

PORTLAND COMMUNITY COLLEGE - BOARD OF DIRECTORS
PO BOX 19000, Portland, OR 97280

BUSINESS SESSION

March 19, 2015

12000 SW 49th Avenue, Portland, OR 97219
Sylvania Campus, CC 238/239 (A/B)

MINUTES

BOARD ATTENDANCE

Denise Frisbee, Jim Harper, Vice Chair Ken Madden, Chair Deanna Palm, Gene Pitts, Kali Thorne-Ladd, and Courtney Wilton

WORK SESSION

The Board of Directors met for a brief Work Session. Discussions included Outcomes Based Funding, OCCA, OPC and the State Budget.

EXECUTIVE SESSION

The Board of Directors met in accordance with ORS 192.660 (2), in accordance with ORS 192.660 (2), (a) Employment of a Public Official, (d) Labor Negotiation, (e) Real Property Transactions, (f) Information Exempt from Public Disclosure (Attorney-Client Privilege), (h) Litigation.

CALL TO ORDER

Chair Palm called the business meeting to order at 7:30 pm and invited all present to introduce themselves.

APPROVAL OF MINUTES

The January 15, 2015 and February 19, 2015 were approved as published. Harper/Pitts

APPROVAL OF THE AGENDA

The agenda was approved as published. Thorne-Ladd/Frisbee

RECOGNITIONS

The Board of Directors recognized Tuong Hoang for being awarded the 2015 Coca-Cola New Century Scholar.

INFORMATION SESSIONS

OCCA

Andrea Henderson, Executive Director, Oregon Community College Association
Ms. Henderson provided a mid-session update about the legislature and what is happening in the Capitol. It has been a very busy session so far. It is an interesting session in the number of very large policy issues directly impacting community colleges. The good news in all of this is that every bill that is out there is about legislators are thinking about community colleges and about our students and trying to make it better for them. This is a really good starting good point for legislation. Not all of it is workable and our job is to help recraft some of the legislation so that it actually makes sense and work for the colleges and for our

students. So far we are doing really well with that.

As you know the budget hearings are slated to start soon. As community colleges we have a couple of days to make our case. Currently it appears to be April 1 and 2 and then public testimony on April 6. This is still subject to change as they work through the legislative process. This is great opportunity for OCCA to highlight why community colleges need \$650 million, why \$550 million is the minimum amount and why if there is money available that we could use extra money to invest in career pathways and CTE programs. This is the focus of the message before legislators in the formal budget hearings. To really share with them that \$550 is a minimum number, but not enough to put on a pathway to 40-40-20, that \$650 is that number and to showcase what could be done with additional resources. We look forward to a very good conversation and lots of voices from our presidents, board members, students and our business partners around our budget. At this point, she believes that \$535 is a minimum amount that community colleges will get from the legislature but is still very hopeful that it will increase to the \$550 before the session is over with.

There are a number of headline making policy issues that are before the legislature. First one is the Free Community College Tuition; she thanked Dr. Brown for testifying on that issue. Her expectation at this point is that the funding is not available for that program. It is up for hearing again on Tuesday in the Capitol and then will go down to the Ways and Means where the budget writers take a different look at it. They are not sure there will be budget dollars to have it go forward. The Association continues to let people know that it is a great conversation to have but it needs to be for all students and a first dollar program so that the Pell Grant students are eligible for it as well.

The other large issue that is being discussed in the Senate Education Committee is around accelerated learning programs. The expectation with this issue is that it will change quite a bit. If anything is passed this session on accelerated learning it will be greatly different when the bill is introduced. This is good for community colleges because there were some concerns with the bill as it was introduced. OCCA is working to make it more palatable and better for students so that the partnerships with K-12 can be expanded and continued.

The other very large issue that is being discussed from a governance standpoint is the Oregon Education Investment Board. It is up in the air as to whether what the structure will look. Of all the issues being addressed this session, this one is the most up in the air. It is doubtful that it will continue in its current form. There will be significant changes under consideration right now is whether it should have a board or just an office, whether the person who is the chief education officer have authority over the Deputy Superintendent of Public Instruction and HECC. Will they be a "super board" in charge of education or will they convene the different sectors of education. This is a crux of the conversation currently. Some other conversations among others that perhaps it really should be about looking at research, convening, facilitating, but not be directive. From a OCCA perspective, as a member of that work group, the two main messages that OCCA is pushing, first-many of the actions from the OEIB is top down and great work is happening in community colleges and we really need the state support of facilitation, support and convening but not necessarily all the answers, because the answers are there, just need funding from the state to make them happen. Second-the concern that the OEIB has been too focused on the K-12 piece and it really needs to have a broader look at all of education. Ms. Henderson feels this is too up in the air right now and hesitates to make too many predications as to what might happen with

the OEIB.

House Higher Education, which is being chaired by Representative Reed from this area, has a number of bills really looking at how community colleges do business. To highlight a few of them, one of the major topics is Open Education Resources (OER). There have been some fabulous presentations presented recently on the need for OER. At the Fall Conference OCCA had a workshop noting what is happening with OER and what the possibilities. At this point, something may come out, as a work group has been appointed. Her hope is that as that is moving forward there will be some money available to support Open Education Resources, both at the state level for convening on a state-wide perspective, but also money out to all the institutions to implement at the local level. It doesn't appear that it will go to just one institution to set up a one stop shop for OER. She is very hopeful on that piece. Some of the other bills that are also being addressed in that committee are transfer students and what they need. Every session there has been a bill about making transfer better and she would say that in her 15 years at OCC, it is better than it has been, but there is still certainly room for improvement. There is a bill that will go forward to take a look at transfer and to direct the HECC to take a look at how many credits students are actually taking before they graduate. Also to look to see if there is a difference between those who start at the University or those who start at the Community College, and how can there be guarantees and information up front to students so that they now if they receive an AAOT they should be able to graduate in 4 years. Having more guarantees up front for students would be extremely helpful. Another bill that was introduced with a directive to community colleges in terms of how we do placement tests for students. This bill has caused a great deal of heartburn because colleges do a good job of selecting how they test and place students into the appropriate courses. As an example, what the lobbyist do on behalf of community colleges, the bill now says that the HECC and the State Board of Education should convene a work group to look at placement processes. This is much less directive than it was as it started.

It's been an interesting session so far. It is expected that as the session winds down that it will end up being a very good session for community colleges. Certainly the funding picture is looking up. As we look at funding, we are also working on two additional proposals right now. If there is additional money, above \$550, we would want to start to talk with legislatures about what other opportunities are out there. A group of folks from community colleges have put together two proposals which we are calling Ladder Initiatives. Ladder Initiative #1 is around Career Pathways and how to help the students who have less than a high school diploma find a pathway into certificates and then to jobs. Ladder #2 is a focused look at Career Technical Education for those 18-24 and how to encourage more of the recent high school graduates into the career technical programs. She is not sure there will be opportunities to get that funding but we do want to be part of the conversations and encourage legislators that are interested in career technical that we do have answers and could use more money. She thinks that these would make a huge difference for our students.

Ms. Henderson asked if the board members had questions. Director Wilton noted that he has been watching OCCA over the years and has been impressed with the efforts they make on behalf of community colleges. He is convinced that their efforts are making a difference and resulting in additional funding. At the same time, he looks at overall funding for higher education in the state, being 47 out of 50 is not a good record. Looking at other state

services relative to Oregon are in much better position. He wanted to know what that is-is it our message, prioritization? She noted the best way she can explain it is that when the legislature gets into the budget cutting scenarios they tend to cut community colleges and universities at a higher amount simply because we have tuition. This is a way they know they can cut us at a higher amount because community colleges have another way to get funding. When it comes down to a choice between DHS where there would be an incredible impact on people's lives, they make the choice to push it off onto tuition. If you look at what has happened in the last seven years in terms of tuition, when she started this job, state resources paid for 53% of the cost of education and tuition was about 30%. Today, that is reversed, tuition covers over 50% and the state is only paying about 30%. It has been a deliberate choice in the "bad years" to not fund both universities and community colleges because of that. This is a wrong decision and a lot of legislators think so too and part of that is reflected in the increase this legislative session is a first step to try and reverse this. They do recognize that there is a long way to go, but at least they are recognizing this.

Chair Palm asked how the "kicker" plays into the conversation. Ms. Henderson replied that at this point there is an assumption that the kicker will kick. The slightly good news in all of this is because the overall revenue is up. The amount of difference from the December forecast to the current forecast is only down \$21 million, even with the kicker kicking. This is because of that overall growth in Oregon's economy. There are still conversations in the legislature around making some changes so that the kicker doesn't kick, but she is not sure that will be successful. Director Frisbee echoed Director Wilton, in that the reason we are starting at \$535 with the co-chairs budget which is over and above what the HECC recommended is really attributable to the work that OCCA has been doing. Representing 17 community colleges across the state and bridging the rural/urban divide that is always a very prominent divide in the legislature. The work is paying off. Director Ladd noted that if it goes above \$550 that OCCA has some ideas including Career Pathways. She asked if there are any ideas for innovation should it exceed the \$550, anything that supports students directly. Ms. Henderson replied that the two proposals that have been floated are, putting aside the Open Education Resources, because there may be some investments in that as well, are supporting 2,000 more students in Career Pathways. Specifically, those students that don't have a high school diploma. Those that come into community college that need adult basic education, GED, or English language learner students. It is the work to combine those programs with a specific skill training as well, not just the education--but the education in to a job. Those programs are more expensive to offer so that is the proposal around those. The other one is around CTE expansion for the 18-24 year olds. There have been a lot of conversations about the students success initiatives out there and the desperate need for funding. The proposals put into HECC were around Student Success Initiatives, it more a matter of what is being discussed in this legislative session that we may be able to attract legislators to fund. It may be not the most thoughtful first need but it is the ones that we think may have a chance of actually getting through. In particular on the CTE there is a lot conversation about CTE and the only proposals on the table right now are for CTE and K-12. We want to make sure that it doesn't stop at K-12 but that there is a pathway into the community colleges. Director Thorne-Ladd asked if conversations were happening with K-12 regarding collaborations. Ms. Henderson those have not happened yet because the proposals are still very new. Hopefully over the next few weeks conversations will be had.

Tuition and Fees Considerations

Jim Langstraat, Associate Vice President, Finance

Mr. Langstraat noted that since the last board meeting there has been several meetings with students and the international community at PCC. On March 6, both Chair Palm and Dr. Brown attended the ASPCC meeting. Part of the discussion at that meeting was around international education. They also held a forum on March 9th at Sylvania that had about 20 international students attending. During that forum comments heard were similar to what was expressed at the February board meeting. Dr. Chairsell and Mr. Herbst also attended the meeting. Some of the same information was shared that has been shared with the board in the past. One of the questions that Dr. Chairsell posed to the group was in light of resident students receiving a \$4 tuition increase per credit hour; it is more understandable for them to see something similar to that for international students as opposed to a fee increase. No one every wants to see costs go up, but the general consensus it that they could understand this better. Director Palm noted that at the last board meeting that they were looking at additional options. She noted there is no resolution for approval in this agenda. This is simply a venue for board members to hear the other options and ask questions.

Director Frisbee asked that if there was a non-resident fee increase that would affect the international and how many other students. Dr. Brown stated that in the fall, there were about 500 students who were in that category, as it changes as their residency changes after they have been here a year. This term, there were about 110 students affected.

Director Wilton noted that he likes the approach mentioned as it is more understandable. Since tuition was raised on in-state students, it is hard to argue that there shouldn't be an increase on those with out-of-state. He added there is still an issue on what that cost increase is that is causing some of the differential to market more. From what he heard of the students that testified is that they are very price sensitive. He plans to do everything he can to keep costs down and not spend extra money. He likes were the idea is headed.

Chair Palm asked what the history of tuition increases, resident versus nonresident. Mr. Langstraat responded that it is typically done at the same time, but not always the same rate. He went back and looked at the past 5 years and over that period both had increased \$16 but not always at the same time. Director Thorne-Ladd followed up and asked if there was a reason why it hasn't been consistent. He noted he would have to consult with Wing-Kit Chung as rates have only changed once since he has been at the college. Ms. Thorne-Ladd wanted to know if there was any policy that dictates changes. There were none that he was aware of. Mr. Langstraat noted there are always a lot of factors being weighed when tuition rate increases are being considered. We compare what the other Oregon community colleges are doing. When considering international rates, we look up what the Washington State system is, as sometimes we are in competition with them for international students.

Chair Palm asked for the differential between resident and nonresident. Currently, residents are \$92 per credit hour, and international and out-of-state are \$220. She also asked if the Board was ready to provide direction to Mr. Langstraat and his team. She noted that two options have been presented, one that increases the international student fee by \$75 and then the increase of non-resident tuition increase by \$4 per credit hour. Director Pitts that having a single process is simple, understandable and even thought the numbers go up; the reality is that with reduced funding from the state, there is no other option. Director Madden also added that this seemed to have more fairness to it than the prior approach. He is in favor of this option. Director Wilton and Thorne-Ladd said they would also support this option

as well. Director Palm noted that discussions regarding the increase were simply to determine what direction we intend to go and ask for a resolution to be presented at the next board meeting. Director Frisbee noted she is okay with the decision but would want to validate with the comments of the students. Generally, students preferred the credit increase over the fee increase. Typically a fee is associated charge, a cost, for services provided. The international student fee increase was originally associated with the cost of Visa processing and such, she is not sure that this is captured in the same way. She asked what the thoughts are on that. Dr. Brown noted that one of the things we are sensitive to what services we provide for international students that we do not provide for other students. Balancing that is also a sense of equity for in-state and out-of-state students. Both sides could be argued and in some ways, having a tuition increase that is comparable to what the fee might have been is perhaps easier to understand, and also easier to administer. Director Frisbee noted there is a values aspect to treating like-like. It is important to students and all of us. Director Madden added that he mentioned he was a student once, with increasing fees and never thought about voicing his opposition to anyone. He has also been in public meetings where he has had to present his case and knew it fell on deaf ears. He wants the students to know that they understand that this board truly took the student input and considerations. This is something he doesn't typically see in public meetings but because they took the time he is impressed. He thanked them for being the voice in the room.

Completion Investment Council

Dr. Chris Chairsell, Vice President, Academic and Student Affairs and Sylvia Gray, Chair, Educational Advisory Committee

Dr. Chairsell reminded the board members of a discussion three years ago over Terry O'Banion Completion. It was a great discussion because what she came away from is that the college doesn't want to lose student success at the expense of completion. The Completion Investment Council was created in winter of 2012, and over the last few years have been working very hard.

Ms. Gray noted that the council was started in response to the national and state completion agenda with the idea to raise the level of degree and certificate completion while moving the dial on student achievement. The council includes about 30 faculty, staff and student stakeholders. This group would serve as an advisory to the college administration providing advice and guidance to improve student success and completion and also hopefully to serve as a catalyst within the organization.

There is great representation across the campus within employee class, campus representation as well as their expertise. The four co-conveners help manage the group providing a robust agenda, backed with data. Dr. Chairsell noted that her colleagues have done a great job.

Ms. Gray added that the initial charge was to focus on the recommendation to improve outcomes in the Prepare phase of the Panther Path. The Prepare is the first phase of the path, followed by engage, commit, complete, and thrive. The charge was helping students to be prepared that first day of class, ready to go, able to navigate the system. That entailed reviewing systems of support, policies, practices and also working on improving the student experience. The first task of the group was to discuss the guiding principles. Basically, students were to remain at the center while being mindful of issues of diversity, intentionally collaborate, rely on data in decision making, choose strategic actions that would be effective,

align with the college outcomes and goals, be informed by best practices from other organizations all while being guided by the Panther Path. Also, reminding ourselves to be bold and willing to challenge current systems if necessary. Taking a long view and allowing time for success was another principle the group thought was important. The group read a lot, articles from Chronicle of Higher Ed, Terry O'Banion, and others--with lots of discussions. A lot of data was reviewed as well as bringing in a lot of stakeholder groups. This helped us to all learn things about the college.

Dr. Chairsell noted that the work of this group was still being completed before the Board received the Strategic Plan for approval. One of the things they wanted the board to be aware of is that as the Strategic Plan is refined based on budget constraints, that these suggestions were made in the spirit of the Strategic Plan. The first recommendation is create Clear Pathways and Transitions. You have heard about Clear Pathways in the legislature. It would start by integrating the Panther Path into everything the college does, from planning, assessment and communications. Changing the order of new student orientation and testing be changed, initiating a college-wide Academic Advising Practices Review and Strategic Improvement process which has morphed into the college-wide Advisor Review of Model and Technology. This wasn't the result of the Completion Investment Council but the research helped inform that. The group also suggested that we establish a high school recruitment plan so that we have younger students coming into the college.

The second recommendation was to improve developmental education outcomes. Two years ago Dr. Chairsell called out the Math SAC at In-service and said that 87% of the people who tested in fall 2014 tested into Development Math. Those were ugly numbers. Then we backed it up that afternoon with Uri Triesman from the University of Texas. Believe it or not it inspired our math faculty, they really started thinking. Dr. Chairsell met with the math SAC to talk about a part forward. The Math SAC group could fill up the board rooms; there are a lot of people and a lot of good ideas. One of the things that started was the development taskforce, which is reading and writing. Their placement in 2014 was about 25% of those tested placed in developmental reading or writing. They started working on integrating reading and writing courses together. They started looking at realigning the placement cut scores for students entering, strengthen advising for developmental educations. They have even combined a lot of college success courses with developmental ed courses. One of the big ones is that they are collaborating with the Comp/Lit SAC. The Comp/Lit SAC, the Developmental Education SAC, Adult Basic Skills SAC and they are all looking at outcomes and curriculum alignment. This is a huge open for collaboration in the college. Then the Math SAC started reforming course content, Math Pathways, we now have career technical math, we have Math 58/98 that leads to Math 105 and we are hoping that we can change state law for the AAOT and make it an acceptable college level course. We have entered into the Oregon Metro Connect Consortium, which is a funded grant to replicate the Eastern Promise. That is working well in Multnomah and Washington counties. We are also slipping Math 95 into the high schools; the ulterior motive is aligning Algebra 2 with Math 95. IF students can pass Math 95, they don't have to take the Compass Exam. We have expanded self-paced accelerated learning centers. We now have 3 where we only had one.

The third recommendation was to expand Professional Development. The Teaching and Learning Centers have really come center front stage in coaching and helping their colleagues with pedagogy and outcomes. We are seeing a great deal of collaboration. Our new faculty institute has been reconstituted and is very robust, particularly in teaching and

modalities. We have a part-time faculty institute, always in need of improvement. We have the learning assessment council that provides assessing for improvement of teaching and learning. This is the very core of accreditation. We have professional learning communities springing up on the campuses with our faculty, collaborating and sharing best practices when they go away for conferences and bring really good ideas home. We have the Career Centers in Education; it is a professional development opportunity for students.

Ms. Gray noted that while they feel they have made progress throughout the college. Not all the goals are messaged equally to everybody. We are still working on improving those.

The fourth recommendation is improving internal communications that focus on student success and completion. They really believe that aligning the efforts with the Strategic Plan and the themes will improve collaboration in the college. Providing a consistent identifiable message for student learning and success is believed to improve and motivate the internal stakeholders of the college who are doing all the work. The Panther Path leadership is developing a path for transitioning students throughout PCC. Discussions are beginning regarding revamping the website. PCC needs a website that is welcoming to students and gets them to come in. Providing a message to new students, perspective students and a message to our current students for transitioning through PCC on the website is a must.

The Chief of Staff has established an Internal Communications Workgroup and we are starting to see a lot of communication come out there. Campus Conversations are going very well and are expanding to Centers. We have the EAC and the Learning Assessment Council now working on alignment of assessment and outcomes at the very moment curriculum is created. We are finally getting to have that discussion at the time of creation. The Comp/Lit SAC. The DE SAC/the ABE SAC doing the uber assessment and curriculum alignment project. When means we are finally going to do this and make it meaningful to us and to our students.

Sylvia Gray noted what the committee has done. They have served as a forum with a focus on student success and completion, we were a sounding board, and we listened to a lot of ideas. We do believe we have been a catalyst to get some of the support to get some of these endeavors off the ground. We are now officially moving on to the engage stage. We know exactly where we fit in the Strategic Plan.

As we started out with Terry O'Banion, we are going to end the academic year with him here at the College. There will be a keynote speech on May 11, more information will be provided.

Director Thorne-Ladd noted she was excited about the alignment about the high school and community college so more students don't have to take the test. She also asked what percentage of the completion investment council are people of color. Dr. Chairsell noted it may be 1%. Director Thorne-Ladd she thought that was a bit problematic. She also said she noticed that in everything that was said there was no talk about looking at who our students. Students are not failing at the same rates; there are disproportionate failure of students of color in particular groups within the larger range of students of colors. If we are serious about completion and serious about success of students, we really desegregate data and look at who is not succeeding at higher rates to create differentiated approaches to make sure those students have access and are completing. Director Thorne-Ladd thinks it is beholden upon us to have a completion investment council that reflects our student body and also have

strategies that intentionally call that out. We have in the strategic plan that we are going to have a report about equity, it can't just be something that comes and goes. IT has to be integrated into everything. She noted it is hard for her to sit here and listen to these completion conversations without an intentional focus on that.

Director Chairsell noted that the college is working very hard on diversity in the workforce. Director Thorne-Ladd noted that there currently are people working here that are diverse. Director Harper asked where the key high schools with the Math 95 are located. Dr. Chairsell noted that while this is just starting, they are located in Hillsboro and Portland Public Schools. There are some specific high schools; Dr. Chairsell just didn't have the data. Director Frisbee thanked them for the report, but noted that Director Thorne-Ladd's point regarding equity, and that it will help knit things together. Director Frisbee really loves the Panther Path and the way it has been broken down along with the four goals. With the adjustments mentioned I think it really helps PCC be more intentional. She congratulated the Math SAC, because this is a major road block for most students. She is glad this is being addressed. She likes the four goals and wonders if Dr. Chairsell will be making recommendations for Strategic Investment for the budget. Dr. Chairsell responded that this will spark the conversation. There is data now that will help us plan for budget dollars. Director Wilton noted that Director Thorne-Ladd makes a good point too; it would be great to see the data desegregated to help how the completion rates vary. One issue he has run into in a past position was scheduling practices. They observed each department to manage its schedule. The end results were that the offerings were not coordinated. That made it harder for students to progress through the ranks. Often these classes were offered at the same time. He asked if PCC is experiencing that and whether she had the ability to coordinate among departments. Dr. Chairsell replied that yes, among departments and among campuses. This is done at the dean level which she sits in. This academic year was the best coordination we have had in a long time. We have good fill rates, we get into the discussion of your offering a class at this time, and I need to offer it at that time, considering how much time students take to get from campus to campus. We are at the most efficient fill rates and most efficient scene that we have been at during the 5 years of the recession. We also have the GRAD Plan which allows us to look and see that we will have 75 students who were in Biology 292 and need Biology 293 in the fall. We are more proactive than reacting to waitlist of where the demand is.

Equity and Inclusion

Dr. Kim Baker-Flowers, Director, Office of Equity and Inclusion

Dr. Baker-Flowers noted she was very excited to be presenting tonight. She gave an overview of what she has tried to accomplish for the last 10 months under her leadership in the Office of Equity and Inclusion. To start off, she noted a share understanding of the difference between Equal Employment Opportunity and Affirmative Action and Diversity and Inclusion. Prior to 2013, here at PCC we operated the Office of Affirmative Action. PCC operated strictly out of an affirmative action lens. Overall, that meant we focused on compliance. That is very much different from the new shift in perspective. The new shift is more about inclusion. Diversity and inclusion says we will look at affirmative action and equal opportunity, but we primarily focus on the environment and ensuring that everyone here at PCC feels included and welcomed. This is a very different shift. To be honest many people across the college do not understand the differences or have even heard of the changes. The shift will require some education. The theory of social justice is an approach that values conversations that talk about power and privilege, equity, we are going to do work

around self-awareness and we are actually try to be accountable and actionable, while aspiring allies and advocates in this work. She noted that this work will be easy, but it what we will aspire to be. Social justice as a theory is very effect, which is part of critical race theory which is part of the Strategic Plan. She displayed a listing of current initiatives that the office is currently working on or will have in place within the next 6-9 months. As she mentioned earlier, the college needs to be educated about the shift from EEO and Affirmative Action to Diversity and Inclusion. We're hoping to do that through a D and I Awareness Campaign. It would be college-wide and in partnership with marketing. The hoped-for outcome is that PCC Faculty, Staff and Students will understand the difference and will voluntary engage with the initiatives to promote a more inclusion campus community. The next is a very ambitious campaign that will be put in place at PCC. Across college she has heard that micro-aggressions are happening and that most folks are not sure how to react to them. The office is trying to get certificate program created based on levels of diversity readiness for the college. This will be a partnership with the CLIMB Center to see if it can indeed be a certificate. It will be voluntary, but the certificate will hopefully be an incentive for folks to participate. This idea will add to the inclusion environment here at PCC.

The data shared regarding hiring over the last 10 months shows that PCC has some challenges that they are trying to meet head on. One of those challenges is how we as a community hire especially when it comes to diversifying our faculty. The inclusion advocates is an approach that we are looking to pilot. We are going to create a curriculum where we will coach hiring committees how to approach and look through bias, understand how to review minimum qualifications and preferred qualification to make sure they match with the college mission and goals focusing on unconscious bias as hopefully a way to review why we look the way we do currently. Hopefully this will impact some change in our hiring practices. This is what the inclusion advocates is going to attempt to do, try to have that completed by the end of the spring semester and ready to go as a pilot.

After last November and December, with Ferguson, Gardener, Rice, it did cause some discussion here at PCC. Dr. Brown, Traci Fordham and herself, held some inclusion dialogues across the college. What they heard from that where many faculty and staff saying they needed more spaces like this. Her office will be continuing those spaces. They will be affinity based to create more safe space for the different groups and happening at least once a term. Again, to try to impact a more inclusion and welcoming environment at PCC.

Social justice is the theory that we will be working out of, with the understanding that not a lot of people here at PCC are familiar with it. There will be the first every Social Justice workshop here at PCC in November. Kathy O'Bere and Jamie Washington from the Social Justice Institute will be coming to PCC, it will be open to PCC Faculty, Staff and Students. This will be wonderful exciting first step towards educating the college community about what Social Justice is and doing experiential learning and dialoguing with each other.

We also have the District Leaders of Diversity Council, this is a pretty large council comprised of faculty and staff across the college. There are about 50 or so people on this council. When she first arrived it had been meeting periodically in other iterations in past years. She asked people to participate based on their willingness to do the work; she didn't want people to be on the committee because their bosses wanted them to show up. This is a committee comprised of people who are here and are committed and want to do the actual work of diversity at PCC. It started with finding a common language and definitions. We

worked on that over the fall, and these are now posted on the website and have been shared with the Board and Cabinet. We also worked and started action planning around theme five. We are taking theme 5 very seriously. We will also be looking at the other themes to make sure we are integrating and working with the strategic planning committee. We're looking to try to create some actionable initiatives and policies, things that we can really do, that will be responsive to some of the needs that we're seen as trends across the college community. These are committees we committed to breaking ourselves out into sub committees, and they're going to have to report out; these will meet monthly there will be reporting out cause we have to move quickly. There is a sense of urgency. She realizes that a lot of institutions like to talk about diversity and inclusion. Sometimes on a 5-6 year timeline, we don't have that time. We need to help the students sitting in our seats right now. We need to start working on our environments right away. We are going to be as intentional and thoughtful as we can, but we also understand that we are trying to serve the students who are at the center of all of this. The PowerPoint listed the committees that have been together, these are in response to things that have been heard, or climate surveys, even faculty and staff. These committees speak directly to a lot of the trends she has heard in the last 10 months.

They also administer the Faculty Diversity Internship Program through the Office of Equity and Inclusion. It has been going on for 10 years, this year we have a cohort of 7 members. They work for 3 terms and then in spring semester they will be teaching a class. This is a pipeline to get diverse faculty here at PCC to be ready potential faculty for us.

They also have responsibility for the College's Affirmative Action Plan and Workforce Analysis, which would traditionally, are reported on in April. We are using new software this year, allowing us to use the mandated sets. They will also be writing a current Affirmative Action plan written and actionable. Hopefully finished within the next 6 months, minimum. They also worked through creating specific diversity and inclusion OEI data sets. She has asked for data to be cut in a particular way. For students she is looking GPA desegregated by race, gender, year, retention, degrees conferred. Laura Massey with Institutional Effectiveness has been very responsive in getting that data. She is also partnering with HRIS, and they are sharing data that help me create the data sets that were shared with you all about Faculty and Staff. This data allows her to get a quantitative picture of how PCC is doing. She is comparing data on a 10-year trend so she can get a better understanding of what is going on at PCC.

Title IX is also part of the responsibility of the OEI office. She left the board with this quote: No one ever arrives; they just bring more of themselves through each time. This is the epitome of the work of diversity and inclusion.

Director Palm noted that all this work is impressive. Director Thorne-Ladd noted that although this subject is very personal to her, she never had a teacher of color throughout the entire K-12 system and when she had her first educator of color, it was in college. Diversity of faculty matters so hugely to students in this institution. When she looked at the data, not just within faculty, but all across the college, it was fairly striking. She called out a few pieces, at the executive level, since 2005 there have never been a Latino executive. This is the fastest growing population in the State of Oregon. She looks at things like this and thinks how is possible. At the faculty level, over 4,000 faculty, but the numbers for faculty of color are under 200 and hasn't changed dramatically over the course of the decade. This led her to think about what should PCC be doing differently, what are the accountable measures that

are currently in place to ensure that people are looking at this and they do have diverse schools. This doesn't happen just by goodwill. The data bears out that evidence. Any institution being public or private could speak to that. She would like to know what accountability measures are in place. Dr. Baker-Flowers noted that there are no accountability measures at any level. Part of what we are trying to address through the district leaders of diversity council is to advocate for some kind asset based assessment tied to the strategic plan that would ask faculty and staff every year, or as much as the assessment cycle would allow. The assessments would ask them to speak on how they are working on cultural competency. How they are working to improve the environment for diversity and inclusion here at PCC. Currently, right now as it stands we have nothing codified that requires us to be proactive around these issues. Director Thorne-Ladd asked what training around accountability is being done around hiring. Ms. Baker-Flowers noted that there is a plan to pilot the inclusion advocates. From her eye, her experience so far has been that bias is impacting the hiring process and so they will try to put in place trainings that specifically speak to learning more about our own biases and being more intentional around how we do business and creating that lenses for people. Quite honestly, many people across college can say they don't know how and that speaks to the data that we see. We will make sure people know, by the coaching and training we do, and then the expectation is that we do.

Director Palm asked how long before another measurement is taken once the techniques and trainings are put in to place. Ms. Baker-Flowers stated they would be partnering with HR, DODC, ASPCC, and others because the OEI office has 3 staff. Within the next 6-9 months the plan is to roll out the inclusion advocates, rolling out the D and I learning modules. We will then track and the most impact, immediately-hopefully, will be with the inclusion advocates, because once the realization around hiring is created, there will be a shift in focus. Remember this is a culture shift; a lot of this is embedded, institutionalized and structural. She plans to run the data every quarter to watch the changes, but there may be shift for the next block hire if everything can get into place.

Director Palm stated she was intrigued by the Certificate Program. It seems to her that if you create a program like that, some public and private businesses would benefit from as well. Director Harper thanked Ms. Baker-Flowers for her report and the work she is doing. He has every confidence that she will be able to achieve and move PCC forward with what we need to do.

Adjourn Business Session and Convene as College Budget Committee in Accordance with ORS 294.406 (2)

President's Budget Direction
Dr. Jeremy Brown, President

He presented a summary of where we are and a budget direction and some assumptions we are making as part of this process. We invite comments from the board as this is presented. Dr. Brown noted it was interesting to look at the presentation that was given the last time we went through this process. Basically, the same comments apply. The uncertainty and complexity of conditions at PCC Budget development process, i.e. there are many moving parts. Actually, this year there are more moving parts than what we have had in the past. We know the economy is improving, we are not sure how fast or what that impact might be. We do see that enrollments are declining, which is always a sign that the economy is

improving. We are not sure when things might stabilize; a graph will be presented later in the presentation. These are the uncertainties. We will also see later in the presentation the uncertainties as to what the community college support fund might be and also what our ultimate share of that might be. Especially when we take into account the cap considerations with respect to our enrollment projections which stand to put us above or below the cap and then we under-funded given the number of students that we have. Similarly, we have PERS which was in the last biennial considerations and where it will be in this coming biennium. As Andrea Henderson mentioned, the kicker kicking will have an impact on the budget. Currently, contract negotiations are happening as you all know these affect the budget. There is also a restricting of higher education in the State not knowing what that means for funding. There are some robust conversations happening with respect to our funding no longer being based on enrollment headcount but actually on outcomes that we produce. Similarly as we look to the next biennial budget, we know that we need to operate and build out the new facilities that we have constructed as part of the bond program, especially the Southeast Campus. We have also heard about the Panther Path. A lot of things came out of the Title IX grant which will expire and the College has a commitment to continue it for all the right reasons.

Budget Development Assumptions

Jim Langstraat, Associate Vice President, Finance

Mr. Langstraat provided an update on expenditures since the last presentation. As we look at the budget for the current biennium to identify areas where we might be having expenditures over the amount budgeted. Several places that we look at are PERS, our liability insurance, legal fees, and utilities. Those are areas where we look like we might run over budget this year and build in an increase for the coming biennium. We have started the collective bargaining process and ongoing. We have not started in the salary and benefit discussions yet. Right now, discussion is on contract language and improving areas of the contract at this point. Next month we will be delivering a budget to you and it will be a balanced budget, one of the concerns and cautions to throw out to the board is that it isn't always able to address all the underlying infrastructure needs such as technology hardware, deferred maintenance we have on facilities, sometimes even the human capital where we may not yet be staffed at the level to do things. Somethings like technology and FMS, we are certainly not alone on having a backlog of needs in those areas. Keep in mind that you can only put off and deferred some of those expenditures so long, before the bill comes due. As we continue through the budget process we are continuing to refining our earlier estimates and a lot of that are the items previously mentioned. We are also working on our budget development process for the other fund types. We spend most of our time talking about the general operating fund of the college, but we also have many other funds within those, including the auxiliary funds like the bookstores, food service, as well as our debt service. We are putting together the budget for all of those funds as well.

Dr. Brown added that when we look at what has happened in the past and most recent history, for a while we were supported by spending from our reserves but that is no longer the case. This biennium we have not done any reserve spending and we also balanced the budget. We recovered a 4% reduction in terms of the budget which did enable us to balance the budget and also stop the reserve spending. One of the things we are looking at for this coming biennium if funds permit is to replenish the fund balance in some shape or form at some rate, yet to be determined. The balance that we had in the fund in 2010 was \$37.5 million; it is now down to \$17.8 million dollars. This is slightly above the minimum set by

board policy which is 8% and would be \$16 million. That is about above the baseline of other industry standards, which is between 5% and 15%. We also have the strategic plan that needs to be aligned with the budget. One of the things that the accreditation agency looks at is whether the projects aligned with priorities. We need to make sure that as we embark on the Strategic Plan that do put into the appropriate level of funding on the initiatives that are put into place. Then not just new things that we are doing, but also what are we doing for programs that currently exist and how can we make significant change in those areas. We would like to establish a fund for large equipment items. Possibly a competitive fund that departments and division would apply for to purchase large equipment that they could not ordinarily afford out of their annual budgets. Those are some of the things we are looking at over and above what we would normally do in the past.

Mr. Langstraat stated that we have shared information about the community college support fund. To recap, for the current biennium, community college and workforce development was funded at the \$450 million level originally, for the second year the biennium the state gave an additional \$15 million to community colleges targeted at tuition reduction efforts. The reasonable state support recommended by OCCA is \$650 million to maintain progress towards 40-40-20. We have partnered with the 4-year institutions for a unified message. The Governor provided direction to keep requests less than 20% over the current biennium. The HECC's recommendation to the Governor was \$519 million. The Governor came out with his budget recommendation of \$500 million, then with OCCA and other efforts we have been able to get and small increases towards the \$550 request. The co-chairs budget came in at \$535 with the possibility of increasing should funding permit.

Dr. Brown noted as we develop the budget they are considering the escalating cost of CTE Programs. These programs require more and more costly equipment to enable us to provide training to the students and to be able to use the equipment that is being used in the workforce. We are seeing an explosion of dual credit opportunities and some interesting legislation going through Salem right now in respect to funding for dual credit opportunities and also concerns about the quality of instruction that we are providing and that we are hopefully manage that better. There is also an interesting piece of legislation being suggested which would permit 4-year institutions to offer associate degrees.

The opportunities that we see are vast and exciting. He has always maintained that the magnitude of PCC's success is dependent upon the number of partnerships that we can develop. Partnerships with K-12, businesses, 4-year institutions; this again is underscored in one of the themes in our Strategic Plan. We have ideas and are receiving very good feedback with respect high school academy models where high school students would come to PCC to get both specialized courses as well as college credit in a variety of different fields. Also, we are working on a partnership with 4-year institutions so they may offer a 4-year degree on top of the 2-year degree at our campuses. We have a lot of students who are somewhat place bound so this is exciting. We are seeing a huge growth in the online curriculum. Last time around, two-thirds of the students who graduate from PCC have taken at least 1 online class. The network redesign project is going to allow us more innovative things with respect to technology.

We are working on a greater alignment of support services and an enhanced commitment to equity which are great opportunities for us to make significant differences. Lastly, with the discussions about outcomes based funding we are being very mindful of what are our

advantages which would enable us to position PCC in a positive situation with making the most out of the great things we do to increase the funding that we might get from an outcomes based model.

Jim Langstraat continued that some of the driving philosophy behind building the budget is that we are trying to keep the revenue projects conservative. That is why we are setting our base for state funding for the \$519 million funding level for community colleges as opposed to \$535 million. A lot of the other community colleges are using the \$535 figure for their budgets but others are like us and using the \$519. As we looked at enrollment, we are still expecting an enrollment decline into the next biennium, 5% for the first year and an additional 3% in the second year. Property taxes tend to go up about 3% a year, which is usually in that \$750,000 to \$1,000,000, increases per year. We think we are going to be right in that same range for this next biennium. Another goal is to maintain affordability. We want to keep tuition appropriate to the middle of all Oregon community colleges. We are currently 7th in cost per credit hour, but 12th in the annual tuition and fees. We currently rank 14th in per student revenue. If you take tuition and fees, property taxes, and state money and divided by the number of students, we rank 14th. We are working on monitoring our expenditures by matching course offerings enrollments. Dr. Brown added that a fact that we are struggling with as we build the budget, that is where enrollments will go. A slide was projected showing the 50 year history of enrollments. No matter what happens in terms of the economy going south or gaining momentum, we are always on a positive trajectory in terms of enrollment. Once the economy does level off, then we will still see enrollments growing. Further considerations with respect to affordability, really important for us to ensure we are mindful of the balance between affordability and quality. One of the biggest impacts that PCC can have is in respect to affordability is the cost of textbooks. If we can find a way to offer textbooks that might be open source and available online for students and therefore free, then that will make a huge impact in affordability. Dr. Brown is committed to looking seriously at this coming year, building into the Strategic Plan as one of the themes with respect to affordability. As Jim said, we have to balance the budget and also rebuild the reserves for the next downturn in the economy. Resisting the temptation to look across the board in terms of increasing the budgets, funding strategic initiatives and provide for growth of existing programs where areas will have growth or need further investment.

Jim Langstraat noted that as the budget was put together the tuition increase has been included for resident students of \$4 for the first year of the biennium. The board also approved a tuition increase of \$3 per credit hour for the second year of the biennium. We can certainly revisit that increase in the second year to see if that is still appropriate. Of course we are going to continue to advocate for increased funding for higher education at the legislature and for appropriate allocation of the community college support fund. It is especially going to be important if the revenue forecast improves and there are additional resources made available. The one thing that cause him some pause is that in this last economy and revenue forecast, the 2013-2015 biennium revenue increased, 2017-2019 revenue projection increased, but the 2015-2017 decreased by \$124 million. Unless that trends reverses in the May forecast, then it will be less likely that we will see some of these potential or additional resources made available. We are working on continuing to engage the college stakeholders in the budgeting process. We shared with the board at the earlier March meeting a comprehensive budget planning with some opportunities for input that will be implementing for the next cycle. We have the college BPAC committee that meets the first Thursday of each month, and budget forums scheduled at each of the campuses to

share budget thoughts and progress. We will continue to update the college as the budget picture becomes clearer. He provided a list of dates for the forums and invited all to participate. Going on through June the legislature will be continuing their budget deliberations. There will be another economic revenue forecast on May 14. Once that is done, there is the final scramble for the resources before the final budget is set. Of course from March on until it is resolved, we will be working on collective bargaining with the unions. Next month the board will then meet as a budget committee and hold a Public Hearing on the proposed budget and adopting the resolution. We do include information that we can continue to make changes to the budget until it is finally adopted. There is no limit on decreasing, but there is a 10% limit on increases. After that there is a formal supplemental budget process. On May 19, the TSCC is going to hear and certify our approved budget. In June we bring the certified budget back to the board for adoption and the tax levies. To date there has been no input from the public, verbal or written form.

Board Budget Discussion

Director Thorne-Ladd asked if there was a reason why the board votes on the budget prior to the economic and revenue forecast on the proposed budget. Jim Langstraat responded it has to do with timelines to adopt the legal budget. These are prescribed from the Oregon Budget Law with certain steps we have to follow. Since we live in a large population county we have the additional step of going to the Multnomah County Tax Supervising Conservation Commission. She also made a comment; she is not comfortable with the driving philosophy of keeping tuition at the middle. She knows there is a difference with being affordable and being cheap. She wasn't us to be quality at an affordable price, but doesn't know why we would drive towards the middle, instead of being more affordable. As she read it, it is just not comfortable to her and would push us to think about that and think about the fact that we are a large institution and want people to have access to it. She actually thinks, we can be more affordable and move up. The philosophy should be that we are driving to be more affordable, not to be average. Chair Palm seconded that, when she sees comparisons to other institutions, it makes her a little concerned and that we should stand on our on merit and in a lot of other jurisdictions, that that is the practice of determining where you are at. Director Wilton also agreed with the caveat that we also have to the institution solid. He would love for tuition to be less than it is, there may be alternatives to do that, but they are not pleasant. Reducing expenditures, not adding expenditures that some people believe are necessary, they are not easy. He commended Jim on the presentation and likes the approach of being conservative. The reality of approving the budget before we know what is going on is really unfortunate. Director Frisbee also thanked them for the presentation. She noted the only possible good news is that we are going in with a co-chairs framework at \$535 and may have a bit of a win since we budgeted conservatively.

Public Comment

None

Adjourn College Budget Committee and Reconvene Business Session

PUBLIC COMMENT ON AGENDA ITEMS

International Student Tuition Increase

Chelsea Messan, Student

Good Evening. First of all what I would like to address is that international students would like to know where that money will go? That money that will provide and I believe it is

perfectly legitimate for them to understand exactly what benefits they are going to get from that if any. For example, international students in the Intensive English Program do not get benefits such as PCC Transportation or discounted bus pass. Is this something that is going to change with this tuition increase or not. Second of all, we do have a freedom of choice, but we choose PCC because of its service, but mainly because of its affordability. By keeping increasing the tuition the door is only open for us to start looking at other schools because that savings that we are planning on making in the difference in tuition will no longer be here. I would like to say that international student greatly are spread in PCC's academic completion rate as we can see with Tuong Hoang, and this due to their VISA requirement and the constant work of the international education staff members. Seventy percent of the international student population comes from people telling their friends and family how great this school is. If those students leave with a bad impression from PCC, they will be significantly be less likely to recommend the school to other people. Finally, I would like to say that international students only heard about any type of tuition increase right before the decision was about to be made and by trying to sneak up these types of changes on us we are losing trust into PCC. Thank you.

Qmar Heidar, Student

First of all, I just want to say thank you so for this opportunity. Such an honor to talk to you. Chelsea has covered what of most I was going to say. I work in the international and so does she. We had a lot of students asking what is this money being used for so they have no idea and me too, I don't really have an idea about what it is used for. We had the orientation right now, it goes a whole week. Most of the agenda for the orientation we do it ourselves and the flyers so I wonder if something is going to change the orientation for international students. They have to attend all in one room as Dr. Brown knows. It is not like for citizens, where they can say see it online and all that. I don't know if anything is going to be invested in that. Speaking from my personal opinion, I am from Syria. I am sponsoring myself right now after my father has lost his job and I send what I get here from my part-time job salary to them to help them because no one in my family is working but me. My sister was here with me and she left school to be a waitress and what we are saving is being sent to them so that is all that we have. That is my personal opinion. Thank you so much.

Tuong Hoang, Student

I am from Rock Creek and the Rock Creek international students are really frustrated because when you have a forum at Sylvania Campus and not at our campus and they feel really left out. They know that there is a decision being made on the international fee and they don't know anything about that. Also when you report at the DSC about the reason that we have the international increase fee there are false statements. For example, the SEVIS paperwork that the school has to pay for it, in fact, international pay for it. I believe that advising activities for international events and activities there are just a small part of the total budget that international student pay for, what are the other money come to. The school might invest in their program that are not part of international student use that money to invest for program are not for international students. I feel that sometime international students feel left out, for example, the Panther Track, to they consider international student when they make that or the online orientation, the online registration. Everything international student have to do by paperwork right now. Even right now. I hope there will be something that communication between campuses so that international students don't feel left out. I hope that for whatever decision you make please make it more affordable,

accessible, and also equitable for international students. We went to Washington DC to lobby for local students here, even though those decisions won't affect us because we are not residents here, we do that because we are leaders. We want to make the countries good, so when you make any decision please think of local student, not just some student from other different countries. I hope for any decision you make that I can feel confident that when I have a meeting with the Governor that I can feel confident to say that being at PCC is the perfect and awesome experience for me.

Amanda Lara, Student

Hi. Thank you for meeting us. It is really important for us to discuss this topic. I really like international students. We have a voice. It is really important us to have the information and really important for us to understand as a student. I think most of the students won't understand the technical words and also it is really important for all of them to have the information that they require. I've been talking with a lot of people I work as a tutor so basically I get to know a lot of people. They hear about these things and have no idea what we are talking about and for them it is a big deal. Most of them have 3 jobs in campus, they work a lot, they have to handle both and study at the same time. I do that myself also. I believe that we should have the information mostly to know what are we paying for. I personally chose PCC because it is one of the greatest community college here in USA. So far I love PCC. I believe that it will be harder for a lot of students to stay here because they will not be able to afford that extra amount of money. I believe there has to be another solution, also not only focusing on international students but also with residents. Students will have to go through the same things that we do. I believe that we spend most of the money, we spend more than them, so basically I think there should be equality for us. We just need more information, we need to be counted, our voice needs to be counted. That is why we are here tonight. Basically, I think that is the most important thing to find another solution. I think that maybe offering other options would be perfect for us. Thank you.

Dahyin Kin, Student

I am here to talk about the international activity fee that I was told about on the shuttle bus. I was going to calculus class and I was upset because I never heard about this before. I am the kind of person that reads all the emails that I receive and check all the PCC news. I never heard about this and that is why I was upset. Last time, this meeting before this, not the board meeting, I think it was like a staff meeting when I attended I asked one questions, why would you make the international activity fee, I think we pay enough. They told me that it was because you guys cost a lot more money. You guys actually spend a lot of money here are PCC. That made me think two things from the student prospective and staff prospective because I used to work at the Office of International Education. I don't think we cost a lot of money because many international students when we arrive here don't even know about all those resources; ASPCC, MC, free tutoring, counseling. When I was working at the ASPCC the most question I was asked was, is it free, are you going to charge me for this. They are overwhelmed because they already pay a lot of money for tuition. They are scared they are going to be charged more money. Second, even if they know about these resources, there are not many available resources for students. Let's talk about the PCC Building 9 or the main office general information desk. When international students go there, they don't really know about them. They just refer them to the International Education Office. The PCC website they don't really have any information about international students. They always come to us to our office. My staff perspective will be the G number. I was told that all the general student G number were made by the

computer, like 5 seconds and you have a G number. For us, everything is handmade, every information is entered and if we make 10 G numbers per day, that is a good number for us. That is how much paperwork we do at the office. I don't think this fee is really necessary. I am not going to be affected by this fee because I am graduating, I just took my last final. I just got my email that I got full scholarship for University of Oregon. This is not going to affect me, but I am telling you about this because I care about PCC. If you give this you are going to lose all those students which means you are going to lose over \$6 million.

Natasha Wiggs, Host Family for International Student

I am a host family a young girl from Honduras. The first I heard was an email that she received that the fees were going to increase. I was pretty distressed. I did some quick research, first I want to say that my husband are small business owners so we understand being solvent and operating with your budget. I get that. International students however are paying a disproportionately large amount of money in compared to residents. You guys spoke earlier about the increases over the years that resident tuition was trying to be increased at the same rate as international students but that is not true. In 1988 residents were paying 53% of the cost of a nonresident. In 2015 residents are only paying 43% of nonresident. If increases had been equal the tuition for credit for resident at this point and time would be \$116 per credit. The increase for international students far outweighed what it is for residents. For me, I am an Oregon resident, and I am paying property taxes and paying all of the other things that go into the PCC budget. IT is distressing and it is a hardship for those of us who don't have a lot of money. International students make up less than 1% of the PCC population, but the amount of tuition that is generated from those students is 6% of the total tuition generated. That just further shows that they are carrying a much higher burden than the rest of the population.

Yumiko Yokoyama-left the meeting

Grace Fozuela, Student

I did a little research and according to the NAFSA, 6 million in last year, school year 2013-2014 PCC made \$6 million from all the international students and then that created 128 jobs. For me, makes me wonder if we have to add tuition again. How am I going to call my parents back home to tell them this happened again. We had insurance increases and all this stuff and it makes me nervous because now I find myself worrying more about the tuition more than I should be worrying about my education because I am stressed out. I am not the only person that my parents sponsor. In my case it is not my parents, it is my older brother that sponsors me. He has his own kids and business and his situation back home is not doing good. That scares me and this time was really hard to find out that just like that they are going to add that activity fee and really made me stressed out. I think please consider the burden that we have to be here away from our families and to pursue this great education at PCC. When I came to PCC it is because somebody recommended me to come to PCC. I love being here but now it is like I cannot afford school then I have to go back home. My American dream was to come accomplish my education and this increase only stressed me. I am very afraid please consider this.

Ahmeed Ahlansan—Pass

Ased Babazeg, Student

I come to PCC from my country. A friend told me about it and at the first I was traveling to

Indonesia to study English and because my parents paid for me. My friend told me about PCC and I think about it and told my family that it was very cheap for us and they told me to go. This is a community college and if the tuition is increased for the number what you said, it is better for us to transfer to university.

Lan Ho, Student

Good Day afternoon, my name is Lan Ho. I am here speaking to you about tuition equity for international students and then offering my ideas about how we can work together to achieve a successful and collaborative community college environment for international students. There is no doubt that PCC makes a difference in people's life. In my experience, not only does PCC help me learn and grow as a leader but also helps me prepare for my career as a lawyer and community organizer. I am proud to say I am a PCC student but I think PCC can do even more and do better. I am not going to talk about the barriers that international students face because the other students did a really good job on those earlier. I am going to talk about three ideas I hope to work on as a returning student. One is I will support organizing listening sessions especially for international students and helping them understand the budgeting process and why these decisions are made and how they can provide input. It is all about communication. Like this time when the international education proposing to increase tuitions and fees it is not well informed at all. What is more important is financial report do not provide an accurate of the financial contributions to the PCC finances. We need to explain people more of the process before making the final decisions. Two, I will hold several social gatherings where international students and PCC members will be invited to suggest how PCC Office of International Education can better serve international students and also learn how everyone will be able to provide input to the faculty about how to present the information for cross-cultural understanding. Three, I would like to hold a workshop where young people, not just international students, but anyone get to meet prominent leaders with diverse backgrounds and perspective in hopes that we would increase an awareness about how and where to go to get knowledge how to better communicate our concerns and solutions. How to get others on board to work toward our shared goals and most important how to work for the greater good. Thank you for listening.

Michael Sonnleitner, Faculty

I was serious when I said I was an international person. Many of you know that I have traveled and spent a good deal of time abroad and that has impacted me emotionally. I appeal to you to look in this room and if you are talking about inclusion and equity, it is not just for Americans. We are part of the world, this is obvious, we are only about 4% of the world's population and we consume about 40% of what the world produces. Reality check. If we want to educate our students here to be aware of the rest of the planet, then one way of doing is to assure that we have some of the rest of the planet coming here, even it is 706 students. We have to be very aware of their special needs. It is very hard if we can't even relate to those special needs. The fact that they can't work while they are here like many of our regular students can. They cannot work off campus. These things you've heard, but feel it. Don't just think about it. Feel it. We need to embrace diversity, not just amongst ourselves, but amongst those from the rest of the world that are in our midst. They will go elsewhere because they are desperate. They have very few finances in most cases. We've heard that the average Washington Community Colleges fees and tuition for international students is \$222 less per international student than the current PCC expenses that we have for international students. They will go elsewhere if we increase that by \$150, seem like nothing to you and I but it is a lot for many people in the rest of the world whose families

might be making that per year.

BUSINESS MEETING

Chair Palm proposed approval of Resolutions 15-090 through 15-094. The motion passed unanimously. Wilton/Pitts

PUBLIC COMMENT ON NON-AGENDA ITEMS

None

REPORTS

Faculty and AP Federation

Frank Goulard, President

Mr. Goulard noted the Faculty-AP side has many things going on. Spring Term will have host the Math Festival at the Sylvia Campus where middle and high school students will attend. The following weekend, there are two things going. The AP Institute will be held for the first time. The Classified AFT Annual Convention will be in Vancouver. The following weekend after the board meeting, he will be headed to Boston for a conference for K-14 in Mathematics with something like 15,000 attendees.

ASPCC

David Betts, Executive Director, District Student Council

Mr. Betts noted that after February's board meeting at the CLIMB Center there have been a lot of conversations in and around the tuition increases and international education. He thanked Chair Palm and President Brown for coming to the District Student council this month at Rock Creek. They appreciated the sincere apologies from all the Directors about the poor communication. We look forward to continuing to build a relationship with the administration here at PCC. Thursday, March 12 was a Rally Day at the Capitol, with 163 attending. He thanked Directors Thorne-Ladd, Frisbee, Wilton, Cahir Palm and President Brown for being in attendance and helping the students get their stories to the legislatures where they can make the most impact. The Diamond Alum luncheon also held that day was also a great inspiration to him and hearing how their successes at PCC create a future of substantial impact, he knows that his story is only one of many of how an education at PCC has changed lives. As this was finals week, Winter term has come to a close and ASPCC is preparing the next cohort of students across the district and planning summer training sessions so that the work we have accomplished and the initiatives we have started will be carried on, including equity and inclusion and Title IX education, making sure that the conversations that we had here continue on into the summer and next year. On a final note, Hairspray was a great success, some administrators graced the stage.

Board

Director Thorne-Ladd noted that she appreciates all the work that goes into the reports and realizes they take a lot of work. There are things that are not always inclusion in what she wants to see but she does appreciate the work. She is happy to see equity come before the board in the month where we are remembering Selma, 50 years is not that long ago. The fight is still very real and it is good to know that PCC is part of that and we have such strong leadership, both with Dr. Baker-Flowers and Dr. Brown and other members of the cabinet and the other members of the board championing for equity.

President

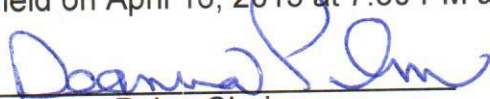
Dr. Brown thanked several board members for recent events they attended on behalf of the college, both internal and external. He made several other college announcements that were contained in the monthly managers' report.

ADJOURNMENT

There being no further business, the meeting adjourned at 10:00 pm.

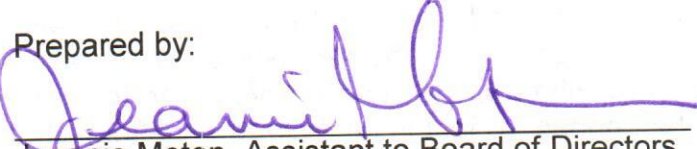
NEXT MEETING

The next business meeting of the Portland Community College Board of Directors will be held on April 16, 2015 at 7:30 PM at the Cascade Campus.


Deanna Palm, Chair


Sylvia Kelley, Interim President

Prepared by:


Jeannie Moton, Assistant to Board of Directors

Minutes approved on May 21, 2015.