

## Meeting 15 • 17 May 2011

Version:  
5/17/11Today • **my deadline page**

numbers in ( ) = minutes planned for activity/ topic

✓ = topic / activity that was adequately dealt with during the class

+ = topic needs more attention &amp; will be resumed at next / subsequent meeting(s)

-M (earlier: -) = a topic / activity that was proposed but not carried out (but will be taken up later for MORE discussion)

N = a topic / activity that was proposed but not included / is NOT going to be taken up after all

**Red italic text like this** = *comments* after the meeting

	Main topic(s): Introduction to Assessment; the FL and AL Cultures
(5)	Review of previous meeting: main points; thoughts in the meantime?
(5)	(possibly a regular feature:) assessment (or language learning or just education) in the news! (If I can find something). Today: Oregon profs resist being assessed about work activities; faculty at Texas A&M even more troublesome. Indeed, DO professors earn their keep? How (not)?
(30)	Oregon and PPS second/world language standards (see links in outlines of earlier meetings); <b>0023</b> chronology; "teaching to the test"; quick overview of kinds of K-8 language programs;
(20)	Assessing and teaching writing (guidelines <b>0013</b> ): query: What are the text type, function(s), context(s), and accuracies of the various writing activities in textbooks?; three English (L1) samples (0315; 673; 0770 - unlinked for privacy reasons); PSU first-year German 102 final writing test with scoring guide and work samples ( <b>0683</b> ); ( <b>0278</b> ) a literary interpretation scale (presumably for speaking as well as writing); follow-up reading for later implementation: Liskin-Gasparro (giant in our field!) "Teaching for Writing Proficiency: Principles and Approaches" ( <b>0124</b> ); setup for FLL 2002 assessment of 300-level writing proficiency ( <b>0313</b> )
(20)	more about rubrics: multiskill/ multi-person activities (projects, teamwork); GER 102 <b>Project 1</b> (Einkaufen und Geschenke; also work samples <b>0777a</b> • <b>0777b</b> • <b>0777c</b> • <b>0777d</b> • <b>0777e</b> • <b>0777f</b> ); ••SG teamwork
(10)	Two generic scoring guides for language activities: 1) <b>reading a dialog aloud</b> ; 2) <b>global prochievement SG - for just about anything</b> .
(10)	Assignment 4: <b>scoring guide for a language activity</b>
(10)	Maybe: validity and reliability of the OPI.

## Regents Add Test Results to Teacher Evaluations and Cut Some High School Exams

By SHARON OTTERMAN

Italian, French and Spanish Regents exams in high school will be eliminated statewide, the board announced; school districts will use locally developed tests instead. The Regents also put off the development of new English tests for 9th and 10th grades; the tests were intended to provide an extra source of information for the new evaluation systems for teachers and principals.

The high cost of creating an evaluation system with an emphasis on testing was a concern for the Regents who voted against the measure. The problem, they said, was

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"We appear to be the uncorralled, under-controlled group of workers within each state whom people don't know from moment to moment to moment what we are doing."

Joel Alexander, psychology professor at Western Oregon University

Oregonian May 9 2011 A6, A7

O907

# Faculties balk at state audit

Oregon's scrutiny of university professors creates a culture clash

BY BILL GRAVES  
THE OREGONIAN

Philosophy professor Jeff Johnson doesn't see how Eastern Oregon University administrators could track the hours he works as a state audit recommended Tuesday. He teaches two or three classes a term. For each hour in class, he

spends one to three hours preparing and numerous more grading. He advises students, serves on Eastern's faculty senate and as president of the Interinstitutional Faculty Senate, and he annually publishes one peer-reviewed article and presents one to three papers at conferences. He says he puts in at least 60 hours of work a week, often more, and is typical of Eastern's faculty.

A report by the secretary of state's audits division concludes that administrators at the state's seven public universities have no way of

knowing whether Johnson is typical or whether he and his colleagues should spend their time in different, more efficient ways. Tracking workload is left to department heads, nearly all of whom do not monitor a professor's out-of-class work time.

Gary Blackmer, director of the audits division, says he cannot imagine any other agency head leaving it to middle managers and supervisors to ensure staff is deployed efficiently.

The Oregon University System is not just another agency, administrators say. That's one reason they are

seeking legislation this session to end the universities' state agency status for more autonomy and control.

## Academic freedom

This clash of cultures between state leaders and universities is unfolding across the country. Faced with record revenue shortfalls, leaders are putting pressure on universities to show their money is well spent. Universities see the moves as impractical impositions that threaten academic freedom and undermine quality. Please see **PROFESSORS**, Page A7

## Professors

Continued from Page A6

Several states track professor work. The Nevada System of Higher Education produces a faculty report every two years that shows not only the average number of courses and credit hours, but also the average number of papers they write, students they advise and other out-of-classroom activities.

Faculty at Texas A&M University erupted in outrage last fall when the school tried to put a price on how much each professor produces in profit or loss.

This scrutiny is coming from financial pressure, says Joel Alexander, psychology professor at Western Oregon University. "We appear to be the uncorralled, under-controlled group of workers within each state whom people don't know from moment to moment what we are doing," he says.

Oregon university administrators say they should be held accountable by outcomes: how many students earn degrees, faculty-student ratios or spending per degree. By those measures, they argue, Oregon universities are among the most efficient in the nation. But state auditors say uni-

versity administrators can't know how efficiently they use faculty if they don't know how professors work. They can't know, for example, whether too much tuition money is being used to subsidize professor research at the cost of instruction.

## Varying expectations

Auditors interviewed professors at every university, some other administrators and English and chemistry department heads at the University of Oregon and Oregon State, Eastern Oregon and Western Oregon universities. Profes-

sors at the research universities taught as few as two classes a year while those at

the regional campuses taught as many as 12.

Oregon State's English department has 24 tenured or tenured-track professors who typically spend half their time teaching five courses a year, 40 percent on research and 10 percent in service, the audit shows. The 40 tenured professors on the University of Oregon's English staff, however, spend 80 percent of their time teaching five courses a year and the rest to service.

Work expectations and the frequency and scope of evaluations also varied among departments and campuses. One auditor reports that most of the files she reviewed for UO's nontenured faculty "did

not appear to have either evaluations and/or position descriptions."

The universities are doing a lot of good things but they are doing them piecemeal, Blackmer says. "We didn't see it done systematically and consistently." So priorities aren't set and efficiency suffers, his report says.

But university officials say it makes sense for universities to organize around their departments and let the chairs monitor faculty work. The chemistry department, for example, might choose to put a talented, engaging professor in a class with 200 students so other professors can work with smaller classes, says Wilm

Wiewel, president of Portland State University. They might cut the size of an organic chemistry class so more students get the help they need to pass. Administrators don't have the frontline knowledge to make those efficiency decisions, he says.

Professors do complex, creative work in teaching, research and service that is interrelated, Wiewel says. "Trying to measure them as if they are separate things, it's simply impossible," he says. "It is an exercise in futility. You would end up with information that wouldn't mean anything."