizing.<sup>2</sup>

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<sup>2</sup> In pursuing this assignment, I have interviewed the presidents of all four public research universities in Oregon (including OHSU), countless other past and present senior officials of the Oregon University System, and former university presidents and chancellors outside Oregon. I have drawn on the extensive prior studies of Dr. Gerald R. Kissler and the research on this general topic of Dr. Michael Redding, Vice President of University Relations and Chief of Staff at the University of Oregon. I am deeply grateful for the legal insights of former Deputy Attorney General Peter Shepherd and his present colleagues at Harrang, Long, Gary and Rudnick, who have special expertise dealing with the legal status of independent public corporations. Special thanks are due for the technical assistance and policy insights of the OUS Office of the Chancellor, including Chancellor Pernsteiner, Vice Chancellors Kenton, Weeks and Kieran, Communications Director Di Saunders, and Bridget Burns, OUS Senior Policy Advisor. The inquiry has been extensively informed by these and many other sources, but I am solely responsible for its conclusions.



## 1. The Challenge of Educational Attainment: College Degree Gaps

By every index, the lifetime earning potential of persons with some level of post-high school attainment is greater than that of high school graduates. The gap grows with each additional year of college, widening even further with the attainment of a graduate degree.<sup>3</sup> This trend is obvious and consistent throughout the world, and accounts for the major investments in higher education by China, Singapore, Taiwan, South Korea, and a host of developing

nations that

recognize the

connection between

a strong, stable

economy and an

educated populace.

The September

2009 study by the

Organisation for Economic Cooperation and Development (OECD)<sup>4</sup> validates the

challenges of worldwide competition in the education realm, as well as this nation's

threatened loss of its once commanding lead in educational attainment across its

citizenry.<sup>5</sup>

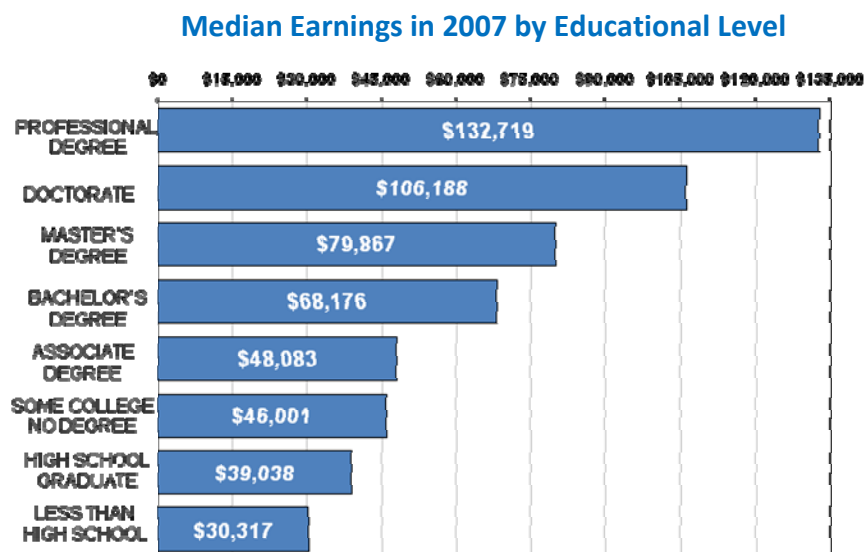


Chart Source: Postsecondary Education Opportunity

<sup>3</sup> Experts at the University of Wisconsin have developed an intriguing quantitative model that allows a user to estimate the increased value of an academic degree in presently discounted dollars. The model factors values by family wealth, financial aid, tuition level, demographic profile and even academic major chosen. See <http://payback.wisc.edu>

<sup>4</sup> "Education at a Glance 2009, OECD Indicators," September 2009, Organisation for Economic Cooperation and Development

<sup>5</sup> The headlines alone from a series of in-depth stories in *The Chronicle of Higher Education*, October 5, 2009 edition, make this point very graphically: "America Falling: Longtime Dominance in Education Erodes"; "Asia Rising: Countries Funnel Billions into Universities"; "China: Attract Talent First, and Outstanding Universities Will Follow"; "South Korea: Government Support for Research Builds Industries"; "Singapore: Teaming Up with Foreign Universities for Innovative Research."

But degree attainment has immediate social, economic, and governmental consequences as well. University of Wisconsin Chancellor Emeritus John Wiley has developed compelling data demonstrating that the state's entire K-12 and public university system is financed by the value-added of the college-graduate sector of its population.<sup>6</sup> Said somewhat brutally another way, only the tax-increment of these graduates is sufficient to pay their and everyone else's educational costs. Because of the similarity of Oregon's demographics to those of Wisconsin, it is highly likely that the same is true here.

In purely economic terms, the value of a college degree has continued to grow since the 1970s. In 2007, the average full-time U.S. worker with a four-year degree earned \$68,176 or 75% more than the \$39,038 earned by workers holding a high school diploma alone. Master's degree holders earn more than twice as much yearly as high school graduates, and holders of professional degrees more than three times as much. College graduates also are more likely to receive health insurance and retirement benefits. Increased income levels translate into increased tax revenue, especially important in Oregon, which is reliant on income tax revenue to support state agencies and programs.

Nationally, the average college graduate working full-time year-round paid over 134% more in federal income taxes and about 80% more in total federal, state, and local taxes than the average high school graduate.<sup>7</sup> The OECD study just referenced shows that the public, not merely private, benefits of higher education are real in virtually every one of

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<sup>6</sup> Wiley, John "From Crossroads to Crisis." *Madison Magazine*, (2008): August 2008

<sup>7</sup> *Education Pays 2007: The Benefits for Individuals and Society*, College Board (Baum and Ma)

the 30 nations studied. On average across the OECD, the net return to the public on the cost of providing a university education for a male student in the U.S. is in excess of \$50,000, which is almost twice the amount of public investment made to educate a student in the higher education system.<sup>8</sup>

Additionally, four-year degree holders rely less on public assistance, have a lower rate of unemployment, and have a far lower rate of poverty. Two studies

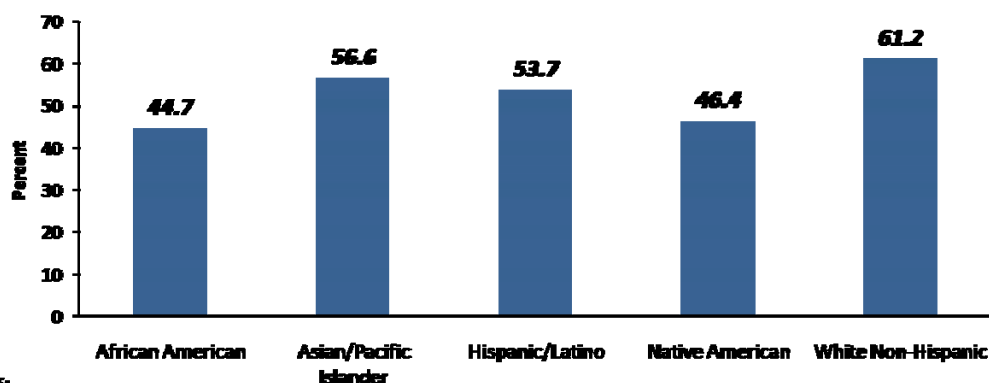
#### Oregonians with Lower Education Levels Use More Social Services

	Percent with h.s. diploma or less
Oregon Health Plan participants	62%
Institutionalized in correctional or mental health facilities	71%
Unemployment insurance claimants	71%
Welfare recipients	63%
Medically uninsured	53%

Source: Oregon Business Council Education Roundtable, White Paper Reports, commissioned in 2005. Impresa estimates from 2000 Census and 2002 Population Survey. Data are for adults age 18 through 64.

show how quickly an increase in educational attainment can positively impact state revenues and lower state expenditures. One thousand women without a high school diploma will cost the state in social services an average of \$1,750 per year *each* (males

#### OUS Six-Year Graduation Rates by Race/Ethnicity, 2007-08



#### NOTES:

Percentages reflect the proportion of students entering as freshmen and completing a bachelor's degree within six years, and include students transferring within OUS after initial enrollment. Two-year degrees earned in three years or less are counted as completions.

Source: OUS Institutional Research & Planning/Performance Measurement & Outcomes

Source: OUS Institutional Research & Planning/Performance Measurement & Outcomes

<sup>8</sup> A. Labi, "Across 30 Nations, Public Spending in Higher Education Pays Off, Report Says," *The Chronicle of Higher Education*, September 8, 2009; and Organisation for Economic Co-operation and Development, *Education at a Glance, 2009, OECD Indicators*; See: <http://www.oecd.org/dataoecd/41/25/43636332.pdf>

are at a similar level)<sup>9</sup> for a total of \$1.75 million annually. Another study shows the net benefit of educational attainment, with 1,000 Oregonians with a bachelor's degree contributing a total of \$62 million in state and local taxes paid over their working lifetime.<sup>10</sup>

College degree attainment is, and should be, a paramount goal for Oregon. In fact, official policymakers have set as a goal the establishment of the 40-40-20 policy developed by the Oregon Progress Board, at the request of Governor Kulongoski and the Oregon business community. This policy establishes the goal that by the year 2025, 40% of Oregonians will have a bachelor's degree or higher, 40% will have an associate's degree or certificate, and 20% will have a high school diploma. The daunting implications of this official policy will be examined below, but there are compelling reasons for establishing it.

The level of a state's educational attainment and its economic development are interrelated and connected in many ways. A highly educated workforce is cited frequently by business and industry representatives as a key factor in where they choose to locate and how they are able to expand operations. The Oregon Business Council noted in its Education Roundtable report, "Education is critically important to Oregon's long-term economic success because it determines how successful Oregon businesses can be. The availability of skilled workers is increasingly becoming the most critical element

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<sup>9</sup> Source: *Education Pays 2004: The Benefits for Individuals and Society*, The College Board (Baum and Payea)

<sup>10</sup> Source: U.S. Census Bureau, Oregon Profile, 2000.

in economic success.”<sup>11</sup> Investing in the education of Oregon’s “human capital” spurs economic development through enhancing business activity and growth throughout the state.

Readers of this report are broadly familiar with these arguments. They account for the unwavering focus on college access throughout the last 150 years, from development of the land grant universities concept in the mid-nineteenth century to the post-World War II GI Bill, and continuing through enactment of the Pell Grant and State Scholarship funding. Degree attainment is a major proxy for the capacity to acquire a place in the sun—to enjoy the fruits of opportunity for oneself and one’s family instead of living on the threatened economic margins—“nickel and dimed,” in writer and social observer Barbara Ehrenreich’s poignant words. But beyond what economists call a “private good” that benefits individuals who achieve degrees, higher education is also indisputably a “public good.” Supporting this objective should be an unwavering subject of public and private investment.

The public good of higher education is an outcome that has real dimensions; it is more than an intangible collection of aspirational values. Economists Robert Haveman, Barbara Wolfe and others observe that these goods are seldom noted and rarely evaluated, but that they are perhaps as large as the market-based effects of education to which economists pay so much attention. These and other economists attempt persuasively to quantify these benefits within ranges, including health status and charitable giving; the capacity to adapt to technological change, make informed

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<sup>11</sup> Source: Oregon Education Roundtable, “Raising the Bar for PreK-20 Education in Oregon: 6 White Papers,” pages 2-5 and 2-6.

governmental choices, and participate in securing community cohesion; and other characteristics.<sup>12</sup> Others have completed an analysis of the literature in this area, and have also analyzed the difficulties of developing precise estimates of these non-private, non-market, non-earnings measures of the public goods of higher education. It is important to note that if the public goods are close to equivalent to the private good, the overall return on investment in higher education is double what usually is calculated!<sup>13</sup>

### **1.a No Longer Leading but Needing to Compete**

The history of higher education in America tells a compelling story—a story that illustrates the power of public investment, transforming the economic vitality of a nation and the creation of an entire middle class. Historically, no other country in the world had invested in higher education opportunity more than did the United States after World War II, leading to the “massification” of public higher education. This national focus on education opportunity was made in recognition of the fundamental public and economic good it creates. The superior quality of American higher education is the envy of the world, as virtually any attempt at a worldwide ranking system quickly reveals. However, recent history has also shown that the very foundation of America’s economic prowess is at risk as public investment has decreased at many of our country’s great public universities.

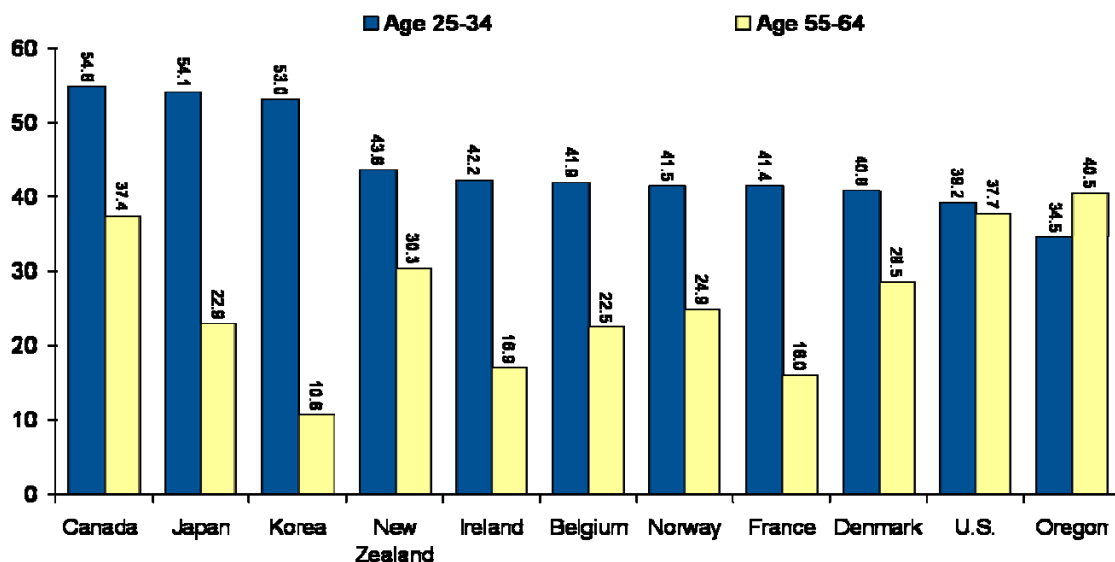
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<sup>12</sup> See generally: R. Haveman and B. Wolfe, “Schooling and Economic Well-Being: The Role of Non-Market Effects,” *Journal of Human Resources* (June 1984); R. Haveman and B. Wolfe, “Accounting for the Social and Non-Market Benefits of Education,” in J. Helliwell, ed., *The Contribution of Human and Social Capital to Sustained Economic Growth and Well-Being* (OECD/Human Resources Development Canada, 2001); R. Haveman and B. Wolfe, “Social and Nonmarket Benefits from Education in an Advanced Economy,” in Y. Kodrzycki, ed. *Education in the 21<sup>st</sup> Century: Meeting the Challenges of a Changing World* (Boston: Federal Reserve Bank of Boston, 2003); R. Haveman and B. Wolfe, “In Defense of Higher Education: More Last Words,” *The Milken Review* 5 (2), 2003, pp 84-90

<sup>13</sup> See generally: W. McMahon, *Higher Learning, Greater Good: The Private and Social Benefits of Higher Education* (Johns Hopkins University Press, 2009)

Our international peers have observed this lesson with great concern. As recently as October 5, Karin Fischer, a journalist for *The Chronicle of Higher Education*, wrote that America is falling: longtime dominance in education is eroding as governments in East Asia funnel significant resources into universities to finance basic research, and expand access to vocational and junior colleges, all with the goal of driving economic development. Fischer cites Hong Kong, Taiwan, China, South Korea, and Singapore as governments that are now rushing to create centers of innovation. My experiences in official visits over the last dozen years interacting with government officials and higher education experts in each of these locations powerfully reinforce the reality of their zeal to expand their educational attainment through investment in students and higher education.

**Percent of Adults with an Associate Degree or Higher by Age Group – Oregon, U.S. & Leading OECD Countries**



Source: OECD, *Education at a Glance*

Asia's approach to higher education contrasts markedly with that of the United States, where the percentages of state budgets dedicated to higher education have been in steady decline, and, significant for Oregon, have fallen further here than in any other state.

"Asians have studied very carefully the reasons why Western populations are now successful," says Kishore Mahbubani, a dean at the Lee Kuan Yew School of Public Policy at the National University of Singapore and author of the book, *New Asian Hemisphere: The Irresistible Shift of Global Power to the East*. "They realize that unless you create good universities and attract the best minds in the world, you can't move into the next phase of development." This is a lesson America seems to have forgotten.

This report is written following the publication in September 2009 of a monumental study of American higher education, Crossing the Finish Line: Completing College at America's Public Universities (Princeton, 2009). The conclusions of the authors—William Bowen, Matthew Chingos and Michael McPherson—should be required reading for every concerned policymaker. They exhaustively examine new data documenting the crisis of college completion at America's public universities. The context is the national stagnation in educational attainment generally since the mid-1970s compared to prior generations. The conclusions are particularly compelling for underserved students and students from poor families, who have markedly lower graduation rates and longer time to degree than more socially advantaged peers.

Improved transfer student opportunities and financial policy changes promise improved possibilities for increasing degree attainment. But the authors cite the recent observation



by Federal Reserve Board Chairman Ben S. Bernanke (June, 2008) that, "...the best way to improve economic opportunity and to reduce inequality is to increase the educational attainment and

skills of

American

workers."<sup>14</sup> In

accord,

conservative

columnist David

Brooks of *The*

*New York Times*

recently noted

the "skills

slowdown" as the "biggest issue facing the country."<sup>15</sup> Oregon University System (OUS)

Chancellor George Pernsteiner, to whom this report primarily is directed, has warned

publicly and repeatedly that Oregon faces the possibility, for the first time in the history

of this nation, that a new generation will be less well-educated than its parents.<sup>16</sup> Oregon

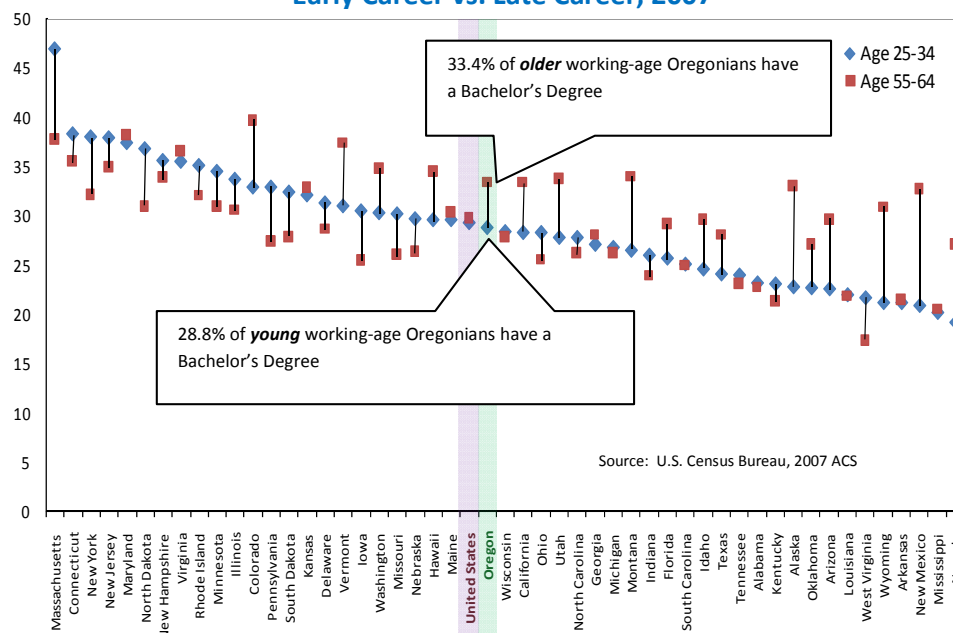
State University President Ed Ray raised a similar alarm in his persuasive editorial

commentary of Sunday, September 27, 2009, in *The Oregonian*. Nobel Prize-winning

economist Paul Krugman echoed the warning on declining higher education attainment

### Percentage of College Attainment (Bachelor's or Higher)

#### Early Career vs. Late Career, 2007



<sup>14</sup> Additional citation: Ben S. Bernanke, "Remarks on Class Day 2008 at Harvard University, June 4, 2008," Board of Governors of the Federal Reserve System, Washington, D.C., p. 5, available at <http://www.federalreserve.gov/newsevents/speech/bernanke20080604a.htm>

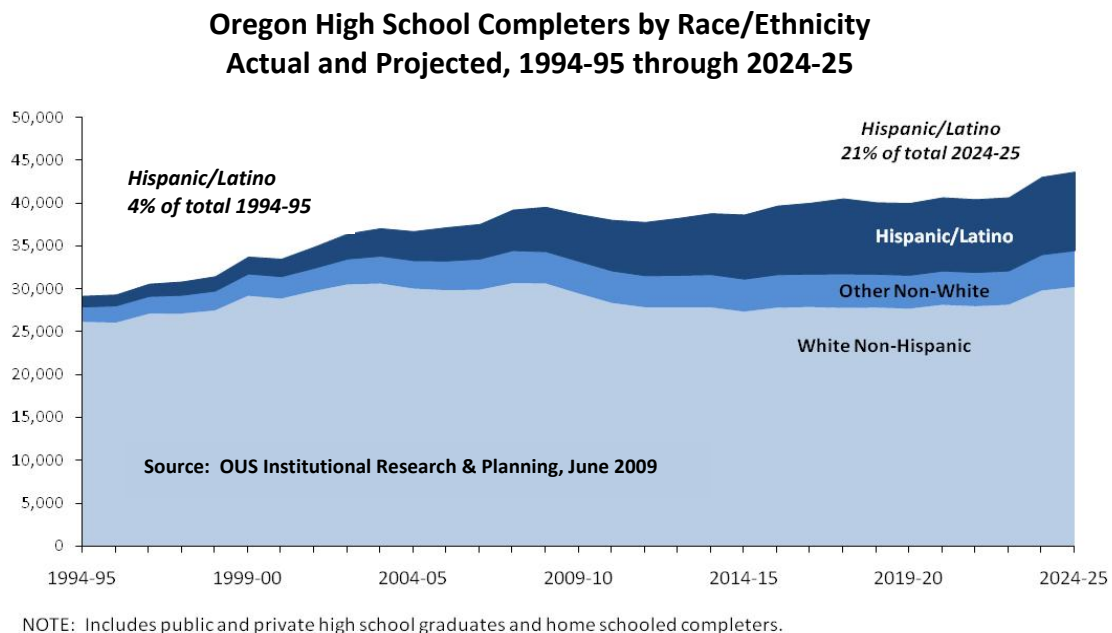
<sup>15</sup> Brooks, David "The Biggest Issue." *The New York Times* (2008): July 29, 2008

<sup>16</sup> The achievement gap is already starkly noticeable, as the graphs on page 14 and on this page demonstrate. The urban-rural disparity in college degree attainment is even greater, but exploration of the latter issue is beyond the scope of this report.

rates recently in an op-ed in *The New York Times*: “...one of the keys to our nation’s success is now a wasting asset.”<sup>17</sup> It takes no prophet Jeremiah, no mystical Cassandra, no overwrought hyperbole to see this trend as a recipe for the universal fate of unmindful civilizations: decline and fall. The enduring problem of prophets is not our belief in their predictions; it is the challenge to us to heed their warnings through timely action.

## 2. The Challenge of and Promise of Demography

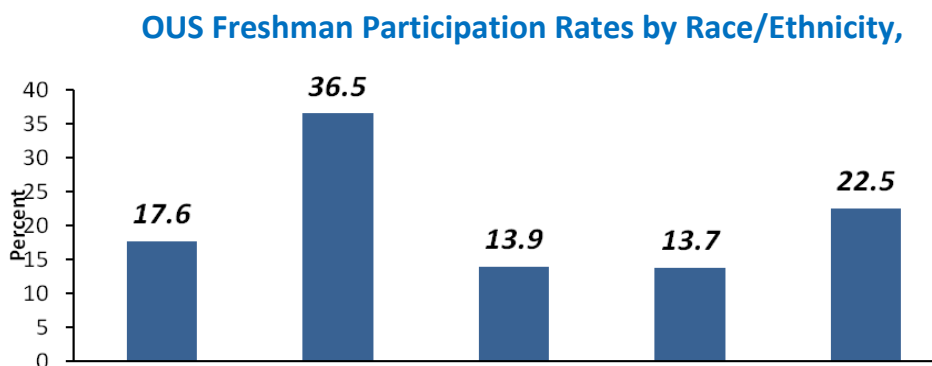
A simple graph tells this story. Oregon’s college-eligible population will grow over the next decade, unlike some other states where populations will age or decline. But Oregon’s growth will come almost exclusively in non-Caucasian census categories, with particularly notable growth in the Latino/Hispanic population. In less than a decade, this college age population will at least double. A study released in 2008 by the Western Interstate Commission for Higher Education<sup>18</sup> states that by 2014-15, Hispanic/Latino



high school graduates in Oregon will have increased 137% over a ten year period (2004-05 to 2014-15), while White non-Hispanic graduates will have decreased 20%. The Hispanic/Latino student population currently has significantly lower high school graduation rates compared to other student populations.

This rapid demographic shift, quite probably the most notable in Oregon history since statehood, will bring major challenges for pre-college student preparation, recruitment, financial assistance, student support for degree completion, and pedagogical techniques and offerings.

Oregon is not ready, and we have not made the investments that will allow us to be confident of success in



Note: The participation rates reported for individual racial/ethnic groups do not include in the denominator private school graduates or home schooled completers.  
Source: OUS Institutional Research & Planning/Performance Measurement & Outcomes

increasing educational attainment for the state's most underserved populations.

While the significant increases in the need-based Oregon Opportunity Grant in the last few biennia have helped increase affordability for students attending 2- and 4-year institutions in Oregon, the grant program remains over-subscribed. It has a waiting list of thousands each year and early cut-off dates when funds run out. And just as these grant amounts increased for students, Oregon's funding crisis forced higher tuition levels, and

more students and families faced unemployment and other financial challenges which watered-down Oregon's advances in the Opportunity Grant program. According to The National Center for Public Policy and Higher Education, the percentage of average family income needed to pay for public 4-year higher education costs increased from 24% to 36% between 2000 and 2008 in Oregon; and these percentages are even worse for the lowest income Oregonians (see chart below). While many of the OUS campuses are below their peers in terms of tuition and fee rates (see University of Oregon chart as an example), and all of the campuses have stepped up with increased fee remissions and foundation-funded scholarships, affordability remains a key policy concern and an

### Resident Undergraduate Tuition and Fees at Peer Universities on University of Oregon List, 2008-09

Rank	Institution	State	Tuition/Fees
1	University of Michigan-Ann Arbor	MI	\$11,037
2	University of Virginia	VA	9,300
3	University of California-Santa Barbara	CA	8,386
4	Indiana University Bloomington	IN	8,231
5	University of Colorado at Boulder	CO	7,278
6	University of Washington	WA	6,802
7	University of Iowa	IA	6,544
<b>8</b>	<b>University of Oregon</b>	<b>OR</b>	<b>6,435</b>
9	University of North Carolina at Chapel Hill	NC	5,397
	Average (without UO)		\$7,872
	University of Oregon % of average		81.7%

Source: IPEDS Institutional Characteristics Surveys and OUS Budget and Management Division, Academic Year Fee Book 2008-09.  
unreachable goal for many students as state support continues to decline for OUS and for  
  
state-supported aid programs.

It is no longer sufficient to ask or expect OUS institutions to readjust their fixed or declining budgets to accommodate greater financial aid. Competing demands, including

faculty salary improvements, long-deferred physical plant maintenance and other compelling priorities ask for the same scarce resources.

### **3. The Challenge of Economic Readiness**

Volumes have been written that plead convincingly for state and federal support for the enterprise of research universities. “Rising Above the Gathering Storm,” a 2007 report by the National Academies, argues powerfully for continued support of scientific education and research, with major emphasis on universities as the primary locus of this effort. A recent, widely publicized essay by Harvard University President Drew Gilpin Faust ably restates the multiple social, cultural, and economic roles of our universities but argues that economic realities and declining government support have forced institutions across the country to re-examine the best ways to meet institutional, state, and federal higher education priorities; and to ask what, indeed, can be delivered effectively as old models are replaced with new ones.<sup>19</sup>

It is bold, yet accurate, to claim that the underlying discoveries made by America’s research universities were instrumental in enabling this nation to become one of the most powerful economies in the world and even to prevail in the Cold War. University research advances in food safety, the health discoveries of the Human Genome Project, and developments in software and high technology, for example, all have propelled advancements in the quality of our daily lives and the maintenance of family incomes. It is impossible to conceive of and understand the challenges of sustainability and the

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<sup>19</sup> Drew Gilpin Faust, “The University’s Crisis of Purpose,” *The New York Times*, Book Review Essay, September 6, 2009

disruptions of global climate change—let alone to meet these challenges—without university research at basic and applied levels.

These developments

are not abstractions

here in Oregon. The

evidence of new

enterprises and jobs

created by university

research is robust and

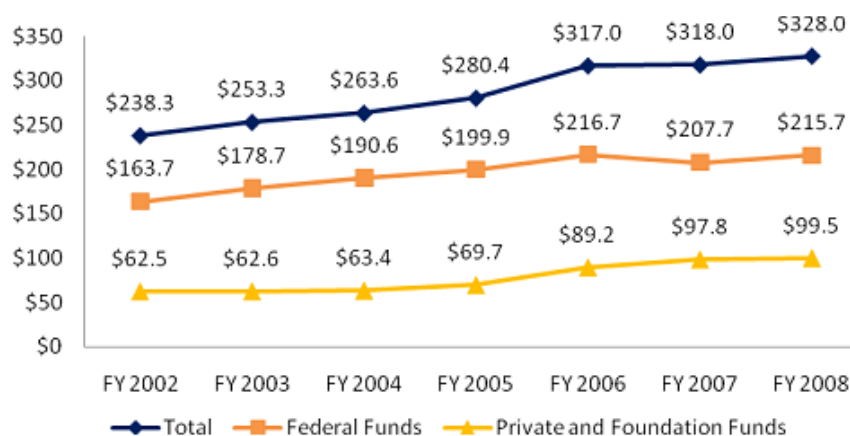
growing. By almost

any standard, the

research efforts of faculty in Oregon public universities (including OHSU) are stellar. In 2007, Federal R&D expenditures per faculty member in Oregon were \$71,842 compared to the United States average of \$48,248. Overall, Oregon ranked 5<sup>th</sup> in the nation in the success of its faculty in competing for federal research grants.<sup>20</sup> And, standing alone, Oregon's four research universities provide \$5 billion to the regional economy annually in economic impact. Sadly, the state of Oregon provides almost none of the research dollars that fuel much of this robust activity.

In addition to university research activities, extension services in every Oregon county and community continue their support of hundreds of thousands of Oregon families,

**OUS Sponsored Research and Sponsored Activity**  
**FY 2002-2008**  
Dollars in Millions



Expenditure detail (TOTAL) includes \$12.8 million in state and other government sources and restricted funds management.

<sup>20</sup> National Science Foundation, Survey of Research and Development Expenditures at Universities and Colleges; National Center for Education Statistics, IPEDS Employees by Assigned Position (EAP) Survey, FY2008.

while significant scholarship developed in urban affairs enriches and improves community-based social services. Arts and culture in countless Oregon communities thrive and generate associated economic and social benefits that are strengthened by their proximity and connection to Oregon's public universities. The Oregon Shakespeare Festival, the Oregon Bach Festival, the Benton County DaVinci Days, and countless Portland metropolitan area cultural events are nurtured and sustained by university community members.

### **3.a Aspirational Objectives: The 40-40-20 Plan**

I do not develop these thoughts in a policy vacuum. Earlier this year, Chancellor Pernsteiner developed a fact sheet (see Attachment A) which identifies the enrollment targets and goals for 2015 (six years hence) and by 2025 if the 40% bachelor's attainment goal set by the State is to be met. The Chancellor notes (footnote 31) that simply to maintain the current bachelor's attainment percentage of just under 28% would require an enrollment of 118,000 by 2025 (fall 2009 enrollment increased 5.8% over 2008 to 91,580 students, the largest percentage increase since 2001). The 40% goal would require a fall enrollment of 164,000 by 2025.

Let us put these numbers in stark and sobering perspective. ***Just to maintain existing college enrollment percentages would necessitate building 1½ new University of Oregon-sized campuses.*** To reach the 2025 40% goal would require ***constructing the capacity of three new Oregon State University campuses over the next 15 years!*** And

the Chancellor's projections also include assumptions of salary improvement, reduction of faculty-student ratios, reduction and ultimate elimination of a deferred maintenance backlog (currently estimated at \$670 million) and, from external funding sources, substantial increases in private philanthropy and research and development expenditures.<sup>21</sup> To put these matters in international context, during the May 2007 annual meeting of the Association of Pacific Rim Universities in Hangzhou, China, attendees visited the new campus of our host, Zhejiang University. We were told that this 20,000 student AAU-caliber research university campus was built and filled with students in ten months! While cross-cultural differences in government priorities, building and land use restrictions, and political systems are obvious, the contrast in the focus on priorities is stark.

It is, of course, possible that online education and other non-residential strategies could reduce facility needs in some respects. But note also that the Chancellor's strategic goals assume significant improvements in first-year student retention and a nearly 25% crucially important improvement in overall graduation rates. These rates probably cannot be attained without additional personnel-intensive student support expenditures—both before and in college—and other cost-intensive strategies.

We should not ignore other strategies to improve overall degree attainment rates that do not include large capital outlays. Encouraging community college transfers is touted as

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<sup>21</sup> The 40-40-20 objective is a policy tool at this point, not a funding model. See OUS Powerpoint document, "A Postsecondary Quality Education Model: Discussion with Provosts and Chief Academic Officers," November 6, 2008. Nonetheless, this present paper suggests in a preliminary way the truly monumental dimensions of our policy choice. The actual financial contours of the 40-40-20 policy were calculated by OUS Vice Chancellor for Finance & Administration, Jay Kenton, in an OUS presentation of May 2, 2008, "Oregon University System: Long Range Financial Planning."



one such path. The issues are quite complex, however, because national data reveals that students who begin college careers at two-year institutions have a thirty percent lower chance of obtaining a bachelor's degree than do students who begin at a four-year institution. Nonetheless, students who actually transfer have a stronger chance of graduation than other peers. Oregon's community colleges would need to graduate higher numbers of Associate of Arts degree holders to make a measureable difference.<sup>22</sup> But Oregon's investment in its community colleges has been almost as dismal as its investment in its public universities.

Given this daunting confluence of demographic realities, fiscal constraints, educational attainment needs, and the link to Oregon's economic health, it is well past time for the state to address the stresses on its higher education system. To do this will require changes in the current paradigm of university funding and operations, with the ultimate goal being able to improve access to and success in higher education for all Oregon's citizens.

### **3.b Point of Initial Departure: The Research Universities**

Nationally, more than two-thirds of all full-time students seeking bachelor's degrees are educated at four-year public colleges and universities. In Oregon, the vast majority of these students attend one of the three public research universities. The regional campuses in Oregon serve vital economic and educational needs, but their capacity to expand

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<sup>22</sup> For a probing discussion of this overall strategy, see Bowen, Chingos and McPherson, *Crossing the Finish Line: Completing College at America's Public Universities*, Chapter 7, "Transfer Students and the Path from Two-Year to Four-Year Colleges" (Princeton: 2009)

enrollments in a magnitude that meets overall state needs and OUS goals is more limited within their current financial, facility, and geographic means. I have been asked to confine my inquiry to the role of the three large universities in addressing this need.

The following three

degree production

charts show the

number of

undergraduate and

graduate degrees

awarded by

Oregon's research

universities, as well as each university's current first-year retention and overall

graduation rates. These rates have generally improved over the last several years,

notwithstanding state funding limits. But each of the three institutions shows capacity for

improvement, if focused

attention and funding

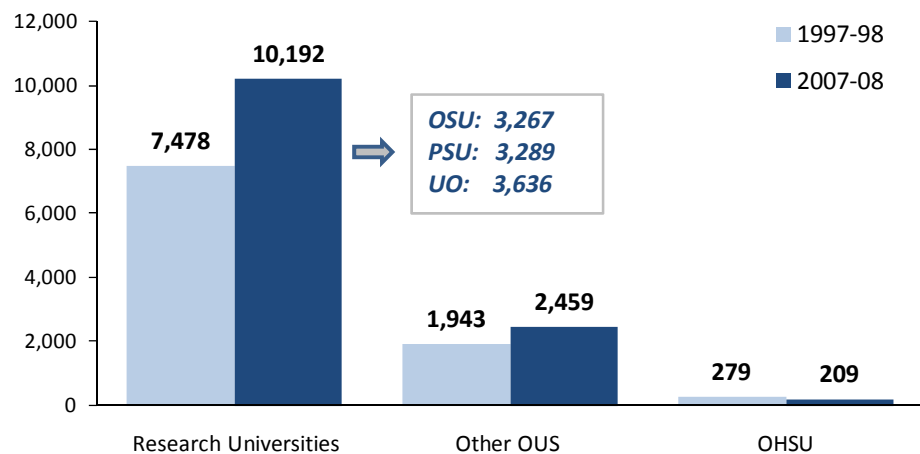
can be secured.<sup>23</sup> The

efforts of these

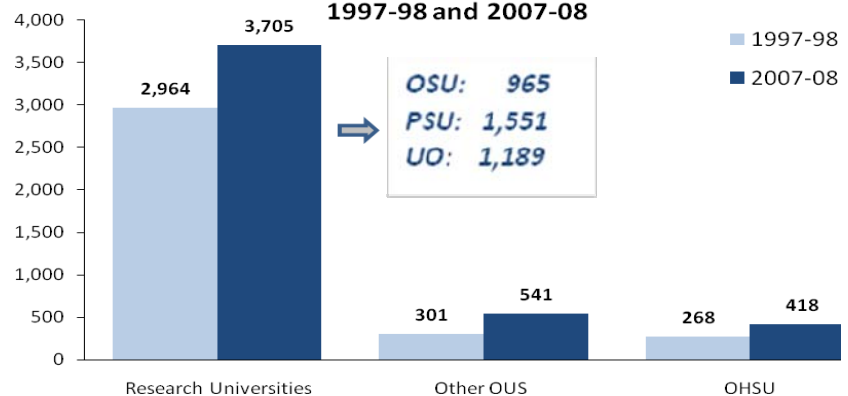
institutions, then, are the

building blocks on

**Bachelor's Degrees Awarded in Oregon Public Universities:  
1997-98 and 2007-08**



**Advanced Degrees Awarded in Oregon Public  
Universities:  
1997-98 and 2007-08**



<sup>23</sup> The colloquy between Portland State University President Wiewel and Director Francesconi at the Oregon State Board of Higher Education meeting in Klamath Falls, Oregon on October 2, 2009 is evidence that the university presidents and the Board are keenly aware of this priority.

which any immediate progress in improving educational attainment rates must be based.

Of course, the raw number projections, as examined above, argue strikingly for the immediate development of dramatically increased capacity.

**Retention and Graduation Rates in OUS Research Universities, 2007-08**

	Retention <sup>1</sup>	Graduation <sup>2</sup>
Oregon State University	83.7	66.7
Portland State University	71.3	39.3
University of Oregon	84.8	69.6

<sup>1</sup> Percent of first-time full-time freshmen who return to any OUS institution for a second year.

<sup>2</sup> Percent of first-time full-time freshmen entering and graduating from any OUS institution within six years.

Source: OUS 2009 Performance Report, May 2009.

It is obvious that my conclusions are informed partially by experience with the institution that I know best—the University of Oregon. Hopefully any suspicions of favoritism will be overcome by knowledge of my long experience in Oregon generally and my deep respect for several generations of higher education leadership throughout the state’s postsecondary institutions, public and private, regional and international.

I can report with strong conviction that university leaders uniformly chafe at outdated and misguided state regulatory restrictions.<sup>24</sup> They are inhibited by inappropriate political barriers and roadblocks that the very structure of this process imposes. And these academic leaders yearn for expanded opportunities to unleash the full potential of their

<sup>24</sup> This unanimity of view is not new; it is strongly consistent over time. In July, 2002, the seven OUS university presidents jointly proposed a Higher Education Reform Act that provided a new more efficient compact with the state. This proposal received the quick editorial endorsement of the state’s two largest newspapers; see: “Unchain Oregon’s universities, The schools should be freed from some state controls and allowed to help resolve their funding problems,” editorial in *The Oregonian*, 7-18-02; “Give each campus control, Universities need freedom to fill gaps left by state,” editorial in *The Register Guard*, 7-16-02; and “Oregon universities seek more autonomy,” *The Oregonian*, by Bill Graves, 7-02. The legislative response to the Higher Education Reform Act was only modest.

respective faculties and students to transmit knowledge and the bounty of new discovery to our next generations.

The administration of Portland State University seeks to serve a growing metropolitan area and a diverse student population while pursuing a defined urban mission with funding appropriate to its accountability. The administration of Oregon State University worries deeply that the service mission of a land, sea, sun and space grant university is undersupported, not simply in its annual budgets but also in the possibility of accumulating the immediate investment capital to serve perhaps double the present need within less than a generation. The University of Oregon, in recognition of the state's current fiscal crisis and the historical trend of reduced state investment, needs to remain accountable for fulfilling critical state needs, but questions its ability to do so with only 9.5% of its budget provided by the state. The Board of Higher Education has endorsed the UO's mission as its "AAU flagship," but per-student appropriations have fallen below AAU peers and are near the bottom of American public universities generally.

For all the turbulence of higher education generally, a bright spot of growth and distinction in the last 15 years has been the Oregon Health & Science University. Its leaders strongly attribute a significant part of its growth in stature and achievement to its thoughtful leadership and independent political structure.<sup>25</sup> This independent public corporation structure, established in June 1995 under Senate Bill 2, deserves deference, improvement and emulation as a possibility for our other distinguished higher education

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<sup>25</sup> Let us remember (as I do from personal involvement at the time as the UO legal affairs officer) that when the University of Oregon Medical School became independent from the University of Oregon in 1975, legislative skeptics previously had argued that the medical school should be closed altogether and that the University of Washington would suffice as a regional medical professional training institution. History has proved the folly of that short-sighted view.

institutions as well. Without some type of governance and structural changes, the alternative is the threat of mediocrity, contrary to Oregon's historically honored expectations for higher education.

#### **4. Summary of Introduction and Problem Statement**

To summarize, notwithstanding bleak forecasts for revenues in the immediate future, the state of Oregon faces formidable challenges to just maintain let alone expand the quality and quantity of university graduates needed for economic and social well-being. Not only is our growing population more culturally diverse, this next generation will face ever-stronger global competition. Significantly increasing Oregon's educational attainment levels will be indispensable to the state's economic and cultural health. Existing institutions have room for improvement, although it is difficult to imagine success over time in increasing college degree attainment without a major increase in overall capacity and reinvestment sufficient to overcome the perils we otherwise face.

The principal conclusions of my inquiry should surprise no one. They strongly argue for substantial re-investment in the state's universities as an urgent priority. A reasonable, sustained appropriation, based on costs of comparator institutions in comparator states, would be \$1.55 billion per biennium compared to the current level of OUS funding of \$751.5 million. Comparing OUS to national averages of State General Fund per student FTE also signals significant underfunding of \$1.059 billion per biennium if funded at the U.S. average. This is a large, even shocking amount, but it also is a fair measure of the

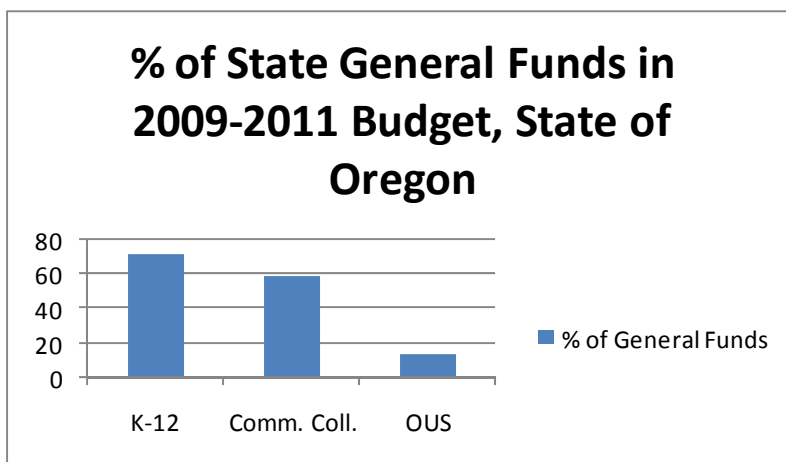
neglect for most of the last two decades of this urgent social and educational priority.

*While structural reform, as next discussed in this report, is essential, it must be accompanied by public reinvestment to make the dimension of difference in fulfilling the state's crucial need for public access to higher education for all Oregonians.*

#### 4.a Structural Change

Even barring re-appropriation on the scale described above, structural change is a necessary precondition to the continued effective use of limited public funds. And if appropriations are cut further, as is widely feared, the case for structural reform is more urgent, even imperative. Officials at OHSU, for example, readily observe that recent funding cutbacks would have been virtually impossible to manage without the flexibility and efficiencies afforded by their public corporation structure.

Common sense public policy arguments weigh even more strongly for a structural change in the relationship of the research institutions and state government. First, the K-12 sector and Oregon's community colleges receive a far greater percentage of their budgets from the State General Fund (71.6% and 58.9%, respectively, in 2009-11) than does OUS, with a General Fund percent of 14.3% in 2009-11. These higher percentages of state funding



also come with far less budget fragmentation in the appropriations process, and K-12 and community college sectors receive far fewer directives and strictures regarding daily operations than does the OUS.

The present budgeting process for higher education misallocates executive and legislative time and focuses energies on time-consuming minutiae—leading both to micromanagement and to misplaced policy priorities. How else can one explain why the present state appropriations process, which provides about one-seventh of the total OUS budget, is substantially more complex than that of K-12, which receives almost three-fourths of its funds from the state? In the community college case, state appropriations never define tuition caps whereas tuition restrictions on OUS institutions often find their way into constrictive “budget notes.”

Second, in fairness to university students who at the research universities clearly pay educational costs higher than those in other sectors, maximum efficiency in deployment of these funds is an even greater ethical imperative. The same speaks for elimination of the hidden, non-deductible tax levied on the interest generated from tuition payments.

Tuition interest earnings are not retained at the universities to reinvest in the very students who paid the tuition but are presently taken back by the state. This 100% interest-earnings tax represents funds from students and families—many low- and moderate-income—paid for educational purposes, but which are diverted to general government operations instead.

Third, each of the universities rightly recognizes its skilled faculty as the indispensable centerpiece of its student-centered mission. These faculty are highly accomplished, are engaged in peak competitive performance, and are exceedingly mobile nationally—even worldwide. Long-standing salary disparities make retention of OUS quality faculty especially fragile. The greater flexibilities of a new structural model make addressing these salary problems, as well as the intricacy of benefits packages, potentially easier to manage.

Given the examples cited above, there is an evident incongruence in Oregon between the funding of and the governance of our state's public education sectors.

This last point deserves additional emphasis. The appropriations process for OUS is far more complex than that for K-12 and community colleges. OUS is budgeted by the Oregon Department of Administrative Services in more than 6,300 sub-categories, compared to the former two, each with a mere handful of line items. Funds for enrollment increases are automatically included in the K-12 formula. In higher education, enrollment increase funds must be budgeted as a separate line item. As a consequence, they are frequently—even usually—discarded as a “trade off” for other essential items, even when enrollment increases are substantial and participation of in-state freshman is up.

I could continue this list of state restrictions and inhibitions at length, but highlights must suffice. For example, the Department of Administrative Services Risk Management



Process can result in unpredictable increases in assessments and controls on OUS budgets. Legislative intervention can direct expenditure on certain service items, to the detriment of education and research, even when these actions directly contravene Oregon State Board of Higher Education (OSBHE) expenditure or budget reduction priorities. An urgent capital construction project may be delayed to await legislative Ways and Means or Emergency Board review and approval even if it is approved by the OSBHE and entirely funded by philanthropic dollars. Sensitive and important real estate transactions are hampered in major ways by delays that are built into the administrative and legislative approval process. Campus officials express continuing frustration with their inability to steward scarce public dollars effectively in markets where swiftness in timing is crucial to seizing value.

In this last calendar year, individual university plans for resources to serve students or to meet pre-existing salary agreements were disrupted by legislative fund balance “sweeps” and salary savings “sweeps” that further destabilized the fiscal status of OUS institutions. Other educational sectors were exempted from these types of actions, which effectively required the OUS institutions to make up for cuts to state appropriations elsewhere. It is impossible to overstate how disabling these actions are to effective long- or even mid-range planning.

These observations do not naively assume that one can remove “politics” from a political system. Our system of government assumes at its heart that representative institutions “represent.” But the political system must realign to produce more rational results in

accordance with virtually indisputable priorities and the state's own articulated educational policy. This policy clearly includes prudent fiscal stewardship of state taxpayer dollars. Other states (and nations) are notably more successful in pursuit of these strategic objectives for higher education than is Oregon.

## **II. Proposal**

### **A. The Independent Public Corporation Enabling Act of 2010**

The strongest and most immediately available strategy to improve the capacity and responsiveness of Oregon's three research universities is to prepare, introduce, and enact the "Independent Public Corporation Enabling Act of 2010." A conceptual point of departure, not yet subject to formal review for legal sufficiency, is attached as Attachment B. With the assent of the Governor and favorable enactment in the February 2010 Special Session by the Legislative Assembly, the stage then could be set for a series of one or more subsequent actions by the State Board of Higher Education (OSBHE), exercising this broadly delegated authority. These actions would leave Oregon's public research universities better positioned to meet the formidable challenges of collegiate degree attainment and research discovery that are crucial to our future.

The advantage of this proposal is that it has proven a success when implemented elsewhere in Oregon's recent experience; it can be tailored to meet the circumstances of individual institutions; and it still retains a centrally placed body (OSBHE) that can insist on measurable goals for improved performance by the entities it would bring into existence.

Creating one or more independent university corporations is wholly consistent with a central coordinating role by the present Board. That role would specifically require the setting and enforcing of rigorous educational attainment performance standards. The

Board could continue to oversee consistency in academic standards and program coordination and allocate state funds to universities in recognition of achieving performance targets.

This model is an enabling act, and a delegation of authority; it does not automatically bring one or more entities into existence. This flexibility is an enormous advantage and a strong incentive for immediate legislative and executive action. The proposed act is brief, but has the following particularly important features:

1. It delegates to the State Board of Higher Education (OSBHE) the authority to create one or more independent public corporations, individually tailored to the readiness and circumstances of each public university;
2. Each entity so created would have its own governing board responsible for overseeing all university operations, setting institutional tuition rates, admissions standards, and managing its own costs and revenues;
3. The governing board would contain overlapping membership with the OSBHE to maintain portfolio consistency within the system and to ensure delivery of statewide goals. The OSBHE could be party to a formal compact that sets institutional performance standards in return for distribution of state dollars to achieve these outcome measures;
4. The role of the OSBHE and the Chancellor, with respect to the autonomously operating campuses, would be to establish the missions of the organizations, develop the performance agreements and outcomes with the campuses, and

- allocate state funding to achieve and reward achievement of the results called for in agreements—with all of this being in fulfillment of the OSBHE’s strategic goals and the state’s 40-40-20 goals;
5. The act could contain, or could be accompanied by, separate legislative authority to create bonding authority, a local or regional tax base, incentives for philanthropic support, or other supportive ways to build investment capacity. Under our governmental system some of these alternatives would, of course, require a subsequent public vote.
  6. The public corporation or corporations should be given authority to take full advantage of the state’s full faith and credit in order to secure maximum financial leverage and bond rating capacity. This area has been identified as one relative shortcoming in the present statutory framework of OHSU and should be easily remedied at the outset.
  7. This act would be an “opt in” statutory delegation, meaning that, beyond a baseline standard of existing statutory applicability, the OSBHE would designate which additional statutory restrictions on state agency management would continue to apply. (The problem with “opt out” statutes, such as that authorizing the operations of SAIF Corporation, is the cost of inadvertent legislative neglect to mention statutory applicability and the problem of conforming to each new legislative enactment.)
  8. The act should encompass a continuing vigorous role for university faculties. The existing historic “charters” which speak to the faculty role should be imported, unchanged, into any such model.

The Independent Public Corporation model was chosen thoughtfully. It has enjoyed success in Oregon, as mentioned above, in the context of OHSU, SAIF (workers compensation insurance) and other endeavors where fulfillment of a public purpose must be achieved in a competitive environment. Moreover, the Oregon Supreme Court has recently spoken authoritatively to the criteria of state “sovereignty” that a public corporation must possess to enjoy the advantages of important legal immunities.<sup>26</sup> Consequently there is greater legal clarity about this status than ever before.

Finally, the grant of public corporation status might be accompanied by other statutory authority (either in the enabling authority, or legislatively considered and granted elsewhere) that could be tailored specifically to the political and economic circumstances of each major university. For example, such authority might include the capacity to create a metropolitan area tax base that could be triggered at a later date by popular vote locally or it might include bonding capacity that could, according to one well-developed model, be leveraged efficiently by unrestricted matching philanthropic gifts. These latter possibilities are beyond the scope of this paper, but they have been developed in preliminary stages as possible specific strategies for Portland State University and the University of Oregon, respectively.

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<sup>26</sup> *Clarke v. Oregon Health Sciences University*, 343OR.581, 175 P.3d 418 (2007)

## **B. Alternative Models**

It is tempting, and is, indeed, hard to avoid exploring alternative models for reorganization other than the particular options advanced here. The brief descriptions that follow are not a dismissal of the alternatives, but a summary of the strongest, most applicable models currently working and supported by the extensive literature on higher education governance, the benefit of history, and the political realities faced in Oregon.

### **1. Centralized State Agency Control model**

The zenith of this model lies in the widely acclaimed California master plan for higher education. But the model, now aged more than a half century, presumes a university system's constitutional independence as a virtual "fourth branch" of state government.<sup>27</sup> It envisions three well-funded tiers (universities, state colleges, and community/junior colleges) and a defined growth and differentiation plan. It was based on post-WWII needs and "baby boomers" who eventually entered the postsecondary system at one of these three levels. Yet, population demographics have changed markedly since California's master plan was implemented, and it is currently experiencing the financial and operational stress of supporting this type of structure.

The "state agency control" concept sometimes is accompanied by a centralized funding model that, for example, melds tuition and general fund revenues and redistributes them through a central funding formula. This model prevailed in Oregon through 1997 with

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<sup>27</sup> Cal. Const. Art IX, Section 9

the use of the “Budget Allocation System” (BAS model) for funding. To many in the system at the time, this model destroyed student recruitment and enrollment incentives and inhibited campus-based revenue opportunities. It disguised major and politically volatile institutional cross-subsidies and bred deep cynicism and institutional resentments. It also invited legislative underfunding because of internal complexities. Ultimately failing because of inequity, it simply could not adapt well to meet the needs of a growing and diverse university system.

The centralized agency control model is in substantial political retreat, and its demise is more generally approved by the deeply thoughtful work of scholars and practitioners who chronicle its shortcomings in new development and “reinvention” of state government practices. Higher Education consultant Gerald Kissler has noted that declining state financial support for higher education and increasing competition from providers not subject to state oversight has weakened the power of statewide systems generally, arguing for decentralization of program and financial authority.<sup>28</sup>

## **2. Student-Centered Market Choice Model**

The “Resource Allocation Model” (RAM) that succeeded the OUS state agency central model in the late 1990s improved and expanded institutional flexibility to student needs. But it, too, has suffered from time, micromanagement and rampant underfunding. It is theoretically premised on the possibility that some universities may fail. Political

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<sup>28</sup> Among many authorities, Kissler notes particularly R. Berdahl & F. Schmidlein, “Restructuring and Its Aftermath: Maryland,” in *Restructuring Higher Education: What Works and What Doesn’t* in *Reorganizing Governing Systems*, T. MacTaggart, ed. (San Francisco: Jossey-Bass, 1996 at pp. 157-199; C. Kerr and M. Gade, *The Guardians: Boards of Trustees of American Colleges and Universities* (AGB: 1989)



realities almost invariably dictate, however, that institutions will not be allowed to fail.

The funding model presumes a continuous process of adjustment for the changing costs of needed program offerings at individual institutions, thereby providing inconsistent and shifting funding from one biennium to the next and from one campus to the next.

Adjustments to the model have never been made on a permanent basis, with the consequence that institutions, rather than the state, bear the burden of program cross-subsidies. Additionally, the model requires financial support for enrollment increases in institutions that demonstrate their market attractiveness to students. But there is serious political resistance if entire regions may seem at risk from a campus closure. And revenues do not seem politically available to reward institutions which are successful in the market, even when they attract larger enrollments.<sup>29</sup>

### **3. Centrally-Approved Institutional “Portfolios” Model**

A decade of disinvestment from 1990-99, initiated by the passage of Measure 5, led to the massive elimination of higher education programs in the Oregon University System. At one point in 1995, a net 88 programs, departments, and schools were eliminated or consolidated in the seven OUS institutions. The unjustified political charge of “excessive duplication” is less applicable by any measure to Oregon higher education than to any state system in the country. If anything, place-bound Oregon students are more limited in

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<sup>29</sup> One theoretical extension of the student market choice model would be a pure voucher system. The political obstacles to this variant are formidable, and it has failed so far to develop significant momentum. Another variant is Georgia’s widely touted “Hope Scholarship” program. This is a student financial assistance strategy which funds a generous resident-student merit award, and which itself is financed by dedicated state lottery proceeds. This latter avenue is essentially foreclosed in Oregon, barring a constitutional change, and major political realignments around lottery expenditures.

their academic major and even career choices than students in peer institutions and in similar state campuses.

The OSBHE has wisely explored the development of “portfolio” offerings as a way of confirming and defining the missions of each of the seven OUS institutions. Under the portfolio approach, individual institutions would contribute in varying ways and with different emphases to the achievement of the Board’s four broad goals—educational attainment and opportunity for Oregonians; high quality student learning; knowledge creation; and contributions to the economic, civic, and cultural life of Oregon communities—so that, collectively, the OUS goals could be met. The portfolio principle holds presidents and the Chancellor jointly responsible and accountable for the successful accomplishment of OUS goals and outcomes. It is evaluated through a comprehensive set of performance measures, which will help the system continue to progress toward attainment of the 40-40-20 goals.

### **C. Potential Objections to the Public Corporation Model**

At least four objections might be urged against the public corporation model. In my view, these objections are readily countered by more compelling considerations. First, it has been suggested that the independent public corporation proposal has languished since former Chancellor Thomas Bartlett proposed it 15 years ago upon the advice of the Higher Education 2010 Advisory Panel. But the Oregon legislature’s political caution is not a compelling reason to discount a new course of action that these times urgently

require. Rhetorical support for higher education has not generated expendable currency. In this same time frame, the OHSU public corporation has not merely saved quality academic medicine in Oregon, it has demonstrably improved the stature and effectiveness of that institution in the face of the turbulent economic competition within the health care industry more generally. This has enabled OHSU faculty to make the research discoveries that have improved the health of people in Oregon and around the world, and propelled OHSU into the first rank of the world's health-care research enterprises.

It might be claimed that the independent public corporation model would inhibit political accountability. It is therefore crucial to distinguish the political micromanagement which typifies the present system from accountability for results and broad consistent policy direction. In the public corporation model a robust accountability framework is found in an institutionally focused board of directors, a powerful audit system, real incentives for performance, and centrally monitored measures of required outcomes. These latter mechanisms of accountability are easily adapted and applied to monitor the performance of one or more public corporations. In fact, a board which focuses exclusively on the guidance and direction of a single university is far more likely to provide immediate and useful oversight than is the OSBHE, which must accomplish this task simultaneously for seven disparate and geographically dispersed institutions.

Others might fear that separate institutions competing for political attention in Salem will lead to fragmentation and divisive rivalries such as those that predated the creation of the state system in the 1920s and 30s. But these concerns can be abated by choosing

governing board members with overlapping membership on a common coordinating board and requiring a consolidated budget request such as characterizes the Chancellor's Office budget role in present OUS process.

Finally, there are those who argue that structural reform is no substitute for restoring funding to something remotely approaching national and international norms. I agree, of course, but the present structure clearly has reached the outer limits of its utility. It stifles creativity, prevents long-term thinking in budget and planning cycles, and acts as a disincentive to student recruitment and retention. It substitutes shopworn illusions of control for the necessity of responsiveness to changing environments. It fails adequately to assist the separate institutions in cultivating their unique strengths and fullest potential. And it fails to provide the framework and incentives to allow a central board to orchestrate the results gained by those institutions to achieve bold and necessary state objectives, such as the 40-40-20 attainment goals.

#### **D. Getting from Here to There....**

My professional archives from the past 15 years are replete with documents and notes of numerous state board strategic planning exercises (at least five); legislative concept developments; high hopes; and collections of false starts, restarts and good intentions. These efforts have been met by the usual last-resort and increasingly tiresome promises of "next time." More recently, public-spirited members of the OSBHE sardonically refer to these always-broken hopes as "waiting for arrival of the 'great pumpkin'" or "faith-

based budgeting.” In retrospect, the last 15 years of political inaction is a poor reflection on the state and not a history that should further hamper another generation with its burdensome and ineffective approach to securing a strong, competitive knowledge economy.

But there is continuity in a kind of macabre consistency: resource starvation within an environment of compelling need to serve Oregon’s new collegiate generations with the educational offerings they require to survive in an uncertain world of economic, environmental, and social turbulence. What is amazing is that Oregon’s universities are as good as they are amidst repeated dislocations in public finance. Other states, notably Virginia and Pennsylvania, have not hesitated to adopt structural reforms in this period, and their higher

educational institutions are notably better for the changes. Virginia, for example, in 2005 adopted landmark legislation that granted its public institutions greater autonomy

### Statewide Educational Outcomes: Oregon, Pennsylvania, and Virginia

	Oregon	Pennsylvania	Virginia
<b>Percent of adults 25-34 years old with a bachelor’s degree or higher, 2008</b>	28.4%	33.4%	34.8%
<b>Percent of 18-to-24-year-olds enrolled in college, 2007</b>	32.5%	38.0%	35.0%
<b>First-year retention rates in public 4-year institutions, 2007<sup>1</sup></b>	77.7%	81.4%	85.8%
<b>Six-year graduation rates in public 4-year institutions, 2007<sup>2</sup></b>	54.2%	60.6%	67.2%

<sup>1</sup> Students entering public 4-year institutions as first-time, full-time students in fall 2006 and enrolled at the same institution in fall 2007.

<sup>2</sup> Students entering public 4-year institutions as first-time, full-time students in fall 2001 and graduating from the same institution within 6 years.

Sources: (1) National Center for Higher Education Management Systems, NCHEMS Information Center: [www.higheredinfo.org](http://www.higheredinfo.org). (2) OUS Fact Book 2008, p. 57.

in exchange for greater accountability to meet critical state needs. Virginia's focus on public higher education policy brought important reforms grounded in what the state needed from its public higher education system, and not on the historic debates of command and control. Oregon has not followed suit with the same inventiveness or urgency, despite having incurred the deepest higher education appropriations cuts of any state over the past two decades.

Is it realistic to expect more fundamental change now? Given our circumstances, the long-term price is too high for us not to try.

The economic and political climates are ripe for initiatives that go beyond pretending that "business as usual," or educational delivery at fire-sale discounted funding levels is a useful or productive coping strategy. The "maintenance of effort" provisions of federal economic stimulus legislation may prevent catastrophic budget cuts for higher education if the tax packages of the 2009 Legislative Assembly are rejected at the ballot box in January 2010, but any federally required reprieve will be short-lived. Higher education planning in Oregon must account for the budget future after federal stimulus infusions and requirements expire. We already know that the costs of maintaining retirement and benefit systems may rise significantly. This grim scenario of budget collapse may present itself as early as 2011. The imperative is to act now.

This paper proposes a broad grant of authority to the OSBHE to establish one or more public corporations, each tailored to institutional conditions. If the special session can be

persuaded to grant this enabling authority, the exercise of the authority then can be tailored more precisely to the optimal moment and circumstances, with broad public consultation, and undoubtedly well beyond the present biennium.

The barriers to change are formidable. Higher education expert Robert Zemsky identifies in another context four universal lessons of other reform efforts: (1) “Strong rhetoric changes nothing...;” (2) “Demand for reform must be internal...;” (3) “State agencies cannot prescribe change, but must create the conditions that make change possible...;” and (4) “It is best to focus on truly systemic change. The nature of the academy sucks the air out of piecemeal reforms.”<sup>30</sup>

The political preconditions for success in a short time window are numerous but not impossible to meet. They can be mobilized by an understanding that change is not an abandonment of the universities’ public mission but instead that ***a new public university model is the only way to sustain that public mission.*** The underlying reality is that most university resources now come from private or external sources, but university operations are bound by archaic, crippling, and expensive state restrictions. Those requirements are not serving the needs of today’s and tomorrow’s Oregonians.

Dr. Michael Redding of the University of Oregon and others have identified a number of factors required elsewhere for political success of fundamental structural change. These

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<sup>30</sup> R. Zemsky, “Will Higher Education Ever Change as It Should?” Commentary, *The Chronicle of Higher Education*, August 3, 2009.)

considerations are neither surprising nor secret, but it is prudent to be candid about them from the outset. They include:

- Gubernatorial leadership—a precondition for legislative success. (This also means obtaining a bipartisan approach from contenders for election in 2010 and bipartisan support from legislative leadership.)
- A united higher education coalition, which particularly includes university presidents.
- Bold institutional agendas which compel engagement of the state's leadership.
- A compact with the state which establishes real accountability for urgent objectives (increased access, retention, graduation rates, and degrees)<sup>31</sup> in direct exchange for increased autonomy to make progress on those agendas.
- A straightforward commitment and method to manage Oregon resident tuition and need-based financial aid within affordable limits for students and families.
- Securing business community, university foundation, alumni, and donor support.

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<sup>31</sup> Although the arguments are well beyond the contours of this assignment, universities might well consider, for example, the award of associate of arts degrees to students who do not complete baccalaureate degree credit hours, but have enough credits to qualify for an associate's credential.



- Ensuring faculty, staff and classified employee participation from the initial planning stages and throughout the process.

It is worth articulating specific considerations related to affordability and student participation. In the past, the Oregon Student Association has opposed various proposals for greater institutional self-determination. The opposition has not been uniform, nor have certain institutions' elected student leaders always agreed with the OSA positions. However, as the example of Penn State University proved earlier in this decade, proper engagement of a campus-based student inclusive tuition policy task force imbeds the student voice in tuition policy while preserving the principle of campus-based governance autonomy.

#### **E. Conclusions and Points of Departure**

This paper emphasizes the immediate structural reforms and the on-going resource needs (and gaps) that address our imminent crisis in degree attainment in Oregon. Addressing these priorities must command our urgent attention.

Of course, the OSBHE, the Joint Boards and the State (by virtue of the 40-40-20 commitment) have many programs and policy priorities in place already. In addition to structure and funding, I mention the following by way of conclusions and points of emphasis for reaffirmation and “next steps.”

1. The K-12 sector must devote continuing attention to its on-going roles in student preparation for higher education, especially in key areas such as underrepresented students and growing cohorts of ethnic populations, and through increased use of college credits in high school through AP courses and other methods.
2. Our community colleges serve a multiplicity of vital needs but are underfunded for purposes of assuring high numbers of associates' degree holders. While the Oregon Transfer Module, the ATLAS credit alignment project, memorandums of understanding, and other strategies have significantly reduced transfer of credit issues between community colleges and OUS institutions, the OSBHE must continue to monitor performance here and enhance the success of transfer students.
3. New experiments (such as the agreement of last year between Southern Oregon University and the University of Oregon, and the common admissions process to be implemented in 2010) which effectively expand the system's capacity to serve students by dual admission and enrollment/admissions strategies should be monitored and assessed for their effectiveness in facilitating the most efficient use of limited OUS resources.
4. The OUS institutions should explore means by which some levels of course completion below baccalaureate degree attainment might nonetheless properly qualify for associate of arts degree standing. Such a strategy would more properly recognize credits

earned and eliminate the perception that a student's time and expense short of degree attainment has been "wasted."

5. Online education experiments in the public sector have not met with major success to date, although the early success of Eastern Oregon University in this field still stands as a particularly notable national example. The technological, student aggregation, and student support barriers associated with online education are substantial. At the same time, private sector proprietary institutions report initial successes here, albeit with national rather than state-specific student enrollees. More needs to be learned about the viability and costs of these strategies as one possible response to Oregon's resource shortfall.

6. The structural change opportunities proposed here should be set in motion immediately. Rigorous performance standards and greater flexibility to respond will, even in the short run, result in greater economies and achievement in the face of our state's immediate and daunting challenges in higher education.

Delay is the enemy of innovation, even of stability. If action is not taken in the planned Special Session of 2010, institutions would have to await implementing legislation in 2011. A realistic date for structural change could not occur even under optimal circumstances until 2012, nearly three years hence.

The State Board of Higher Education does not lack leadership, but purposeful leadership here must originate outside the system and with legislative action. As my former colleague, University of Minnesota President Robert Bruinincks, observed recently in another context, “In an organization, disorder, friction, and malperformance are the only things that evolve by themselves.” Let that not be said of our political system in response to this time of opportunity.

*Dave Frohnmayr*  
*November 2009*

# # #



Oregon  
University  
System

## Attachment A

# What would success look like in six years? By 2025?

<u>Indicator</u>	<u>Current</u>	<u>2015 Target</u>	<u>2025 Goal</u>
1. Fall enrollment <sup>32</sup> (2008)	86,546	97,024	164,000
2. Bachelor's degrees awarded (2007-08)	12,651	15,000	24,000
3. Advanced degrees awarded (2007-08)	4,246	5,500	9,000
4. Freshman participation <sup>33</sup> (Fall 2007)	20.7%	24.0%	30.0%
5. First-year retention (2008)	79.8%	82.8%	86.0%
6. Graduation rate (2008)	59.4%	61.5%	75.0%
7. Graduates employed/pursuing further education <sup>34</sup> (2007)	92%	93%	95%
8. Graduates employed in Oregon (2007)	76%	80%	82%
9. R&D expenditures (FY 2008)	\$328 M	\$383 M	\$550 M
10. Inventions (FY 2008)	120	150	300
11. Philanthropy (gifts from philanthropic sources) (FY 2008)	\$137.4 M	\$150 M	\$300 M
12. Faculty salaries – percent of peer averages (FY 2009)	Range of 80.8% to 86.2%	90%	100%
13. Fund balance as percent of revenue (FY 2009)	Range of 4.6% to 13.0%	5% – 15%	5% – 15%
14. General Fund percent of total E&G budget (2007-2009) <sup>35</sup>	35%	41%	50%
15. Deferred maintenance backlog	\$670 M	\$400 M	\$0 M
16. Student/full-time faculty ratio (Fall 2008)	25.6	23.5	20.0
17. Administrative expenses (institutional and academic support) as percent of revenue: percent of peer averages (FY 2008)	Range of 83% to 124%	90%	90%
18. Student services expense per FTE as percent of peer averages (FY 2008)	Range of 40% to 118%	90%	100%

<sup>32</sup> The enrollment goal for 2025 is the level needed to produce 24,000 bachelor's degrees in 2025 as OUS' contribution to achieving the 40% bachelor's attainment goal currently targeted by the State, with current degree production and in-migration patterns. Simply to maintain the current bachelor's attainment percentage (28%) would require an OUS enrollment of 118,000 in 2025.

<sup>33</sup> Targeted increases in OUS freshman participation are expected to come from significant improvements in participation of underserved students, particularly Latino students, to bring rates in line with others. Target for 2015 also assumes that the difference between rural and urban participation will be reduced by half.

<sup>34</sup> Percentages shown include graduates who are employed and/or pursuing further education. The remaining proportion includes those unemployed and seeking work (3% in the 2007 survey), as well as those taking time off to travel, retired, disabled or unable to work, or engaged in some other activity of their choice.

<sup>35</sup> Does not include Federal Stimulus funding (ARRA).

**Attachment B**

**CONCEPTUAL FRAMEWORK FOR THE  
“INDEPENDENT PUBLIC CORPORATION ACT OF 2010”**

**§1: Authorization To Form Public Corporations For Higher Education**

- The Oregon State Board of Higher Education (Board) may create, through Administrative Procedure Act (APA) rulemaking, public corporations for higher education (PCHE).

The framing of this delegation should be broad enough to ensure that the Board’s decision-making is subject to the most deferential standard of judicial review – the frame should be “delegative” in the lexicon of *J.R. Simplot Co. v. Dept. of Ag*, 340 Or 188, 199, 131 P3d 162 (2006).

- Every PCHE shall have the attributes described in Section 2.

The PCHE acquires Section 2 attributes upon creation. As to these attributes, the Legislative Assembly has made a final and complete policy choice: Once the Board exercises its discretion to create a PCHE, the resulting organization is subject to all of the statutes specified in Section 2.

- The Board, through APA rulemaking, may assign additional attributes from those enumerated in Section 3.

The Board determines which of the enumerated statutes will apply, and under what conditions, to the PCHE.

- The Board may transfer, sell, lease, exchange, or give assets of any description to the PCHE.

Authorizes the PCHE to acquire the assets it needs to operate.

**§2: Attributes of Every PCHE**

**Every PCHE:**

- Is a “public corporation.”

This designation is indicative but not conclusive as to the Legislature’s intent to make the entity exempt from taxation. *See, Pacific States Marien Fisheries Com’n v. DOR*, 346 Or 117, 206 P.3d 1037 (2009)(Interpreting ORS 307.090,

which provides tax exemption generally applicable to “public corporations”)

- Is formed for the public purpose of promoting the public welfare of the people of the State of Oregon through the enhancement of excellent, efficient, accountable, and accessible public higher education in Oregon. The PCHE shall be a governmental entity performing governmental functions and exercising governmental powers.

This proviso touches two of the three factors found to be determinative of OHSU’s status as an instrumentality of the state that would have been entitled to immunity at common law. *Clarke v. OHSU*, 343 Or 581, 597 – 601 (2007).

- Is governed by a Board of Directors, at least two of whom shall also serve concurrently as members of the Board of Higher Education, appointed by the Governor, subject to Senate confirmation, removable “for cause” by the Governor. On the OHSU model, the Board of a PCHE could include a student. ORS 353.040. The Chancellor could sit as an ex officio member, or could have a vote in the event of a tie.

The third factor from *Clarke*.

- Is an instrumentality of the state, immune from suit under Article IV, Section 24 as to all of its functions except to the extent allowed by the Oregon Tort Claims Act.

Helps provide “context” per *PGE v. BOLI*. Also makes clear that the Legislative Assembly has waived sovereign immunity, to the extent of the OTCA, as permitted by the constitution.

- Board of Directors of the PCHE to be the trustees of the PCHE’s assets. They shall hold the assets in trust for the People acting through the Governor and Legislative Assembly. The trust is created for the public purposes of the PCHE.

In the Assembly’s biennial/annual search for revenues, trust funds enjoy both political and legal protection. Specifying that the Board of Directors would be trustees administering the assets for the public purposes of the PCHE would help reassure observers that they will be accountable for those resources. Specifying that the assets are held for public purposes reinforces the conclusion that a PCHE is immune.

- Has all the powers necessary or desirable to carry out its public purposes, including the power to issue revenue bonds to the extent of the PCHE’s assets/income.

The PCHE should have an overarching grant of authority to cover the million-and-one unanticipated opportunities and challenges that it would face.

- Notwithstanding any other provision of law, including Chapter 291 (which includes allotment, state budgeting process) all revenues, income, and earnings on revenues or

income shall become assets of the trust. To the extent permissible under the authority of other governmental and non-governmental bodies, this includes grants, appropriations, student tuition, rents, income, profits from investments, proceeds from the sale of revenue bonds, etc.

This provision is where the PCHE's control over tuition is demarcated. Tuition would become part of a larger discussion, not a separate item.

Placing all of the "income" in a trust with expressly public purposes might also help ensure that it continues to be exempt from federal income tax. It might also help with federal "state action" exemption antitrust analysis. Both of these issues might become pointed if the PCHE entered into joint ventures or other business alliances or partnerships with private enterprise.

Specifying that the only beneficiaries of the trust are the Governor and Legislative Assembly would help avoid lawsuits challenging the trustee's decisions by anyone else claiming to be a beneficiary of the trust.

- Is subject to the Secretary of State's constitutional authority as "Auditor of public Accounts." Oregon Constitution Article VI §2.

States the obvious but reinforces the proposition that the PCHE will be held accountable by external controls for the stewardship of the public resources for which it is responsible.

- The following apply to any PCHE. No other statute of general applicability governmental entities applies to a PCHE unless made specifically applicable to PCHEs by the Assembly or it is made applicable a PCHE by the Board of Higher Education under Section 3. Upon creation by the Board of Higher Education, the PCHE has all of the powers and responsibilities assigned a public body under the following provisions of law:

One could start the proposal with as short or as long a list as the political traffic permits. To maximize flexibility, the starting list would be short.

The initial list would establish a political dynamic. Thereafter the debate would determine how many of the "optional" powers and duties of the PCHE described in Section 3 should be added to the mandatory list and how many should be left for the Board of Higher Education to include as to any specific PCHE that the Board might create.

For reference, the following are statutes to which OHSU is affirmatively subjected by ORS 353.100(2):

- 35 – Eminent Domain/Acquisition of property



- 190 – Intergovernmental agreements
- 192 – Public meetings/records
- 244 – Government Ethics
- 295 – Depositories of public funds and accounts
- OTCA
- 200.005 to .025 – Aspects of state support of Disadvantaged Bus. Enterprises
- 200.045 to .090 – Same as above
- 236.605 to .640 – Transfer of public employees
- 243.650 to .782 – Collective bargaining
- 297.040 – Payment for SOS audits
- 307.090 – Public property exempt from taxation
- 307.112 – Conditions under which otherwise taxable property is exempt because it is leased to a tax-exempt public entity.

### **§3: Optional Attributes of A PCHE**

- The Board may, by APA rulemaking, require that a PCHE it creates will have the same powers, duties, and responsibilities of a public entity under any of the following statutes.

This would be a list of various statutes that one might want the Board to be authorized to apply to a PCHE. For example, Chapter 180, with reference to the authority of the Oregon Department of Justice could be listed here.

# Interinstitutional Faculty Senate

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## Interinstitutional Faculty Senate

### OSU IFS Senators

<b>2014</b>	Mary Cluskey Karen Hooker* Jay Noller Bob Mason (IFS Past President - non-voting)	<b>2002</b>	Dan Edge Jim Lundy Bruce Sorte *	<b>1989</b>	Arnold Appleby John Dunn Pat Wells *
<b>2013</b>	Mary Cluskey Karen Hooker Bob Mason* (IFS President)	<b>2001</b>	Jim Lundy Bruce Sorte Gary Tiedeman *	<b>1988</b>	John Dunn Gary Tiedeman * Pat Wells
<b>2012</b>	Joan Gross* (resigned 6/15/2012) Karen Hooker Kate Hunter-Zaworski (6/16/2012-12/31/2013) Bob Mason (IFS President-Elect)	<b>2000</b>	Bruce Sorte Gary Tiedeman J. Antonio Torres *	<b>1987</b>	Jean Peters * Gary Tiedeman Pat Wells
<b>2011</b>	Joan Gross Bob Mason Starr McMullen*	<b>1999</b>	Carroll DeKock * Gary Tiedeman J. Antonio Torres	<b>1986</b>	G. David Faulkenberry Jean Peters Gary Tiedeman
<b>2010</b>	Joan Gross Starr McMullen Ron Reuter*	<b>1998</b>	Carroll DeKock Janet Nishihara * J. Antonio Torres	<b>1985</b>	G. David Faulkenberry Kathleen Heath * Jean Peters
<b>2009</b>	Starr McMullen Ron Reuter Joanne Sorte*	<b>1997</b>	Carroll DeKock Steve Esbensen * Janet Nishihara	<b>1984</b>	G. David Faulkenberry Kathleen Heath (v. Gamble) Glenn Klein *
<b>2008</b>	Kate Hunter-Zaworski* Lani Roberts Joanne Sorte	<b>1996</b>	Leslie Davis Burns Steve Esbensen Mary Alice Seville	<b>1983</b>	Thurston Doler Wil Gamble Glenn Klein
<b>2007</b>	Paul Doescher* Kate Hunter-Zaworski Joanne Sorte Mina Carson (IFS President)	<b>1995</b>	Larry Curtis * Steve Esbensen Tony Wilcox *	<b>1982</b>	Thurston Doler, Chair Wil Gamble Glenn Klein
<b>2006</b>	Larry Curtis * Paul Doescher Kate Hunter-Zaworski Mina Carson (IFS President-Elect)	<b>1994</b>	Larry Curtis Sally Francis * Tony Wilcox	<b>1981</b>	Thurston Doler Solon Stone * Pat Wells *
<b>2005</b>	Mina Carson * Larry Curtis Paul Doescher	<b>1993</b>	Sally Francis Jim Pease * Tony Wilcox	<b>1980</b>	Leo Parks (IFS President) Solon Stone Pat Wells
<b>2004</b>	Mina Carson Dan Edge * Kelvin Koong	<b>1992</b>	Sally Francis Mary Kelsey * Jim Pease (IFS VP)	<b>1979</b>	Sally Malueg Leo Parks Solon Stone
<b>2003</b>	Mina Carson Dan Edge Jim Lundy *	<b>1991</b>	Arnold Appleby * Mary Kelsey Jim Pease (IFS VP)	<b>1978</b>	Pat Wells Sally Malueg
		<b>1990</b>	Arnold Appleby John Dunn * Mary Kelsey Pat Wells (IFS President)		

\* Retiring member

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## Interinstitutional Faculty Senate Statewide

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- *Provost Council Representative:* Maude Hines, Portland State University  
Email: [mhines@pdx.edu](mailto:mhines@pdx.edu)  
Phone: 503-725-3523  
Mailing Address: Department of English, Portland State University, PO Box 751, Portland OR 97207-0751
- *Executive Council Representative:* Charles Lane, Southern Oregon University  
Email: [lane@sou.edu](mailto:lane@sou.edu)  
Phone: 541-552-6479

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- [March 28-March 29, Oregon Health Sciences University](#)
- May 9, 10 – University of Oregon
- [October 3, 4 – Rock Springs Ranch, Tumalo \(Oregon State University\)](#)
- November 21, 21 – WOU

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## **INTERINSTITUTIONAL FACULTY SENATE**

### **OREGON UNIVERSITY SYSTEM**

#### **BY-LAWS**

##### **BL-1 Definitions and Amendment Procedures**

###### **a. Definitions**

- (1) By-Laws are those rules and regulations pertaining to organization including officers, major committees, and other agencies authorized to conduct business in and for the Senate), duties of said officers or agencies, and such other matters as may be specifically required by the Constitution and its amendments.
- (2) Rules of Order are such rules and regulations concerning parliamentary procedures not covered in Robert's Rules of Order or direct amendments thereof.
- (3) Standing Rules are those rules and regulations which cover all other matters pertaining to the conduct of the business of the Senate. (Robert's Rules of Order provide for such temporary changes of procedure).

###### **b. Amendment Procedures**

- (1) By-Laws shall be amended by presentation of the text of the proposed amendment at one meeting and approved by an affirmative vote of a two-thirds majority of those present and voting at the next regularly called meeting.
- (2) Rules of Order shall be amended by presentation of the text of the proposed amendment at one meeting and approval by an affirmative vote of a majority of those present and voting at the next regularly called meeting.
- (3) By-Laws and Rules of Orders may also be amended by prior written notice to all Senators and by a two-thirds affirmative vote of those present and voting at a regularly called meeting.
- (4) Standing Rules shall be amended by affirmative vote of a majority of those present and voting at a regularly called meeting.

##### **BL-2 Officers, Duties and Procedures for Nomination and Election**

###### **a. Officers**

At its last meeting of the calendar year, the Senate shall elect a president-elect, a secretary and a liaison to the Academic Council. The term of these officers shall commence on January 1.

###### **b. Duties of the Officers**

- (1) The President shall preside at meetings of the Senate and the Executive Committee. He/she shall be responsible to the Senate for the supervision and execution of its business. He/she shall be responsible for communications with the faculties of the institutions. He/she shall have the authority to convene regular and special meetings of the Senate. Requests for expenditure of State funds in connection with the Senate activities shall be subject to the approval of the President or his/her designee. The President shall also act as official liaison to the Association of Oregon Faculties, but he/she shall have the power to delegate this duty to the Vice-President or to any senator active in the AOF.
- (2) The President-elect shall assume the duties of the President, when the President is unable to serve. The President-elect shall be responsible for carrying out such other duties as may be delegated to him/her by the Senate, the Executive Committee, or the President. The President-

elect shall become as familiar as possible with all aspects and workings of OUS, the OSBHE, and the Chancellor's office that may affect his/her future effectiveness as President.

(3) The Secretary shall keep the minutes and records of the Senate and shall carry out such other duties as may be delegated to him/her by the Senate, the Executive Committee, or the President.

(4) The senator elected as liaison to the Academic Council shall undertake to attend all meetings of the Council and shall report on these meetings to the IFS. In the event that this senator is unable to attend a Council meeting, he/she shall, in consultation with the President, attempt to find another senator willing to act as alternate liaison for that meeting.

#### c. Time of Election

(1) The election of officers shall be held annually at the last meeting of the Calendar year. The officers shall take office upon election and continue in office until the next election.

(2) If the official term of election as an IFS senator from an institution expires while the senator is serving a term as an officer or executive committee member, the senator will continue until the IFS office term expires. In such an instance, the institution representatives will be limited to the usual number of votes (three for OSU, PSU, U of O, and OHSU, and two for the EOU, SOU, WOU and OIT) to be decided amongst the representatives from the institution.

(3) If the official term of election as an IFS senator from an institution expires while the senator is serving a term as liaison to the Academic Council, the IFS shall elect a replacement upon the occasion of the last meeting which occurs during that senator's active term, or as soon as possible thereafter

**THE CONSTITUTION**  
**of the**  
**INTERINSTITUTIONAL FACULTY SENATE**  
**OF THE OREGON UNIVERSITY SYSTEM**

**ARTICLE I**

Section 1. Purpose:

- (a) It shall be the purpose of the Interinstitutional Faculty Senate of the Oregon University System to serve as a voice of the faculties of the institutions of the Oregon University System in matters of systemwide concern; to consider statewide policies and to make recommendations thereon; and to endeavor to strengthen the participation of faculties in the governance of the various institutions, through representatives of their own choosing.
- (b) The Interinstitutional Faculty Senate of the Oregon University System shall have no authority over those matters delegated to the faculties of the individual institutions, and nothing in this constitution shall be construed to impair the right of these faculties to communicate through appropriate channels with the Chancellor and the Oregon State Board of Higher Education.

**ARTICLE II**

Section 1. Membership:

- (a) Membership of the Interinstitutional Faculty Senate shall consist of 3 (three) representatives each from the University of Oregon, Oregon State University, Portland State University, and Oregon Health Sciences University, and 2 (two) representatives each from Western Oregon University, Southern Oregon University, Oregon Institute of Technology, and Eastern Oregon University.
- (b) In order to enhance continuity, Ex-Presidents of the Interinstitutional Faculty Senate shall be eligible to attend and participate in the meetings for one year after the end of their service with the exception that they shall not have a vote.

Section 2. Eligibility to Vote for Representatives:

All members of the voting faculty at each institution shall be eligible to vote for representatives to serve on the Interinstitutional Faculty Senate. The term voting faculty shall be defined by the faculty at each institution. The voting faculty of an institution may delegate selection of their Interinstitutional Faculty Senate representatives to their faculty governance body.

Section 3. Eligibility to Serve as a Representative:

Only those persons eligible to vote for representatives shall be eligible to serve as representatives. The faculty of an institution may establish additional requirements for eligibility to serve as representatives for that institution.



#### Section 4. Elections:

Representatives shall be elected at each institution in a manner to be determined by the faculty of the institution. Representatives shall take office on January 1. Alternates shall be selected at each institution in a manner to be determined by the faculty of the institution.

#### Section 5. Terms of Office:

Representatives shall normally serve a term of 3 (three) years. The Interinstitutional Faculty Senate, at its initial meeting, shall establish by appropriate procedures the length of terms of its members in such fashion that one-third of the members shall be elected each year.

#### Section 6. Recall of Representatives:

A representative of an institution may be recalled by the constituency which elected him/her, under procedures established by the faculty of the institution.

### **ARTICLE III**

#### Section 1. Officers:

There shall be a president of the Interinstitutional Faculty Senate and such other officers as shall be specified in the By-Laws.

#### Section 2. Duties of Officers:

The time and manner of election, the length of terms and the duties and responsibilities of officers shall be specified in the By-Laws.

### **ARTICLE IV**

#### Section 1. Meetings:

The Senate shall meet at least once per quarter during the academic year.

#### Section 2. Voting:

A quorum shall consist of a majority of the membership. Action shall require the approval of a majority of those present and voting. Voting by proxy shall not be permitted.

### **ARTICLE V**

#### Section 1. Referendum:

Any recommendation adopted by the Interinstitutional Faculty Senate shall be referred to the faculties of the individual institutions of the Oregon University System when resolutions requesting such a referendum are adopted by the senates of at least one-third of the institutions, or when 40% (forty percent) of the membership of the Interinstitutional Faculty Senate supports a motion for such a referendum. Approval of recommendations so referred shall require a majority of the total votes cast in a systemwide referendum and majority of the votes cast at each of a majority of the institutions.

### **ARTICLE VI**

In order to provide adequate communication with the faculties of the several institutions, the Interinstitutional Faculty Senate shall circulate to the faculty governance body and to the chief executive officer of each institution and to the Chancellor of the Oregon State System of Higher Education, the agenda and minutes of each of its meetings.

## **ARTICLE VII**

### **Section 1. By-Laws:**

The Interinstitutional Faculty Senate shall adopt By-Laws consistent with the constitution, provide for committees, and establish its own rules of procedure.

### **Section 2. Rules of Order:**

Unless otherwise provided in this constitution or in the By-Laws, the rules contained in Robert's Rules of Order, Revised, shall govern the proceedings at and the conduct of the meetings of the Interinstitutional Faculty Senate and its committees.

## **ARTICLE VIII**

### **Section 1. Proposal of Amendments:**

Amendments to this constitution shall be proposed either by a resolution adopted by the faculty governance bodies of at least one-third of the several institutions represented, or by a majority of those present and voting at a meeting of the Interinstitutional Faculty Senate.

### **Section 2. Adoption of Amendments:**

Adoption of proposed amendments shall require a two-thirds majority vote of the Interinstitutional Faculty Senate members present and voting at the first regular meeting following proposal of the amendment. Adoption may be subject to the referendum procedures specified in Article V, Section 1 of this constitution.

## **ARTICLE IX**

### **Section 1. Ratification:**

This constitution shall take effect when it has been ratified by a majority of the total votes cast by the faculties of the institutions specified in Article 11, Section I of this constitution, and by a majority of the votes cast at each of a majority of those institutions.

## **ARTICLE X**

### **Section 1. Additions to Membership:**

Upon ratification of this constitution, faculty of another autonomous educational institution within the Oregon University System and upon acceptance by the Interinstitutional Faculty Senate, that faculty shall become eligible to elect representatives to the Interinstitutional Faculty Senate. The number of these representatives shall be determined by the Interinstitutional Faculty Senate.

# Interinstitutional Faculty Senate

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# Interinstitutional Faculty Senate

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## Interinstitutional Faculty Senate Membership – 2013

### Eastern Oregon University

- Shari Carpenter, [scarpent@eou.edu](mailto:scarpent@eou.edu) Business, Eastern Oregon University, LaGrande OR 97850. 541-962-3616. Term ends December 2014
- Jeffrey Dense, [jdense@eou.edu](mailto:jdense@eou.edu) Political Science, ACK 204J One University Blvd, LaGrande OR 97850-2899. 541-962-3854. Term ends June 15, 2015

### Oregon Health & Science University

- Gail Houck, [houckg@ohsu.edu](mailto:houckg@ohsu.edu) OHSU School of Nursing, 3455 SW US Veterans Road, SN-5S, Portland OR 97239-2941. 503-494-3825. Term ends December 2014
- Jeffery Stewart, [stewajef@ohsu.edu](mailto:stewajef@ohsu.edu) Oral Pathology, OHSU School of Dentistry, 611 SW Campus Dr., SD-515, Portland OR 97239-3001. 503-494-8904. Term ends December 2015
- Laura Zeigen, [zeigenl@ohsu.edu](mailto:zeigenl@ohsu.edu) OHSU Library, 3181 SW Sam Jackson Park Road - LIB, Portland OR 97239. 503-494-0505. Term ends December 2013.

### Oregon Institue of Technology

- Grant Kirby, [grant.kirby@oit.edu](mailto:grant.kirby@oit.edu) OIT Portland West, 27500 SW Parkway Ave, Wilsonville OR 97070. 503-821-1273. Term ends December 2013
- Feng Shi, [feng.shi@oit.edu](mailto:feng.shi@oit.edu), Electrical Engineering & Renewable Energy, Oregon Institute of Technology, Klamath Falls OR. 541-885-1257. Term ends December 2015

### Oregon State University

- Mary Cluskey, [cluskeym@oregonstate.edu](mailto:cluskeym@oregonstate.edu) Nutrition, School of Biological & Population Health Sciences, OSU, 200 Milam Hall, Corvallis OR 97331-6802. 541-737-0960. Term ends December 31, 2015
- Karen Hooker, [hookerk@oregonstate.edu](mailto:hookerk@oregonstate.edu) School of Social and Behavioral Health Sciences, 406 Waldo Hall, OSU, Corvallis OR 97331. 541-737-4336. Term ends December 31, 2014
- Bob Mason, [robert.mason@oregonstate.edu](mailto:robert.mason@oregonstate.edu) Department of Zoology, OSU, 3029 Cordley Hall, Corvallis OR 97331-2914. 541-737-4107. Term ends December 31, 2014

### Portland State University

- Sarah Andrews-Collier, [andrews@pdx.edu](mailto:andrews@pdx.edu) Theater Arts, Portland State University, PO Box 751, Portland OR 97207-0751. 503-725-4603; 503-725-4416. Term ends December 31, 2012 \**Immediate Past President*
- Ann Marie Fallon, [amfallon@pdx.edu](mailto:amfallon@pdx.edu), University Honors, Portland State University, PO Box 751, Portland OR 97207. 503-725 9423 Term ends December 2015
- Maude Hines, [mhines@pdx.edu](mailto:mhines@pdx.edu) Department of English, Portland State University, PO Box 751, Portland OR 97207-0751. 503-725-3523. Term ends December 2013
- Candyce Reynolds, [reynoldsc@pdx.edu](mailto:reynoldsc@pdx.edu), Educational Policy, Foundations & Administrative Studies - Education, Portland State University, PO Box 751, Portland OR 97207. 503-725 4657. Term ends December 2014

### Southern Oregon University

- Charles Lane, [lane@sou.edu](mailto:lane@sou.edu) Geology, SOU. 541-552-6479. Term ends December 31, 2014
- Jody Waters, [watersj@sou.edu](mailto:watersj@sou.edu), Communication Studies, Southern Oregon University, 541- 552-6423, Britt Hall 244, 1250 Siskiyou Blvd., Ashland OR 97520

### University of Oregon

- Robert Kyr, [rkyr@uoregon.edu](mailto:rkyr@uoregon.edu) School of Music, 263 Music, 1225 University of Oregon, Eugene OR 97403-1225. 541-346-3766. Term ends June 1, 2013
- Margie Paris, [mparis@uoregon.edu](mailto:mparis@uoregon.edu) Law School, 409E Knight Law Center, 1221 University Of Oregon, Eugene OR 97403-1221. 541-346-3813.

## Western Oregon University

- Ike Nail, [naili@mail.wou.edu](mailto:naili@mail.wou.edu) Department of Music, SH 106 Western Oregon University, 345 N Monmouth Ave, Monmouth OR 97361. 503-838-8341. Term ends December 2014

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# Interinstitutional Faculty Senate

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## Interinstitutional Faculty Senate Minutes

### Minutes

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# Interinstitutional Faculty Senate

[Faculty Senate](#) » 2014 Interinstitutional Faculty Senate Statewide Agenda

Note: The most recent version of this page has been moved [here](#).

## **Interinstitutional Faculty Senate Agenda**

OREGON UNIVERSITY SYSTEM  
January 31 and February 1, 2014  
University of Oregon  
Eugene OR ([map](#))

*Friday, January 31      281 Knight Law School, 1515 Agate Street*

12:15 – Welcome and Introductions

12:30 – Melody Rose, Interim Chancellor, Oregon University System (Lunch provided)

1:30 – Michael Gottfredson, President, University of Oregon

2:00 – President's Report – Jeff Dense, IFS President

- [Follow Up Memo to November 13 Meeting](#)

2:30 – Provost Council Report – Maude Hines, Provost Council Representative

2:45 – *Break*

3:00 – Campus Reports (5 minutes each, 5 minutes discussion; Senators are free to submit a written campus report to be included in minutes).

4:15 – [HECC Transition](#) Discussion (see Academic Program Approval section, pp. 4-7)

5:00 – (Approximate) Adjourn for day

6:30 – Working dinner (IFS Strategic Priorities). Ambrosia, 174 East Broadway.

*Saturday, February 1      403 Ford Alumni Center, 1720 East 13th*

8:15 – Textbook Affordability Discussion (Continental Breakfast provided)

- [President & Provost Bookstore Survey](#)
- [Campus CFO Bookstore Survey](#)

8:55 – Approval [November 2013 minutes](#)

9:00 – Teleconference with Senator Michael Dembrow

9:30 – [TRU Proposed Governance Structure](#) Discussion

- [AGB Report #3 January 2014](#)

10:30 – Action Item: [IFS Bylaws Revision](#)

11:00 – Election

11:45 – Adjourn



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# Interinstitutional Faculty Senate

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## **Interinstitutional Faculty Senate Agenda**

March 28 & March 29, 2014

Oregon Health Sciences University, Portland, OR

([Directions](#)) ([Map](#))

Lodging: University Place, 310 SW Lincoln, (503)-221-0140 (\$89, ask for IFS Rate)

*Friday, March 28, 2014 OHSU School of Nursing Room 602*

12:15 – Welcome and Introductions

Guest: Jeanette Mladenovic, OHSU Provost (*Lunch Provided*)

1:00 – [Legislative Update](#)

Guest: Senator Michael Dembrow

2:30 – Provosts' Council Report – Maude Hines, Provosts' Council Representative

2:45 – *Break*

3:00 – President's Report – Jeff Dense, IFS President

3:30 – Campus Reports (5 minutes each, 5 minutes discussion; Senators are free to submit a written campus report to be included in minutes).

5:00 – (Approximate) *Adjourn for day*

6:00 – Working Dinner (**Location TBA**)

*Saturday, March 29, 2014 (Same Location as Friday)*

8:15 – *Continental Breakfast (provided)*

8:55 – Approval of [January 31/February 1 Minutes](#)

9:00 – Teleconference with Vice Chancellor Karen Marrongelle

9:30 – Textbook Affordability Discussion

- [Tips for Instructors](#)
- [Approaches to Textbook Affordability](#)

10:15 – TRU Governance Discussion

- [Governance Considerations](#)
- [Criteria for Consideration](#)
- [Analysis of AGB Governance Models for TRUs](#)

11:15 – [IFS Bylaws](#) Update

11:30 – Elections

11:45 – Wrap-Up



# Interinstitutional Faculty Senate

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## **Interinstitutional Faculty Senate Agenda**

October 3-4, 2014

Rock Springs Ranch

64201 Tyler Road, Bend OR 97701 ([Directions](#))

### *Friday, October 3, 2014*

12:00 – Welcome and Introductions (*Lunch Provided*)

Guest: Marla Hacker, Dean of Academics, OSU-Cascades

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

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

Guests:

Ben Cannon, Executive Director, Higher Education Coordinating Commission

Brian Fox, Administrator, Public University and Finance, Higher Education

Coordinating Commission

3:00 – *Break*

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

3:45 – President's Report – Jeff Dense, IFS President

4:15 – Campus Reports (5 minutes each, 5 minutes discussion; please submit a 1-2 page copy of your report to [Vickie Nunnemaker](#))

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 (provided)* (Finish Campus Reports, if necessary)

8:30 – Teleconference: Senator Michael Dembrow

9:00 – Approval of [May 2014 Minutes](#)

9:10 – Textbook Affordability: Next Steps

- [Adopting Best Practices for Textbook Affordability](#)

9:30 – The Future of Higher Education Funding in Oregon

[Academic Quality Statement](#): Discussion and Endorsement

10:30 – 2015 Legislative Session I: Strategies and Priorities

- [Tuition Free Community College Proposal](#)
- [Common Course Numbering](#)
- [Accelerated Learning Concerns](#) – Maude Hines

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

11:45 – For the Good of the Order

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# Interinstitutional Faculty Senate

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## Interinstitutional Faculty Senate Statewide Membership

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## Overview:

The Oregon Legislative Assembly convenes annually each February. As an even numbered year, the 2014 session will convene on Monday, February 3<sup>rd</sup>, and is scheduled to adjourn on or before Sunday, March 9<sup>th</sup>. The session is not to exceed 35 days, however, a five day extensions is allowed by a two-thirds vote in each chamber.

In response to recent higher education reforms, the Oregon University System (OUS) is undergoing significant changes as various activities transition to institutional boards and the Higher Education Coordinating Commission (HECC). Changes to the OUS portfolio, including government affairs and advocacy, has led to a shift in how the System Office will provide coverage leading up to, and during the 2014 short session. OUS will continue to provide coordination, and serve as a conduit for communication and information sharing, however the System Office will not have a constant presence in the halls of Salem as in years past.

As a result, OUS is in the process of shifting in-house staff responsibilities and maximizing efficiencies in order to ensure that we are providing as much coverage as possible during this time of transition. As part of this shift, we will be handing off some of the responsibilities previously covered by the System Office to the campuses in order to align with the decentralization process ratified during the 2013 Legislative Session.

**Goals for the Transition:** OUS will continue to collaborate with our campus on a variety of initiatives, and work together to maintain lines of communication by way of a mutually beneficial working relationship. OUS intends to convene the Legislative Advisory Council (LAC), as we have done in previous sessions. This group will be convened by OUS staff, and provide a forum for the System Office and Campus LAC members to exchange information, discuss legislative issues, and flag for others issues that surface. In addition, the System Office will convene an internal working group, or Legislative Management Team, in order to timely respond to legislative inquiries and requests during Session.

**Projected Legislative Concepts:** OUS anticipates conversations and/or legislative concepts to surface in the areas listed below. Note: these concepts represent the “universe” as we currently know it, but are subject to change as they are vetted by the system.

a. Capital Construction Requests: Possible consideration by the Joint Committee on Ways and Means during January Legislative Days and/or continued work with LFO on recommendations for a hearing.

b. SEIU Incremental Appropriations for Technical and Regional Universities.

c. Possible expansion of Veterans Tuition Equity to include all enrolled undergraduates, and revise effective date.

d. Free Community College, *Oregon Promise*.

e. \$10k BA, Feasibility Study.

f. Fixed Cost Degrees Concept



g. Omnibus Measure: Makes technical changes and updates to existing law.

- *WICHE SARA. Authorize HECC to enter into interstate agreements.*
- *Updating composition of State Board of Higher Education (possible name change).*
- *Shorten the window for the TRU's to seek an institutional board under SB 270, with new date of June 30, 2014.*
- *ETIC transferring to OEIB.*

h. Ongoing Governance and Shared Services Discussions.



# Faculty Senate

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# Interinstitutional Faculty Senate

[Faculty Senate](#) » Legislative 2013 – House and Senate Bills

## Legislative 2013 – House and Senate Bills

### Creation of Institutional Boards

- [SB270](#) – Establishes institutional boards for UO and PSU; vests institutional boards with certain duties, rights and powers; establishes process by which other universities in Oregon University System may establish institutional Boards; becomes operative on July 1, 2014; and declares emergency, effective on passage.
- [SB277](#) – Establishes UO and PSU as independent public universities, governed by university boards of directors; Requires OEIB to approve selection of university presidents for UO and PSU and to approve tuition and fee increases greater than 5% annually; requires universities to get approval from Higher Education Coordinating Commission for new degree programs and policies for transfer of credits; allows universities to obtain insurance; requires universities to adhere to existing collective bargaining agreements; allows universities to issue revenue bonds, subject to approval by OEIB, and enter into credit enhancement agreements and financing agreements; allows universities to sue and be sued, make all necessary or convenient contracts and do any other act in relation to university property and matters of university concern; removes sunset for OEIB; becomes operative July 1, 2014; and declares emergency, effective on passage.
- [SB278](#) – Establishes PSU as independent public university, governed by university board of directors; directs PSU Board of Directors to set enrollment fees and tuition, purchase and manage property, develop contract policies and set personnel rules; removes sunset for OEIB; becomes operative July 1, 2014; and declares emergency, effective on passage.
- [SB279](#) – Establishes institutional boards for UO and PSU; vests institutional boards with certain duties, rights and powers; and establishes process by which other OUS institutions may establish institutional boards; becomes operative on July 1, 2014; and declares emergency, effective on passage.
- [HB2149](#) – Establishes institutional boards at UO and PSU; vests institutional boards with certain duties, rights and powers; establishes process by which other OUS universities may establish institutional boards; becomes operative July 1, 2014; and declares emergency, effective on passage.
- [HB2312](#) – Establishes PSU as independent public university, governed by university board of directors; directs directors to set enrollment fees and tuition, purchase and manage property, and develop contract policies and set personnel rules; removes sunset for OEIB; becomes operative July 1, 2014; and declares emergency, effective on passage.
- [HB2339](#) – Establishes PSU as a public corporation under control of Portland Metropolitan Universities Board of Directors; removes PSU from OUS; declares legislative intent regarding budget and funding of PSU; changes name of OHSU Board of Directors to Portland Metropolitan University Board of Directors; and becomes operative July 1, 2015.
- [HB3305](#) – Establishes University of Oregon and Portland State University as independent public universities, governed by university boards of directors; empowers Oregon Education Investment Board to adopt performance benchmarks to be achieved by University of Oregon and Portland State University; requires Oregon Education Investment Board to approve tuition and fee increases greater than five percent annually; requires universities to get approval from Higher Education Coordinating Commission for new degree programs and policies for transfer of credits; allows universities to obtain insurance; requires universities to adhere to existing collective bargaining agreements, unless modifications are collectively bargained, and to collectively bargain employee benefit plans; allows universities to issue revenue bonds, subject to review by State Treasurer, and enter into credit enhancement agreements and financing agreements; allows universities to sue and be sued, make all necessary or convenient contracts and do any other act in relation to university property and matters of

university concern; directs Oregon Education Investment Board to report to Legislative Assembly before December 1, 2017, on impact of higher education governance changes and recommend further changes if necessary; removes sunset for Oregon Education Investment Board; becomes operative on January 1, 2014; directs university presidents to assume jurisdiction of universities on July 1, 2015; and declares emergency, effective on passage.

### Higher Education Coordinating Commission

- [HB3305](#) – Establishes University of Oregon and Portland State University as independent public universities, governed by university boards of directors; empowers Oregon Education Investment Board to adopt performance benchmarks to be achieved by University of Oregon and Portland State University; requires Oregon Education Investment Board to approve tuition and fee increases greater than five percent annually; *requires universities to get approval from Higher Education Coordinating Commission for new degree programs and policies for transfer of credits*; allows universities to obtain insurance; requires universities to adhere to existing collective bargaining agreements, unless modifications are collectively bargained, and to collectively bargain employee benefit plans; allows universities to issue revenue bonds, subject to review by State Treasurer, and enter into credit enhancement agreements and financing agreements; allows universities to sue and be sued, make all necessary or convenient contracts and do any other act in relation to university property and matters of university concern; directs Oregon Education Investment Board to report to Legislative Assembly before December 1, 2017, on impact of higher education governance changes and recommend further changes if necessary; removes sunset for Oregon Education Investment Board; becomes operative on January 1, 2014; directs university presidents to assume jurisdiction of universities on July 1, 2015; and declares emergency, effective on passage.

### Health and Welfare

- [Health and Welfare Plan and Optional Retirement Plan Reports](#)
  - [2012 Optional Retirement Plan \(ORP\) Recommendation Report](#)
- [SB471](#) – Prohibits PERS from paying increased retirement benefits related to Oregon State income tax if the retiree does not reside in Oregon; removes limitations on prohibition relating to date of retirement and provides procedures for enforcing prohibition; imposes similar prohibition for certain public employers that provide retirement benefits for police officers and firefighters other than by participation in PERS; provides for expedited review by Supreme Court upon petition by adversely affected party; and declares emergency, effective in passage.

### Oregon Education Investment Board (OEIB)

- [SB263](#) – Directs OEIB to submit report for development of coordinated system of regional education that provides efficient and effective support to Oregon school districts; requires submission of report to interim legislative committees no later than October 1, 2013; and declares emergency, effective on passage.
  - Public hearings: February 19, February 12
- [HB3230](#) – Clarifies duties and powers of Oregon Education Investment Board and Chief Education Officer; and declares emergency, effective on passage.
- [HB3232](#) – Directs Oregon Education Investment Board to design and implement programs that make strategic investments related to education; prescribes requirements for strategic investments; and declares emergency, effective July 1, 2013.
- [HB3239](#) – Requires Oregon Education Investment Board to submit annual report to Legislative Assembly regarding achievement compacts; and declares emergency, effective on passage.
- [HB3305](#) – Establishes University of Oregon and Portland State University as independent public universities, governed by university boards of directors; *empowers Oregon Education Investment Board to adopt performance benchmarks to be achieved by University of Oregon and Portland State University*; requires Oregon Education Investment Board to approve tuition and fee increases greater than five percent annually; requires universities to get approval from Higher Education Coordinating Commission for new degree programs and policies for transfer of credits; allows universities to obtain insurance; requires universities to adhere to existing collective bargaining agreements, unless modifications are collectively bargained, and to collectively bargain employee benefit plans; allows universities to issue revenue bonds, subject to review by State Treasurer, and enter into credit enhancement agreements and financing agreements; allows universities to sue and be sued, make all necessary or convenient contracts and do any other act in relation to university property and matters of university concern; *directs Oregon Education Investment Board to report to Legislative Assembly before*

*December 1, 2017, on impact of higher education governance changes and recommend further changes if necessary; removes sunset for Oregon Education Investment Board; becomes operative on January 1, 2014; directs university presidents to assume jurisdiction of universities on July 1, 2015; and declares emergency, effective on passage.*

## Staffing

- [HB2152](#) – Requires State Board of Higher Education and Department of Community Colleges and Workforce Development to conduct annual reviews of public universities and community colleges, respectively, regarding staffing to student ratios; and declares emergency, effective on passage.

## Student Welfare

- [HB2742](#) – Prohibits public university from discriminating against student on basis that student was not awarded standard high school diploma or General Educational Development (GED) certificate.

## University Governance

- [SB211](#)– Provides that State Board of Education consists of 11 members appointed by Governor to represent K-12, community colleges and institutions of higher education; directs State Board of Education to appoint Superintendent of Public Instruction; abolishes State Board of Higher Education and Higher Education Coordinating Commission, and transfers duties and powers of board and commission to State Board of Education; and takes effect only if Senate Joint Resolution 4 (2013) is approved by people at next regular general election; takes effect July 1, 2015.
- [SB218](#)– Establishes Task Force on the Organization of Oregon Public Education; sunsets task force on date of convening of 2015 regular session of Legislative Assembly; and declares emergency, effective on passage.
- [SJR4](#) – Proposes amendment to Oregon Constitution creating State Board of Education. Directs State Board of Education to appoint Superintendent of Public Instruction and establish policies for administration and operation of public universities; provides for Governor to continue to serve as Superintendent of Public Instruction until State Board of Education first appoints Superintendent of Public Instruction; delays transfer of duties related to public universities until March 15, 2016; and refers proposed amendment to people for their approval or rejection at next regular general election.
- [HB2213](#) – Establishes Oregon Task Force on Education; sunsets task force on date of convening of 2015 regular legislative session; and declares emergency, effective on passage.
- [HB2341](#) – Establishes Task Force on Funding Strategies for Oregon Public Education; sunsets task force on date of convening of 2015 regular legislative session; and declares emergency, effective on passage.
- [HB3120](#) - Directs State Board of Education and State Board of Higher Education to work with Governor and conduct study on improving education governance; requires boards to submit joint report to interim legislative committees no later than July 1, 2014; and declares emergency, effective on passage.

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# Interinstitutional Faculty Senate

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# Interinstitutional Faculty Senate

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# Interinstitutional Faculty Senate

[Faculty Senate](#) » 2014 Interinstitutional Faculty Senate Statewide Agenda

## **Interinstitutional Faculty Senate Agenda**

OREGON UNIVERSITY SYSTEM  
January 31 and February 1, 2014  
University of Oregon  
Eugene OR ([map](#))

*Friday, January 31      281 Knight Law School, 1515 Agate Street*

12:15 – Welcome and Introductions

12:30 – Melody Rose, Interim Chancellor, Oregon University System (Lunch provided)

1:30 – Michael Gottfredson, President, University of Oregon

2:00 – President's Report – Jeff Dense, IFS President

- [Follow Up Memo to November 13 Meeting](#)

2:30 – Provost Council Report – Maude Hines, Provost Council Representative

2:45 – *Break*

3:00 – Campus Reports (5 minutes each, 5 minutes discussion; Senators are free to submit a written campus report to be included in minutes).

4:15 – [HECC Transition](#) Discussion (see Academic Program Approval section, pp. 4-7)

5:00 – (Approximate) Adjourn for day

6:30 – Working dinner (IFS Strategic Priorities). Ambrosia, 174 East Broadway.

*Saturday, February 1      403 Ford Alumni Center, 1720 East 13th*

8:15 – Textbook Affordability Discussion (Continental Breakfast provided)

- [President & Provost Bookstore Survey](#)
- [Campus CFO Bookstore Survey](#)

8:55 – Approval [November 2013 minutes](#)

9:00 – Teleconference with Senator Michael Dembrow

9:30 – [TRU Proposed Governance Structure](#) Discussion

- [AGB Report #3 January 2014](#)

10:30 – Action Item: [IFS Bylaws Revision](#)

11:00 – Election

11:45 – Adjourn



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Oregon  
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System

## OREGON STATE BOARD OF HIGHER EDUCATION

### HECC TRANSITION WORK GROUP

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January 10, 2014

### INTERIM REPORT

In our first report to the OUS Board on October 4, 2013, we outlined the assumptions and framework for our work plan. On November 15, we reported to Board committees and others on the progress of our work plan, with a special focus on a number of questions that had been raised by various individuals and groups that needed to be posed to HECC representatives prior to proceeding on a detailed work plan.

Fortunately at our work group meeting of November 15, 2013, Ben Cannon—newly appointed executive director of HECC—and Bill McGee from the Department of Administrative Services (DAS) were able to attend and respond to the questions. This has allowed us to make considerable progress in outlining a time frame and detailing the items that will transfer to HECC by July 1, 2014.

We agreed at the November meeting to outline a 6- to 12-month plan that both OUS and HECC support and will follow for each major category of responsibilities: academic affairs, budgeting and finance, and capital requests. This plan forms the basis for the Interim Report to the Board.

Due to the incredible work of the OUS and HECC staff, I am confident that we will be able to outline all of the areas of responsibility that will transfer to HECC on July 1, 2014 prior to that deadline.

## Budget Operations – Status of Transitions to HECC as of 1/6/14

### Recent Activities

November 15, 2013	HECC Transition Planning Work Group met with Ben Cannon and Bill McGee for initial transition discussion
November 19, 2013	Jay Kenton and Jan Lewis presented budget information at HECC meeting Materials provided: <ul style="list-style-type: none"><li>• RAM line item descriptions</li><li>• Detail General Fund allocations for FY14 by campus</li><li>• Comparison of RAM line items from 1999-00 to 2013-14</li><li>• Five-year history of tuition rates for resident undergraduates by campus</li><li>• Twenty-year history of tuition and fees for resident and nonresident, undergraduate and graduate students by campus</li></ul>
December 2, 2013	Requested data provided to HECC staff (state funding, tuition revenues, FTE data, degrees awarded, and completion rates)
December 4, 2013	Jay Kenton and Jan Lewis presented information to the HECC Subcommittee meeting on Achievement Compacts, Budget s and Funding Materials provided: <ul style="list-style-type: none"><li>• Typical OUS Biennial Budget Development Cycle (will attach)</li><li>• Considerations for 2015-17 Budget Development (will attach)</li><li>• Information about the 2013-15 Budget process</li><li>• OUS Capital Project Prioritization Scoring</li></ul>
December 18, 2013	Jan Lewis spoke with Ben Cannon regarding the three universities preparing 2015-17 budget requests in expectation of meeting April 1 deadline referenced in SB 270. [will provide more details]
December 30, 2013	Melody Rose and Jan Lewis attended a meeting with Ben Cannon, Tim Nesbitt, Duncan Wyse and others to discuss 2015-17 budget development and possible approaches the HECC might take
January 3, 2014	Requested information on recent tuition buy down provided to HECC staff

### Upcoming Meetings

January 9, 2014	HECC meeting (OUS not scheduled to present; agenda includes HECC Budget Subcommittee update)
January 14, 2014	OUS Budget Operations staff scheduled to meet with HECC staff for an OUS budget orientation including identification of resources
January 15, 2014	HECC Achievement Compacts and Biennial Budgets Subcommittee meeting

### Specific Transition Goals

January 2014	<p>Remaining items to be provided to HECC prior to Jan Lewis' transition to OSU</p> <ul style="list-style-type: none"><li>• Transition brief on any statutory parameters that may affect HECC (likely to be Clinical Legal Education funding and tuition/fee remissions)</li><li>• Transition brief on Sports Lottery funding and allocation process</li><li>• Transition brief on allotment process</li><li>• Background and contact information for national surveys (state funding and tuition surveys)</li><li>• Other specific information as may be requested by HECC</li></ul>
February 2014	<p>Capital request to W&amp;M (likely to be staffed by Jay Kenton with participation of campus representatives)</p> <p>Fiscal Impact Statement support to be continued by Trina McGaughy</p>
March – June 2014	Support for HECC in 2015-17 budget development (OUS staffing resources: Jay Kenton, Trina McGaughy plus Jan Lewis on loan from OSU if needed)
June 2014	<p>“Run the RAM” for FY14 settle-up on General Fund and Tuition Buy Downs</p> <p>“Run the RAM” for 2015-17 planning to provide a baseline from which HECC will then determine actual recommendations/requests</p> <p>Will need to identify specific RAM elements that are affected by final outcome of Shared Services entity (such as disposition of IT Fifth Site funding)</p> <p>(OUS staffing resources: Jay Kenton, Trina McGaughy, Ken Mayfield (on wage apt as needed)</p>

## Academic Program Approval Timeline and Recommendations DRAFT

### Proposed Timeline for Program Approval Transition:

December, 2013: OUS and CCWS Staff initially meet with Chair Nesbitt, Commissioner Dyess, and Executive Director Cannon to introduce commissioners to the current program approval practices.

January – March, 2014: OUS staff continue to work with HECC Executive Director, staff, and Commissioners on the transition of Program Approval to HECC. Work will include (but not limited to):

- Developing or adapting documentation for program approval to be submitted to the HECC
- Developing principles for program approval
- Developing frequency of Provosts' Council meetings and HECC subcommittee meetings
- Developing protocol for programs to be presented to the HECC
- Communication of the above to the Provosts

April, 2014: By this time, the following questions should be answered and Provosts' Council meetings scheduled for July – December, 2014.

- Who will co-chair the Provosts' Council?
- Who will provide administrative support to the Provosts' Council?
- Who will keep records for the Provosts' Council?
- How will OUS program approval records be archived, copied, or transferred?

Updates to the Provosts' Council about Program Approval transition are ongoing and will continue through June, 2014.

## Recommendations

Recommended membership of the Provosts' Council: Provosts from all seven public universities, provosts from OHSU, Inter-institutional faculty senate representative, OUS representative (for '14-'15), community college representative.

We recommend the Provosts' Council retain the co-chair structure, appointing (with Presidential approval) a new Provost co-chair to begin July, 2014 and a HECC staff member as the second co-chair.

We recommend at least a 0.25 FTE support staff to assist with the Provosts' Council meetings and record-keeping.

## Academic Program Approval Questions DRAFT

The following list is a set of questions to help the HECC Commissioners and Executive Director develop principles for academic program approval for Oregon's public universities. For each question below, the HECC may consider also the implications for community college; specifically what aspects will be the same in university and community college requirements and which will be different.

### Which program changes will be required to be reviewed by the HECC?

#### Current practice:

- All new undergraduate and graduate programs must be approved by the OSBHE.
- Change in location, including moving an on-site program to an online program and new certificates are approved by the Provosts' Council only (no Board approval needed)

#### Questions:

1. What kinds of programs need HECC approval? For instance, adding a track to an existing degree program? Re-naming a program? Offering the program in a new location?

### Nuts and Bolts

#### Current practice:

- Programs are submitted to the Provosts' Council administrator at least two weeks prior to the Provosts Council meeting and forwarded to all of the Provosts for review.
- Once the program is approved by the Provosts' Council for forwarding to the Academic Strategies Committee, it typically takes at most a month for Academic Strategies final approval.
- All new graduate programs require external review before undergoing final review by the Provosts' Council and Academic Strategies Committee.
- OUS provides a template for program and budget review.

#### Questions:

2. How long should it take to get approval from HECC once a program is submitted?
3. Which programs warrant an external review (e.g., Ph.D only, all graduate, etc.)? What is the weight and role of external review in the approval process?
4. What role should the HECC play in determining the balance of on-site versus online programs?
5. What documentation will be submitted to HECC for program approval? Should forms be consistent across campuses or will campuses be able to submit documentation unique to the school?
6. What evidence will be expected for (basically quality, need, cost...others?):
  - a. Relationship to institution mission/goals
  - b. Faculty quality
  - c. Need/demand
  - d. Outcomes
  - e. Program quality assessment
  - f. Impact on other programs in the state
  - g. Financial sustainability
  - h. Integration/collaboration

### **Considerations for Program Approval and Program Management**

7. What is the role of institutional mission in approving programs?
8. What approach will HECC take to program management (e.g, “portfolio” approach)?
9. What is the value on inter-institutional partnerships in developing new programs?
10. What view on assessment, outcomes, and accountability will the HECC bring to program approval?
11. How will new programs be tied to budgeting?
12. What is the right balance of minimizing duplication versus creating a marketplace to respond to demand? How will the “best” producer be identified?
13. Does the HECC want to see a short-term (4-5 year) plan from the campuses regarding programs that they are thinking about developing? If so, how will campuses report on this and what impact (if any) will it have on the program approval process?
14. How will programs be evaluated/reviewed by HECC, if at all, and under what timeline, and understanding that institutions engage in review processes with their accreditors?
15. Will the HECC initiate program elimination?
16. What will be the role of the Provost’s Council?
  - a. What if not all Provosts agree on a program? What if the majority do?
17. What will be the role of accreditation and communicating with accreditors?
18. Would the HECC ever send proposals back to the Provosts Council or back to the campuses for more work? Under what conditions?

### **Feedback from Stakeholders outside of HECC**

19. How will HECC view the offerings of the Private institutions in Oregon when considering program approval?
20. What should be the industry voice in the program approval process, particularly for those programs that are in high visibility industry in Oregon?
21. What should be the voice of other educational institutions in the program approval process?
22. What kind of opportunity for public comment should be made available?

## Academic Program Approval Flow Chart – taking effect July 1, 2014

Institution completes internal program approval process (department, college, senate, etc.) and is submitted to institutional governing board (OSU, PSU, UO) or State Governing Board (EOU, OIT, SOU, WOU for AY 2014-15)



Proposal is submitted to Provosts' Council



Proposal is submitted to HECC



Institution provides notification to NWCCU.



## Interinstitutional Faculty Senate Agenda

**November 22& 23, 2013**

Portland State University

<http://oregonstate.edu/senate/ifs/agenda/1113/index.html>

## Interinstitutional Faculty Senate

OREGON UNIVERSITY SYSTEM

**Present:** Mary Cluskey, OSU (phone), Jeff Dense, EOU (Skype), Bob Mason, OSU; Maude Hines, PSU; Candyce Reynolds, PSU; Margie Paris, UO; Shari Carpenter, EOU; Charles Lane, SOU; Feng Shi, OIT, Grant Kirby, OIT (Friday), Jeff Stewart, OHSU; Gail Houck, OHSU (Friday); Laura Zeigen, OHSU, note taker.

*Friday, November 22*

### Noon – Hosted Lunch

### 12:45 – Call to Order, Introductions

### 1:00 – Wim Wiewel, President – Portland State University

Dr. Wiewel welcomed the group to PSU and spoke about PSU, which has 29,000 students and is the most diverse campus in the system. Many students are the first in their families to go to college. Two-thirds of the undergraduates admitted are transfer students. They also now have 3,000 residential students on campus. They have about 3,500 full time employees not including student employees. There are 50 buildings on 50 acres.

We have challenges facing all of us: rise in student debt, reductions in state funding, shortage of available jobs after graduation, etc. There are greater calls for accountability to show we deliver value. There also is a challenge of online learning. There has been growing national and international recognition, particularly for their programs focused on sustainability. Another area of focus is life and health sciences, partly from the partnerships with OHSU, and additional individual collaborations between faculty at both institutions. The third area of a lot of work is the “cradle to career” continuum: PSU is part of an educational pipeline and must help work with the future K-12 teachers and other educators. PSU is one of six “STRIVE” (“cradle to career”) sites. There was a competition earlier this year from OEIB to fund programs like this. STRIVE agrees on key indicators along the way (e.g. reading by 3<sup>rd</sup> grade, algebra by 8<sup>th</sup> grade).

There is another program PSU is doing called “Rethink PSU” being done by the Provost’s Office. This was based on the idea of needing to rethink pedagogy and business processes since students expect a lot more services available in an online format (advising, student progress, other). Twenty-five of these programs were funded (things like credit for higher learning, MOOC projects, etc.).

PSU just announced a four-year degree guarantee. Freshmen can sign up for it and must have 45 credits a year and maintain good academic standing. If PSU did not make the right classes available in the time needed, they will work with the student to have this work. This forced all the degree programs to see if the sequencing of classes made sense and allowed students to graduate in a timely way. The departments otherwise produced clearer degree maps in response to this project.

SB 270 passage means that PSU will now have its own board, which Dr. Wiewel believes will help provide more targeted attention to PSU. There is a difference between a governing body and an advisory board. Dr. Wiewel scanned the business community about what PSU could do to procure more local support. The perception was that PSU was a state agency.

This change helps makes the region feel that they have more of a stake in the institution as a local institution and not one tied to the state.

They are still talking about the shared services and are going through a budget rebalancing effort at PSU in respond to state cuts and increases in PEBB. They are also developing a more robust program review.

### **Q&A with President Wiewel**

There were questions around governance and the new HECC (Higher Education Coordinating Committee). PSU has been trying to build up the role of the senate. Faculty issues are not the same as union issues. The HECC has not yet reached out to university presidents or institutions to see what they think their role should or might be. There will be a time to figure out the relation between HECC and the individual boards. It makes sense to think about the higher education enterprise as one large enterprise.

What do you see as the greatest challenge in the development of the new School of Public Health between OHSU and PSU? Originally the difference situation for faculty members at each institution, but they have developed a model they think will work: faculty will remain at their own institution and the dean over both will be part of both. Figuring out where the faculty from the School of Community Health will live might be a challenge.

Might there be any tax reform in Oregon in the future to help in supporting education? Dr. Wiewel expressed guarded optimism for the 2015 state legislative session and was otherwise optimistic about future collaborations.

### **1:30 – Sona Andrews, Provost – Portland State University**

Dr. Andrews wanted to talk about Rethink PSU and also provided an update on where we are nationally in terms of state authorization for distance education and reciprocity agreements. She was on the group for the national agreements and is currently on the [WICHE](#) committee. It is something that impacts all our institutions.

PSU had a one-time three million dollar set of money and wanted to get ideas for awards for innovative ways to work with the curriculum that would have impact at a larger institutional level. They received 162 concepts were posted and over 1/3 of faculty and staff participated in one of the proposals. Each group gave a five-minute presentation on their idea and received comments from faculty, staff and students. They then narrowed the group of ideas to a smaller sub-set and asked for more information. They funded a small number of proposals. The School of Business got three awards funded. Rethink PSU: how do we as an institution provide greater access to more students? If you go to <http://rethink.pdx.edu> you can see the listing of all the ideas and also the proposals that were funded. Next week there will be video updates on each of the funded projects. Many projects will benefit from collaboration with other institutions.

Curricular changes go through the governance process, but the process of allowing everyone to think of ideas was very invigorating for campus.

They are looking to partner with other institutions: not every student has to take each of their students at PSU. They already have a lot of transfer students. Collectively they can bring their strengths together across institutions for particular disciplines.

SARAs: State Authorization Reciprocity Agreements. In 2010, when Congress did higher education reauthorization act, it said that states needed to comply with regulations and rules that give permission to institutions of higher education to operate in that state. There have to be these types of agreements in place for distance programs (e.g. delivery of instruction to distance students in Oregon even if the delivery is coming from an out-of-state institution). States that don't comply with these rules run the risk of losing their federal financial aid. This was a very costly process to go to each state to obtain the authorizations (including providing all the curriculum vitae (cvs) of faculty).

There became a national effort at reciprocity instead of each institution having to make an agreement with each state. We now have a national agreement around reciprocity that gives authority to regional compacts for creating agreements between states. PSU is in the WICHE ([Western Interstate Commission on Higher Education](#)). The compacts then enter into agreements with one another. The institutions within the state have to apply to the state SARA agreement first. Each provost must sign the document that has a set of standards by which distance education would be delivered. In a couple of years, nationwide, as long as an institution can show to their own state they have the safeguards for quality, and then we will all trust each other. This structure saves institutions a lot of effort and standardizes definitions of "physical presence", and allows students to intern in other states, have faculty live in one state or offer classes in another state, etc. This streamlined process will also make it easier for other institutions to offer Oregon students distance courses.

### **Q&A with Sona Andrews**

How would SARA and WICHE affect the Western Governors University? Under WICHE/SARA agreement, the Western Governors University would need to pass the requirements in their "home" state and their "home" state would need to pass the authorization process. There were discussions about trust. Institutions have to be accredited. There are enough safeguards in place to make this work. There may be issues that arise, but the benefit of access to students outweighs these. Assurances will be revisited. The U.S. Department of Education became involved in regards to consumer protections and being able to have consumer complaints resolved.

How will these agreements impact state universities? Should all of us in Oregon try to collaborate more in online education or will online education imperil some of the schools? How do we all collaborate? And how do we become competitive as a group of institutions, especially since there will be more opportunities from different states? PSU is looking forward to any kinds of collaboration they can have. This needs to happen from the faculty who are able to figure out what programs can happen together. PSU likes the idea of partnering with one another. PSU has institutions from outside the state interested in collaborating with each other as well.

### **2:00 – Samuel Henry (OEIB) – "Issues of Equity and Quality in Higher Ed"**

[Oregon Education Investment Board \(OEIB\)](#). [Equity Lens document](#) (PDF). He has been a strong supporter of the reorganization to K-20 in Oregon. It is time to change our intercultural behavior in education. There are four areas of equity concern: 1) broad and vigorous efforts for access including stronger accountability for better results for student of color and rural communities; 2) formal adaptation of OEIB Equity Lens; 3) a strategic plan for addressing talent pool for state's second language speakers; 4) a more active higher

education and social support for equity issues in all of education including higher education and rural education; and 5) more interaction with pre-K and community colleges towards student success.

### **Q&A with Samuel Henry**

Tell us more about the OEIB at a higher level. OEIB is the “what”, and groups like HECC are the “how”. They hope that the achievement compacts will start conversations across campuses, and from K-12, about how we will hold ourselves accountable.

What is the role of IFS in relation to OEIB as we move forward in new governance model? OEIB is in the process of clarifying their roles now that the legislation has been passed. There are differing interpretations of governance and structure, so they hope to clarify this. What will legislation for UO, PSU, and OSU boards really mean “on the ground” in regards to structure and governance? Henry hopes for IFS to help with picture of what post-secondary education should look like in the state of Oregon. IFS needs to have access to OEIB on a regular basis to be able to partner on these initiatives. Henry sees a formal relation with the HECC.

How is OEIB working with Oregon librarians to help develop critical thinking and research skills? There has not been a sense of leadership about what kinds of resources are the most needed for the 21<sup>st</sup> century, not from academics, but from the community and business leaders. There is a perception that because the internet is there, that libraries are obsolete. The conversation needs to be about information literacy. We have jumped on what we can measure as being the full scope of an education. We cannot necessarily easily measure critical thinking. We need conversations about the whole endeavor and how we can measure progress we are making on the whole rather than in isolation. They are working on next generation science standards. Librarians could teach the thinking processes, not just the specific tools, which will change over time.

It would be helpful to have IFS come out in support of the OEIB Equity Lens. What would be the mechanism for doing this? Increasing communication between IFS and OEIB? Henry is hoping that IFS should create a document for our vision of what could be included. There is a connection between K-12 and higher education. There is a synchronization needed across the whole enterprise across all institutions.

The hope is that somewhere along the way where there have been foundational pieces in place so we don't have to pull back to cover foundational things that should have been covered. Henry likes the “shoreline” metaphor (versus the “pipeline” metaphor) where there are multiple access points for developing critical thinking skills, etc. We have some work to do to raise some of the issues in larger awareness. We need to create the idea that these are important to us collectively, as a society (in addition to, beyond just the economic and entrepreneurial pieces).

### **2:45 – Karen Marrongelle, Oregon University System Interim Vice Chancellor, Academic Strategies**

Marrongelle asked what was on the minds of the IFS senators. We asked her to describe what is happening with OUS and the chancellor's office.

The shared services enterprise, the legislature asked the presidents to convene to figure out a way to offer mostly business and financial services. All the institutions are legislatively mandated to participate in retirement benefits, collective bargaining and health benefits through 2015, and also instructed to try to figure out other efficiencies. The future model

will probably include some campuses providing service to the other campuses. Some of these services will be run through OSU. PSU may also offer some of these services in terms of risk and bargaining. There are about 20 employees who will continue to work under shared services enterprise, and this group will hire a director. It is written into SB 270 that no harm shall come to the smaller institutions that will not have individual institutional boards.

The office is also working closely with Ben Cannon and HECC to transition some of the coordinating functions currently done in the chancellor's office, including program approval. Currently, programs are vetted through institutions, then Provost's Council, then State Board. The expectation is that the Provost's Council would still see the proposals and determine geographic and program distribution, and then pass it to the HECC. They want to make sure this does not add time to the process. Marrongelle does not anticipate that the Board would say no to a program and the HECC would say yes. The expectation even now is that any potential problems are worked out ahead of time. Marrongelle is helping HECC set up a set of questions for program approval. HECC still wants the Provost's Council to do the majority of the vetting. The program should look very similar to how it is set up today.

After June 30, 2015 it is unclear what board will be the reporting board for the TRUs (technical and regional universities). The governing board for the TRUs will still need to exist and vet the program proposals for these institutions. Anything that will be a statewide effort from the chancellor's office is being transferred to HECC, so there will be a reduction in staff at the chancellor's office.

They are working on legislative advocacy for 2015 and will focus on advocating for the four regional institutions. The legal team in the chancellor's office primarily serves the TRUs already.

Some IFS faculty are concerned that faculty will advocate to their administration for moving one way or another regarding their own boards without understanding all the consequences regarding things like retirement, health benefits, etc. This is one of the concerns regarding shared governance. The TRUs see their choices as being on a board with OSU, being on a board with just the TRUs, or having individual institutional boards.

What are Marrongelle's thoughts around models like the one in Colorado? A lot of this is unknown. They are thinking about flexibility but do not have a particular end in mind. Colorado represents a very robust model, but a very different organizational structure. They are trying to set up this next year as flexibly as possible to be able to respond whatever the changes are.

Who will make this decision in the end? The State Board of Higher Education and the Oregon state legislature. The university presidents have been tasked with developing sustainability plans along with each of the major governance models: (1) individual boards; 2) branch campuses; 3) consortium). The faculty at these institutions need help providing their voice to their administrations. **Marrongelle will get the pros/cons report of different governance models to IFS.** They will then solicit additional feedback on issues that may not have been addressed with these reports. There also concerns about different accrediting bodies for different institutions. The faculty at the TRUs are feeling pushed to make a decision by February without enough information. If regional universities go or are highly modified, it will have a huge impact on the people of that region.

**Marrongelle suggested IFS make this part of our report to the Board and also to talk with Emily Pleck (WOU) and Linda Ciuffetti (OSU), our faculty representatives**

**on the Board.** These Board members can be our faculty advocates. Check in with them. Marrongelle hopes and expects IFS, which she considers a good and functioning group, would continue. **Ben Cannon is very interested in better understanding how IFS can interact with HECC.** We now have a good opportunity with the new structure. Cannon will be looking for ways to reach faculty and IFS will enable him to do that.

The chancellor's office will be reduced in staff by about 75% in the near future. The group thanked Marrongelle for her and her staff for all the work they are doing in very challenging circumstances. Marrongelle encouraged the group to call or email her if any questions come up that the group thinks she could answer.

Where should IFS currently go for legislative updates for this coming session? Marrongelle's office can keep IFS updated through February 2014. Also, the campus offices at the large universities are hooked into the legislative session. Last legislative session their office responded to over 158 bills. Try to designate at UO, PSU or OSU one of the legislative people, to see if they will take on being the legislative information. **Also ask Ben Cannon how/in what ways IFS should respond to legislation.** Does it make sense to have an IFS person talk to the legislative people at the three big universities? **Marrongelle will ask Anna in her office as well. Marrongelle will send the AGB report and other resources to Maude to send to the group.**

**3:30 – Break**

**4:00 – Harris Foster, President – Associated Students Portland State University**

Autonomy with student fees is a large issue. The three things they are focusing on this year are 1) the financial disbursement system on campus (HigherOne) – 80%. They are doing a student survey on this. They would like to remove HigherOne from PSU; 2) Good Samaritan drug and alcohol policy. At parties with illicit drugs, etc., there is hesitation to call 911 because of loss of financial aid. When the fear is there, someone will not call. If this policy can save even one life it will be worth it. 3) They want to get a full-time coordinator at a Native American Student Center at PSU. These provide necessary services to students on campus with very specific needs. It would help to better serve the multicultural population across campus.

The whole student body is elected, except for directors and executive staff. The student elections are a way they have a lot of autonomy. They have a president, vice president, and 7 cabinet heads with specific foci and 15 others. Recent victories include the 1.5% tuition reduction at PSU, helped by testimony for others. They have completed their issue-choosing process for the Oregon university and community college campuses. At least 10% of every campus responded. Using that information, they have decided that statewide issues focus will be five specific topics. Foster felt that the students have more freedom with student fee autonomy.

The top 5 issues from the statewide survey include cultural competency for healthcare providers (creating safer spaces for people from marginalized communities), student food sovereignty, and food pantry/food security. Every time the university has a tuition increase, the university will donate 1% to the student food bank for students who are food insecure. They are doing a voter registration bill. It would give access to spaces on campus like residence halls, or whenever a student changes their address, to make sure they are still registered to vote. Currently they are banned from registering voters in residence halls. Registering more students would make students more listened to at a state level. Last year

they (the Oregon Student Association) got over 50,000 students registered throughout the state.

How do they see ASPSU interacting with the institutional board? When a decision needs to be made and students need to be consulted, they expect/hope that their student representative (Pam Campos) would consult with them (the students).

**4:30 – Leslie McBride, PSU Faculty Senate President, and Mary King, PSU-AAUP President – “Shared Governance on a Unionized Campus: Challenges and Questions”**

Mary King said that they worked on a document asking administration to give a more strategic sense of where the institution is going so they don't have to be all things to all people. It did pass unanimously, but nothing has happened on it regarding follow up. They have developed the idea of joint forums of the faculty senate and the faculty union at PSU. There is a forum on Monday on financing. They have been asked to come up with plans for an 8% cut. This forum is to bring all the information together about this for all faculty.

They also are trying to be in better communication with the faculty senate about the wording in the faculty contracts.

**5:00 – Adjourn for Day**

*Saturday, November 23*

**8:30 – Call to Order – Working Breakfast**

**9:00 – Senator Michael Dembrow**

Dembrow has moved from the House to the Senate. In doing so, he had to give up his position on the House education committee. He is still on the governance committee as the Senate point person. They confirmed appointments to the university boards this week. Issues of voting rights for faculty and staff continue to be a sticking point. This was resolved on Thursday. Faculty and staff members will be able to vote. This continues what faculty already do on the State Board of Higher Ed, but is new in terms of what staff are able to do. There is a technical change that will be made in February that will be in place once the new boards start July 1, 2014.

The Joint Committee on University Governance met on Thursday. They heard reports from those working on shared administrative services. One of the desires is to mitigate the impact on the smaller schools if the larger schools pull out and still maintain economies of scale. That is what the shared services as being designed is about. All this information is available through the [legislative web site, committees, joint committees area](#).

Dembrow also had a meeting with the presidents of the regionals. If OSU, UO, and PSU pulled out of shared services with respect to PEBB and risk management, it will cost them about \$10 million a year. If the legislature produces another \$10 million and put it into the system, everyone would be whole, but that is not likely. There are some shared services the legislature may not allow the larger universities to pull out of. Some administrative services are being done now through the chancellor's office and, presumably, will not need to be routed this way in the future.



The assumption that the universities have to be rated individually is a false assumption, and the governor will likely not allow them to be. The only way to solve our health care cost problems is by creating the largest pool possible. The university administrations wanted to pull out of PEBB with the assumption this would save money. However, this means the cost for those who remain will go up and that money will still come from the university budget, so will anything actually being gained by that?

The presidents have settled on an agreement. **See Dembrow's handout on shared administrative services [link from PDF that Bob/other person has a copy of?]**. The UO seems to be an outlier on some of these pieces of shared services. A number of services will continue to be offered jointly through Oregon State. It is a question whether UO will be part of some of the shared services. Should shared services be an opt-in sort of thing where universities can choose every couple of years, or does it need to be an opt-out. Ultimately it will take the legislature to make this decision.

The other major question they are wrestling with is the governance of the TRUs (technical and regional universities). Do they have individual boards, remain as part of the consortium, or do they attach to the larger universities as branch campuses? Originally the TRUs had until June 2015 to make this decision, but now we collectively realize we need to figure this out so there is more certainty. The regional presidents want to make this decision sooner and see legislation passed in January that would change the change to June 2014. Of critical importance is the long-term financial viability for whatever the end-result of the governance structure is. The governor's inclination is the branch campus approach if the TRUs cannot be viable on their own. Being attached to larger universities would provide some cushion for the TRUs.

Part of why the regional presidents may be bringing in the community is because of the strong resistance to being a branch campus. The concern is that, over time, certain services would transfer from the branch campus to the main campus. There would need to be safeguards in place to make sure that kind of attrition at the branch in favor of the main campus would not happen.

There is concern about not knowing all of what is involved if the TRUs do become branch campuses. The students from EOU initiated a letter expressing willingness to explore options except for branch campuses. This may be because of the ways that this option has been presented: what would it mean to a student or faculty at a particular campus to become a branch campus? At EOU, the faculty are open to discussing the branch campus concept. The culture of the faculty at different campuses may not easily meld with the faculty at the main campuses.

We all want the TRUs to survive and be healthy. Also what does it mean for the main campuses to take on administratively and financially another campus? OSU is doing this experiment already with the Bend campus. It is not easy, but not contentious. They grow and seem to be prospering. It is not like this has not been done before. **Again, faculty, students and staff need to see scenarios of what each option would mean and what safeguards would need to be in place for each option.** The faculty are not necessarily in the same place as university leadership. The legislature and relevant committees need to gauge the thinking of all on these campuses carefully. **Dembrow encouraged those at SOU to reach out to Representative Buckley on these issues.**

Matt Donegan, the State Board chair, was sent a request to have advice on the proper governance. Donegan set up a committee to look at this to advise the governor. They have



charged each university to do a self-analysis of how well they could perform in each scenario. They have been working with the Association of Governing Boards.

[OSBHE University Governance Work Group:](#)

They are also figuring out the role of the chancellor's office, which will no longer have governance over UO, OSU, and PSU as of January 1. Starting July 1, 2014 other proposals will go to the HECC. There will be an office in the HECC. **Dembrow suggested having Ben Cannon at our next IFS meeting.**

It is important for the state to continue to have universities regionally distributed across the state to help make education more accessible. Marketing/branding studies may need to be done to see how people in each region might perceive these changes.

**Dembrow would like the IFS to take a position on this governance question: "take a position as IFS on this governance question. If you can go back to your campuses and establish a set of discussions around this, and then come together and take a position. Benefits and downsides, what needs to be part of the program if we go down this road?"** Go back to campuses and have a set of discussions and bring information back: what they see as the benefits and downsides to each option and what needs to be part of each program.

We don't want faculty opinions to be represented by our administration and we want to better understand the options. There will be places where the universities are aligned and not aligned in regards to the models. After reviewing the report and other documents, what else do we have to add? Identifying the faculty-based issues overall will be feasible even if all campuses cannot or will not likely come to consensus on everything.

**Jeff suggested that IFS talk with faculty at all the campuses and have them talk to each other instead of just relying on the governance report. IFS senators, particular at the four TRUs, were tasked with going back to their campuses to gather input on this issue so IFS can draft a position statement. It would be helpful to have this position statement completed by late December or early-mid January for Dembrow's use prior to the next legislative session.** The president's reports will be in by the end of December. This faculty input will help move beyond the framing of the governance issues that have primarily been done through the administrators. Feng pointed out how OIT is already set up with a kind of branch campus set up that is working. Part of the success of this would be in the rebranding in how we were talking to internal and external stakeholders.

**Bob wants IFS to draft a letter of thanks to Dembrow for all of his work on these issues.**

**Bob will approach Ike, Emily and others at WOU at the same time due to the pressing timeframe.** We need to move fast since the next State Board of Higher Education meets to discuss this at their next meeting on December 10.

How would the big universities frame this discussion? Curriculum, salary structures, and absorbing another institution's debt will be issues.

Review the following documents, which Maude forwarded, to try to determine issues from a faculty point of view. The conversation about this can be done primarily over email. IFS will split into tiny working groups to separately consider the faculty issues that these documents raise:

- [Matt Donegan's report](#)
- [Report from Karen Marrongelle](#): and the PDF Maude emailed to IFS.

**Deliverables:** A short bullet-list of faculty issues these reports raise, not more than 1-2 pages. Jeff advised identifying 1-2 high priority/high ranked issues to suggest as part of our write-up.

Issues to look for in these documents:

- Curriculum/curricular control
- Collective bargaining/union vs. non-union faculty
- Finances
- Promotion and tenure
- Salaries

**Bob will be collecting people's thoughts? Easier to post a Google document to which all can add. Maude is setting up a [Google document](#). Let Maude know if you don't have access to this document after she sets it up.**

Read the two documents above first to make sure the comments you are making are not already in the two documents, and the comments you are making play off what is there. Please add comments by the end of Monday. It is most important for the TRUs to put feedback here and to communicate these documents to our individual faculties.

#### **9:45 – Approval of [September 2013 Minutes](#)**

**9:55 – Campus Reports (5 minutes each campus, 5 minutes for discussion; Senators are encouraged to submit a written campus report to be included with minutes).**

Senators need to email their campus reports/write-ups to Vickie Nunnemaker for her to post as part of the minutes from this meeting.

#### **10:30 – Bylaws Revisions**

We are trying to put some mechanism in the bylaws to help encourage better participation in our meetings. Jeff was in support of the two-year term, but Bob is concerned about that being too onerous and we have a hard time getting people to participate anyway. There are issues of continuance. Three years is a longer commitment. Bob would argue for the year-long terms. Sometimes also the past president is just gone. However, there is a past president role the way that the bylaws have been revised. We might be in a better situation with continuity with this structure. Also, each institution elects IFS senators in different ways and the timing is different. Also, the numbers represented by each campus are different, but it is difficult for the smaller universities to get three representatives. Would it make sense for each university to have two representatives?

It may be remiss that we do not have a Cascades Campus representative.

We will maintain the status quo with the 3/2 setup for now. There needs to be more severe consequences for missing the meetings. There needs to be routes for each institution to address this so all institutions are adequately represented. Does splitting the meeting over two days impact attendance? It might, but sometimes representatives and others we want to meet with us are available one day and not the other, so having two days assists in their availability to our meetings, as well as for travel time to the campuses.

Wording from By-laws:

#### V. Attendance

4. Senators who are regularly absent from Senate meetings are not serving the best interests of their institutions or the Senate. Senators who miss more than one regularly scheduled meeting during an academic year will consult with the Executive Committee between their second missed meeting and the next regular meeting of the IFS on an appropriate course of action. In the event that absentee Senators do not engage in such a consultation, the President will inform appropriate parties at the Senator's home institution.

**We will vote on the by-laws next meeting after reading it.**

#### 11:00 – Housekeeping

- **Elections**

The By-laws state we will elect a new slate of officers at the end of the calendar year, which is now for 2013. For the next meeting we need a slate for people willing to stand for election, we need to elect a new secretary, president-elect, and a new Provost's Council representative. **If you want to self-nominate or nominate someone else, email Bob after talking to the person.** Jeff would like to continue to serve as President for a second year unless others want to do this. He thinks this will provide continuity in IFS activities given the current legislative issues.

- **Future meetings discussion**

- **2014 Scheduling: hosts and sites**

The Portland meeting is usually better attended than the other ones. Do we want to continue to go to the different campuses if there is not great attendance? That also is an undue burden on the PSU reps. It would be good for the HECC to charter us into continued existence. If so, perhaps they could help provide travel monies for IFS meetings.

If we primarily rotate between PSU, OSU, WOU, and UO it helps create more convenience for all, but it is still a long way for more of us to travel further. If the OIT representative is from the Wilsonville campus, that could be included in the Willamette Valley campus rotation. The travel is part of the issue with people showing up. If the meetings came to PSU more, there possibly could be a pot of money for meetings. OHSU also could be part of the rotation.

**What about asking HECC for meeting space (in Salem) if not money?**

We would/could meet most of the time at HECC in Salem potentially. Senator Dembrow getting statutory status for our group is important.

**The group was agreed that the next IFS meeting will be January 31 and February 1, 2014 at the University of Oregon.**

- **Mission Statement**

- *The Interinstitutional Faculty Senate (IFS) represents the faculty of Oregon's public universities. As a dedicated partner in higher education shared governance, we are committed to applying our collective expertise to ensuring the quality of higher education in Oregon. The decades-long heritage of IFS is grounded in a collaborative spirit of information sharing, timely*

*communication, transparency, and protecting the best interest of our most valuable resource: our students.*

- **Virtual Review**

- Maude has the notes for the feedback received on the pluses and minuses of doing virtual reviews. There were better quality reviewers since they have to read everything in advance. There was a cost savings. The reviewers said it was a positive experience and that there was time to be reflective. The downside was that they didn't get to know them or have the chance for casual chats through which certain pieces of good information can be obtained. This mirrored our conversation in Ashland on virtual review. Our discussion was on all programs, but they are primarily just looking at new fully online programs.

- **Sabbatical Leave Draft**

- **Matters Arising**

**12:15 – Adjourn**



Western Oregon  
UNIVERSITY



EASTERN OREGON  
UNIVERSITY

SO | Southern OREGON  
UNIVERSITY

Oregon TECH

# Technical and Regional University (TRU) Proposed Governance Structure

# Technical and Regional University Commitments



- High quality, affordable education for Oregonians
- 40-40-20
- Undergraduate education
- Underserved populations
- Service to and partnership with the communities we serve
- Collaboration with Oregon universities, community colleges, and K-12

# TRU Values/Similarities

We are committed to:

- Collaborating, sharing services
- Keeping students' costs as low as possible
- Providing diverse educational opportunities
- Maintaining the distinctiveness of our respective campuses, our respective “brands”
- Enhancing operational and programmatic flexibility and nimbleness
- Maintaining financial viability and sustainability





# Proposed Governance Structure

We seek governance that provides:

- Strong connections to our respective institutions and to our communities
- Operational and programmatic flexibility
- Strong partnership among our four TRU institutions
- Support for our respective students, missions, and brands





# Governing Boards

- Each TRU is governed by its own Board of Trustees with general supervision of the institution
- Between 11-15 Board members serve staggered terms as appointed by the governor and confirmed by the Senate.
- One board member is a student; one is a faculty member; and one is a non-faculty member - all appointed by the governor.
- The president of each TRU is appointed by the Board of Trustees as its principal officer and serves at its pleasure.
- The institution's president is a non-voting ex-officio member of the board.



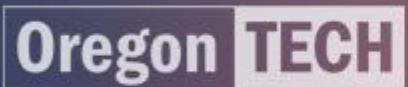
# Presidents' Council

- Composed of the four TRU presidents and one member of each institution's governing board.
- Chaired by one of the TRU presidents on a rotating basis.
- Not a separate legal entity but works to advance an advocacy and policy agenda to strengthen Oregon's technical and regional universities for the benefit of Oregonians.
- Works together to provide oversight for the TRU shared services.



# Benefits of this Model

- Provides autonomy coupled with collaboration (i.e. both independence and interdependence)
- Establishes 40+ board members around the state knowledgeable and passionate about the TRU missions
- Provides greater opportunities to build on distinctiveness
- Provides greater number of voices for TRU support statewide
- Provides strong support and direction for each TRU campus, yet focuses on collaboration, distinctiveness, and financial strength
- Provides opportunities for lower cost through TRU shared services with structured oversight by presidents and boards
- Provides more opportunities for collaboration



# Shared Services vs. Governance

- University Shared Services Enterprise becomes model for all seven campuses to share big ticket items
- TRU Campuses collaborate to offer remaining services that can be shared efficiently, at lower cost
- Fiscal impact to TRU campuses is a direct result of unbundling of shared services; not choice of governance model
- TRU Presidents engage in extensive collaboration, considering SBHE and community input, and arrive at unique governance model.



# Next Steps

- Complete business plans for analysis of TRU Governance model by February 2014
- Express interest in TRU Governance model to stakeholders
- Develop lists of potential members of boards of trustees for gubernatorial and legislative approval

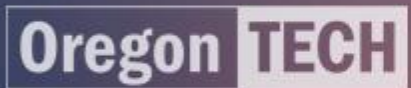




# Summary

- The TRU model provides appropriate flexibility for each, but formalizes collaboration.
- TRU presidents welcome partnerships with the other public universities, private universities, community colleges, and K-12.
- The TRUs need governance composed of individuals who understand and care passionately about our respective and shared missions and strongly represent the interests of our students
- The TRU model is an exciting opportunity for achieving 40-40-20, financial stability, and student success in this new environment.
- The four TRU presidents value the opportunity to work together for the benefit of our students, and to have solid collaboration among our other administrators and faculty.





# Thank You

# **INTERINSTITUTIONAL FACULTY SENATE, OREGON PUBLIC UNIVERSITIES, BYLAWS**

## **Preamble**

The Interinstitutional Faculty Senate (IFS) represents the faculty of Oregon's public universities. As a dedicated partner in higher education shared governance, we are committed to applying our collective expertise to ensuring the quality of higher education in Oregon. The decades-long heritage of IFS is grounded in a collaborative spirit of information sharing, timely communication, transparency, and protecting the best interest of our most valuable resource: our students.

## **I. Roles and Responsibilities**

The Interinstitutional Faculty Senate shall-

1. Gather on a regular basis and facilitate the exchange of information on behalf of the faculty of Oregon Public Universities.
2. Provide advice and recommendations to higher education stakeholders, the Oregon State Legislature, and other governmental agencies and officers on matters of academic importance.

## **II. Process and Procedure**

1. Meetings of the Interinstitutional Faculty Senate should be run in accordance with Roberts Rules of Order.
2. Standing rules and regulations covering all other matters pertaining to the conduct of the business of the Senate may be passed or amended with a majority vote of those present at the meeting.
3. These By-Laws may be amended after presentation of the text of the proposed amendment at one meeting and approved by an affirmative vote of a two-thirds majority of those present and voting at the next regularly called meeting.

## **III. Officers, Duties and Responsibilities**

1. The Executive Committee of the Senate shall consist of the President, President-Elect and Secretary, immediate Past President and one member elected at-large from members of the Senate. The President shall serve as the Chair of the Executive Committee. The Executive Committee will (a) assist the President with the preparation of the agenda for meetings; (b) perform such task during the interim between meetings as may be needed for the effective and efficient operation of the Senate. During the summer period the Executive Committee shall have authority to act on behalf of the Senate in matters of urgent necessity as determined by the Executive Committee; (c) convene special meetings of the Senate; and (d) assist the President with long range planning efforts.
2. The President shall (a) preside at meetings of the Senate and the Executive Committee; (b) be responsible to the Senate for the supervision and execution of its business; (c) represent the Senate in discussions stakeholders on matters of academic importance; (d) request expenditures of State funds in connection with the Senate activities; and (e) perform other duties and responsibilities and requested by the Senate
3. The President-elect shall (a) assume the duties of the President, when the President is unable to serve; (b) serve on the Senate Executive Committee; (c) be responsible for carrying out other necessary duties as may be delegated by the Senate, the Executive Committee, or the President, (d) become as familiar as possible with all aspects and workings of higher education in Oregon



# **INTERINSTITUTIONAL FACULTY SENATE, OREGON PUBLIC UNIVERSITIES, BYLAWS**

that may affect the best interests of the Senate.

4. The Secretary shall (a) keep the minutes and records of the Senate; (b) serve on the Senate Executive Committee; and (c) perform other duties as requested by the Senate, the Executive Committee, or the President.
5. The Provost Council Representative shall (a) represent the best interests of the Senate Oregon Public University faculty during meetings of the Provost Council; (b) regularly report to the Senate on the business conducted and issues discussed at Provost Council meetings; (c) inform the President if they are unable to attend a meeting of the Provost Council. After consultation with the Provost Council Representative, the President will appoint a member of the Senate to attend the meeting.

## **IV. Elections**

1. At its last meeting of the calendar year, the Senate shall elect a president-elect, a secretary and a Provosts Council representative. The term of these officers shall be ~~two~~ **one** calendar years and commence on January 1.
2. Elections will be conducted by secret ballot of those present. A majority of those present is required for election to office.
3. Elections will be held in the following order; (1) President-Elect; (2) Secretary; (3) Provost Council Representative; (4) At-large Executive Committee member.
4. If the institutional term of an IFS senator expires while the senator is serving a term as an officer or member of the executive committee, the senator will continue to serve until the Interinstitutional Faculty Senate term expires. Constituent institutions will be limited to the normal number of votes (~~three~~ **two** votes for Oregon State University, University of Oregon, Portland State University, and Oregon Health Sciences University; ~~two votes for~~; Eastern Oregon University, Southern Oregon University, Western Oregon University and Oregon Institute of Technology) to be decided by the institution's senators.
5. If the institutional term of the Provost Council Representative expires while the senator is serving as Provost Council Representative, the Senate shall elect a replacement at the last meeting which occurs during that senator's active term.

## **V. Attendance**

1. Regular, informed participation by all members is essential to the success of the Senate.
2. In order to facilitate timely and regular participation in Senate meetings, appropriate technology (Skype, Google Hangouts, etc.) will be leveraged in extraordinary circumstances. However, electronic participation on a regular basis should not be substituted for in-person participation.
3. While absences from meetings may be unavoidable, it is the responsibility of any Senator who anticipates being absent from a Senate meeting to inform the President, and arrange for their institution's alternate to attend the meeting.
4. Senators who regularly are absent from Senate meetings are not serving the best interests of their institutions or the Senate. Senators who miss more than one regularly scheduled meeting during an academic year will consult with the Executive Committee on an appropriate course of action.

## ITEMS REQUIRING FOLLOW-UP FROM NOVEMBER 2013 IFS MEETING

### **Marrongelle will get the pros/cons report of different governance models to IFS.**

At the January 10, 2013 Oregon State Board of Higher Education (OSBHE) meeting in Portland, IFS President Dense was informed a Board commissioned report from the Association of Governing Boards (AGB) would be released within the next few weeks. This report purportedly goes into more detail than the previous two AGB reports which centered on the pros and cons of institutional governing boards. As part of IFS testimony to OSBHE (and the preceding day, the Higher Education Coordinating Committee (HECC), President Dense respectfully requested the impending AGB report be shared with IFS in a timely fashion. President Dense also communicated with OSBHE Chair Matt Donegan that content analysis of the previous AGB reports illustrated minimal attention being placed to the role of faculty on institutional governing boards, and moreover, the role of shared governance in any new higher education governance structure. The impending AGB report will be distributed to IFS members as soon as it is available, and will be discussed at the next IFS meeting in Eugene so membership can solicit input from campuses, and provide feedback to stakeholders (OSBHE, HECC, Oregon State Legislature) in a timely fashion.

### **Marrongelle suggested IFS make this part of our report to the Board and also to talk with Emily Plenck (WOU) and Linda Giaffetti (OSU), our faculty representatives on the Board.**

See attached comments made to [HECC](#) and [OSBHE](#) by President Dense centering on the need for more information re future of TRUs. President Dense also engaged in a dialogue with Director Plec concerning changes in the Oregon Administrative Rules regarding sabbatical leave policy. Provost Council Liaison Maude Hines has interfaced with the Academic Strategies Committee on this issue. An error in the proposed minutes of ASC's November meeting, asking for IFS to isolate best practices in sabbatical policies, along with the implications of changes in the OARs on the new governance structure, was stricken from the record at behest of Professor Hines. Moreover, Professor Hines was able to procure an oral pledge from the Chancellor's office of support for any research project of this magnitude in the future. Professor Dense and Director Plec pledged to continue to be in close communication as further information and legislation concerning higher education governance in Oregon became available.

### **Ben Cannon is very interested in better understanding how IFS can interact with HECC.**

President Dense testified before HECC on January 9 in Salem. His testimony was well received, particularly by Executive Director Cannon, HECC Chair Tim Nesbitt, Commissioner Lee Ayer-Proboski, and especially Commissioner Kirby Dyess (a former OSBHE member), who highlighted the important historical role played by IFS in higher education policy. President Dense scheduled a phone conversation and in-person meeting with Executive Director Cannon before HECC's February 13 meeting in Portland to explore the future relationship between HECC and IFS. At this juncture, Executive Director Cannon plans on having testimony from IFS a standing agenda item during future meetings, along with regular interface with IFS leadership between meetings.

## ITEMS REQUIRING FOLLOW-UP FROM NOVEMBER 2013 IFS MEETING

**Also ask Ben Cannon how/in what ways IFS should respond to legislation.**

Item will be discussed by President Dense with Ben Cannon during upcoming dialogue. Anne Teske has provided a legislative update that highlights OUS/Chancellor office legislative priorities during the upcoming February session. The document can be accessed [here](#).

**Marrongelle will ask Anna (Teske-jd) in her office as well. Marrongelle will send the AGB report and other resources to Maude to send to the group.**

Chancellor Rose, Board Chair Donegan and Vice Chancellor Marrongelle agreed to forward the AGB report once it is available. Chancellor Rose and Chair Donegan pointed out that previous versions of the AGB October and November report versions made to the OSBHE Higher Education Governance Work Group were available online, and can be accessed [here](#) and [here](#). Additionally, see the proposed University Governance Work Plan which details the steps and timeline for TRU governance decisions [here](#).

See Dembrow's handout on shared administrative services [link from PDF that Bob/other person has a copy of?].

See the Friday, January 17, 2014 agenda of the Joint Special Committee for the latest report [here](#). Note that this report was generated by the TRU Presidents, and to date at this juncture I am unaware of any campus based discussions on this topic. President Dense urges IFS Senators to distribute this document to faculty governance leaders on their campuses and solicit feedback in preparation for future HECC, OSBHE and Oregon State Legislature meetings on the topic.

**Again, faculty, students and staff need to see scenarios of what each option would mean and what safeguards would need to be in place for each option.**

IFS will be in a position to respond to proposed changes in higher education governance once (1) the impending AGB report is released, (2) The OSBHE Governance and Policy Committee formulates a recommended proposal for the entire board to consider, (3) the Oregon State Legislature deliberates on the issue during the upcoming February session. However, please note 'the devil is in the details' and much of the policy minutiae may not be contemplated until the 2015 legislative session; and (4) OSBHE's April 4 meeting where they have scheduled to take action on the TRU governance issue. In discussions with various stakeholders, the following four scenarios with regard to action on this issue have emerged

- OSBHE can utilize their statutory authority under SB 270 to authorize institutional governing boards for the TRUs.
- OSBHE can recommend a course of action to the Oregon State Legislature on the institutional board issue for the TRUs.
- OSBHE can utilize their statutory authority under SB 270 to authorize institutional governing boards for some of the TRUs but not others. This course of action may be linked to further exploration of the affiliate governance model.
- OSBHE can 'punt' the issue to other stakeholders, including HECC.

## ITEMS REQUIRING FOLLOW-UP FROM NOVEMBER 2013 IFS MEETING

Given the process of bargain and compromise that is integral to the policy process, other scenarios may emerge as the February legislative session gains traction. President Dense is committed to engaging with stakeholders on a continual basis, and moreover, sharing information in order to best position IFS to respond to what will be significant changes to the higher education landscape in Oregon.

### **Dembrow encouraged those at SOU to reach out to Representative Buckley on these issues.**

Representative Buckley will be serving as Co-Chair of the Joint Interim Special Committee on University Governance and Operations (SB 270). Senator Dembrow and OEIB (faculty) member Samuel Henry will also be serving on this Special Committee, along with OSBHE Chair Matt Donegan. The Committee will convene its first meeting of the session Friday, January 17, when they will discuss an update on shared services and a governance proposal for the Technical and Regional Universities (TRUs). Meeting materials, including financial projections by each TRU, previously circulated AGB reports on institutional governing boards, history of fund balances at each TRU, and the “President’s Report” re shared services model, have been posted [here](#). Note that the governance proposal has not been posted as of this morning (1/14/14). President Dense advises these materials, especially the governance proposal, be discussed at January IFS meeting, with a response formulated and presented to the Committee during the February session.

### **Dembrow suggested having Ben Cannon at our next IFS meeting.**

Given heavy agenda for January meeting, suggest inviting HECC Executive Director Cannon to a future meeting. President Dense suggest dovetailing HECC meeting with a IFS meeting in Salem area (WOU). President Dense advises inviting HECC Executive Director Cannon to a meeting prior to the OSBHE April 4 meeting, which has been targeted by the Board as the date for a decision on the TRU institutional board issue.

### **Dembrow would like the IFS to take a position on this governance question.**

This should be one of the key agenda items during the January IFS meeting. President Dense will forward the TRU governance proposal once it is available, and urges members to analyze the proposal prior to the January meeting.

**Jeff suggested that IFS talk with faculty at all the campuses and have them talk to each other instead of just relying on the governance report. IFS senators, particular at the four TRUs, were tasked with going back to their campuses to gather input on this issue so IFS can draft a position statement. It would be helpful to have this position statement completed by late December or early-mid January for Dembrow’s use prior to the next legislative session.**

Conversations among campus faculty indicated the need for more information in order to provide an informed response to the governance options being discussed. While the impending AGB report should prove beneficial to a certain extent, there is a high likelihood that the Oregon State Legislature will request a more in-depth report on the issue from the Legislative Fiscal Office. President Dense will endeavor to make this report available to IFS as soon as it is available.

## ITEMS REQUIRING FOLLOW-UP FROM NOVEMBER 2013 IFS MEETING

### **Bob wants IFS to draft a letter of thanks to Dembrow for all of his work on these issues.**

President Dense will be in continual communication with Senator Dembrow before and during the February session. Senator Dembrow has indicated a willingness to attend January's IFS meeting, either in person as his schedule permits, or electronically on Saturday morning. It is important that IFS continue to cultivate a strong working relationship with Senator Dembrow and his colleague Representative Buckley, in order to ensure a strong legislative voice.

### **We will vote on the by-laws next meeting after reading it.**

A copy of the proposed IFS By-Laws, including a collaboratively drafted Mission Statement, to be voted on at the January IFS meeting can be found [here](#).

### **If you want to self-nominate or nominate someone else, email Bob after talking to the person.**

Please forward nominations to me at your earliest convenience. Please be advised that I would like to remain IFS President through 2015. The 'heavy lifting' with regard to changes in the higher education governance structure in Oregon will be undertaken during the 2015 legislative session, and I am working diligently to ensure IFS is a key player in the future formulation and implementation of higher education policy that serves the best interest of faculty and students.

### **What about asking HECC for meeting space (in Salem) if not money?**

President Dense will inquire as to space and funding in upcoming discussions with HECC Executive Director Cannon. Additionally, President Dense will interface with OEIB Chair Golden on the same issue.

### **The group was agreed that the next IFS meeting will be January 31 and February 1, 2014 at University of Oregon.**

It is essential that all current OUS member institutions have their IFS Senators in attendance at January's meeting in Eugene. There are several significant issues confronting the future of IFS that will require an informed response from IFS in a timely fashion. Additionally, we will endeavor to schedule IFS issues for the remainder of 2014. Please be advised that a February meeting, which could conceivably be conducted electronically, may be necessary, given developments during the upcoming legislative session.

# White Paper



**2013**

## **College President, Provost, and Chief Academic Officer Survey on Textbook Delivery and Bookstore Services**

*Covering topics including the impact of course material costs on student satisfaction, textbook affordability policies, academic freedom, and eTextbooks.*

*Authors:*

John Squires, CEO, Akademos

Ingrid Ramos Nakamura, VP of Marketing, Akademos

December 2013

# AKADÉMOS

Online Bookstore + Marketplace

A·ka·de·mos 🔊 noun \ a-kuh-dey-mos \

1. The leader in online bookstore + marketplace services for educational institutions.
2. An olive grove outside of ancient Athens named for a Greek war hero. It is the site where Plato founded his famous school of philosophy and is the source of the English word “academy.” Akademos is often thought of as the birthplace of Western philosophy, scientific reason, and some of our most cherished ideas about justice and the free exchange of ideas.

# Introduction

Several times a year we at Akademos conduct surveys to assure we've got the pulse of the rapidly evolving textbook industry. We reach out to CFOs, students, bookstore managers, faculty, and now, with this latest survey, presidents, provosts, and chief academic officers. That data helps provide us with a (close to) 360-degree view of textbook delivery. From where we are standing, there are a few things we need to be doing better, and a few things schools need to be doing better.

Akademos believes every student has the right to affordable, high-quality educational materials. This philosophy frames much of the materials we develop for colleges and universities, including this white paper.

As you will note in our executive summary below, our biggest recommendation from this survey is for schools to create or formalize a textbook affordability program. Key components of the program should include:

- Consulting students about textbook affordability
- Gathering data on which students are shopping at your school bookstore and which are not
- Determining how your current bookstore business model balances against your school's mission
- Training faculty on selecting high-quality, low-cost texts
- Preparing for increased adoption of digital textbooks and their delivery
- Asking yourself what the opportunity-cost of *not* reducing textbooks prices on academic preparedness, retention, and completion could be

Akademos believes one of the best ways to reduce textbook costs is to move your textbook delivery exclusively online. But by consulting your textbook affordability committee, students, and other key stakeholders, we know that those managing institutions of higher learning will find many innovative ways to reach the finish line. What we ask is that you go through the process, then come back and let us know which tactics worked to improve textbook affordability for students in higher education.

Sincerely,



John Squires  
Chief Executive Officer  
Akademos

*Akademos offers a full-service, online bookstore solution that delivers cost savings on course materials while providing administrators and faculty critical control over the textbook delivery process.*



# Executive Summary

In 2013, Akademos conducted a survey of college and university presidents, provosts, and chief academic officers (CAOs) that focused primarily on textbook delivery and bookstore practices. The survey complemented a similar survey of college CFOs in 2012 that focused primarily on bookstore business operations. Given the audience of respondents in this new survey, we included several academically-focused questions.

**The biggest takeaway from our current survey: Schools that have textbook affordability programs report lower textbook costs, as well as higher student and faculty satisfaction with textbook costs.**

Administrators from both surveys agreed that textbook affordability impacts retention and persistence. Student and faculty satisfaction with textbook prices were reported as extremely low, and respondents from this survey reported that 1/3 of students were not shopping at the school-sanctioned bookstore for course materials. Price is driving students away.

Our findings show that few schools reported having a formal program to advise faculty on selecting high-quality, low-cost course materials. But the majority of schools that *did* report having a formal program also reported that the program was successful at lowering textbook costs.

Obstacles to reducing textbook costs included the perception that publisher prices are increasing, that no one person or department is accountable, and that faculty do not necessarily consider price in selecting appropriate texts. In further exploring the faculty's role in textbook affordability, respondents were split on whether "academic freedom" makes it more challenging to advise faculty on selecting high-quality, low-cost texts.

Tactics that schools have taken to reduce textbook costs included:

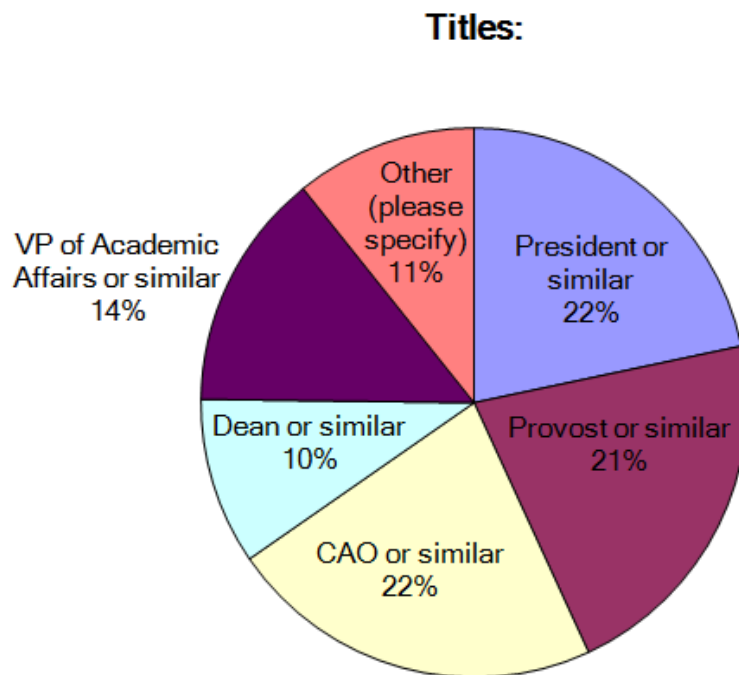
- Creating a textbook affordability program/committee
- Consulting with students about textbook affordability
- Moving, or discussing moving, the delivery of textbooks exclusively online

Our recommendation upon analyzing the results of the president, provost, and CAO survey is that schools should start by formalizing a textbook affordability program or committee as soon as possible in order to reduce textbook costs and improve student and faculty satisfaction.

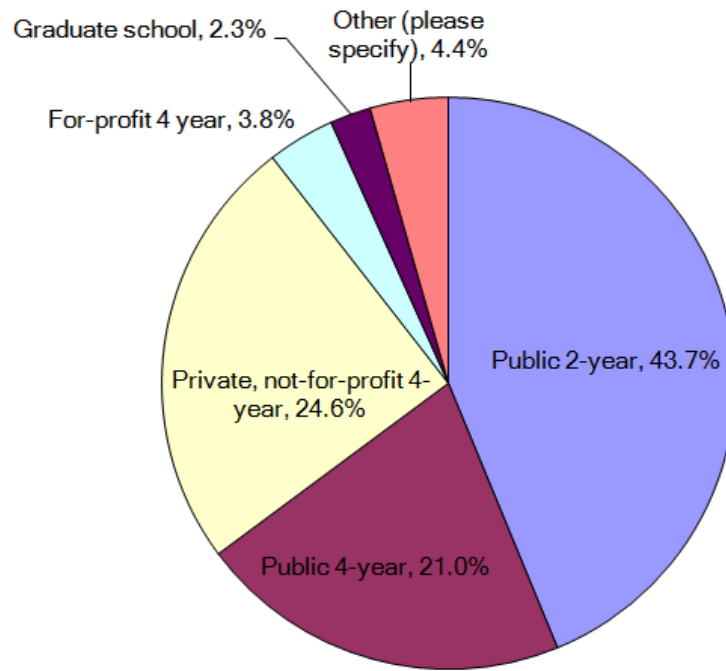


# Survey Summary

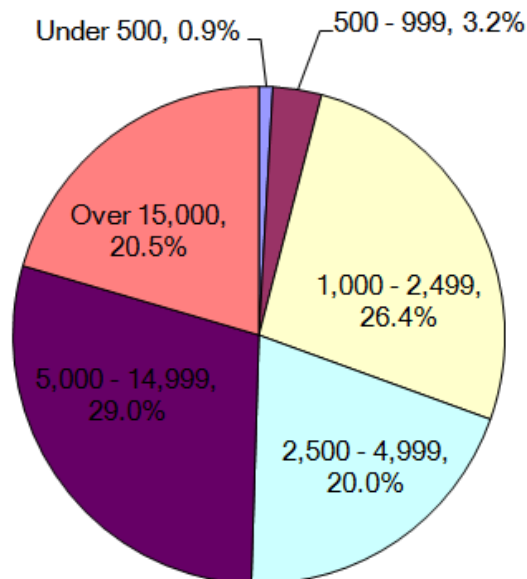
Conducted by Akademos in the summer of 2013, this survey explores the thoughts of college presidents, provosts, chief academic officers (CAOs), and other similar titles, on textbook delivery practices. We received 471 completed responses.



**School Type:**

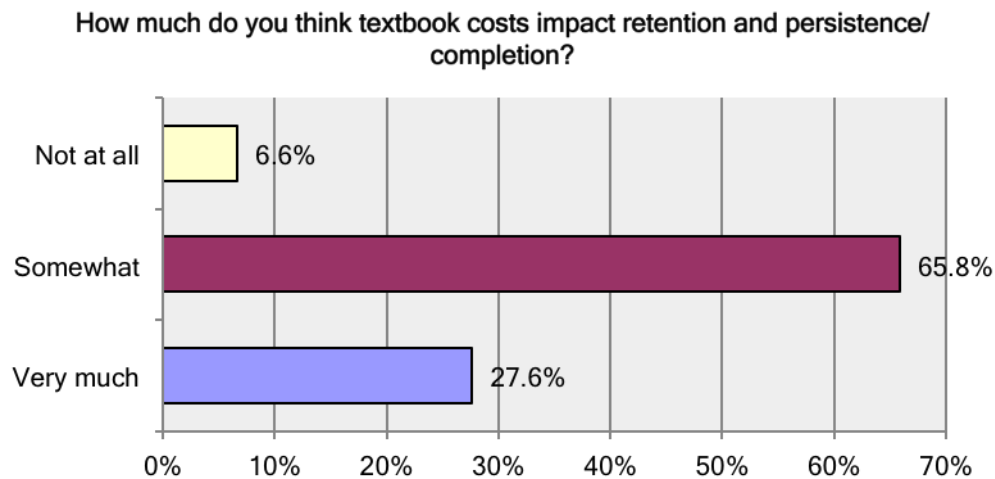


**Approximate number of total students enrolled (full- and part-time):**



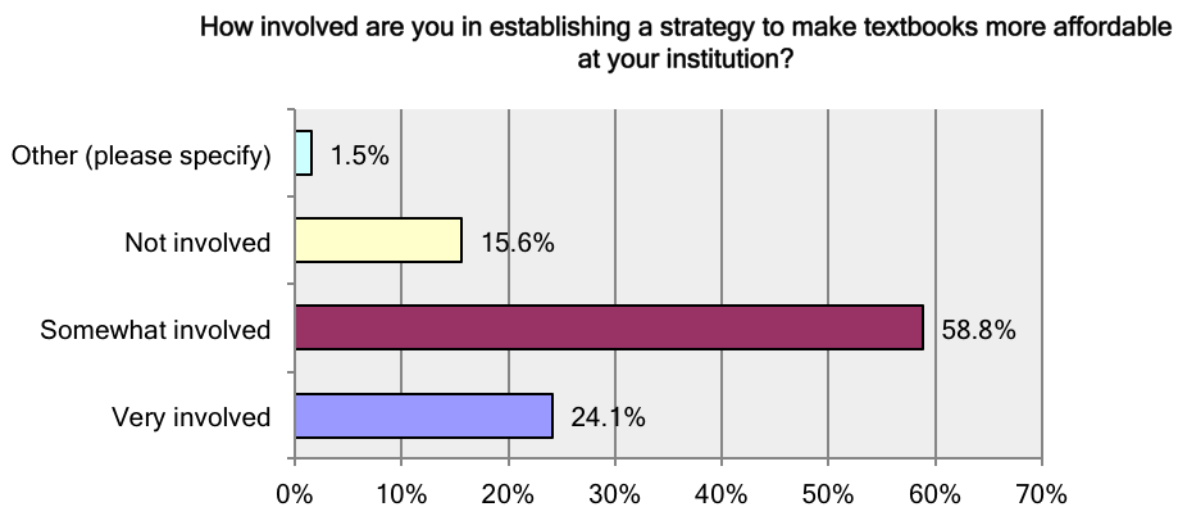
## Textbook Costs and Persistence

**Ninety-three percent** of presidents, provosts, and CAOs indicated textbook costs impact retention and persistence.



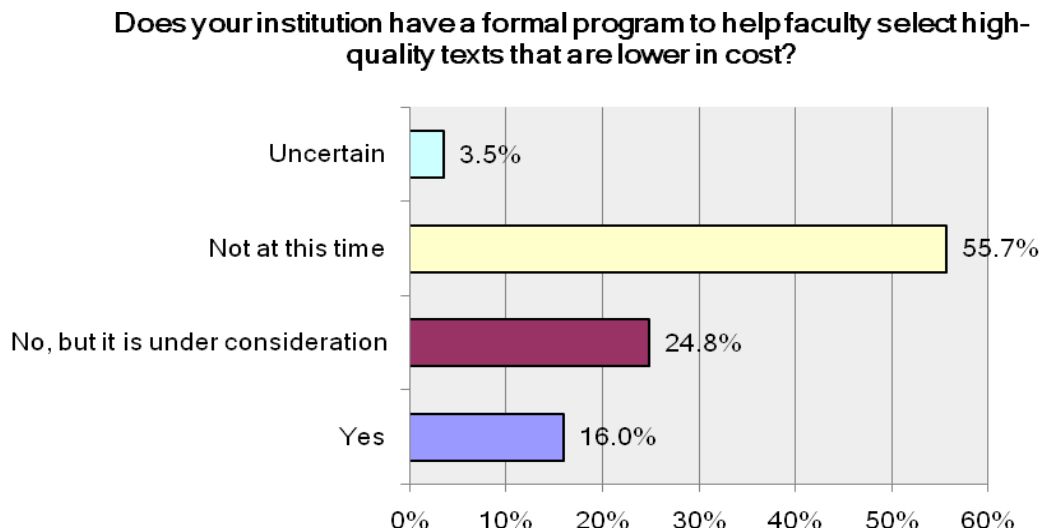
## Involvement in Textbook Affordability Strategy

**Eighty-three percent** of presidents, provosts, and CAOs reported involvement in a textbook affordability strategy at their institution, with 24% stating they are "very involved." Respondents at 2-year public institutions, schools with large enrollments, and schools serving lower-income students were more likely to be involved in a textbook affordability strategy.



## Programs to Help Faculty Select High-Quality, Low-Cost Books

The majority of respondents (**56%**) indicated they do not have a formal program to assist faculty in selecting high-quality, low-cost textbooks.



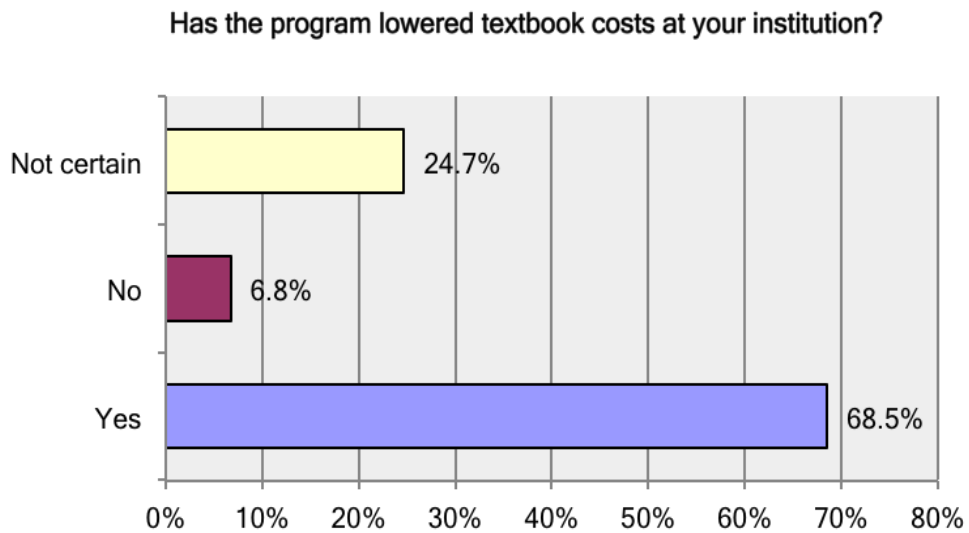
Schools with higher enrollments were more likely to report having a formal program to help faculty select high-quality, low-cost texts.

Presidents, provosts, and CAOs who responded agreed that textbook costs do impact retention were more likely to report having a textbook affordability committee.

Colleges and universities that reported having a formal textbook affordability program also reported higher student and faculty satisfaction.

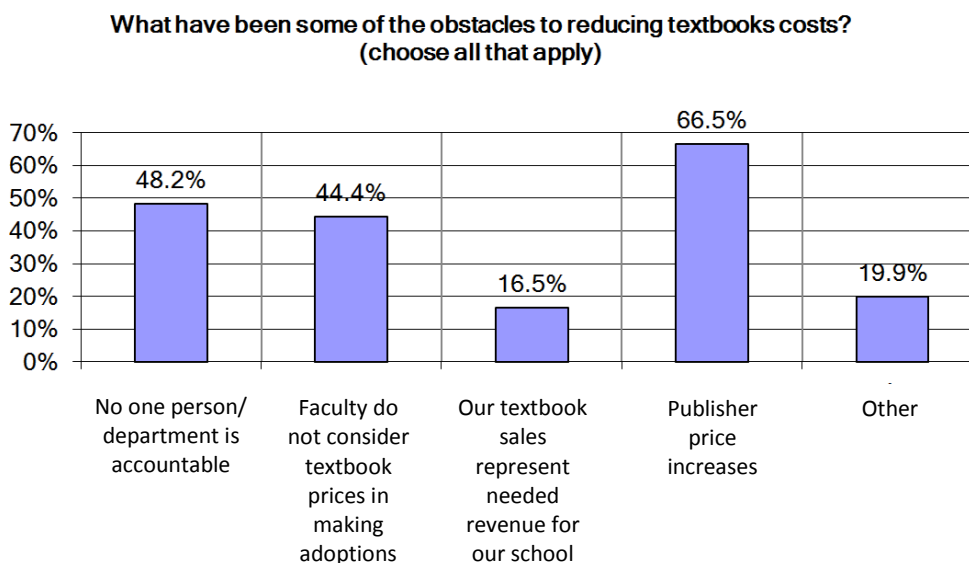
## How Successful is Your Textbook Affordability Program

Of the respondents that do have a formal program to help faculty select high quality, low-cost texts, **69%** of them reported the program has been successful at lowering textbooks costs.



## Obstacles to Reducing Textbook Costs

Respondents that do not have a program to help faculty select high-quality, low-cost texts were asked to identify obstacles to reducing textbook costs (choosing all options that applied). The majority indicated that **publisher price increases** were a notable challenge.



Respondents at 2-year institutions were more likely to report that textbook sales represent needed revenue for their school.

Respondents at public, 4-year institutions were more likely to report that faculty members do not consider costs when selecting textbooks.

Of those that selected “Other”, one-fourth identified issues regarding faculty control of the decision to select texts. Those answers were fairly evenly distributed among those who believe faculty are aware of the rising costs of textbooks (and may or may not be taking action to address cost), those who objectively cited “academic freedom”, and those who indicated faculty could use additional awareness training regarding how the price of textbook impact students.

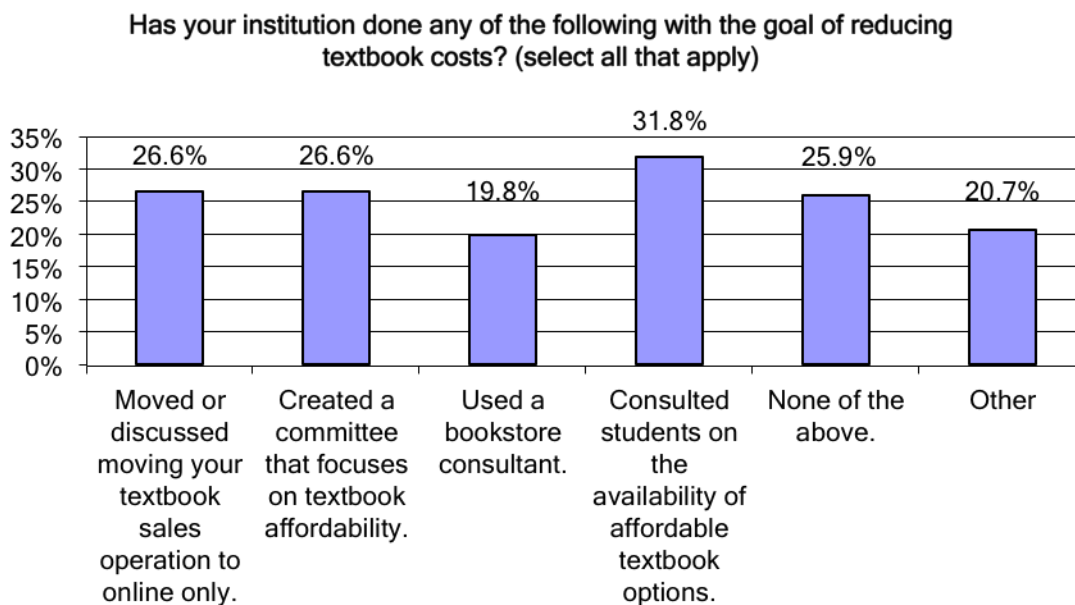
Publishers frequently changing editions were the second most commonly cited obstacle. Additional obstacles included lack of quality alternatives, bundles and custom books, outsourced bookstore contracts that prevent competition and increase prices, bookstores that are not focused on affordability, the used-book market driving up costs of first editions, and financial aid forcing students to shop at bookstores.

## Tactics to Reduce Textbook Costs

Respondents were asked to select all tactics they had undertaken to reduce textbook costs.

**Consulting students** was the most common answer:

1. **Consult with students**
2. **Create a textbook affordability committee**
3. **Consider moving bookstore to online only**



Those that chose “Other” or “None of the above” added the following tactics:

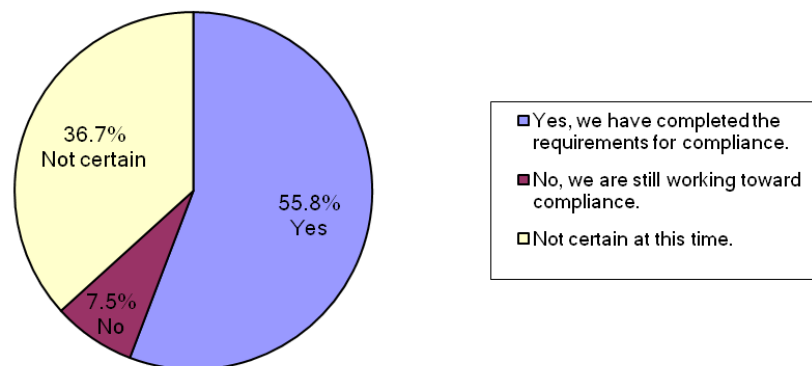
- Textbook rentals
- Adopting eBooks
- Using open source or OER (Open Educational Resources) for common courses
- Faculty training or policies to reduce textbook costs
- Getting rid of textbooks all together
- Using library reserve
- Negotiating prices with publishers
- Using custom course packs created by professors



## HEOA/Textbook Affordability Provision Compliance

**Fifty-six percent** of respondents indicated they are compliant with the Textbook Affordability Provision of the Higher Education Opportunity Act.

Is your school compliant with the Textbook Affordability Provision of the HEOA (Higher Education Opportunity Act)?

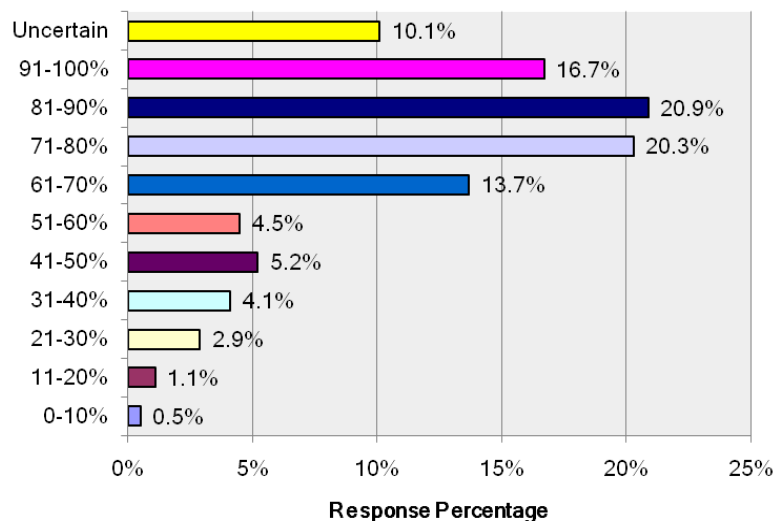


## Percentage of On-Time Faculty Adoptions

Respondents indicated that, on average, **73%** of faculty submitted textbook adoptions on time.

Respondents at 2-year public institutions, as well as those serving low-income students, were more likely to submit faculty adoptions in a timely manner.

Please estimate what percentage of your faculty submit textbooks adoptions on time:



## Student and Faculty Satisfaction with Textbook Prices

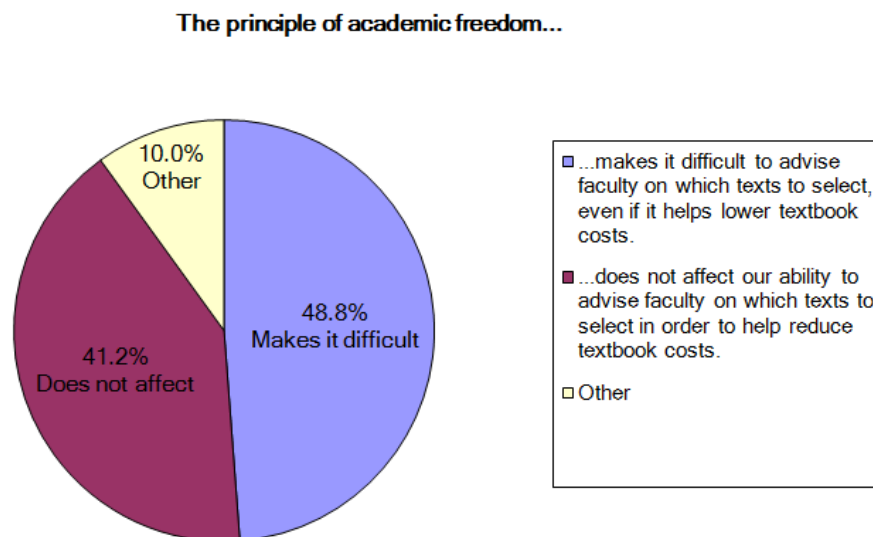
In terms of stakeholder satisfaction, respondents estimated that **81%** of students and **44%** of faculty are dissatisfied with textbook prices, with the majority of faculty identified as neutral on the issue.

CAOs were more likely to report lower faculty satisfaction with textbook prices, as were respondents at 2-year public schools.

In your opinion, how satisfied are the following groups at your institution with textbook prices?					
	Extremely unsatisfied	Very unsatisfied	Neutral	Very satisfied	Extremely satisfied
Students	22%	59%	16%	3%	1%
Faculty	4%	40%	49%	6%	1%

## Academic Freedom's Impact on Advising Faculty About Affordability

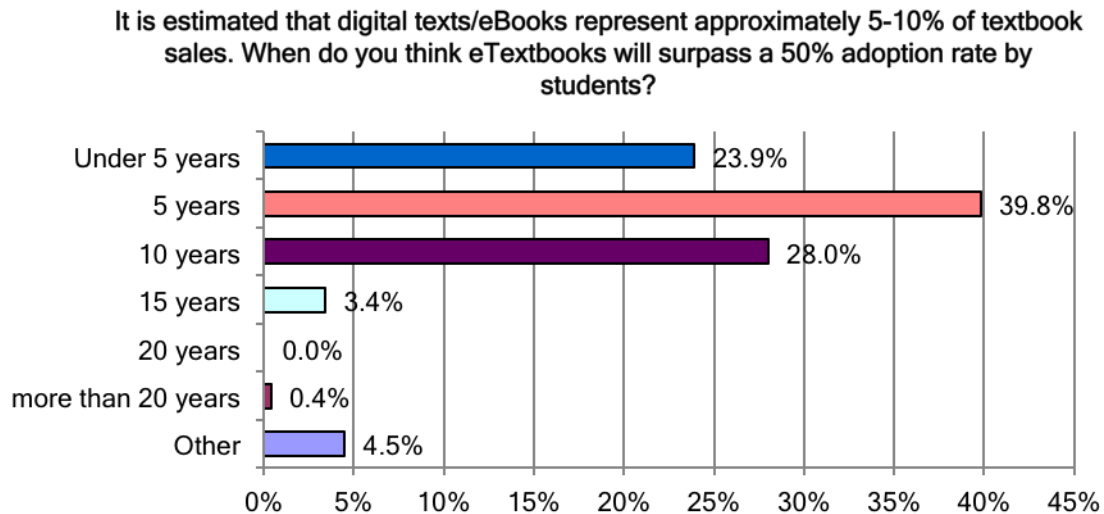
Almost half of respondents (**49%**) indicated that academic freedom does pose a challenge in advising faculty on selecting more affordable textbooks, while **41%** answered that academic freedom does not have an impact on advising faculty.



Respondents who chose "Other" (10%) indicated that this was a complex question and, as one respondent stated, "there is disagreement on the answer to this question on this campus."

## When Will eTextbooks Reach Mass Adoption?

**Sixty-four percent of respondents** believe a majority of students will adopt eTextbooks with **5 years**.

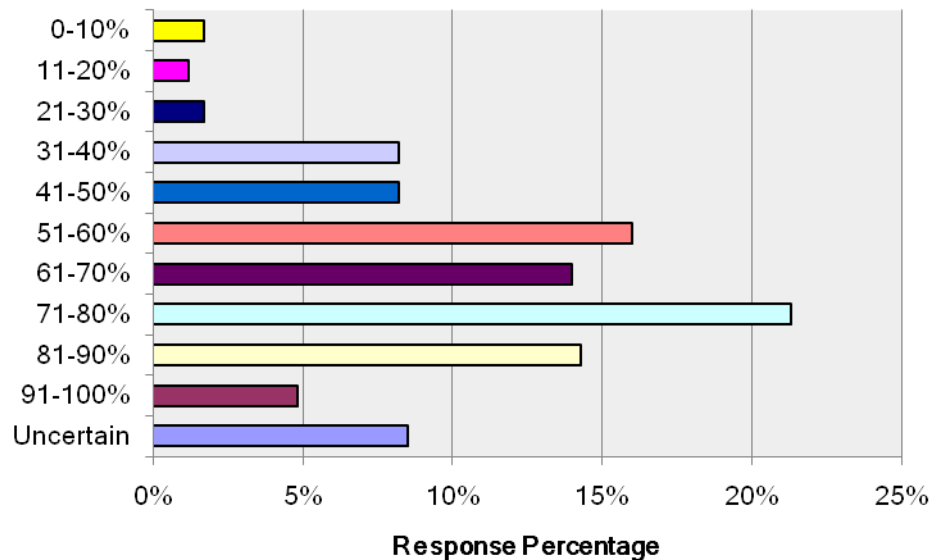


Many respondents who chose "Other" advised they were **not certain** when eBooks would reach critical mass.

## Students Shopping Outside the Bookstore

Respondents estimated that **64%** of students are shopping at the college bookstore.

Please estimate the percentage of your students who purchase the **MAJORITY** of their textbooks from your school's bookstore (vs. those that shop elsewhere, such as online retailers):



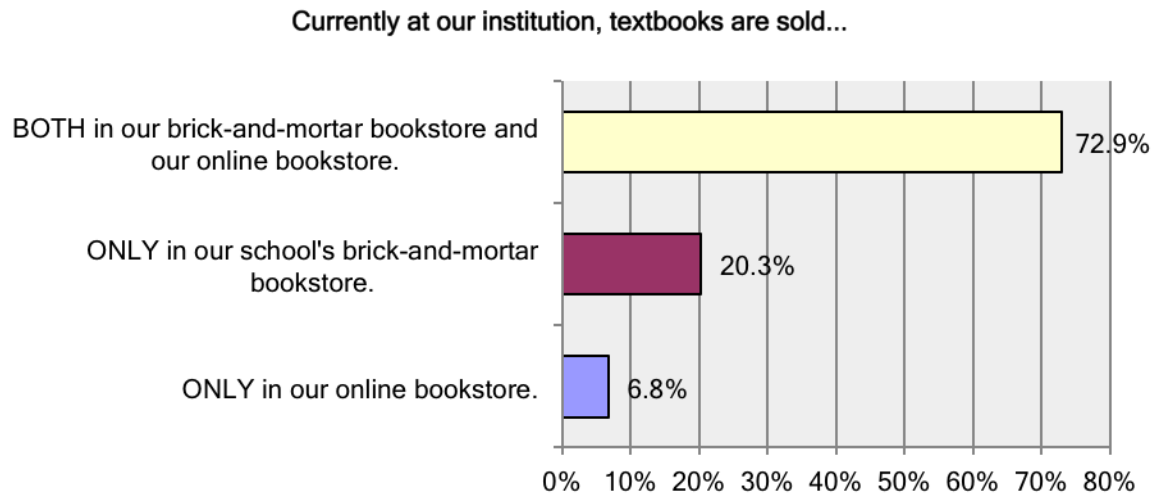
Presidents were more likely to report a higher percentage of students shop for their course materials in the school bookstore.

Two-year public schools were also more likely to report higher numbers of students shop within the school-sanctioned bookstore for textbooks by a large margin, as were those that serve lower income students.

Conversely, 4-year not-for-profit and 4-year public institutions were more likely to report lower percentages of students shopping at the bookstore for their books.

## Brick-and-Mortar vs. Online—Current Practices

**Seventy-three percent** of respondents reported having both a brick-and mortar and online bookstore at their school.

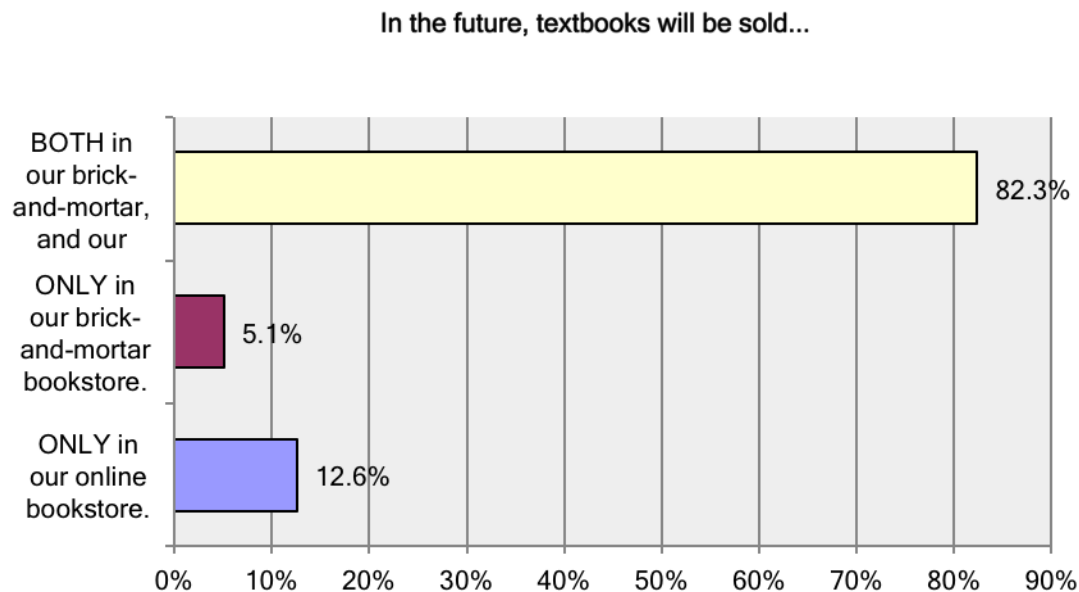


Four-year not-for-profit schools were more likely to report an online-only business model for their textbook sales.

Those schools with a brick-and-mortar-only textbook component to their bookstore were less likely to have consulted students or have a formal textbook affordability program.

## Brick-and-Mortar vs. Online—Future Predictions

**Eighty-two percent** of respondents predicted that textbooks would be sold at both a brick-and-mortar and online bookstore in the future.



Deans were more likely to select the future of textbook sales remaining brick-and-mortar only.

Two-year institutions were less likely to select online-only in the future for textbook sales, as were schools with higher enrollment.

# Conclusion

## **Form a formal program to help faculty**

The most important insight that emerged from our president, provost, and CAO survey regarding textbook delivery practices is that having a formal program to help faculty select high-quality, low-cost course materials correlates with higher student and faculty satisfaction with textbook prices. This piece of data is very “actionable,” and we include some best practices for a textbook affordability program at the end of this paper.

We recognize that quality must be the top characteristic faculty assess in deciding which texts to adopt for their course. That is why we recommend providing faculty additional support on the practical concerns of assessing quality *and* cost.

## **Increase satisfaction with textbook costs: Ask students what they think**

Student and faculty satisfaction with textbook prices are extremely low across the board. We know it is challenging to get customers to report satisfaction with textbook prices, but there appear to be significant steps schools can take to improve satisfaction, such as starting a formal program and surveying students about costs. If schools do not address the dissatisfaction, the risk of students shopping outside the school bookstore will continue to impact sales.

## **Address the “academic freedom” in the room**

The respondents were somewhat evenly split on whether academic freedom poses a challenge to advising faculty on textbook costs.

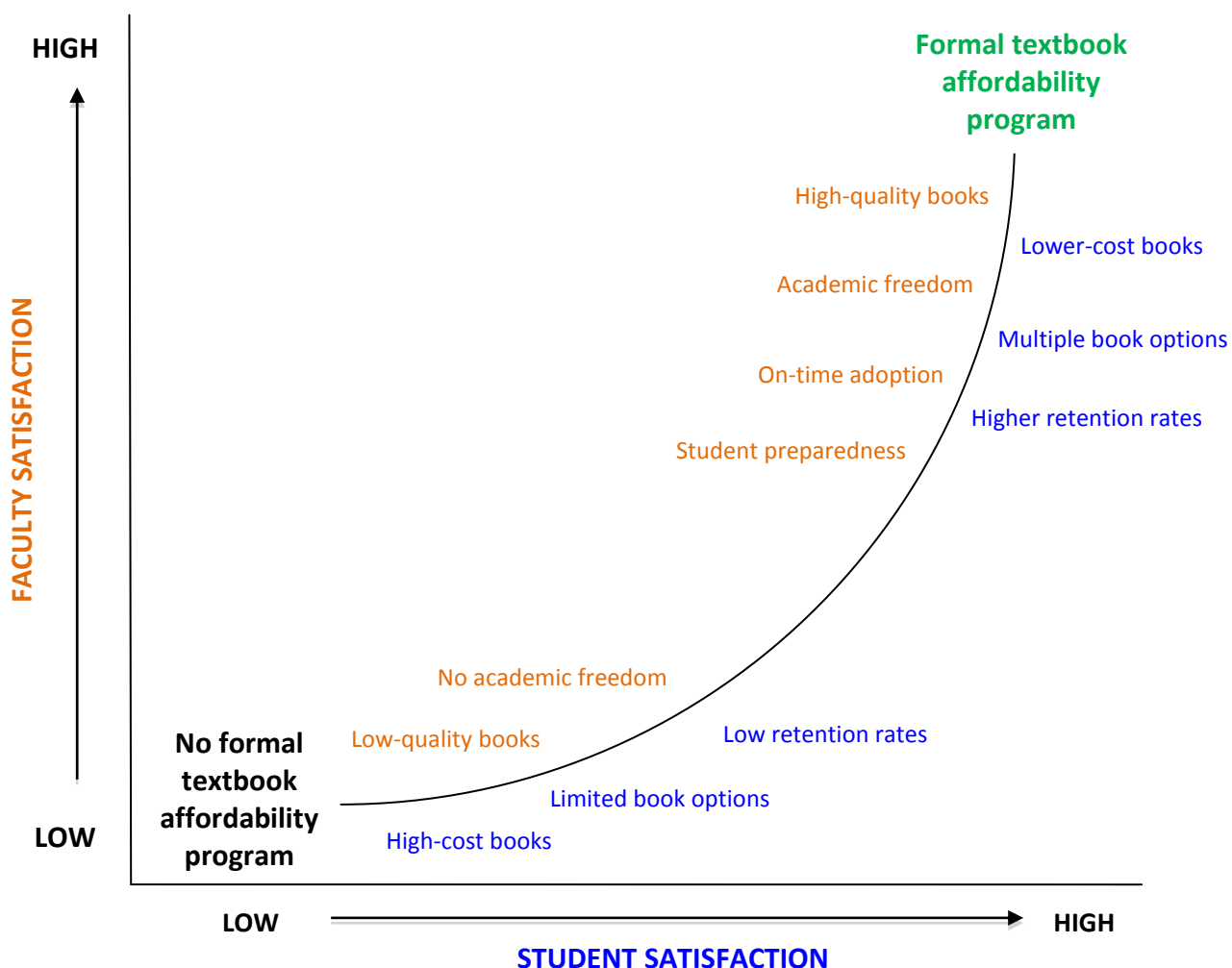
Many of you wrote in about your great respect for this principle, and for faculty expertise in their fields, suggesting it was not your place to advise on the matter. Many also made the key point that quality must come first (and we at Akademos completely agree). Others saw no issue here, suggesting that respecting academic freedom and advising faculty on textbook adoption are not mutually exclusive.

Our recommendation is to have a conversation with faculty about the how the costs of textbooks relate to academic preparedness, retention, and completion. Include practical methods for reviewing quality first, and cost as a supporting key characteristic.

### Key correlations: schools with formal programs have higher satisfaction

What do schools that reported higher student and faculty satisfaction with textbook prices look like?

Schools that have a formal program to advise faculty on high-quality, low-cost texts, and that have on-time textbook adoptions from their faculty report higher student satisfaction.



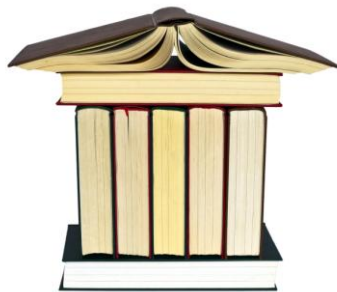


### **If you do one thing...**

We highlight this point throughout the paper, but we think it is worth repeating one last time. In order to improve student and faculty satisfaction regarding textbook prices, we recommend developing a textbook affordability committee or other formal program that includes advising faculty on the impact of course material costs on factors such as academic preparedness, retention, and persistence, as well as providing practical tips for reviewing quality and cost in textbook selection.

### **Next steps: textbook affordability best practices**

To further examine the issue of textbook affordability at your school, consider starting with an audit of your textbook selection and delivery practices, taking into account how student-buying habits are changing and how cost affects academic preparedness. We have put together a Textbook Affordability Best Practices Test, located on the final page of this paper, to assist you with evaluating both the health and the mission of your textbook practices.



## **About the Authors**



**John Squires** is Chief Executive Officer of Akademos. Mr. Squires was previously the founder of Next Issue Media, the digital publishing consortium joined by Conde Nast, Hearst, Meredith, News Corporation, and Time Inc., which was brought together to develop publishing solutions for tablet reading devices. Prior to Next Issue Media, Squires served as Executive Vice President at Time Inc., where he was responsible for leading digital operations and overseeing *Time*, *Fortune*, *Sports Illustrated*, *Money*, and *Golf* magazines. Squires holds a BA from the University of Washington and a certificate from the Yale Professional Publishing Program.



**Ingrid Ramos Nakamura** has over 17 years' experience in marketing, advertising, and product management, with the last six of those focused on higher education and during a time of innovative digital growth. She was formally the Vice President of Marketing for Akademos, a leading provider of online bookstore solutions for educational institutions whose offerings include branded virtual bookstores, free eLearning tools, and textbook marketplaces that rival third-party ecommerce sites. She has previously worked at education technology companies ConnectEdu, EducationDynamics, and GoalQuest. In her roles, Ramos Nakamura focuses on both B2B and B2C outreach, including institutional marketing and sales as well as marketing to students, their families, and alumni. Ramos Nakamura has also worked for Williams-Sonoma corporate with their modern home goods retailer West Elm, and ad agencies FCB and JWT. She earned a BA in English from Boston College and a certificate in Professional Publishing from Stanford University.

## **About Akademos**



Akademos is a leader in online bookstore and marketplace services for educational institutions. We offer virtual bookstore services, eLearning solutions, and an innovative textbook marketplace that rivals third-party marketplaces. Our comprehensive supply-chain solution and commitment to responsive personal service help us provide affordable textbooks and digital learning tools for schools and students. Students can choose from new, used, rental, and eBook options while schools can reduce costs and increase operating efficiency. Faculty can search, discover, and adopt new texts using the Akademos Textbook Adoption Tool.

Akademos has been involved in improving textbook affordability for over a decade. We started with the idea that students should have a more affordable option for buying course materials—and the Web offered a perfect vehicle. Soon enough, schools began to partner with us in order to leverage our educational e-commerce platform. And the fact that we integrate with already-existing course registration, financial aid, SISs, and other technology systems makes the transition an easy decision for most schools. Our prices rival third-party sites, and, unlike on the most popular of those sites, students are able to apply financial aid dollars to their textbook purchases. So students pay less for high-quality texts, and financial aid dollars are applied to the most affordable books instead of the most expensive.

Akademos delivers the right course materials, at affordable prices, on time. Learn more about Akademos' faculty textbook comparison portal at <http://www.adoption.akademos.com>, its direct-to-students ecommerce platform at <http://www.textbookx.com>, and its offerings to partner schools at <http://www.akademos.com>.

For more white papers, webinars, and similar resources, visit [www.akademos.com/resources](http://www.akademos.com/resources).



## Textbook Affordability Best Practices Audit

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Results from our survey of college presidents, provosts, and CAOs show that having a textbook affordability program is positively correlated to student and to faculty satisfaction with textbook prices. Here are some tips for starting or optimizing a program to assess textbook affordability.

- Formalize a textbook affordability committee. Perhaps this group meets as part of an overall affordability initiative. Faculty and students should be represented.
- Gather the following for your Textbook Affordability Audit:
  - **Students shopping at the bookstore** — Determine the percentage of students who are shopping for the majority of books at the school-sanctioned bookstore.
  - **What students (and faculty) think about textbook prices** — Conduct a student survey or focus group. Include students in all decisions about textbook delivery.
  - **Price comparison** — See if your bookstore prices are competitive by doing a cost comparison. Search for 5–10 common textbooks and review prices at third-party vendors vs. the school bookstore. Place them in a simple spreadsheet and calculate the differences.
  - **Textbook sales and commissions** — Gather key sales data and analyze the cost of making a profit selling textbooks.
  - **School mission and philosophy** — Have a real discussion about textbook practices and how they stack up against your school's mission and/or philosophy.
  - **Retention and persistence** — Discuss how textbook affordability is impacting the academic preparedness of your students.
  - **Digital and OER** — Assign someone to update the team on digital textbooks and the open educational resources movement with an eye toward high quality, more affordable texts. How can the institution keep up with digital technology in textbook delivery?
- Train faculty. Relay information about how textbook prices impact academic preparedness, retention, and persistence. Include practical advice on how subject matter experts such as faculty can weigh quality *and* supporting characteristics such as cost.
- Determine (or update) a policy and long-term textbook affordability strategy. Share your results with the school community.

Textbook affordability is a highly discussed issue among students, parents, faculty, administrators, the government, the media, and the general public. These tips can help ensure your school is making conscious choices about textbook prices and their impact on faculty and students.

For more white papers, webinars, and similar resources, visit [www.akademos.com/resources](http://www.akademos.com/resources).



For more information about this survey or for questions about our online bookstore services, contact us at [textbooksurvey@akademos.com](mailto:textbooksurvey@akademos.com) or visit [www.akademos.com](http://www.akademos.com).

**Akademos | 200 Connecticut Ave., Norwalk, CT | 203.866.0190, ext 18**

# White Paper



**2012–2013**

## **College CFO Survey on Textbook Delivery and Bookstore Services**

*Presenting outcomes from our survey of CFOs on current bookstore practices and future intentions. Topics covered include online vs. brick-and-mortar bookstores, textbook affordability and its impact on persistence, college bookstore revenue trends, and predictions for the future of textbook sales as part of the college store business model.*

*Authors:*

John Squires, CEO, Akademos

Ingrid Ramos Nakamura, VP of Marketing, Akademos

February 2013

# Introduction

As an education technology company that provides online bookstore services to schools and their students, Akademos has always had anecdotal information from clients and students regarding the changing landscape for textbook services. We sought to validate the concerns that college chief financial officers (CFOs) had expressed to us about the future of their textbook services given the challenges presented by a vast marketplace of external competition, and the requirements of meeting new digital delivery needs presented by growing online curriculum.

In this, the first comprehensive survey of college CFOs regarding the future of bookstore services, we chose to focus on some critical questions:

- How does the role of the college bookstore need to evolve in order to maintain long-term fiscal sustainability?
- What portion of students are no longer patronizing their school-sanctioned bookstore and why?
- What is the relationship between financial aid and the college bookstore?
- How important is the cost of learning materials to student outcomes such as retention and persistence?
- How can a brick-and-mortar bookstore offer competitive textbook prices while still fulfilling the institution's mission to provide the highest quality educational experience to its students?
- How do online courses and digital course materials present challenges and opportunities for college bookstores to meet new delivery paradigms?

In the summary that follows, we've begun to address many of these questions. We'd like to thank the almost 300 chief business and financial officers who participated in our survey. We hope these findings will prove helpful to college administrators across the country and we'd be delighted to discuss them with you directly.

Sincerely,

John Squires  
Chief Executive Officer  
Akademos

# Executive Summary

In November and December of 2012, Akademos conducted a survey of college and university CFOs that focused primarily on textbook delivery and bookstore practices. It is the most comprehensive survey of its kind.

While there are many stakeholders in the quest for evolving textbook and bookstore services, the college CFO is a key constituent in funding improvements. Given the fast-changing landscape of textbook delivery, including ecommerce trends, digital materials, unstable bookstore revenues, and more, this paper provides an instructive look at what those who control the budget think about the future of textbook delivery.

Respondents to the “2012–2013 CFO Survey on Textbook Delivery and Bookstore Services” consisted primarily of college and university CFOs and VPs of finance who shared information about their current bookstore practices as well as intentions for the future. The topics covered included online vs. brick-and-mortar bookstores, college bookstore revenue trends, and predictions about textbook sales as part of the college store business model.

## Key Findings

- 89% of respondents confirmed that students are increasingly turning away from campus-based bookstores in favor of third-party providers, citing, on average, 28% of students are shopping elsewhere.
- Respondents pointed to price as the primary reason students bypass the college bookstore (78%), with students' inclination to purchase online a distant second (12%).
- Survey respondents indicated that on average, 56% of textbook sales are transacted with financial aid.
- Respondents ranked giving students access to high-quality, low-cost textbooks as the most important service institutions can provide regarding the sale of textbooks.
- 88% believe textbook costs impact student retention and persistence.
- 82% indicated that textbook sales have been flat or down over the past three years.
- 18% stated they believe textbooks will be sold exclusively in a school online bookstore, while 80% are of the opinion that their school will utilize both an online and brick-and-mortar store.

Overall, textbook delivery and bookstore services are only now becoming a prominent issue for CFOs, likely due in part to increasing attention to the costs vs. outcomes of higher education from students and their families, accreditation committees, and the government. The question becomes whether the competitive and technical challenges of serving student-needs in an



increasingly online world can be met by the current model, particularly by college bookstores that sell textbooks in a brick-and-mortar environment.

The following report will summarize answers to the CFO survey (including popular responses to the open-ended question, “What are some of the bookstore challenges you face?”), and provide our analysis of the results, along with a Textbook Affordability Test you can administer to review your school’s own textbook delivery practices.

# AKADÉMOS

## Online Bookstore + Marketplace

A·ka·de·mos 🔊 noun \ a-kuh-dey-mos \

1. The leader in online bookstore + marketplace services for educational institutions.

2. An olive grove outside of ancient Athens named for a Greek war hero. It is the site where Plato founded his famous school of philosophy and is the source of the English word “academy.” Akademos is often thought of as the birthplace of Western philosophy, scientific reason, and some of our most cherished ideas about justice and the free exchange of ideas.

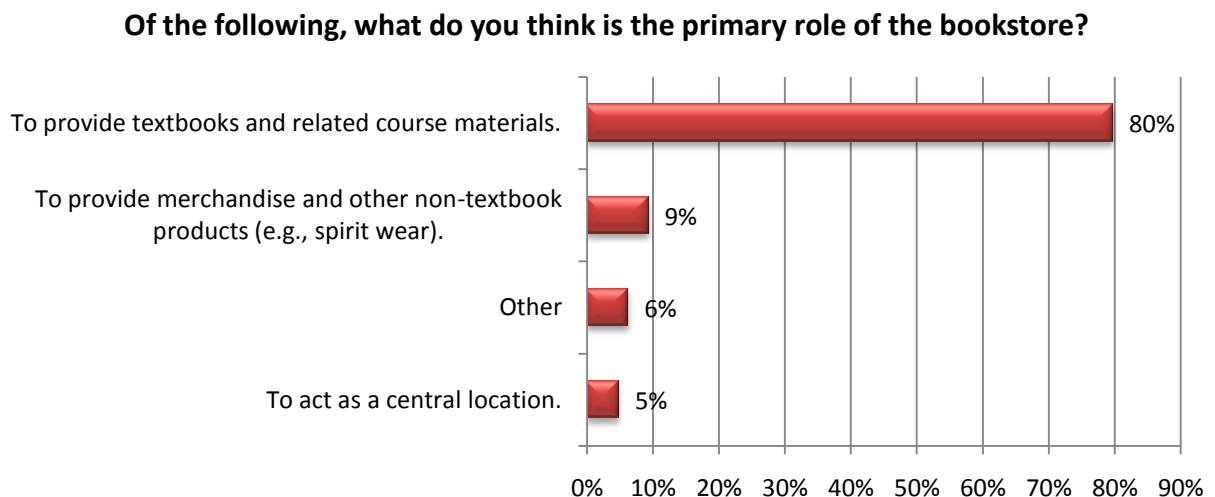
# Survey Summary

The bookstore services landscape for educational institutions has been radically transformed in the past five years. From the closing of general bookstore chains such as Borders, to the textbook's ever-changing form; from new government policies such as the Textbook Affordability Provision of the Higher Education Opportunity Act (HEOA), to an overall movement for increased transparency into course material costs—All of these trends have altered “business as usual” for the college or university bookstore. Further, it appears the retail footprint for book sales is shrinking in the face of competition from online sources, both in the general and college markets. So where does that leave the traditional college bookstore with regard to textbooks?

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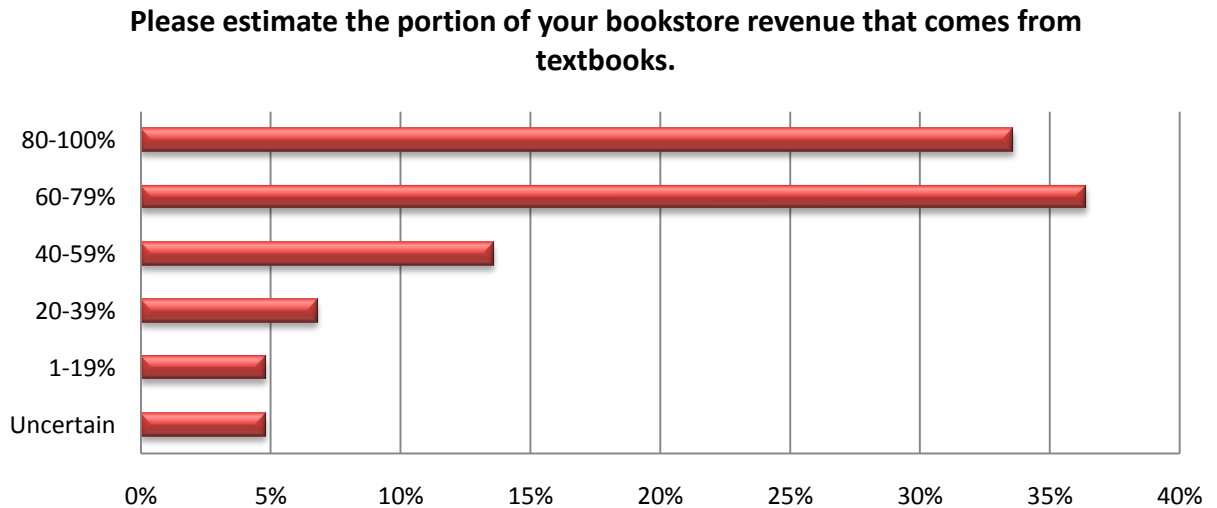
## Primary Role of Bookstore

CFOs overwhelmingly (**80%** of them) chose providing textbooks as the bookstore's central objective.



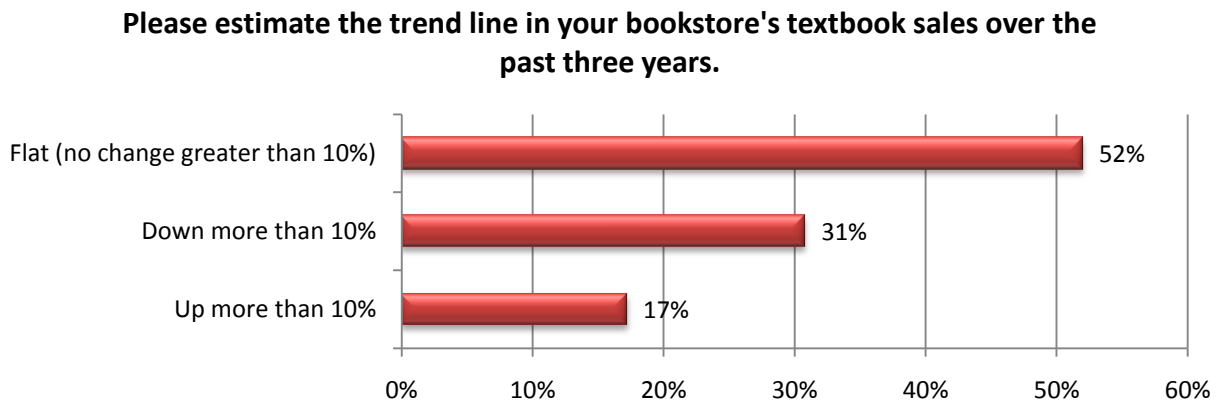
## Portion of Bookstore Revenue from Textbooks

On average, **68%** of bookstore revenue at respondents' schools comes from the sale of textbooks.



## Textbook Sales Trend Line

**83%** of respondents indicated textbook sales have been flat or down over the past three years.

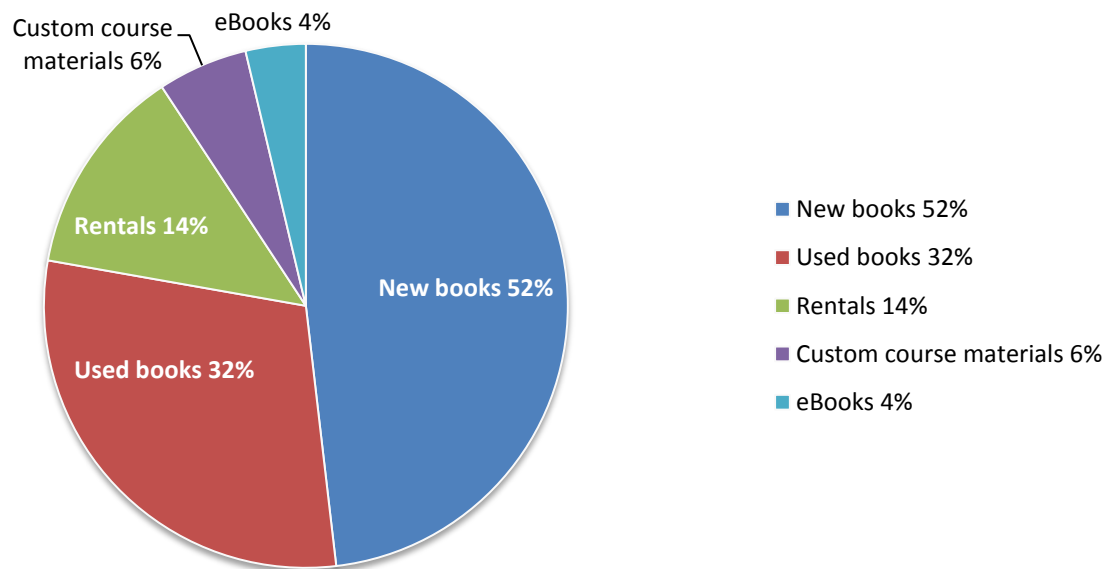


## Breakdown of Textbook Sales by Type

On average, new books make-up approximately **1/2** of all textbooks sales at respondents' schools, used books about **1/3**, and rentals approximately **1/10**, with eBooks and custom course materials each at approximately **1/20**.

Further analysis showed that private, 4-year not-for-profit schools reported the lowest percentage of textbook revenue coming from new books among all school types surveyed. All school types reported similar percentages of revenue from used books. Private, 4-year not-for-profits and public, 4-year schools were more likely to report higher sales from textbook rentals. For-profits and graduate schools were more likely to report a higher percentage of sales from eBooks.

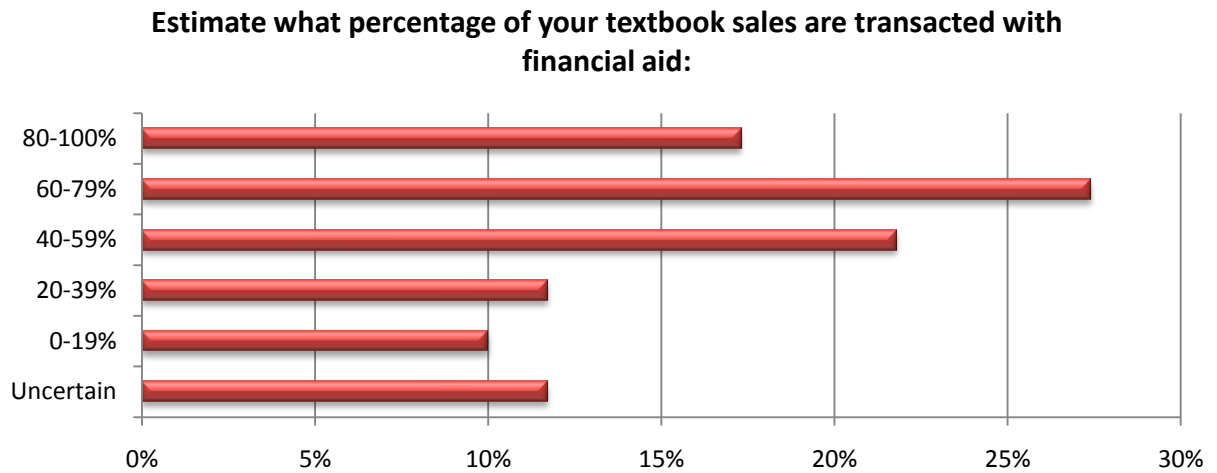
**Approximately what percentage of your textbook sales come from the following:**



*Note. numbers add up to more than 100% due to estimations from reference intervals.*

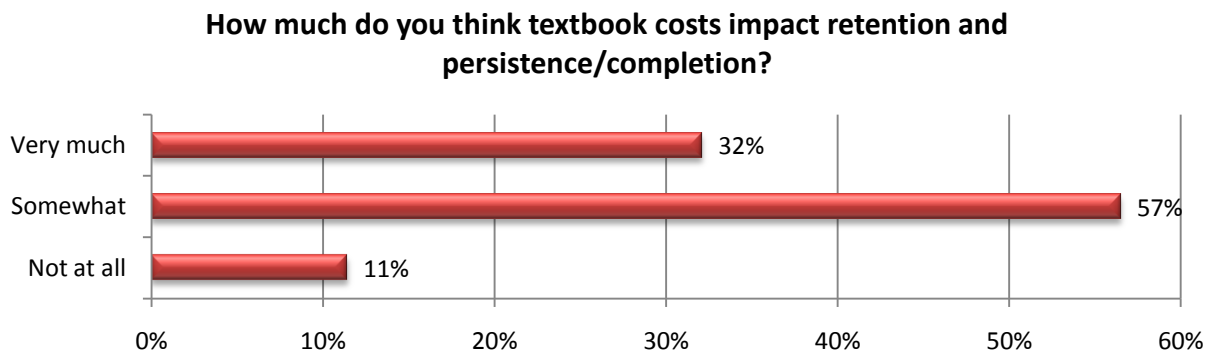
## Textbook Sales Conducted with Financial Aid

On average, **56%** of textbook sales are transacted with financial aid at respondents' schools.



## Impact of Textbook Costs on Retention and Persistence

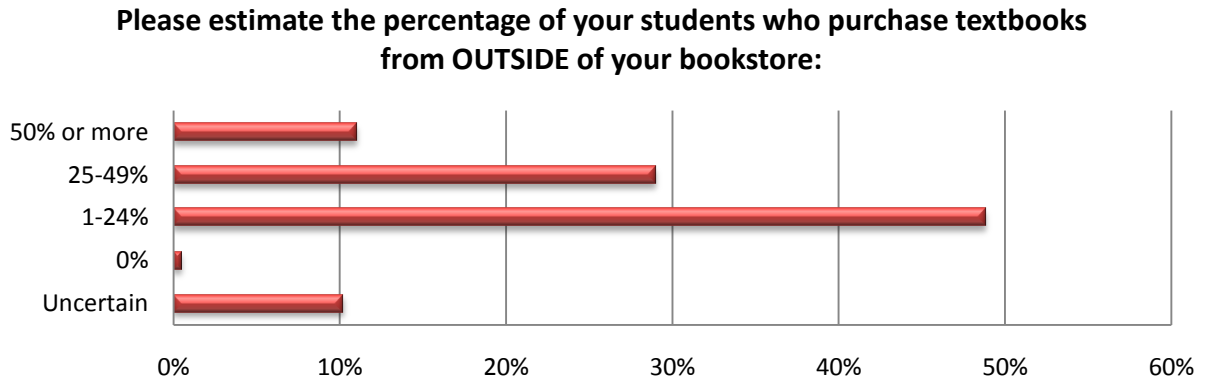
**89%** indicated textbook costs impact retention and persistence.



## Student Shopping Outside the School Bookstore

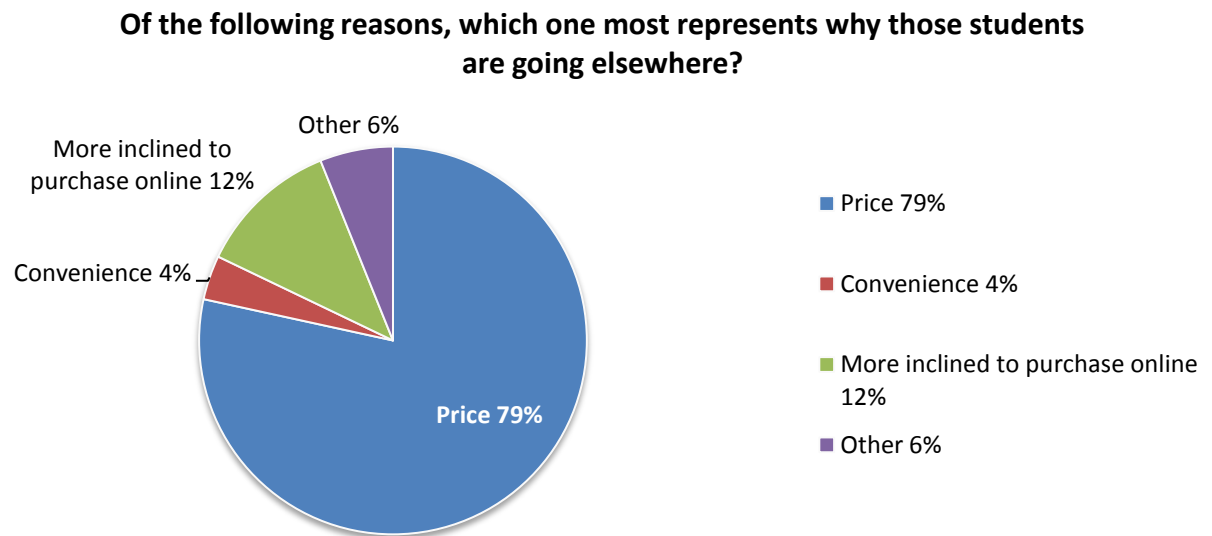
**89%** confirm that students are turning away from campus-based bookstores, citing, on average, that **28%** of students are shopping elsewhere.

Public, 2-year schools reported the highest likelihood that students are shopping outside their bookstore.



## Why are Students Buying Outside the School Bookstore?

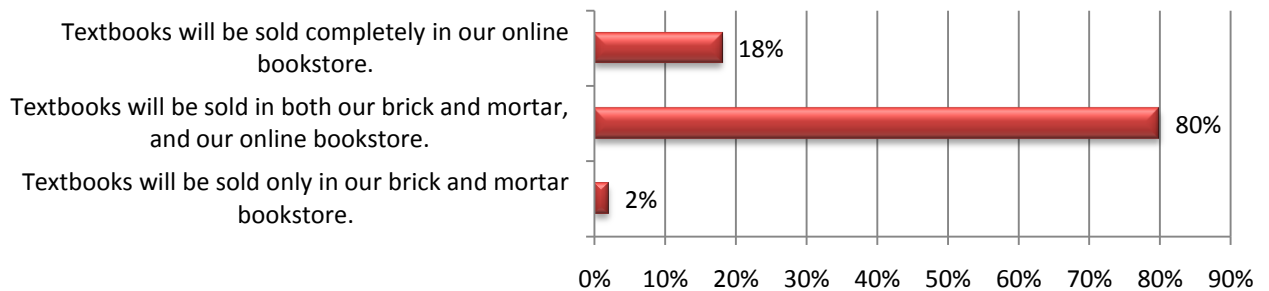
**79%** indicated that **price** is the primary reason students bypass the college bookstore.



## Where Will Textbooks Be Sold in Five Years?

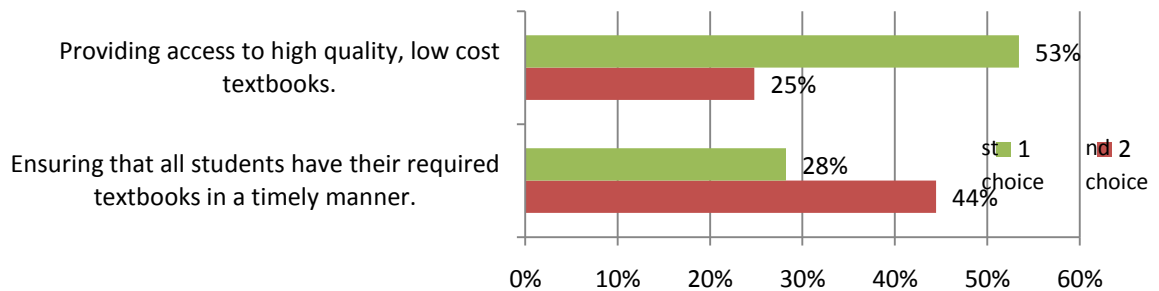
**18%** believe textbooks will be sold exclusively in the school's online bookstore, 80% in both an online and brick-and-mortar store, and 2% only in their brick-and-mortar bookstore.

**In the next five years, which of the following would you agree with most regarding the textbook component of your bookstore business model.**



## Most Important Textbook-Related Services

**Of the following, what is the most important service schools can provide students regarding the sale of textbooks?**



**Textbooks services CFOs rated as "very important," in order of importance:**

1. Used books — 79% (rated as very important)
2. Rentals — 59%
3. Digital/eBooks — 48%
4. Custom course materials — 31%
5. OERs (Open Educational Resource materials) — 25%

# Conclusion

Competition from online, third-party providers is of major concern for the viability of the textbook business at campus bookstores. Students are leaving the school-sanctioned bookstore because of better pricing elsewhere, and this loss of customers is driving schools to more closely examine their textbook affordability, both for business reasons—revenue from textbooks appears to be in decline—and for educational reasons—charging students exorbitant mark-ups on course materials to help fund school initiatives is becoming an increasingly questionable practice in higher education.

Below is a summary of top outcomes and analysis.

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## **Textbook costs impact retention and persistence**

The impact of college affordability on student outcomes such as retention, persistence and completion is becoming more evident, particularly in those programs where the cost of textbooks could exceed the cost of the course.

The majority of CFOs (89%) indicated textbooks costs do have some impact on retention and persistence. Given students are reporting that they do not buy all of their required books for a course, and graduation rates are tied to accreditation and other funding, textbook costs are joining tuition and fees as a potential cause of attrition.

## **Students are shopping outside the school-sanctioned bookstore for textbooks—predominantly choosing third-party, online retailers**

Whether you are a college CFO, a faculty member, a student or parent, or just a member of the general public, you likely recognize that students are shopping online in order to find lower cost textbook prices.

Most CFOs (89%) confirmed that students are indeed shopping for textbooks outside of the school bookstore. What percentage of students shopping outside the school bookstore is too much? We think that is, and will continue to be, a central question in bookstore services. If you are a CFO reading this, do you know how many student customers are buying their books at your bookstore and how many are leaving?



CFOs in our survey indicated that on average, 28% of their students are shopping elsewhere. In our experience, the portion of students perceived as shopping outside the bookstore is under-reported. The majority of schools are either not tracking this data, or not analyzing this data in an actionable way. Additionally, one-on-one feedback from school administrators across the country in the last year actually points to the contrary—that *less* than 30% of students are shopping in the school-sanctioned bookstore for textbooks. This discrepancy is surely a challenge to be reconciled by schools and their bookstore providers.

A follow-up focus group indicated an interest in understanding how many of those students are purchasing the *majority* of their books at the school bookstore, which it presumed to be a much higher number.

### **Cost is the biggest issue chasing students away**

It is likely no surprise that respondents pointed to *price* as the dominant reason (79%) for students shopping elsewhere, with the belief that students are more inclined to purchase online as a distant second (12%). When you put these together, it confirms an overall trend we have heard from administrators and students alike: *Students are increasingly buying textbooks on third-party websites because they can find better deals there than at the school bookstore.* And, again, it is no surprise that school bookstores are experiencing challenges competing when you consider the costs of running a brick-and-mortar with limited or local inventory vs. an online operation with national inventory.

### **Access to high-quality, low-cost textbooks is the most important service schools can provide**

The "most important service schools can provide students regarding the sale of textbooks," as ranked by 53.5% of respondents, is to provide "access to high-quality, low-cost textbooks."

Additionally, in the open-ended answers, textbook affordability was listed as the second most-cited concern about bookstore services (after staying competitive).

### **An abundance of used books are the most important resource to the future of schools' bookstores**

When asked to rank resources such as new, used, digital, rental, and OER (Open Educational Resources) in order of importance to the future of the school's bookstore, nearly 80% of respondents ranked used books as number one. It is interesting to note that a majority of CFOs rated both supplying used books and supplying rentals as very important, yet revenue from new books is still outpacing that from both of these categories combined.

## **Financial aid, designed to *assist* financially-challenged students, is actually leading them to the most expensive options for textbooks**

On average, new books make up approximately half of all textbook sales at respondents' school bookstores. New books are also the students' most expensive option. If our neediest students buy elsewhere, they are forgoing their aid. But, if they buy at the school bookstore, they are likely spending more than they need to on textbooks. This Catch-22 is contributing to both the rising student debt burden and mounting budgetary pressures on financial aid.

## **In the face of competition, schools still believe they will be in the business of selling textbooks out of a brick-and-mortar in the coming years**

This might be the most surprising outcome of the survey. A majority of CFOs believe that their school will continue to sell books at their brick-and-mortar bookstore. Only 18% of college CFOs believe textbooks will be sold solely online. It is particularly surprising given CFOs recognize that cost is the biggest issue chasing students away, and that financial aid is binding students to shop at stores where costs are less competitive than online alternatives.

How feasible is it for schools to balance textbook pricing for their online bookstore and their brick-and-mortar store, particularly without unnecessarily inflating prices for students?

When the responses were posed to a focus group following the survey, some cited long-term contracts for brick-and-mortar services and the inability to consider alternative options until those contracts expire. The question then becomes, if the bookstore is not competitive in current times, how will long-term contracts affect schools' ability to keep up with changing trends and technologies five or ten years into the future?

## **Staying competitive is a top business concern**

What are CFOs' top concerns in their own words? The open-ended answers revealed a consistent set of issues relating to textbook delivery/college bookstores, but staying competitive was the top cited issue.

## Final Remarks from Our CEO

The lessons we take from changes in the trade bookstore business [that sells books to the general public] are certainly worth considering in any view of how college bookstores may evolve. Today's trade book consumer is fiercely value-conscious, and the brick-and-mortar bookstore business has been revolutionized by the selection, price, and speed of delivery offered by online retailers. Local bookstores that have survived have done so by offering unique services and products that are not readily available from online sellers.

Are college students any less concerned about value? A recent article published by *The Chronicle of Higher Education* ("Students Get Savvier About Textbook Buying") shows that students are also savvy shoppers. We see little evidence that college bookstores are adapting quickly to this challenge of providing superior value to their students. In fact, the trends we see from examining RFPs and college bookstore contracts suggest the opposite.

Bookstore contracts are too frequently awarded to service providers who promise double-digit commissions to schools, or multi-million dollar capital commitments to rebuild student centers or other campus facilities. Yet, aren't students the ones really paying for these high-cost contract commitments? And what of the corresponding business practices resulting from these agreements that conflict with the mission of higher education?

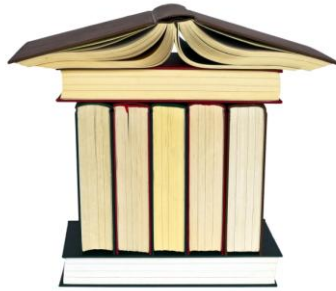
Here are a few consequences that give us concern:

- Financial aid dollars are tied to use at the college bookstore, so students face the dilemma of using out-of-pocket funds to purchase low-cost books outside the college bookstore, or running up their already high debt burden by overpaying for their course materials in their college bookstore.
- Custom textbooks that offer little incremental value beyond the standard editions are developed in a coordinated effort between publishers, faculty, and bookstore operators. These books are often priced extremely high, and their exclusive availability in the college bookstores thwarts students from renting or purchasing used editions of these textbooks elsewhere.

We think it's time to focus on how this cycle impacts student outcomes and drives up the cost of education, particularly with regard to attrition. It is estimated that "as many as one in three [students] frequently opt not to purchase required academic materials due to cost" (*National Survey of Student Engagement, 2012*). We know that for many community college students, the cost of learning materials can be as much as the cost of tuition. How is this cycle burdening schools with unintended costs from poorly prepared and under-performing students who don't persist to completion?

## **What Can You Do? Best Practices Bookstore Services Audit**

If you wish to further examine the issue of textbook affordability at your school, what can you do? We recommend starting with an audit of your bookstore practices, taking into consideration how the economic model is changing as well as how student preparedness affects overall student academic performance. We have put together a Textbook Affordability Test, located in the appendix of this paper, to assist you with evaluating both the health and the mission of your textbook practices.



## **About the Authors**



**John Squires** is Chief Executive Officer of Akademos. Mr. Squires was previously the founder of Next Issue Media, the digital publishing consortium joined by Conde Nast, Hearst, Meredith, News Corporation and Time Inc., which was brought together to develop publishing solutions for tablet reading devices. Prior to Next Issue Media, Squires served as Executive Vice President at Time Inc. where he was responsible for leading digital operations and overseeing *Time*, *Fortune*, *Sports Illustrated*, *Money*, and *Golf* magazines. Squires holds a BA from the University of Washington and a certificate from the Yale Professional Publishing Program.



**Ingrid Ramos Nakamura** has over 17 years experience in marketing, advertising, and product management, with the last six of those focused on higher education and during a time of innovative digital growth. Currently, she is the Vice President of Marketing for Akademos, a leading provider of online bookstore solutions for educational institutions whose offerings include branded virtual bookstores, free eLearning tools, and textbook marketplaces that rival third-party ecommerce sites. She has previously worked at education technology companies ConnectEdu, EducationDynamics, and GoalQuest. In her roles, Ramos Nakamura focuses on both B2B and B2C outreach, including institutional marketing and sales as well as marketing to students, their families, and alumni. Ramos Nakamura has also worked for Williams-Sonoma corporate with their modern home goods retailer West Elm, and ad agencies FCB and JWT. She earned a BA in English from Boston College and a certificate in Professional Publishing from Stanford University.

## **About Akademos**



Akademos is a leader in online bookstore and marketplace services for educational institutions. We offer virtual bookstore services, eLearning solutions, and an innovative textbook marketplace that rivals third party marketplaces. Our comprehensive supply-chain solution and commitment to responsive personal service help us provide affordable textbooks and digital learning tools for schools and students. Students can choose from new, used, rental, and eBook options while schools can reduce costs and increase operating efficiency. Faculty can search, discover and adopt new texts using the Akademos Textbook Adoption Tool.

Akademos has been involved in improving textbook affordability for over a decade. We started with the idea that students should have a more affordable option for buying course materials—and the web offered a perfect vehicle. Soon enough, schools began to partner with us in order to leverage our educational e-commerce platform. And the fact that we integrate with already-existing course registration, financial aid, SISs, and other technology systems makes the transition an easy decision for most schools. Our prices rival third party sites, and, unlike on the most popular of those sites, students are able to apply financial aid dollars to their textbook purchases. So students pay less for high quality texts, and financial aid dollars are applied to the most affordable books instead of the most expensive.

Akademos delivers the right course materials, at affordable prices, on time. Learn more about Akademos' faculty textbook comparison portal at <http://www.adoption.akademos.com>, its direct-to-students ecommerce platform at <http://www.textbookx.com>, and its offerings to partner schools at <http://www.akademos.com>.

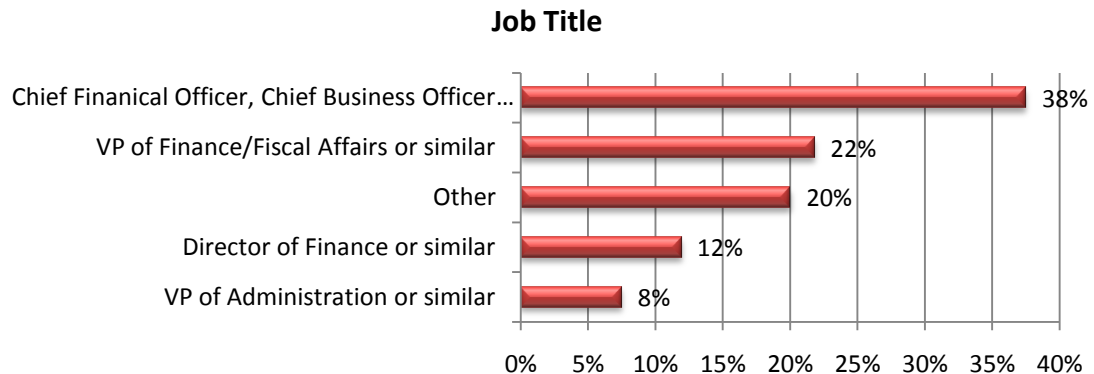
For more white papers, webinars and similar resources, visit [www.akademos.com/resources](http://www.akademos.com/resources).

# Appendix

## Audience Description and Methodology

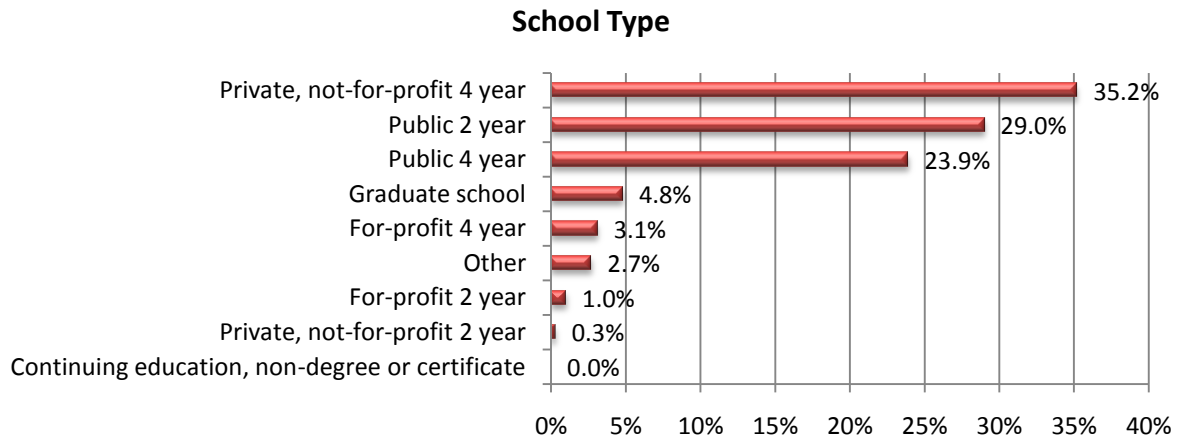
### Titles/Roles of Survey Respondents

- 60% of the people who responded identified their titles as CFO or VP of Finance; 12% as Director of Finance; 8% as VP of Administration; and 20% as "Other" (Other breakdown: 10% Business or Controller roles; 6% Bookstore Manager roles; 3% Auxiliary roles, 1% Dean)



### School Types

- School types included: 35.2% — Private, not-for-profit 4-year; 29.0% — public 2-year; 23.9% — public 4-year; 4.8% — graduate school; 3.1% — for-profit 4-year; 1% — for-profit 2-year; 0.3% — private, not-for-profit 2-year; 2.7% — "Other"



## **Type of Bookstore**

*Respondents were asked to check all that apply:*

- 95.3% — School has a brick-and-mortar bookstore
- 79.5% — School has an online bookstore
- 55.5% — Bookstore is managed by school

## **Survey Methodology**

- Three emails were sent to a list of 4,438 email addresses identified as belonging to CFOs, VPs of Finance or comparable roles at colleges and universities within the U.S.
- The survey was hosted on SurveyMonkey from November 15, 2012 to December 19, 2012
- n = 293



## Open-Ended Question Summary

The open-ended answers reveal a consistent set of concerns about college bookstores among CFOs and across schools types. Staying competitive was the top concern, followed by textbook affordability.

Many of the open-ended answers were notably interrelated. For example, competition has driven customers to more affordable options; therefore, brick-and-mortar operations cannot cover their costs, which then moves administrators to consider more efficient, online options. In the end, if students are not satisfied with the school bookstore selection, price, convenience, or method of delivery, satisfaction with the bookstore decreases and/or students cease to shop there ... leaving its purpose for being in a questionable state.

Below is a list of top concerns in order of frequency, as well as portions of the write-in answers:

### **1. Staying competitive**

- a. "Competing with other online options such as Amazon."
- b. "Rising cost is contributing to students buying online at other vendors."
- c. "Marketing the value of the on-campus bookstore to students. Students still shop online even though on-campus store is less expensive."

### **2. Textbook affordability**

- a. "The ever-increasing costs of books and what we need to do to keep the bookstore viable."
- b. "The high cost of textbooks is our greatest challenge!"
- c. "The ever-increasing cost of textbooks is an ever-increasing impediment to persistence to graduation."

### **3. Physical space vs. online space**

- a. "We hope to eliminate our store as we need the space for other purposes; however we will continue to offer merchandise in a store; just not textbooks."
- b. "Change bookstore operation to a destination that students want to use numerous times during the school year, rather than just [as a place to] buy textbooks."
- c. "As our contract with our bookstore vendor comes to an end in the next few years, the question will be whether to maintain a bookstore on campus or not."

### **4. Bookstore operating revenue**

- a. "The bookstore is not covering its costs."
- b. "Maintaining a viable financial model while doing all we can to hold down educational costs."
- c. "Maintaining bookstore revenue vs. expense to support other auxiliary services offered to students."

**5. Student satisfaction and customer service**

- a. "Providing the extra services that keep students 'attached' to our particular bookstore."

**6. Faculty-related issues**

- a. "Faculty stepping up and realizing that they have work to do to ensure students receive their books in a timely manner."
- b. "Timely submission of adoptions."

**7. Publisher issues**

- a. "Constant new editions of texts when not needed."
- b. "The high cost of textbooks and course materials that are provided by the publishers and the high frequency of new editions. Bookstore margins are small and it's challenging to offer rental and used books due to the high frequency of new editions done by publishers."

**8. Digital texts**

- a. "With today's and future technological advances, the long-term use of textbooks [is] maybe on the way out in the next 10 years, to be replaced by eBooks."
- b. "Determining whether students really want digital books or just hard copy books at a lower price."

**9. Technology**

- a. "Connecting the bookstore with the finance office."
- b. "Fast pace of changes related to consumer buying habits via the use of mobile devices."

**10. Other**

- a. "Ensure the bookstore stays relevant to the mission of the institution."
- b. "Misleading and unethical practices in the marketplace that mislead students in making the best choices."
- c. "I am contracted out to a vendor. The challenges ahead are in my opinion too difficult for a self op, particularly a small self op like us, way too uncertain and challenging for us to face. I feel confident that our vendor will be able to face up to the challenges."
- d. "Managing the changing staff roles in the evolving marketplace."



## Textbook Affordability Best Practices Test

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- Call a meeting of your school's Textbook Affordability Committee (Don't have one yet? Probably a good time to start one, however informal). Perhaps this group functions within an overarching College Affordability Committee.
- Gather the following for your Textbook Affordability Test summary:
  - **Textbook customer loss factor** — Determine the percentage of students who are shopping for the majority of books at the school-sanctioned bookstore (a student survey is the most reliable, but a quick pulse of students, faculty and the bookstore staff is a good start).
  - **Cost comparison** — Check if textbook prices at the school-sanctioned bookstore are competitive with online options. Do a quick cost comparison by searching for 5-10 popular textbooks and review prices at third-party vendors vs. the school bookstore. Place them in a simple Excel spreadsheet and calculate the differences.
  - **Put a number on it** — Gather key data points and analyze in the framework of textbook affordability:
    - Cost of running the bookstore
    - Portion of revenue from textbooks
    - Breakdown of sales by textbook type (new, used, rental, digital, etc.)
    - Portion of textbook sales conducted with financial aid
    - Margins on textbooks and non-course material products
    - Sales projections for next 1-5 years
  - **School mission and philosophy** — Have a real discussion about textbook practices and how they stack up against your school's mission and/or philosophy.
  - **Retention and persistence** — Add your retention and/or persistence data. Reach out to any committee that focuses on retention or persistence to discuss how textbook affordability is impacting your students.
  - **Digital and OER** — Assign someone (perhaps a dean, provost, or faculty member) to update the team on digital textbooks and the OERs movement with an eye toward high quality, more affordable texts. Ask them to make recommendations. Can the institution keep up with digital technology changes? Can they encourage faculty to, at minimum, check all options for textbooks in their field to confirm the adopted text is the best fit?
- Determine (or update) a policy and long-term textbook affordability strategy. Share your results with the school community. Textbook affordability is becoming a highly discussed issue among students, parents, faculty, administrators, the government, the media, and the general public. Any due diligence done by you or your committee should be shared, and hopefully, applauded.

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January 17, 2014

Dr. Melody Rose  
Interim Chancellor  
Oregon University System  
University Governance Work Group (UGWG)  
PO BOX 751  
Portland, OR 97207-0751

Sent by email to: melody\_rose@ous.edu, mdonegan@forestcap.com, and  
charles\_triplett@ous.edu.

Dear Chancellor Rose:

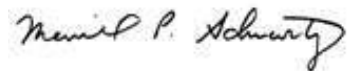
Per AGB Consulting Contract dated January 3, 2014, the information that follows  
fulfill the objectives to report on the Multi-Campus University System Option and  
report on an Affiliation Option—the latter of which has two addenda.

AGB consultants Dr. Sheila Stearns and Dr. Tom Meredith prepared these reports with  
AGB staff support from Cristin Toutsu and I.

If you have any questions or need additional information, you may reach me at  
merrill@agb.org or 202-776-0822.

Thank you for your time and the opportunity to work with you and your colleagues.

Sincerely,



Merrill P. Schwartz, Ph.D.  
Vice President for AGB Consulting

## Memorandum

Date: January 17, 2014

To: University Governance Work Group (UGWG),  
Oregon State Board of Higher Education

From: Sheila M. Stearns, AGB Consultant and AGB Senior Fellow

Subject: **Considerations and Comparisons Regarding the Possible Creation  
of an Affiliation Model of University Governance**

### **Introduction**

The following is an analysis of issues, costs, and benefits of an affiliation arrangement for three of the technical and regional universities (TRUs) and Oregon State University (OSU), one of several options the University Governance Work Group is considering for the governance, oversight and administration of Eastern Oregon University, Southern Oregon University, and Western Oregon University. The UGWG asked the Association of Governing Boards of Universities and Colleges (AGB) to examine this option to assist the Work Group in its deliberations.

Included in this request were instructions to exclude Oregon Institute of Technology from this analysis and include Oregon State University as the institution with which TRUs would affiliate. Therefore, this analysis assumes that three of the TRU institutions affiliate with Oregon State University and are governed by its new Board of Trustees. The result would be a statutorily authorized affiliation of five universities (including OSU-Cascades) headed by a research-level university. Also, as requested, in the analysis of this option we have focus on a comparison with the option of individual governing boards for each of the TRUs.

A related analysis (attached) prepared by AGB consultant Tom Meredith describes issues relating to the possible formation of a **multi-campus system** with its own Board of Trustees, with each of the TRU universities reporting on an equal footing to their shared governing board, without a lead or flagship institution in the system. This would be a smaller version of the current Oregon State Board of Higher Education, in terms of the number and size of institutions reporting to the board, size of the system office required, and number of students served.

Listed below are operating assumptions, issues, and cost-benefit observations for the OSU Affiliation Model, with cost-benefit comparisons between an affiliation model and individual governing boards for each university:

- **Affiliation** In this context, affiliation means one governing Board of Trustees for Oregon State University, three TRU institutions, and OSU-Cascades in Bend. The presidents/campus heads for the TRUs report to the president of OSU. The degree to which institutions affiliated with OSU are integrated structurally and programmatically is to be determined and could vary by institution and over time. Extensive integration would create a multi-campus university and is not the same as affiliation.

Affiliation will present many changes for each of the TRUs, compared to their relationships with OSBHE and the system office. An affiliation relationship is different from a system in an essential way—rather than being led by a system head, the president of OSU would oversee the campus heads of the affiliated institutions. Rather than a system staff serving each of the institutions in the system, OSU's administration would provide some of the planning, budgeting, and other oversight and service functions for the affiliated campuses.

There is no standard or template for an affiliation relationship, and it would be different from that between OUS and the Cascades campus. Due to the changes brought about by SB270, some functions currently performed by the system will go the HECC and some to the Shared Services Enterprise. With the affiliation model, some system and university president functions would go to OSU's administration. TRU campus heads would likely have diminished authority in some areas, as they would no longer be the ultimate decision maker.

- **HECC** The OSU affiliated campuses and their governing board shall be subject to the authority of the Higher Education Coordinating Commission (HECC) regarding academic program approval, tuition levels, state financing, and other responsibilities of the commission. COST/BENEFIT: It would more be cost-effective for one board rather than four individual institutional boards to interact with and implement HECC and various legislative requirements.
- **Governance** The fiduciary responsibilities of governing boards have never been greater in the changing landscape of higher education. It is imperative to achieve vital state and national goals that all members of governing boards receive effective and continuous information about the challenges and issues of the universities they oversee. COST/BENEFIT: It is more cost-effective to make the appropriate level of investment in board education in one board than in multiple boards. As the OUS Board has demonstrated, a span of control that includes many institutions is manageable, however, it would change the expectations of those recently appointed to the board of OSU.
- **Board Support** Governing boards require significant investment for their operation and development. Oregon State University forecasted expenses of \$265,000 per year for its Board of Trustees. The individual TRU universities estimated the annual cost of board operation for each with its own board at

\$160,000 per university (Report to the Special Committee on University Governance, December 15, 2013). COST/BENEFIT: OSU would have to recalculate its estimated cost of board operations if the Board of Trustees governs three additional universities. The increased cost would be marginal, but net savings would not be \$480,000. There would likely be increased travel costs for additional key campus administrators to attend OSU board meetings and for the board to meet on the campuses of affiliated institutions. Related support of the board by administrators is noted, below, in regard to Legal Services, Administrative Structure, and other sections.

- **Shared Services** The OSU affiliated campuses will participate in some features of the Shared Services Enterprise (SSE) as described in the report of the Shared Services Work Group. COST/BENEFIT: Uncertain. The December 15, 2013 report (cited above) indicated that increased incremental costs for the three TRU universities of using a Shared Services Enterprise would be \$640,000 (this excludes Oregon Tech's estimate of incremental costs). How much of that incremental cost could be saved by affiliating with OSU and sharing its administrative capacity is uncertain. OSU expenses in several areas of administration would increase with the affiliation of three TRU universities. Whether it would rise to the \$640,000 level projected for services provided through SSE would have to be discussed and analyzed by OSU and the affiliating universities. The net cost of course would depend on how much of the current OUS staff and resources would be redirected to Oregon State University. If the affiliation option is pursued, we recommend that a dialog between OSU and the regional universities begin immediately to adapt or refine the calculations they developed for the Shared Services Work Group.
- **Presidential Authority** The president of Oregon State University will serve as CEO or lead president of the affiliated universities. The precise level of authority of the president of OSU, how much authority is delegated to him, and how much the Board and he delegate to the affiliated universities, should be clarified specifically by the act creating this structure and codified in writing by OSU's Board of Trustees early in the process. COST/BENEFIT: The authority of TRU presidents and their relationship with their governing board would be clearer if each had its own governing board than if they reported to the board of OSU through the president of OSU. Individual boards do not have to wrestle with the level of authority of campus presidents reporting through a lead chief executive, though this can be addressed in law and policies. It is more expensive to have individual boards, but they would provide greater clarity about presidential responsibility and board/president relationships.
- **Branch Campuses** OSU has one branch campus, OSU-Cascades in Bend. It is already fully integrated within OSU because that is how it was founded. The day may come, as has occurred in other states, when a relatively small branch campus grows to the level that its region needs and can support the suite of



programs and services of the other (proposed) affiliated campuses, such as alumni and athletic programs, to name just two. That appears to be unwise at this point and for the foreseeable future for Cascades. Cascades' level of governance integration with OSU is appropriate, but it is probably not achievable or even perhaps a good model for the separately accredited TRUs that have decades-long roots in their regions and communities. That level of integration is the multi-campus university option discussed in an earlier report.

- **Accreditation** Each of the three TRUs would retain their independent accreditation with the Northwest Commission on Colleges and Universities. Per accreditation standards, all presidents of independently accredited universities do not have to report directly to the governing board, but they must have a governing board and clear access to it. Any requirements or restraints regarding communication of presidents with the board should be clarified in writing at the outset. COST/BENEFIT: No financial impact, but a benefit to the smaller universities with their own institutional governing boards is high level continuous access to their boards, with their undivided attention. A cost to the OSU board and administration would be the added responsibility of oversight and involvement in the regional and specialized accreditation of three additional universities.
- **Titles** Whether or not any executive titles would be changed would be determined by the legislative action creating this structure or OSU's governing board at an early stage. Titles do not have to be changed for affiliation to work well. COST/BENEFIT: If titles are changed, there are costs to changing stationery, business cards, and various documents. This is a relatively small issue. The much larger issue than titles is the benefit of having campus chief executive officers who are identified and respected in their positions for responsibilities that are comparable to CEO's in similar universities around the country. Titles are part of this, and if handled poorly, the cost of CEO recruitment and retention in the TRU universities could be a recurring and significant challenge.
- **Mission Focus** Each of the universities will continue with its current mission, and changes thereto would have to be approved by the OSU Board of Trustees and by HECC within the framework of Oregon's strategic plan for higher education achievement. COST/BENEFIT: The biggest risk found in other states with dispersed institutional boards is the temptation to add and duplicate programs competitively. The OSU board would serve as another check and balance assisting HECC in overseeing program expansion at affiliated institutions. With individual governing boards, an effective Presidents' Council, as exists in Michigan and as proposed by the TRU presidents, can serve a similar function. If a Presidents' Council is considered, serious thought should be given to a statutorily authorized council that includes all seven university

presidents, as is the case in Michigan. Otherwise its effectiveness in facilitating the coordinating work of campuses and HECC will be diminished.

- **Administrative Structure** Campus governance on each campus could resemble current administrative structures, but greater intra-campus collaboration could reduce the need for some management positions or the qualifications required for those positions. For example, the finance officers for the universities would still report to their respective presidents, but they must interact on a regular basis with finance personnel on the OSU home campus in Corvallis. Vice presidents may become directors if more of their duties are assumed by the central office at OSU. The chief academic officer on each campus would also report to the president of the regional university he or she serves, but could be a dean who must interact frequently with the vice president on the OSU home campus, who would have overall responsibility for coordinated academic affairs in the entire Oregon State University. The president of OSU should expect that chief officers in areas such as academics and finance would be consulted in the annual evaluation process to ensure that interaction is systemic, hierarchical but respectful, and continuous within the Oregon State Universities. COST/BENEFIT: Through collaboration fostered by a single board, affiliation should be able to enhance academic quality and student services, and reduce administrative overhead and duplication. If it is not structured to accomplish these outcomes, it should not be undertaken.
- **Executive Officers** At minimum, each campus would need a CEO and individuals (titles to be determined) in charge of academic and student affairs, finance and administration, and communications and community partnerships. Those senior officers do not have to carry the full portfolio and salary implied by the title or level of current vice presidents. The level of administrative overhead at each university should be justified to the Board of Trustees in formative stages of the affiliation. The level of integration and authority of OSU's president and administration, in relationship to the affiliated campuses is to be determined. COST/BENEFIT: Universities with individual governing boards may continue to use the titles and have the portfolios of other larger universities, even if the enrollment base of the institution makes it difficult to support. The level of responsibility and concomitant salaries are higher than they would have to be in an affiliated model, and perhaps the number of positions. Overall, affiliation should result in personnel savings in the executive and management ranks, although some of the savings may need to be reallocated to shared services.

Note: In some cases, the greatest resistance to affiliation comes not from presidents or communities but from employees who fear the loss of positions or authority when affiliation creates efficiencies. This is understandable, but adroit presidents and the Board of Trustees can achieve administrative contraction over time with strategic and respectful consolidation. The goal of affiliation is

to strengthen the viability and quality of each university, not to protect all jobs at all costs.

- **Legal Services** General Counsel for OSU should be responsible for the legal needs of the board and the affiliated universities, and will need to add capacity for increased workload distributed across several campuses. COST/BENEFIT: The synergy of university attorneys working together in one staff distributing workload and specialization is very cost-effective. The staffing in the OSU General Counsel office would need to be reviewed, perhaps to absorb some of the legal functions currently provided to the campuses by the OUS office, transferring resources from that office.
- **Integration** The new OSU Board of Trustees should require demonstrable integration or collaboration among the universities with regard to academic programs, student success initiatives, and reduction of administrative overlap. COST/BENEFIT: The benefits, especially for students, would develop over time; the cost savings would be real, but not immediately apparent. This is perhaps the greatest potential advantage of the affiliation model compared to individual institutional boards. However, the TRU presidents have indicated that a Council of Presidents could also facilitate significant collaboration. If individual boards are established for all seven universities, an effective council could facilitate the coordination work of HECC.
- **Faculty** With an affiliation model, the OSU Board of Trustees would have ultimate responsibility for campus policies, including those for faculty. The OSU board would have the opportunity to ask the affiliated presidents and their faculties to recommend disciplines that are ripe for specialization and shared curriculum. Cost/Benefit: A discipline such as computer science, to cite one example, is difficult to sustain at separate universities partly because of the cost to recruit and retain faculty. Improving academic quality through interdisciplinary collaboration among OSU affiliated campuses can be a very positive result of affiliation. Individual institutional boards may be less aware of opportunities for innovative, entrepreneurial, intra-campus activities. OSU would have to assume some of the duties of the OUS Director of Labor Relations in regard to advising affiliated institutions on their labor contract negotiations with faculty and other unions. However, OSU already has a robust human resources office that should be well-situated to provide services to the TRUs, with some incremental costs for increased workload.
- **Purchasing, IT, and Related Shared Services** COST/BENEFIT: It is striking that OSU is already very well-positioned to provide or facilitate shared services because it serves as host to many current shared services including the Fifth Site for information technology, with its assessments to the various campuses. OSU Information Services already provides programming and support for regulatory processes and projects for the Oregon University System, and support for EOU,

OIT, SOU, and WOU. Many of the Oregon University System personnel involved in supporting shared services are already located in offices on the Oregon State University campus. COST/BENEFIT: OSU and the TRU staff would have to develop specific estimates, but it appears there would be savings in an affiliated model compared to operation under multiple individual governing boards. Absent action by the SSE, the affiliation model could facilitate efficiencies.

- **Fundraising** Campus foundations and alumni relations generally remain separate and associated with each campus because of the respective alumni and donor bases built over decades. COST/BENEFIT: While long-established legally-separate foundation boards most likely will stay in place for each affiliated university, their professionals may be more likely to work together to seek advantages of scale in investment management and other areas of specialized expertise. In some states they have voluntarily chosen to merge for shared infrastructure, while keeping cost-accounting and campus-specific appeals and activities individualized.
- **Athletics** Separate athletic teams and programs remain at each campus (depending on NCAA, NAIA and conference rules and regulations). COST/BENEFIT: No impact between affiliation and individual institutional boards, but among Oregon's NCAA institutions, shared professional development for new board members regarding athletics governance and booster guidelines would be a wise investment.
- **Self-Support** All affiliated universities should benefit from greater efficiencies, but the state resource allocation model should not expect that some universities subsidize others. It should treat each university according to the assumptions, data, and strategic goals identified by the OSU Board of Trustees and the Higher Education Coordinating Commission. Regardless of governance model, each university should manage itself efficiently and be allocated sufficient funds to accomplish its mission to serve students and the state. If an institution's mission has become too broad or its infrastructure spread too thin, reorganization and mission review should occur regardless of governance model. COST/BENEFIT: The financial self-sufficiency for one or more of the TRUs is in question. While separate governing boards for each institution would no doubt provide greater board attention to each of the TRUs, the expertise of the administration of OSU and opportunities for economies of scale, are benefits of the affiliation model.
- **Policy Development and Update** The OSU Board of Trustees will enact policies regarding the full range of university governance as they assume fiduciary obligations previously assigned to the Oregon State Board of Higher Education. COST/BENEFIT: With an affiliation model, the task of adapting or adopting policies will be more efficient in the context of multiple campuses.

With individual governing boards, each board will undertake separately the lengthy and time-consuming process of policy review, although they certainly can learn from each other through their presidents, chairs, and meetings of the Presidents' Council if one is established.

- **Communications** The affiliated campuses would acknowledge in their high-level communications (contracts, accreditation reports, and web pages, for example) that they are part of Oregon State University. They can do this without changing their names or other aspects of their identities. In some cases of affiliation, regional campuses prefer to change their names to associate themselves more visibly with the home campus of the state's land grant university. For example, the former Eastern Montana College in Billings chose to change its name after affiliation to Montana State University-Billings. **COST/BENEFIT:** The cost and effort affecting communications could be minimal, but it would depend on the degree of integration sought by the new OSU board. Strategic communications are expensive. In either model, the goal should be to strengthen the quality and appeal of each campus. Mutual assistance required by an affiliation model might decrease costs and increase effectiveness through collaboration, compared to individual-board models. On the other hand, individual boards would probably bring more passion to the process of strategic communications for each university.

## **Conclusion**

This analysis has described assumptions and issues relating to the potential affiliation of three TRU universities with Oregon State University, and how it would compare to the creation of individual institutional governing boards for all the TRU institutions. The questions Oregon leaders must answer are: does the affiliation model increase the potential for quality enhancements, fiscal stability, and cost savings for the state of Oregon and for all the universities that would be governed by the Oregon State University Board of Trustees? Or, can the TRU campuses form a small, multi-campus system with a synergistic structure that exceeds the benefits of affiliation, through the oversight of one governing board specializing in three or four institutions somewhat similarly situated. Or, are individual boards for all seven universities the best answer for effective governance, with positive cost-benefits and reduced bureaucracy for all concerned? This analysis is meant to inform your judgment as you seek answers to these questions.

## **Addendum 1**

### **Nebraska State Colleges System (NSCS)**

The Nebraska State College System comprises three colleges, Wayne State, Chadron State, and Peru State. The total enrollment of the three colleges is just under 9,000 students (headcount). The Governor appoints six board members from around the state to six-year terms, who must be confirmed by the legislature. The seventh member is the chief state school officer (K-12), a voting *ex officio* member. The Governor also appoints annually one non-voting student member from each of the three colleges for one-year terms.

The Board of Trustees meets five-to-eight times per year, with one meeting per year on each campus. The system office in Lincoln is headed by a chancellor. The three presidents' report to the chancellor, but the Board is involved in annual evaluations and presidential selection or termination. All three colleges are members of AASCU, the American Association of State Colleges and Universities.

The system office is located near the capitol building in Lincoln. The system chancellor directs legislative communications with the assistance of a lobbyist for whom NSCS is one of several clients. The office staff includes ten employees: chancellor; five vice chancellors (general counsel/employee relations; finance/administration; student affairs/public information; facilities/information technology; academic planning/partnerships.) The staff also includes an operations director, a director for system-wide accounting, office manager, and staff assistant.

The annual budget for the office from general fund appropriations is approximately \$1.5 million. The total annual budget of the three colleges is \$131 million, of which \$45 million is from general fund appropriation.

## **Addendum 2**

### **The Regional University System of Oklahoma (RUSO)**

RUSO comprises six universities: East Central University, Northeastern State University, Northwestern Oklahoma State University, Southeastern Oklahoma State University, Southwestern Oklahoma State University, and the University of Central Oklahoma. The six universities are distributed among 12 locations, with a combined headcount enrollment in 2013 of 42,375. Two other systems in Oklahoma are “integrated flagships,” in which two or more smaller universities are affiliated with the research universities, either University of Oklahoma or Oklahoma State University.

The aforementioned systems and colleges, along with their respective governing boards, are subject to high-level authority of the Oklahoma State Regents for Higher Education, authorized by constitutional amendment in 1941 and headed by a chancellor.

The governing board for the six RUSO universities has nine members. Eight are appointed by the governor from one of each of the eight congressional districts, for nine-year staggered terms. The ninth member is the elected State Superintendent of Public Instruction. The Board of Trustees meets seven times per year in regular session, once each on one of the six campuses, and once in Oklahoma City. The Board’s administrative office in Oklahoma City is headed by an Executive Director. The six presidents report directly to the Board, although the Executive Director facilitates the annual evaluation of the presidents for submission to the Board.

The system Executive Director facilitates communications with the Oklahoma legislature. The system office includes six employees: executive director, general counsel, assistant general counsel, finance officer, executive assistant, and administrative assistant. The office budget includes funds for other unspecified salaries including temporary employees and various outsourced functions. The revenue to support the system office annual budget of approximately \$900,000 derives from a formula-based assessment to the six universities.

## Memorandum

Date: January 17, 2014

To: University Governance Work Group (UGWG),  
Oregon State Board of Higher Education

From: Thomas C. Meredith, AGB Consultant and AGB Senior Fellow

Subject: **Considerations and Comparisons Regarding the Possible Creation  
of a Multi-Campus System for Oregon's Public Technical and  
Regional Universities**

## **Introduction**

The following is an analysis of the creation of a multi-campus system involving the four technical and regional universities (TRUs) in Oregon: Eastern Oregon University, Oregon Institute of Technology, Southern Oregon University, and Western Oregon University. With the passage of SB270, and the creation of HECC, a shared services enterprise, and separate governing boards for three research universities, the governance of the four TRUs remains in question. A multi-campus system is one of several options being considered by the University Governance Work Group (UGWG) for the TRUs, in addition to the options of separate governing boards for each or affiliation with Oregon State University. The UGWG asked the Association of Governing Boards of Universities (AGB) to examine this option and provide a report to assist it in its work.

Multi-campus systems are common in higher education in the United States. Some of these multi-campus systems are statewide in their scope, while others comprise a small number of state institutions. Some include institutions of just one type, and others are mixed. Seven university systems currently exist that are comprised of “non-flagship” institutions of similar, or somewhat similar missions. These systems, sometimes referred to as “segmental” are: California State University, University of Louisiana System, Regional University System of Oklahoma, Pennsylvania State System of Higher Education, and Texas State University System. These systems range from very large, with 23 institutions and over 437,000 students (the California State University System), to relatively modest, with six institutions and just over 42,000 students (the Regional University System of Oklahoma), to relatively small (the Nebraska State College System) with three institutions with 9,000 students. An additional three



systems combine community and technical colleges with the non-flagship universities into single systems, and there are numerous other community college systems.

This analysis presents the pluses and minuses of a small multi-campus system of four similar institutions, highlighting a variety of issue areas and providing cost/benefit comments, when useful.

### **Basic Principles and Thoughts**

1. Institutional autonomy should be the first choice, whenever possible, when debating where the authority should lie.
2. Institutional creativity and expertise should be utilized to solve most problems. This not only brings outstanding talent to bear on a concern but also builds system loyalty and respect.
3. The system board must maintain the final authority on important issues.
4. The TRU board and system head (e.g. chancellor, commissioner, or executive director) will be the only ones primarily thinking about the greatest good for the state of Oregon. Institutions and institutional boards primarily focus on their own success and understandably so.
5. System staffing should be kept to a minimum. Outside experts should be hired as needed to address a particular issue.
6. Audit and legal functions for the TRU campuses should be housed in the system office.
7. System decisions on institutional requests should be timely and quick and should be based mainly on need, mission and financial viability. Outside experts can be used to address quality.
8. Rewards drive behavior. The rewards system put in place for the campuses for funding and recognition will determine how the campuses act and establish their priorities.
9. The system office should focus on results and not on dictating how the campuses reach the results.
10. The system office should facilitate more than it dictates.
11. The system office and board should advocate for the campuses and its leadership as much as it regulates.
12. The system office should treat institutions and their faculty and staff with respect and as colleagues.
13. The institutions in the system should give respect and deference to the TRU board and its staff.
14. The TRU board, with significant input from the campuses, must set the direction for the system and its institutions through the strategic plan.

## Analysis

- **Multi-campus System Structure** The four TRU campuses would report to one board with the responsibility of governing those campuses and their activities. There would not be separate governing boards for each campus. The TRU governing board would exercise the authority granted to it by the state legislature and be subject to the authority granted to the Higher Education Coordinating Commission (HECC). Though the scope of responsibilities of this board would be less, compared to the OSBHE, it would exercise the same essential governance functions, including: hiring and supporting the system head; planning, budgeting and resource allocation; assuring educational quality; oversight of polices; communicating with external constituencies; and helping to assure that the TRU campuses individually and collectively are responsive to the needs of the State.
- **Mission** Initially, the current missions of the TRU institutions should be maintained. At a later date, the mission of each campus should be reviewed to ensure the state is being served at a maximum level and as efficiently as possible. This will set the stage for the system-wide strategic plan.  
COST/BENEFIT: No difference in the beginning.
- **Board Support** Having one board instead of four will be more cost effective in terms of board costs.
- **President's Authority** The TRU presidents would report to the chancellor of the system. The chancellor and the TRU board would determine their respective roles and relationships with the presidents, in regard to presidential compensation and presidential evaluation. COST/BENEFIT: No difference.
- **Accreditation** Each TRU institution would continue with its own independent accreditations. The governing board should receive a summary report from the accrediting body and oversee needed improvements. COST/BENEFIT: The difference is probably not fiscal in nature, but governance is a critical factor in regional accreditation. The advantage of a system board is that members can learn and promote regional accreditation standards as quality indicators for several institutions rather than one. The downside is that regional accreditors expect presidents to have close contact with governing boards, and these relationships are less close in a system.
- **Administrative Structure** There will not be an immediate need to change the administrative structure on each campus. However, in short order, an analysis should be conducted to determine where administrative tasks can be merged, expanded or eliminated as a result of taking advantage of the synergy of

campuses working together. Collaboration should be a focus of the TRU board, chancellor and campus leadership.

To put into context the size and functions of the TRU system, we considered the existing OUS system, OUS's recommended staffing for the transition year, and other somewhat comparable systems. The administrative structure of the OUS system office will likely be reduced considerably during the transition year (July 1, 2014 to June 30, 2015). The four institution TRU multi-campus system, a new entity, would need to be coordinated with existing OUS staff, to ensure continued support for essential functions. Recommended staffing for the TRU system includes: three academic staff, four internal auditors, three general counsel staff, three financial staff, and three institutional research staff, plus the chancellor, an assistant to the chancellor, a secretary, and a board secretary, to meet the minimum needs. If other special functions are given to the chancellor's office, then additional staff may be necessary. At this staffing level, the campuses should look to the system office for all of their audit and legal needs. Additional expertise should be purchased by contract by the system office on an as needed basis.

Alternatively, a smaller system could be envisioned, with some functions performed at the institutional rather than system level. The options for the system office structure can vary from the Nebraska model with just 10 staff members, strong central authority, and selected services provided to campuses (see Addendum 1) to the Regional University System of Oklahoma (RUSO), with only six staff members serving a much larger enterprise, because the staff serve primarily the board itself, not the campuses (see Addendum 2).

**COST/BENEFIT:** The potential exists for savings on personnel costs as functions are consolidated at the system level, compared to individual campuses. It is more expensive to perform legal, audit and institutional research functions at the institution level, and likely with less specialized expertise. While a Council of Presidents may achieve some of the economies of scale voluntarily, this is much less likely.

- **Shared Services** The TRU governing board should mandate participation by the TRU campuses in the Shared Services Enterprise including the TRU system office operation. According to a November 11, 2013 memorandum from the TRUs to the Shared Services Work Group, the TRU campuses already use shared services for the following functions: financial statement, Fifth Site operations (information technology), payroll processing, labor relations, benefits administration, internal bank, and risk management. It is unclear the extent to which they use shared purchasing and other functions which benefit from economy of scale. **COST/BENEFIT:** Utilization of shared services will be beneficial under either governance model.

- **Legal Services** This service should be consolidated in the system office with a minimum number of attorneys ready to be of assistance to all of the campuses. Use should be made of contract attorneys for special situations only. COST/BENEFIT: Providing legal services at the system level should result in fewer full-time legal staff and a reduction in benefits, compared to services at the campus level.
- **Faculty** Faculty should be incentivized to collaborate across the TRU campuses in order to broaden academic opportunities and expertise for students. For example, visiting professors in unique areas would serve this purpose as would electronically offering specialized classes and lectures to other TRU campuses. COST/BENEFIT: Higher quality offerings would be available to all TRU campuses without having each campus purchase that expertise full-time.
- **Students** Students would have expanded academic opportunities and access to the top experts in each discipline on the TRU campuses. For example, the leading expert on nanotechnology could provide a lecture each semester on the topic to all of the TRU campuses that could then be utilized in appropriate classes. Also, the system board could develop, with campus input, a policy to maximize the transfer of students between campuses to facilitate the reduction in their time to degree. Finally, a common admissions application for all TRU campuses and a common financial aid application form would encourage a greater participation rate. COST/BENEFIT: Shared academic expertise eliminates the need to hire the best in every area on every campus.
- **Faculty and Staff Development** Through the leadership in the system office and by utilizing campus task forces, regular faculty development opportunities could be provided electronically and sometimes in person to all of the faculty on all of the TRU campuses. Faculty development could be by discipline or maybe on a topic, like the latest research on learning.

Staff development could occur in the same manner. For example, physical plant directors could learn together about new techniques in energy efficiencies. The possibilities are endless. COST/BENEFIT: Increased effectiveness in the classroom and across the campuses could occur on a much broader scale than possible with separate boards and it could be done more economically.

- **Inter-institutional Cooperation** Separate stand-alone universities rarely exploit the range of opportunities available to enhance efficiency and effectiveness by working with other campuses. The TRUs through the leadership of the system would be supported in finding these opportunities. COST/BENEFIT: Pursuing avenues for doing business across campuses is more likely in a multi-campus system.

- **Fundraising** Each campus should conduct its own fundraising and maintain its own institutionally related foundation. The system office should be reluctant to compete with the institutions in raising private funds, however, it could provide support to coordinate fundraising efforts and share investment and other professional expertise. COST/BENEFIT: Private fundraising is far more effective by an institution rather than a system office because of the long-standing loyalty and affection graduates have for their alma mater.
- **Political Advocacy** The TRU institutions working together through the system office in their approach for public funds can be far more successful than if they made the approach individually, especially in light of the competition from the research universities. The coordination at the system level should enable the HECC and the legislature to work more effectively with the institutions. COST/BENEFIT: More successful legislative communication should occur.
- **Athletics** Each institution should maintain its current athletic status and affiliation. However, athletic budgets and programs should be monitored by the TRU board and system head. COST/BENEFIT: There should be greater accountability for athletic budgets and programs.
- **Audits** The TRU board should be in charge of the audit function for the campuses. This should be a major responsibility. All auditors should report to the system chief auditor. COST/BENEFIT: Accountability should be served well as the TRU board is given assurances regarding the financial status of each campus. A separate function of the system auditor is to assist institutions in finding more efficient ways to do their business.
- **Strategic Planning** One of the most important functions of the TRU board is to set the direction for the system so the State of Oregon will be served well utilizing the combined resources of the TRU campuses. Campus input should be required in the development of the plan. COST/BENEFIT: Individual institutional boards are focused on institutional priorities. The system and the campuses will be more focused on pulling together to meet the needs of the state.

## Conclusion

- **Summary of Costs and Benefits**  
An analysis of costs and benefits must consider more than financial implications. A system board for the four TRUs should, on balance, offer savings over governance for these four institutions each with its own governing board; one board is less expensive than four. We can't estimate whether the costs of operating a system will be less than the cost of performing system

functions at the institutional level. Whether or not there are financial benefits, a system would offer significant advantages for planning, faculty and staff development, faculty collaboration, academic programming, student services, student academic benefits, and many other aspects of inter-institutional cooperation and system coordination.

- **Why create a multi-campus system for the TRU institutions?**

There is an enormous array of talent and expertise in residence on each of the four campuses. Instead of operating independently with their own boards, what if all of that talent and expertise could be directed and harmonized for the common good for the state of Oregon and her students as well as for the benefit of each individual campus? It is possible to do so under a multi-campus system.

All campuses have many of the same business functions. What if they could find ways to gain economies of scale in providing those services that could result in monetary savings and increased efficiencies and effectiveness? It is possible under a multi-campus system.

- **Why should a multi-campus system for the TRU institutions NOT be created?**

A system can be the source of increasing regulations and demands that can stifle creativity on those campuses. If so, then the creation of the system for the TRUs would have been a negative development.

A system board rather than a local board will likely provide less oversight and accountability may be diminished. Unless the system office has a strong audit responsibility, an institution can slip into trouble financially.

## **Interinstitutional Faculty Senate Minutes**

January 31 & February 1, 2014  
Portland State University

### **Interinstitutional Faculty Senate**

**Present:** Shari Carpenter, EOU; Mary Cluskey, OSU; Jeff Dense, EOU; Maude Hines, PSU; Karen Hooker, OSU; Robert Kyr, UO; Charles Lane, SOU; Ryan Madden, OIT, Bob Mason, OSU (Saturday), Ike Nail, WOU; Margie Paris, UO; Candyce Reynolds, PSU; Catherine Salveson, OHSU; Feng Shi, OIT; Jody Waters, SOU

*Friday, January 31*

#### **12:45 – Call to Order**

#### **Sam Dotters-Katz – ASUO Student President**

Current issues for the ASUO:

- Students unionizing – only done in one other campus in the U.S.
- Mandatory reporting requirement.
- Increase in sexual violence, especially among international students (10% of total population).
- Overreliance on student fees.

Sam Dotters-Katz is sitting on the Institutional Board. They've had an orientation and one official meeting that has been educational.

#### **Textbook Affordability**

Addressing the issue of textbook affordability may be a way for IFS to gain legitimacy with HECC, since it's an issue they are looking at. There was discussion about various ways to offer students free or reduced cost texts for classes.

Jeff asked what he should take to HECC, and suggestions included a best practices list, looking at small pilot projects, doing research on other school systems, and proposing we develop a joint task force or asking HECC to charge IFS with conducting more research.

The idea of a task force was supported by many, and it was brainstormed that such a task force should include student, faculty, librarians, community colleges, and bookstore staff.

Jeff stated that he will draft a statement and run it by IFS.

#### **President Michael Gottfredson**

President Gottfredson talked about the creation of HECC and OEIB as a part of the proposed solution to address rising costs and lowered state funding for higher education in Oregon. He mentioned that PSU and OSU decided to move towards institutional boards as well, after the UO. He wasn't sure how to predict what will happen after this, but it looks likely that there will be more institutional boards.

President Gottfredson stated that he was supportive of creating a new shared services organization that works on behalf of the universities and the universities as the customers. Currently, the idea is to make the seven presidents the board of this organization, who hire the chief operating staff. It would be an opt-in/opt-out model. The proposal now is to have many people and services housed at OSU, but the pension aspect housed at the UO.

President Gottfredson stated that he believes IFS will be more important into the future.

President Gottfredson stated that the HECC has limited authority, but their charges are important – coordinate & submit budgets on behalf of all higher education, approval of new degree programs, and better coordinate all of higher education, including community colleges. These are not our governing boards, which is an important distinction.

President Gottfredson stated that institutional boards have fiduciary responsibility, but also advocate for the university.

### **Maude Hines Provosts' Council Report**

The idea came up of getting rid of the program that allows students who graduate from an Oregon high school to get into an Oregon college. The response was that this program needs more publicity, not to be cut.

The Provosts' Council discussed its role with HECC in the new governance structure. Everyone was interested in continuation of the Provosts' Council in terms of program approval.

There is some interest in more collaboration among the universities, but the future is uncertain.

Maude stated that she also has been going to academic strategies meetings. Issues of OARs and leave have come up (IFS already responded to the leave issue).

Jeff stated that there are several upcoming bills that impact education. One looks to facilitate more online education, one pushes the timeline up for the TRUs to make decision about institutional boards from 2015 to 2014, another has a provision about faculty and non-faculty staff being excluded from participating when collective bargaining is being discussed,

Jeff mentioned that IFS has good relationships with Senator Michael Dembrow, Representative Peter Buckley, and Ben Canon, and looks forward to working with them more. Jeff mentioned that he met with Ben Cannon to discuss IFS, and IFS members indicated they are also looking forward to working with Nancy Golden. IFS members present agreed that it would be useful to invite Ben Cannon and Nancy Golden to an IFS meeting.

The group discussed IFS, its liaison role with HECC, and how it can interface through good relationships built up with legislative contacts.

Jeff stated he is interested in remaining in the IFS President office for one additional year to proceed through this legislative session and provide continuity. He asked that IFS members please communicate their issues of concern to him so he can be effective, and suggested that Jody and Charles spearhead communication with Representative Buckley, while he and Maude continue to work with Senator Dembrow.

The discussion turned to IFS – Jeff mentioned IFS has been a tradition for almost 50 years. Senator Dembrow is going to try to get IFS some kind of statutory authority so IFS still has authority going forward. IFS's role is mainly to make recommendations. During this time of shifting governance, IFS is going through a re-branding and a re-focusing. There was discussion about calling out to the IFS constituency of faculty and teachers, and also about interfacing with Oregon community colleges (perhaps in the form of a biannual meeting with them). There was also discussion about how individual institutions might maintain their own identity while still collaborating strongly. Catherine mentioned that OHSU has the Oregon Consortium of Nursing Education, which could serve as a model of carefully crafted collaborative agreements.



Jeff stated that development of common learning outcomes, as a funding mechanism in the future will be an area for institutions to collaborate. Students, employers, and community members need to be included in that process as well.

### **Campus Reports**

#### **Western Oregon University**

- When they got information that OUS was going to be changed, there were a series of information meetings, and the faculty and students came up with a consensus that they wanted to move forward with their request for an individual institutional board. They will make that presentation to the legislature in early March.

#### **Eastern Oregon University**

- Enrollment is down, including from “feeder” community colleges. They’ve put together a task force charged with coming up with recommendations for changes to the governance structure. Their president also announced that he wants an institutional governing board.

#### **University of Oregon**

- There is still uncertainty moving forward with the new governance structure. For the past few months, the UO Board of Trustees has been in an orientation mode. Rob is looking at how to have a faculty/Senate liaison to the board in some way.
- The UO is in the midst of a tenth-year review of the charges and memberships of university standing committees, conducted by the Committee on Committees. They are making a committee tier “ranking” structure based on time commitment, which will help Deans make tenure and promotion decisions.
- Jeff stated that it is good that all faculty members on institutional boards are voting members. This will be good to highlight this to campus leadership as the standard.

#### **Oregon State University**

- The Faculty Senate voted to advise the OSU foundation to divest in fossil fuel. Also, the student body passed a resolution to observe Veteran’s Day as a holiday. Veterans are an important part of OSU’s history and current makeup.

#### **Southern Oregon University**

- SOU may enter retrenchment. They are reorganizing their current academic structure and will have interdisciplinary divisions, as well as Directors that report directly to the Provost.
- IFS members expressed their support for Southern Oregon University during this potential retrenchment period.

#### **Oregon Health and Sciences University**

- There’s a big push for inter-professional education between their different schools. (mirroring a general national push in higher education). They are about to open the South Waterfront, where there will be new buildings. They are also giving their Faculty Senate awards. Lastly, OHSU has many partnerships with the regional universities.

#### **Ryan Madden – OIT**

- External governance discussion, internal governance discussion, and general education review.
- OIT just announced they will seek an independent board. They are also undergoing a general education review to see if they want to add anything new that uniquely fits their mission.

- Recent years have seen about a 10% enrollment increase, particularly in Wilsonville. They have added some new programs, including laser optical engineering and a flexible master's degree in science and engineering. OIT also partnered with PSU in efforts to get a grant from DOE and participate in the 2015 solar decathlon program.

Saturday, February 1

The morning began with IFS members expressing a desire to create a statement of support of Southern Oregon University that can be forwarded to constituents, and perhaps be a factor in the upcoming legislative session.

### **Teleconference with Senator Michael Dembrow**

Re: Concerns about SOU retrenchment.

Charles stated that there are concerns about some of the ramifications of retrenchment and the broader implications for all institutions and Oregon students.

Jeff asked if some time type of short-term legislative solution has potential.

Senator Dembrow replied that it may, but financially it's unclear if money is available at this point. Senator Dembrow stated that he also has concerns about the impacts of retrenchment.

Bob asked what the most effective thing IFS can do that would be a positive influence on the decision-making that will be occurring at the state level next week.

Senator Dembrow stated that it would be really useful to get faculty speaking with as close to one voice as possible. It will be important for the campuses, especially those that are challenged right now, to come together and figure out where they want to go.

Jeff brought up the issue of faculty members of institutional boards not being allowed to sit in on discussions about collective bargaining, and asked why that was the case.

Senator Dembrow clarified that the intention of this legislation was to allow the board to go into executive session to discuss bargaining, under strict open meetings law. The idea is to carry current practice over exactly in individual boards.

Senator Dembrow then stated that Representative Peter Buckley introduced a legislative amendment to add university student members to the HECC (increasing from 2 to 4). Senator Dembrow stated he doesn't support that because it's important to him that there is an equal number of community college and university students, but that he likes the idea of student representation.

Senator Dembrow stated that another amendment being looked at has to do with boards for technical and regional universities (TRUs). He thinks there is general agreement to follow the process laid out in Senate Bill 270, which is that individual universities will make their request for a board. They are shortening the deadline to request an individual board from May 2015 to 2014. That means the State Board of Higher Education will have to come back by June of 2014 with a set of recommendations. Right now there is more momentum to individual boards. But there may be some strings attached, including some sort of affiliation.

Jeff asked what IFS can do to help Senator Dembrow understand that faculty position on the issue of governance structure.

Senator Dembrow stated that IFS has an important advisory role with the State Board of Higher Education. As they come up with recommendations, staying engaged in that process will

be important. It would also be helpful if IFS could help pin down the TRU presidents' intentions and plans.

Senator Dembrow talked about his bill regarding the Affordable Care Act and a concern that, once the employer mandate kicks in next year, employers are going to reduce employee's hours to get them below the 30-hour insurance threshold. He has concerns about this happening to part-time faculty at colleges and universities, and would like to see the same methodology used for PERS – giving part timer employees the ability to combine their hours at various public colleges and universities to reach the threshold, which is calculated not by hours in the classroom but by FTE. Senator Dembrow is also working with the unions on this.

Senator Dembrow stated that there is a call for the regional universities to do pilot programs of fixed-cost tuition. He is hoping to get HECC to study this, rather than creating pilot programs at this time.

Jeff told Senator Dembrow that his staunch advocacy on behalf of the faculty is greatly appreciated. After the teleconference, IFS members indicated their appreciation of Senator Dembrow and discussed sending some thank you letter or email.

There was some discussion about whether the deadline for university decisions regarding individual boards was too rushed. Jeff stated that institutional governing boards will be dealt with in the April legislative session, and that IFS needs to plan to meet before that time to strategize testimony.

### **Planning Upcoming Meetings**

The IFS members present discussed a plan for IFS meetings for the rest of the year, and developed the following calendar:

- March 28<sup>th</sup> & 29<sup>th</sup>: OIT Wilsonville (OHSU backup)
  - OIT will check about hosting.
- May 9<sup>th</sup> & 10<sup>th</sup>: OSU
- September 26<sup>th</sup> & 27<sup>th</sup>: OHSU (UO Portland backup)
- November 21<sup>st</sup> & 22<sup>nd</sup>: WOU

### **Campus Reports, Continued**

#### **Portland State University**

The PSU board has three subcommittees: Executive & Audit, Business & Finance, and Academic and Student Affairs. Maude and a student member are on Academic & Student Affairs, and a staff member is on Business & Finance.

PSU is engaging in a program array review initiated from the Provost's Office. They are also in union negotiations and are in mediation now.

Maude stated that she talked with their Senate steering committee about what IFS priorities might be for this year. They provided the following suggestions:

- How duplication of efforts will be addressed moving forward. IFS could consider issuing a statement about that issue.

- Have a conversation about how many classes tenure-line teachers are teaching around the state.
- Credit for prior learning.
- Relationship between Senates and boards at various schools: does IFS want to have a recommendation about how this might work?
- Importance for the faculty member on the institutional board to interface with the Senate, possibly as an ex-officio member on the Senate or steering committee.

### **IFS Future and Priorities**

There was discussion about the importance of creating statutory authority for IFS, and perhaps having a line-item budget from the Chancellor's office, particularly with changing government structures. It will be important for IFS to define itself as it begins to interface with these new stakeholders and people in power.

Rob stated that he believes the greatest strength of IFS is that we are all connected to legislative bodies. Maude suggested thinking about uniformity of how IFS is connected to Senates (for example, the Senate President sits on IFS, an IFS Senator sits on each institution's steering committee, etc.).

### **Bylaws**

Jeff explained that, in the draft, they started off with the mission statement, staying on point that our focus is on students, and inserting Oregon Public Universities and Higher Education Stakeholders in place of OUS.

There was discussion about including attendance provisions in the bylaws, and that robust attendance is essential to good outcomes. There were suggestions about what kind of attendance requirement to include. The conclusion was ultimately the language included below.

The group then discussed the term of the IFS President, and concluded that it would change the President-Elect position to a Vice-President position. The Vice-President does not automatically become the IFS President, and discreet elections will be held for each position.

The group decided to leave the current voting scheme the same (three votes for OSU, UO, PSU, and OHSU, and two votes for others), considering that changing this may also require universities to change their own bylaws. Bob also noted that in the past there has not been a dichotomy between large schools and small schools.

Regarding attendance, it was proposed that it would be ideal for an IFS representative from each institution to serve on that institution's steering/executive committee, however, it was decided to leave this out for now and bring it up with individual Senates. It was also suggested that IFS create a letter to Senate Presidents about how this is done at current institutions, urging them to have an ex-officio IFS member on their steering committees, to make space in the Senate meetings to have an IFS update, and to ensure their university is always represented at IFS meetings.

Rob stated that it is good for the IFS Bylaws to be ratified by all Senates, if possible. IFS members present agreed to bring the Bylaws back to their individual Senates for consideration and ratification.

Jody suggested that it is good to be careful not to overburden institutional Senates, and suggested having an orientation document or operations manual rather than being very prescriptive in the bylaws.

While the Bylaws were updated to reflect these changes, an IFS member made a motion to approve the minutes from the last IFS meeting. The motion received a second and they were approved.

The group agreed to wait on election until the next meeting due to time constraints.

A motion to approve the revised Bylaws was made, seconded, approved. Any minor changes can be made as housekeeping, if necessary. The text of the amended Bylaws follow below with additions in red and deletions struck through:

## **INTERINSTITUTIONAL FACULTY SENATE, OREGON PUBLIC UNIVERSITIES, BYLAWS**

### **Preamble**

The Interinstitutional Faculty Senate (IFS) represents the faculty of Oregon's public universities. As a dedicated partner in higher education shared governance, we are committed to applying our collective expertise to ensuring the quality of higher education in Oregon. The decades-long heritage of IFS is grounded in a collaborative spirit of information sharing, timely communication, transparency, and protecting the best interest of our most valuable resource: our students.

### **I. Roles and Responsibilities**

The Interinstitutional Faculty Senate shall-

1. Gather on a regular basis and facilitate the exchange of information on behalf of the faculty of Oregon Public Universities **and their Senates**.
2. Provide advice and recommendations to higher education stakeholders, the Oregon State Legislature, and other governmental agencies and officers on matters of academic importance.

### **II. Process and Procedure**

1. Meetings of the Interinstitutional Faculty Senate should be run in accordance with Roberts Rules of Order.
2. Standing rules and regulations covering all other matters pertaining to the conduct of the business of the Senate may be passed or amended with a majority vote of those present at the meeting.
3. These By-Laws may be amended after presentation of the text of the proposed amendment at one meeting and approved by an affirmative vote of a two-thirds majority of those present and voting at the next regularly called meeting.

### **III. Officers, Duties and Responsibilities**

1. The Executive Committee of the Senate shall consist of the President, **Vice-President** ~~President-Elect~~ and Secretary, **Provosts' Council representative**, immediate Past President and one member elected at-large from members of the Senate. The President shall serve as the Chair of the Executive Committee. The Executive Committee will (a) assist the President with the preparation of the agenda for meetings; (b) perform such task during the interim between meetings as may be needed for the effective and efficient operation of the Senate. During the summer period the Executive Committee shall have authority to act on behalf of the Senate in matters of urgent necessity as determined by the Executive Committee; (c) convene special meetings of the Senate; and (d) assist the President with

long range planning efforts.

2. The President shall (a) preside at meetings of the Senate and the Executive Committee; (b) be responsible to the Senate for the supervision and execution of its business; (c) represent the Senate in discussions stakeholders on matters of academic importance; (d) request expenditures of State funds in connection with the Senate activities; and (e) perform other duties and responsibilities and requested by the Senate
3. The **Vice-President** ~~President-elect~~ shall (a) assume the duties of the President, when the President is unable to serve; (b) serve on the Senate Executive Committee; (c) be responsible for carrying out other necessary duties as may be delegated by the Senate, the Executive Committee, or the President, (d) become as familiar as possible with all aspects and workings of higher education in Oregon that may affect the best interests of the Senate.
4. The Secretary shall (a) keep the minutes and records of the Senate; (b) serve on the Senate Executive Committee; and (c) perform other duties as requested by the Senate, the Executive Committee, or the President.
5. The Provosts' Council Representative shall (a) represent the best interests of the Senate Oregon Public University faculty during meetings of the Provosts' Council; (b) regularly report to the Senate on the business conducted and issues discussed at Provosts' Council meetings; (c) inform the President if they are unable to attend a meeting of the Provosts' Council; **(d) serve on the Senate Executive Committee**. After consultation with the Provosts' Council Representative, the President will appoint a member of the Senate to attend the meeting.

#### IV. Elections

1. At its last meeting of the calendar year, the Senate shall elect a **President, Vice-President** ~~president-elect~~, a **S**ecretary and a Provosts' Council representative. The term of these officers shall be **one** ~~two~~ calendar year and commence on January 1.
2. Elections will be conducted by secret ballot of those present. A majority of those present is required for election to office.
3. ~~Elections will be held in the following order; (1) President-Elect; (2) Secretary; (3) Provost Council Representative; (4) At-large Executive Committee member.~~
4. If the institutional term of an IFS senator expires while the senator is serving a term as an officer or member of the executive committee, the senator will continue to serve until the Interinstitutional Faculty Senate term expires. Constituent institutions will be limited to the normal number of votes (three ~~two~~ votes for Oregon State University, University of Oregon, Portland State University, and Oregon Health Sciences University; two votes for, Eastern Oregon University, Southern Oregon University, Western Oregon University and Oregon Institute of Technology) to be decided by the institution's senators.
5. If the institutional term of the Provosts' Council Representative expires while the senator is serving as Provosts' Council Representative, the Senate shall elect a replacement at the last meeting which occurs during that senator's active term.

#### V. Attendance

1. Regular, informed participation by all members is essential to the success of the Senate.
2. In order to facilitate timely and regular participation in Senate meetings, appropriate technology (Skype, Google Hangouts, etc.) will be leveraged in extraordinary circumstances. However, electronic participation on a regular basis should not be substituted for in-person participation.
3. While absences from meetings may be unavoidable, it is the responsibility of any Senator who anticipates being absent from a Senate meeting to inform the President, and **to ensure representation from his/her home institution** ~~arrange for their institution's~~

~~alternate attend the meeting.~~

4. Senators who are regularly absent from Senate meetings are not serving the best interests of their institutions or the Senate. Senators who miss more than one regularly scheduled meeting during an academic year **without ensuring representation from their institutions** will consult with the Executive Committee between their second missed meeting and the next regular meeting of the IFS on an appropriate course of action. **In the event that absentee Senators do not engage in such a consultation, the President will inform appropriate parties at the Senator's home institution.**

**12:30 - Adjourn**

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The Interinstitutional Faculty Senate shall:

1. Gather on a regular basis and facilitate the exchange of information on behalf of the faculty of Oregon Public Universities and their Senates.
2. Provide advice and recommendations to higher education stakeholders, the Oregon State Legislature, and other governmental agencies and officers on matters of academic importance.

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2. The President shall (a) preside at meetings of the Senate and the Executive Committee; (b) be responsible to the Senate for the supervision and execution of its business; (c) represent the Senate in discussions stakeholders on matters of academic importance; (d) request expenditures of State funds in connection with the Senate activities; and (e) perform other duties and responsibilities and requested by the Senate
3. The Vice-President shall (a) assume the duties of the President, when the President is unable to serve; (b) serve on the Senate Executive Committee; (c) be responsible for



carrying out other necessary duties as may be delegated by the Senate, the Executive Committee, or the President, and (d) become as familiar as possible with all aspects and workings of higher education in Oregon that may affect the best interests of the Senate.

4. The Secretary shall (a) keep the minutes and records of the Senate; (b) serve on the Senate Executive Committee; and (c) perform other duties as requested by the Senate, the Executive Committee, or the President.
5. The Provost Council Representative shall (a) represent the best interests of the Senate Oregon Public University faculty during meetings of the Provost Council; (b) regularly report to the Senate on the business conducted and issues discussed at Provost Council meetings; (c) inform the President if they are unable to attend a meeting of the Provost Council; and (d) serve on the Senate Executive Committee. After consultation with the Provost Council Representative, the President will appoint a member of the Senate to attend the meeting.

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1. At its last meeting of the calendar year, the Senate shall elect a President, Vice-President a Secretary, and a Provosts Council representative. The term of these officers shall be one calendar year and commence on January 1.
2. Elections will be conducted by secret ballot of those present. A majority of those present is required for election to office.
3. If the institutional term of an IFS senator expires while the senator is serving a term as an officer or member of the executive committee, the senator will continue to serve until the Interinstitutional Faculty Senate term expires. Constituent institutions will be limited to the normal number of votes (three votes for Oregon State University, University of Oregon, Portland State University, and Oregon Health Sciences University; two votes for, Eastern Oregon University, Southern Oregon University, Western Oregon University, and Oregon Institute of Technology) to be decided by the institution's senators.
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#### **V. Attendance**

1. Regular, informed participation by all members is essential to the success of the Senate.
2. In order to facilitate timely and regular participation in Senate meetings, appropriate technology (Skype, Google Hangouts, etc.) will be leveraged in extraordinary circumstances. However, electronic participation on a regular basis should not be substituted for in-person participation.
3. While absences from meetings may be unavoidable, it is the responsibility of any Senator who anticipates being absent from a Senate meeting to inform the President, and to ensure representation from his/her home institution.
4. Senators who are regularly absent from Senate meetings are not serving the best interests of their institutions or the Senate. Senators who miss more than one regularly scheduled meeting during an academic year without ensuring representation from their institutions will consult with the Executive Committee between their second missed meeting and the next regular meeting of the IFS on an appropriate course of action. In the event that absentee Senators do not engage in such a consultation, the President will inform appropriate parties at the Senator's home institution.

## Interinstitutional Faculty Senate

May 9-10, 2014

University of Oregon

Minutes

*Present:* EOU: Jeff Dense; OIT: Ryan Madden, Feng Shi; OHSU: Catherine Salveson; OSU: Mary Cluskey, Karen Hooker; PSU: Maude Hines, Robert Mercer, Candyce Reynolds; UO: Robert Kyr, Margie Paris; SOU: Charles Lane, Jody Waters; WOU: Ike Nail

Friday, May 9

### 12:30 – Call to Order

#### **Campus Reports**

- **Appendix A**
  - Eastern Oregon University
  - Oregon Health and Science University
  - Oregon Institute of Technology
  - Oregon State University
  - Portland State University
  - Southern Oregon University
  - University of Oregon
  - Western Oregon University

**Retirement Plan Update** – Jay Kenton, OUS Vice Chancellor for Finance and Administration; Jaime Moffit, UO Vice President for Finance and Administration; Denise Yunker, OUS Chief Human Resources Officer

Jay stated that, on July 1, we will have three independent universities, and the remaining four TRU schools will be part of OUS until next year; the TRU schools have asked for their own boards after that. OUS may not exist after July 15<sup>th</sup>. There will be a shared governance organization – universities are required to work together on benefits, statewide bargaining, and risk management. There are seven shared services total; six of the seven will be hosted by Oregon State University (all but benefits, which the UO volunteered to host). OUS will transition management of benefit plans to UO.

Jamie stated that they want to have economies of scale and keep costs down.

Denise stated that the 600-hour retirement requirement was reconfigured a bit – if people make that requirement during their waiting period, they don't have to worry about having 600 hours a year to keep contributing. The intent was to keep adjunct faculty from falling out of eligibility. She will send around a call for nominations for participation in a retirement committee so everyone can forward to their Senates.

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#### **Provosts' Council Report** – Maude Hines, PSU

The Provost's have agreed that, when they have objections to new programs, they will resolve it in the Provosts' Council before bringing it to HECC.

One question is whether certificate programs will go through Provosts' Council. They said there wouldn't be a minimum for certificate programs, and requirements should be in the purview of the faculty.

Maude would like to send around information in advance of these meetings, and would like IFS Senators to let her know what they want her to be on the lookout for.

Community College degree programs will be on the May 9<sup>th</sup> agenda, talking about the interface with four-year institutions.

HECC wants to convene faculty from high school, Community Colleges, and Universities to discuss ideas for aligning courses and curriculum. A JBAC proposal will come before HECC in June.

Achievement compacts are the same as for the last three years.

The Provosts' Council is interested in IFS's relationship with HECC. Maude explained that, so far, we're very interested in building a relationship with HECC. They are talking at their retreat on May 9<sup>th</sup> about how they want to interface with IFS.

Discussion: Jeff stated that the possibility of a tuition freeze will be on the table at the next legislative session. On May 16<sup>th</sup> there will be a legislative meeting on the conditions being placed on granting Eastern and Southern boards. Western and OIT have no conditions on their board.

Saturday, May 10

**Teleconference** – Karen Marrongelle, OUS Vice Chancellor

It was voted to give SOU & EOU boards with conditions. They are working on getting those conditions worked out. Everyone agrees on the metrics, but the timeline for those metrics is the sticking point. Everyone is hopeful they'll be able to reach a compromise. They have a board meeting on May 16<sup>th</sup> to vote on those conditions.

Jeff stated that IFS is concerned about cuts to programs, which doesn't serve the best interest of students. Karen said she would bring this to Melody Rose.

Karen stated that there is a need to assess what are the impacts of the boards on issues for students.

Karen stated that people ultimately selected for boards will have to go through some kind of training at the institution. Karen thought her office could help in getting some members a jump start by allowing them to serve on the State Board of Higher Education for a year to gain experience. They are trying to be helpful in the transition.

OUS is experiencing pretty significant staff attrition. They have proposed that the board meet four times next year and suspend the committee structure. They don't have much to do besides looking at financials and approving programs.

Karen stated that there was an academic strategies retreat with the Provost's yesterday (May 9<sup>th</sup>). The Provost's are currently drafting a charge, and are committed to continuing to work together. The President's council is also getting up and running.

The Provost's Council wrote in language to have a standing invitation for a representative from IFS & HECC at each meeting. Jeff stated that having an ex-officio position without vote would be more concrete. Karen stated that they talked about that but decided not to. She will ask for more information about the reasoning.

JBAC is continuing, and HECC is still convening.

Rob asked who is keeping track of the transformation and the effect it will have on the faculty and students in particular. Karen said that they are thinking a lot about those issues, but there is no real way to measure that. They are keeping track and formalizing how things

are transitioning, but there are no plans on their side to track how this is going to have an effect on students and faculty, which is a gap.

Karen asked how IFS will convene past July. Jeff stated that he is in consultation with Chair Nesbit and Executive Director Cannon, and they've established a good connection to HECC. IFS will continue to discuss how to interface with all stakeholder groups. Maude stated that the IFS Bylaws have now been ratified by all campus Senates.

#### Discussion:

Jeff stated that he wants to get IFS inserted into statutory language and get put on as a regular agenda item with HECC.

There was discussion amongst IFS Senators about the importance of the issue of program approval and the need to make that process work. There is concern for how this is going to happen, and a possible backlog. Jeff stated that IFS needs to be proactive about this issue. He is working with key stakeholders. Catherine stated that IFS has a direct line to constituents, which is powerful.

IFS Senators agreed to ask their respective Provosts some questions about how academic program approval will move forward. IFS Senators will share the results of that discussion with the group, and Jody will compile everything.

#### Questions for Provosts:

- Can you summarize your recent discussion about academic program review in the Provosts' Council?
- How do you envision the academic program review process under HECC?
- How should the scope of academic programs be defined?
- Who should be included in the process of program approval and review?
- What has worked well, and what needs to be changed?
- What should happen to an academic program proposal after it receives approval?

Jody will summarize responses. Maude will share and discuss this at the next Provosts' Council.

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#### **President's Report** – Jeff Dense

Jeff stated that he is working on showing IFS value to stakeholder groups and ensuring that IFS has a seat at the table.

HECC wants to expand the Oregon Opportunity Grant. Students can start earning Oregon Opportunity Grant credits while in high school. They want to expand the funding for this, because right now only 20% of students are funded. They want to provide support for a lot of students, particularly low income. They want to keep the cost of education constant, so they may look at a tuition freeze.

HECC requested \$3.5 million in emergency funding. Some will support a data and research team. Some will go to TRUs for "transition in governance." It's unclear how much that money is.

On September 1<sup>st</sup>, HECC will propose a budget to the governor, which will be an all-inclusive request.

OIEB will deal with key strategic investments. Jeff is working on getting more involved with OIEB. There was discussion about interfacing with OIEB.

Budget requests are capped at 20% of last year. Universities must be able to show attainment of 40/40/20 goals. One of the primary concerns for these achievements is serving disadvantaged students.

IFS President Statement – Jeff read his statement for HECC’s upcoming meeting and IFS Senators offered feedback. Jeff will present this statement at the meeting at which HECC will vote regarding the conditions on the Eastern and Southern boards. There was discussion about the purpose of this statement and ensuring the statement accomplishes that purpose. One of the main purposes is to try to ensure no further program cuts will be made in order to meet fiscal metrics.

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### **Scott Coltrane – University of Oregon Provost**

The Provost’s are working on a draft charge amongst their members. They will have a public meeting, probably including a representative from HECC and IFS, to talk about their proposal, and then would be bringing the draft to HECC.

They also talked about staffing for the Provosts’ Council – discussed treating this as a shared service. There may be need for a part-time staff person.

They look forward to collaborating with IFS.

IFS Senators asked for feedback on the questions they will be bringing to all Provost’s.

Jody asked about online programs, and stated that it may be useful to consider building diligence into online delivery and assessment program review.

Scott stated that one big change will be that board approval will be done first. Then the Provosts’ Council would do something advisory for HECC. How that moves forward with this new structure is still not totally set.

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### **Continuing Resolution #1:**

The IFS Executive Committee met for the first time. There were several suggestions:

- Any testimony/statement should be collaborated on. The IFS President will seek guidance and input, with the understanding that sometimes things have to change a bit at the last minute.
- There will be a list of continuing resolutions on the website.

*Action: MOTION PASSED UNANIMOUSLY*

### **Continuing Resolution #2:**

IFS meetings will not be scheduled at a time when one university would be entirely absent. That is, unless at least one representative from each university will attend, no meeting will be scheduled.

*Action: MOTION PASSED UNANIMOUSLY*

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### **Election for IFS Secretary**

Jeff stated that his view is that the Secretary doesn’t always have to take notes. They may be able to get some administrative support. The secretary will also participate on the Executive Committee.

Jody Waters (SOU) was nominated and subsequently elected.

*Action: MOTION PASSED UNANIMOUSLY*

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**For the Good of the Order**

OSU will host next meeting, likely the weekend of October 4<sup>th</sup> and 5<sup>th</sup>, 2014.

All IFS Senators commended UO Senate President Margie Paris for her service on IFS.

**12:30 – Adjourn**

## **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-schooled 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 increased to 15% to cover the minimal expenses of the post-secondary institutions.

# Interinstitutional Faculty Senate

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# Interinstitutional Faculty Senate

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## Interinstitutional Faculty Senate Membership – 2014

### Eastern Oregon University

- Shari Carpenter, [scarpent@eou.edu](mailto:scarpent@eou.edu), Business, Eastern Oregon University, LaGrande OR 97850. 541-962-3616. Term ends December 2014
- Jeffrey Dense, [jdense@eou.edu](mailto:jdense@eou.edu), Political Science, ACK 204J One University Blvd, LaGrande OR 97850-2899. 541-962-3854. Term ends June 15, 2015

### Oregon Health & Science University

- Robin Champieux , [champieu@ohsu.edu](mailto:champieu@ohsu.edu), OHSU Library, 3181 SW Sam Jackson Park Rd. - LIB Portland, Oregon 97239, 503-494-2770.
- Catherine Salveson, [salveson@ohsu.edu](mailto:salveson@ohsu.edu), OHSU School of Nursing, 3455 SW Veterans Hospital RD, Portland, OR 97239. 503-494-3558. Term ending Dec 2014 (completing Gail Houck's term)
- Jeffery Stewart, [stewajef@ohsu.edu](mailto:stewajef@ohsu.edu), Oral Pathology, OHSU School of Dentistry, 611 SW Campus Dr., SD-515, Portland OR 97239-3001. 503-494-8904. Term ends December 2015

### Oregon Institute of Technology

- Ryan Madden, [ryan.madden@oit.edu](mailto:ryan.madden@oit.edu), Humanities and Social Sciences, Office # 436, 27500 SW Parkway, Wilsonville 97070, 503-821-1276
- Feng Shi, [feng.shi@oit.edu](mailto:feng.shi@oit.edu), Electrical Engineering & Renewable Energy, Oregon Institute of Technology, Klamath Falls OR. 541-885-1257. Term ends December 2015

### Oregon State University

- Mary Cluskey, [cluskeym@oregonstate.edu](mailto:cluskeym@oregonstate.edu), Nutrition, School of Biological & Population Health Sciences, OSU, 200 Milam Hall, Corvallis OR 97331-6802. 541-737-0960. Term ends December 31, 2015
- Karen Hooker, [hookerk@oregonstate.edu](mailto:hookerk@oregonstate.edu), School of Social and Behavioral Health Sciences, 406 Waldo Hall, OSU, Corvallis OR 97331. 541-737-4336. Term ends December 31, 2014
- Bob Mason, [robert.mason@oregonstate.edu](mailto:robert.mason@oregonstate.edu), Department of Zoology, OSU, 3029 Cordley Hall, Corvallis OR 97331-2914. 541-737-4107. Term ends December 31, 2014.
- Jay Noller, [jay.noller@oregonstate.edu](mailto:jay.noller@oregonstate.edu), Crop and Soil Science, OSU, 109 Crop Science Bldg, Corvallis OR 97331-3002. 541-737-6187. Term ends December 31, 2016.

### Portland State University

- Ann Marie Fallon, [amfallon@pdx.edu](mailto:amfallon@pdx.edu), University Honors, Portland State University, PO Box 751, Portland OR 97207. 503-725 9423 Term ends December 2015
- Maude Hines, [mhines@pdx.edu](mailto:mhines@pdx.edu), Department of English, Portland State University, PO Box 751, Portland OR 97207-0751. 503-725-3523. Term ends December 2014
- Robert Mercer, [mercerr@pdx.edu](mailto:mercerr@pdx.edu), College of Liberal Arts & Sciences, Portland State University, PO Box 751, Portland, OR 97207. 503-725-5059. Terms ends December 2016
- Candyce Reynolds, [reynoldsc@pdx.edu](mailto:reynoldsc@pdx.edu), Educational Policy, Foundations & Administrative Studies - Education, Portland State University, PO Box 751, Portland OR 97207. 503-725 4657. Term ends December 2014

### Southern Oregon University

- Charles Lane, [lane@sou.edu](mailto:lane@sou.edu), Geology, SOU. 541-552-6479. Term ends December 31, 2014
- Jody Waters, [watersj@sou.edu](mailto:watersj@sou.edu), Communication Studies, Southern Oregon University, 541- 552-6423, Britt Hall 244, 1250 Siskiyou Blvd., Ashland OR 97520. *Resigned Summer 2014*

### University of Oregon

- Robert Kyr, [rkyr@uoregon.edu](mailto:rkyr@uoregon.edu), Music, 263 Music, 1225 University of Oregon, Eugene OR 97403-1225, 541-346-3766 (office); 541-870-1099 (cell).
- Margie Paris, [mparis@uoregon.edu](mailto:mparis@uoregon.edu), Law School, 409E Knight Law Center, 1221 University Of Oregon, Eugene OR 97403-1221. 541-346-3813. Term ends December 2015

## Western Oregon University

- Ike Nail, [naili@mail.wou.edu](mailto:naili@mail.wou.edu), Department of Music, SH 106 Western Oregon University, 345 N Monmouth Ave, Monmouth OR 97361. 503-838-8341. Term ends December 2014

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## Interinstitutional Faculty Senate Membership – 2013

### Eastern Oregon University

- Shari Carpenter, [scarpent@eou.edu](mailto:scarpent@eou.edu) Business, Eastern Oregon University, LaGrande OR 97850. 541-962-3616. Term ends December 2014
- Jeffrey Dense, [jdense@eou.edu](mailto:jdense@eou.edu) Political Science, ACK 204J One University Blvd, LaGrande OR 97850-2899. 541-962-3854. Term ends June 15, 2015

### Oregon Health & Science University

- Gail Houck, [houckg@ohsu.edu](mailto:houckg@ohsu.edu) OHSU School of Nursing, 3455 SW US Veterans Road, SN-5S, Portland OR 97239-2941. 503-494-3825. Term ends December 2014
- Jeffery Stewart, [stewajef@ohsu.edu](mailto:stewajef@ohsu.edu) Oral Pathology, OHSU School of Dentistry, 611 SW Campus Dr., SD-515, Portland OR 97239-3001. 503-494-8904. Term ends December 2015
- Laura Zeigen, [zeigenl@ohsu.edu](mailto:zeigenl@ohsu.edu) OHSU Library, 3181 SW Sam Jackson Park Road - LIB, Portland OR 97239. 503-494-0505. Term ends December 2013.

### Oregon Institue of Technology

- Grant Kirby, [grant.kirby@oit.edu](mailto:grant.kirby@oit.edu) OIT Portland West, 27500 SW Parkway Ave, Wilsonville OR 97070. 503-821-1273. Term ends December 2013
- Feng Shi, [feng.shi@oit.edu](mailto:feng.shi@oit.edu), Electrical Engineering & Renewable Energy, Oregon Institute of Technology, Klamath Falls OR. 541-885-1257. Term ends December 2015

### Oregon State University

- Mary Cluskey, [cluskeym@oregonstate.edu](mailto:cluskeym@oregonstate.edu) Nutrition, School of Biological & Population Health Sciences, OSU, 200 Milam Hall, Corvallis OR 97331-6802. 541-737-0960. Term ends December 31, 2015
- Karen Hooker, [hookerk@oregonstate.edu](mailto:hookerk@oregonstate.edu) School of Social and Behavioral Health Sciences, 406 Waldo Hall, OSU, Corvallis OR 97331. 541-737-4336. Term ends December 31, 2014
- Bob Mason, [robert.mason@oregonstate.edu](mailto:robert.mason@oregonstate.edu) Department of Zoology, OSU, 3029 Cordley Hall, Corvallis OR 97331-2914. 541-737-4107. Term ends December 31, 2014

### Portland State University

- Sarah Andrews-Collier, [andrews@pdx.edu](mailto:andrews@pdx.edu) Theater Arts, Portland State University, PO Box 751, Portland OR 97207-0751. 503-725-4603; 503-725-4416. Term ends December 31, 2012 \**Immediate Past President*
- Ann Marie Fallon, [amfallon@pdx.edu](mailto:amfallon@pdx.edu), University Honors, Portland State University, PO Box 751, Portland OR 97207. 503-725 9423 Term ends December 2015
- Maude Hines, [mhines@pdx.edu](mailto:mhines@pdx.edu) Department of English, Portland State University, PO Box 751, Portland OR 97207-0751. 503-725-3523. Term ends December 2014
- Candyce Reynolds, [reynoldsc@pdx.edu](mailto:reynoldsc@pdx.edu), Educational Policy, Foundations & Administrative Studies - Education, Portland State University, PO Box 751, Portland OR 97207. 503-725 4657. Term ends December 2014

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- Charles Lane, [lane@sou.edu](mailto:lane@sou.edu) Geology, SOU. 541-552-6479. Term ends December 31, 2014
- Jody Waters, [watersj@sou.edu](mailto:watersj@sou.edu), Communication Studies, Southern Oregon University, 541- 552-6423, Britt Hall 244, 1250 Siskiyou Blvd., Ashland OR 97520

### University of Oregon

- Robert Kyr, [rkyr@uoregon.edu](mailto:rkyr@uoregon.edu) School of Music, 263 Music, 1225 University of Oregon, Eugene OR 97403-1225. 541-346-3766. Term ends June 1, 2013
- Margie Paris, [mparis@uoregon.edu](mailto:mparis@uoregon.edu) Law School, 409E Knight Law Center, 1221 University Of Oregon, Eugene OR 97403-1221. 541-346-3813.

## Western Oregon University

- Ike Nail, [naili@mail.wou.edu](mailto:naili@mail.wou.edu) Department of Music, SH 106 Western Oregon University, 345 N Monmouth Ave, Monmouth OR 97361. 503-838-8341. Term ends December 2014

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## **Interinstitutional Faculty Senate**

January 25 & 26, 2013  
Oregon State University  
CH2M HILL Alumni Center  
Willamette Room 115B

### *Friday, January 25*

Noon – *Lunch provided*

12:45 – Welcome and Introductions – Bob Mason, IFS President

1:00 – Welcome to OSU – Sabah Randhawa, OSU Provost

1:30 – Karen Marrongelle, OUS Assistant Vice Chancellor for Academic Standards & Collaborations, Academic Strategies

2:45 – Shared Governance – Kevin Gable, OSU Faculty Senate President

3:00 – *Break*

3:15 – Representative Michael Dembrow (D), Oregon House District 45 (NE Portland, Parkrose, and Maywood Park)

- 2013 committee assignments: Energy and Environment, Higher Education and Workforce Development (Chair), and Rules

4:15 – Matters Arising

4:45 – Wrap-up

5:00 – Adjourn

6:00 – Working dinner at del Alma – 136 SW Washington Avenue, Suite 10 (corner of 1<sup>st</sup> & Washington Streets)

### *Saturday, January 26*

8:15 – *Continental Breakfast provided*

8:30 – Approval of November 2012 Minutes ([link to http://oregonstate.edu/senate/archive/UO/min1211.pdf](http://oregonstate.edu/senate/archive/UO/min1211.pdf))

8:35 – Campus reports

9:00 – Legislative Report – Representative Sara Gelser (D) – Oregon House District 16 (Corvallis and Philomath)

- 2013 committee assignments: Education (chair), Human Services and Housing, Revenue, and Tax Credits

10:00 – *Break*

10:15 – Sub-committee Report

- OARs
  - Next steps

10:30 – New Business:

- 1) IFS Communications
- 2) Elections
- 3) Review of Bylaws (link to <http://darkwing.uoregon.edu/~ifs/IFSByLaws.htm>) and Constitution (link to <http://darkwing.uoregon.edu/~ifs/IFSConstitution.htm>)
- 4) Future Meetings and Format
  - March 15-16 – Western Oregon University
  - May 10-11 - Eastern Oregon University
  - September 27-28 Southern Oregon University
  - November 22-23 Portland State University

11:00 – President's Report – Bob Mason

11:15 – Matters Arising

11:45 – Wrap-up

12:00 – Adjourn

### ***Information Items:***

#### ***Parking:***

There is a free gravel lot immediately to the East of the Hilton Garden Inn which is situated on the corner of 26th Street and Western Blvd. and one block South of the CH2M HILL Alumni Center. The driveway to the lot is between the Hilton and the Softball Complex. This lot is closer to the meeting location than the parking lots available to those with a parking pass. The map at <http://oregonstate.edu/campusmap/> shows the Hilton as HGI in the lower center right and the CH2M HILL Alumni Center as CHAC to the North on 26th Street.

#### ***Directions:***

Access the map at <http://oregonstate.edu/campusmap/> and scroll to the right – the below directions to reach the IFS meeting correspond to the map:

- Exit I-5 at Exit 228; proceed West on Hwy 34 about 10 miles; turn left from Hwy 34 onto the bypass at the light just before crossing the Willamette River into Corvallis; Hwy 34 is also shown on the map as the Newport-Corvallis Hwy/SW Philomath Blvd; follow this road to the light at 26th Street and turn right; turn right on Western Blvd and travel just past the Hilton to the driveway between the Hilton and the Softball Complex.

Link the map in both locations where the URL is indicated

# Interinstitutional Faculty Senate

[Faculty Senate](#) » 2013 Interinstitutional Faculty Senate Statewide Agenda

## Interinstitutional Faculty Senate Agenda

March 15 & 16, 2013  
Western Oregon University  
Health & Wellness Center Room 306

### Friday, March 15

Noon – *Lunch provided*

12:45 – Welcome and Introductions – Bob Mason, IFS President and Ike Nail, WOU Host

1:00 – Welcome to Western Oregon University – Mark Weiss, WOU President

1:15 – Emily Plec, OSBHE Board Member and WOU Professor and Chair of Communication Studies

1:45 – Keller Coker, WOU Faculty Senate President and Professor of Music

2:15 – [IFS Position Statement](#) Discussion

Committee chairs: Mike Hass and Michael Dembrow; Matt Donegan; OSBHE Board members; Ben Cannon; Melodie Rose (OUS)

3:00 – *Break*

3:15 – ASWOU Student Representative (placeholder)

3:30 – President's Report – Bob Mason

- Issues from those not attending the Saturday session?
- [HB2742](#) – Prohibits public university from discriminating against student on basis that student was not awarded standard high school diploma or General Educational Development (GED) certificate.
  - See addendum at end of agenda for query from Karen Marrongelle

4:45 – Wrap-up

5:00 – Adjourn

7:00 – Working dinner at Robert's Landing

### Saturday, March 16

8:45 – *Continental Breakfast provided*

9:00 – Approval of [January 2013 Minutes](#)

9:05 – Campus reports

10:00 – *Break*

10:15 – [Bylaws](#) and [Constitution](#) Sub-committee Report

10:30 – Old Business:

1. Slate of officers and elections
  - President-Elect: Jeff Dense, Grant Kirby
  - Secretary: Laura Zeigen
2. Provost's Council Representative – discussion
3. IFS Communications
  - See the [Legislative section](#)
  - Check the [Membership](#) site and advise Bob if revisions are needed
  - Other website needs?

11:15 – New Business /Matters Arising

11:30-1:00 – Melody Rose, OUS Vice Chancellor for Academic Strategies and Drew Hagedorn, Tonkon Torp LLP OUS Advisor

1:00 – Wrap-up

1:05 – Adjourn

### **Information Items:**

*Directions to the meeting facility:* Google [map](#) to the WOU Health and Wellness Center

Turn west on Jackson Street, one block north of the light on 99W in Monmouth, and proceed for several blocks to campus, past the stop sign on Monmouth Avenue one half block. The Health and Wellness Center is on the north side of the street.

*Parking:* Ike has parking passes good for both days in all lots except for lots J, J Loop and metered parking. Lots E and R are conveniently adjacent to the Health and Wellness Center (HWC). Ike will be in HWC 306 at 11:00 AM; IFS members must get a pass from Ike and return and display it on their dashes. Parking lots are controlled and tickets written 24/7, so it is important to display passes.

*Directions to Robert's Landing:* Proceed east on Main Street through Monmouth and Independence; when Main Street dead ends, turn right (south) for a quarter of a mile, then turn left (east) to cross the river. Stay on River Road to Roberts Crossing. *Enjoy the drive, but do not hurry. There are at least two right turn switchbacks under railroad trestles that are dangerous.*

*Lodging:* Rooms may be reserved at a special rate at the Courtesy Inn in Monmouth ([503 838-4438](tel:5038384438)); you must mention that you are with IFS to receive the special rates. Rates are: \$65 queen, \$72 king, and \$75 for two queens. This hotel is very convenient to campus, but right on 99W. There are also very nice lodging options in Salem, 20 minutes away.

### *Future Meetings*

- May 10-11 - Eastern Oregon University
- September 27-28 Southern Oregon University
- November 22-23 Portland State University

### **Addendum**

From Karen Marrongelle re: HB2742:

Could you query the IFS to get reactions to this:

We continue to actively monitor HB 2742, which prohibits public university from discriminating against student on basis that student was not awarded standard high school diploma or General Educational Development (GED) certificate. We have been in discussions with Rep. Gelser about this bill and are considering some compromise language. I want to run our current thinking by you, so that you can provide feedback on whether this is something you can live with or not.



We are trying to work out a way to accommodate students with extended or modified Oregon diplomas while having the campuses retain authority over admissions requirements (and requirements for students participating in any way in courses). This comes down to finding another way of vetting competence in the absence of using a high school diploma as a proxy for competence. We would need to put a provision in the bill that would allow for testing competence for non-admit students with a modified or extended diploma in order to take an individual class. This puts the onus on the individual instructor to vet such competence.

Another way is to allow students with modified or extended diplomas to audit courses, where no evaluation of student work takes place. Again, allowing students to audit courses is up to the individual faculty member, so this would fall into the discretion of the faculty.

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# Interinstitutional Faculty Senate

[Faculty Senate](#) » 2013 Interinstitutional Faculty Senate Statewide Agenda

## Interinstitutional Faculty Senate Agenda

May 9 & 10, 2013  
Eastern Oregon University  
Inlow Hall Room 201

### Lodging

Best Western Plus Rama Inn & Suites (ask for EOU rate, \$89 King, \$93 two Queens)  
1711 21st Street (visible from I-84 off-ramp, 1.5 miles to campus)  
La Grande, OR 97850 ([Driving Directions](#)) ([Campus Map](#))  
(541)-963-3100

### Friday, May 10

Noon – *Lunch provided*

12:45 – Welcome and Introductions – Jeff Dense, IFS President-Elect and Shari Carpenter, EOU

1:00 – Melody Rose, Interim Chancellor, Oregon University System

2:00 – Bob Davies, President, Eastern Oregon University

2:30 – DeAnna Timmerman, President, EOU Faculty Senate

2:45 – Evan Bryan, ASEOU Vice-President for Political Affairs 3:00 – *Break*

3:00 – *Break*

3:15 – President's Report – Bob Mason, IFS President

3:30 – Campus Reports

5:00 – Adjourn

6:00 – Working dinner, Barley Brown's, Baker City (Jeff and Shari will provide transportation)

### Saturday, May 11

8:15 – *Continental Breakfast provided*

8:30 – Approval of [March 2013 Minutes](#)

8:35 – IFS Logo – Maude Hines

8:45 – Online Education Discussion – Jeff Dense and Shari Carpenter

10:15 – Discussion/Review of IFS Bylaws

11:00 – Next Steps: IFS in 2013-14

11:30 – Election

11:45 – Wrap Up

*Future Meetings*

- *September 27-28 Southern Oregon University*
- *November 22-23 Portland State University*

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# Interinstitutional Faculty Senate

[Faculty Senate](#) » 2013 Interinstitutional Faculty Senate Statewide Agenda

## **Interinstitutional Faculty Senate Agenda**

September 27 & 28, 2013  
Southern Oregon University  
Ashland, OR

### *Friday, September 27*

Noon – Hosted Lunch with invited guest Lee Ayers, HECC member, and Dave Carter SOU Faculty Senate President

1:15 – Call to Order, Introductions

1:25 – Legislative Update (Jeff)

2:00 – SOU Vice-Presidents

2:30 – Mary Cullinan, SOU President

3:00 – Representative Peter Buckley

3:30 – Campus Reports (5 minutes each campus, 5 minutes for discussion; Senators are free to submit a written campus report to be included with minutes).

5:00 (approximate) – Adjourn for Day

6:00 – Dinner at Black Sheep Pub, 51 North Main Street, Ashland (541) 482-6414

### *Saturday, September 28*

8:30 – Call to order: Working Breakfast; Virtual Program Reviews (Maude)

9:15 – Approval of [May 2013 Minutes](#)

9:20 – [IFS Draft Bylaws](#) Discussion (Jeff)

10:15 – Future of IFS (Jeff)

11:00 – On-Line Education (continued from May meeting) (Shari)

11:45 – Good of the Order

12:15 – Adjourn

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# Interinstitutional Faculty Senate

[Faculty Senate](#) » 2013 Interinstitutional Faculty Senate Statewide Agenda

## **Interinstitutional Faculty Senate Agenda** OREGON UNIVERSITY SYSTEM

November 22 & 23, 2013  
Portland State University  
Portland, OR

### *Friday, November 22*

Noon – Hosted Lunch

12:45 – Call to Order, Introductions

1:00 – Wim Wiewel, President – Portland State University

1:30 – Sona Andrews, Provost – Portland State University

2:00 – Samuel Henry (OEIB) – “Issues of Equity and Quality in Higher Ed”

2:45 – Karen Marrongelle, Oregon University System Interim Vice Chancellor, Academic Strategies

3:30 – *Break*

4:00 – Harris Foster, President – Associated Students Portland State University

4:30 – Leslie McBride, PSU Faculty Senate President, and Mary King, PSU-AAUP President – “Shared Governance on a Unionized Campus: Challenges and Questions”

5:00 – Adjourn for Day

6:30 – Dinner at Raven and Rose, 1331 SW Broadway ~ 503-222-7673

### *Saturday, November 23*

8:30 – Call to Order – Working Breakfast

9:00 – Senator Michael Dembrow

9:45 – Approval of [September 2013 Minutes](#)

9:55 – Campus Reports (5 minutes each campus, 5 minutes for discussion; Senators are encouraged to submit a written campus report to be included with minutes).

10:30 – Bylaws Revisions

11:00 – Housekeeping

- Elections
- Future meetings discussion
  - 2014 Scheduling: hosts and sites
- Mission Statement
  - *The Interinstitutional Faculty Senate (IFS) represents the faculty of Oregon's public*

*universities. As a dedicated partner in higher education shared governance, we are committed to applying our collective expertise to ensuring the quality of higher education in Oregon. The decades-long heritage of IFS is grounded in a collaborative spirit of information sharing, timely communication, transparency, and protecting the best interest of our most valuable resource: our students.*

- Virtual Review
- Sabbatical Leave Draft
- Matters Arising

12:15 – Adjourn

**Meeting logistics:**

- Candyce Reynold’s cell: 503-889-6341
- Parking is available in Parking Structure One. Stop at the kiosk at SW 6th & Harrison (middle of the block) to pick up your comp parking permits. Reference event **12546**.

[Map indicating Modera Hotel, meeting location, and parking structure](#)

# Interinstitutional Faculty Senate

[Faculty Senate](#) » 2013 Officers and Members of the Executive Committee

## 2013 Officers and Members of the Executive Committee

- *President:* Bob Mason, Professor of Zoology, Oregon State University  
Email: [masonr@science.oregonstate.edu](mailto:masonr@science.oregonstate.edu)  
Phone: 541-737-4107  
Mailing Address: 3029 Cordley Hall, Department of Zoology,  
Oregon State University, Corvallis OR 97331-2914
- *President-Elect:* Jeffrey Dense, Political Science, Eastern Oregon University  
Email: [jdense@eou.edu](mailto:jdense@eou.edu)  
Phone: 541-962-3854  
Mailing Address: ACK 204J One University Blvd, LaGrande OR 97850-2899
- *Secretary:* Laura Zeigen, Oregon Health & Science University Library  
Email: [zeigenl@ohsu.edu](mailto:zeigenl@ohsu.edu)  
Phone: 503-494-0505  
Mailing Address: 3181 SW Sam Jackson Park Road – LIB, Portland OR 97239
- *Provost Council Representative:* Maude Hines, Portland State University  
Email: [mhines@pdx.edu](mailto:mhines@pdx.edu)  
Phone: 503-725-3523  
Mailing Address: Department of English, Portland State University, PO Box 751, Portland OR 97207-0751

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# Interinstitutional Faculty Senate

[Faculty Senate](#) » 2014 Officers and Members of the Executive Committee

## 2014 Officers and Members of the Executive Committee

- *President:* Jeffrey Dense, Political Science, Eastern Oregon University  
Email: [jdense@eou.edu](mailto:jdense@eou.edu)  
Phone: 541-962-3854  
Mailing Address: ACK 204J One University Blvd, LaGrande OR 97850-2899

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# Interinstitutional Faculty Senate

[Faculty Senate](#) » 2014 IFS Position Statements

## 2014 IFS Position Statements

- [Higher Education Coordinating Commission \(HECC\) – January 9, 2014](#)
- [Sabbatical Leave OARs \(sent to the OUS Academic Strategies Committee\) – January 9, 2014](#)
- [IFS Statement to OSBHE – January 10, 2014](#)
- [OSBHE re: Technical and Regional Universities \(TRUS\) Proposed Governance Models – January 10, 2014](#)
- [IFS Statement to HECC Student Success & Institutional Collaboration Subcommittee – January 22, 2014](#)
- [IFS Statement on TRU Governance Decision – March 31, 2014](#)
- [IFS Statement to HECC – April 12, 2014](#)
- [IFS Statement to HECC re: Textbook Affordability](#)
- [IFS Statement to HECC – May 8, 2014](#)

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# Interinstitutional Faculty Senate

[Faculty Senate](#) » 2013 IFS Position Statements

## 2013 IFS Position Statements

- [IFS Position Statement – February 15, 2013](#)
  - [SB270-1 Statement](#)

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# Interinstitutional Faculty Senate

[Faculty Senate](#) » 2013 Interinstitutional Faculty Senate Meetings

## 2013 Interinstitutional Faculty Senate Meetings

- January 25-26, Oregon State University;
  - [Agenda](#)
  - [Minutes](#)
- March 15-16, Western Oregon University
  - [Agenda](#)
  - [Minutes](#)
  - [Action Items](#)
- May 10-11, Eastern Oregon University
  - [Agenda](#)
  - [Minutes](#)
- September 27-28, Southern Oregon University
  - [Agenda](#)
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- November 22-23, Portland State University
  - [Agenda](#)
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# Interinstitutional Faculty Senate

[Faculty Senate](#) » 2014 Interinstitutional Faculty Senate Meetings

## 2014 Interinstitutional Faculty Senate Meetings

- January 31-February 1, University of Oregon;
  - [Agenda](#)
- March 28 & 29 – Oregon Health & Science University
- May 9 & 10 – Oregon State University
- September 26 & 27 – Oregon Health & Science University (UO Portland backup)
- November 21 & 22 – Wester Oregon University

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# Interinstitutional Faculty Senate

[Faculty Senate](#) » Continuing Resolutions

## Continuing Resolutions

### Interinstitutional Faculty Senate Continuing Resolutions 2014

**May 9, 10, 2014**

#### **Continuing Resolution #1:**

The IFS Executive Committee met for the first time. There were several suggestions:

- Any testimony/statement should be collaborated on. The IFS President will seek guidance and input, with the understanding that sometimes things have to change a bit at the last minute.
- There will be a list of continuing resolutions on the website.

*Action: MOTION PASSED UNANIMOUSLY*

#### **Continuing Resolution #2:**

IFS meetings will not be scheduled at a time when one university would be entirely absent. That is, unless at least one representative from each university will attend, no meeting will be scheduled.

*Action: MOTION PASSED UNANIMOUSLY*

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**Interinstitutional Faculty Senate Meeting Minutes  
September 27-28, 2013  
Southern Oregon University (SOU) – Ashland, Oregon**

*Friday, September 27, 2013*

*Noon – Hosted Lunch with invited guest Lee Ayers, HECC member, and Dave Carter  
SOU Faculty Senate President*

**Call to Order, Introductions**

The meeting was called to order at 1:28 PM.

**Present:** Shari Carpenter (EOU), Jeff Dense (EOU), Maude Hines (PSU), Grant Kirby (OIT Portland West), Charles Lane (SOU), Candyce Reynolds (PSU), Feng Shi (OIT), Lisa Mick Shimizu (UO), and Jody Waters (SOU); via phone: Mary Cluskey (OSU), Karen Hooker (OSU), Rob Kyr (UO), and Laura Zeigen (OHSU). President Bob Mason could not be here today because of a death in the family.

**Questions about HECC**

Lee Ayers, HECC Member, and Dave Carter, SOU Faculty Senate President, gave the IFS updates on the Higher Education Coordinating Commission (HECC) and the SOU Faculty Senate.

**Legislative Update – Jeff**

Jeff Dense provided an update on this year's legislative session and the process of advocating for faculty representation on the HECC and individual institutional boards.

- Jeff went to Salem to testify before the Higher Education Workforce Development Committee (Representative Dembrow) over the summer while Bob Mason was doing his field work. Jeff talked about voting on the boards and emphasized that we were looking out for students. Dembrow asked Jeff to come to a meeting three days later to convey this information directly.
- Jeff feels we have a compromise between Senator Hass (no faculty involvement at all) and Dembrow, who is a heavy higher education supporter. We wanted voting membership on HECC and we did not get that. The governor had the ability to decide if individual institutional boards could include faculty who vote or not.
- Lee reported some pushback on voting membership for tenured faculty on these boards because of potential conflicts of interest. Faculty should be trusted to know when there are situations in which there might be conflicts of interest. The faculty on the individual institutional boards are able to vote. Powerful leadership from the institutions (e.g. the institutional presidents) will make a difference.
- Jeff thought his statements were well received and felt Bob helped build up a lot of legitimacy.

**SOU Vice Presidents**

SOU Vice Presidents Craig Morris (Finance and Administration) and Sylvia Kelley (Development), Liz Shelby (Executive Assistant to the President) and Provost Jim Kline gave updates about various activities at SOU, including the new "HOUSE" experience for freshmen and trying to figure out their structure as a destination or regional campus and a financial structure that would help provide stability in the long term.

SOU combined its academic affairs and student affairs last year. They did this to link the academic programs to more what happens outside of the classroom. 1) academic reorganization – is there a more cost effective way of doing this?; 2) new program this fall called the HOUSE experience – an alternative general education program done in a

cohort with a team-taught environment; social justice house, green house – each has 50 students and have come early to campus to build their cohort; have been partnering with community groups; 3) started their honors college this fall; working with OSU on some joint projects – a systems wide honors college symposium show and tell of research projects going on; and 4) working on campus vitality and how to improve student retention and success. One area of conflict between academics and student affairs is athletics.

They are looking to how they can become more of a destination campus. SOU has almost 1000 students from California, but they need to figure out how to get students from other parts of the state, and so are going through a process of rebranding and restructuring. The house structure has been good.

The plan is still in its formative stages – 1) stop free fall of fund balance. Enrollment is challenging, down about 4 percent; enrollment going forward needs to be addressed in this plan. Will be making a series of fund transfers; \$2.5 million this year; 2) opened new residency halls in a public/private partnership; only ½ years debt service. Will have \$2.5 mill available to them about a year from now; this will stop the free fall; 3) academic reorganization will stabilize the fund balances; and 4) recruitment and retention for 2015-17 – theoretically will get them to 10%.

Regional presidents are working to identify the costs incurred because of changes in the governance structure.

### **Mary Cullinan, SOU President**

Mary Cullinan, SOU President, spoke about how the governance changes in the system might be affecting the regional schools and how they (“TRUs” – technical and regional universities) could collaborate in the future.

The group asked her perspective on how the governance changes are changing the regional schools. The question is how these changes will work for the students of Oregon. They would like a plan that does not cost more. We need to look at finance as much as governance. There are different models, including consortium model, individual model, and loose aggregation model. Cullinan and Ray (OSU President) have been at institutions with their own boards already. They want a governance process that is knowledgeable and cares about SOU.

How do they grow the programs? Last year they ranked and prioritized them. They need to put resources where there is demand. OSU has a full policy around this kind of process. People are attached to their programs, and it is easier to add programs than take them away. Prioritization felt like an inclusive process, but still presents challenging timeframes in which to do this. Putting more of an emphasis on finance and support would have been helpful last year given current circumstances this year.

Interinstitutional programs (OHSU/PSU, OSU/WOU) – is that kind of collaboration in jeopardy? The technical and regional universities have come together more in the last year. There will be at least four schools connected in a lot of different ways.

### **Representative Peter Buckley**

Representative Peter Buckley described his perspective as a legislator in the process of developing the HECC and the individual institutional governing boards. Where is the money coming from to pay the regional schools for loss of revenue from the larger schools that choose to not participate in the shared services?



There were concerns that giving more autonomy to each university would make tuition unaffordable and cut down access to higher education for students. If UO, PSU and OSU had their own boards, what would happen to the regionals and OIT? Wish for more legislation for a comprehensive university system, but a scarcity mentality for not funding higher education (47<sup>th</sup> in nation for higher education funding).

There was a need to deal with the "TRU" (technical and regional universities) board now. The Governor is against the regionals having local boards and believes there should be an umbrella for regionals and OIT. OIT is moving for a local board model. There is fear that EOU and SOU would become branch universities.

The bill to provide UO, PSU, and OSU with individual governing boards was contentious, but passed. If the shared services agreement ends up with a financial loss to regionals institutions, they will be compensated for that financial loss. It will be more transparent if regionals are subsidized at a higher level in a way similar to the K-12 system, where smaller districts are subsidized by the larger ones.

HECC will be the entity to give a recommendation to legislature on finances for shared services and what changes and distributions will work. In 2015, UO will be able to go off on their own if they don't want to do shared services. The flipside is if they do this it could result in financial loss to regional campuses. UO has an enormous endowment due to Phil Knight, but would PSU and OSU likewise see an increase in donors? What other path do we have to make things better? The composition of the boards has been controversial. Buckley was adamant that they had voting student, staff, faculty on each board, but when the governor appoints the boards he would decide.

Where is the money coming from to pay the regional schools? Where is the subsidy for the shared services? There is language in the statute that they "shall" (not may) come up with a plan to balance the finances. If PEBB splits up, the regionals will take a larger share of costs. HECC will have to mitigate for PEBB. Does the university causing the disparity pay? It would come out of their share of the state funding. This would mean, for instance, that UO would get less from the state to mitigate the shortfall. They are also looking at Western to see what happens with their locked-in tuition.

The theory is that the UO endowment would be \$2.5 billion; to University of Oregon it won't matter. HECC is responsible for coordinating the budgets and the legislature puts together the policies they think will give the best bang for the buck. Regionals depend on the sports lottery dollars, but UO and OSU not so much.

The PERS board will need to do a review in 2019 to increase COLA (cost of living) back to 2% if the system is funded stably at that point. Over the last 20 years the ROI has averaged over 10%, but will be 6% in future because of the way municipal bonds are handled by Wall Street. It was 100% funded in 2007 before the crash. They are trying find ways to stabilize the system. Email Representative Buckley if you have input on this – he said he would answer within 48 hours.

### **Campus Reports**

OSU – The College of Public Health and Human Sciences is going forward with accreditation. Looking into health of faculty and staff as well as students. We will ask Bob for a written report. Campbell Gates asked questions about the OSU board.

OHSU – OHSU has received a \$500 million dollar challenge from Phil and Penny Knight for cancer research. Many efforts are underway involving interprofessional education

and the School of Medicine Curriculum Transformation as all await opening of the new Collaborative Life Sciences (CLSB) building.

OIT – The Wilsonville campus has moved into the old InFocus building. Had record enrollment this year and record graduation last year. OIT Klamath Falls has installed a lot of solar panels and hot water to get to a zero energy footprint. Last year they lost a lot of unclassified people. OIT fund balance is way down from 5%. Salary increases over the next year were unclear, but the administration moved in this direction in response to OIT faculty not being unionized and people are getting tired of no professional development funds and no raises.

UO – Rob Kyr – Faculty voted for unionization and this went through the collective bargaining unit (CBA) this last year; a contract has been reached. Provost stepped down this last year and they are involved in a Provost search; Kyr is on this committee. They hope to have someone in place by January 1, 2014. They will be hosting the PAC-12 Faculty Leadership Coalition on November 1-3 at the University of Oregon. This is just the fifth conference. They are excited to have their individual institutional board.

WOU – No representatives from WOU for a report. Jeff and Bob will ask for a written report.

PSU – PSU is dealing with how to create more degrees for less money; at PSU it is 180 credits. The other is the reliance on contingent faculty and the push to hire non tenure track faculty. Our function is not just to compare notes, but create positions on issues. Other campus reactions re: finance. Is there a line over which we could walk? Another push on campus is a push for credit for previous learning. CPL has already started taking the positions Maude thinks the IFS would take. Go back on reliance to contingent faculty.

UO, PSU, OSU do not yet have boards – just slates to be reviewed in November. Some pushback on issue of faculty having voting rights. A lot of unease with budgets as PSU moved towards performance-based budgeting. Graduate classes they want to move to a minimum of 22 students in a class, causing various summer term graduate classes to be cancelled. The students who were coming home for summer to take these classes were not going to take these classes in the fall.

EOU – Eastern is doing a big push on Eastern Promise – giving college credit for high school classes. Students coming in and graduating in a short time is becoming a norm for EOU students. Going straight from high school to a 400 level class, however, creates stress for the students and devalues the process. Instructors of those providing college credit for high school courses have to be approved by the EOU program. They are not sure about the integrity of all programs, including a summer institute in which high school students can accumulate 9 credits in 3 weeks.

SOU – SOU is also dealing with this issue of student credit hours (SCH). They look at the vitae of the high school teachers to review them. There is huge pressure from the governor's office for prior learning at SOU as well. If they push back, they are not considered team players. Makes good business sense to do this and feeds 40-40-20. This may be a place for formulating a policy position and sharing with Lee and HECC. The achievement compacts have stated that a certain percent of our students will have come in with a certain amount of credits before leaving high school.

Charles and Jody discussed the changes at the university, including the removal of deans and directors to create a flatter structure and the creation of centers (humanities) and doing away with departments by January 2014. The cost savings are supposed to come from the reallocation of former departmental chair time, like in the classroom. They also have largely cut adjuncts. Director positions will be non-union and at higher salaries. The OUS chancellor is coming in October to meet with SOU about

these changes. The fiscal situation is an enormous driver in all this. When people retire, they will not necessarily be replaced. Part of the challenge at SOU is the large percentage of first generation students, leading SOU to feel a need to bring in more well-off students from California.

Grant proposed IFS re-chartering themselves. Our focus for the last year has been interacting with the legislature. With a de-focus of OUS, what will our role be going forward? Don't see a purpose for us going forward in the new structure. We need to figure out what it is we stand for and interact with HECC and other bodies in between the legislative sessions and adjust our strategies for the new structure. This doesn't work if people don't participate. Facilitating communication between campuses at the very least.

What are some of the points we can bring to the chancellor and legislature, and how can IFS make a difference? Provost's Council, HECC – do we really understand that and do we have clear and unified messages going on to those touch points? What about the relationships with our faculty senates? Bringing back information and decisions from individual schools? Faculty leadership caucus – this idea was raised in this a couple of years ago. To change this on some campuses is difficult. The senior IFS senator is on an ex-officio committee of the senate. There are a variety of ways to have legitimate connections to help give us voice. Legitimizing IFS in relation to whatever OUS becomes.

## Adjourn

*Saturday, September 28, 2013*

**Call to Order: Working Breakfast; Virtual Program Reviews** – Maude  
Virtual Program Reviews – Maude Hines (PSU) brought this issue from the Provost's Council. The group had concerns about the loss of human interactions and accuracy of assessment in the virtual process.

The group discussed the concept of virtual program review. The group had concerns about the loss of human interactions into the process. Institutions would volunteer to do it first. It might become more of creating a digital identity, whereas face to face you cannot whitewash everything. Only in person can you get a real sense of the campus. Things would be lost in an online review. Suggestion to have a pilot where the campus going through the virtual review writes up its experience. How can they actually check out all the facilities this way? The fundamental issue is one of accuracy – you might get a more positive or negative review than you should. Privacy issues –how does the information on these virtual meetings get shared?

Maude's notes to Laura for inclusion in the minutes:

- Need a chain of communication with our faculty senates. Bring to faculty senate executive committees to review.
- WHAT is the model? WHO else is doing this?
- Concerns, questions, advantages.

*Initial questions:*

- What do faculty on your campuses think about the idea of virtual review?
- Other ideas for cutting down time of reviews?
- Hybrid reviews--maybe visit by review chair or members of the team, and others experience it virtually?

- If the policy were to change, what should be taken into account in determining eligibility for external review?
  - Give the accrediting agency the decision about virtual or on-site review?
  - Which kinds of programs would be appropriate (on-line programs, e.g.)?
  - What about nature of facilities and infrastructure used?
  - How to ensure reviewers feel comfortable making judgments?
  - How to take into account faculty and program preference for interaction (bottom up)?
  - What about new programs closely related to existing programs (vs. programs that are totally new)?
  - Is there also an external accreditation for the program, or is this the only review the program is going to receive?

#### *Concerns:*

- On the ground human interaction where the real learning/understanding takes place.
- Virtual reviews would eliminate the essential element of an accreditor being able to walk across campus and talk with a student.
- How would the accreditors get a real sense of the campus?
- What about programs like those in Engineering, with a lot of labs and facilities? The reviewers need to see these in person. That would be lost with virtual reviews.
- Facilities need to be seen in all disciplines: cleanliness, infrastructure.
- Thinking on your feet situations are important in a review—too polished?
- Issue of who's invited to the (virtual) table.
- Implementation issues when coming into an institution in the middle of a cycle.
- Fundamental issue is one of accuracy.
- No place for (essential) whispered comments
- Some of the same frustrations as those with the SBHE no longer making the rounds.
- Privacy issues—how does information get shared?

#### *Advantages*

- Cost savings: it takes some money to launch a full-tilt assault on a university with a team of 10
- For joint programs, there's an equity gain (solves problem of which campus hosts, e.g.)

#### *Questions:*

- Who else is doing this? What can we learn from them?
- Wouldn't it make even *more* sense to virtually evaluate existing programs than new ones?
- What about running a pilot (of an existing program), where the program gives feedback about what is lost/gained with virtual review?

### **Approval of May 2013 Minutes**

The May 2013 minutes were approved, with one abstention.

### **IFS Draft Bylaws Discussion – Jeff**

The IFS Draft Bylaws were reviewed and discussed. We are trying to articulate what the IFS stands for. We were clear that IFS, as the representative voice of Oregon faculty, provides collegial communication and a voice to remain mindful of the need to maintain academic quality.

### **Future of IFS – Jeff**

We discussed the future of IFS in terms of how we currently share what goes on at IFS with our individual Faculty Senates.

- We did a free-write for 10 minutes of what we thought IFS should stand for. *Below are less a set of minutes and more the notes of pieces of language and ideas we wanted to include.*
- Keeping faculty issues in mind. Coordinating across campuses. IFS represents the voice of the faculty across the state. Recognize contributions of individual institutions to the whole systems. We are the elected voice of the faculty.
- How do we decide how many reps come from each university? The number of reps is determined in the constitution, not in the bylaws. Talked about increasing reps for regionals from 2-3, but died because of cost concerns and because no one wanted to do it. Maybe it makes sense to revisit this. Community colleges in our structure?
- Our professional and academic expertise.
- We adhere to standards of informed dialogue, the value of bringing voices together, being accountable to our individual faculties and the body we represent, possible to take on hard issues that affect all universities – we can overcome and are committed to overcoming differences between big and small.
- The issue of representation is very important – who do we represent? This points to the involvement of the senates, which are elected, versus the administration. Are we all elected or are some of us appointed?
- The procedural issue should not be in the mission statement. It is a representative body. Broad language is important.
- Jeff – Maude captured most of it. Foster collegial communication – not you against my campus, but all of us working together, sharing information on matters of mutual concern. Advising stakeholders (HECC, etc.), and using our professional and academic expertise to promote goals related to academic excellence and academic quality.
- The bottom line does not necessarily mean sacrificing academic quality; rather it is providing a voice and remaining mindful of the need to maintain academic quality.
- Interface between the Chancellor and legislature on issues that impact faculty employment and teaching. There are important issues that only surface in a meeting, such as IFS. We have a responsibility to aggressively seek out these issues and put them in bite-sized chunks for our respective senates, which we represent.
- University senates need to identify issues of shared system-wide concern; IFS has a role in this process providing a unified voice. Collectively, we are one faculty of the state of Oregon. We stand for the quality of the endeavor. We are here to deal with the nature of shared governance in this endeavor.
- AOF focuses on the financial issues for faculty; IFS is concerned with the quality of the endeavor; we need both groups. We can bring AOF Issues and have them lobby on these. It makes sense to take our issues of academic quality and student issues as faculty issues (e.g. tenure lines, etc.); we should at least communicate with them.
  - What do we need to do in our transition to maintain legitimacy?
  - The legitimacy of the IFS needs to be affirmed during this time of transition with governing structures.
  - Emphasize that we have played a historical role in governance.
  - We need to be at the first meeting of HECC and insist we exist.
  - These are public meetings – show willingness to travel and show up.
  - Ask Lee to recognize we are there? Or we get on the agenda and she makes the first comment. For future planning, the Higher Education Coordinating Commission meeting schedule and materials are online.
  - Communication with people on state board a place to start? Tim Nesbit

- From Jeff: foster communication between campuses; share information on matters of mutual concern; advise stakeholders; promote academic excellence/quality
- Key: IFS was created by the state.
- Need to put together pre-ambles for the first HECC meeting and determine how to be most effective when there.

Language around rest of the bylaws, the desire was to look at this at this meeting and have it go up for a vote at the November meeting. Has to be presented and discussed at one meeting.

- Change language in by-laws (system regardless of the current set up).
- On matters of importance to Oregon's public universities.
- If we are going to have legitimacy, we need consistent participation on the part of the representatives; IFS needs to adhere to bylaws.
- We need to refer in general to "the governing and decision-making agencies for public universities in Oregon."
- Organic camaraderie beyond the Robert's Rules is important.
- Take out II 1. That we follow Roberts rules of order.

*Action: Charles, Maude, and Jeff will work on a draft.*

- In the interest of collegiality, Roberts Rules will not be followed.
- What constitutes a carrying vote – 2/3, a majority? For constitution it is simple majority, for all else is 2/3.
- What constitutes present at the meetings in terms of being able to vote? Is phone participation OK? What constitutes a quorum? Need a quorum, then a simple majority of those physically present? If you have been on the phone, you should have a right to vote.
  - As long as you have a quorum it is a simple majority of the quorum.
  - What if only phone-in for part of the meeting?
  - Physical vs. mental presence.
  - By-laws require 2/3 votes, but all other votes are from simple majority present.
  - What we are formulating now will be voted on by membership.
- Because our bylaws will be online, and if they don't see that Robert's Rules are not the default setting, won't take it very seriously. People can vote to suspend during different parts of discussion if they think would make better collegial atmosphere. Robert's Rules used to resolve procedural conflict?
- Communication for future IFS? How to enhance communication with our constituencies to make sure we are acting as a representative body. Do we want to follow-up on our campus reports and what might be topics of interest to all of us on, and have a strategic plan for going back to our universities to gather data and opinions?
- How do we currently share what goes on here at IFS with our faculty senates, and how is that communicated? Do we all have executive committee of the faculty senate? The IFS should be on the executive committee. Currently it is just reporting back. It would be useful to have a running list of IFS issues we are working on
- Reports should have two parts: 1) reports on positions we have taken; and 2) distillation of feedback.

*Action: Laura will send the short bullet list to everyone.*

Web page maintenance from OUS previously. We need a short blurb that we find a common perspective on what it is and get that communication back to them and collect them.

1. IFS looks forward to working with HECC. The HECC appears to be a new governing body for state system of public education, so it is critical for IFS to be in continuing communication with the HECC.
2. Virtual reviews.
3. A need for more collaboration in online education versus cannibalizing each other.

### **Online Education (Continued from May meeting) – Shari**

We discussed the need for more collaboration in online education, leveraging the best aspects of each institution for the benefit of students and so our programs don't compete with each other.

- A need for more collaboration in online education versus cannibalizing each other, versus using best aspects of each college. We all have things we do really well. If a student is looking for a degree EOU does not provide, how do we direct them to other Oregon universities to better meet their needs? A lot of competition is occurring from outside. How do we work together to keep students in the Oregon system? How do you develop this kind of atmosphere to help each other? How do you develop that language within our system?
- Shari brought this up a couple of years ago before we had the current state of urgency. Work with college and high school advising groups? Discussion around shared services – what do the remnants of OUS look like a year or two out, shared service elements, etc., is there the possibility of an opportunity?
- Lots of functions performed by OUS will have to be performed in some fashion.
- Create one house that students can go to – Oregon educational system. Flowchart. WICHE – Western Interstate Commission on Higher Education. Exchange opportunities for learning and tuition – foreign exchange but in western states – packaging programs.
- Need a CE Session on all this? Does it exist at your institution already? Western Interstate Commission for Higher Education Joint Campus Program – OUS or Washington State? OSU Joint Campus Registration Does this serve our students? This feels competitive. How do you keep from poaching?
- Cooperative part of WICHE for online stuff is ICE (Internet Course Exchange). What is the revenue share on this? Help prevent students from transferring – and also allows you to sell your empty seats. This also is a revenue issue. HECC will be deciding this – do they understand the gravity of this decision? How do we value the vo-tech part of our universities?

*Action: Maude will request this information from the Provost's Council and Karen Marrongelle. OUS institutions used to be able to call other universities with a 5-digit extension – we have grown and are fighting over scarce resources.*

What is the process now for an existing program on campus with program approval to bring these online – any check? There is no discussion – doesn't it matter if there is another program in the system already online? What is the check at the system level for rolling out online programs to ensure collaboration of universities in the system? NWCCU also has a role in that.

### **Adjourn**

## **Interinstitutional Faculty Senate**

May 9-10, 2014

### **Campus Reports – Appendix A**

#### **Eastern Oregon University**

- EOU lost their dean of Arts and Sciences.
  - They've been dealing with some issues related to retrenchment.
  - They will eliminate the Chemistry major.
  - Jeff is encouraged by the appointment of Jay Kenton as interim EOU president.
  - Their Board was approved.
- Discussion: Karen stated that introducing a sales tax may be helpful for funding things people care about. There was discussion about the fact that student enrollment may be going down, so revenue is a problem.

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#### **Oregon Health and Science University**

The new Provost is very invested in interprofessional education. Faculty have been put together to teach some, which has been a largely positive experience.

The faculty recently voted on an issue related to the billion dollar challenge. There were some mixed feelings about this due to concern that it may inhibit some activities.

All new programs have to be approved by Faculty Senate.

The School of Dentistry is moving down to the Waterfront. There was general discussion about construction both on campus and at the waterfront. Due to space issues, it is not possible to expand much on their current campus.

For the first time ever, OHSU schools are all on the same calendar.

OHSU is looking at starting another campus in Klamath Falls that will focus on clinical education.

OHSU has a big vested interest in regional campuses due to nursing programs (and also medicine). They are a prime example of collaborating with other campuses.

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#### **Oregon Institute of Technology**

OIT has a strong dean model (which used to be a strong provost model). OIT has two deans – one for engineering and one for health & arts and sciences. The arts and sciences dean search is open. There is some question about how the new dean will interface and coordinate with the provost in Wilsonville. They are looking at adding a third dean down the road.

OIT used to be a teaching university. They have an annual performance evaluation with three categories: teaching, professional development, and service. Now, because there are new programs and new areas, such as environmental science, that need some kind of research component, the need for a research component is becoming more evident.

Klamath Falls has seen a lot of retirement in recent years. They have hired some new faculty with research backgrounds and Ph.Ds. (Traditionally, many faculty have a master's degree and focus on teaching.)

There is a proposal to make the General Education Committee a part of the Senate as a subcommittee.

- Discussion: Other universities seemed to have a mixed way of doing this.



## Oregon State University

Written remarks submitted by OSU:

Important topics addressed by the OSU Senate since last meeting in March:

1. "We Power Orange" non-tenure track (NTT) faculty survey presented and recommendations were made that included: 1) inclusion of NTT faculty in governance and decision-making at all levels; 2) consistency across position descriptions and pay scales that reflect experience and years of service; 3) enhancing job security, especially for long-term NTT faculty members (e.g., creation of multi-year contracts and "bridge" funding between grants; 4) develop a progressive career path for NTT faculty to explore extended contracts beyond one year for long-term faculty.
2. First Year Experience – The First Year Experience (FYE) at OSU is an intentional, integrated process to support first-year student success and persistence. It lays the foundation and provides support for students' academic achievement and personal development throughout their time at OSU. FYE will include many activities: 1) living-learning communities; 2) building a quality social network of staff, faculty, and peers; 3) exploring major/career pathways and opportunities; 4) early warning systems for academic problems; and 5) emphasis on participation in key shared campus events, traditions, and affinity building activities.
  - Discussion: Portland State has mandatory first year programs. OSU mentioned transfer students need a little more attention.
3. The proposal for including Veteran's Day as a holiday for OSU is moving forward after a faculty and staff university-wide survey. The tentative plan is to move the beginning of the academic year to the Wednesday before the current planned start.
  - Discussion: PSU and OIT both have this off. UO does not. This may impact OUS's term start date at some point.
4. CORE Metrics – Cooperative Open Reporting Environment – Providing university-wide tools and data giving members of the university community immediate access to information for making decisions, planning, and actions. This will promote an environment of open access to data and information, while ensuring the security of confidential information. This will establish data standards and definitions for application in a central database, so all areas of OSU are using the same references (create a "single truth"). The goal is to create a culture of data stewardship rather than data ownership, and maximize transparency. Over time, this should lead to partnerships and encourage cross-unit solutions.
5. Open Textbook Initiative Pilot – Oregon State University is helping its faculty members develop textbooks in their fields that will be freely accessible online to any student in the world. The open textbook initiative is a collaboration between OSU Libraries, OSU Press and OSU Extended Campus that provides financial, technical and editorial support for faculty members to create "open" texts that aim to reduce costs for students and further position Oregon State as a leader in research and teaching.
  - Discussion: HECC is willing to provide seed money to institutions for them to buy into a rubric for faculty participation. Jeff needs someone to represent IFS at a one-day meeting about this. This is very important to students. Jeff stated that this is one area where we open up doors with HECC. There is a need for faculty education so people know how to help. Jeff mentioned that this would be a good thing to have interinstitutional collaboration on. Feng mentioned perhaps other universities sharing OSU's open textbook program. Some people are encouraging students to use textbook rentals either through a bookstore or Amazon. Jody indicated that she would be happy to participate in a HECC group about textbook issues. There's also an element of making sure students know how to access the vast world of online resources, and also teaching faculty about this.

OSU is holding a workshop May 21 to describe the Open Textbook initiative so faculty members can learn how open textbooks can benefit students. The workshop will describe

open textbooks, encourage exploration of an appropriate one for classes faculty teach, and faculty will receive one open textbook after the workshop and receive a \$200 stipend if they review the textbook. There was a call for proposals in the fall of 2013 for development of an open textbook, and four proposals were chosen for development from faculty in a variety of academic disciplines.

#### Follow the OSU Faculty Senate on Twitter – #OSUFacsen

The OSU Faculty Senate invites Senators and all others – both on and off-campus – to connect and share their thoughts, concerns and ideas on the activities of the Senate using Twitter. You can follow Senate activity at #OSUFacsen.

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### **Portland State University**

Written remarks submitted by PSU:

1. Program Array Review. The ACADEMIC PROGRAM PRIORITIZATION AD HOC COMMITTEE presented recommendations to the faculty senate on Monday. The Committee had been charged with developing the initial groundwork for how PSU will conduct its academic program prioritization process.
    - Faculty Senate Monthly Packet – May 2041 (appendix b-2a)
  2. AAUP contract settled. After 11 months of bargaining, AAUP and PSU reached agreement, and averted a strike, that was supported by 97% of the voting AAUP membership. President Wiewel delivered a speech to Faculty Senate calling for better communication between faculty and administration.
    - President Wiewel message
    - Union description of settlement
  3. Resignation of Two Deans. Scott Dawson, Dean of School of Business, and Sue Beatty, Dean of the College of Liberal Arts and Sciences, resigned and are moving to new positions on other campuses. All of the Deans at the university are relatively new, except for Randy Hitz, who has been the Dean of the Graduate School of Education for eight years.
    - Discussion: PSU has seven deans.
  4. New Promotion and Tenure Guidelines approved. These new guidelines include new ranks for non-tenure track faculty (steps for the Instructor rank and new ranks of Professors of Practice and Clinical Professor). Departments have begun developing departmental guidelines that reflect these changes which become effective July, 2014.
    - PSU Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases
      - Discussion: This went through the Faculty Senate for approval.
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### **Southern Oregon University**

There is interest in the independent board, and programs and program alignment and how they intersect. They would still like to see more faculty involvement in the Board.

Many of their higher level leadership positions are turning over, so they will have an interim leadership team.

They are dealing with some issues related to retrenchment.

SOU's University Planning Board is convening a meeting with the President. A Senate designee is ex-officio, and there are a lot of faculty on it. The Planning Board is made up of about 30 people, and they will be looking at the governing board, strategic planning, shared governance, and more.

Jody's department is hiring. The Business, Communication, and the Environment division that Charles and Jody are in is doing well.

They are rebuilding a couple of facilities. Students love the new dorms.

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### **University of Oregon**

There was a serious sexual assault issue that has thrown the whole campus into a spin. They plan to extend the student conduct code to extend off campus, which is important because most UO students live off campus. The UO still has a clear and convincing evidence standard for student conduct code violations that can result in an expulsion, so the Senate will be talking in May about revising this.

Elections are happening currently.

The Senate has been working with the Board of Trustees, providing input on a delegation of authority document they were very willing to let faculty review. The Senate put together a work group to ensure the policy reflected shared governance and the legislative grant of authority to the board.

At the last Senate meeting, an Open Committees motion passed that will subject committee structure to open meetings rules. Now committees, with a few exceptions related to student and personnel records, will be required to have their meetings public. A couple committees will be studied to see how this new setup will work with them.

The Senate passed an academic freedom policy that hasn't been quite worked out with the Senate. A major sticking point is whether academic freedoms that extend to faculty can also extend to other constituencies, which are also a part of our Senate.

The Provost is leading a cluster hire initiative, which is interdisciplinary.

The Provost is also leading the development of new academic plan and mission statement.

The UO is embarking on four Dean's searches, and searches for the VP for Research, General Counsel, and new Human Resources Director.

The Provost and President come regularly to Senate meetings, and participate.

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### **Western Oregon University**

The Master's program in History was cut, which caused concern.

They are now trying to assemble a governing board to submit to the governor, who will then choose from the nominees. This is a work in progress, mostly conducted at the administrative level. The faculty member position is done through the Faculty Senate.

# **Interinstitutional Faculty Senate**

*Representing all OUS Institutions*

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## ***“The Future of Education in Oregon”***

### ***A Statement by the Interinstitutional Faculty Senate (IFS)***

***February 15, 2013***

As the Interinstitutional Faculty Senate (IFS), we are the elected voice of faculty in public university education in Oregon, representing eight unique and diverse university campuses.

As the legislature considers major changes to the education system of our state, the IFS is eager to help with changes that will enable our faculty to better serve the needs of our students. As people who have devoted our lives to higher education, our faculty is focused on giving high quality education to Oregonians. Our students are Oregon’s future.

The IFS greatly values the unique mission of each of Oregon’s public universities. In a state that has increasingly diverse needs, our ability to meet these diverse needs is one of our greatest strengths. Each institution strives to best serve its own particular demographic, while serving the entire state. We support the Governor’s ultimate goal of achieving 40-40-20. To accomplish this, we must ensure “the four A’s”:

- Academic Excellence;
- Access;
- Accountability;
- Affordability.

We are committed to providing the best educational outcomes in a way that honors the investment of each and every Oregon taxpayer.

In order to meet the challenges of the ambitious 40-40-20 goals, we recognize that an unprecedented reorganization of the system is necessary. The expertise and experience of our faculty is essential to the success of a new system; we are eager to participate at all levels of this endeavor, including all aspects of shared governance and educational policy, now and in the future.

We affirm the educational goals of Governor Kitzhaber, and as our new system takes shape, we are committed to taking an active role in the process of decision-making, which is our responsibility as the elected voice of public university educators. From this point forward, we ask for inclusion on all committees and task forces making decisions that affect our students, to whose long-term success we are so deeply committed.

Working together as educators and legislators, we can create a system of education that truly serves the highest interests and long-term needs of our state.

**Oregon University System - Interinstitutional Faculty Senate**  
**January 25-26, 2013**  
**Oregon State University**  
**CH2M HILL Alumni Center**  
<http://oregonstate.edu/senate/ifs/>

**1. Sabah Randhawa, OSU Provost and discussion**

- OSU is working on a project to expand the OSU-Cascades campus in Bend.
- OSU wants funding for deferred maintenance on all campuses.
- OSU is not seeking their own local board (like UO and PSU), but may develop one if that is how the new OEIB (Oregon Education Investment Board) structure develops.
- The group had questions about the purpose of local boards in relation to a systems board (OUS) or if there would be a systems board anymore.
- The group expressed concern about what will happen with the smaller Oregon public universities (EOU, OIT, SOU, WOU) with the changing structure.
- Rudy Crew (head of OEIB) is calling for regional achievement compacts beyond institutional compacts. What does a regional compact mean? What does it mean to be in partnership in a regional partnership with the K-12 system and P-20 system?
- Faculty and others are concerned about what the achievement compacts mean in terms of how they will be measured.

**2. Karen Marrongelle, OUS Assistant Vice Chancellor for Academic Standards & Collaborations, Academic Strategies**

- Chancellor's Office wants to make sure that lines of communication are open, particularly as many changes are happening.
- OEIB needs to listen to faculty more.
- George Pernsteiner has tendered his resignation for March 1. He will work with Rudy Crew's office on a shared services model. OUS will hire an interim Chancellor to start on March 1.
- Governor Kitzhaber will be appointing an OUS/OEIB head for community colleges.
- Marrongelle said we would not know answers to many of the questions coming up now until after the legislative session.
- Marrongelle asked IFS to think about academic matters where faculty input is of high importance: in what areas would the faculty particularly want to have input?
- There are issues of coordination of programs between the schools and a desire to not have redundant programs while also balancing which institutions get which programs.
- The group expressed concern about working on new programs now and then having things change and having that work "be for naught". Marrongelle assured the group that even if a law is passed it takes a couple of years to put into place.
- The group expressed concern about where the new boards will report (OUS, OEIB, something else?) and also so many changes happening at once.
- Marrongelle encouraged the group to raise these concerns about governance with your legislators.
- The group asked for help from the Chancellor's Office in helping to frame questions (to the legislature, otherwise) that do not sound self-serving and otherwise help in coaching.

- How do faculty at your campus feel about an institutional board if they do not already have one? Talk to people on your campus.
- The legislature and governor's office may be interested in the faculty perspective of the systems and governance changes, but it is hard to give feedback when we don't know what it is yet.

**3. Shared Governance – Kevin Gable, OSU Faculty Senate President**

Kevin discussed how the Faculty Senate at OSU runs and how they operate under a shared governance model.

**4. Legislative Report - Michael Dembrow (D), Oregon House District 45 (NE Portland, Parkrose, and Maywood Park). 2013 committee assignments: Energy and Environment, Higher Education and Workforce Development (Chair), and Rules**

**5. Legislative Report – Representative Sara Gelser (D), Oregon House District 16 (Corvallis and Philomath). 2013 committee assignments: Education (chair), Revenue, and Human Services and Housing**

Between the discussions with the legislators, the group decided that IFS needed to create some kind of formal statement from OUS faculty on current changes occurring to the structure of higher education in Oregon.

**6. Sub-committee Report – OARs**

Maude reported on updates to the OARs at Portland State.

**7. IFS Communications**

The web site could be hosted at OSU, but not run by any particular person on the OSU Faculty Senate. This would include a listserv also.

**8. Elections**

Nominate yourself if you are interested in serving as President-Elect or Secretary.

**9. Review of By-Laws**

A sub-committee was established to look at the By-Laws. The sub-committee volunteers were Jeffrey Dense, Charles Lane, and?

**10. Future Meetings and Format**

- March 15-16 – Western Oregon University, Monmouth, OR
- May 10-11 – Eastern Oregon University, La Grande, OR
- September 27-28 – Southern Oregon University, Ashland, OR
- November 22-23 – Portland State University, Portland, OR

**11. Campus updates and President's Report – Bob Mason, OSU faculty, Interinstitutional Faculty Senate President**

We did not get to the campus updates since we became involved with conversations with the visitors to the IFS and ran out of time.

## **Inter-institutional Faculty Senate Agenda**

May 10 & 11, 2013  
Eastern Oregon University  
Inlow Hall Room 201

*Friday, May 10*

**Present:** Shari Carpenter (EOU), Jeff Dense (EOU), Maude Hines (PSU), Rob Kyr (UO) (on phone), Candyce Reynolds (PSU), Feng Shi (OIT), Laura Zeigen (OHSU)

**12:45 – Welcome and Introductions – Jeff Dense, IFS President-Elect and Shari Carpenter, EOU**

**1:15 – Meeting called to order and all welcomed.**

**1:15 – Melody Rose, Interim Chancellor, Oregon University System**

Melody reviewed where we were at with the emerging governance structures.

SB270 moved out of their policy committees of origin. All substantive matters are supposed to be resolved in their committees of origin. Both bills moved on to Ways and Means (there is a significant fiscal impact to them and must be reviewed before they go to the floor). The Oregon University System (OUS) asked to provide fiscal analysis on the bills. Consulted with OSU, PSU, and UO to do their own analysis of what an institutional board would cost them. OUS did their own independent analysis. They still need to analyze the financial impact to the other institutions. The campuses had differences of opinion in what a board would cost between them and between them and OUS. These numbers should be considered ranges. OUS provided Ways and Means with all the information.

HB3120 – The bill that would clarify and expand the role of the HECC (Higher Education Coordinating Commission). It will use HECC as a coordinating body between OUS institutions and community colleges – things like program approval would move through the HECC. HECC is described as a coordinating effort – not one that controls everything. This bill requests that some budget be moved from OUS to HECC. OUS is doing a fiscal analysis of this. It looked like it would be movement of 5.0 FTE. This is the current version of the bill: the ultimate goal will be more steps towards another formation.

A lot of analysis has to happen on both of these bills and the work in the legislature is backlogged. Part of this is that Betsy Johnson (Senate, Scappoose) was in a car accident and certain things are awaiting her return. The session may go beyond June 30. The session can go through July 14. The Governor remains very supportive of both bills.

What is the faculty role on these bills? Melody was not sure where the bills landed in terms of faculty voting representation (for program approval, etc.) as there have been many versions of the bills. Current versions of the bills are available from the Oregon State Legislature site at <http://www.leg.state.or.us/mag/home.htm>. Representative Michael Dembrow is very supportive of faculty representation.

Rose expressed the importance of faculty representation on the Provost's Council and continuing to have a seat at the ASC table. The Vice Chancellor tends to be the only academic at that table. Most of the board, although enthusiastic about higher

education, does not have a background in higher education. Grant Kirby had been the representative there, but we don't have a voice at that table right now. Melody encouraged us to figure out representation for this. IFS has talked about redoing the bylaws – even if OUS does not exist, we would form a senate of faculty from Oregon public universities. Laura mentioned and sent Melody some information on Senator Warren's suggestion for establishing lower student loan interest rates: <http://business.time.com/2013/05/10/elizabeth-warren-students-should-get-the-same-rate-as-the-bankers/>; [http://www.huffingtonpost.com/2013/05/08/elizabeth-warren-student-loans\\_n\\_3240407.html](http://www.huffingtonpost.com/2013/05/08/elizabeth-warren-student-loans_n_3240407.html)

Oregon has lower student loan default rates than the rest of the nation, but student loan debt is still a problem in Oregon. OUS is working on debt and affordability issues. **Melody will send the date of events around this issue to Bob Mason.**

OUS identified seven existing set of shared services. They have gone in-depth to one of these areas (human resources). This process took four months. They are now doing the full analysis of how it works and how it would look under a different legal consideration. OUS does not have the internal resources to do the whole analysis until after the legislative session is done.

The transition of the new structure will take time. During that time, OUS will continue to support the campuses in the way they always have during this time.

Ryan Hagerman and Drew Hagedorn are the ones who know the bills.

## **2:00 – Bob Davies, President, Eastern Oregon University**

Davies echoed Rose's comments that the IFS needs to attend the different universities and go to the various campuses. When you are on campus and talk with the students, there is a different sense of campus. There are a lot of small high schools that, on occasion, have the entire population of their graduating class come to EOU for college: if it wasn't for Eastern, they would likely go to Washington or Boise State and not come back. EOU provides value for students who would otherwise not have this option. In addition, EOU has many students from the metro areas, which leads to great conversations amongst different students on campus.

The small size of the institution helps create strong bonds between faculty, staff and students. EOU has about 4,000 students. A few years ago it was down to 2,500. They are now looking at programs they need to reduce or eliminate, which is difficult to do during a time the institution is growing, but necessary to continue the EOU mission to serve students in this area. They also are looking at online delivery of instruction.

The "Eastern Promise" is a program and a strategy of how they look at college readiness and how they work with communities, families, and social structures starting with students in 5<sup>th</sup> grade to develop a mind-set to go to college. If you look at a high school senior, how do you know they are college ready? A person with the personality, academic preparation and social structure to enter college and be successful and not need remedial courses. How does the individual know they will be personally driven to think about the college experience? They ask the 5<sup>th</sup> graders to close their eyes to imagine themselves and their lives in 25 years, and then think about what they are doing now and the immediate future to make that happen. They go back to the 6<sup>th</sup> graders and keep doing this through the entire high school career. They also bring in the parents and guardians and business



people, so everyone in the community is talking about how to support the community's young people. This last year they spoke with over 6,000 students about college. This includes the community colleges and school districts: everyone is working together to meet that need.

A dual credit class is a class that a high school student takes for which the high school student gets both high school and college credit. Colleges work with high schools to bring some college classes into high school and provide high school credit as well.

EOU is watching SB270 very closely. It may make a difference in future philanthropy. The concern is that the universities have the same access to the HECC, capital projects, mission approval, etc. EOU does not want to see an institutional board that is advantaged or disadvantaged. The concept of shared services concerns EOU.

HB3120 – This bill would develop a Department of Post-Secondary Education. Developing a new bureaucracy is money that could be used to educate students. This is putting structure before strategy.

The philosophy of the distance programs is that it is the same as any classroom – the modality happens to be in a distance mechanism. EOU has 9 full majors and 18 minors online. Most of the online students are from all over Oregon. There are 16 physical locations where students can meet with advisors face to face. This helps provide services to students where they are. A lot of students do both online and on-campus classes. Anyone taking an online class can come into Shari's classes and partake in the on-campus class sessions. This program continues to change and mature.

Teachers cannot operate with the online classes being the "overload" classes: sometimes there are way more students in the online classes than the on-campus classes. They are looking at the wage scales so they don't have to depend on the "overload" classes to fiscally survive. They are experimenting with a farm business online program that is a hybrid in-person in Hermiston.

### **2:30 – DeAnna Timmerman, President, EOU Faculty Senate**

DeAnna shared information about EOU's shared governance system. The small size of EOU allows them to bring together most faculty at one time. Since 2006 they have had a Faculty Senate and a University Council. The Faculty Senate takes care of education policy and curriculum, faculty personnel, and academic standards and policy. The other committees report to the University Council, made up of three members from each unit of the campus – three faculty, three administrators/administrative faculty, three students, and three staff. This allows for a lot of conversation between the four parts of the university and for the decisions to be weighted more equally. It is an elected representative Senate, with about 18 members.

Faculty Senate Presidents serve one-year terms and senators have two-year terms. There are no term limits. There is now a support person who helps with communications between the Faculty Senate and University Council. She makes sure a policy being considered in one body is shared with the other. She also makes sure all policy changes are updated on the web site.

Shared governance role in program review. Because EOU is small, people wear multiple hats – DeAnna is FS President, but also on the bargaining team, for example. They have formal relationships and informal. They have to go through formal steps with the union in regards to any faculty or program reduction. They are supposed to release a plan to the university on May 15, including recommendations to administration of what they need to do, for long-term sustainability. This plan will be open for comment.

They have a lot of adjuncts, but only tenured faculty can be on personnel committees.

You cannot violate aspects of the contract with policy. Faculty have a huge say in how university is done, whether through the Senate, the union, or at the individual level. The Senate and union might not be on the same page, but many of the same people are on both. Jeff believes there needs to be a clear line between bargaining and educational policy, but they don't have enough people to have a more robust governance structure.

### **2:45 – Evan Bryan, ASEOU Vice-President for Political Affairs**

Evan is majoring in Philosophy, Politics and Economics and served in Representative Bill Hansell's office.

The student group that went to Salem a few weeks ago expressed opposition to SB270 to create institutional boards and the damage it would do to coordination between campuses. They spoke with Senator Peter Courtney and Senator Mark Haas. Oregon Student Association is currently advocating for a 0% tuition freeze. At EOU they are looking at a 5% tuition increase (or see more drastic cuts). Students said they would be willing to pay more and not see certain departments cut.

EOU tries to have students on every committee, no matter how small. This has been pretty successful in getting students involved.

The Oregon Student Association (OSA) director has left and Emma Kallaway has been named the new director.

### **3:00 – Break**

### **3:15 – President's Report – Bob Mason, IFS President**

The President's Report was read.

### **3:30 – Campus Reports**

#### **UO**

The new UO president, Michael Gottfredson, arrived and faculty feel he is doing a great job at shared governance. He has been very collaborative with the faculty and everybody. He has made clear that UO's collaboration with all parts of the system are as essential in the future as it is in the present and was in the past. We expect IFS will continue and be as strong or stronger in whatever the new system is as "the one faculty of Oregon".

UO Faculty Senate did their 10<sup>th</sup> year review of the standing committees. They have 43 committees or advisory groups in the system. Managing that is challenging. They will now do one every 5 years (a minor tune-up) with the more in-depth

review every 10 years. They will list the groups in a different way on the web site, so responsibilities and charges of each group are clearer. They have formed 12 working groups to look at challenging working groups. One of these is an athletics committee. Another is a transparency committee. They need to reshape these groups for the needs of the present.

The new Faculty Senate President (taking office May 23, 2013) is Margie Paris (law school). (<http://law.uoregon.edu/faculty/mparis/>). This will be the first under the new constitution in which they have a past president, current president, and president-elect.

Also in the 10-year review they are reviewing incentives (financial and otherwise) for committee service. They will be fine-tuning this during Margie's administration.

In last three Summit meetings they have passed two of the policies of the university (academic freedom and freedom of speech). This last week they considered a legal services policy (who can be represented by legal representation and under what conditions). That has been postponed to May 22, but they expect it to pass. These had been worked on under LaRiviere, but he had not signed two of the three of them then, after he was fired, they had to go back to the faculty for review.

Rob Kyr testified at a meeting for the Articles of Shared Governance in the Collective Bargaining Unit. They hope to finalize this in the next year.

There are a number of other policies they have been working on. They passed a motion in which they requested the president work with the athletics department to work out how to make contributions to the academic side of the university, per previous legislation. This passed 19-4 with 4 abstentions, which they regard as a positive vote.

CBA process – senate president asks for information when this points to the Senate – is this in the constitution or somewhere with the union? The Senate passed legislation this last year asking that this constitution be written into the CBA. PSU's points to 1996 promotion and tenure guidelines so, if they revise them, the union information will always point to 1996. People are clearer about what needs to be in the CBA regarding these two items. It has taken some time to work this out and Rob was called to testify. "Academic Freedom and Freedom of Speech" was the title of the motion. "Regarding Shared Governance at the University of Oregon" (<http://senate.uoregon.edu/content/regarding-shared-governance-university-oregon>).

## **EOU**

Last year, they asked Jeff (FS) to redo the promotion and tenure (P&T) handbook. Instead of extracting the one word "collegiality" out of the document (per the Redbook), they did not do anything. These changes are no longer relevant and now they have two competing documents for tenure and promotion (the contract and the criteria that are in the faculty handbook). Jeff looked at comparator institutions and looked at Oregon admin rules into the document and AUP policies – they went through 14 drafts, open forums, and finally came up for a vote on Tuesday (to faculty senate) and passed. Only two people voted against it. It is much clearer – previously it had put teaching and advising in one criterion and these were broken out. Previously there were requirements to do "x" number of publications to be in

the senate – they went with the OSU model instead – the disciplines create what the criteria area because they are the people to best understand what the expectations are in the disciplines – different between math vs. other disciplines. They are still fleshing this out.

The criteria are much clearer than before. It is the “personnel process and procedure handbook because it also addresses 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year reviews – under the Oregon Administrative Rules (OARs), you are supposed to put annual reviews. It is a pretty clean document –junior faculty will benefit most – it is now clear what they need to do to be promoted. The new faculty, as well, will have a clearer idea of the expectations for P&T. This was an arduous task.

EOU faculty teach 36 credits per year. Faculty need to be an integral part of any process that involves changes to the curriculum. Departments need to do cost-benefit analysis of any changes to curriculum that may impact revenue.

A revised draft Sustainability Plan is set to be released on May 15. Comments will be solicited, and a final version will be released in early June.

**The Faculty Leadership Caucus (is there a web site for this?)** was an opportunity to lead on individual campuses and was designed for Senate presidents to learn from other universities. The group expressed a desire to investigate the possibilities of doing another Faculty Leadership Caucus. Rob Kyr has graciously agreed to serve as point on this and offered UO to host the next meeting.

They had a recent discussion on faculty representation on institutional boards, at the conclusion of which a straw poll showed overwhelming support for faculty voting representation on boards.

In April, PSU Senate’s Presiding Officer sent a letter to Rep. Dembrow and Bob Mason on behalf of the Senate Steering Committee, which was included in the meeting packet.

Voting power would give faculty more influence and respect on the committee. What are implications of voting membership for faculty, but non-voting ex-officio position for university presidents?

PSU is also revising their promotion and tenure (P&T) guidelines. A clearinghouse of who learns from whom would be useful. Doing P&T to accommodate OARs.

The one motion that did not pass Senate for OARs was a motion put forth to give existing senior instructors more movement in terms of raises and promotion – e.g. senior instructor 1 and ask to go to senior instructor 2 – seen as a demotion.

PSU is starting collective bargaining, and administration wants to open all articles. Some in union feel admin is pushing the post-tenure review issue – giving more power to the faculty senate and less power to the union. They don’t want things that are permissible, just required, in the union contracts.

PSU has a significant number (around 50%) of union members on campus – 40%, including senate president, not getting these emails (Fair Share).

- **Resolution** can be on any matter

- **Legislation** has to be on academic matters
- **Policies** each policy must pass and comes to Senate AFTER Provost. (new policy on policies)

Any policy goes through the flowchart. The last stop in that line is the provost. The provost signs, and then it goes to the Senate. At that point FS knows it has gone through everyone and is ready for FS to look at.

If Senate votes it down – would go into a review committee for that policy. Once FS and committee have considered alternate language, the FS votes on it and sends that version (minor or major revisions), goes to President, who has 60 days to respond. Then they work out the issues.

What if it is a policy that the President and Provost want, but the FS doesn't. There is a provision in the constitution for situations of total disagreement/log-jam, and then the senate president has the option to present to statutory faculty. That is all instructional and tenure related faculty (and the non-tenure track faculty (nttf)). They are addressed as an entire faculty, not just through the senate. All tenure-related faculty, all career nttf, but not adjuncts. Basically all senate-eligible faculty. Used to have faculty assembly until 1995.

The strongest the faculty can be is a senate whose decisions ... in certain situations and a union that can work out a contract working together but separately. Once we have boards, however, the president is also advisory. In actual practice it is different. The FS is advisory, but it is to the president's best interest to be collaborative and make policies everyone can follow. Votes of no confidence are the mechanism by which change can occur.

What is the role of the Faculty Senate on your campus at UO? UO went through an extensive revision.

## **OIT**

OIT Faculty Senate is discussing faculty salary raises of 2-3% and to try to adjust salaries to meet those of competitor institutions.

They also are looking at pre-tenure review. The chairs feel this review is not necessary. The chairs are supposed to mentor the junior faculty to let them know expectations of the department or schools for their performance. They also have annual evaluations for junior faculty. They feel the pre-tenure review is, therefore, not necessary. The OIT Faculty Senate voted down a pre-tenure review. What if the chair does not mentor? Some are better than others at mentoring. That has impact on junior faculty. The mentor is not mandatory, but the pre-tenure review would be mandatory. Normally they have five years to have tenure. The third year the chair should organize the committee to review the individuals to let them know how they have progressed. If someone is not doing well, they should give suggestions to improve performance.

The group discussed the different models of tenure and pre-tenure review at our institutions. Often, one's peers are actually at other institutions because the areas of our expertise are so specific and no one else at the same institution has expertise in that topic. External review is important.

They also discussed having a tobacco-free campus. A committee was specifically charged to work on this. OIT is the last campus that has not yet implemented that policy. EOU is fully implementing this in the fall. The policies will not stop the students from smoking.

OIT has satellite campuses in LA Grande, Salem, and at Boeing/Seattle. They have been talking about coordinating resources at the satellite campuses through distance education. If faculty with particular expertise are at one campus, they want to use distance technologies to help share that expertise with other campuses. This will also help raise numbers of students in each class and OIT will be able to offer more courses.

## **OHSU**

New deans for both the School of Nursing and School of Dentistry have been chosen.

Susan Bakewell-Sachs named new SON dean

[http://www.ohsu.edu/xd/about/news\\_events/news/2013/03-18-nursing-leader-comes-to.cfm](http://www.ohsu.edu/xd/about/news_events/news/2013/03-18-nursing-leader-comes-to.cfm)

Philip Marucha named new SOD dean

<http://www.ohsu.edu/blogs/researchnews/2013/04/24/phillip-marucha-d-m-d-ph-d-is-new-school-of-dentistry-dean/>

There is a hiring freeze due to uncertainty around future NIH funding due to the federal budget sequester.

The Multiprofessional Education (MPE) Task Force put out a survey to 2,503 OHSU faculty across the state regarding current teaching assignments in the area of the basic sciences and future willingness to expand them to be more multi-professional. Key points from the survey:

Out of the 2,503 OHSU faculty members across the state, 1,351 (52%) of faculty opened the email inviting them to participate in the survey with 701 (52% of those that acknowledged survey receipt, or 28% of all OHSU faculty) responding.

- OHSU is home to a diverse wealth of talented educators, many of whom already teach a variety of learners, utilizing a range of teaching methods, and 95% of you are willing to consider or be part of a multi-professional teaching team!
- 73% of faculty members have experience using active learning strategies; however, less than 25% have experience using online learning strategies or simulation – two teaching methods that we expect will play a key role in 21st century health care education.
- Many of you pointed out the importance of teaching topics beyond the basic sciences, and we couldn't agree more. Upcoming efforts will focus on a broader scope of education, so please watch for future surveys and requests for information.
- Faculty indicated willingness to teach students of other professions, provided there is a clear path of financial support across administrative boundaries to alleviate the faculty pressures to generate revenue.
- Succession planning appeared to be inadequate in all schools at OHSU.

- OHSU faculty members are overwhelmingly willing to teach students from different academic degree programs than their 'home' faculty school/department, and there were quite a few positive comments from faculty about interprofessional education and the importance of collaborative practice.

**IFS Logo – Maude Hines** – We need to ask for funding (about \$150-200) to be able to pay the person to create the desired IFS logo for us. **Who is going to make this funding request?**

**5:15 – Adjourn**

*Saturday, May 11*

**8:30**

We convened at 8:30 to continue the discussion. There was discussion of governance board structures. We need to restructure our communications focused to the Ways & Means Committee in regards to wording of legislation for a collective board for the regionals.

We looked at the current versions of the Oregon State legislature House and Senate bills related to governing structures. There are a number of differences in the wording that will be synthesized/harmonized in whatever final version emerges (ex: reference to Board of Directors vs. Board of Trustees). Some of the wording has implications for how the institutional governing boards are constructed.

**Oregon State Legislature web site (A-Engrossed SB 270)**. The senate version of the bill transfers control to HECC. Higher Education Coordinating Commission (HECC).

<http://www.leg.state.or.us/13reg/measures/sb0200.dir/sb0270.a.html>

**Oregon State Legislature web site (A-Engrossed HB 3120)**

<http://www.leg.state.or.us/13reg/measures/hb3100.dir/hb3120.a.html>

**Oregon State Legislature web site (A-Engrossed HB 2149)**

“President of the university is the president of the faculty” – true for PSU and UO. In this version of the bill, it says that the OUS continues to exist.

<http://www.leg.state.or.us/13reg/measures/hb2100.dir/hb2149.intro.html>

Jeff proposed drafting a position statement to send to both the Ways & Means Committee and the leadership of both houses. We need to start communicating with the leadership in both houses now. This motion was seconded. The group discussed it and thought this was a good idea. Time is of the essence. The group agreed to try to get these messages out this week. The motion to draft a position statement to send to the leadership of the houses and co-chairs of Ways & Means was approved. We tabled the motion and will come back to it.

The Senate bill put the SBHE in charge of the regional universities as a temporary measure. We are looking for board membership of institutions that do not already have one.

We thought we would need to draft two documents: one is dealing with faculty membership on the institutional, individual governing boards and related to that is the voting aspect and the issue of classified staff on the institutional boards. Students and classified staff also represent unique perspectives and will present their perspectives directly. The other document is dealing with what happens after the governing boards are created, and how will the interests of the schools without governing boards be included in the membership of that governing body?

Do we address the concern about conflict of interest in this letter? No – it should not come from us. Ideally, Bob Mason would raise this issue with them in a conversation.

We completed the campus reports.

#### **10:20 – Approval of March 2013 Minutes**

Minutes were approved.

#### **10:30 – Online Education Discussion – Jeff Dense and Shari Carpenter**

The group discussed issues around online education at all our institutions. At PSU the distance students have a fee, which was intended to help students in online classes, but which appears to be being directed to the “ReThink” project at PSU. How do we ensure that the distance student fees go to the intended place? PSU faculty do not get similar compensation or support for online programs. Developing online classes requires an additional workload. Another related issue is that the university will own the copyright on these classes that faculty have developed. Compensation and workload are issues, particularly with requirements to make all the online content ADA compliant (requires closed captioning, transcripts, additional aspects). Many faculty need additional instructional design support to construct these classes to these standards. The online fee should be used to benefit the students who are online. It would be fairer to wrap these fees into tuition, particularly since about 80% of classes (even the in-person classes) have some online component.

#### **How can we collaborate with online instruction knowledge, technology, and more? How can our education departments work together in the state?**

We should not be competing with each other. Financially, it would benefit all Oregon public universities to explore collaborations in this area.

#### **It would be interesting to further discuss how the funding and other structures are set up at all the universities. Jeff thought we could do a survey and have a spreadsheet to share on this.**

#### **Bob – Jeff says “We have talked about this collaboration between campuses and perhaps at one of the next meetings of the Board of Higher Education, could you highlight this in your remarks to them?”**

What is happening with Western Governor’s University (<http://www.wgu.edu>)? We tried to look at the Oregon State Legislature web site to look up legislation related to this, but the site was down.

We also discussed the evaluation of the quality and content of online classes and coordination of curriculum as a whole. EOU is looking for an instrument to evaluate online courses. How do you ensure quality in the development of an online teaching



evaluation rubric? The Cal State Chico rubric has been suggested and utilized nationally and can be changed specifically for different institutions. It would be a model from which to start. Chico's Rubric for Online Instruction is available at <http://www.csuchico.edu/roi/>.

At UO they are proposing a committee on instructional technology and are looking at nationwide trends and success for instructional technology.

### **10:15 – Discussion/Review of IFS Bylaws**

How do we leverage technology to increase participation, particularly as we move around the state? Also, what do we do about people who do not come to meetings? You used to get an email.

At PSU if a senator misses three meetings they are considered to have resigned and the person with the next highest number of votes replaces them. As a result, they have seen much higher attendance. They also switched from an opt-out voting system to an opt-in voting system. "Which of these do you want to do?" Only those people who respond affirmatively are on the ballot. PSU currently has 62 senators from all colleges across the university, with more senators from colleges with more faculty.

At UO, they would like Deans to make official pronouncement, even if only guidelines, that connects service in an incentive-based way to P&T. They're having difficulty because some deans can't see their way to doing that based on needs in their areas. Net effect is that UO has trouble getting people in Senate. It's a workload issue (conflicts with staff training, etc., since they have representation in five areas). Quorum rule based on filled seats would be helpful.

How do we get better representation as we travel to the campuses? We have 7 out of 19 representatives at this meeting. Jeff was concerned if it is worth it to travel to the different campuses if people are not going to show up. In the By-Laws, if you miss two meetings, the President will talk to the senator. There are no attendance provisions more than this in the By-Laws. Do we want to ask Melody to help provide adequate institutional support? The individual institutions do not necessarily provide the support (financial and otherwise) for this.

The meeting dates were previously set based on when the board meets, but now we are not following the board; we should be able to vote on meeting dates. **We could try doing a Doodle poll to find best dates for everyone to maximize attendance.** We also need to check with the host institutions because it is hard to book institution presidents and others. The host institution could send out the Doodle poll for the meeting at their location and send out the proposed dates that they know work for their president. By-Laws state we need to meet once a quarter during the academic year.

The more people who attend (in person or electronically), the more we can have robust discussions about all these important issues.

Do we want to try to leverage technology more for people who are not able to make it to the meeting? We could do a Google hangout and see 3-4 people at the same time.

### 11:30 – Election

Maude Hines was elected as the IFS Provost Council (<http://www.ous.edu/about/provcouncil>) representative. They meet in Portland.

### 11:35 – Next Steps: IFS in 2013-14

- Draft/send two position papers to legislative leadership and co-chairs of Ways & Means.
  - Paper 1: We advocate for faculty membership on boards and voting membership is better because the weight their voice will be given in conversations. *Jeff will start the first draft of this and distribute to listserv.*
  - Paper 2: How are regional and technical universities represented on governing boards following the break-out into individual governing boards? *Jeff will start the first draft of this and distribute to listserv.*
- Bob Mason will contact key legislative leaders to express awareness of conflict of interest issue in faculty representation on governing boards.
- Look at having another Faculty Leadership Caucus (*Rob will take the lead on investigating this, ensuring it is not the weekend of any big athletic event*).
- Bob Mason should receive information from Melody on results of the OUS analysis of student debt and affordability.
- Explore ideas for how we could collaborate in online instruction. How can we better collaborate to minimize competition between us for online courses? *Jeff will draft the survey and email to the listserv.* Jeff will construct a survey for us to share information on how we do online instruction at each university and send it to IFS for answers (compensation, support, technology).
- Bob will mention the idea of collaborating in online education at an upcoming meeting of the Board of Higher Education.
- Jeff will ask Melody to contact institution presidents to urge for more support to faculty senators.
- Jeff will put together a Doodle poll for future dates after the last scheduled meeting in November.
- Explore doing a Google hangout for presence of some senators at next meeting (*Candyce will check into this and will gather our Google accounts to make this happen*).
- Funding request for IFS logo. **Not assigned at meeting.**
- Other issues to address:
  - Communicate over listserv immediately after the current legislative session ends and what, if anything, we need to do over the summer regarding governing or other issues that have emerged. *Jeff leaves this to Bob.*

### 11:45 – Wrap Up

Jeff commended Laura for her detailed note taking. Rob commended Jeff for being able to participate in the meeting via the speakerphone.

#### *Future Meetings*

- *September 27-28 Southern Oregon University*
- *November 22-23 Portland State University*

Draft of paper 1:

We urge you to think seriously about the composition of the SBHE or whatever governing body: faculty, students, research administration, classified staff. We are confident they are representing themselves to you.

**Linked materials related to topics within the minutes:**

- Letter to 'Chair Dembrow and Members of the Committee' related to the future of online education
- Letter to Senate President Courtney related to opposition to SB 270 (Section 6(2)(c))
- Letter to Chair Monroe, Chair Komp and Members of the Committee related to opposition to SB 270 (Section 6(2)(c))

# INTERINSTITUTIONAL FACULTY SENATE, OREGON UNIVERSITY SYSTEM, BYLAWS

*Materials linked from the September 2013 Interinstitutional Faculty Senate agenda.*

## **Preamble**

The Interinstitutional Faculty Senate provides the means for faculty to participate in collegial shared governance and shall be concerned with academic matters and matters pertaining to the intellectual life of the member schools of the Oregon University System.

## **I. Roles and Responsibilities**

The Interinstitutional Faculty Senate shall-

1. Gather on a regular basis and facilitate the exchange of information on behalf of the faculties of the constituent institutions of the Oregon University System.
2. Provide advice to the Higher Education Coordinating Committee, the Oregon Education Investment Board, the Oregon State Legislature, and other governmental agencies and officers on matters of university-wide importance.
3. Advise and communicate on a regular basis with the Chancellor of the Oregon University System with regard to the interests of the faculties and other matters of university-wide importance.

## **II. Process and Procedure**

1. Meetings of the Interinstitutional Faculty Senate shall be run in accordance with Roberts Rules of Order.
2. Standing rules and regulations covering all other matters pertaining to the conduct of the business of the Senate may be passed or amended with a majority vote of those present at the meeting.
3. These By-Laws may be amended after presentation of the text of the proposed amendment at one meeting and approved by an affirmative vote of a two-thirds majority of those present and voting at the next regularly called meeting.

## **III. Officers, Duties and Responsibilities**

1. The Executive Committee of the Senate shall consist of the President, President-Elect and Secretary, immediate Past President and one member elected at-large from members of the Senate. The President shall serve as the Chair of the Executive Committee. The Executive Committee will (a) assist the President with the preparation of the agenda for meetings; (b) perform such task during the interim between meetings as may be needed for the effective and efficient operation of the Senate. During the summer period the Executive Committee shall have authority to act on behalf of the Senate in matters of urgent necessity as determined by the Executive Committee; (c) convene special meetings of the Senate; and (d) assist the President with long range planning efforts.
2. The President shall (a) preside at meetings of the Senate and the Executive Committee; (b) be responsible to the Senate for the supervision and execution of its business; (c) represent the Senate in discussions with the Chancellor, the Higher Education Coordinating Commission, the State Legislature, the mass media, and other stakeholder groups; (d) request expenditures of State funds in connection with the Senate activities; and (e) perform other duties and responsibilities and requested by the Senate
3. The President-elect shall (a) assume the duties of the President, when the President is unable to serve; (b) serve on the Senate Executive Committee; (c) be responsible for carrying out other

# INTERINSTITUTIONAL FACULTY SENATE, OREGON UNIVERSITY SYSTEM, BYLAWS

necessary duties as may be delegated by the Senate, the Executive Committee, or the President, (d) become as familiar as possible with all aspects and workings of Oregon University System, the Higher Education Coordinating Committee, the Chancellor's office and other stakeholders that may affect the best interests of the Senate.

4. The Secretary shall (a) keep the minutes and records of the Senate; (b) serve on the Senate Executive Committee; and (c) perform other duties as requested by the Senate, the Executive Committee, or the President.
5. The Provost Council Representative shall (a) represent the best interests of the Senate and OUS faculty during meetings of the Provost Council; (b) regularly report to the Senate on the business conducted and issues discussed at Provost Council meetings; (c) inform the President if they are unable to attend a meeting of the Provost Council. After consultation with the Provost Council Representative, the President will appoint a member of the Senate to attend the meeting.

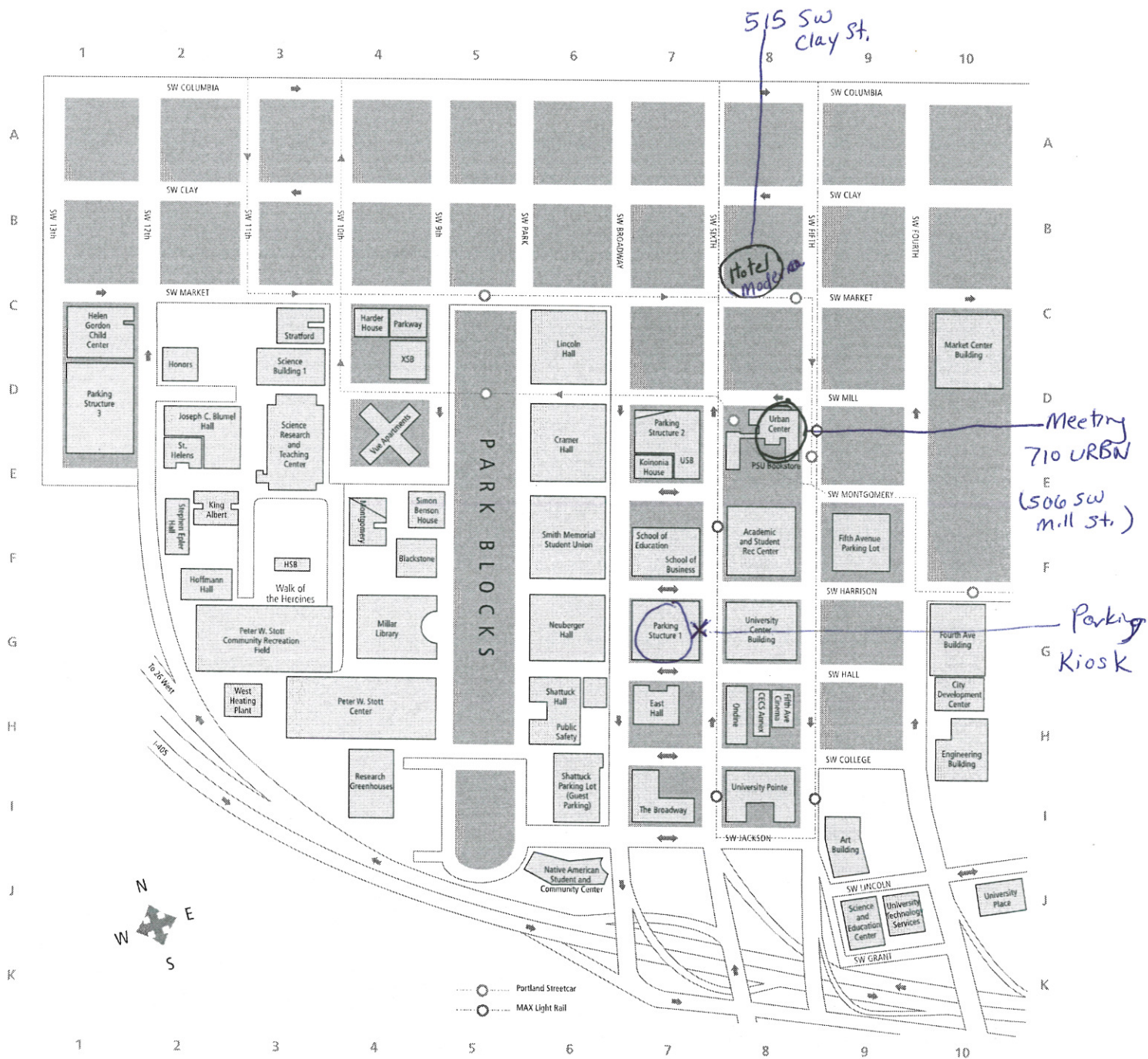
## IV. Elections

1. At its last meeting of the calendar year, the Senate shall elect a president-elect, a secretary and a Provosts Council representative. The term of these officers shall be two calendar years and commence on January 1.
2. Elections will be conducted by secret ballot of those present. A majority of those present is required for election to office.
3. Elections will be held in the following order; (1) President-Elect; (2) Secretary; (3) Provost Council Representative; (4) At-large Executive Committee member.
4. If the institutional term of an IFS senator expires while the senator is serving a term as an officer or member of the executive committee, the senator will continue to serve until the Interinstitutional Faculty Senate term expires. Member institutions will be limited to the normal number of votes (three votes for Oregon State University, University of Oregon, Portland State University, and Oregon Health Sciences University; two votes for Eastern Oregon University, Southern Oregon University, Western Oregon University and Oregon Institute of Technology) to be decided by the institution's senators.
5. If the institutional term of the Provost Council Representative expires while the senator is serving as Provost Council Representative, the Senate shall elect a replacement at the last meeting which occurs during that senator's active term.

## V. Attendance

1. Regular, informed participation by all members is essential to the success of the Senate.
2. In order to facilitate timely and regular participation in Senate meetings, appropriate technology (Skype, Google Hangouts, etc.) will be leveraged in extraordinary circumstances. However, electronic participation on a regular basis should not be substituted for in-person participation.
3. While absences from meetings may be unavoidable, it is the responsibility of any Senator who anticipates being absent from a Senate meeting to inform the President, and arrange for their institution's alternate to attend the meeting.
4. Senators who regularly are absent from Senate meetings are not serving the best interests of their institutions or the Senate. Senators who miss more than one regularly scheduled meeting during an academic year will consult with the Executive Committee on an appropriate course of action.





Academic & Student Recreation Center (ASRC)	F8	Helen Gordon Child Development Center (HGDCD)	C1	Science and Education Center (SEC)	J9	Joseph C Blumel Hall (JCB)	D2
Art Building (AB)	I9	Hoffmann Hall (HOFF)	F2	Science Building 1 (SB1)	D3	King Albert (KNGA)	E2
The Broadway (BHB)	I7	Honors Building, University (UHP)	D2	Science Research and Teaching Center (SRTC)	E3	Montgomery Court (MONT)	E4
Business Administration (BA)	F7	Koinonia House (KHSE)	E7	Shattuck Hall (SH)	H6	Ondine (OND)	H8
Campus Public Safety (CPSO)	H6	Lincoln Hall (LH)	C6	Simon Benson House (SBH)	E4	Parkway (PRKW)	C4
Cramer Hall (CH)	E6	Market Center Building (MCB)	C10	Smith Memorial Student Union (SMSU)	F6	St Helens (STHL)	E2
East Hall (EH)	H7	Millar Library, Branford P (ML, LIB)	4G	University Center Building (UCB)	G8	Stephen Epler Hall (SEH)	F2
Education, Graduate School of (ED)	F7	Native American Student and Community Center (NASCC)	J6	University Place (UP)	J10	Stratford (STFR)	C3
Engineering Building (EB)	H10	Neuberger Hall (NH)	G6	University Services (USB)	E7	University Pointe	I-8
Engineering & Computer Science Annex (CECS)	H8	Parking 1 (P1)	G7	University Technology Services (UTS)	J9		
Extended Studies Building (XSB)	D4	Parking 2 (P2)	D7	Urban Center (URBN)	H3	<b>Not pictured</b>	
Fifth Avenue Cinema (CIN)	H8	Parking 3 (P3)	D1	West Heating Plant (WHP)		Center for Executive and Professional Education, 1500 SW 1st Ave., Suite 1008	
Fifth Avenue Parking Lot	F9	Peter W Stott Center (PSC)	H4			PSU Business Accelerator, Corbett Building, 2828 SW Corbett Ave.	
Fourth Avenue Building (FAB)	G10	Peter W Stott Community Field	G3	<b>UNIVERSITY HOUSING</b>			
Harder House (HH)	C4	PSU Bookstore (BOOK)	E8	Blackstone (BLK)	F4		
Harrison Street Building (HSB)	F3	Research Greenhouses	I4	The Broadway (BHB)	I7		

## IFS STATEMENT TO HECC – JANUARY 9, 2014

Chair Nesbitt, Executive Director Cannon, and members of the Commission:

For the record my name is Jeff Dense, Professor of Political Science at Eastern Oregon University and President of the Interinstitutional Faculty Senate (IFS). The Interinstitutional Faculty Senate (IFS) represents the faculty of Oregon's public universities. As a dedicated partner in higher education shared governance, we are committed to applying our collective expertise to ensuring the quality of higher education in Oregon. The decades-long heritage of IFS is grounded in a collaborative spirit of information sharing, timely communication, transparency, and protecting the best interest of our most valuable resource: our students.

As the Higher Education Coordinating Commission contemplates fundamental changes to Oregon's education system, IFS is eager to assist in order to enable our faculty to better serve the needs of our students. As people who have devoted our lives to higher education, our faculty is focused on providing high quality education to Oregonians. Our students are Oregon's future.

In order to meet the numerous challenges confronting the future of higher education in Oregon, IFS recognizes an unprecedented reorganization of the system is necessary. The expertise and experience of faculty is essential to the success of the new system of educational governance in Oregon. IFS is eager to cooperate with HECC in all facets of this endeavor, including engaging in a dialogue on all issues related to shared governance and educational policy, now and in the future.

In order for IFS to provide an informed perspective on the numerous key issues confronting the future of higher education in Oregon, we need to have access to relevant information. It is our understanding HECC has commissioned a study by the Association of Governing Boards that will provide further details of the proposed \*1 governance models for the Technical and Regional Universities, or TRUS. We respectfully request this information be shared with IFS in a timely manner. Far ranging shared governance and educational policy issues including curricular control, collective bargaining, promotion and tenure and shared services confronting HECC would benefit from the learned input of IFS. Given the weighty stakes confronting the future of higher education in Oregon, IFS looks forward to a long and productive partnership with the Higher Education Coordinating Commission.

Thank you for your time, and I would be pleased to answer any queries you may have.

## IFS STATEMENT OF SABBATICAL LEAVE OARs – JANUARY 9, 2014

Chair Middleton and members of the Committee,

As the elected voice of the faculty Oregon's public higher education institutions, IFS believes all faculty members—regardless of institution and regardless of workload—should have the opportunity to avail themselves as fully as possible in creative and self-renewing scholarly activities. We enjoin OUS and all public higher education institutions throughout Oregon to commit a suitable share of resources to encourage faculty to engage in the scholarship appropriate to their careers and to each institution's mission.

Higher education works best when faculty members teach with enthusiasm, engage in scholarly activities and research, and are deeply committed to collegial, community, and professional service. All of these are vital components of the work of faculty. Ideally they reinforce each other, to the benefit of students and institutions and as major motives and sources of satisfaction in the life and career of each faculty member. Sabbatical leaves provide faculty members to seamlessly reinforce these three critical elements of the academic enterprise.

Altering the timeline for faculty to apply for sabbatical leave to the third year of service would provide an enhanced opportunity for developing a successful research record before tenure review. Modifying the compensation scheme during sabbaticals would address the fiscal reality that many faculty members, especially those with family obligations, are unable to afford to take time off from their teaching duties at a reduced rate of pay to focus solely on scholarship, while providing a salient recruitment and retention strategy for institutions. While IFS recognizes our dire current fiscal status, an investment in junior faculty pursuit of scholarship via timely and needed adjustments to the relevant OARs will provide long term benefits to students, faculty, public higher education institutions, and all Oregon citizens.

A perusal of national 'best practices' reveals a range of schemes that could potentially be utilized to enhance sabbatical funding for junior faculty members. "Load Credit Leave" or "Banked Load, linked to teaching overload courses prior to applying for and/or upon the return from sabbatical leave, could provide a fiscal buffer for institutions to grant fully funded sabbaticals for junior faculty members. Moreover, IFS suggest that the new governance structure of higher education in Oregon may provide enhanced opportunities for collaboration between institutions



## IFS STATEMENT OF SABBATICAL LEAVE OARs – JANUARY 9, 2014

to isolate funding sources for junior faculty sabbatical applications. For example, a common ‘shared service’ between the TRUs could conceivably focus on research and grant opportunities, providing economies of scale and enhanced efficiencies, a stark necessity during these fiscally challenged times for higher education in the state of Oregon.

The American Association of University Professors contend Sabbaticals may be appealing targets for business officers trying to balance their institutional budgets because, like deferred maintenance on a university’s physical plant, the harm done by cuts to these line items is not immediately apparent. However, the faculty is the human capital of an academic institution, and deferred maintenance of human capital resources is even more dangerous to an institution’s long-term health than deferred building maintenance. A building that is not being properly maintained will not pack up and move to another university. Even in the current recession, faculty members are much more mobile than is the college’s physical plant. Institutions that choose to defer maintenance of their faculties will see their best faculty members departing, while those institutions that continue to invest in their faculty members will reap both short- and long-term rewards from their ability to recruit and retain committed individuals. IFS concurs with this sage appraisal.

IFS recommends, as part of the process of higher education governance restructuring that consideration be placed on how to best utilize shared services to enhance junior faculty sabbatical leave funding for all public higher education institutions in Oregon. Moreover, we urge the Academic Strategies Committee to consider ‘best practices’ in sabbatical funding, including “Load Credit Leave”, as part of the evaluation process of Oregon Administrative Rules related to Sabbatical Leave as initiated by Director Plec.

Thank you for your time and thoughtful consideration in this important matter.

## IFS STATEMENT TO OSBHE, JANUARY 10, 2014

Chair Donegan, Chancellor Rose, and members of the Board:

For the record my name is Jeff Dense, Professor of Political Science at Eastern Oregon University and President of the Interinstitutional Faculty Senate (IFS).

The Interinstitutional Faculty Senate (IFS) represents the faculty of Oregon's public universities. As a dedicated partner in higher education shared governance, we are committed to applying our collective expertise to ensuring the quality of higher education in Oregon. The decades-long heritage of IFS is grounded in a collaborative spirit of information sharing, timely communication, transparency, and protecting the best interest of our most valuable resource: our students.

In order to meet the numerous challenges confronting the future of higher education in Oregon, IFS recognizes an unprecedented reorganization of the system is necessary. The expertise and experience of faculty is essential to educational policy formulation, and the ensuing success of the new system of educational governance in Oregon. While we appreciate the current focus on the business aspects of higher education, the crux of the academic enterprise is in the classroom, where dedicated faculty educate, and moreover, mentor the next generation of Oregon leaders. IFS is eager to cooperate with the Board in all facets of this endeavor, including engaging in a dialogue on all issues related to shared governance and educational policy, now and in the future.

In order for IFS to provide an informed perspective on the numerous key issues confronting the future of higher education in Oregon, we need to have access to relevant information. It is our understanding the Board has commissioned a study by the Association of Governing Boards that will provide further details of the proposed governance models for the Technical and Regional Universities, or TRUS. We respectfully request this information be shared with IFS in a timely manner. Far ranging shared governance and educational policy issues including curricular control, collective bargaining, promotion and tenure and shared services confronting the board as they contemplate the future of the TRUs would benefit from the learned input of IFS. Given the weighty stakes confronting the future of higher education in Oregon, IFS looks forward to continuing its long and productive partnership with the Oregon State Board of Higher Education.

Thank you for your time, and I would be pleased to answer any queries you may have.

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Thank you for your time, and I would be pleased to answer any queries you may have.

**IFS STATEMENT TO HECC STUDENT SUCCESS & INSTITUTIONAL  
COLLABORATION SUBCOMMITTEE, JANUARY 22, 2014**

Chair Bryant, Chair Rubio, Executive Director Cannon and Members of the Subcommittee:

For the record my name is Jeff Dense, Professor of Political Science at Eastern Oregon University and President of the Interinstitutional Faculty Senate (IFS). The Interinstitutional Faculty Senate (IFS) represents the faculty of Oregon's public universities. As a dedicated partner in higher education shared governance, we are committed to applying our collective expertise to ensuring the quality of higher education in Oregon. The decades-long heritage of IFS is grounded in a collaborative spirit of information sharing, timely communication, transparency, and protecting the best interest of our most valuable resource: our students.

A review of today's agenda highlights the Higher Education Coordinating Commission and its various subcommittees' engagement with a wide range of vital issues effecting student success. Financial aid, dual credit, articulation, tuition levels and grades 11-14 transition are all key variables higher education stakeholders must confront in the pursuit of 40-40-20. In order for Oregon to attain this lofty aspirational goal, a myriad of financial issues ultimately affect access and affordability, key variables underscoring student success. While IFS recognizes the need for increased accountability during these lean fiscal times, it is imperative students are provided the financial tools to enable them to successfully complete their education. IFS greatly appreciates the Higher Education Coordinating Commission focus on providing students, especially low income and underserved students, with a financial 'toolkit' to facilitate their future success, in the classroom and ultimately in communities throughout Oregon.

The work of the Interinstitutional Faculty Senate has always centered on facilitating pathways to permit faculty to best serve the needs of our students. The collaborative nature of IFS, and the experience of our members, illustrates the cross-institutional partnership essential for Oregon to meet its 40-40-20 goals. Irrespective of the future of higher education governance, collaboration across Oregon's public higher education institutions holds the key to student success. In this spirit, the Interinstitutional Faculty Senate stands ready to partner with the Higher Education Coordinating Commission, and its subcommittees, to facilitate the future success of our most valuable resource: our students. Please feel free to contact IFS should you require any assistance or advice on the wide range of issues confronting the future of higher education in Oregon.

Thank you for your time, and I would be pleased to answer any queries you may have.

# **IFS STATEMENT ON TRU GOVERNANCE DECISION, MARCH 31, 2014**

Chair Donegan, Chancellor Rose and Members of the Board:

For the record, my name is Jeff Dense, Professor of Political Science at Eastern Oregon University and President of the Interinstitutional Faculty Senate (IFS).

Please note that given recent developments the last several days, I have amended my remarks from those distributed to Board members at Monday's meeting, and given the transitory nature of higher education governance in Oregon, I have forwarded a copy of my remarks to HECC Executive Director Cannon and Chair Nesbitt.

I must preface today's remarks by noting IFS does not, and will not, advocate for a specific governance model for Oregon's Technical and Regional Universities (TRUs). Instead, after careful and thoughtful analysis, IFS is compelled to share several important observations we hope will guide your contemplation and ultimate decision on this vital issue.

Recently passed HB 4018 significantly expands your potential options with regard to the decision over TRU institutional boards. IFS keenly understand how financial thresholds such as exceeding a percentage of reserve funds by a stipulated date may be at the nexus of your decision today, and subsequent negotiations should you decide to "conditionally" approve any of the TRUs request for an institutional governing board. However, IFS respectfully urges you to contemplate how fiscal metrics may adversely affect the third conditional "leg" suggested by HB 4018: the stability of the university's academic programs. Placing the financial threshold "bar" too high, or the timeframe for achieving such a fiscal goal too short, could conceivably result in a fiscally challenged institution deciding to eliminate academic programs in order to maintain an institutional governing board, and concurrently, reduce educational opportunities for students. From IFS perspective, this course of action makes achievement of the State's 40-40-20 goal increasingly difficult. IFS recommends if fiscal metrics are employed as a condition of institutional board approval, that a multiple year, i.e. through the 2015-17 budgetary cycle, be utilized, and academic program reductions be avoided as a 'lever' to maintain the existence of institutional boards.

A solitary focus on fiscal metrics evades a learned consideration of other factors, re "quality", that aid in providing a more comprehensive prism on the institutional board question. IFS strongly recommend any conditions placed on your approval of TRU institutional governing boards be linked to adherence to accreditation standards as articulated by the Northwest Commission on Colleges and Universities (NWCCU). The Interinstitutional Faculty Senate acknowledges that institutional governing boards should be fully engaged in the accreditation process.

Understanding accreditation and its relevance to educational quality is extremely important if institutional governing boards are to be successful in their mission fulfillment and fiduciary responsibilities. IFS recommends the orientation and training process for all TRU institutional governing boards should include a significant component on accreditation. Challenges to accreditation threaten

## **IFS STATEMENT ON TRU GOVERNANCE DECISION, MARCH 31, 2014**

institutional governing boards' ability to ensure in the delivery of a quality educational experience for TRU students, and more importantly, the very foundation of higher education in Oregon.

Our students are Oregon's future. We must be ever vigilant to ensure affordable and accessible educational opportunities for Oregon citizens, especially in the regions served by the TRUs. While legislation dictates the Higher Education Coordinating Commission (HECC) will engage in annual evaluation of institutional boards, at this critical juncture you have the ability to thoughtfully frame conditions which have the potential to strengthen not only the TRUs, but, moreover, higher education in Oregon. We urge you, should you decide on conditional approval for institutional governing boards for any of the TRUs, that faculty should be involved in the negotiating process. Institutional boards are ultimately a central facet of shared governance, and robust communication between faculty senates, institutional governing boards, university leadership and state-level stakeholders can only benefit our students, and moreover, the citizens of Oregon. Hence, should you decide to cast your vote for conditional yeses on the TRU institutional governing board question, a comprehensive and long-term approach, focusing on what is ultimately best for students, is essential.

As the baton of higher education coordination is about to be passed to the Higher Education Coordinating Commission (HECC), IFS believes the current debate over TRU governance provides a unique opportunity to ensure long-term collaboration and cooperation between Oregon's public universities that will serve the best interests of future generations of students. A tripartite horizontal shared governance scheme consisting of a Presidents Council comprised of the presidents of all of Oregon's public universities, working in collaboration alongside the Provost Council and IFS, each with clearly articulated roles and responsibilities and meeting jointly on an annual basis, would provide significant synergistic opportunities for shared governance. Collaboration and cooperation between all of Oregon's public universities is essential if we are to reach our 40-40-20 goals. Without significant collaboration and coordination between campuses, in an atmosphere where fiscal resources are scarce, we may ultimately cannibalize each other. This is not in the best interest of students, and moreover, the citizens of Oregon.

In order for the state to achieve its 40-40-20 goals, a spirit of collaboration and coordination within public higher education is essential to the future success of the state of Oregon. While we keenly understand development and implementation of this collaborative governance concept may fall on the shoulders of the state legislature, and eventually HECC, IFS remains fully committed to this spirit, in order that we may protect the best interests of our most valuable resource: our students.

Thank you for your time, and I would be glad to answer any questions you may have.

## **IFS STATEMENT TO HECC, APRIL 12, 2014**

Chair Nesbitt, Executive Director Cannon and Members of the Commission:

For the record, my name is Jeff Dense, Professor of Political Science at Eastern Oregon University and President of the Interinstitutional Faculty Senate (IFS).

HB 4018 significantly expanded options regarding the decision, conditions, and implementation of institutional governing boards for the Technical and Regional Universities (TRUs). IFS keenly understand how financial thresholds such as exceeding a percentage of reserve funds by a stipulated date will be a focus of current negotiations between the Oregon State Board of Higher Education and the presidents of Eastern Oregon University and Southern Oregon University to ensure fiscal stability for these two institutions. Given the transition of authority from the State Board to HECC, IFS respectfully urges you to contemplate how stipulated fiscal metrics may adversely affect the third conditional “leg” suggested by HB 4018: the stability of the university’s academic programs. Placing the financial threshold “bar” too high, or the timeframe for achieving such a fiscal goal too short, could conceivably result in a fiscally challenged institution deciding to eliminate academic programs in order to maintain an institutional governing board, and concurrently, reduce educational opportunities for students. From IFS perspective, this course of action makes achievement of the State’s 40-40-20 goal increasingly difficult. IFS recommends if fiscal metrics are employed as a condition of institutional board approval for EOU and SOU, that a multiple year, i.e. through the 2015-17 budgetary cycle, be utilized to evaluate institutional governing board performance and fiscal stability, and academic program reductions be avoided as a ‘lever’ to maintain the existence of institutional boards. Our students are Oregon’s future. We must be ever vigilant to ensure affordable and accessible educational opportunities for Oregon citizens, especially in the regions served by the TRUs. Given HECC’s impending role and responsibility with regard to annual evaluation of institutional governing boards, we believe a long term prism on institutional governing board performance will provide the foundation for the success of future generations of students at Oregon’s public universities.

As the baton of higher education coordination is passed to HECC, IFS believes the ongoing transition of authority provides a unique opportunity to ensure long-term collaboration and cooperation between Oregon’s public universities. A tripartite horizontal organizational structure consisting of a Presidents Council comprised of the presidents of all of Oregon’s public universities, working in collaboration with the Provost Council and IFS, each with clearly articulated roles and responsibilities and jointly meeting on an annual basis, would provide significant synergistic opportunities. Collaboration and cooperation between all of Oregon’s public universities is essential if we are to reach our 40-40-20 goals. Without significant collaboration and coordination between campuses, in an atmosphere where fiscal resources are scarce, we may ultimately cannibalize each other. This is not in the best interest of students, and moreover, the citizens of Oregon.

In order for the state to achieve its 40-40-20 goals, a spirit of collaboration and coordination within public higher education is essential to the future success of the state of Oregon. While we understand development of this collaborative governance

## **IFS STATEMENT TO HECC, APRIL 12, 2014**

concept may fall on the shoulders of the state legislature, and its implementation to HECC, IFS remains fully committed to this collaborative spirit, in order that we may protect the best interests of our most valuable resource: our students.

Thank you for your time, and I would be glad to answer any questions you may have.



## **IFS STATEMENT TO HECC RE TEXTBOOK AFFORDABILITY**

Chair Nesbitt, Executive Director Cannon and members of the Commission,

At our January 31/February 1 meeting in Eugene, The Interinstitutional Faculty Senate (IFS) engaged in a robust and frank discussion on the issue of textbook affordability. Our discussion highlighted a range of best practices, including textbook rental programs, adoption of open source textbooks, using older editions of textbooks, adoption of electronic versions of textbooks, campus bookstores matching of prices by on-line vendors, faculty placing copies of textbooks on reserve at the library, and instructors going textbook-less. However, our discussion also highlighted several vexing problems IFS found deeply disturbing. We heard stories about:

- Students that couldn't afford their textbooks who would regularly sit in the bookstore and read the assignments for their classes.
- Distribution of financial aid after the first day of class, resulting in either no books being available, or affordable used versions being sold out.
- Institutional bookstores charging more than the manufacturer's suggested retail price (MSRP) for a required book, and the practice to be deemed acceptable as 'the cost of doing business'.
- Financial aid policies mandating students purchase their textbooks at the institution's bookstore at significant additional cost than purchasing through alternative sales outlets.

Given the affordability and access underpinnings of the state's 40/40/20 goals, textbook affordability is a significant impediment to the development of an educated workforce that will serve the Oregon's long term economic best interests.

At this key juncture, IFS recommends the formation of a Task Force composed of students, faculty, librarians, community college representatives and bookstore staff to explore best practices and provide a range of perspectives which could inform HECC's important work on textbook affordability, one of the primary concerns for students throughout Oregon's higher education system. We encourage HECC to charge IFS with this task at its earliest opportunity.

Thank you for your time, and I would be glad to answer any questions you may have.

## **IFS STATEMENT TO HECC MAY 8, 2014**

Chair Nesbitt, Executive Director Cannon and Members of the Commission-

For the record my name is Jeff Dense, Professor of Political Science at Eastern Oregon University and President of the Interinstitutional Faculty Senate.

As we enter the Brave New World of higher education governance in Oregon, the need for collaboration between Oregon public universities has never been greater. In order to protect the best interests of our most valuable resource-our students- we must find innovative opportunities to leverage our collaborative knowledge and expertise. This endeavor will require the participation of a broad range of stakeholders from across the higher education spectrum. The Outcomes-Based Technical Work Group illustrates HECC's keen understanding of the need for collaborative solutions to the linchpins of access and affordability. Formulating an equitable and sustainable funding formula based on mission fulfillment, attainment of equity goals and other key factors is a structural necessity. We look forward to participating in discussions relative to university funding model proposals. Meeting the needs of increased enrollments and providing quality instruction are integral to all of our missions, and funding models that ensure our ability to maintain academic standards are essential to attainment of the state's ambitious 40/40/20 goals.

There are a myriad of factors impinging on student's ability to complete their degree, and ultimately, their long term contributions to communities throughout Oregon. To wit, HECC has previously heard from the Oregon Student Association about the vexing issue of textbook affordability. As a long-time classroom teacher, this impassioned testimony gave me pause to reflect on how this fiscal challenge impacts a wide range of institutional performance measures, including retention and graduation rates that may be part and parcel of the future funding model for higher education in Oregon. While formulating a cogent and logical funding formula must be a priority for HECC, textbook affordability is a key variable that should be considered as part of the funding, access and affordability troika.

Given the centrality of this issue to the future of higher education in Oregon, I have been in consultation with Commissioner Ayers and Donna Lewelling of HECC to jointly develop a concept for a convening of stakeholders to analyze the options available to promote a culture of textbook affordability throughout the Oregon higher education community. This body should consist of a wide range of stakeholders from across the higher education spectrum-students, bookstore representatives, financial aid officers, and most importantly, faculty members whose 'front line' views of this key issue can inform a solution that ultimately benefits future generations of students. Members should be drawn from both public and private universities, along with community colleges in order to ensure robust pathways of degree completion for students. Commissioner Ayers will speak to this proposal and textbook affordability in general, at your June meeting in Ashland. In the end, I would urge HECC to utilize its rulemaking authority to concretize lasting solutions to the textbook affordability issue and incentive institutions adopting measures that protect the fiscal interests of students.

Thank you for your time, and I would be glad to answer any questions you may have.

# Interinstitutional Faculty Senate

*Representing all OUS Institutions*

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Senate Committee on Education and Workforce Development  
Oregon State Capitol  
900 Court Street NE, Room 453  
Salem, Oregon 97301  
Email: Kristalyn.cassell@state.or.us

RE: Senate Bill 270-1  
In Committee Thursday March 21, 2013 1pm

Dear Senator Hass and Members of the Committee,

As the Interinstitutional Faculty Senate (IFS), we are the elected voice of faculty in public university education in Oregon, representing eight unique and diverse university campuses: Eastern Oregon University; Oregon Health & Science University; Oregon Institute of Technology; Oregon State University; Portland State University; Southern Oregon University; University of Oregon, and Western Oregon University.

SB270 proposes to establish institutional boards for University of Oregon and Portland State University. We oppose the new Amendment to SB 270 that specifies that, except for Presidents, board membership will not include employees of the university.

The IFS believes that representation of both students and faculty on any future institutional boards is vital to the future of our institutions, and for the future of higher education in Oregon. Faculty and students are important stakeholders in conversations and decisions regarding our universities, stakeholders who have dedicated years to the good of higher education. By virtue of their positions, faculty and students offer unique perspectives and knowledge of potential impacts of board decisions on the workings of their universities. While we understand concerns of potential conflict of interest, we also understand that this is an inherent issue on any board. All members of a board will be expected to recuse themselves from certain decisions, and to defer to General Counsel when conflicts are less clear. We would not expect any less of our faculty and students.

We believe that the expertise and experience of faculty and students are essential to the success of any new governance structure for our universities. This representation is consistent with the history of the faculty and student representation on the current Oregon State Board of Higher Education. As the elected voice of public university education in Oregon, the IFS urges state legislators to consider the inclusion of faculty and students on any future university institutional boards.

Thank you for your consideration.  
Sincerely,

Interinstitutional Faculty Senate, Oregon

# Interinstitutional Faculty Senate

[Faculty Senate](#) » 2013 Interinstitutional Faculty Senate Statewide Agenda

Note: The most recent version of this page has been moved [here](#).

## Interinstitutional Faculty Senate Agenda

March 15 & 16, 2013  
Western Oregon University  
Health & Wellness Center Room 306

*Friday, March 15*

Noon – *Lunch provided*

12:45 – Welcome and Introductions – Bob Mason, IFS President and Ike Nail, WOU Host

1:00 – Welcome to Western Oregon University – Mark Weiss, WOU President

1:15 – Emily Plec, OSBHE Board Member and WOU Professor and Chair of Communication Studies

1:45 – Keller Coker, WOU Faculty Senate President and Professor of Music

2:15 – [IFS Position Statement](#) Discussion

Committee chairs: Mike Hass and Michael Dembrow; Matt Donegan; OSBHE Board members; Ben Cannon; Melodie Rose (OUS)

3:00 – *Break*

3:15 – ASWOU Student Representative (placeholder)

3:30 – President's Report – Bob Mason

- Issues from those not attending the Saturday session?
- [HB2742](#) – Prohibits public university from discriminating against student on basis that student was not awarded standard high school diploma or General Educational Development (GED) certificate.
  - See addendum at end of agenda for query from Karen Marrongelle

4:45 – Wrap-up

5:00 – Adjourn

7:00 – Working dinner at Robert's Landing

*Saturday, March 16*

8:45 – *Continental Breakfast provided*

9:00 – Approval of [January 2013 Minutes](#)

9:05 – Campus reports

10:00 – *Break*

10:15 – [Bylaws](#) and [Constitution](#) Sub-committee Report

10:30 – Old Business:

1. Slate of officers and elections
  - President-Elect: Jeff Dense, Grant Kirby
  - Secretary: Laura Zeigen
2. Provost's Council Representative – discussion
3. IFS Communications
  - See the [Legislative section](#)
  - Check the [Membership](#) site and advise Bob if revisions are needed
  - Other website needs?

11:15 – New Business /Matters Arising

11:30-1:00 – Melody Rose, OUS Vice Chancellor for Academic Strategies and Drew Hagedorn, Tonkon Torp LLP OUS Advisor

1:00 – Wrap-up

1:05 – Adjourn

**Information Items:**

*Directions to the meeting facility:* Google [map](#) to the WOU Health and Wellness Center

Turn west on Jackson Street, one block north of the light on 99W in Monmouth, and proceed for several blocks to campus, past the stop sign on Monmouth Avenue one half block. The Health and Wellness Center is on the north side of the street.

*Parking:* Ike has parking passes good for both days in all lots except for lots J, J Loop and metered parking. Lots E and R are conveniently adjacent to the Health and Wellness Center (HWC). Ike will be in HWC 306 at 11:00 AM; IFS members must get a pass from Ike and return and display it on their dashes. Parking lots are controlled and tickets written 24/7, so it is important to display passes.

*Directions to Robert's Landing:* Proceed east on Main Street through Monmouth and Independence; when Main Street dead ends, turn right (south) for a quarter of a mile, then turn left (east) to cross the river. Stay on River Road to Roberts Crossing. *Enjoy the drive, but do not hurry. There are at least two right turn switchbacks under railroad trestles that are dangerous.*

*Lodging:* Rooms may be reserved at a special rate at the Courtesy Inn in Monmouth ([503\) 838-4438](tel:5038384438); you must mention that you are with IFS to receive the special rates. Rates are: \$65 queen, \$72 king, and \$75 for two queens. This hotel is very convenient to campus, but right on 99W. There are also very nice lodging options in Salem, 20 minutes away.

*Future Meetings*

- May 10-11 - Eastern Oregon University
- September 27-28 Southern Oregon University
- November 22-23 Portland State University

**Addendum**

From Karen Marrongelle re: HB2742:

Could you query the IFS to get reactions to this:

We continue to actively monitor HB 2742, which prohibits public university from discriminating against student on basis that student was not awarded standard high school diploma or General Educational Development (GED) certificate. We have been in discussions with Rep. Gelser about this bill and are

considering some compromise language. I want to run our current thinking by you, so that you can provide feedback on whether this is something you can live with or not.

We are trying to work out a way to accommodate students with extended or modified Oregon diplomas while having the campuses retain authority over admissions requirements (and requirements for students participating in any way in courses). This comes down to finding another way of vetting competence in the absence of using a high school diploma as a proxy for competence. We would need to put a provision in the bill that would allow for testing competence for non-admit students with a modified or extended diploma in order to take an individual class. This puts the onus on the individual instructor to vet such competence.

Another way is to allow students with modified or extended diplomas to audit courses, where no evaluation of student work takes place. Again, allowing students to audit courses is up to the individual faculty member, so this would fall into the discretion of the faculty.

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## **Interinstitutional Faculty Senate Agenda**

March 15 & 16, 2013

Western Oregon University – Monmouth OR

Health & Wellness Center Room 306

<http://oregonstate.edu/senate/ifs/ifs.html>

<http://oregonstate.edu/senate/ifs/agenda/0313/index.html>

*Friday, March 15*

**Present:** Maude Hines (PSU), Bob Mason (OSU), Mary Cluskey (OSU), Candyce Reynolds (PSU), Karen Hooker (OSU), Charles Lane (SOU), Shari Carpenter (EOU), Jeff Dense (EOU), Ike Nail (WOU), Laura Zeigen (OHSU), Feng Shi (OIT) and Margie Paris for Bob Kyr (UO)

**12:45 – Welcome and Introductions – Bob Mason, IFS President and Ike Nail, WOU Host**  
Ike welcomed IFS to the Western Oregon University (WOU) campus.

**1:00 – Welcome to Western Oregon University – Mark Weiss, WOU President**

President Weiss welcomed the IFS to WOU and provided some background. Previously he was the VP of Finance at WOU. He has extensive background in business and grew up as the child of immigrants in New Jersey. He feels this gives him an understanding of the underserved populations WOU and OUS serve. He has worked with all the OUS presidents and they are all concerned with the welfare of and access and affordability to education for Oregonians.

WOU currently has over 6,000 students enrolled. More of them are coming from out of state than in state, but over 50% of incoming students are Oregonians. That number used to be in the high 80% before. They are focused on being able to educate Oregonians at WOU towards the 40/40/20 goals.

There is a lot of construction happening at WOU, including the new Health and Wellness Center and renovation of the old physical education building (completed 2 years ago and last year finished the first LEED Platinum “Live Learn” center that has (dorm?) rooms. They are slated for a new College of Education building in their recommended budget and are waiting to see if this passes through the legislative process.

Faculty work hard to interact 1-1 with the students. They invest in writing centers and support for their international students. Weiss and WOU feel these need to be in place for students to succeed. 10% per biennium has been allocated into higher education going forward (from 2007, Governor Kulongoski). In 2007 they proposed a way for students and students’ families to afford higher education (Western Oregon Tuition Promise). A student entering Western, the tuition rate they pay they entered was the tuition rate they would pay for 4 years. They have seniors graduating with the lowest tuition rate in the state of Oregon, but they now have a tuition structure that concerns them that they may be pricing themselves out of the market. Affordability is a very real issue. When you graduate with \$25,000-30,000 of debt and are looking for a job to pay back that debt that is very challenging.

Weiss asked if there were items he would like us to address. They have close ties to things going on in Salem. Senate President Peter Courtenay is on WOU faculty and teaches classes. During the legislative session there are things they don’t talk about. Next week will be a big week for education in Salem with a lot of testimony by presidents and other administrators. Some of the small school presidents have meetings with some of the legislators. We as small schools serve a very important mission. There is a lot going on with the hiring of Dr. Rudy Crew and the proposed formation of a department of Secondary Education, Higher Education Committee, OEIB, etc. A lot of change is going on in a short period of time. People need to make sure the change that occurs is in our collective best interest (e.g. the best interest of Oregonians).

Weiss communicated (IFS) comments to WOU's Faculty Senate and Shared Governance meeting and thought they were well stated.

WOU has 300 students internationally, about 100 from China, about 100 from the Middle East, mostly Saudi Arabia and another 100 from 10 other countries including Japan, Korea, Germany and other places. They looked for international students to add diversity to campus and also these students pay 3x the going rate of the in-state students, which helps pay for what the state does not pay and helps to temper some of the tuition increases for the in-state students.

Institutional governing boards – EOU is opposed to the idea. Weiss was not sure of the view on the WOU campus, but gave us his view. In the summer he testified at the joint legislative committee addressing this topic. Weiss has no problem with the state board of higher education had recommended: the delegation of a lot of responsibilities and authorities to local boards, still within the framework of the OUS system there would be a coordination of central services, programs and allocation of funding in a way that sustains each of the institutions. The concern now is a “food fight”.

Weiss has spoken to small school presidents in Washington State to see how governing boards are working there. It is unproductive to have universities competing with each other for funding. We have about 12-15 board members. Multiple that by 7 with turnover every year and now there are a lot of people that have to have a lot of devotion to the institutions with a steep learning curve – that costs money at each institution to sustain boards. The local boards may make sense, but Weiss did not feel it made sense at Western and did not want to use student tuition to maintain boards and board committees. Weiss did not have a problem with those institutions that wanted it (PSU, UO).

There is a “building lottery” in Salem. Universities can put in their construction projects. WOU put in their new College of Education building for this. WOU is at the bottom end of the cutoff. The OUS submitted about \$300 million of bonding projects. The governor's budget included \$212 million of bonding monies for both OUS system and community colleges. Salem asked OUS to reevaluate all the projects and that was resubmitted. WOU's project was above the line, but towards the bottom of the list. One of the big schools had the largest item.

Weiss was asked his view of the State Treasurer's proposal to use tobacco money for bonds and student scholarship. The state must have some kind of limited bond capacity that we can service – will this impact the other capital construction projects? Tobacco settlement money (millions of years for some years into the future) is there. The idea is to invest those \$500 million in the stock market and presumably get a return that would be much higher (8.5%, which seems high to Weiss). The tobacco money would pay for it and then there would be additional money/interest earnings to pay the debt service, with some leftover to distribute to students in loans and grants. That is, however, the same idea of how PERS is funded; the idea of investing and growing the money over time. That works fine if you don't have losses, but that is not realistic. There are some assumptions being made about the yield on returns: the returns may not be sufficient to fund the benefit.

What are your senates and how does shared governance work? Weiss meets once a month with the chair of WOU Faculty Senate (Dr. Keller Coker) and the student body president, the staff senate president and the administrative support council – the four reps who represent the campus as a whole. Weiss tries to brief them about things going on at the university and outside the university that impact WOU and they all discuss updates from their areas so all are fully informed. This is called the shared governance meeting. Does this take the place of a faculty advisory council? The head of Faculty Senate meets with them once a month. Weiss underlined that he said his door is always open, to faculty, students, parents, community members.

**1:30 p.m. - Keller Coker, WOU Faculty Senate President and Professor of Music**

Coker served 6 years ago as Faculty Senate President as well. Coker spoke of the culture of WOU in



terms of faculty and administration and staff and students. Most people who find their way to Monmouth like it here. People don't leave once they are here: Coker has been here for 13 years and replaced someone here for 38 years.

WOU is a good, mid-sized university: small enough to if you have an idea or thought you can move forward with that whether it is curriculum or administrative policy, that you can get proposals up quickly and move them through the system with what I would hope is the least amount of roadblocks and most amount of input. At the same time, WOU is big enough to take on big projects and think about big things. If new ideas could impact students in or beyond the state we are not afraid to go after those kinds of ideas. They have the only accredited popular music degree in the world (!), which was born out of looking at students' needs and creating something in this environment that did not exist anywhere else. This was met enthusiastically by faculty, staff, and students. "We are a fairly functional family here. We like to talk about and sometimes argue about things here, but I love being a part of those conversations. We can talk about things, take a vote and move on." They just approved a new applied baccalaureate degree after vigorous debate.

Coker invited the group to the Western Hemisphere's Orchestra tribute to Count Basie, being performed tonight in the WOU auditorium.

Coker felt Weiss' representation of faculty and administrative relations was accurate and said he always feels heard and Weiss is very available to listen. There is a faculty executive committee. If a curriculum meeting happens that needs to have faculty executive response or input, Coker or one of the other faculty executive committee would be included. Faculty purview is not just curriculum. Technically if the faculty said no to something the provost could still OK it. Curriculum is the main work of the Faculty Senate, but anything that affects faculty is brought to the attention of Faculty Senate. Sometimes other groups (students, others) send proposals for endorsements to Faculty Senate (e.g. things on tuition equity that just passed at the Student Senate).

Coker was not sure what the administrative council did, but Ike said that the President of the Staff Senate always makes a report at the Faculty Senate. WOU's previous Faculty Senate last year changed it so this was voted out, but Coker was open to having anyone come present at a Faculty Senate meeting.

**2:00 p.m. - Emily Plec, OSBHE Board Member and WOU Professor and Chair of Communication Studies**  
Faculty Senate also deliberates on policy issues that university is facing. Anything non-contractual falls to the Faculty Senate to discuss (e.g. residency requirements, etc.).

Emily is also a member of OSBHE (Oregon State Board of Higher Education). Emily feels that the IFS is one of the important bodies we share together across institutions, but it can be strong and vocal or not. She was impressed by the statement we released a few days ago regarding our future involvement with our system (blue sheet). Emily has tried to support the strengths of the system perspective. In Oregon we tend to reinvention – sometimes we lose some of the best parts of the machinery we have. She wants to work together with K-12 and community colleges with higher ed.

This morning she provided legislative testimony in Salem as head of the WOU Faculty Union. Emily asked for questions regarding the governor's vision on higher education and education in Oregon. The board is still waiting for things to unfold and is still not sure what will emerge from OEIB.

Next year there may be post-secondary education department that performs OUS functions and community college coordination provides. This will have a corresponding board like the state board is to OUS. This will be some version of the HEC. Those are the two bodies unfolding in terms of the day to day office work and the governance piece, which will report up the chain to the chief education officer and his staff. There may still be a role for OUS alongside this, but that remains to be seen.

The new higher education committee (3/5 of them) are rooted in higher education and know a lot about it. They get the issues. They will not completely do away with chancellor like functions, but Emily was not sure if they will be embodied by one position. They are trying to sort out what to recommend to governor what is already working well and needs to be kept, what needs to be centralized, and what needs to go to the institutional governing boards.

Bob expressed that at OSU they are concerned about possible damage in interim if there are gaps in administration. Emily described the governor's desired system as being loose across the system and tighter at the institutional level.

The institutional governing boards are not an end-run around the OUS, but are beholden to themselves. The State Board has made recommendations regarding how those responsibilities should be parsed out across the entities – some continuing to rest with OUS and some with institutional boards. Emily was unclear at this point if these recommendations would make it into the final form.

Emily expressed concerns about possible problems, including costs that may arise with the institutional governing boards. However, there may be increased opportunities for faculty, staff and students to participate in decision-making at those institutions. This is separate than the 40/40/20 effort – they are not necessarily connected.

Institutional boards could potentially strengthen institutional voices or do away with them. This is why Emily said they are still advocating for representative seats. Both the Faculty Senate and Staff Senate serve at the pleasure of the President and they can be disbanded without an alternative. With true shared governance, at WOU they have a faculty and staff union that would push back. It is in the unions that WOU has the most shared governance.

There are concerns about the bill [SB 270] that would do away with faculty involvement and representation on the board. The one situation where there would be a conflict of interest would be in the board was establishing faculty salary. Otherwise, Emily felt faculty could readily perform the mission given to them as a board member. Emily thought faculty representation on the state board was important for the overall discussion (e.g. including questions of graduate programs in 40/40/20 or different issues faced by the small schools). Other board members may not ask the same questions regarding curriculum proposals if there were not faculty members. It is important for faculty members to ask tough questions if programs are needed at this time. Faculty understand how policy affect the day-to-day activity in the classroom. Absence of faculty on the state board has led to cluelessness on the board. Faculty help bring the administrative/policy discussion back to the day to day level.

How does an e-campus deal with access to a university at more remote geographic locations? The more financially viable a campus is the more they are left alone to govern themselves. E-campus can help bring in dollars. There were concerns expressed about degrees obtained totally online. E-campus represent a lot of revenue for institutions. At the board level there is appreciation for those efforts. This is another place where faculty perspective is important. It is not just cheaper, however – there is still a lot of effort, often more, in terms of communicating and administering those courses. By having these, however, are we eroding support for the smaller campuses? Not all students are suited to this kind of instruction.

**A more in-depth discussion of e-campus (and other tools like MOOCs) and learning outcomes was suggested as a future IFS topic. Intellectual property, academic honesty and other related topics need to be discussed as well.** The Governor brought up this in the City Club discussion today in Portland.

Emily encouraged people to email her questions. Michael Dembrow passed around some summary comments he had gathered re: institutional boards (UVA process example). [plece@wou.edu](mailto:plece@wou.edu)

### **2:30 p.m. - SWOU Student Representative - Amanda Litzinger**

Amanda spoke about the student experience at WOU. The biggest concern on campus is tuition/cost. At WOU they have had the tuition promise, so students have not been as upset about tuition increases because they have not felt it as much. As that tuition promise goes away, students are confused about what is happening and unsure how this is affecting them. Now we are starting to see more outrage on campus and students are starting to become more engaged on this issue. The ASWOU is doing a student survey on this issue.

Student incidental fees are \$306/term, which is high. Students do not realize that they also have a say over that process. It is frustrating serving on the incidental fee committee and a general board and see that what is cut out of their budget is picked up by the incidental fees.

Students are reluctant to support the idea of institutional boards for fear of the branch campuses. What are the fears at the smaller institutions? It takes a few years to realize what a business university is. Students are concerned about voices being muted by an institutional board. At the state level it is fairer to all the students involved. At the institutional level it is felt by students it becomes more of a business. Is there concern about institutional boards raising tuition? With the OUS system Amanda imagines there is some reporting and decision-making. Students have a fear that students will take on even more debt to go to their local school.

People sitting on boards who are business people do want students to graduate without debt or without much debt – it is part of the national conversation now and there is awareness to keep cost down – no one is trying to get rich off of student dollars. It is decreased state funding that is part of what is creating the disparity and rise in tuition. We have a high growth rate of student attendance, but are in the bottom of level of student state support.

### **The question arose – what will athletics (with giant revenue streams) have to institutional boards?**

**Does OUS currently have any authority of what institutions do with their athletic money?** There is some system control over the lottery dollars. The small schools could use more of those lottery dollars – it would really help if it was reallocated.

### **3:00 p.m. - IFS Position Statement Discussion**

Committee chairs: Mike Hass and Michael Dembrow; Matt Donegan; OSBHE Board members; Ben Cannon; Melodie Rose (OUS)

Everyone's changes were incorporated. There is a link to the statement on the web site:

#### **IFS position statement – February 13, 2013**

<http://oregonstate.edu/senate/ifs/PDFs/FutureofEducationinOregon.pdf>

At OSU, Vickie Nunemaker is the admin assistant for Faculty Senate. She hired someone who is web-knowledgeable. They are in the process of coming up with some IFS letterhead. Maude said that when she proposed the idea of a logo, she had the idea of the state of Oregon with IFS across it and in puzzle pieces that are sticking out. **Maude will show us what the mock-up looks like and will email the prototypes to Laura for inclusion in the minutes.**

**Check your IFS listing on the white sheet (<http://oregonstate.edu/senate/ifs/membership.html>) and make sure your listing is accurate. Email Bob if you find something that needs to be changed.** If you know your terms that would help for the web site as well.

Bob and the group praised Ike for the people he gathered together to present at this IFS meeting to help IFS get a feel for the issues and culture at WOU. Bob encouraged faculty at future hosting locations to take note!

Bob and Vickie are working on guidelines to help IFS members understand how to host an IFS meeting.

Bob provided information about how the IFS statement was received. He sent it to Senator Mike Haas, Chair of Education and Workforce Development Committee (Oregon Senate) and his aide emailed back that they shared it with the rest of the committee. Michael Dembrow, rep from Portland, [title], who spoke with us last month, wrote back and said it was great and that he shared it with his committee. Both thought it would help the conversation. Bob sent to Matt Donegan (OEIB and another board) and everyone on the state board received the statement. Melody Rose has it and has distributed it to the people in her office.

Bob also sent the statement to Ben Cannon, the governor's aide on education policy and had a few emails back and forth with Cannon. Cannon would like to start up a dialogue and his administrative person is working with Bob regarding this. Bob will report back on this before our next meeting.

All the feedback we are getting is that "we hear you and that you want to be involved". This statement has helped get IFS on the map as part of the discussion in higher education in Oregon. It reflects well on this so it was a good collective effort. Hopefully this is just the start of the conversation.

Please share this with your institution's faculty leadership and institutional leadership and let them know that IFS's intention is to have faculty and student representation on any of these boards.

The next State Board meeting is April 4, 2013 in Portland at PSU.

### **3:45 p.m. - President's Report – Bob Mason**

- Issues from those not attending the Saturday session?
- HB2742 (<http://landru.leg.state.or.us/13reg/measures/hb2700.dir/hb2742.intro.html>) – Prohibits public university from discriminating against student on basis that student was not awarded standard high school diploma or General Educational Development (GED) certificate.
  - This bill is sponsored by Sara Gelser and Peter Buckley. Sara Gelser (D), Oregon House District 16 (Corvallis and Philomath). 2013 committee assignments: Education (chair), Revenue, and Human Services and Housing. Peter Buckley (D), Oregon House District 5 (Ashland). 2013 Ways and Means Co-Chair
  - See addendum at end of agenda for query from Karen Marrongelle

Bob encouraged the IF senators to communicate back to their campuses and to provide feedback on the question Marrongelle is requesting.

- How will this impact status of non-admitted to admitted students?
- What impact will this have on time-to-degree?
- The group expressed concerns about this proposal. Melody will join us on Saturday and we will share our concerns with her and Drew Hagedorn (Tonkon Torp LLP OUS Advisor) at that time.
- There were concerns about time-sensitivity about this type of question – if there are other pieces of legislation on which feedback is needed, can we just email to our people on campus versus present to an already scheduled institutional Faculty Senate meeting or have a virtual IFS meeting over the phone or polycorn unit.

- Margie (per Bob) offered UO as site for a meeting in April if desired. The group was not sure if the timing would line up with anything from the legislature for which we needed to respond more quickly than our meeting in May. We could probably conduct some conversations virtually (online or phone).
- Do we need to have an official response to have ready for Melody for tomorrow? We would like to speak with Melody and let Karen know we spoke with Melody about our response.

**Of note: It would be helpful for future meetings to give an RSVP to the site coordinator for IFS meetings so the host knows numbers for the room arrangements, dinner, etc.**

From Maude: HB 2149 and SB 270 from the PSU Union – “No member of the board may be an employer of the university”. What does the group think of this? The group expressed concerns about not having representation of people (students, faculty) who policy decisions would impact. Having them on institutional boards would help inform boards about the day to day impact of their policy decisions. It is important for policy makers to understand what policies look like under implementation. Some cautioned the group to not model themselves necessarily on OHSU as all institutions are set up differently and need structures best suited to their unique situations.

Do we need to think about strategic partnerships whether we could collaborate more with AOF (Association of Faculty)? We have to be careful with them because they are a lobbyist group. The group discussed make-up of faculty associations on each campus.

Do we want to come up with our own position? Here is what we think, this is why. They have a logo! Creating a statement in response is also in line with our February 13, 2013 statement. **Maude will send the AAUP statement to the group.**

Does anyone know how people will get on the institutional board? With the permission of the governor? The institution forwards a slate of recommendations and the governor chooses the people. If the point of the institutional boards was to have more autonomy, how is that being or not being accomplished as this process unfolds? A faculty voice is vital to understanding what happens on the ground.

The group suggested language around a response to this and agreed we need to focus on a “we need a seat at the table” message. We also want to make sure to bring up our students. It might be challenging to coordinate with them. We are speaking for ourselves and students can speak for themselves.

**We support faculty representation on the institutional boards. We need to think of ideas of why it is imperative of why we are on them and think of responses to potential objections to having us on them.** “Here is why you need faculty on the board”, “feel free to talk to us at any time”. That kind of message might be well received. We liked the idea of talking points more than “we want a seat on the board.”

**Do any of us have faculty on campus who work on decision-science and how better decisions are made?**

Have there been comparisons between states of systems that have individual institutional boards versus states with systems? Who are our “shareholders” and our “stakeholders”? Who are the stakeholders? The stakeholders are the citizens of Oregon, the students, and the faculty, staff, employees of universities, the community at large, where our graduates will go.

**There was a recommendation to obtain help for how to frame the language of this in a way that makes sense to legislators.**

There are advisory boards at EOU that contains feedback from the community and businesses that provide helpful information, but they do not govern.

This statement would go to the same groups as the statement before.

**5:00 – Adjourn**

**7:00 – Working dinner at Robert’s Landing**

*Saturday, March 16*

**8:45 – Continental Breakfast provided**

**9:00 – Approval of [January 2013 Minutes](#)**

Minutes were approved.

**9:15 - Logo for IFS – Maude Hines (PSU)**

Maude shared a couple of logo possibilities she had obtained from a colleague at PCC. We may need to spend \$20 for the logo services. The IFS does not have a budget for such things.

The group liked the logo with the hands and wondered if the school letters could be added to each arm like a tattoo. **Maude will check with her person about having a version for our next meeting.** We want the message that we are taking care of Oregon. The hands are united around a silhouette of the state.

We wondered if other states already had logos for their equivalent IFS bodies and how they graphically represent themselves.

**9:30 – Campus reports**

Campus reports were given.

## **OHSU**

The roof has gone onto the Collaborative Life Sciences Building (CLSB) on the waterfront. The searches for new deans for the School of Nursing and School of Dentistry are in the final stages. The School of Medicine Curriculum Transformation task forces have completed their work, but work groups for inter-professional education continue. OHSU recently published their Diversity Action Plan 2013 (<http://www.ohsu.edu/xd/about/vision/center-for-diversity-inclusion/about/diversity-action-plan.cfm>).

OHSU’s Faculty Senate workgroup (chaired by Chuck Allen) is working with the Education Advisory Board and Provost to assess national best practices around how faculty are valued and evaluated. The President's Council is currently reviewing and updating the [Vision 20/20 strategic plan](#). There is a hiring freeze due to the unknown impacts of the current federal budget sequester.

## **PSU**

The PSU AAUP faculty union is working on two Oregon legislature Senate and House bills. The PSU Provost (Sona Andrews) came up with “Rethink PSU” to use \$3 million and put out an RFP for faculty for ideas for online classes or MOOCs or alternative visions of education. These ideas are in the final stages of review. PSU is also working with a proposed new budget model involving some kind of version of RCM. They have seven (7) colleges including the Library. They are conducting three (3) Deans searches going on right now. PSU’s Faculty Senate is reviewing faculty ranks and their post-tenure review process and the resources available and incentives for this process.

## **OSU**

Administration has been conducting the OSU campus climate survey. Their Diversity and Inclusion Task Force has come up with a master plan to have diversity and inclusion be part of all levels of

administrative decision-making. OSU is looking at their faculty ranks/titles for instructors. There is an idea of offering rolling 2 or 3 year fixed contracts. They also are trying to institute a “Professor of Practice”, which would not be tenure track, but be fixed term contracts. They are in the final stages of searching for a new VP of Finance and Administration. They just hired a new director for the Hatfield Marine Science Center. They also are searching for a Dean of Science. They anticipate the federal budget sequester will impact OSU, particularly in how it impacts the availability to submit NSF (National Science Foundation) grant proposals. OSU is looking at MOOCs (Massive Open Online Courses).

**What are issues around diversity and e-campus?** We assume students have complete computer literacy and have access to technology, but this is not necessarily the case.

**The group decided to check in with how their institutions are implementing OARs and come to the May meeting ready to report on this.**

**Possible topic for a future IFS meeting: we need to examine the literature/research on learning outcomes related to e-learning and hybrid teaching/learning models since our institutions are jumping on using the technology. Also, how do you evaluate online teaching?**

## WOU

There are many administrative positions in transition with interim heads right now. WOU may have the highest incidental fee structure of any public Oregon university, but it is a key part of their budget. The students vote to impose these on themselves. Sometimes that is the case at other universities: when universities cannot raise tuition they raise the incidental fees, but students cannot use financial aid to cover those expenses.

We need to get students away from thinking about “what is the right answer?” to “what is the right process?” “What is your explanation of why X did not work?” This is the critical thinking about which we are concerned.

## SOU

Faculty members are in the prioritization evaluation process, including writing reports on their programs. They also are moving from departmental to “house” structures that includes more of a cohort experience (e.g. “Green House” would include environmental sustainability and environmental sciences). The cohort model helps identify the size of classes across the board, but this may make it more challenging to move across different majors.

## EOU

They are looking at flattening their student affairs structure. Shari’s unit is looking for a Dean. The administrative is in a state of flux. They have a services and supplies freeze and all non-essential travel has been cancelled for the rest of the year. They just eliminated a modern languages major and religious studies minor. They are undergoing revision of their tenure and promotion handbook to bring themselves into compliance with their OARs. They are in the process of implementing DegreeWorks, a software for auditing progress to completion of a degree.

## OIT

The Wilsonville campus has the potential to develop quickly, including the renewable energy program which currently has over 220 students. There are about 25 students in the masters renewable energy program. There is a new electronics degree at the Wilsonville campus. The Wilsonville campus programs developed will extend to the other OIT campuses. They also are discussing the idea of an e-campus and OIT faculty are examining this trend. Online degrees contribute 10% of revenue for the university. Online also allows them to enlarge their capacity with limited physical resources. They are examining faculty ranks, including instructor ranks, which are non-tenure. They want to give junior faculty an



interim evaluation (third year review) in addition to the annual reviews on their way to tenure to help give them a sense to improve their performance.

**UO**

I need information from Margie or Rob on the UO campus report.

**11:30-1:00 – Melody Rose, OUS Vice Chancellor for Academic Strategies and Drew Hagedorn, Tonkon Torp LLP OUS Advisor**

Hagedorn helps advocate for OUS in the Capitol for the capital budget and other issues related to OUS.

There are three major bills going through the legislature related to governance: 1) SB270 (institutional board bill); 2) HB bill from Rep Dembrow and Haas that is parallel to SB70; and 3) Department of Post-Secondary Education Bill that governor has sent to the OEIB.

Post-Secondary Education Bill/placeholder language – **A rough draft of this should be available next week.** SB270 is being discussed in terms of how to make this statute work functionally. We are likely to see revisions to the amendments for this as early as next week. It will then go to Ways and Means. What SB270 presents is “do we want a statewide board or not?” Theoretically you could have both this and institutional boards. The way the language of the bill is set up now, UO, PSU, OSU would each have their own boards, then there would be a consortium board for the smaller universities. It also would establish the roles and responsibilities, who owns the real property, etc.

OUS has an official position on institutional boards. It calls for continued coordination to meet statewide goals. There is a June 2012 official board position **[OUS website]**. They passed around a document showing a mapping of issues brought forth by OUS and how/if these came up in the bill as it is written.

The group expressed concerns about no faculty representation on the institutional boards. Hagedorn said Emily Pelc gave compelling arguments to have faculty on the boards. There are other issues of revenue bonding capability, who controls hiring, and more logistics. The start date for the new boards would be January 1, 2014.

**Now is the time to be communicating with the legislature on these issues, in particular the House Bill being put forward potentially by Rep. Dembrow.**

The group expressed concern about the governor’s ability to choose which members sit on the institutional boards and felt this cut into the autonomous role of the boards. The group also raised concerns with the proposed PERS reforms.

Go to the Oregon legislature web site to get the audio of the testimony for the institutional board bills (SB270).

Melody urged communications with **OSA (Oregon Students Association)** on these issues.

Melody drew a diagram of possible structures of the new system-wide governing structure. We are all collecting data in different ways and we have different rules governing this. There are opportunities to coordinate data collection and reporting across the K-20 spectrum. OUS is not a state agency, but the OEIB is. OUS employees cannot be employed by OEIB or receive retirement through them. The concern about individual institutional boards is that there potentially will be competitiveness between the institutions and that academic policy (program review, etc.) goes to OEIB. The people employed by OUS



cannot work for the Department of Post-Secondary Higher Education: there will be no Ph.D.'s in that department. It is a cultural shift. The further away from the classroom education policy gets made, the worse it is going to be. The policy will not reflect what we are doing on the ground. A lot of what is driving this is to help drive us towards coordinating more with the community colleges because the perception is we are siloed to ourselves.

OUS convenes the Provosts from the community colleges and institutions of higher education on a regular basis. There are issues of perception of "real" state agency people vs. "egghead/Ph.D./research" higher education people. Our arguments have to address these perceptions and why what we are doing is good for them. There is a perception that academia sucks resources out of the classroom.

Melody and OUS are presenting at the legislature this next Wednesday and Thursday. Wednesday, March 27 is open testimony 8:30-10 a.m. Call legislative fiscal office and let them know you are coming and get there by 8 a.m.

CCWD – Community Colleges & Workforce Development

OSAC – Oregon Student Access Committee(?) - Distribute the Oregon Opportunity Grant

### **12:30 – [Bylaws](#) and [Constitution](#) Sub-committee Report**

### **12:45 – Old Business:**

1. Slate of officers and elections
  - President-Elect: Jeff Dense, Grant Kirby
  - Secretary: Laura Zeigen
2. Provost's Council Representative – discussion
3. IFS Communications
  - See the [Legislative section](#)
  - Check the [Membership](#) site and advise Bob if revisions are needed
  - Other website needs?

### **12:50 – New Business /Matters Arising**

### **1:05 – Adjourn**

### *Future Meetings*

- May 10-11 - Eastern Oregon University
- September 27-28 Southern Oregon University
- November 22-23 Portland State University

### **Addendum**

From Karen Marrongelle re: HB2742:

Could you query the IFS to get reactions to this:

We continue to actively monitor HB 2742, which prohibits public university from discriminating against student on basis that student was not awarded standard high school diploma or General Educational Development (GED) certificate. We have been in discussions with Rep. Gelser about this bill and are considering some compromise language. I want to run our current thinking by you, so that you can provide feedback on whether this is something you can live with or not.

We are trying to work out a way to accommodate students with extended or modified Oregon diplomas while having the campuses retain authority over admissions requirements (and requirements for students participating in any way in courses). This comes down to finding another way of vetting competence in the absence of using a high school diploma as a proxy for competence. We would need to put a provision in the bill that would allow for testing competence for non-admit students with a modified or extended diploma in order to take an individual class. This puts the onus on the individual instructor to vet such competence.

Another way is to allow students with modified or extended diplomas to audit courses, where no evaluation of student work takes place. Again, allowing students to audit courses is up to the individual faculty member, so this would fall into the discretion of the faculty.

## Action items from March 15-16, 2013 IFS meeting

### Actions:

- Check your IFS listing on the white sheet (<http://oregonstate.edu/senate/ifs/membership.html>) and make sure your listing is accurate.
  - Email Bob if you find something that needs to be changed.
  - If you know your terms that would help for the web site as well.
- Please RSVP one way or the other for future meetings. It would be helpful for whichever IFS member is coordinating at their site so they know numbers for the rooms, dinner, etc.
- Maude will send the AAUP statement to the group.
- Maude will check with her person about having a new logo version for our next meeting.
- Maude will email the prototypes to Laura for inclusion in the minutes.
- Check in with how your institution is implementing OARs and come to the May meeting ready to report on this.
- Go to the Oregon legislature web site to get the audio of the testimony for the institutional board bills (SB270).
- Check the **Oregon legislature site** for the Post-Secondary Education Bill/placeholder language – A rough draft of this should be available next week.
- Why is it imperative why faculty are on institutional boards? Think of responses to potential objections to having us on them. There was a recommendation to obtain help for how to frame the language of this in a way that makes sense to legislators.
- Check the **OUS web site** for their official position (June 2012) on institutional boards. It calls for continued coordination to meet statewide goals.
- Now is the time to be communicating with the legislature on these issues, in particular the House Bill being put forward potentially by Rep. Dembrow. How/what do we want to coordinate as an IFS group?
- Melody urged communications with **OSA (Oregon Students Association)** on these issues.
- Melody and OUS are presenting at the legislature this next Wednesday and Thursday. Wednesday, March 27 is open testimony 8:30-10 a.m. Call legislative fiscal office and let them know you are coming and get there by 8 a.m.

### Topics we want to pursue at future meetings:

- A more in-depth discussion of e-campuses (and other tools like MOOCs) and learning outcomes.
- Intellectual property, academic honesty and other related topics.
- We need to examine the literature/research on learning outcomes related to e-learning and hybrid teaching/learning models since our institutions are jumping on using the technology. Also, how do you evaluate online teaching?
- What are issues around diversity and e-campus? We assume students have complete computer literacy and have access to technology, but this is not necessarily the case.
- Do any of us have faculty on campus who work on decision-science and how better decisions are made?
- Have there been comparisons between states of systems that have individual institutional boards versus states with systems?
- What will athletics (with giant revenue streams) have to do with institutional boards? Does OUS currently have any authority of what institutions do with their athletic money?

# Interinstitutional Faculty Senate

[Faculty Senate](#) » 2013 Interinstitutional Faculty Senate Statewide Agenda

Note: The most recent version of this page has been moved [here](#).

## **Interinstitutional Faculty Senate Agenda**

May 9 & 10, 2013  
Eastern Oregon University  
Inlow Hall Room 201

### **Lodging**

Best Western Plus Rama Inn & Suites (ask for EOU rate, \$89 King, \$93 two Queens)  
1711 21st Street (visible from I-84 off-ramp, 1.5 miles to campus)  
La Grande, OR 97850 ([Driving Directions](#)) ([Campus Map](#))  
(541)-963-3100

### *Friday, May 10*

Noon – *Lunch provided*

12:45 – Welcome and Introductions – Jeff Dense, IFS President-Elect and Shari Carpenter, EOU

1:00 – Melody Rose, Interim Chancellor, Oregon University System

2:00 – Bob Davies, President, Eastern Oregon University

2:30 – DeAnna Timmerman, President, EOU Faculty Senate

2:45 – Evan Bryan, ASEOU Vice-President for Political Affairs 3:00 – *Break*

3:00 – *Break*

3:15 – President's Report – Bob Mason, IFS President

3:30 – Campus Reports

5:00 – Adjourn

6:00 – Working dinner, Barley Brown's, Baker City (Jeff and Shari will provide transportation)

### *Saturday, May 11*

8:15 – *Continental Breakfast provided*

8:30 – Approval of [March 2013 Minutes](#)

8:35 – IFS Logo – Maude Hines

8:45 – Online Education Discussion – Jeff Dense and Shari Carpenter

10:15 – Discussion/Review of IFS Bylaws

11:00 – Next Steps: IFS in 2013-14

11:30 – Election

11:45 – Wrap Up

*Future Meetings*

- *September 27-28 Southern Oregon University*
- *November 22-23 Portland State University*

| [Home](#) | [Agendas](#) | [Bylaws](#) | [Constitution](#) | [IFS Archive Site](#) | [Links](#) | [Meetings](#) | [Membership](#) | [Minutes](#) |

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# Interinstitutional Faculty Senate

[Faculty Senate](#) » 2013 Interinstitutional Faculty Senate Statewide Agenda

## **Interinstitutional Faculty Senate Agenda** OREGON UNIVERSITY SYSTEM

November 22 & 23, 2013  
Portland State University  
Portland, OR

### *Friday, November 22*

Noon – Hosted Lunch

12:45 – Call to Order, Introductions

1:00 – Wim Wiewel, President – Portland State University

1:30 – Sona Andrews, Provost – Portland State University

2:00 – Samuel Henry (OEIB) – “Issues of Equity and Quality in Higher Ed”

2:45 – Karen Marrongelle, Oregon University System Interim Vice Chancellor, Academic Strategies

3:30 – *Break*

4:00 – Harris Foster, President – Associated Students Portland State University

4:30 – Leslie McBride, PSU Faculty Senate President, and Mary King, PSU-AAUP President – “Shared Governance on a Unionized Campus: Challenges and Questions”

5:00 – Adjourn for Day

6:30 – Dinner at Raven and Rose, 1331 SW Broadway ~ 503-222-7673

### *Saturday, November 23*

8:30 – Call to Order – Working Breakfast

9:00 – Senator Michael Dembrow

9:45 – Approval of [September 2013 Minutes](#)

9:55 – Campus Reports (5 minutes each campus, 5 minutes for discussion; Senators are encouraged to submit a written campus report to be included with minutes).

10:30 – Bylaws Revisions

11:00 – Housekeeping

- Elections
- Future meetings discussion
  - 2014 Scheduling: hosts and sites
- Mission Statement
  - *The Interinstitutional Faculty Senate (IFS) represents the faculty of Oregon's public*

*universities. As a dedicated partner in higher education shared governance, we are committed to applying our collective expertise to ensuring the quality of higher education in Oregon. The decades-long heritage of IFS is grounded in a collaborative spirit of information sharing, timely communication, transparency, and protecting the best interest of our most valuable resource: our students.*

- Virtual Review
- Sabbatical Leave Draft
- Matters Arising

12:15 – Adjourn

**Meeting logistics:**

- Candyce Reynold’s cell: 503-889-6341
- Parking is available in Parking Structure One. Stop at the kiosk at SW 6th & Harrison (middle of the block) to pick up your comp parking permits. Reference event **12546**.

[Map indicating Modera Hotel, meeting location, and parking structure](#)

***Materials linked from the September 2013 IFS Minutes.***

*Bulleted recap list from the September 2013 IFS meeting, provided by Laura:*

1. Lee Ayers, HECC Member, and Dave Carter, SOU Faculty Senate President, gave the IFS updates on the Higher Education Coordinating Commission (HECC) and the SOU Faculty Senate.
2. Jeff Dense provided an update on this year's legislative session and the process of advocating for faculty representation on the HECC and individual institutional boards.
3. SOU Vice Presidents Craig Morris (Finance and Administration) and Sylvia Kelley (Development), Liz Shelby (Executive Assistant to the President) and Provost Jim Kline gave updates about various activities at SOU, including the new "HOUSE" experience for freshmen and trying to figure out their structure as a destination or regional campus and a financial structure that would help provide stability in the long term.
4. Mary Cullinan, SOU President, spoke about how the governance changes in the system might be affecting the smaller schools and how the smaller schools ("TRUs" – technical and regional universities) could collaborate in the future.
5. Representative Peter Buckley described his perspective as a legislator in the process of developing the HECC and the individual institutional governing boards. Where is the money coming from to pay the small schools for loss of revenue from the larger schools that choose to not participate in the shared services?
6. Campus reports
7. Virtual Program Reviews – Maude Hines (PSU) brought this issue from the Provost's Council. The group had concerns about the loss of human interactions and accuracy of assessment in the virtual process.
8. IFS Draft Bylaws were reviewed and discussed. We are trying to articulate what the IFS stands for. We were clear IFS as the representative voice of Oregon faculty provides collegial communication and a voice to remain mindful of the need to maintain academic quality.
9. We discussed the future of IFS in terms of how we currently share what goes on at IFS with our individual Faculty Senates.
10. We discussed the need for more collaboration in online education, leveraging the best aspects of each institution for the benefit of students and so our programs don't compete with each other.



Chair Dembrow and Members of the Committee,

Good Morning!

For the record my name is Jeff Dense. I am a Professor of Political Science at Eastern Oregon University, immediate past president of the EOU Faculty Senate, and am currently serving as President-Elect of the Oregon University System Interinstitutional Faculty Senate (IFS). Representative Dembrow has asked us to address a range of issues surrounding the future of online education. I have taught online for over a decade, have presented and conducted workshops at national conferences on this important topic, and recently engaged my IFS colleagues in robust discussions on online education.

A three-prong approach which utilizes the lenses of students, the institution and the "system" is warranted to best understand the relationship between quality control and online education. While I have recently engaged students in focus groups and personal interviews on the topic of online education, I can't hope to capture the full range of issues they may see as relevant in the limited time we have today. However, two student-centered issues came to the forefront during this dialogue. A majority of on-campus students do not appreciate being *forced* to take online courses as part of their academic requirements desirable. Eschewing face-to-face interaction with teaching faculty, and more importantly, their classmates, has left a number of campus-based students with a bad taste in their mouth. Students crave the attention that regular, not part-time adjunct, faculty provide in these classes, as these faculty members serve an important mentoring role for students. I would urge the Committee to gather a group of students to provide their insights into best practices in distance education, and am sure you would find their perspective enlightening.

A second perspective on quality control centers on the institution's role in online education. At EOU approximately half of our student credit hours (SCH) are linked to online courses. Yet, my experience as Assessment Coordinator and Chair of the Faculty Personnel Committee tells me that the higher education community is not doing a good job overall of evaluating the performance of online teaching faculty. I recently was entrusted with the task of revising EOU's Tenure and Promotion Handbook. While we made significant inroads with regard to protecting the best interest of future generations of faculty, one issue we couldn't get our arms around was the evaluation of online teaching. There are a wide range of pedagogical and technological challenges surrounding distance education that make evaluation of teaching performance in this modality challenging. Admittedly, there are some exceptions to this corundum. Cal State Chico has developed a [Rubric of Online Instruction](#) that while not a perfect fit for all institutions, provides a sound and widely tested instrument for evaluating online teaching performance. Assessment of online academic programs must be rooted in regular evaluation of the performance of online faculty members.

The 'big ticket' issue that confronts you, and the future of higher education in Oregon, centers on how 'The System', will ensure the quality of online education in Oregon. The Sloan Consortium, one of the leading players in the online education debate, has created [The 5 Pillars of quality online education](#). They are (1) Learning Effectiveness, (2) Scale (e.g. Cost Effectiveness and Commitment), (3) Access, (4) Faculty Satisfaction, and (5) Student Satisfaction. Ignoring any of these pillars in the development and subsequent assessment of online academic programs will invariably lead to problems down the road. Sloan has also created "[A Quality Scorecard for the Administration of Online Education](#)". Underscoring the multifaceted nature of the debate over online education, the scorecard assesses **70** different quality indicators, broken

down into 9 categories<sup>1</sup>. Of the nine categories, Sloan weighs “Student Support” the most heavily. Whether it is advising before starting an online program, technological support during the course or attempts to engage the distant student with the campus proper via library and information services, the quality of online education is highly correlated with the amount of support available to students. Quality online education programs require a significant level of investment in student services that may be difficult to isolate during these economically challenging times.

I teach in an interdisciplinary program at EOU, Philosophy, Politics and Economics, or as we call it PPE. This was one of the first fully deliverable online programs in the State of Oregon. We pride ourselves that our online students receive as close as possible to the same educational experience as their on-campus cohorts. This is made possible by the fact that, with very rare exceptions, these courses are taught by the same faculty in both online and on-campus modalities. As online education expands in Oregon public universities, given workload issues, curricular expansion and the specter of accreditation, one must wonder whether the same quality of education will be available to the online student as their on-campus classmate. While ‘hybrid’ courses holds some promise, a number of challenges (f.e., synchronous vs. asynchronous learning) may provide a significant impediment to quality control of online education in Oregon.

During our IFS meeting last weekend in La Grande, my colleagues raised issues concerning the differential costs of online versus on-campus classes. In order to fund the technological initiatives and faculty support that serve as the bedrock of effective online education, students have, in several instances, been forced to shoulder a significant financial burden as an institution ramps up its online presence. Although there is some limited external funding to be pursued, I wonder whether Oregon’s public universities may be losing their comparative cost advantage to for-profit institutions, MOOCs and public institutions in other states. While I am keenly aware of the financial challenges confronting the future of higher education in Oregon, IFS would like for you to contemplate whether having our online students burdened with additional debt in the name of ‘access’ make sense.

Additionally, IFS would like to highlight the vast potential for collaboration between public universities in Oregon in the online educational arena. Whether it is team teaching with a faculty colleague across the state, having a faculty member at another institution teach a virtual course at a ‘campus’ across the state, peer assessment of course design, or forming a consortium of online education providers at public universities, IFS urges the legislature, to consider the vast potential for collaboration in online education as a key facet of the future of education in Oregon.

In conclusion, IFS wants to reiterate its position that faculty should be engaged in the future governance of higher education in Oregon. We are ready to serve on whatever committees, task forces, and the like, that will enable us to protect the best interest of our most valuable resource: our students. Thank you for your attention, and I look forward to working with you in the future.

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<sup>1</sup> The 9 factors addressed in the Sloan scorecard are: (1) Institutional Support; (2) Technological Support; (3) Course Development and Instructional Design; (4) Course Structure; (5) Teaching and Learning; (6) Social and Student Engagement; (7) Faculty Support; (8) Student Support; and (9) Evaluation and Assessment.

Dear Senate President Courtney,

As the Interinstitutional Faculty Senate (IFS), we are the elected voice of faculty in public university education in Oregon, representing eight unique and diverse university campuses: Eastern Oregon University; Oregon Health & Science University; Oregon Institute of Technology; Oregon State University; Portland State University; Southern Oregon University; University of Oregon, and Western Oregon University.

SB270 proposes to establish institutional boards for University of Oregon and Portland State University. We oppose the recent Amendment to SB 270 (Section 6(2)(c)) that specifies faculty members shall be non-voting members of the governing board.

The IFS believes that representation with full voting privileges for both students and faculty on any future institutional boards is vital to the future of our institutions, and for the future of higher education in Oregon. Faculty and students are important stakeholders in conversations and decisions regarding our universities, stakeholders who have dedicated years to the good of higher education.

By virtue of their positions, faculty and students offer unique perspectives and knowledge of potential impacts of board decisions on the workings of their universities. While we understand concerns of potential conflict of interest, we also understand that this is an inherent issue on any board. All members of a board will be expected to recuse themselves from certain decisions, and to defer to General Counsel when conflicts are less clear. We would not expect any less of our faculty and students.

We believe that the expertise and experience of faculty and students are essential to the success of any new governance structure for our universities. This representation is consistent with the history of the faculty and student representation on the current Oregon State Board of Higher Education. As the elected voice of public university education in Oregon, the IFS urges members of the Joint Ways and Means Committee to consider the inclusion of faculty and students with voting privileges on any future university institutional boards.

Thank you for your consideration.

Sincerely,

Interinstitutional Faculty Senate, Oregon University System

Chair Monroe, Chair Komp and Members of the Committee,

For the record my name is Jeff Dense. I am a Professor of Political Science at Eastern Oregon University, immediate Past President of the EOU Faculty Senate, and am currently serving as the President-Elect of the Oregon University System Interinstitutional Faculty Senate (IFS). I welcome the opportunity to address you today on behalf of IFS on the important topic of higher education governance.

IFS opposes the Amendment to Senate Bill 270 (specifically Section 6(2)(c)) that specify faculty shall be non-voting members of institutional governing boards. IFS believes representation with full voting privileges for faculty is vital to the future of our institutions and, moreover, higher education in Oregon. Faculty members are important stakeholders in a wide range of essential issues affecting our campuses, including curriculum and program approval. By virtue of their expertise and experience, faculty members have the ability to offer unique perspectives and knowledge of potential impacts of institutional board decisions. While IFS recognizes the concern of potential conflicts of interest, this is an inherent issue on any board, whether it is in the business, political or educational sectors. All members of an institutional governing board should be expected to recuse themselves from certain decisions, and to defer to General Counsel when conflicts are less clear.

Allowing faculty members full voting rights on institutional governing boards is reflective of the long established practice of faculty serving on the Oregon State Board of Higher Education. A review of State Board proceedings indicates the indelible contribution faculty members such as Dalton Miller-Jones of Portland State and Rosemary Powers of Eastern Oregon have made to the learned consideration of a wide range of issues effecting higher education. IFS respectfully requests the members of the Joint Ways and Means Committee to consider the inclusion of faculty with full voting privileges on institutional governing boards of Oregon public universities.

IFS would also like to highlight the vast potential for collaboration in the future of higher education in Oregon. The formation of strategic partnerships between public universities and our community college partners to deliver educational programs, in both on-campus and online modalities, streamline time to degree, or serve together on committees, task forces, or a faculty advisory board to HECC: These and other collaborative opportunities will enable us to protect the best interest of our most valuable resource: our students.