

Inter-Institutional Faculty Senate

Report to the UO Senate Wednesday
8 April 2009 by
University of Oregon IFS Senator Peter B Gilkey

I am going to attach to this cover page several documents:

1. Undergraduate Program Demand (Draft Document)
2. Undergraduate Class Size (Draft Document)
3. Tuition Policy Workgroup Guiding Principles (Draft Document)
4. Common Admissions Process.

I solicit your feedback on the first 2 documents within the next 2 weeks so that I can transmit it to the May meeting of the State Board of Higher Education where these draft documents will likely be considered. What I am primarily interested in are technical observations you might want to make – there is always the law of unintended consequences. For example concerning the Undergraduate Program Demand draft, one could note that there might be several degree programs within a single major that are closely related and which sum to more than 5 students but which individually might look small. And concerning the Undergraduate Class Size draft, one could have a 4/500 class with 8 undergraduates and 8 graduates that would only count as 8 undergraduates. Other examples are welcome! While you are welcome to react philosophically to the desirability of such policies, it is clear that the OUS system IS going to be forced to implement policies along these lines and my primary goal is to ensure that the Board is as well informed as possible. The other two documents are provided as a “For your information” – comments on them are most welcome as well. Finally, the budgetary situation is changing so rapidly that there is no point in my making a report on what I learned at the last Friday (April 3) Board meeting as it will certainly be out of date by this Wednesday (April 8) Senate meeting.

To turn to another matter. The UO Senate will be holding elections for the UO-IFS Senators at our May 13 meeting. The Committee on Committees has solicited nominations through the “committee cards” and there are several candidates, but I urge you if you are interested in serving on the IFS or if you know someone who would make a good IFS Senator and who is willing to run and if elected serve to let me know (in my capacity as chair of the CoC) so the net can be cast as widely as possible.

Respectfully submitted



Peter B Gilkey
UO InterInstitutional Faculty Senator
Chair of the Committee on Committees
Professor of Mathematics, University of Oregon

Undergraduate Program Demand

The Provosts' Council will review annually the number of bachelor's degrees awarded in all undergraduate programs offered by each university. For programs that award fewer than 5 bachelor's degrees at the institution in a given year, the institution provost will provide a report to the Council that addresses:

1. The degrees and enrollment trends of the program for the most recent five years;
2. The connection of the program to the institution's mission and strategic priorities;
3. The program's relationship to the institution's general education requirements;
4. The faculty resources needed to offer the program relative to the program's enrollment;
5. Potential changes under consideration for the program;
6. Any other contextual information that would help to understand the relatively low demand.

The Provosts' Council will prepare a report from the individual institution submissions and present the report each year to the Board of Higher Education.

Nothing in this policy should be construed as supplanting ongoing reviews that take place at an individual institution.

Undergraduate Class Size

Unless a compelling educational reason exists, no undergraduate lecture course offered for credit and enrolling fewer than ten students will be scheduled. It is recognized, nonetheless, that some electives and required sequences in specialized curricula may make it necessary to offer classes below the standard of ten students. The responsibility for determining whether a compelling educational reason exists for a particular class and for approving exceptions to this policy will be exercised by institution presidents through their provosts/chief academic officers. Each university will provide an annual report to the Provosts' Council regarding exceptions approved.

Certain instructional formats are intended for sound pedagogical reasons to enroll fewer than ten students. Such courses may include seminars, thesis, laboratory or discussion sections, reading and conference, independent study, music performance, individual research, senior project, and internship courses. These courses, as well as those offered exclusively online, are excluded from this minimum class size policy.

Because of the individualized nature of graduate study, no specific standard related to class size is proposed at the post-baccalaureate level.

This policy supersedes the former policy on class size adopted by the Board on April 25, 1962.

Draft
Tuition Policy Workgroup Guiding Principles

The Legislative Assembly declares: "...that higher education for residents of Oregon who desire it and are qualified to benefit from it is critical to the welfare and security of this state and this nation and consequently is an important public purpose. [1993 c.240 §3]"

In the early years, higher education was a privilege of only the very gifted and affluent. Over time, these qualities drove American society to redefine the goal of higher education, which became in Clark Kerr's (1982) words, "to serve less the perpetuation of an elite class and more the creation of a relatively classless society, with the doors of opportunity open to all through public education."

In agreement with the Legislative Assembly and with the goal of re-gaining a social compact via increased State support to improve access, affordability, and quality education for the people of the State of Oregon, the Tuition Policy Workgroup seeks to establish the following guidelines.

Guiding Principles:

When setting Undergraduate tuition rates, the following factors shall be considered:

1. Maintaining and increasing access for qualified Oregonians to be educated at Oregon University System (OUS) institutions.
2. Maintaining and increasing affordability for students through both support and advocacy for state funding and need-based aid.
 - a. Ensuring no student is deterred from enrolling at a participating campus or in a particular major due to tuition pricing.
 - b. Program demand and the salaries in the field upon completion of education should only be considered when setting differential tuition so long as need-based aid is available to avoid the cost of a particular major becoming an impediment to degree choice.
3. Nonresident undergraduate students should pay a larger share of instructional costs than resident students when the market allows. Nonresident rates should be competitive with those charged at peer institutions and sensitive to institutional nonresident enrollment changes and objectives.
4. Pricing tuition should be moderate and predictable and managed such that the quality of the education is not compromised to the extent this is feasible. Where budget resources are not sufficient to maintain quality, supplemental tuition increases should assist in redressing the imbalance between needs and resources.

5. Maintaining and managing institutional financial viability by balancing the aforementioned principles, access (participation), affordability, and quality with tuition pricing.

Considerations

When setting tuition rates, OUS Institutions and the Board in consultation with student leadership should consider:

1. Level of State funding – this is the primary and critical factor
2. Institutional mission
3. Sustain quality of the academic programs and student experience
4. Institutional accessibility (size, location, program mix, capacity)
5. Peer/Competitor rates
6. Program cost
7. Value of degree, salaries in field, program demand and institutional capacity

It is a goal of the Board of Higher Education that as a matter of prudent fiscal and educational policy, state appropriations should, at a minimum, strive to provide at least 50 percent of the costs of an undergraduate education for all qualified Oregonians.



Oregon
University
System

Oregon University System Common Admissions Process

Update for Oregon State Board of Higher Education

Joe Holliday, Assistant Vice Chancellor for Student Success Initiatives

April 3, 2009

1. All Oregon University System institutions are in the process of adding the following question to their 2010-2011 admission application forms, accompanied by an authorization for release of information: "Would you also consider admission to other Oregon University System institutions?"
2. OSU Information Services will be working first with technical Admissions office staff, to facilitate local modifications to accommodate business processes requiring access to the new application data. Admissions directors and enrollment management leaders on each campus will participate in defining data elements and the form of the PDF that is created from the data.
3. Chancellor's Office staff, working with the above-mentioned groups, will develop the mechanics of the common admissions process, with the end result that students will be admitted and aid-packaged at other schools to which they are admissible, prior to receiving a denial letter from their first choice school. This will require simultaneous review of applications by two or more schools, to ensure timeliness for all involved. However, the "gatekeeper" will be the university making the denial decision.
4. Students offered admission in this common admissions process will not be charged additional application fees beyond those paid to universities to which they have applied directly.
5. Students will be admitted through this common admissions process beginning in the 2010 Fall term.