

# Interinstitutional Faculty Senate

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*School of Dentistry 606  
Oregon Health & Science University  
Portland, OR  
Friday, June 5, 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):** Michael Bleigh (OHSU School of Nursing), Jack Clinton (OHSU School of Dentistry), Lesley Hallick (OHSU Provost), Dalton Miller-Jones (OUS Board), Robert Turner (OUS), Rosemary Powers (OUS)

IFS President Gilkey called the meeting to order at 12:55 PM and asked all IFS members to introduce themselves to Michael Bleigh, Dean of the OHSU School of Nursing.

## **Michael Bleigh, Dean, OHSU School of Nursing (1:00-1:55)**

Bleigh has been at OHSU since August. He came here from the University of Kansas, where he was an associate dean for twelve years, responsible for clinical and community affairs. He was the first nurse to be appointed a chair in Kansas' School of Medicine--chair of Health Policy and Management. The breadth and depth of its programs were part of what attracted him to OHSU.

Earlier in his career, he was chair of a nursing program at a small liberal arts college in Northern Wisconsin. He taught in an off-campus degree completion program, coordinating nine different sites. The college previously had been a Servite college, which intentionally recruited underrepresented and underdeveloped students. The student body was over 60% minority. He worked with lots of Native Americans.

He shared some of his observations at OHSU. He thinks OHSU has done a very good job on many levels. He is proud of the nursing faculty for its statewide curriculum. Nursing is a complicated field with multiple entry points into the discipline. Nurses in the United States are the lowest-educated nurses in the world. In other countries, the baccalaureate degree is the minimum qualification. When we have workforce shortages, we lower the academic qualifications to get people through more quickly. Yet academic background has been demonstrated to reduce death and morbidity. Education plays a very important role.

There has been an 80,000% increase in knowledge in health care since 1970, based on the number of published articles in health-care-related nursing publications. We live in a time of rapid acceleration of knowledge, when people are as fractured in our society as they've ever been, un- or underinsured, living longer with chronic disease. When they enter the system, they don't want to be killed due to medical errors. Medicine has not done a very good job of being successful for the cost.

Nursing has to fit into a paradigm shift. Technology has been a burden for nursing, pulling nurses away from patient care. Nurses record lots of details but are losing the person. We talk about holistic care, framing of nursing, goal of nursing as health promotion and prevention as well as managing disease. Underpreparing our nurses leads to daunting challenges.

The OHSU School of Nursing is a national model for trying to move from content exploitation (shove more content at students) to developing the OCNE curriculum that's concept-based. They are reframing nursing education to a concept-based approach—a primary way to sustain ability to function in knowledge-developing culture. Getting faculty to move to a concept-based approach is difficult, because we teach as we were taught. The concept-based curriculum puts us in a position to use social networking and other kinds of tools to connect people globally.

Bleigh has been appointed to the Institute of Medicine and the Robert Wood Johnson Foundation study on the future of nursing.

OHSU has very high academic standards. Nursing education requires human contact, not 1000 people in a lecture hall. They do what they can with simulation, which is great for teaching and learning skills and contextualizing the experience.

Bleigh talked about some of his disappointments. Not all students are getting the technology experiences they need. They should be doing knowledge retrieval from their first freshman class. They come in with tech competencies that most faculty don't have, but they are behind on integrating knowledge retrieval and management with data entry. Faculty are still teaching data entry. He's advocating that we need fewer buildings and more technology. Most faculty don't need to assemble in traditional ways anymore. Proprietary schools are modeling the new way and taking some of our prime populations away from us. We need to be more proactive and look at other ways of learning instead of continuing to invest in structures.

He commented on the role of learning and a liberal arts education. Most of their students want more intensive work for shorter period of time with total immersion. They are used to intensive, focused work. He thinks liberal arts education is happening in ways that don't involve our institutions, e.g. traveling overseas. In nursing and health care, we need people with perspectives from arts and literature, which will allow nurses to contextualize holistic care. Exposure to humanities develops a holistic view. They want students to have both the sense of being creative and knowing where to look and what to draw on. They are getting skilled at short writing, e.g. Twitter. We have to adapt.

They will focus on competencies. Most students want a sense of purpose; they want to know what something is going to do for them.

He loves that the School of Nursing is embedded in a variety of types of institutions, which are all very different yet very similar. We focus on differences but probably should focus on similarities.

Their students are similar in intellectual capacity but have different backgrounds. They need various types of institutions.

They have an increasing number of students doing the accelerated program, a program for students with baccalaureate degrees who are returning for a nursing degree.

Another challenge: Oregon is a state filled with history and politics, with a huge emphasis on the mental model of everything being equitable. What's fair often is not what is equitable. There isn't a good sense of how things should be prioritized. He struggles with that as he coordinates five campuses. Everyone wants everything to be the same, but each place has different needs. Because of regional politics, OHSU created 3 schools of nursing with a shared curriculum rather than one school of nursing.

He is charged with making sure the health care needs of Oregonians are met. They can't build a research infrastructure on every campus. Some previous investments were made in the name of fairness but didn't make sense. At different times, they have to focus on different areas at the expense of other areas. He is trying to ensure that students, regardless of where they're located, have faculty available who are best able to help them.

Nursing education is very expensive. Ratios are mandated to protect patient safety and human rights. Most schools couldn't have nursing programs on their own.

The culture is shifting. Rather than focus on regionalization (Klamath Falls faculty vs. SOU faculty vs. ...), we need to model collaboration and develop integrated learning communities, e.g. a community focused on global health. These communities would connect people who are passionate about a topic; practitioners would talk to researchers and vice/versa.

He thinks higher education is being criticized by some in society for not being flexible enough. Too many of our structures are impeding sense-making. He wants faculty to own the curriculum and the learning experience. Some prefer directors who are responsible, with faculty like renters and lots of layers of approval. He wants to reduce layers of approval, which means that faculty have to be owners, not renters. He wants a matrix, shared decisions rather than linear decisions.

He is working on some unusual partnerships. He has a background in academic service development. He is working on a partnership with the US military, which has graduate education but not undergraduate. He argues that the military shouldn't start an undergraduate program but instead work with schools to provide that. He needs to create capacity, including at regional programs. This partnership would bring families to communities. The military has the most diverse nursing population, so the partnership would increase diversity in programs. It would also provide a stable funding source outside of the state budget, because we are too dependent on state dollars. He could get doctorally-prepared faculty who would serve the last 2-3 years of their military careers in communities near the local campuses.

## Discussion

Oregon has a history of "cheap progressivism." Oregonians favor anything progressive as long as it doesn't cost any money. Anything that costs money is a problem.

Ayers commented that at one time, there was discussion about SOU criminology partnering with the OHSU School of Nursing in forensics.

Oregon is a role model for being a cost-effective place to live. He's concerned about out-migration. He doesn't believe that education is valued here enough to allow us to compete effectively. He is concerned about brain drain and the kinds of industries we are capable of attracting. Oregon seems to be moving in the wrong direction rather than believing that education is an investment. We have a mental model of scarcity rather than investment.

New medical building at OIT: Most nurses live within about 30 miles of where they are educated. If you want nurses in your community, you need to educate them there. You won't get doctors if you don't have nurses. To attract industry, you need good schools and good health care.

People don't start in nursing intending to be educators. The highest-educated nurses aren't going into academic research but working in health care or industry. Nurses can make corporate wages instead of academic wages. Nursing doesn't fully appreciate the benefits of being an academic. Salaries are compressed, but the benefits package in academe is good relative to the corporate world. Those benefits, however, come to fruition over mid- to long-term careers. People don't think of their careers in the long term. We could pay an instructor what an associate professor would make and still not be at the level of the marketplace. We need to consider some fiscal incentives, e.g. loan reimbursement, academic/service partnerships with split salaries.

How is OHSU affected by the budget crisis? We don't really know for sure. How has the School of Nursing been affected? It has found savings by looking for improvements to the system. Because they haven't functioned systemically before, they have been able to manage cuts without too much pain. They can't shut down and restart in 2 years. The ethical aspects are challenging, because no matter what is cut, it will have a huge, negative social impact to state. He thinks they're being treated fairly, but it may not appear to be equitable. They have multiple, complicated funding streams.

## **Jack Clinton, Dean, OHSU School of Dentistry (1:55-2:50)**

He was born in Oregon, went to high school in Lakeview, and attended the University of Oregon. He officially retired a few years ago.

Quick overview of how the School of Dentistry is structured: The School of Dentistry is a small family within OHSU. Its mission is service, research, and education. They admit 75 students per year. It takes 4 years to get through the predoctoral program. Dental education is very facility-dependent: They have to create a treatment operatory for every student, as patient care accounts for about half the curricular time. Dental education provides residency within the program rather than afterward like medicine. The first part of the program reinforces and builds on basic sciences taught elsewhere. That accounts for about 1000 hours, 1/4 of curriculum. Another quarter consists of clinical training, which includes simulation training—a model with everything except what "spits, talks, and wiggles." About 3/4 of that activity is unique to dentistry. The School of Dentistry has 300 students learning dentistry, plus graduate programs for specialty training (endodontics, periodontics, pediatric dentistry, orthodontics, oral maxillofacial surgery, etc.) Those are all 2, 3, or 6 years after dental education. Have about 45 residents in those programs at any given time.

Their economic model is very different from what they would teach their students for practice management, because they're a government entity. They never have to reconcile revenue and expenses. The School of Dentistry is funded by the following sources of revenue:

1. Tuition. The tuition for Oregon residents next fall will be about \$26,000. Nonresidents pay about \$5000 more. They also require fees for equipment and supplies, bringing the total to about \$41,000 for residents and \$46,000 for nonresidents. A percentage of this income is retained by OHSU for central administration, student services, etc.
2. State appropriation. State funds are the least dependable resource, but they expend a great deal of effort to obtain them. They get about \$4 million per year from the state.

3. Dental practice. They have a very large dental practice, a/k/a a revenue-generating classroom, which earns about \$8 million per year. That revenue gives them lots of independence.
4. Research. Their research is focused on basic science, health care sciences, and dental science and is funded by the National Institute of Dental Research, NIH, etc. Their research programs bring in about \$3.5-4 million per year.

Over 80% of their expenses are for personnel:

- Just under 60 FTE faculty
- Over 130 part-time positions (under .5 FTE), usually practitioners who come up here for a short time
- About 60 support staff

They have around 400 staff and about 350 students total.

The School of Dentistry's total budget is around \$23-24 million, out of over a billion dollars total budget for OHSU.

Because of their uniqueness and revenue stream, they are able to negotiate some of the budget changes more easily than some other units. There aren't enough dental education opportunities to meet the need. They get over 1100 applications for 75 slots and rank very highly based on composite GPA. They are now exploring how to remain viable if the state appropriation continues to deteriorate. They are considering reducing the difference in cost between residents and nonresidents (Oregonians would pay more), so that in a few years, they could phase out dependence on state appropriations. They would still need state funds to support patient care.

A few years ago, they were able to reinstate the pediatric dentistry program that was cut after Measure 5, because they received an unexpected estate gift that allowed them to establish the program. They aggressively pursue philanthropy.

A senator asked about the role of informatics in dentistry. Clinton responded that we should be expanding informatics. He is frustrated with the opportunity to explore teaching and learning strategies. Students learn differently now than the way he learned. They are very dependent on electronic devices. Today's learners don't need lecture, etc., as they can get that kind of information on their own. They need to synthesize information, look at simulation models, etc. He would like us to spend more of our teaching on this higher level of learning. He would rather invest in IT and informatics than classrooms.

Oregon does not have a record in education that we can be proud of. Oregon is ranked #44 in the country, but when he was a student, it was around 10 or 11. We've been forced to struggle to survive rather than flourish. He wants to invest in IT and applications for learning from kindergarten up.

He's disappointed to see how hard OUS and the Chancellor's Office has to work to get funding from the state. We have allowed legislators and the governor to do way too much micromanaging. They are dictating teaching strategies and tactics, but we are the ones with the expertise. They need to allocate the investment and let us implement it.

What preparation should applicants have? They want to see someone who can think rather than just regurgitate. People are learning to use a shortcut language (e.g. texting, Twitter), but they need to be able to articulate their thoughts. He thinks people will get enough upper-division science in the discipline but no social science, humanities, business, etc. He recommends that students take required

courses but spread out beyond that. As dentists, they will get the opportunity to sit on city councils, school boards, etc., so they need the background to be passionate leaders.

When we measure all the angst that goes into creating a budget, all the items that have to be balanced, the commitment to education (not just higher education) is what's most important. There is nothing more important, including health care. Education is the access to everything else.

### **Discussion**

What percentage of graduates get jobs? All of them. There are way more opportunities for dentists than there are dentists to fill them. Access to dentistry is very limited in rural Oregon.

How large a class would they need to meet Oregon demand? He has proposed up to 120 but has scaled that back due to the logistics of teaching. They are now considering 90-96.

Usually about 12% of applicants are from Oregon, about 150. About half come from the big universities. What happens to the ones who aren't admitted? Do they leave Oregon? They don't have good information on what happens to those people.

Hallick commented that they would love to see more Oregonians in the applicant pool. She thinks they percentage is low, because School of Dentistry faculty have been cut to the bone and don't have time to recruit students into the profession and the school.

Clinton would be happy to visit any campus to talk with students who might be interested in dentistry.

### **Lesley Hallick, OHSU Provost (2:50- 3:40)**

Hallick distributed slides on the OUS/OHSU Life Sciences Collaborative Building. She gave an overview of OHSU history, including founding of the medical and dental schools. Both started out as private schools but developed missions to care for the poor. OHSU moved to the Hill at the time the Multnomah County Hospital was being built. The hospital was viewed as providing good material for teaching. The medical school started offering nursing degrees. The children's hospital was founded. PhDs began being offered in 1934. There has always been a science component to education here. The Library and the TB hospital were built in 1939. Senator Hatfield was critical to the development of OHSU. When he was in the state legislature, he lobbied for the state to help build the School of Dentistry building. The OHSU hospital was built.

OHSU did not begin as an integrated institution, and integrated education was not the model. They are moving toward integrated education, but it goes against 100 years of history. She thinks it's critical to take provider education out of silos and into an environment similar to that in which they'll have to practice. It's challenging, because accreditation guidelines don't include teaching with other disciplines.

She reviewed a current aerial photograph of OHSU. Kohler Pavilion is the top of the tram and the newest addition to the hospital. Doernbecher is really a bridge. The VA Bridge allowed us to get over to the VA. Before these were built, buildings were very far apart, and it was difficult to get around.

The City of Portland approached OHSU to be the anchor tenant for a brownfield on the waterfront-- another inaccessible site. The Tram was initially proposed almost as a joke, and there's disagreement

about who came up with the idea. It made lots of engineering sense – a quick trip, very green because the car going downhill generates almost as much electricity as the uphill car requires.

She reviewed charts representing OHSU funding. The hospital is funded mostly by patient care revenue. The only state support is for the Poison Center. The research component is funded entirely by grant dollars, with a small appropriation to underwrite infrastructure. Education is supported roughly equally by tuition, state dollars, and anything else they can get their hands on, largely income from the hospital. But in hard times, many people are uninsured, and many people choose not to have elective procedures. Hospital revenue dropped dramatically when economy tanked.

She then reviewed graphs showing our aging population and health care utilization. We have an increasing population over 65, and that's the age at which they start using lots of health care. The physician population has been flat for the last 30 years. Nursing has increased somewhat but not enough. Dentistry has been flat. Oregon is surrounded by several states that don't have a medical or dental school. The crisis is 5-10 years out, but it takes a long time to train people. We can't wait till people can't get appointments. OHSU has been lobbying for the last several sessions to expand capacity.

In the last session, they had four nursing initiatives funded. They developed a unified model across community colleges and public and private baccalaureate institutions and garnered lots of statewide support. The four initiatives were: articulation with the community colleges, expansion of class size, expansion of graduate programs, and a new program at WOU. The last session was the first time in her tenure that they wanted projected budgets for the upcoming two biennia. What will be needed to continue these programs? They usually don't see that kind of foresight. Future costs were written into the budget bill. That doesn't obligate future funding, but it was built into the budget for the upcoming biennium.

OHSU ended up with a 10% cut for the next biennium, while everyone else is looking at 15-20%. OHSU's budget was passed out of Ways and Means this morning, allowing them to hold undergraduate resident nursing tuition constant. The School of Dentistry will see a big tuition increase.

Traditionally, health care education has used an apprenticeship model, which is a very inefficient way to teach, requiring a high faculty-student ratio. That's changing. More and more clinicians are being used rather than faculty for clinical preceptor work.

She talked about the collaborative building being proposed for the Portland waterfront. The waterfront was important for ship-building in WWII but has been lying fallow for a long time. The South Waterfront is at the base of the tram. The Schnitzer property is about a 5-10 min walk north along the streetcar route.

The Life Sciences Collaborative Building grew out of a subcommittee of the higher education board chaired by Jim Francescone. Hallick pitched the idea, not expecting much to happen, but it did. The academic partners are OHSU, PSU, OSU, OIT, UO. Affiliated entities are OBA, OTRADI, OCTRI. The building would include a clinical translation center for research. They are almost ready for help with IRBs and how to involve patients. Entities must collaborate to be included.

How can they use the space to capture the skills of incoming students and connect statewide? It's hard to imagine all the technology possibilities. They are teaching students who grew up on videogames;

they take to simulation and interdisciplinary/team interactions very well. They are willing to do a task over and over to get a better score. The students are very involved whether participating or watching; observers learn just as much.

The original proposal included about 200,000 net square feet. It's now down to about 175,000 as the session wears on. The entire program is still intact, but the amount of collaborative research may be somewhat smaller. The educational mission is intact and involves life sciences across the institutions. They had to map out classroom utilization using existing curricula; they had to convince themselves that it could work.

They have a \$40 million anonymous donor; they will put that up as match for G-bonds from the state. They needed to show that it could work to match intent of donor.

Current light rail planning shows the light rail wrapping around the Schnitzer campus. The OHSU light rail stop will be 4 minutes from PSU and OMSI stops, which will facilitate collaboration.

Hallick showed us two conceptual renderings. The buildings will be high, very urban, but with green belts and space to see between them. There will be retail establishments on the ground floor. The community center aspect appealed to the neighbors. It's a \$250 million concept, but they are currently talking about \$206.3 million. They don't know yet if it will be funded.

### **Discussion**

Does it make sense to have applied research in informatics? Yes. They have planned space for translation/incubation for spinoff companies. That space has been cut a bit, but some is still included. That's relevant for informatics, because it often spins off companies.

How will indirect costs be divided between campuses? The Chancellor's office will have to mediate. For OHSU, every program will have to pay its own way.

Two advantages in this bad economy: 1) cost of capital is nearly at an all-time low. It would probably be about 5% or less (bonds right now are at about 3.5%), which translates to lower expenses for institutions. 2) Federal bonds may be available as part of the stimulus program, because building the facility will create jobs.

## **Break (3:40-4:00 PM)**

### **Representative Suzanne van Orman (4:00-4:40)**

Van Orman is a freshman representative and was a Head Start director for 22 years in Hood River. She ran in 2006 against a third-term incumbent and came within 2000 votes. This time the incumbent dropped out. She ran against a martial arts expert and won. She's on the following committees:

- Education Committee
- Human Services Committee
- Agriculture, Natural Resources and Rural Communities Committee

The committee process is orderly and doesn't allow for last-minute impositions. Committees will hear a bill. Opposing sides have to hammer out differences to create a bill. When it comes to the floor, debate is only on whether or not to pass it. The Legislature will be out by June 30. The Speaker has determined

that they won't be in session on weekends. The only committees now functioning are Revenue, Ways & Means, and Rules.

Everything is being cut, including corrections. The problems we have in Oregon are related to voter initiatives. We now have 36 Democrats, and it takes 36 votes to approve any revenue measure. They are trying to make sure things don't end up on the ballot and lost. A number of Republicans have signed "no tax" pledges.

Monday they will be voting on a health care package that would remove health from Human Services and create a new department. The goal is to focus on health and not mix it up with human services. They are also considering a provider tax and premium tax, which would provide health care for 80,000 more children (up to 19) and 120,000 adults.

They all value higher education, but support is difficult because of competing interests. She can't figure out why Oregon is so anti-education.

She sponsored a small health literacy bill. A study in California showed that a health literacy program for parents reduced use of the emergency room. The Senate passed her bill, which will now go to the governor.

## Discussion

How do we give the poor a leg up? Connect them to available programs (food stamps, WIC, etc.)

Is it possible to eliminate the kicker? It's in the constitution, so removing it would require a constitutional amendment. She doesn't think we're ready for that yet. When running for office, she learned not to touch the personal kicker. The corporations don't mind losing the corporate kicker, but the personal kicker is untouchable.

Can we do more accurate economic forecasting to avoid large kickers? It's difficult to predict in uncertain times.

Is there any chance of reform for referendum process or making initiatives self-financing? She doesn't think that bill made it. A bill passed to crack down on signature gatherers.

Americans for Prosperity is convinced that government is bloated, there's plenty of money, and public employees haven't made sacrifices. We all have to do a better job of telling people what's really happening. Oregon is:

- #1 in spending per capita on prisons
- #49 in spending per capita on higher ed
- #5 per capita in research dollars brought in

## Chancellor Pernsteiner (4:40-5:30)

The Board meeting was billed as when they would decide the budget, but they couldn't, because the Legislature hadn't finalized revenue. They don't have the votes yet for the tax package, which is why it has been referred to Ways and Means. They are looking at several options:

- A new tax bracket for people with adjusted gross income of \$250,000 or above.
- A change in corporate taxes.

They are considering a revenue package of \$800 million. They could probably get \$450-500 million now, but they probably won't get above \$650-700 million. Will they refer it to voters automatically? If they do, they can't count the revenue. If they can't count it, how will they balance the budget? For K-12, they locked some revenue into a reserve that won't be available till 2010—if it exists. They would have to do something similar for other programs, which is risky, because the revenue may not exist in year 2.

They are considering whether or not they can get a 2/3 vote to suspend implementation of Measure 57. That's difficult, because district attorneys oppose the idea.

They are looking at ending balances in various funds. They took our ending balances in February, so we aren't on their current list of ending balances. There is about \$1.25 billion out there, but a lot is dedicated money. It isn't clear how much they can get; estimates range from \$300-500 million. Pernsteiner thinks they'll seize about \$300 million.

There's a \$100 million placeholder for additional reductions to be made, which they are planning to take from salary reductions. We're arguing that we already gave back 15%. If we have to give another 5%, we can't function.

The Legislature doesn't have agreement on any of these issues yet, and they still don't have a strategy for how to get done.

There's a work session next Thursday for higher education. He was told to assume they'll impose the co-chairs' cuts from May 18, which were 15% for us. If we get anything back, it will be in the budget reconciliation bill at the end of the session.

The Legislature is worried about tuition for resident undergraduates. According to State Board policy, 30% of any tuition increase above the growth of median family income has to go toward financial aid to ameliorate the increase. They are still worried about what tuition would be at that level. OUS has proposed, and co-chairs tentatively agreed, to the following:

- Average 9% increase for larger campuses, with no campus going above 10%
- Average 6% increase for smaller campuses, with none more than 7.5%

The Chancellor's office is being cut 25% to buy down tuition increases to those levels.

The Oregon Business Association has offered to pay \$250 million in additional taxes, but in return they want \$10 million in Oregon Inc. for research, \$20 million into OUS to offset enrollment losses, and \$12 million back to community colleges to offset enrollment losses. Discussions are still going on.

The stimulus bill includes a maintenance of effort provision, which David Wu was instrumental in including). To be eligible for stimulus funds, states cannot cut higher education below 2006 funding levels unless all education and state government are cut by the same proportion. OUS and the community colleges were cut by over \$30 million more than that. If they are going to accept stimulus money and not cut K-12 more, they have to return this money--BUT community colleges are arguing that they should get all the money, because they have big enrollment growth. We do too. OUS is arguing that we and community colleges should get money restored equitably. The Oregon Business Association is arguing that too. They value baccalaureate and graduate degrees more than associate degrees.

They are considering 2 other items:

- Money back for tuition relief
- Money back for statewide public services such as Extension Service

Can we create other revenue for them? OUS is pitching HB2208, an interest-earning bill that would create an additional \$3.1 million that would go to the general fund. OUS is proposing it come to us—either let us control it or give it to us. This money wouldn't exist except for what OUS will do. It isn't enough to solve the tuition issue, but it helps.

These plans don't address what will happen if the revenue forecast continues to erode. How do we plan for that? Can we keep some add-back as reserve for enrollment?

We will have salary reductions. In negotiations with SEIU, 4.6% is the ceiling rather than across the board, so there will be more cuts. OUS doesn't want to cut our people more than other state employees, especially since we've been arguing the importance of faculty salaries for years.

## Discussion

The Legislature has mandated 16 new studies for the Chancellor's Office to complete, some of which are major. How will they accomplish all that with a 25% cut? Some of the Chancellor's office's expenses pay for K-12 memberships. The Chancellor's office had 161 staff when he arrived, 90 last year, and will have maybe 70 next year. No other state agency took a 25% cut. Politically, it was that or bigger cuts at smaller campuses.

Tenure is granted at the campus, not system, level. There are some complex issues regarding people associated with the Extension Service and similar agencies. No campuses are declaring financial exigency in order to lay off tenured faculty. If they don't, if they cut a tenured line, they have to move it (and the person) someplace else.

According to an economic model for tuition increases, an increase over 8% will cause us to lose students. The break point is between 7-8%.

PSU has procedures for starting up new programs and centers but none for shutting them down other than financial exigency.

The meeting was adjourned at 5:30 PM.

Respectfully submitted,

Janet Crum  
Secretary, Interinstitutional Faculty Senate

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