

SENATE COMMITTEE ON EDUCATION

February 4, 1993 Hearing Room 343 3:00 p.m. Tapes 10 - 12

MEMBERS PRESENT: Sen. Catherine Webber, Chair Sen. Ron Cease Sen. Shirley Gold Sen. Paul Phillips

MEMBER EXCUSED: Sen. Stan Bunn, Vice-Chair

VISITING MEMBER: Rep. Mike Burton

STAFF PRESENT: Jan Barga, Committee Administrator Julie Mušiz, Committee Assistant

MEASURES CONSIDERED: Informational Meeting

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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 10, SIDE A

005 CHAIR WEBBER: Calls meeting to order at 3:12 p.m.

019 JERRY FISHER, HEWLETT-PACKARD COMPANY: Submits and summarizes written testimony (EXHIBIT A).

120 SEN. CEASE: Do you have any proposals on how we can raise the money to re-train our teachers?

123 FISHER: No, nothing specific. The business community has always been behind a total reform of the tax system.

129 CHAIR WEBBER: How many teachers do we have in Oregon? How much will it cost?

130 JOHN DANIELSON, OREGON EDUCATION ASSOCIATION: 30,000 teachers or \$30 million.

135 FISHER: Continues testimony, (EXHIBIT A).

181 SEN. PHILLIPS: Unless there's money available, we should put a stop to the Oregon Educational Act for the 21st Century (HB 3565) right now.

There isn't enough money to do what's there today, let alone what's in that bill. I think we're going through a joke. What is your response?

199 FISHER: That's a loaded question. We are willing to assist to move a new tax system forward when the time comes. There's a good part of this bill that can continue without additional revenue. Many of these

programs are already in existence in model school districts around Oregon. We just need to move them around the state.

221 SEN. PHILLIPS: You can't do anything in the public sector without spending money. Nothing is for free. If you have some specifics within

this list, I'd love to see them. But before we could do anything you've suggested, we'd need to suspend collective bargaining, take over the

operations of most school districts and mandate them as if they were our employees.

244 FISHER: We both know there are some innovative curriculum programs that don't cost any more money than most programs. The business community is trying to get more involved in such programs. We do need to address

this finance situation.

260 SEN. GOLD: We will be forced to leave here with a budget based on existing revenues. Any tax plans we devise need the support of the

constituency.

305 FISHER: The business community is ready and willing to assist with this problem. We all realize that if we don't improve our education program

the economy will be in worse shape in the future.

317 CHAIR WEBBER: In order for major change to happen, we need a critical mass of 20% of the people. How is the business community preceding with this part of their responsibility?

327 FISHER: There are several programs trying to affect change: the business education contacts, for example. The Superintendent's office

has spent hours explaining this bill.

350 CHAIR WEBBER: Would you describe what the new graduate will look like 20 years from now.

358 FISHER: It's difficult to tell. Technology is changing quickly. Within three to five years we need to enroll new engineers in more

schooling because the technology has changed so much. Twenty years from now it will require a college degree.

396 CHAIR WEBBER: Is there a different configuration of skills

they'd need?

398 FISHER: They need analytical skills.

403 CHAIR WEBBER: Can you teach analytical skills?

404 FISHER: Yes, but you need to teach differently. They need some problems solving skills and critical thinking skills.

422 SEN. CEASE: You've indicated that most of your employees have college degrees. What's missing from their skills in terms of what you need

from your employees?

440 FISHER: We are after the top graduates. At the lower levels we find that these people do not have the critical problem solving skills, or

experience working in teams.

480 SEN. CEASE: What about the social skills? Do they have problems?

485 FISHER: This is an area that they are lacking. And of course diversity skills as well.

Tape 11, Side A

033 JULIE BRANDIS, ASSOCIATION OF OREGON INDUSTRIES (AOI): I'd like to address the money issue. AOI has done some polls addressing public

opinion on tax reform. Those results will be made available to you.

049 SEN. GOLD: The public needs to understand what will occur budget-wise if there is no revenue available. There's two approaches to this

revenue problem. One is to find out where the public is and leave it there. The other is to educate the public to the need. I like the latter view.

073 SEN. PHILLIPS: Let me rephrase that. Is it your suggestion that all public policy should be driven by public opinion?

082 BRANDIS: I don't think so.

083 SEN. PHILLIPS: Then why are we polling what the public feels and waiting for the "right time" to step forward? We're waiting for the two lines to cross but what happens if they never cross?

066 BRANDIS: My thought is that poles help provide direction, not set public policy. Distributes and summarizes contents of packages

involving the work AOI has done over the last 5 years (EXHIBIT H,

INCLUDES OVERSIZED EXHIBITS H-1, H-2). Summarizes written testimony, (EXHIBIT C). AOI feels that education stimulates everything. I would like to reaffirm support for HB 3565. I understand Sen. Phillips concern about funding, but that's not a reason to take this bill off the books.

215 SEN. PHILLIPS: You made the comment that your workforce appears to lack the ability to work as a team.

221 FISHER: Entry level people have not had the opportunity to work in teams, which we require.

225 SEN. PHILLIPS: As we eliminate sports programs in the school system, I wonder if your problem will be exasperated.

234 FISHER: I don't know how to answer that. We tend to bring people together in sports team, but not in the classroom, learning to solve a

problem as a team.

244 SEN. PHILLIPS: Is that a K-12 issue or is that indicative of higher education?

247 FISHER: It's a preschool situation. We must teach them at a you age.

252 CHAIR WEBBER: In regard to the 20% critical mass needed to affect change, what is AOI doing in working with your membership to bring

support for these changes?

261 BRANDIS: Not nearly enough. All these videos have gone to our members, the schools, and companies throughout the nation. We try to get our

members to work with communities, but we don't always get the response we need.

287 SEN. PHILLIPS: There are approximately 71,000 small businesses in Oregon. How many are in you membership?

294 BRANDIS: It's changing rapidly. We have 1200 primary members and 14,000 associate members that are primarily small businesses.

302 SEN. PHILLIPS: So there's 55,000 other employers out there that aren't being touched. What are you doing to link up with them?

307 BRANDIS: We're working with the press. I really haven't been working that hard on that issue.

316 SEN. CEASE: On the tax issue, as long as you have an initiative system, you need some general agreement between the two houses or a group

supporting the referendum. Does it make sense to put any restriction on the ballot unless we have all the major interest groups on board?

343 FISHER: I agree with you. That's why we feel tax reform must deal with education.

360 BRANDIS: I think we are willing to work with the majority of people feeling strongly about a package.

370 SEN. CEASE: If you have a tax package with a major group opposing it, anyone can kill it if they want to. The only chance you have is to

educate them and figure out compromises between these groups. Do you think that's possible?

393 FISHER: I hope so.

421 MIKE BURTON, OREGON STATE REPRESENTATIVE, DISTRICT 17: Gives educational background.

Tape, 10, Side B

041 REP. BURTON: Gives student profile of Marylhurst College. Talks about continuing education programs provided at Marylhurst. We talked not

about "continuing education" but about "continuous education." We needed to change some thinking by offering courses in the evening and on the weekends. We were operating on two concepts: assessment and "acceptment." You integrate the programs necessary to deliver important skill trades. A private institution has the flexibility to respond to the needs of the students without the bureaucracy of the state schools. If we could destroy the bureaucratic system of education and deliver it so people could find fundamental skills, we'd be better off.

223 SEN. PHILLIPS: There's definitely a niche to provide such services. That needs to be balanced by the fact that public colleges are very

political organizations. Put that together, there will be a natural tendency to protect turf. Is there anything you could suggest from a policy perspective to streamline the system?

251 REP. BURTON: I'm a strong supporter of the public school system. We should start to operate on a 25 hour basis to give people greater

access. We're locked into numbers too much. There are several things we can do that requires a paradigm shift in what we think. We could

provide some sort of deal where a professor can split his time between institutions.

318 SEN. PHILLIPS: What do we need to do to facilitate access to the newer institutions?

327 REP. BURTON: Marylhurst is running out of space so we operate on a 24 hour basis. At the major institutions there could be a sharing of resources and facilities.

359 CHAIR WEBBER: You have some exciting ideas. Is there a forum where the private and public sector of education get together and discuss the future of education?

366 REP. BURTON: In the Portland area there is. The sharing comes with the institutional resources.

417 DOREEN DAILEY, OREGON COMMUNITY COLLEGES ASSOCIATION: Submits and summarizes written testimony (EXHIBIT D).

Tape 11, Side B

096 DOUG BENNETT, OREGON INDEPENDENT COLLEGES ASSOCIATION: I think the goals of HB 3565 are attainable. Within the framework of the bill we

can strengthen the education of all Oregonians. Talks about benchmarks and greater emphasis on college education. I think this state needs better preparation in education for both those that go and those that don't go onto college. My worries about the Certificate of Advanced Mastery (CAM) are two. First, the Department of Education is basically vocationalizing the final two years of high school. Education should be context and example rich. Second, there's been little consultation with the Department of Education and those involved with higher education about the nature of education. I'd urge that we put a focus on outcomes on what we want people to attain, that we have more consultation, and that we give the schools local control on how to attain those outcomes.

205 SEN. GOLD: I think it would be valuable if you put your critiques in writing and see that we get them.

217 BENNETT: I will see that you get them.

221 SEN. GOLD: Last session we made some significant amendments to this bill. We're just now starting those consultations. I think there's

plenty of opportunity to have the input you're concerned about.

240 BENNETT: I think the Scans Report provides framework for thinking about the kinds of outcomes we're talking about.

253 SEN. GOLD: Sen. Trow and Sen. Roberts had some serious reservations about that aspect of the bill.

265 SEN. PHILLIPS: If you could point out three or four things we could look at from a policy perspective, please share those.

280 BENNETT: I'm a supporter of public/private cooperation in higher education. The library project we're working on in Portland is

important for making other ventures work.

297 SHIRLEY CLARK, OREGON STATE SYSTEM FOR HIGHER EDUCATION: Submits testimony, (EXHIBIT E).

388 JEAN ROBINSON, DEAN, SCHOOL OF EDUCATION, EASTERN OREGON STATE COLLEGE: Discusses programs available at EOSC that are the programs of other

state colleges.

408 CHAIR WEBBER: Why aren't these your programs?

410 ROBINSON: We're too small to operate and administer a nursing program. It's more efficient to offer OHSU's nursing program cooperatively.

423 CHAIR WEBBER: So the overhead or administrative caretaking is too specialized to have it satelited out.

428 ROBINSON: There's no need to have a Dean of Agriculture at EOSC when we can share one with OSU. Describes fifth year internship program

cooperated with other colleges.

Tape 12, Side A

061 BOB EVERHART, DEAN, SCHOOL OF EDUCATION, PORTLAND STATE UNIVERSITY: Reviews portrait of educators, (EXHIBIT E). We've put together a

Professional Development Sight that focuses on the development of new teachers, the re-training of existing teachers and the training of inquiry skills to teachers. This is the idea we're working on.

118 CLARK: These are examples of how the delivery system and relationships are changing. We'd also like to show how the content is changing.

123 WAYNE HAVERSON, DIRECTOR, SCHOOL OF EDUCATION, OREGON STATE UNIVERSITY: We've begun a planning process to meet the needs of professional and

technical educators in the state. We need to re-train educators to meet the needs of all students. Describes plan for future education at PSU.

185 CRAIG WOLLNER, AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS: Submits and summarizes written testimony, (EXHIBIT F). 258 JEAN STOCARD, AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS: Submits and summarizes written testimony, (EXHIBIT G). Discusses need of the up to date professors in the education of students.

330 CHAIR WEBBER: Adjourns meeting at 5:15 p.m.

Submitted by:

Reviewed by:

Julie Mušiz
Administrator

Jan Barga Assistant

EXHIBIT LOG:

A - Written testimony, Jerry Fisher, 6 pgs. B - Oregon Business Council Report, Jerry Fisher, 35 pgs. C - Written testimony, Julie Brandis, 6 pgs. D - Written testimony, Doreen Dailey, 4 pgs. E - Written testimony, Shirley Clark, 2 pgs. F - Written testimony, Craig Wollner, 2 pgs. G - Written testimony, Jean Stocard, 4 pgs. H - AOI pamphlets, Julie Brandis,

OVERSIZED EXHIBITS:

H-1 - Videotape, Julie Brandis H-2 - Videotape, Julie Brandis