Portland Community College

Educational Advisory Council

2017-2018 Annual Report

Compiled by Josephine Pino, EAC Chair,
including reports by EAC Standing Community Chairs

For minutes and detailed support documents, please visit the EAC Spaces Page at

https://spaces.pcc.edu/display/EAC/Educational+Advisory+Council+%28EAC%29+Home
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Introductory Information

The Portland Community College Educational Advisory Council (EAC) plays an important advisory role in PCC’s shared governance. Through monthly meetings and related activity, the EAC crafts and revises policies and standards pertaining to academic, curricular, student development, and student governance issues and makes recommendations directly to the college president. In practice, the EAC also provides an opportunity for discussion and exchange of ideas regarding educational issues at PCC—whether initiated by students, faculty, staff, or administration. EAC meetings are open and guests frequently attend and participate in discussions.

The EAC is supported by the Vice President for Academic Affairs, Katy Ho and the Vice President for Student Affairs, Rob Steinmetz. EAC Membership at the date of this report consists of both voting and non-voting members. Voting members include: full time faculty (majority), part time faculty, academic professional, student, administrative, and classified-staff, with representation from all campuses.

Information about the activity and recommendations of the EAC can be found in two online locations. For general information, visit the EAC webpage:
https://www.pcc.edu/resources/academic/eac/ and for information such as meeting agendas and minutes, visit the Spaces pages:
https://spaces.pcc.edu/display/EAC/Educational+Advisory+Council+%28EAC%29+Home

Standing Committees and EAC Leadership Team

The EAC has six standing committees that report directly to the EAC. These are the Academic Policies and Standards Committee, the Curriculum Committee, the Degrees and Certificates Committee, the Membership Committee, the Student Development Committee, and the Advancement of Educators Committee (AEC). Each committee meets regularly, reports on its activities to the EAC, and makes recommendations to the EAC.

The 2017-2018 EAC Leadership Team is comprised of the EAC Chair, Josephine Pino, and the respective chairs of the standing committees listed below. The EAC Leader Team meets regularly to plan EAC activities and agendas and, as of this academic year, are serving as members of the College YESS Team. EAC Chair, Josephine Pino also serves as a member of the YESS Steering Committee.

Standing committees
Academic Policies and Standards (APS) Chair, Pete Haberman
Advancement of Educators Committee (AEC) Chair, Jordan Durbin
Task Force

When topics are pertinent to the college but fall outside the regular committee structure, task forces are assembled and perform work according to the EAC bylaws. At the end of Fall term, the Membership Structure Task Force began its work under the leadership of Co-chairs Heiko Spoddeck and Wendy Palmer. The Task Force Co-Chairs invited and received members during the late Fall/early Winter and has proceeded with the work as described in the charter, shown below. As of the writing of this report, they are collecting information from internal stakeholders via a Strengths Weaknesses Opportunities and Threats (SWOT) analysis and via research of shared governance practices in use at sister colleges.

Task Force on Educational Advisory Council Membership

Written by J. Pino, with input and advice of EAC Leader Team, VPAA Katy Ho, VPSA Rob Steinmetz
February 2, 2018 (minor logistical modifications on June 28, 2018)

Context
It has been noted that problems exist in the membership structure of the Educational Advisory Council at PCC. It has been generally recognized that these problems have negative impacts on the function of the council, particularly with regard to decision-making that requires integrated input and communication channels between the “Academic Affairs” and “Student Affairs” functions of the college.

Objectives
To recommend modifications to the existing council structure that will rectify known functional problems that are the result of the current membership structure of the EAC as reflected in the EAC By-Laws.

Goals:
1. Identify general council functions that are impacted by known problems.
2. Review preliminary information drawn from SDC and EAC discussions regarding equity of membership and representation on the EAC.
3. Recommend modification(s) to membership and structure of EAC that will solve the problems identified, with minimal negative impact on other EAC functions.
4. Recommend changes to EAC By-Laws to implement recommended modification(s).

Deliverables

1. Recommend changes to the existing membership ratios of Academic Professional, Classified, Full-Time Faculty, Part-Time Faculty, Administration, and Students, to include draft of recommended changes to the EAC By-Laws as needed.
2. Recommend changes to the existing structure, if applicable, to include a draft of recommended changes to the EAC By-Laws as needed.
3. Prepare report that documents findings and recommendations.
4. Finalize recommended EAC By-Law modifications in collaboration with the Membership Committee.

Guiding Principles

- Use the lens of Critical Race Theory in assessing existing processes and in making recommendations about changes to EAC By-Laws and council structure or structures.
- Maintain an awareness of the impacts on equitable student success in the process of decision making.
- Explore existing “best practices in shared governance” at comparable institutions of higher education as needed to inform decision-making.
- Gather information as needed from a variety of stakeholders representing diverse college functions and current work relating to “YESS” and large scale PCC initiatives to inform decision-making.
- Follow existing By-Laws with regard to Task Force activity, including monthly meetings with the EAC Chair and reports at the EAC meetings.

Suggested schedule

- **February 2018** - Begin meeting on a regular basis
- **April 2018** - provide update to and seek feedback from EAC leadership and the Vice Presidents of Academic Affairs and Student Affairs
- **December 2018** - provide draft report with recommendations to EAC leadership and the Vice Presidents of Academic Affairs and Student Affairs
- **December 2018-April 2019** - work with the Membership Committee to finalize changes to the By-Laws
- **May 2019** - present report and recommendations to the EAC for approval
- **August 2019** - implement approved recommendations

Chairs and Members
Presenters and Topics

Every month, the EAC agenda includes presentations by guest and/or members. These presentations provide a forum for the sharing of information of relevance to the college community and as such, they provide opportunities for members of the college community to obtain information (via meeting attendance and reading of the meeting minutes) on subjects of current relevance to the educational (both inside and outside the classroom) functions of PCC.

The guest presenters and presentation topics included the following during the 2017-2018 academic year.

- Mark Mitsui, College President: Welcome address
- Michael Northover, Chief Information Officer: Information Technology at PCC (overview and Q and A).
- Sgt. Dean Halley, College Safety: Active Shooter Training (an introduction).
- Hank Schottland, Interim Information Technology Director: ERP/Banner strategic assessment (information and Q and A).
- Darrin Hotrum, PCC Internal Auditor, PCC Internal Audit and plan for next year
- Lisa Feinic, Fostering Student Success: Information and Training Opportunities
- EAC Work Group, led by Magda De’Angelis-Morris, Syllabus Sanctuary College Statement report on workgroup outcomes.
- Michael Northover, CIO: College Policy Advisory Council (CPAC), Introduction to new processes for approving college policies.
- Jason Pinkal, Project Manager: Advising Redesign at PCC
- Ann Cary, CC chair, and Anne Haberkern, representatives on HECC committee: House Bill 2998 “Relating to Transfer of Credits to Public Post-Secondary Institutions of Education”
EAC Annual Report 2017-2018

- Becky Washington, Coordinator, Career Services: Job Related Technology Trends
- VPAA Kay Ho and VPSA Rob Steinmetz: PCC Organizational Restructure Overview

Regular Updates

- EAC Standing Committee Reports by Committee Chairs
- Oregon Higher Education C C by Frank Goulard, Ann Cary
- Membership and Structure Task Force by Wendy Palmer
- Office of Academic Affairs by Kendra Cawley, Dean of Academic Affairs
- Office of Student Affairs by Tammy Billick, Dean of Student Affairs
- Yes to Equitable Student Success (YESS) by VPAA Katy Ho and VPSA Rob Steinmetz

Major Discussions and Action Items

- Retreat Theme: “How do we contribute to student success in our diverse roles at PCC”
  The EAC retreat took place at PCC on the Friday of College Inservice. Members broke into small groups to share information across college functional areas with the goal of learning from each other about the various ways by which they contribute to student success both inside and outside of the classroom.
- Continued Discussion of Syllabus Policy S704 – inclusion of a Sanctuary College Statement. At the conclusion of the 2016-2017 academic year, the issue of whether to add a requirement to include a Sanctuary College statement in Syllabus Policy S704 was remained under discussion. A motion was approved in June, 2017 to establish a Working Group to examine the issue and report on their findings. During the Fall of 2017, the Working Group reported their findings and the EAC continued the discussion prior to a unanimous affirmative vote to recommend addition of a Sanctuary College statement to Policy S704.
- Framework for Assessment of General Education and PCC Core Outcomes
  This has been a long term topic of continuing discussion as the EAC LAC Integrated Workgroup (ELIWG) has worked with the Office of Academic Affairs to develop a framework and plan for assessing the college core outcomes. The plan that was developed was presented to the EAC at the February, 2018 meeting by Kendra Cawley, Dean of Academic Affairs. The Framework was shared with the PCC Community by a variety of means, including a 10 minute video, a power point presentation, a Spaces page, and visual representations. Feedback via a short Google Form was solicited from Subject Area Curricular (SAC) groups at the Spring SAC Inservice day meetings. This feedback was compiled and used during discussion at the EAC meetings. After much discussion (small group breakout sessions as well as large group discussion), a motion was made to
endorse the proposed framework. The motion was approved unanimously at the June meeting.

- **Standing Committee Recommendations**
  New EAC members were approved, standing committee members and chairs were approved, Degrees and programs were recommended, and policy changes were introduced and discussed. For details, please see the individual reports from the standing committees in the pages that follow.

- **The Standing Committee Chair appointments for 2018-2019 were approved:**
  APS: Pete Haberman
  AEC: Alison Allen-Hall, AEC (Co-chair with J. Durbin Fall, then chair Winter, 2018)
  CC: Ann Cary
  DAC: Eriks Puris
  Membership: Ric Getter
  Student Development Committee: Wendy Palmer

- **EAC Chair Election:** Josephine Pino ran uncontested, was re-elected and will serve during 2018-2019
Student Development Committee
2017-2018 Report

The Student Development Committee (SDC) consisted of four students representing each campus, Student Leadership, two instructors, a Dean of Student Development, and staff representing a wide variety of campus and district student services including Advising, Auxiliary Services/Bookstore, Bursar, Computer Literacy, Counseling, Disability Services, Library, Queer Resource Center, Registration, Student Leadership, Student Life, Student Records, TRIO Program, and Veterans Resource Center. The group gathered for nine meetings during the academic year. We are proud of the following accomplishments:

❖ The Student Code of Conduct Review Workgroup presented its document to the SDC in the fall to begin a year of thorough review. During this time, we received input from all four ASPCC Student Representatives from their campus teams, the District Leaders of Diversity Council, Media Tactics Group, the Registrar, Deans and Associate Deans of Students, Deans of Instruction, and Disability Services; in addition, the academic misconduct section was reviewed by the Division Deans Council. The SDC approved the document (minus one section) at a special meeting and Wendy presented it to the EAC on June 13, 2018.

❖ SDC members met over the summer to craft a position paper regarding a new advisory council structure recommended last year by Interim Vice President of Student Affairs Jim Perez. The document was presented to Vice President of Student Affairs Rob Steinmetz, Vice President of Academic Affairs Katy Ho, and the EAC Leadership Team in early fall. SDC members were invited to participate in a listening session with the two vice presidents and EAC leaders where we could share our concerns regarding the current structure. Vice President Steinmetz met with us the following month to debrief the listening session and discuss how to move forward. EAC Chair Josephine Pino created a Task Force to examine the current organization and make recommendations for improvement. Wendy Palmer is the co-chair with Carey Larson and Conrad Williamson serving as members.

❖ The SDC was asked to review the Sanctuary College Syllabus Statement drafted by the EAC’s Work Group. We identified a number of serious concerns with their proposal and crafted a new one: “PCC is a Sanctuary College. The College affirms its support of and commitment to our DREAMERs, DAC, and Undocumented students. For more information about your rights and resources, see [link].” Wendy presented it during the EAC discussion.

❖ DeLinda Martin-Huggins made a presentation on behalf of the District Student Council. They asked the SDC to create and maintain a sheet of resources that instructors could share with students on the first day of classes. The SDC agreed to give input on the sheet and encouraged the EAC student representatives to take it to the large group for input.

❖ Jeff DeMott, Aaron Pina, and Rachel Goodwin from District Veteran Services and the Sylvania Veterans Resource Center made a presentation on the challenges our
student-veterans face. The SDC began to generate ways our members and the group as a whole could support them.

❖ Members provided updates and relayed our input as SDC liaisons with the following College committees: Open Educational Resources Committee (Aaron Payette), YESS/Yes to Equitable Student Success Leadership Team (Wendy Palmer), and District Student Services Leaders (Wendy Palmer).

❖ Like the EAC and its other Standing Committees, the SDC moved to a page on Spaces.

❖ The group’s Course Details Prior to Registration Project proposal was shared with YESS as an example of a student retention and success best practices strategy.

❖ Members provided updates at each meeting to strengthen our College-wide network.

Respectfully submitted,
Wendy Palmer, Chair
Membership Committee
2017-2018 Report

Introduction

The Membership Committee is a standing committee of the EAC and recommends EAC members and any replacements needed. Membership shall include students, administrators, staff and faculty (in the majority) drawn from the subject areas, programs, and locations of the college. The resulting membership is broad and representative in composition. The Membership Committee also holds yearly elections for the EAC chair.

Voting member attendance averaged 54.8% per meeting through May 23.

Membership Standing Committee Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Campuses</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ric Getter, Chair</td>
<td>SY</td>
<td>Classified staff, Media Production</td>
</tr>
<tr>
<td>Sara Elsasser</td>
<td>SY</td>
<td>Academic Advising, Newberg Center</td>
</tr>
<tr>
<td>Allie Flanary</td>
<td>SY</td>
<td>Reference Librarian</td>
</tr>
<tr>
<td>Ann Su</td>
<td>CA</td>
<td>Instructor, Paralegal, Women’s Studies</td>
</tr>
</tbody>
</table>

Summary of Membership Activity

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Campus</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tara Foster</td>
<td>Continuous Appt.</td>
<td>Cascade</td>
<td>Comp/Lit</td>
</tr>
<tr>
<td>Barb Kaufman (Retiring)</td>
<td>Continuous Appt.</td>
<td>Southeast</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>Kathy Mauser</td>
<td>Continuous Appt.</td>
<td>Sylvania</td>
<td>Nursing</td>
</tr>
<tr>
<td>Deanna Pulliams</td>
<td>Academic Prof.</td>
<td>Rock Creek</td>
<td>Intl. Student Advisor</td>
</tr>
<tr>
<td>Tammy Tran</td>
<td>Student</td>
<td>Southeast</td>
<td>ASPCC Rep</td>
</tr>
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</table>
## TOTAL

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Campus</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 members resigned</td>
<td></td>
<td></td>
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## MEMBER RECLASSIFIED

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Campus</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhondi Schei*</td>
<td>Academic Professional</td>
<td>Sylvania</td>
<td>Online Development Facilitator</td>
</tr>
</tbody>
</table>

* Reclassified to fill an available AP position to accommodate her move from a Classified Position to that of Academic Professional

## MEMBERS REACHING END OF THEIR TERM

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Campus</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Elsasser</td>
<td>Academic Prof.</td>
<td>Sylvania/Newberg</td>
<td>Academic Advising</td>
</tr>
</tbody>
</table>

## STUDENT MEMBERS REACHING THE END OF THEIR TERM

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian Calzada</td>
<td>Student</td>
<td>Rock Creek</td>
</tr>
<tr>
<td>Daadir Shee</td>
<td>Student</td>
<td>Cascade</td>
</tr>
<tr>
<td>Mi Tran</td>
<td>Student</td>
<td>Sylvania</td>
</tr>
<tr>
<td>Tammy Tran</td>
<td>Student</td>
<td>Southeast (resigned March, 2018)</td>
</tr>
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## NEW MEMBERS – FACULTY FOR 2017-2018

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Campus</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danica Fierman</td>
<td>Continuous Appt.</td>
<td>Southeast</td>
<td>DE Reading/Writing</td>
</tr>
<tr>
<td>Greg Kerr</td>
<td>Continuous Appt.</td>
<td>Sylvania</td>
<td>Nursing</td>
</tr>
<tr>
<td>Israel Pastrana</td>
<td>Continuous Appt.</td>
<td>Rock Creek</td>
<td>History</td>
</tr>
<tr>
<td>Christopher Shelly</td>
<td>Continuous Appt.</td>
<td>Sylvania</td>
<td>History</td>
</tr>
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</table>
### NEW MEMBER – ACADEMIC PROFESSIONAL FOR 2017-2018

<table>
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<th>Name</th>
<th>Position</th>
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<th>Discipline</th>
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</thead>
<tbody>
<tr>
<td>William Butler-Paisley</td>
<td>Academic Professional</td>
<td>Sylvania</td>
<td>Business Advisor</td>
</tr>
</tbody>
</table>

**TOTAL** 1 new Academic Professional member

### NEW MEMBER – CLASSIFIED FOR 2017-2018

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Campus</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ida Hadgu</td>
<td>Classified</td>
<td>Sylvania</td>
<td>Information Technology</td>
</tr>
</tbody>
</table>

**TOTAL** 1 new classified member

### NOTE:
The there were no Part-Time Faculty vacancies to fill

### NEW STANDING COMMITTEE CHAIRS – 2017-2018

<table>
<thead>
<tr>
<th>Name</th>
<th>Campus</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

There were no new Standing Committee chairs appointed this year

### OTHER ACTIVITIES

**Bylaw Updates**

- Changes to the EAC bylaws to account for the division of the Vice President of Academic and Student Affairs into two separate roles were proposed and accepted
- A change to the bylaws clarifying the ability of the Membership Standing Committee to replace members who have resigned with less than six months remaining in the term were proposed and accepted.
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EAC Membership Taskforce

All committee members are represented and taking an active role in the EAC Membership Taskforce

Respectfully submitted,
The EAC Membership Committee
Ric Getter (Chair), Sarah Elsasser, Allie Flanary, Ann Su
## Degrees and Certificates Committee

### 2017-2018 Report

### Membership

<table>
<thead>
<tr>
<th>Voting Members</th>
<th>Discipline or Department</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristin Bryant</td>
<td>Composition and Literature</td>
<td>SY</td>
</tr>
<tr>
<td>Dorina Cornea-Hasegan</td>
<td>Microelectronics Technology</td>
<td>RC</td>
</tr>
<tr>
<td>Beth Fitzgerald</td>
<td>Multimedia</td>
<td>CA</td>
</tr>
<tr>
<td>Meredith Farkas</td>
<td>Library and Media Services</td>
<td>SY</td>
</tr>
<tr>
<td>Wendy Fresh</td>
<td>Mathematics</td>
<td>RC</td>
</tr>
<tr>
<td>Dana Fuller</td>
<td>Division Dean</td>
<td>SY</td>
</tr>
<tr>
<td>Amanda Gallo</td>
<td>Advising</td>
<td>CA</td>
</tr>
<tr>
<td>Kate Kinder</td>
<td>Workforce Development</td>
<td>SE</td>
</tr>
<tr>
<td>Alissa Leavitt</td>
<td>Health Studies</td>
<td>RC</td>
</tr>
<tr>
<td>Eriks Puris (Chair)</td>
<td>Geology</td>
<td>SE</td>
</tr>
<tr>
<td>Don Ritchie</td>
<td>Advising</td>
<td>SE</td>
</tr>
<tr>
<td>Jamie Rodrick</td>
<td>Child and Family Studies</td>
<td>SY</td>
</tr>
<tr>
<td>Cheryl Scott</td>
<td>Dean of Instruction</td>
<td>RC</td>
</tr>
<tr>
<td>Irene Seto</td>
<td>Management and Supervisory Development</td>
<td>SE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non Voting Members</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily Biskey</td>
<td>Curriculum Support</td>
</tr>
<tr>
<td>Kendra Cawley</td>
<td>Student Records</td>
</tr>
<tr>
<td>Sally Earl</td>
<td>Dean of Academic Affairs</td>
</tr>
<tr>
<td>Anne Haberkern</td>
<td>Curriculum Coordinator</td>
</tr>
<tr>
<td>Joy Killgore</td>
<td>Director of Curriculum</td>
</tr>
<tr>
<td>Jessica Morfin</td>
<td>Curriculum Specialist</td>
</tr>
<tr>
<td>Susan Wilson</td>
<td>Degree Audit and Transfer Articulation Specialist</td>
</tr>
</tbody>
</table>


Discussion Topics & Items of Note

Independent Study Courses

- An increase in the number of independent study (IS) courses submitted to Curriculum Committee for approval raises the possibility that a student could use a significant number of IS credits to meet PCC degree requirements.
- Currently students are limited to using 20 or less Cooperative education course credits to meet PCC degree requirements with exceptions for specific AAS degrees (see Academic Policies and Standards Handbook A 106) but there is no current limit on the number of IS courses a student can use to meet PCC degree requirements.
- Context:
  - There are no NWCCU guidelines on the number of IS courses that can be applied to a degree
  - None of the Oregon Public Universities have a hard limit on the number of IS courses that a student can transfer, IS courses will always transfer as lower-division elective credit
  - PCC has about 20 IS courses some of which are variable credit, some of which are repeatable, and some of which have recently been inactivated.
  - IS courses do not go through the same curriculum review process as standard course instead they require an Independent Study Learning Contract and approval by a division dean and dean of instruction ([https://www.pcc.edu/resources/academic/independentsstudy.html](https://www.pcc.edu/resources/academic/independentsstudy.html))
- While IS courses give the student an opportunity to customize a degree to meet their own specific needs and interests a surfeit of IS credits could lead to a degree that contains a substantial number of courses which have not gone through the standard curriculum review process and which potentially do not transfer well to four year institutions as well as leading to a degree which is poorly aligned with PCC’s stated degree outcomes ([https://www.pcc.edu/resources/academic/degreoutcome/](https://www.pcc.edu/resources/academic/degreoutcome/)).
- Discussion led to a consensus that IS should be limited to 12 credits and that co-op and independent study credit in aggregate should be limited to twelve credits with the possibility of exceptions for specific CTE programs.
- The committee created a reworded version of Academic Policy A 106 Associate Degrees-Comprehensive Requirements Associate Degree Requirements to reflect this new limit on IS and cooperative education courses which has been submitted to the approval process.
- In addition the committee considered whether it would be useful to create a parallel change in the IS policy for certificates, however given the highly prescriptive nature of certificates and the extremely limited number of IS course used in certificates it was felt unneeded at this time.

General Education

General Education
• The DAC continues to closely monitor the ongoing General Education discussion at PCC.
• This year the EAC/LAC Integration Workgroup captured the current state of its ongoing effort to reform the general education component of instruction in a Proposed Framework for General Education (https://spaces.pcc.edu/spaces/viewspace.action?key=GEMAP&preview=/44826782/80249697/Proposed%20Framework%20for%20Gen%20Ed%20V4.0%204_6_18.pdf). The DAC chair’s attempt to capture the essence of the Proposed Framework in a “two minute elevator speech” to the committee spawned a 12 minute video discussing the Proposed Gen Ed framework (https://www.youtube.com/watch?v=8ei5iU9PBQE&feature=youtu.be) which was shared with the entire college.
• The EAC/LAC Integration Workgroup asked the EAC to endorse a set of “Principles of Gen Ed Re-design” as part of this process the DAC discussed the principles in draft form during its regular meetings. Overall the committee’s response was favorable but not unanimous, with some concerns about assessment practices. The final version of the “Principles of Gen-Ed Re-design” was drafted shortly before the May EAC meeting. An informal overnight straw poll of the DAC members via google forms had a low response rate from the voting members.
• Part of the Proposed Framework for General Education is a revision of the College Core Outcomes. Because the degree outcomes for the AS, AGS, AAOT and ASOT-B degrees are essentially the College Core Outcomes the DAC will need to closely monitor the development of the new College Core Outcomes to ensure that they can lead to viable degree outcomes.
• As part of the Proposed Framework for General Education each Gen Ed course will have to be reapproved for the Gen Ed list by demonstrating that it is aligned to the new College Core Outcome(s) for its discipline study area and that it includes an assignment which will generate artifacts that can be assessed using the college wide rubric(s) for the College Core Outcome(s) addressed by its discipline study area. The process for the initial approval of Gen Ed courses under the Proposed Framework still needs to be created. To further this process many members of the DAC attended a joint EAC/LAC/DAC meeting on June 8th which familiarized each committee with the others work and brainstormed efficient processes for approving general education courses under the revised guidelines.
• While the Proposed Framework for General Education does not change the General Education requirement for PCC degrees (students will still need to take the same number of general education courses to meet their degree requirements) it has led to a college wide discussion amongst the CTE faculty about the Gen Ed requirements for AAS degrees (see next section).

AAS Gen Ed requirement: courses or credits?
• Currently the AAS General Education requirement requires 16 credits of general education course work which can lead to a situation where a student takes four general education courses but finds that they are a credit shy due to one of their gen ed courses being only three credits which forces the student to take an additional three or four credit general education course to meet their degree requirements.
A possible solution is to restate the gen ed requirement in courses rather than credits (4 courses each a minimum of three credits) as is done for the AAOT and ASOT-B.

The DAC reached consensus that this merits further discussion for the AAS, AS and AGS degrees.

A multi-functional group (registrar, financial aid, advising ...) will be formed by Anne Haberkern early next fall to preview possible consequences of the policy and ascertain the best timing for implementation.

There is interest amongst the CTE chairs to reevaluate the requirement that students must be free to two choose at least two of their general education courses and in reducing the total number of general education credits required for degrees (currently 16). Further discussion of these issues will be delayed until the question of converting from courses to credits is sorted out.

HB 2998

The DAC is loosely monitoring the implementation of HB 2998.

At the May meeting Jessica Howard (SE Campus President) and Anne Haberkern (Director of Curriculum Office) reported on the development and implementation of HB 2998.

A 30 credit Foundational Curriculum (FC) has been established with two tracks STEM and non-STEM and will be implemented fall of next year.

Work has stared on Unified Statewide Transfer Agreements (USTAs) for Business, Education, English, and Biology.

The FC and USTAs will overly existing PCC curriculum and thus have little direct impact on the PCC curriculum beyond potentially improving its transferability to Oregon Public Universities.

New Certificates & Degrees

1. CAD Operation Less Than One-Year Career Pathway Certificate
2. Mechanical Drafter Less Than One-Year Career Pathway Certificate
3. Technical Designer Less Than One-Year Career Pathway Certificate
4. Foundations in Human Services Less Than One-Year Career Pathway Certificate
5. Supply Chain Management and Logistics Engineering One-Year Certificate

Revised Certificates & Degrees

1. Exercise Science AAS Degree
2. Group Fitness Leader Less Than One-Year Career Pathway Certificate
3. Healthy Older Adult Less Than One-Year Career Pathway Certificate
4. Website Development and Design AAS Degree
5. Website Development and Design One-Year Certificate
6. Dental Assisting One-Year Certificate
7. Dealer Service Technology AAS Degree
8. Marketing AAS Degree
9. Management/Supervisory Development AAS Degree
10. Management/Supervisory Development One-Year Certificate
11. Medical Assisting One-Year Certificate
12. Aviation Maintenance AAS Degree
13. Aviation Maintenance Technology Two-Year Certificate
14. Computer Information Systems AAS Degree
15. Diesel Service Technology AAS Degree
16. Diesel Service Technology Two-Year Certificate
17. Exercise Science AAS Degree
18. Personal Trainer Less Than One-Year Career Pathway Certificate
19. Group Fitness Leader Than One-Year Career Pathway Certificate
20. Healthy Older Adult Fitness Less Than One-Year Career Pathway Certificate
21. Paralegal AAS Degree
22. Management/Supervisory Development One-Year Certificate
23. Therapeutic Horticulture Activity Specialist Less Than One-Year Certificate
24. Creative Coding and Immersive Technologies Less Than One-Year Career Pathway Certificate
25. Multimedia Less Than One-Year Career Pathway Certificate
26. Accounting AAS Degree
27. Accelerated Accounting Less Than One-Year Certificate
28. Accounting Clerk One-Year Certificate
29. Entry Level Accounting Clerk Less Than One-Year Career Pathway Certificate
30. Residential AAS Degree
31. Building Inspection Technology AAS Degree
32. Construction Management AAS Degree
33. Network Administration AAS Degree
34. Early Childhood Education AAS Degree
35. Biomedical Engineering Technology AAS Degree
36. Electronic Engineering Technology AAS Degree
37. Renewable Energy Systems AAS Degree
38. Wireless & Data Communication Technology AAS Degree
39. Electronic Engineering One-Year Certificate
41. Electric Power Generation Service Technology AAS Degree
42. Interior Design AAS Degree
43. Kitchen and Bath Less Than One-Year Certificate
44. Landscape Technology AAS Degree
45. Landscape Technology: Design AAS Degree
46. Machine Manufacturing Technology AAS Degree
47. CNC Turning Less Than One-Year Certificate
48. Manual Machining Less Than One-Year Certificate
49. CNC Milling One-Year Certificate
50. Manufacturing Technician: Less Than One-Year Career Pathway Certificate
51. Ophthalmic Medical Technology AAS Degree
52. Fire Protection Technology Less Than One-Year Career Pathway Certificate
53. Civil Engineering Technology
54. Civil Engineering Technology: Green Technology and Sustainability
55. Mechanical Engineering Technology
56. Mechanical Engineering Technology: Green Technology and Sustainability
57. Civil Engineering Technology Two-Year Certificate
58. Mechanical Engineering Technology Two-Year Certificate
59. Healthcare Careers Less Than One-Year Certificate
60. Website Development & Design: Web Assistant II – Less Than One-Year Career Pathway Certificate

**New Elective Lists & Prerequisites**

1. Supply Chain Management Electives

**Revised Prerequisites, Requirements, Elective Lists, and Related Instruction**

*This list includes only those needing the approval of DAC, not those on the Consent agenda*

1. Exercise Science Prerequisites
2. Aviation Maintenance Technology Prerequisites
3. Computer Information Systems Introductory Electives
4. Computer Information Systems Advanced Electives
5. Child and Family Studies Prerequisites
6. Electronic Engineering Technology Degree Electives
7. Addiction Counselor Program Prerequisites
8. Paralegal Prerequisites
9. Electronic Engineering Technology Prerequisites
10. Ophthalmic Medical Technology Prerequisites
11. Medical Laboratory Technology Prerequisites
12. Bioscience Technology Prerequisites

**Revised Focus Awards**

1. Global Studies Focus Award
2. Social Justice Focus Award
3. Asian Studies Focus Award
4. Black Studies Focus Award
Inactivated Certificates, Degrees and Elective Lists

1. Emergency Management AAS Degree
   Emergency Management One-Year Certificate

Written and Respectfully submitted by Eriks Puris, Chair Degrees and Certificates Committee
August 2018
Curriculum Committee
2017-2018 Report

The Curriculum Committee (chair, Ann Cary) reviewed 298 courses during the 2017-2018 AY. In addition to regular monthly meetings, the committee had a fall retreat, spring retreat, and joint meeting with the LAC and DAC at the end of spring term.

Discussion and Action Items

October Retreat (October 13, 2017)

- The committee discussed SAC-level maintenance and communication regarding CCOG updates.
- The main issue discussed was that the online listing of CCOGs does not go live until the previous term ends, and faculty often use the online listing (instead of Courseleaf) to prepare their courses and syllabi. In some instances, this means they are referencing a CCOG that is not accurate for the term for which they are preparing their syllabi and course materials. Different SACs have different mechanisms for handling this. Some have FDCs communicate one-on-one with faculty regarding upcoming changes. Others create separate documents they maintain and post for their SAC. The committee considered whether it would be beneficial to have current and future versions of CCOGs available online (available to students, faculty and staff). The general consensus was that this would be more problematic than helpful. A mechanism for exporting PDF versions of CCOGs could be developed to support SACs, if so desired.
- The committee reviewed the Key Indicators of Achievement (KIAs) and sent feedback to Academic Affairs.

February Retreat (February 21, 2018)

- Kendra Cawley presented the proposed general education timeline and model. The committee discussed the details of this, and suggested that visuals of the timeline and general concept be created.
- The committee voiced concern about the Curriculum Committee’s capacity to review every course on the Gen. Ed. list within a 2-year period. They also had questions
Continued Discussion of General Education

- As time permitted at the end of monthly meetings, the Curriculum Committee continued discussing the proposed general education framework.

- At the meeting on May 2, 2018, the committee discussed the “Principles of General Education Re-design Endorsement” created by ELIWIG. They provided feedback on parts that needed further clarification. After this document was finalized by ELIWIG, the committee participated in an email vote regarding their support of the endorsement. Out of the 15 voting members, 11 voted; support was unanimous.

Joint Meeting of the CC, DAC, and LAC (June 8, 2018)

- After the discussions within the CC regarding general education, it was identified that a separate committee might be necessary for the two-year period where courses re-apply for Gen Ed designation. To identify the needs and brainstorm ways that this could be achieved effectively and efficiently, a joint meeting of the CC, DAC, and LAC was held on June 8, 2018.

- The first portion of this meeting involved short presentations by various chairs, to help acquaint committee members with the work of the other committees. Jamee Kristen (DSAC facilitator) and Chris Brooks (LAC Chair) presented the rubrics that were developed over the past year by the DSACs (Discipline Studies Area Committees). Eriks Puris (DAC Chair) presented the current work/process of the DAC and Ann Cary presented the current work/process of the CC.

- The second portion of the meeting involved brainstorming what a potential committee (or small review group) that would responsible for reviewing courses that re-apply for Gen Ed designation would look like and how such a group could best function. This was very exploratory, and many great questions were raised. These included: whether the entire CCOG will need to be reviewed, whether the AAOT outcomes need to be re-addressed and re-submitted, whether a “triage” process could be implemented, whether committee was necessary, and many more. This was an initial brainstorming session and these ideas will be further explored and discussed over the next year.

Meeting location for next year: Sylvania Campus
- The committee participated in two online votes to determine next year’s meeting location. The process was thorough and the vote was narrow (Sylvania was top by a margin of 1 vote). Key takeaways were that the committee (almost unanimously) does not want to rotate locations and that either Southeast Campus or Rock Creek would inhibit participation for a few members. The meeting location will continue to be revisited each year.

Submitted by Chair, Ann Cary, June 2018
Advancement of Educators Committee
2017-2018 Report

The AEC spent several months creating a strategy and an action plan for the academic year 2018-2019. Because we believe that changing the culture and structure at PCC is a daunting task, we recognize the importance of strategic planning in order to achieve our goals. Over the last six months, we discussed many wide ranging and courageous strategies focused on changing the culture at PCC that is designed to promote greater diversity, inclusion, and equity for all educators regardless of position status. Out of many interesting and valuable ideas, the membership voted to concentrate on the following four strategies:

Strategies of the Advancement of Educators Committee

**Foster a culture in which:**

1. Educators are provided resources and opportunities such as orientations and professional development in multidimensional ways to create a learning and teaching environment in the classroom in which educators feel safe enough to share ideas and to reach out for help.
2. Educators are respected as professionals that provide a regenerative and energized resource of learning and access to knowledge for students.
3. All PCC educators understand what Equitable Student Success is and how to move forward with courage to address barriers.
4. A common understanding of professional preparedness for teaching and learning is evident in classrooms in the dynamic learning process for students

Objectives of the Advancement of Educators Committee

The AEC serves as the voice of faculty. The purpose of the AEC is to build, to strengthen the faculty voice especially for part time faculty.

Our responsibility is to ensure and maintain a duty of care to all faculty, all educators, specifically faculty experiencing inequitable professional outcomes.

The AEC will work to support an educator’s experience as follows:

- Professional safety and security
- A sense of inclusion and belonging
The role of the AEC is to:

- Suggest policies, procedures, and practices which promote faculty parity
- Interrogate policies, procedures, and practices which do not yield parity, or which adversely affect the professional welfare of full and part time faculty
- Support the implementation of contract terms to which there is ad hoc adherence through structural processes in place for such resolution, i.e. the union
- Function as an ombudsman or advocate for educators
- Collect, analyze and communicate research on important topics with the intention of adding clarity, inclusion, and equity for all educators at PCC
- Our mission is to practice excellence in teaching and to facilitate optimal learning experiences for PCC students

Wins and accomplishments by the Advancement of Educators Committee

The AEC took the initiative to begin a dialogue with POD at the end of last academic year about the importance of developing an orientation for part time faculty. These discussions culminated in the creation of a committee named the On-Line Orientation Advisory Committee whose task is to design and implement an on-line orientation for part-time faculty. The committee is composed of members from the AEC, TLC coordinators, and DL experts. President Mitsui allocated some of his contingency funds to get this project started and Lisa Bledsoe approved funding in November of 2017 to create an On-Line Orientation Project. This project is also supported in theory by the DOIs who would like to move an orientation project forward. In April 2018, Mariah Cisse, Director of Organizational Development, took the lead on implementing the on-line orientation project. Human resources purchased a Talent Management System which was demonstrated to the members of the committee on June 12, 2018. Getting to know the software will enable the committee to think about the best way to present the content we have developed.

The annual report of the YESS plan includes a commitment to support and include part time faculty. Currently, part time faculty are included in the “Building a Foundation for Guided Pathways” section, but funding for part time faculty participation is also included in the “Fully
Support and Implement PCC’s Commitment to Equity and Inclusion.” It’s important to recognize that the YESS team is recreating PCC as a learning institution and our voices are being heard and our value as faculty is being recognized.

Achieving the Dream promotes greater equity and inclusion for part time faculty.

In our first year as a committee, I met with HR leadership to discuss what needs to change so that current part time faculty are considered first when full time faculty positions are open rather than doing a national search as the first step. I learned that there is a need to improve the quality and diversity of the part time faculty. Alisa Hampton has met with Faculty Department Chairs, analyzed feedback, and on February 7, 2018 implemented a plan to change the process for hiring part-time faculty.

I learned from Traci Fordham and confirmed by Jennifer de Laix that part time faculty who are retiring are being included in the recognition for retirees at the retirement dinner for the first time at PCC.

Kendra Cawley, Dean of Academic Affairs, identified the importance of inclusion of part time faculty in developing GEN ED outcome. The plan includes working with the AEC to create strategic engagement of part time faculty.”

Sylvia Gray and Jordan Durbin met with Susan Bickerstaff, researcher for Community College Research Center (CCRC) who is doing a longitudinal study for Achieving the Dream. The study focuses on engaging adjunct or part-time educators in the student success movement. The participants in the study are six community colleges that are members of Achieving the Dream. These community colleges represent 3 union colleges and 3 non-union, 2 urban colleges, 2 suburban colleges, and 2 rural colleges as well as 2 smaller colleges, 2 medium, and 2 large colleges. Susan shared the survey instrument and the study’s design with us. The AEC is considering conducting a survey in order to better understand the empirical evidence on educators at PCC.

During the workshop on culturally responsive teaching sponsored by the Office of Equity and Inclusion, Traci Fordham publicly stated that part time faculty are important. While we know the important contribution made by part time faculty, having our importance recognized publicly is becoming part of the institutional norm.
In many of the meetings in which I’ve participated over the last year, there are several other voices in addition to mine that bring up concerns and inequities for part time faculty.

A study on food insecurity for part time faculty is in process for Sylvania campus.

Over the summer, Sylvia Gray will collect both good practices for FDCs of other institutions and assess the current gaps for FDCs at PCC. One of the goals is to provide better training and guidance for FDCs.

**EAC By-Law Language:**

**EAC Advancement of Educators Committee:**

The committee’s primary responsibility is to review and make recommendations to policies and practices which affect part-time and full-time educators in order to improve respect, inclusion, and equity for part-time educators and to best serve PCC students. The committee will be composed of up to twenty members to include at least six part-time faculty.

**Membership - 2017 to 2018**

<table>
<thead>
<tr>
<th>Name</th>
<th>Category</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Jordan Durbin, Chair</td>
<td>Part time faculty, Sociology</td>
<td>SY SS201, Cube 6, X 3915</td>
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<tr>
<td>Alison Allen-Hall</td>
<td>Part time faculty, Peace &amp; Conflict Studies</td>
<td>SY SS 201</td>
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<tr>
<td>Martha Bailey</td>
<td>Part time faculty, Philosophy, Religious Studies</td>
<td>CA TH 236, X3096</td>
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<tr>
<td>Louis Bruneau</td>
<td>Part time faculty, Business</td>
<td>CA, PSEB 129, X8245</td>
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<td>Shirley Geiger</td>
<td>Part time faculty, Philosophy</td>
<td>CA TH 118 X3900</td>
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<td>Contract Administration Officer, Federation of Faculty &amp; Academic Professionals</td>
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<tr>
<td>Sylvia Gray</td>
<td>Full time faculty, History, Faculty Dept. Chair</td>
<td>SY SS201, X 4073</td>
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<tr>
<td>Jeff Lacks</td>
<td>Full time faculty, Mathematics</td>
<td>SY ST 203</td>
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<tr>
<td>Theresa Love</td>
<td>Full time faculty, Developmental Education</td>
<td>RC 2 210</td>
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<td>Reading, Writing</td>
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<td>Heather Lubay</td>
<td>Part time faculty, Communications</td>
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<td>Michele Marden</td>
<td>Full time faculty, Mathematics</td>
<td>SY ST 203</td>
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<td>Heather Mayer</td>
<td>Part time faculty, History, TLC Coordinator</td>
<td>RC 7. 218A, X 3108</td>
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<tr>
<td>Ann Su</td>
<td>Part time faculty, Legal, Women's Studies</td>
<td>CA CH 208, X 3073</td>
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<tr>
<td>Sylvia Kelley</td>
<td>Administrative Advisor to AEC</td>
<td>SY CC 242, X 4335</td>
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<td></td>
<td>Executive Vice President of PCC</td>
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<tr>
<td>Lisa Bledsoe</td>
<td>Associate Vice President, Human Resources</td>
<td>DC 308, X 5852</td>
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<tr>
<td>Kendra Cawley</td>
<td>Dean of Academic Affairs</td>
<td>SY TCB 116, X 4481</td>
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<tr>
<td>Jeremy Estrella</td>
<td>Dean of Social Science &amp; Communications</td>
<td>RC 5 - 245</td>
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<tr>
<td>Jessica Howard</td>
<td>Campus President of SE Campus</td>
<td>SE ADM 202, X 6232</td>
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The AEC Report was written and submitted by Chair, Jordan Durbin, June 2018
Academic Policies and Standards Committee
2017–2018 Report

Membership:

Kristin Benson, Registrar, DC (left the college midyear)
Mark Easby, English, CA
Darilis Garcia, Registration Services, SY (replaced K. Benson midyear)
Peter Haberman (chair), Math, SY
Kathy Mauser, Nursing, SY
Luis Menchu, Web Services Manager, District
Karen Paez, Dean of Instruction, SY
Elissa Minor Rust, English, RC
Virginia Somes, Math, CA
Dieterich Steinmetz, Division Dean of Science and Engineering, SY
Tristan Striker, English, RC
Susan Wilson, Academic Support Specialist, SY

Activities:

• We had a presentation from the EAC workgroup formed last June to consider whether a “sanctuary college statement’ should be added to S704: Syllabus Standards as a required syllabus item.

• We discussed other issues related to S704: Syllabus Standards, including whether a FERPA statement should be required on syllabi, whether statements about other college resources should be included on syllabi, whether a standardized syllabus addendum should be created to include all of the general college info, and whether a syllabus management system should be adopted (we participated in a demo of the Concourse syllabus management system).
• We worked on a revision of **G301: Grading Guidelines.** We prepared a draft that we planned to share with the EAC but were asked to postpone bringing it forward until the college hires a new Registrar.

• We worked on a new “attendance policy.” We prepared a draft to share with the EAC but were asked to postpone bringing it forward until the college hires a new Registrar.

• We began working on a new “transfer credit policy”. A workgroup was formed to consider ways that the college may want to revise its current transfer credit practices. Next year we plan to write the policy.

• We provided input on **A106: Associate Degree Comprehensive Requirements** after the Degree and Certificates Committee proposed a change to the policy.

• We discussed **A100: Preamble to the Handbook** and are planning to revise it next year.

• We discussed the policy components Final Exam Scheduled and plan to investigate the development of a policy next year.

The APS report was written and submitted by Chair, Pete Haberman, June 2018