

## IFS STATEMENT TO HECC APRIL 2016

12 May, 2016

To: Higher Education Coordinating Commission

From: Jeff Dense, IFS President 

Chair <sup>RIVES</sup>~~Bryant~~, Executive Director Cannon and Members of the Commission,

For the record my name is Jeff Dense, President of the Interinstitutional Faculty Senate (IFS). We are the duly elected representatives of the faculty of Oregon's public universities.

Thank you for giving the members of IFS the opportunity to provide feedback on the most recent draft of the proposed Accelerated Learning Work Group standards. We believe the document expresses the issue of quality control thoroughly. We support and concur with the commitment HECC has illustrated in having quality at the forefront of all policy decisions. IFS realizes that much of the hard work in implementing the accelerated learning standards will occur on our member campuses. A series of important issues, including instructor qualification, faculty compensation and workload issues, are best addressed on the institutional level where a learned appreciation of campus culture can be woven into the conversation.

IFS appreciates the focus on the issue of diversity in higher education as highlighted in the report and recommendations of the HB 3308 legislative work group, along with the concurrent Oregon public universities development of educator equity plans as mandated by HB 3375. Recently released data from the National Center on Education Statistics (NCES) reveals in 2013 only 6% of faculty at degree granting institutions were Black, and Hispanics accounted for only 5% of total faculty accounted for by this study. Clearly, it is currently difficult for students from underrepresented groups to be mentored by faculty of similar ethnic and racial backgrounds. In order for the state's ambitious 40/40/20 goals to be achieved, we must collectively address the needs of all the state's students, irrespective of ethnic identity, racial background or sexual orientation. While building a climate of cultural competency on our campuses, along with training diverse secondary teachers, are steps in the right direction in addressing the overarching issue of diversity in higher education, it is imperative that all higher education institutions in Oregon engage in a thoughtful and deliberate assessment of how institutional racism may present a roadblock to the success of our most valuable resource-our students.

Thank you for your time, and I would be glad to answer any questions you may have.