

HOUSE COMMITTEE ON EDUCATION

April 22, 1993 Hearing Room E 1:30 p.m. Tapes 57-60

MEMBERS PRESENT: Rep. Carolyn Oakley, Chair Rep. Jim Whitty, Vice-Chair
Rep. John Meek Rep. Patti Milne Rep. John Schoon Rep. Larry Sowa Rep.
Sharon Wylie

STAFF PRESENT: Linda Sample Brown, Committee Administrator
Carolynn Gillson, Committee Assistant

MEASURE AND ISSUE CONSIDERED: HB 2468 - One-way transport. for
kindergarten students, PUB Higher education productivity, INF

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These minutes contain materials which paraphrase and/or summarize statements made during this session. Only text enclosed in quotation marks report a speaker's exact words. For complete contents of the proceedings, please refer to the tapes. [--- Unable To Translate Graphic ---]

TAPE 57, SIDE A

005 REP. CAROLYN OAKLEY, chair: Calls the meeting to order at 1:40 p.m.

Public Hearing on HB 2468 Rep. Liz VanLeeuwen Rep. Ted Calouri Marvin Evans, Government Mandates Committee Larry McClellan, Corbett School District Susan Sullivan, Corbett Elementary School Debra Baker, parent from Corbett Tom Gaulke, Albany School District Jim Green, Oregon School Boards Assoc. (OSB A) Ed Edwards, Oregon School Employes Assoc. (OSEA)

001 REP. LIZ VanLEEUEWEN, District 37: Explains the bill was drafted at the request of the Interim Government Mandate Committee's Task Force on Education. > Applies to her local school district where parents and teachers prefer a one-half day schedule for kindergartners and schools can decide whether to provide one-way transportation only.

030 REP. JOHN SCHOON: Why make it harder on families of kindergartners?

REP. VanLEEUEWEN: This bill allows school districts to do it either way without being subject to a possible law suit.

CHAIR OAKLEY: In the letters I am receiving on this bill, the parents are complaining about classroom schedules for kindergartners. > If there is downsizing of classified employes, I would rather have it in the area of transportation where there is some flexibility. 075 REP. JIM WHITTY: Protection of the child is as important as convenience for the parent.

091 REP. TED CALOURI: Reviews a brief statement requesting the repeal of ORS 327.043 which requires school districts to provide transportation for elementary and secondary school students (EXH. A).

REP. WHITTY: Explains why he requested the legislation last session.

REP. CALOURI: Talks about how much the legislation cost school

districts across the state. Perhaps the number of miles from school needs to be adjusted so districts have some local control. > Talks about transportation in Beaverton School District #48.

198 MARV EVANS, member of Education Task Force of Government Mandates Committee: The issue is district choice. > Lists costs of half-day kindergarten transportation: \$91,000 in Josephine county, \$132,000 in Albany, \$20,700 in Lakeview and \$60,000 in Hood River. > This bill will allow school districts to make a choice in response to their local constituents.

272 LARRY McCLELLAN, superintendent, Corbett School District #39: Explains how one-way transportation for kindergartners has worked in his school district and refers to a letter which explains the merits of HB 2468 (EXH. B).

REP. SCHOON: What if the parent cannot pick up their child?

McCLELLAN: We have organized carpools with a backup plan in our small community.

320 SUSAN SULLIVAN, principal, Corbett Elementary School: Highlights the educational benefits of the full-day kindergarten on alternating days schedule used by her district and refers to her written testimony in support of HB 2468 (EXH. C).

CHAIR OAKLEY: School districts that are offering two-way transportation may have to make some cuts in other parts of their program.

429 DEBRA BAKER, resident of Corbett: Explains why she strongly supports HB 2468.

REP. SCHOON: Is there anything requiring kindergartners be taught half-time and not full time?

SULLIVAN: It is a sound consideration but it would double our FTE.

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030 TOM GAULKE, business manager, Albany School District: Encourages committee to support HB 2468 and explains that the mandated two-way transportation for kindergartners is costing his district \$619 per kid per year. Currently, transporting 39 percent of the total kids enrolled in kindergarten. > School districts need options when they have to look at cutting programs or services.

074 REP. WHITTY: Would you come back in two years asking for further erosion of the transportation provision?

GAULKE: I don't think so. You have to have transportation but not necessarily at the kindergarten level. One-way transportation tends to get the parents more involved with their children's education.

130 JIM GREEN, OSB A: Supports bill because it would allow local school districts to have some options. > Explains how vans are used to transport kindergarten students in the Philomath School District.

189 ED EDWARDS, OSEA: Opposes the bill. Scheduling and making cuts in district staff and services are local decisions. Transportation is an

issue of public access to public education and HB 2468 restricts access.

REP. WHITTY: School districts always seem to want to cut transportation and extracurricular activities never academics.

Testimony received from Hood River County School District supporting HB 2468 (EXH D).

Informational Meeting at Academic Productivity Senator Cliff Trow Les Swanson, Oregon State Board of Higher Education (OSB HE) Senator Jeanette Hamby Dr. Leslie Burns, Oregon State University (OSU) Judith Ramaley, Portland State University (PSU) Richard Forcier, Western Oregon State College (WOSC) David Ings, Oregon Institute of Technology (OIT) Henry Sayre, OSU Jane Lesser, Oregon Student Lobby (OSL) Ryan Deckart, student at University of Oregon (U of O) Kathy Neier, student at OIT Dr. Donald Wolfe, Eastern Oregon State College (EOSC) Dr. Paul Engelkind, U of O Robert Larison, EOSC Steve Reno, Southern Oregon State College (SOSC) Craig Wollner, PSU and American Assn. of University Professors (AAUP) Marjorie Burns, PSU Bill Brandt, OSU Nancy Rosenberger, OSU

275 CHAIR OAKLEY: Tell us what can be done to get greater productivity out of higher education using existing resources.

301 SENATOR CLIFF TROW, District 18: Points out three main issues that are not always clear: teaching time is not limited to time spent in classroom; research is important to the mission of OSSHE; and these institutions are part of a very competitive nationwide system of universities that hire scholars who actively participate in research and if you require them to meet a lot of rules and regulations, you do the system a great deal of harm.

REP. WHITTY: Do most professors grade their own essay papers?

SEN. TROW: I think a tremendous number do. It varies from institution to institution. 420 LES SWANSON, chair of OSB HE Committee on Academic Productivity: Lists people who are part of the group. > Reviews what they plan to cover at their four meetings prior to reporting back to the Legislature with recommendations.

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027 SWANSON: Excited about offering incentives to those who try some innovative techniques in order to improve the quality of instruction at universities and colleges. > Committee is going to get input from an internal committee of faculty and administrators who have already worked on faculty productivity within the system and listen to outside consultants.

056 SENATOR JEANETTE HAMBY: Reviews information from Arizona on implications for higher education policy (EXH E). The Arizona system of higher education saved \$10,000 by requesting each professor to teach one additional course.

101 DR. LESLIE BURNS, OSU Professor of Home Economics & chair of the OSU Committee on Faculty Productivity & Workload: Focus of committee has been on improving efficiency and effectiveness of undergraduate education in a period of decreasing resources. Undergraduate education includes classroom instruction, advising, informal instruction, curriculum development, class preparation and student evaluation. > Talks about curriculum revision that increases student access and

includes learning writing and critical thinking skills within a course of study. > Talks about different strategies Departments will use in order to improve productivity.

152 JUDITH RAMALEY, PSU president: Reviews her testimony concerning changes in productivity at PSU (EXHIBIT F). > Focusing on institution productivity in three areas: students, faculty and operations/administration. > Reviews what is being done in each area and the barriers that exist. > Hopes the Legislature will tell them it's expectations in higher education and help to develop benchmarks to achieve them. Reductions will impair their ability to achieve those benchmarks.

250 RICHARD FORCIER, professor of Information Technology, WOSC: Talks about how technology is being used to increase productivity. Examples include use of voice mail, sharing of written information via the campus computer network, an expanded computer classroom and use of E-Net in classes.

REP. SCHOON: Could you comment on the teaching loads at WOSC?

FORCIER: Our normal teaching load is 12 hours (4 classes).

302 DAVID INGS, program director of Manufacturing/Engineering Technology Program at OIT: OIT focuses on preparing work ready technologists. > Faculty has strong industrial connections which has allowed OIT to leverage a large number of grants from various foundations in order to make contacts with industry and bring in a significant amount of equipment for curriculum development. Refers to information attached to his testimony (EXHIBIT G). > OIT has high productivity rate. > Talks about various programs at OIT. > There are currently approximately 2,600 total students at OIT. > Bringing in professionals from communities for lectures and seminars. > There is a minimum of 12 FTE plus additional lab hours.

REP. WHITTY: Is there a difference between keeping up to date and engaging in research?

INGS: The mission of a research institution is to push the boundaries of new knowledge. Our focus is on preparing technologists and keeping the faculty current with state-of-the-art technology. We don't create it, we use it.

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022 HENRY SAYRE, OSU Associate Professor of Art, and Ed-Net coordinator: Our greatest existing resource is research. Explains how he integrates his research into the classroom. > Teaching students how to think and be able to solve problems is what it is all about.

093 JANE LESSER, OSL: Shares the same concerns as expressed by Sen. Trow earlier.

110 RYAN DECKART, senior at U of O: Reviews the list of criteria on last page of their handout (EXHIBIT H) to be applied to recommendations for increasing faculty productivity.

CHAIR OAKLEY: Are you willing to pay higher tuition for these things?

DECKART: Our tuition is the second highest in the west. I would take

on another job in order to pay my tuition.

REP. WHITTY: It use to be the case that professors went to the schools where they had less time in the classroom, more time to do research and higher salaries. Now other states are just about as bad off as we are or worse.

201 DECKART: Refers to information in the book that shows professors are paid less and having to teach more than peer institutions.

REP. WHITTY: Either we get more out of what we got or we have to start eliminating programs.

232 KATHY NEIER, junior at OIT: We need to realize the effectiveness of what we are getting. How successful are the students being produced out of the system?

LESSER: Teaching environment goes beyond classroom hours and increasing the class load increases amount of work the professor has outside the class.

272 REP. PATTI MILNE: Refers to list of average faculty salaries and points out that there are several factors to consider including the cost of living in a particular area.

294 DR. DONALD WOLFE, associate professor of English, EOSC: Reviews the Writing Across the Curriculum program objectives listed in his handout (EXHIBIT I). > Refers to information in handout concerning the Oregon Writing Project. > Normal teaching load is 12 credits, three or four courses for the quarter.

REP. SCHOON: What about research at EOSC?

WOLFF: EOSC professors have been increasingly productive in research. It has a direct impact on our ability to teach effectively so students with degrees from EOSC can be as competitive as those from other schools. Faculty is frustrated they do not have more time to devote to research.

400 DR. PAUL ENGELKIND, Department of Chemistry, U of O and vice president of the Interinstitutional Faculty Senate (IFS): Reviews his testimony (EXHIBIT J) concerning the activities of the IFS and makes several points in regards to proceeding with the recommendations from the BARC report, deciding on priorities for funding and considering the outcomes of several studies.

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042 ENGELKIND: Points out that changes will not be easy and refers to quote in his handout concerning higher education in Oregon.

065 ROBERT LARISON, dean, School of Administrative Studies, EOSC: Budget reductions have caused us to look at what we do and how we do it. > Explains how use of technology will allow them to do things better and cheaper. > Teaching traditional courses with the instructor as the center of knowledge is not possible when using technology because it requires the instructor to be a facilitator. Trying to transfer some of the responsibility of the faculty member to the student. > Trying to cope with increasing student numbers and maximizing audio, video and computer technology to provide more resources for faculty to use.

180 STEVE RENO, provost, SOSC: Looking at streamlining course requirements, reducing number of committees faculty members serve on and reinvesting faculty time with other efforts, working with colleagues to jointly define requirements for Certificate of Advanced Mastery and increasing management control and accountability by using Faculty Professional Activities Plan (EXHIBIT K). > Hopes to have progress report on the project in one year.

240 CRAIG WOLLNER, PSU faculty member and president of PSU Chapter of American Assn. of University Professors: Reviews his testimony explaining why higher education has historically been a balance between teaching and research (EXHIBIT L). > Emphasis the need to test values on which changes are made. > Since 1990, PSU has been working under paid promotion and tenure guidelines that emphasize the value of teaching. > Teaching is re-enforced by the research we are asked to do and want to do.

292 MARJORIE BURNS, PSU faculty member, president of Inter-Institutional Faculty Senate (IFS): IFS represents about 3,500 faculty throughout the state. > Reviews her written testimony (EXHIBIT M) which points out areas where there could be improvements in the state system: less fragmentation of the work day, blocking time better, sharing faculty resources with other institutions, better student interaction, teacher preparation and community services. > Explains how she works with students in writing papers.

410 BILL BRANDT, OSU professor: Suggests having people who know what they are doing in the front office so the productivity of professional personnel is maximized. Total quality management has addressed some of the problems in higher education. > Reviews a list of suggested legislation in his handout (EXHIBIT N) for improving productivity of faculty in the OSSHE.

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040 BRANDT: Continues his testimony concerning ways to improve productivity. > Attached to testimony is list of desirable traits of college and university executives.

098 NANCY ROSENBERGER, assistant professor, OSU: Reviews list of ways to gain productivity including a system of points (EXHIBIT O).

181 CHAIR OAKLEY: Talks about a legislative productivity group that has been visiting campuses and refers to a report that will be produced and available at a later date. > Adjourns meeting at 4:15 p.m.

Reviewed and submitted by:

Carolynn Gillson Assistant

EXHIBIT LOG: A - Testimony on HB 2468 - Rep. Ted Calouri - 1 page B - Testimony on HB 2468 - Larry McClellan - 1 page C - Testimony on HB 2468 - Susan Sullivan - 1 page D - Testimony on HB 2468 - Hood River County School Dist. - 1 page E - Testimony on Higher Education Productivity - Sen. Jeannette Hamby - 9 pages F - Testimony on Higher Education Productivity - Judith Ramaley, PSU - 10 pages G - Testimony on Higher Education Productivity - David Ings, OIT - 18 pages H - Testimony on Higher Education Productivity - Oregon Student Lobby - 18

pages I - Testimony on Higher Education Productivity - Donald Wolfe, EOSC - 3 pages J - Testimony on Higher Education Productivity - Paul Engelking, U of O - 2 pages K - Testimony on Higher Education Productivity - Steve Reno, SOSC - 3 pages L - Testimony on Higher Education Productivity - Craig Wollner, PSU AAUP - 2 pages M - Testimony on Higher Education Productivity - Marjorie Burns, PSU - 5 pages N - Testimony on Higher Education Productivity - Bill Brandt, OSU - 6 pages O - Testimony on Higher Education Productivity - Nancy Rosenberger, OSU - 1 page