Educational Advisory Council’s
2016-2017 Annual Report

Compiled by Sylvia Gray, EAC Chair, with the help of the EAC Standing Committee Chairs
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Introductory Information

The EAC is a critical component of PCC’s governance and works with the college community to explore and examine issues concerning the educational experience at PCC and to create and recommend district-wide guidelines, standards, and practices. This includes providing opportunities for exchanging views regarding educational issues, facilitating honest communication in an open forum, and advancing discussion of administrative decisions affecting the educational experience.

The EAC makes recommendations about curriculum, degrees, certificates, standards, and practices to the College President and is supported by the Vice-President for Academic and Student Affairs (VPASA) [this position was bifurcated just prior to the academic year, so instead the EAC was supported by the new interim Vice-President of Academic Affairs (VPAA) and the new interim Vice-President of Student Affairs (VPSA)]. While the membership is majority faculty, there are academic professional, student, administrative, and classified-staff representatives, and the EAC’s Membership Committee strives for a balance of members who are broad and representative in composition, including subject areas, programs, and locations in the college.

Standing Committees and EAC Leadership Team

The EAC Leadership Team is comprised of the EAC Chair, Sylvia Gray, and the respective chairs of the standing committees. In November, 2016, a new standing committee was added, the Advancement of Educators Committee. The EAC Leaders meet regularly among themselves.

- Curriculum Committee (CC), Jeremy Estrella
- Degrees and Certificates Committee (DAC), Eriks Puris
- Academic Policies and Standards (APS), Pete Haberman
- Membership Committee, Ric Getter (Marlene Eid resigned in December 2016)
- Student Development Committee (SDC), Wendy Palmer
- Advancement of Educators Committee (AEC), Jordan Durbin

Please see below for reports from each of the committees.

The leaders also met monthly with:

- The College President, Mark Mitsui
- Both the Interim VPAA (Elizabeth Lundy) and the Interim VPSA (Jim Perez).
- Other key administrators:
  - The Deans of Instruction (DOI)(Cheryl Scott, RC; Kurt Simonds, CA; Craig Kolins, SE [resigned mid-year] and then Al McQuarters, Interim, SE; and Karen Paez, Interim, SY)
  - Dean of Academic Affairs (Kendra Cawley)
  - Dean of Student Affairs (Tammy Billick)
  - Dean of Students (Michele Cruse, Interim)
  - Dean of Distance Education (Loraine Schmitt)

Task Forces

The Academic Integrity Task Force, chaired by Robin Shapiro, continued and completed its work with a recommendation to the EAC, who approved it on March 22, 2017, and was then formally approved by President Mitsui on April 12, 2017. See below for further information.
Guest Presenters and Topics

In the interest of transparency, good communication, and provision of input as appropriate, a number of guests presented information and updates for discussion throughout the year. These included:

- **Mark Mitsui, College President:**
  - President’s Work Plan
  - Achieving the Dream
  - Budget and Supplemental Budget
- **Neal Naigus, Manager; and Lisa Féinics, Specialist:** Fostering Student Success
- **Jessica Howard, Southeast Campus President:** Oregon's Community Colleges: A Non-System System Navigating a Changing Educational Landscape
- **Elizabeth Lundy, Interim VPAA:**
  - Academic Master Plan
  - Guidelines for Educators in the Current Political Climate
  - Achieving the Dream
- **Amy Hofer, Coordinator of Statewide Open Education Library Services; Jen Klaudinyi & Rachel Bridgewater, Reference Librarians:** HB 2871 and Open Educational Resources (OER)
- **Frank Goulard, Instructor, Faculty and Academic Professionals President, Higher Education Coordinating Commission (HECC) Board member:** HECC Updates
- **Roberto Suarez, Manager:** Oregon Promise Update
- **Heather Lang & Traci Simmons, Deans of Students:** Advising Update
- **Kendra Cawley, Dean of Academic Affairs, Anne Haberkern, Director of Curriculum, and Jeremy Estrella, Instructor:** Proposed Process for Course Inactivation
- **Tammy Billick, Dean of Student Affairs; Blake Hausman & Diane Edwards, Instructors:** Initial Results from Changes in Student Assessment/Placement
- **Phuong Phan, Student Representative:** Social Justice Training and Student Success
- **Jim Perez, Interim VPSA:** Possible Reorganization of Shared Governance at PCC
- **Alex Baldino, Equity Investigator:** Religious Accommodation Policy
- **Allison Blizzard, Director of International Education:** Office of International Student Services 3-year Strategic Plan
- **Usha Ramanujam & Jeffer Daykin, Instructors:** International Initiative

Monthly or Periodic Updates

In addition, there were monthly or periodic updates from various college leaders:

- **Elizabeth Lundy, VPAA, ITT Breckinridge**
- **Jeremy Estrella:** Updates on Gen Ed and Guided Pathways
- **EAC standing committees:**
  - Degrees and Certificates: Eriks Puris
  - Curriculum Committee: Jeremy Estrella
  - Academic Policies and Standards: Pete Haberman
  - Student Development Committee: Wendy Palmer
  - Membership Committee: (Marlene Eid)/Ric Getter
- **Academic Integrity Task Force: Robin Shapiro**
Major Discussion/Action Issues

- **Advancement of Educators Committee (AEC):** A major development was the addition of a new standing committee in response to the ACCEPT Task Force’s (Addressing the Culture, Climate, and Experience of Part-Timers) previous recommendations and the advice of Interim President Sylvia Kelley. There was much discussion, but the ultimate vote was unanimous. See below for the by-law wording, mission, and report on the first year’s activities.

- **General Education:** The EAC retreat began with a discussion of General Education structure and requirements, and there were periodic updates and discussions in the EAC proper throughout the year. A group titled “EAC/LAC Integration Workgroup” met outside the EAC throughout the year to work on the issues. This group had received a prior charge from Dr. Chris Chairsell, Vice President of Academic and Student Affairs (VPASA), and was led by Dr. Kendra Cawley, Dean of Academic Affairs. Jeremy Estrella, Chair of Curriculum Committee, brought periodic updates. The work culminated with a meeting on June 30, 2017, that worked on determining next steps. Related items include possible adjustments of the college core outcomes, a rewrite of the long-standing General Education Philosophy Statement. While nothing is yet set in stone, it is tending toward a “pay-to-play” model that will require assessment of limited core outcomes, depending on the discipline of any given General Education course, (following the the AAOT state-wide degree): 1) Arts and Letters, 2) Social Science, and 3) Science, Mathematics, and Computer Science.

- **Support for Educators and Students in the Current Political Climate:** There were several discussions focused on the support of vulnerable students in the current political climate and guidelines for faculty members and other staff in the classroom and other venues around the college. A team of individuals from the president’s Preferred Future group, including representation from the EAC, is working on providing a guiding document to the college, in addition to the many other endeavors throughout the college.

- **Standing Committee Work:** The various recommendations to the college president based on standing committee work are contained within each of the standing committee reports below. These include approved curriculum, degrees and certificates, and revised academic policies.
Academic Policies and Standards Committee (APS)

Membership:
Kristin Benson, Registrar, DC
Mark Easby, English, CA
Peter Haberman (chair), Math, SY
Laura Horani, ESOL, SE
Eric Kirchner, Microelectronics, RC
Luis Menchu, Web Services Manager, District
Karen Paez, Dean of Instruction, SY
Virginia Somes, Math, CA
Dieterich Steinmetz, Division Dean of Science and Engineering, SY
Filadelfia Tadjibaeva, Phi Theta Kappa President, student representative
Phil Thurber, Math, SY
Susan Wilson, Academic Support Specialist, SY

Activities:

- We completed a two-year project to revise *C102: Credit for Prior Learning*. Our credit for prior learning policy is now aligned with accreditation and Oregon state standards.

- We revised *S704: Syllabus Standards*. We included a new statement regarding the college’s “sanctuary status” as a suggested content item. We also revised the statements regarding Disability Services and the Student Rights and Responsibilities Handbook and made lots of other small changes.

- We worked on a revision of *G301: Grading Guidelines* but weren’t able to complete the project; we’ll continue the work next Fall.

- While working on *G301*, we recognized a need to define what “attendance” means. We determined it was appropriate to remove references to reporting “No Shows” from *G301* and are discussed either creating a new policy that focuses on attendance-related issues or including this information in *E201: Enrollment*. We plan to make a decision in the Fall.

- We worked a new “transfer credit policy” but weren’t able to complete the project; we’ll continue the work next Fall.

- We formed a workgroup to focus on the instructional use of social media. The workgroup’s report is included in the subsequent pages.
EAC Academic Policies and Standards Committee
Instructional Social Media Work Group
2016-17 Progress Report

Members:
Heather Lubay, COMM
Bob Pryor, COMM
Laura Sanders, EWL
Mary Chase, EWL
Meredith Farkas, LIB
Rebecca Olson, STRATCOMMS
Monica Marlo (Chair), DL/IS, MM
Peter Haberman, MTH
Susan Watson, CAS/OS
Kathleen Janicki, BA

Workgroup Charge:
At the beginning of the 2016-17 academic year, PCC had guidelines for using of social media for marketing and informational purposes but had yet to establish guidelines for using social media for instructional purposes. This Workgroup investigated how other colleges and universities are addressing the instructional use of social media and have generated recommendations to the Academic Policies and Standards Committee (APS). These include an update to posted guidelines at pcc.edu/social, recommendations for creating best practice guidelines and topic stewardship, and recommendations for applicable standing policy updates.

Our workgroup met monthly and reported to APS with the goal of presenting its updates and recommendations during the 2016-17 academic year. You can find clarification of our definition of what social media is here.

Background:
In 2011 when PCC’s lack of institutional social media policy was first discussed by our Media Tactics Committee, PCC’s marketing department was engaged in parallel planning. Marketing specialist Simon Tam worked with Media Tactics to begin drafting social media guidelines for the college, but left PCC after the project’s inception.

This draft sat up in Spaces until Becky Olson (PCC’s social media manager) reopened the project and published PCC’s current social media guidelines and terms of use in December 2014. While these existing guidelines exist to cultivate engagement online for PCC’s brand and promote the college’s core values, they did not explore or discuss guidelines specifically related to pedagogical activity.

“Pursuing a Social Media Policy That Supports Academic Freedom” was shared with the DLAC Feb 8, 2016. Advice was given to approach the EAC to offer up the topic. Greg Kaminski and Monica Marlo attended EAC April 18, 2016 to present a brief overview of the need, the article was then shared with the EAC. A decision to have the EAC’s Academic Policies and Standards committee coalesce a work group around instructional social media was made in the following Fall of 2016.

Workgroup Process:
Collect query set and define problem(s)
Research & review, connect query with discovery
Craft initial draft internal to group, gather feedback & revise
Draft shared for external feedback, pcc.edu/social updated
Annual progress report including policy update recommendations, project sustainability and stewardship given to APS by June 30, 2017.

Workgroup Progress:
- Groups surveyed: Managers, instructors, students- results are here.
  - Invitation to Division Deans & Dept Chairs, December 2016
  - Instructor TLC sessions happened in February 2017, themes are here
- Instructional Social Media- Future Forecasting
- Planning recommendations (vetting, sustainability and continuous improvement) Please note- this is work in progress, halted due to faculty summer hiatus. Best practices work and recommendations will continue if work is approved during the 2017/18 annual faculty contract.
- V. 1.0 guidelines, posted at pcc.edu/social
- IT Policy check - Here are all the places we see IT policy intersections with social media
- Possible updates to our Code of Student Conduct

Open questions:
- Will this work group reconvene in 2017-18, or will members serve on other appropriate work groups to resolve open issues?
- If this workgroup will convene in 2017-18, how do we verify that funds will be available for part time participation?
- With the addition of language to pcc.edu/social to include guidelines for students and instruction, legally, when do we have a problem, where do we stand?
- Are this work group’s updates to guidelines posted on our website, and suggested edits to an upcoming IT policy revision comprehensive and flexible enough to respond to both known and possible future problems?

Next Steps:
- Verify with EAC-APS that ISM Work Group will reconvene in Fall 2017, if funds are available for p/t faculty
- Verify that our changes to pcc.edu/social guidelines meet our immediate needs.

Resources:
- Related PCC policies:
  - Nondiscrimination & Non-harassment policy
  - Expressive conduct policy (i.e. “free speech”)
  - Standards for professional behavior
  - PCC IT-02000 Acceptable Use Policies
  - Student rights & responsibilities
- Related guidelines:
  - PCC social media guidelines for use
- Social media trends & best practices
  - Pursuing a Social Media Policy that Supports Academic Freedom
  - Pew Research Center - 2016 Report on Social Media Trends and Usage
  - Getting Social: Best Practices for Social Media Accessibility
Curriculum Committee (CC)
Annual Report: 2016-2017

The 2016-2017 activities of the Curriculum Committee (Jeremy Estrella, Chair) included review of 684 proposals for new courses or revision to existing courses. In addition to regular monthly meetings, the committee’s work included a September retreat and an additional February discussion meeting.

Discussion and Action Items

Discussed new Integrated Reading and Writing (IRW) courses and process for implementation across courses with standard prerequisites
- The standard prerequisites will expand to include IRW 115.
- There will be a form that SACs will need to complete if they would like to opt-out.
- Curriculum Committee recommended the IRW process.
- Due to new multiple measures testing process, there will no longer be references to tests or scores in our programs and course prerequisites.

Discussed a proposed process for S701: Course Inactivation
- Leaving courses in the system (and catalogue) may be confusing and misleading to students.
- We expect (have reason to believe) that in many cases, SACs were unaware that the courses are still in our inventory. Also, it will be helpful to know why a SAC may wish to continue to list a course that has not been offered in many years (which is why that rather than just inactivate administratively, we so have created a process to allow SACs to express why a course should not be inactivated).
- There will be an appeals process.
- If a course is inactivated and it is later decided to offer the course the SAC can propose it as a new course and go through the standard curriculum review process.

Discussed Experimental Courses (what they are, what’s their purpose, and level of oversight)
- Experimental courses are informational items for the Curriculum Committee and go directly to the DOIs.

Discussed A107 – General Education Philosophy Statement
- Part of the statement reads, “ability to reason qualitatively and quantitatively,” however in the General Education Designation Form in Courseleaf the statement reads, “ability to reason qualitatively and/or quantitatively.
- The Curriculum Committee had a discussion back in 2011 about how it would be difficult for a single course to meet both qualitatively and quantitatively as requirements and the Curriculum Office made the change in Courseleaf.
- Ideas were presented to make A 107 reflect what is in Courseleaf with “and/or” or separate qualitatively and quantitatively into distinct bullet points since general education course requests only have to address four of the seven bullet points in the philosophy statement.
- The point was raised that there is no question about Core Outcomes in the General Education Philosophy Statement nor the General Education Designation Request Form in Courseleaf.
- PCC has never made outcome statements for our General Education program.
- The Curriculum Committee and Degrees and Certificates Committee will discuss these items in greater detail at a retreat this summer 2017.
Discussed House Bill 2998-A
- Background – There have been several bills attempting to address problems with transfer to universities.
- HB 2998-A would require unified transfer agreements that would go further to help model majors and develop foundational requirements.
- This bill has a piece on advising that is not very clear (asks for a report to the Legislature relating to best practices in transfer advising).
- The intent of this bill is to look at the credits in a specific major and determine what courses students need to transfer to a university from the community college.
- The HECC will decide which majors to include based on workforce demand and the most common areas of study.
- Clearly communicating the pathways to students would be a good goal, and something HECC might reasonably expected to coordinate/lead/sponsor (as in a website), but is not directly addressed in this bill.
- What might this mean for the Curriculum Committee?
  - May change the way we look at General Education in light of statewide requirements that come out of the bill.

Discussed Prefix, Discipline, Name Changes.
- The DOIs have developed a form to guide SACs through the process.
- It is a difficult process with many different layers.
- Work with the Curriculum Office on changes and give the process plenty of time.

Style Guide Additions
- Committee discussed various suggestions for outcome language (i.e., “be prepared to” or “have an understanding of”).
  - Discussion revolved around where to put guidelines about outcomes – in the Style Guide or the Curriculum Resource page.
    - Do we want to expand the “be measureable and assessable” text on webpage?
    - Where should the Style Guide live?
      - Several committee members have suggested that the Outcomes should be in the Style Guide
      - Include/draft up disclaimers with Curriculum Dept.
      - Include many examples of good outcomes to look at.
      - Recommendation - Curriculum Office will work on an outcomes section of Style Guide.
  - Verbs in outcomes matching up with “students should be able to..” as it relates to taking an exam etc.
    - Suggestion – “Be prepared to sit for…”
  - Consistency in language used for courses that have a “Requirement,” “Recommended” etc.
    - Consult with SAC on a case-by-case basis.
  - Use of “instructor approval” or “instructor permission” in course descriptions.
    - Committee agreed on “Instructor or department approval…”

General Education and the Coming Year.
- PCC will look at our core outcomes and decide if we want to change or delete any outcomes.
- How can we say that students are meeting core outcomes?
- What role will the Curriculum Committee take in the General Ed discussion?
• What should the relationship be between this committee’s goals and some sort of oversight of the totality of Gen Ed?
• If we undertake a bigger change, it’s not clear where ownership will be (DAC or CC, or both)?

Continuing Work on a Curriculum Committee New Member Orientation
• The Curriculum Committee and Curriculum Office will work in conjunction to create an orientation (possible D2L course) to help with the on-boarding of new committee members.

Degrees & Certificates (DAC) 2016-2017 Year In Review

Discussion Topics & Items of Note

Nursing Breckenridge AAS
The sudden closing of ITT in September 2016 left several hundred Portland area nursing students stranded mid-program bereft of financial aid and veteran's benefits. PCC collaborated with the state of Oregon to craft a teach out plan for these students with the goal of getting the ITT students back in classes winter quarter 2017. In order to accomplish this PCC fast tracked the approval an AAS specifically designed for ITT students which necessitated emergency meetings of the DAC and EAC and resulted in the Nursing Breckenridge ASS degree. At the conclusion of the teach-out, the Nursing Breckenridge AAS and the courses created for it will be inactivated.

General Education
The ongoing college wide discussion of the General Education curriculum has been spearheaded by the EAC/LAC Integration task force which this year focused on how General Education courses can be used to demonstrate that PCC students are: (1) achieving PCC’s Core Outcomes, (2) achieving the state’s General Education Outcomes, and (3) meeting PCC’s General Education Philosophy Statement. This impacts the Degrees and Certificates Committee because PCC’s stated outcome for its AS, AGS, AAOT, and AAOT(B) degrees are based directly of PCC’s core outcomes. The DAC is monitoring this ongoing discussion and many members will be attending an all-day retreat to discuss General Education courses and their role in the PCC curriculum in late June 2017.

Credit for Prior Learning
Revision of C 102 Course Challenge Credit for Prior Learning creates two categories of Credit for Prior Learning (CPL): Institutionally Assessed CPL and Externally Assessed CPL. Institutionally Assessed CPL is considered credit for experiential learning and because of this cannot exceed 25% of the credits applied to a degree or certificate in accordance with PCC’s accreditation guidelines. Institutionally Assessed CPL will be transcripted as institutional credit and designated with CPL notation. Externally Assessed CPL is not considered credit for experiential learning and can exceed 25% of the credits applied to a degree or certificate in accordance with PCC’s accreditation guidelines. Externally Assessed CPL is not considered institutional credit and is transcripted as transfer credit.

HB 2998
Proposed Oregon House Bill 2998 takes steps towards a unifying the curriculum of Oregon community colleges and universities. While similar attempts to create a common course numbering system in Oregon have repeatedly foundered on the inability of Oregon Universities to reach consensus, the diminished scope and incremental nature of the reforms proposed by HB 2998 coupled with a pent up desire to get something done fed by past failures makes HB 2998 a contender for passage. HB 2998 proposes: (1) creating a foundational first year curriculum or curricula for public post-secondary institutions of education in Oregon (2) the development of unified statewide articulation agreements between Oregon community colleges and universities that lead to junior status in a major. The degrees and certificates committee will monitor the further development of HB 2998 and its potential impacts on PCC transfer degrees.

Program Prerequisites and Program Requirements
The Program Description section of the catalog has been reorganized creating separate fields entitled Academic and Other under the Program Prerequisites and Program Requirements headings. Currently the DAC reviews these sections of the catalog. While the DAC has the expertise to evaluate the Academic sections there may be times when concerns related to liability, equity, disability and other issues within the Other field fall outside the DAC’s realm of expertise. To accommodate this change the following work flow is proposed - the Dean of Academic Affairs will vet the Other section with the appropriate PCC offices after which the Other section will become a consent agenda item within the DAC work flow. Exploration of how to implements this in course leaf will occur during the summer of 2017.

Curriculum Style Guide
While there where surprisingly few style guide issues this year the committee will maintain a place on each meeting’s agenda and minutes for Style Guide items (a parking lot of sorts) to help keep track of all of the items that come through DAC that we feel should be incorporated into the next year’s Style Guide.

New Certificates & Degrees

1. Cybersecurity Fundamentals Certificate
2. Electrical Power Generation Service Technology AAS
3. Electrical Power Generation Service Technology Less Than One Year Career Pathway Certificate
4. Family and Human Services AAS
5. Nursing-Breckinridge AAS

New Elective Lists & Prerequisites

1. Family and Human Services Electives

Revised Certificates & AAS Degrees

1. Accelerated Accounting Less Than One Year Certificate
2. Accounting Clerk One Year Certificate
3. Addiction Counselor AAS
4. Addiction Studies Less than One Year Certificate
5. Airplane Without Flight Instructor AAS
6. Airplane with Flight Instructor AAS
7. Architectural Design & Drafting AAS
8. Civil Engineering Technology AAS
9. Civil Engineering Technology: Green Technology and Sustainability AAS
10. Civil Engineering Technology Two Year Certificate
11. Computer Aided Design and Drafting Less Than One Year Certificate
12. Computer Information Systems AAS
13. Construction Management AAS
14. Dental Laboratory Technology AAS
15. Dental Laboratory Two Year Certificate
16. Dental Assisting One Year Certificate
17. Dental Hygiene AAS
18. Design/Build Remodel AAS
19. Design for Accessibility and Aging in Place One Year Certificate
20. Diesel Service Technology Two Year Certificate
21. Early Childhood Education AAS
22. Early Childhood Education Less than One Year Certificate
23. Geographic Information Systems Less Than One Year Certificate
24. Health Information Management AAS
25. Helicopter AAS
26. Information Systems One Year Certificate
27. Interior Design AAS
28. Kitchen and Bath One Year Certificate
29. Management AAS
30. Mechanical Engineering Technology Two Year Certificate
31. Medical Assisting One Year Certificate
32. Multimedia AAS
33. Multimedia One Year Certificate
34. Management/Supervisory Development AAS
35. Management/Supervisory Development One Year Certificate
36. Music & Sonic Arts AAS
37. Music & Sonic Arts Less Than One Year Career Pathway Certificate
38. Nursing AAS
39. Ophthalmic Medical Technology AAS
40. Sign Language Interpretation Two Year Certificate
41. Video Production AAS
42. Video Production One Year Certificate

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. Automotive Service Prerequisites
2. Aviation Science Program Prerequisites
3. Business Administration Prerequisites
4. Business Administration Writing Electives
5. Computer Aided Drafting and Design Prerequisites
6. Computer Information Systems Related Instruction
7. Diesel Service Technology Related Human Service Electives
8. Diesel Service Technology Program Prerequisites and Requirements
9. Early Childhood Education Prerequisites
10. Landscape Technology Prerequisites
11. Medical Assisting Related Instruction Human Relations Electives
12. Medical Assisting Prerequisites
13. Medical Laboratory Technology Program Prerequisites and Requirements
14. Multimedia Program Prerequisites
15. Nursing Prerequisites

**Revised Focus Awards**

1. Asian Studies Focus Award
2. Communication Studies Focus Award
3. Global Studies Focus Award
4. History Focus Award
5. Social Justice Focus Award
6. Sustainability Focus Award
7. Women’s Studies Focus Award

**Inactivated Certificates, Degrees and Elective Lists**

1. Biology & Management of Zoo Animals AAS
2. Gerontology Less than One Year Career Pathway Certificate
3. Gerontology CAS Electives
4. Retail Sales and Services Less Than One Year Certificate
EAC Membership Committee
Annual Report 2016-2017

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.
Marlene Eid was the chair of the membership committee until she resigned in January of 2017. Ric Getter was appointed as chair at that time.

Membership Standing Committee Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Campus</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ric Getter</td>
<td>SY</td>
<td>Classified staff, Programmer/Analyst</td>
</tr>
<tr>
<td>David Jacobsen</td>
<td>SY</td>
<td>Instructor, Developmental Ed, Reading</td>
</tr>
<tr>
<td>Glen Truman</td>
<td>SE</td>
<td>Instructor, Industrial Drafting and Illustration</td>
</tr>
<tr>
<td>Beth Hayworth-Kaufka</td>
<td>CA</td>
<td>Instructor, Developmental Reading and Writing</td>
</tr>
<tr>
<td>Sarah Elsasser</td>
<td>NC</td>
<td>Academic Advisor</td>
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### Summary of Membership Activity

#### MEMBERS RESIGNED IN 2016-2017

<table>
<thead>
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<th>Name</th>
<th>Position</th>
<th>Campus</th>
<th>Discipline</th>
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<tbody>
<tr>
<td>Daniel Davis</td>
<td>Continuous Appt.</td>
<td>Rock Creek</td>
<td>ESOL</td>
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<tr>
<td>Stephanie Yorba</td>
<td>Continuous Appt.</td>
<td>Rock Creek</td>
<td>Spanish</td>
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<td>Kristin Bryant</td>
<td>Continuous Appt.</td>
<td>Sylvania</td>
<td>Comp/Lit</td>
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<tr>
<td>Craig Collins</td>
<td>DOI</td>
<td>Cascade</td>
<td>Administrator</td>
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<tr>
<td>Chrissy Randall</td>
<td>Classified</td>
<td>Rock Creek</td>
<td>Math, Mfg, Transportation.</td>
</tr>
</tbody>
</table>

**TOTAL** 5 members resigned

#### 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>Ishmael Rivas</td>
<td>Continuous Appt.</td>
<td>RC</td>
<td>CAT Dealer Service Tech</td>
</tr>
<tr>
<td>Bob Pryor</td>
<td>Continuous Appt.</td>
<td>SY</td>
<td>Communication Studies</td>
</tr>
<tr>
<td>Barb Lave</td>
<td>Continuous Appt.</td>
<td>RC</td>
<td>Computer Applications</td>
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<tr>
<td>Moe O'Connor</td>
<td>Continuous Appt.</td>
<td>SY</td>
<td>Fitness Tech/Phys Ed</td>
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<tr>
<td>Michael Meagher</td>
<td>Continuous Appt.</td>
<td>RC</td>
<td>Health</td>
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<tr>
<td>Peggy Sherer</td>
<td>Continuous Appt.</td>
<td>SY</td>
<td>Nursing</td>
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<tr>
<td>Tony Obradovich</td>
<td>Continuous Appt.</td>
<td>SY</td>
<td>Psychology</td>
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<tr>
<td>Glen Truman</td>
<td>Continuous Appt.</td>
<td>SE</td>
<td>Industrial Drafting and Illustration</td>
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<tr>
<td>Ric Getter</td>
<td>Classified</td>
<td>SY</td>
<td>Programmer/Analyst</td>
</tr>
</tbody>
</table>

**TOTAL** 8 Cont. Appt., 1 Classified

#### 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>Ashleigh McKinney-Whitecalf</td>
<td>Student</td>
<td>CA</td>
</tr>
<tr>
<td>Ben Nzowo</td>
<td>Student</td>
<td>RC</td>
</tr>
<tr>
<td>Phuong Phan</td>
<td>Student</td>
<td>SE</td>
</tr>
<tr>
<td>Cody de Sully</td>
<td>Student</td>
<td>SY</td>
</tr>
</tbody>
</table>
### 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>Jamee Kristen</td>
<td>Continuous Appt.</td>
<td>Rock Creek</td>
<td>Sociology</td>
</tr>
<tr>
<td>Kathy Mauser</td>
<td>Continuous Appt.</td>
<td>Sylvania</td>
<td>Nursing</td>
</tr>
<tr>
<td>Kristin Bryant</td>
<td>Continuous Appt.</td>
<td>Sylvania</td>
<td>Comp/Lit</td>
</tr>
<tr>
<td>Christine Webber</td>
<td>Continuous Appt.</td>
<td>Sylvania</td>
<td>Art</td>
</tr>
<tr>
<td>Stephanie Yurasits</td>
<td>Continuous Appt.</td>
<td>Southeast</td>
<td>Math</td>
</tr>
<tr>
<td>Melody Wilson</td>
<td>Continuous Appt.</td>
<td>Cascade</td>
<td>Comp/Lit</td>
</tr>
</tbody>
</table>

**TOTAL** 6 new faculty members (4 remaining vacancies to be recruited in Sept. 2017)

### NEW MEMBERS – CLASSIFIED FOR 2017-2018

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Campus</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windy Wahlke</td>
<td>Classified</td>
<td>Cascade</td>
<td>Multimedia</td>
</tr>
<tr>
<td>Rondi Schei</td>
<td>Classified</td>
<td>Rock Creek</td>
<td>IT Specialist/Distance Ed</td>
</tr>
</tbody>
</table>

**TOTAL** 2 new classified members (0 remaining vacancies)

**NOTE:** There were no Academic Professional or Part-Time Faculty vacancies

### NEW STANDING COMMITTEE CHAIRS – 2017

<table>
<thead>
<tr>
<th>Name</th>
<th>Campus</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jordan Durban</td>
<td>SY</td>
<td>Advancement of Educators</td>
</tr>
<tr>
<td>Ric Getter</td>
<td>SY</td>
<td>Membership</td>
</tr>
</tbody>
</table>

**TOTAL** 2 new standing committee chairs

**New administrative members:**
- Vice President of Academic Affairs: **Katy Ho**
- Vice President of Student Affairs: **Rob Steinmetz**

Respectfully submitted,
The EAC Membership Committee
Ric Getter (Chair), David Jacobsen, Glen Truman, Sarah Elsasser, Beth Hayworth-Kaufka
The Student Development Committee consisted of four students representing each campus’ Student Leadership, a faculty member from Life Sciences, an Associate Dean of Student Development, a Dean of Student Development, and staff representing a wide variety of campus and district student services including Advising, Auxiliary Services/Bookstore, Bursar, Counseling, Disability Services, Distance Learning, Library, Queer Resource Center, Registration, Student Leadership, Student Life, Student Records, TRIO Program, and Veterans Resource Center. The group gathered for seven meetings during the academic year; two meetings were canceled because of inclement weather/school closure. We are proud of the following accomplishments:

- The SDC met twice with Jim Perez, Interim Vice President of Student Affairs, to discuss his observations and ideas for a new advisory council structure. The group gave its formal support and asked Wendy to read the following statement at the June EAC meeting:
  
  “Portland Community College’s leadership created two Vice President positions, Academic Affairs and Student Affairs. A proposal has been made to create two distinct advisory bodies, each reporting to their respective Vice President. This organizational structure equally engages professionals in instruction and student services, allowing them forums that would better use their strengths and expertise. Staff would be able to recommend solutions to student issues in a more timely manner and assist the College in reaching its goal of equitable student success. The Student Development Committee formally endorses this governance model and requests President Mitsui to move forward with its establishment.”

- The group continued work on the Course Details Prior to Registration Project, a critical retention and success strategy providing students with general course information when registration begins so they can informed decisions. After Luis Menchu and Gabriel Nagmay from the Webteam presented the feature they created for Distance Learning, the group decided that their DL idea could be expanded and used for all courses. We received input from the EAC Leadership Team that helped us refine our proposal document. Carey Larson and Wendy presented the project to Tammy Billick and Jody Potter, and received their support. Tammy volunteered to present the project to the Deans of Instruction as an enhancement to the class schedule.

- While the Educational Advisory Council (EAC) approved the SDC’s Cannabis Usage Policy proposal in April 2016, the group hoped for a different version that was more supportive for students with medical marijuana cards. Wendy worked with administration to explore an alternative, more “Oregon” version but the College attorneys and Cabinet preferred our original proposal. President Mitsui officially signed the EAC recommendation on June 5th, giving the College a cannabis policy in the Student Code of Conduct.

- A Student Code of Conduct Review Workgroup was formed to revise the entire document. Members are the four Student Conduct and Retention Coordinators, two Associate Deans of Student Development, and Wendy.

- The group was asked to review the Office of Equity and Inclusion’s Religious Accommodation Policy and Request Form draft. We gave input on the draft and recommended that Alex Baldino get input from the students in the District Student Council and faculty in the Educational Advisory Council.

- The group was asked to review a proposal to make PCC identification cards available to non-credit students. We gave Tammy Billick and Trina Hing our formal support of the proposal.

- Members attended the state Student Success and Retention Conference in February and shared what they’d learned at the March meeting.
Jeff Laff made a presentation on the College’s new Listening Intervention Team for Equity (LITE) project.

Members provided updates and relayed our input as SDC liaisons with the following College committees: Open Educational Resources Committee (Aaron Payette), Completion Investment Council (Wendy Palmer), and District Student Services Leaders (Wendy Palmer).

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

Respectfully submitted,
Wendy Palmer, Chair

Advancement of Educators Committee
Annual Report, 2016-17

The Advancement of Educators Committee was a result of the EAC ACCEPT Task Force (Addressing the Culture, Climate and Experience of Part-Timers) recommendations [pdf] and final report [pdf], which was approved by the EAC in December, 2015, and by the Interim College President, Sylvia Kelley, with some adjustments [pdf], in May, 2016. By-laws language was unanimously approved by the EAC on October 19, 2016, and by College President Mark Mitsui on November 8, 2016.

About the Advancement of Educators Committee (AEC):
The purpose of this committee is to review and make recommendations to policies and practices which affect part-time and full-time educators to best serve PCC students.

AEC Mission:
Foster transformative institutional change based on evidence and appreciation for the urgent importance of the role of educators and support for teaching and learning. The committee will act in a collaborative capacity to work with the administration to review and, when appropriate, make recommendations to change policies and procedures (hiring, orientation, professional development, evaluation, training, promotion, shared governance) which perpetuate inequalities or create barriers to access and participation for all educators regardless of job status as part of the PCC community. (1.19.2017)

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.”

Year End Report:
Through focused discussions, the Advancement of Educators Committee is moving forward to:

✓ Foster transformative institutional change based on empirical evidence and appreciation for the important role of educators in student learning and success by changing PCC’s culture
✓ Encourage discussion college wide to address and resolve current inequities for contingent faculty at PCC to improve student success
✓ Collaborate with the administration to change and develop policies and procedures to encourage equity, inclusion, and diversity for all educators

Educators at PCC create a rich and empowering learning environment for students focused on core learning outcomes. Because students spend much of their time at PCC with faculty in classrooms,
appreciating and supporting educators has a direct impact on student success. Resolving inequities for all educators will create a more effective and empowering environment for students contributing to higher retention and completion rates at PCC. The relationship between an institution’s commitment to educators and student success is well supported by national research on education.

How to resolve inequities and improve the learning experience for students resulting in higher completion & retention rates:

✓ Offer orientations and on-boarding for contingent faculty and
✓ Professional development opportunities to improve teaching quality
✓ Formalize mentoring relationships to support new educators
✓ Develop recruitment procedures that focus on diversity while enabling the development of career paths for contingent faculty

The Advancement of Educators Committee has accomplished two objectives this year. The first is the reactivation of the work accomplished by a committee that had previously initiated the development of an on-line orientation. Human resources have taken on the responsibility to develop an on-line orientation for part-time educators. By not providing a comprehensive orientation for contingent faculty which comprise over 70% of our faculty, we miss a critical opportunity to ensure that all educators do a better job of taking care of students through access to knowledge of resources available at PCC. Supporting all faculty in creating a rich learning and teaching environment leads to better student outcomes of retention, completion, and success. Because of budget concerns, the on-line orientation is the option that is most likely to be funded. Implementing an in-person orientation like the orientation provided for full-time faculty is preferable but the on-line orientation option is a first step.

Second, discussion at the AEC reactivated the 2015 findings of the L.E.A.D. Academy, Cohort 7 based on two on-line surveys of faculty department chairs and division deans. The L.E.A.D. Academy report along with the Resource Guide is now at the center of a discussion by human resources. Implementation of an improved recruitment process for contingent faculty is expected to not only result in the hiring of a more diverse group of educators to serve students but also provide consistency across all campuses and all departments at PCC. At the same time, improving the quality of instruction will support the AEC’s position advocating for the development of career paths for those contingent faculty who desire to move into a full-time, job secure faculty position.

Over the last several months, the AEC chair has addressed with the Deans of Instruction the importance of providing business cards to part-time educators when and if requested by contingent faculty as a symbol of inclusion, respect, and belonging. The issue is under review to be addressed next year.

In addition, the AEC has integrated into our discussions the examination of two colleges, Vancouver B.C. Community College and Valencia College, to better understand what other comparable colleges are doing to improve student success and equity and inclusion for all educators. I encourage you to access additional thoughtful information on links on the EAC web page under the Advancement of Educators Committee tab posted under “meetings, agenda and minutes”.

The membership of the Advancement of Educators Committee includes representation from key stakeholder groups at PCC: part-time faculty, full-time faculty, an academic professional, a student, union representatives, TLC coordinator, and administrators such as the president of SE campus, VP of human resources, deans of academic and student affairs, and the Executive Vice President, Sylvia Kelley, who serves as our advisor (member’s names). The amazing level of commitment to this mission and the remarkable talent, wisdom, experience in education, and institutional knowledge that is represented on the AEC is empowering. I am honored to work with each of these incredible people.
The Advancement of Educators Committee has taken on a significant assignment of changing the culture at PCC. Cultural change is difficult, but I believe that when successfully achieved, these changes can result in the creation of equity, diversity, and inclusion for students and educators. The time is right and the time is now.

Jordan K. Durbin, PhD
Chair, Advancement of Educators Committee
Academic Integrity Task Force (AITF)
Annual Report: 2016-17
Chair: Robin Shapiro

The final recommendation with four priorities was approved by the EAC on March 22, 2017, and was then formally approved by President Mitsui on April 12, 2017.

Final Recommendation:
PCC should establish a single point of responsibility for Academic Integrity, whether an Office of Academic Integrity or another centralized entity.

Four Priorities:
- PCC should formalize the academic integrity violation process into an online form similar to the students of concern form
- PCC should add options for educational responses to academic integrity violations
- PCC should provide professional development opportunities for faculty and educational opportunities for students related to academic integrity
- PCC should evaluate and pilot plagiarism detection software

Further Documentation and Information can be found here:

Academic Integrity Task Force Recommendation with Four Priorities [pdf]

Supporting Documents:
- Academic Integrity Recommendation and Report [pdf]
- Academic Integrity Flow Chart [pdf]
- Academic Integrity PCC Student Report [pdf]
- Academic Integrity PCC Faculty Report [pdf]
- Where Other Colleges House Academic Integrity [pdf]