

Interinstitutional Faculty Senate

*School of Dentistry 606
Oregon Health & Science University
Portland, OR
Saturday, June 6, 2009*

Present (Senators): Joel Alexander (WOU), Sarah Andrews-Collier (PSU), Lee Ayers (SOU), Sharyl Carpenter (EOU), Duncan Carter (PSU), Janet Crum (OHSU), Dejing Dou (UO), Peter Gilkey (UO), Gail Houck (OHSU), Grant Kirby (OIT), Kirsten Lampi (OHSU), Charles Lane (SOU), B. Starr McMullen (OSU), Robert Mercer (PSU), Ron Reuter (OSU), Maureen Sevigny (OIT), Joanne Sorte (OSU)

Present (Visitors/Guests/Speakers): Dalton Miller-Jones (OUS Board), Robert Turner (OUS), Rosemary Powers (OUS)

IFS President Gilkey called the meeting to order at 8:23 AM.
The minutes from the February and April meetings were approved.

Gilkey and the IFS thanked Crum for taking minutes and Powers for attending as the faculty representative to the Board.

Provosts Council Report, etc. – Powers

The provosts discussed whether to approve the Applied Physics program at PSU. At the July meeting, they will consider a PSU graduate certificate in Management of Aging Services and a Respiratory Care program at OIT. They will consider the class size issue again, which will also be considered by the Board's Academic Strategies Committee. The Board is using a strong committee model, under which they can delegate significant decisions to Board committees. The Board consists of the following three committees:

- Governance Committee - looks at all sorts of policy issues related to the Board
- Academic Strategy Committee - deals with all academic issues that come before the Board - outcomes, assessment, student progress, etc.
- Finance Committee – has the ability to approve a variety of financial projects

The OUS Participation and Completion Committee, chaired by Miller-Jones, is concerned that too few Oregonians attend and complete college. A 40/40/20 plan has been proposed: By 2025, 40% of Oregonians will have a bachelor's degree or higher; 40% will have an associate degree or better; and 20% will complete high school. Sorte is the IFS representative to this committee. They have gathered a lot of information from diverse groups. Powers distributed their report: *Breaking Barriers: Oregon Community Forums on College Access and Success: a Report of the Oregon State Board of Higher Education Student Participation and Completion Committee, July 2008*. One of their initiatives is to improve faculty effectiveness in working with underserved populations. They want to talk with IFS about what faculty can do in that area, to recognize the role of faculty in ensuring that students have good experiences. We are seeing a demographic shift—adults and Latinos are the fastest growing group of students. Do our courses, programs, and pedagogy address the needs of these groups? They plan to host a symposium/gathering in the fall to address best practices in this area.

Carter reported on efforts at PSU in this area, including working with Portland Public Schools and with first-generation college students. He recommends identifying and organizing what we're already doing, which won't cost any more money. Sorte reported that OSU is making efforts to make the campus welcoming to students from diverse backgrounds. Crum recommended including OUS librarians in these efforts, as they can provide support to students to help them succeed. There is a movement toward inclusive excellence—inclusiveness is good for all of us, not just morally right. We need to get more faculty to serve as mentors in their disciplines for vulnerable students.

If we are going to get to 40/40/20 in 5-7 years, 30% will be Latino and 20% will be returning adult learners. Admissions can recruit them, but one of the major determinants for retention is the connections they make. We need to be sure that we the faculty are not making them feel unwelcome. Change has to happen at the classroom level and needs to be part of the faculty culture. We need to raise these issues on our campuses, find out who's interested and what's being done.

Small faculty development grants of \$500-2500 help support PSU faculty in projects to help diverse students succeed academically. Can we contact faculty who have received development grants to see what they've done?

We need training on how to accommodate different cultural styles.

Sometimes faculty can feel helpless, not able to help a student with a problem and not knowing what resources are available on campus to help.

Givens: 1) University's enterprise—faculty and department cultures—are at the core. Student activities, etc., are nice but aren't drivers. 2) Public support for public education has plateaued and will only decline—and not just in Oregon. We don't have the capacity to accommodate the number of students we'd need to educate to meet this goal.

Priorities from Miller-Jones' committee:

- Support partnerships and collaboration with existing precollege preparation, outreach, and retention programs that have demonstrated success with target populations. We need an adequate data system to identify students in elementary school—what do they participate in, and what's the impact of that on their academic success and entry into the university system? They want a pre-K through 20 system. They want to have a data summit to get key institutional IT people together to agree on how to do this. They want to do that by the end of June, as the federal grant deadline is coming up.
- Develop and advocate for best practices, alignment of current campus efforts toward underserved populations, and policy recommendations. What works for students coming onto campuses? They want to have a symposium on barriers. Practices that work would be a topic for the future.
- Improve faculty effectiveness with retention and completion rates for underserved populations; focus on improving the campus learning environment through professional development and collaboration.

Gilkey asked IFS members to recommend someone interested in these issues who could be a contact on their campuses--someone who is interested and involved but not necessarily formally designated. IFS

members should e-mail names to the group. They would also like names of winners of faculty development grants in the last few years, i.e. people who care enough to ask for support.

It would be nice to put together a toolkit to help faculty address the needs of a diverse student population.

About 30% of Oregon high school graduates end up on an OUS campus. If we are going to double that, we need to reach out to students who are less prepared academically, who may have learning disabilities or other issues. They will have problems from the traditional point of view.

A senator commented that these efforts seem limited to certain disciplines where these issues are already part of the discourse. But there are exceptions, and peer mentors don't have to be from the same discipline. Students from some cultures need each other, need a group.

Many of these students will start at community colleges.

Someone asked about homeschooled students, some of whom have issues and can be disruptive on campus. What is the trend statewide? Texas is starting to track performance differences based on whether homeschooled children were part of a homeschool network or not.

Federal TRIO (?) programs support students from disadvantaged backgrounds and assist low-income, first-generation college students. Many Oregon community colleges have these programs.

Someone expressed concern that only associate and full professors will have time for these initiatives, but our newer assistant professors might be well-suited for the work.

We have only 4 years to make a difference, but K-12 has 12 years. Someone suggested reaching out to middle and high schools. The committee heard many times that students had no idea what college would be like. Outreach needs to begin with something as simple as getting students onto the campus: sports tournaments, arts programs, summer programs in which they stay in the dorms, etc. They need to see that this is a world they can be in.

They need a category for "ranch kids." In some small communities in Eastern Oregon, a senior class may contain only 9 or 10 students. Even a small school like EOU can be intimidating to students from such small schools. They have very different expectations, ways of interacting with faculty.

JBAC Report - Mercer

JBAC includes members from OUS and community colleges primarily, with K-12 guests. Much of the work that used to be done by JBAC is now handled by UEE, United Educational Enterprise, which is composed of representatives from OUS, community colleges, and the K-12 board. UEE subcommittees work on projects that used to fall to JBAC.

Gilkey thanked the OHSU senators for planning the meeting.

Ayers requested that people send her information on distance education programs.

The meeting was adjourned at 11:55 AM.

Respectfully submitted,

Janet Crum
Secretary, Interinstitutional Faculty Senate

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