

CHAIR ROBLAN AND MEMBERS OF THE COMMITTEE,

FOR THE RECORD MY NAME IS JEFF DENSE, PROFESSOR OF POLITICAL SCIENCE AT EASTERN OREGON UNIVERSITY AND PRESIDENT OF THE INTERINSTITUTIONAL FACULTY SENATE (IFS). WE REPRESENT THE FACULTY OF OREGON'S PUBLIC UNIVERSITIES.

THERE ARE SEVERAL ISSUES WITH SENATE BILL 84'S LANGUAGE THAT INHIBIT ITS POTENTIAL EFFECTIVENESS. SB 84'S STIPULATES "FACULTY AT POST-SECONDARY INSTITUTIONS OF EDUCATION WILL COLLABORATE WITH TEACHERS IN SCHOOL DISTRICTS TO ENSURE THE *QUALITY* OF THE ACCELERATED LEARNING PROGRAM AND TO ENSURE THE ALIGNMENT OF THE CONTENT, OBJECTIVES AND OUTCOME OF INDIVIDUAL COURSES." THIS PROVISION RAISES A RANGE OF ACADEMIC QUALITY AND WORKLOAD-RELATED ISSUES THAT ADVERSELY IMPACT SB 84'S ABILITY TO BENEFIT THE BEST INTERESTS OF OUR MOST VALUABLE RESOURCE-OUR STUDENTS-.

FIRST, A NUMBER OF OREGON'S PUBLIC UNIVERSITIES HAVE LEGALLY BINDING COLLECTIVE BARGAINING AGREEMENTS PROTECTING THE BEST INTERESTS OF BOTH FACULTY AND THE INSTITUTION. SB84'S CURRENT LANGUAGE LACKS SPECIFICITY AS TO HOW FACULTY PARTICIPATION IN ACCELERATED LEARNING PROGRAMS, ESPECIALLY DUAL CREDIT, WILL BE INTEGRATED INTO THE CONTRACTUAL WORKLOAD OF PUBLIC UNIVERSITY FACULTY IN OREGON.

SECOND, SENATE BILL 84'S DUAL CREDIT PROVISIONS HAVE THE POTENTIAL TO ADVERSELY AFFECT ACADEMIC QUALITY AT

OREGON'S PUBLIC UNIVERSITIES, AS FACULTY MAY CONFRONT THE NEED TO DEDICATE MORE AND MORE TIME TO ACCELERATED LEARNING ACTIVITIES AT THE COST OF THEIR CURRENT STUDENTS. "ENSURING THE QUALITY OF ACCELERATED LEARNING PROGRAMS" WILL BE A TIME INTENSIVE ACTIVITY. HENCE, A THOUGHTFUL CONSIDERATION OF THE OVERLAY BETWEEN SB84'S GOALS AND THE FACULTY RESOURCES NECESSARY FOR ITS SUCCESS ARE IN NEED OF FURTHER REFLECTION AND REFINEMENT.

SENATE BILL 84 RAISES SEVERAL OTHER ISSUES INCLUDING, BUT NOT LIMITED TO, THE ABILITY OF SMALL RURAL SCHOOLS TO DELIVER THE STIPULATED NUMBER OF COLLEGE CREDITS ON A REGULAR BASIS, THE MECHANICS OF THE APPROVAL PROCESS FOR HIGH SCHOOL TEACHERS THAT ARE PART OF AN ACCELERATED LEARNING PROGRAM AND MOST IMPORTANTLY, THE LACK OF A FUNDING MECHANISM FOR THE PROPOSED SUPPLEMENTAL ACCELERATED COLLEGE CREDIT FUND. EACH OF THESE ISSUES HAS THE ABILITY TO ADVERSELY EFFECT ACADEMIC QUALITY IN HIGHER EDUCATION, A VALUE THAT ALL MEMBERS OF IFS HAVE MADE A SOLEMN OATH TO UPHOLD.

WHILE IFS GREATLY APPRECIATES THE LEGISLATURE AND OEIB'S ATTEMPT TO ADDRESS COLLEGE READINESS AND PREPARATION IN AN INNOVATIVE MATTER, WE WOULD SUGGEST AN EXPANSION OF SUPPORT FOR ADVANCED PLACEMENT AND INTERNATIONAL BACCALAREATE PROGRAMS, MAY BE A MORE EFFECTIVE OPTION TO ADDRESS COLLEGE READINESS AND PREPARATION IN OREGON. ENHANCING TEACHER PREPARATION SUPPORT FOR AP COURSES,

AND PROVIDING SCHOLARSHIPS FOR STUDENTS TO ENGAGE IN INTERNATIONAL BACCALAUREATE TESTS, HAVE THE POTENTIAL TO AVERT SOME OF THE UNINTENDED CONSEQUENCES ASSOCIATED WITH SB84.

THE INTERINSTITUTIONAL FACULTY SENATE FIRMLY BELIEVES IN THE CENTRALITY OF THE OVERARCHING PRINCIPLES OF ACCESS AND AFFORDABILITY IN THE PURSUIT OF THE STATE'S AMBITIOUS 40/40/20 GOALS. HOWEVER, THE CURRENT DRAFT OF SENATE BILL 84 ATTEMPT TO SIGNIFICANTLY IMPROVE COLLEGE READINESS FOR FUTURE OREGON STUDENTS IN A COST EFFECTIVE MANNER THAT PROTECTS THE BEDROCK PRINCIPLE OF ACADEMIC QUALITY IS IN NEED OF FURTHER REFINEMENT

THANK YOU FOR YOUR TIME, AND I WOULD BE GLAD TO ANSWER ANY QUESTIONS YOU MAY HAVE.