

Portland Community College Board of Directors
PO BOX 19000, Portland, Oregon 97280

December 19, 2019
Sylvania Campus
12000 SW 49th Avenue, Portland, Oregon, 97219

BOARD MEETING MINUTES

ATTENDANCE

Hannah Alzgal, Mohamed Alyajouri, Denise Frisbee, Jim Harper, Tiffani Penson, Alex Diaz Rios, Dan Saltzman, Michael Sonnleitner

WORK SESSION

The board met in work session and received updates about expressive conduct, organizational structure, audit, finance and tuition, as well as the Oregon Community College Association.

EXECUTIVE SESSION

The board met in accordance with ORS 192.660 (2) to discuss (d) labor negotiations, (e) real property, and (h) litigation.

CALL TO ORDER

Chair Harper called the Business Meeting to order at 7:33 pm.

APPROVAL OF THE AGENDA

The agenda was approved as published. Frisbee/Diaz Rios

The November 21, 2019 meeting minutes were approved as published.
Sonnleitner/Alyajouri

INFORMATION SESSIONS

Independent Auditor's Report: Comprehensive Annual Financial Report (CAFR)--Jodi Daugherty and Kristin Diggs, Eide Bailly

Eide Bailly is a regional accounting firm with 40 offices in 15 states. The team you had assigned to your audit in the current year that focuses on higher education, primarily focusing on community colleges. I am going to go over the audit report at a very high level. We issued four separate opinions in this report. The first opinion, which is about the financial statements is a clean, unmodified opinion, which says that based on the procedures we performed, we feel that everything is materially correct. We also issued an opinion on compliance with Oregon laws and regulations. We only had one instance where we were required to report and there was just one budget overage in one of the funds as disclosed in the report. We gave another opinion over internal control over financial reporting, it is an unmodified opinion. If there were any significant audit adjustments, on breakdowns in internal control we have the opportunity to talk about it. When we did our testing we found several significant audit adjustments. The last

opinion that we issue is on compliance for federal programs, and it is a clean opinion. We looked over three federal programs, including student financial aid, WIOA, and H1B1. We did note one material weakness over internal control over student financial aid. Management has presented a corrective action plan in your CAFR on how they plan to deal with the student financial aid finding and the significant audit adjustments.

Strategic Plan Update--Sylvia Kelley, Executive Vice President

The last discussion we had around strategic planning happened at a work session a number of months ago. Many of you will know that we have hired two consultants. They were introduced at our in-service in September. We are doing something unusual, we have two consultants working with us. One who has expertise in process for strategic planning and one who has expertise in how you integrate equity and empowerment and critical race theory into the process of strategic planning, so that it is not a separate entity. We have a core planning team and their sole role is to launch all of this – that will morph into the steering committee as that moves forward.

This is the next evolution of strategic planning for the college. Phase One has four goals set forth: a. core planning team; b. create dates, schedule, establish steering committee; c. integrate equity into planning process, including outcomes and outputs; d. build steering committee capacity, cabinet – to apply equity throughout project. The Core Planning Team had regular meetings from August to the present to accomplish goals a-c. Process has been developed and implemented to select the Steering Committee. Those members have been chosen and implemented. Phase Two's goal is organization-wide equity, belonging-based engagement through quantitative and qualitative input mechanisms.

There have been 49 listening sessions with 400+ participants including PCC staff, faculty, board members, students, external community, and other various stakeholder groups. In these sessions, we discussed the college's strengths and weaknesses, environmental opportunities and threats, barriers to achieving our mission, and strategic priorities. Initial themes of these sessions include housing, climate change, sustainability, nimble responses, and equitable student services.

Phase Three is analysis. The goal is to review and analyze all data collected through an equity and justice based lens.

Phase Four is strategy formation and its goal is that the steering committee focuses on meetings twice a month, four hours each time, on developing equity-based strategies and action plans.

Phase Five's goal is to develop action plans and its goal for the steering committee to meet twice per month, three hours each time, on developing strategies, action plan, and bringing it all together.

Phase Six goal is to bring it all together. The steering committee will meet twice per month, for four hours each time, on developing strategies, action plans, and bringing it

all together. Special emphasis on putting forward ideas on the necessary structures and processes that will build accountability to and participation in the plan, internally and externally.

Dual Credit Report--Dr. Katy Ho, Vice President, Student Affairs and Beth Molenkamp, Manager, PACTAC

Dual Credit supports student success by working with 241 faculty and offering 686 sections of courses to 56 high schools last year. They are offered at no cost to students. All CTE programs of study in the high schools are linked to high wage/high demand/high skill careers. We support quality education through direct interaction between high school and college faculty. We support diversity, a value shared by many of our districts. Demographic data is included in our annual report each year. We value collaboration, meaningful credit, high quality education and quality customer service, which guides the work that we do each day.

We have to meet accreditation standards that the HECC (Higher Education Coordination Commission) has set and the HECC has included - not just traditional dual credit, which we have done for years - but also sponsored dual credit. Traditional dual credit teachers need to meet the colleges posted qualifications, but sponsored dual credit teachers have a different standard of qualifications that they may meet. Key issues for success of any dual credit are as follows: as close to college experience as possible; students need access to advising and information; PCC control of PCC credit is an accreditation imperative – must meet our curriculum outcomes; accumulation of “excess” credit increasingly recognized as problematic and guidance to high school teachers, administration and students is provided by our dual credit staff.

There are a number of opportunities for high school students to earn college credit, including: traditional dual credit, sponsored dual credit, assessment based learning credit, early college, middle college, expanded options, advanced placement and international baccalaureate, additional programs offered at PCC such as LINKS and Gateway, dual credit offered at other institutions. Our competition includes Western Oregon, Oregon Tech, PSU, and a sprinkling of courses through Mt. Hood Community College or Clackamas when we do not have those available or a teacher does not meet qualifications.

The 2,164 high school students enrolled in PCC Dual Credit courses in 2017-18 who were graduating seniors were tracked for subsequent enrollment at a post-secondary institution. Of the 2,164 graduates 54% enrolled in a post-secondary institution before December 2018. 16.8% enrolled at PCC, 0.09% enrolled at PCC and another institution, 34.6% enrolled at a 4-year institution, 2.3% enrolled at another 2-year institution other than PCC, and 45% did not enroll in any post-secondary institution by the December date. In the Fall of 2014, before Oregon Promise, of the 7,315 students attending PCC for the first time with no previous college experience 8.6% of them were dual credit students. In the Fall of 2018 of the 7,240 students attending PCC for the first time with no previous college experience 14% were dual credit students. That is an increase of 60%!

Too much dual credit can be a problem for students. The dual credit program has informed high school teachers, administrators and students about thoughtful credit opportunities. We have created “Credits with a Purpose” documents to share with students. We include information in our Family Guides as well. We have strategically audited the courses we offer and discontinued courses that were not leading to “Credits with a Purpose.” Most transfer issues happen at the institution that students attend after community college. The HECC is working on collecting data regarding how dual credits earned transfer to different colleges. Right now, there is not comprehensive enough data to tell. Providing quality information to students is the most important way to assist them in their goals.

Recommendations for consideration include: change staffing structure to better support successful expansion with our K12 partners – currently 3.5 staff support our entire dual credit system; increase internal coordination and alignment of high school related programs – early college, middle college, LINKS, and Gateway all sit within different areas of our structure and K12 districts can find it hard to partner with us; continue efforts to support PCC faculty who are supportive of dual credit – workload, subject area committee dynamics and concerns about “student readiness” can often create barriers or even stop our ability to articulate courses.

HB 2864 Update--Tricia Brand, Chief Diversity Officer, Office of Equity and Inclusion
In 2017, the Oregon State Legislature passed HB 2864, a bill that requires cultural competency standards at all public universities and community colleges by the end of 2020. According to the bill, cultural competence is an understanding of how institutions and individuals respond respectfully and effectively to people from all races and ethnic backgrounds, cultures, languages, abilities, religions, sex and gender identities, sexual orientations, and other characteristics in a manner that recognizes, affirms and supports their success at our post-secondary institutions.

The bill outlines that the requirement of having cultural competency standards requires the development and implementation of a plan for building an inclusive campus culture. HB 2864 requires us to establish a process for recommending, and providing oversight for the implementation of, cultural competency standards for the institution and its employees by no later than December 31, 2019. In 2018 the HECC and Oregon Compass Compact’s REACH program hosted a summer institute to help post-secondary institutions across the state in planning for cultural competency on their campuses. Since 2018 PCC has had the privilege of being recognized by the HECC and the Oregon Community College Association (OCCA) as one of the institutions to consult with as a model for setting goals for equity and inclusion for staff development and student success.

PCC gathers and uses empirical evidence to analyze and improve access, advancement, climate, education, training, recruitment, contracting, hiring/retention of historically underserved students, faculty and staff. PCC applies racially conscious systems of analysis, including Critical Race Theory, to examine and dismantle systems of inequality at the college. PCC’s approach to internationalizing its curriculum expands

opportunities to create globally aware and culturally intelligent students, staff, and faculty. PCC strives to provide opportunity to all students to ensure the highest level of success. HB 2864 legislative requirements include:

1. Require continuing training and development opportunities that foster the ability of the institution's faculty, staff and administration to meet cultural competency standards.
2. Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds.
3. Require preparation of a biennial report that is presented to the appropriate board regarding the institution's progress toward achieving the goals set forth in this legislation.
4. Recommend mechanisms for assessing how well the institution meets cultural competency standards.
5. Ensure clear communication to new faculty, staff and administrators of the institution's commitment to meeting cultural competency standards in professional development.
6. Include broad range of institutional perspectives and give equal weight to the perspectives of administrators, faculty members, staff and students. All of the requirements are in progress and/or emerging at PCC.

A priority for 2020 is the development of a comprehensive PCC Equity Plan that intentionally and systematically provides a road to: a) meet all the requirements of HB 2864 and b) inform all manner of planning, programming, resource allocation and decision-making at PCC to ensure that the college is well-positioned to meet the rapidly changing landscape of diverse and urgent community, educational and workforce needs we anticipate in Portland in the coming decade.

To effectively respond to ongoing needs within PCC, enhance efforts already in progress, and advance transformative change toward a more equitable and socially just PCC, our Equity Planning Process will be organized around the following objectives to determine DEI priorities and signature activities:

1. Cultivate an inclusive campus/college climate.
2. Close or eliminate opportunity/equity gaps for student access and outcomes.
3. Attract, hire and retain a diverse faculty and staff committed to equity and belonging.
4. Assess and mitigate equity and campus/college climate concerns.
5. Adopt and integrate guiding frameworks to support the learning and development of students, faculty and staff.

6. Improve and accountability tools for assessing PCC's progress toward equitable opportunity and success. Initial HB 2864 report completion on December 30, 2019 and a progress report to the board in December 2020.

PUBLIC COMMENT ON AGENDA ITEMS

Jeff Grider.....20-073

BUSINESS SESSION

Chair Harper proposed approval of Resolutions 20-069 to 20-076. Sonnleitner/Penson

PUBLIC COMMENT ON NON AGENDA ITEMS

Em Jones.....Tuition Rollback

REPORTS

Student: Hannah Alzgal

I want to say thank you for students who came. I know it is break, they have friends, and family they want to see and they spent their time here. Thank you for the student comments about tuition increases for those who could not be here. I really want to echo Jeff's comment - I appreciate that. I want to give a shout out to the District Student Council this term. They have done some amazing work with grants, working on an organizational shift in culture, removing white supremacy characteristics, and the legislative directors for working on civic engagement with our students. I want to acknowledge the elephant in the room, in regards to tuition rollback and collective bargaining that just ended and the reinvestments. I really want to make sure that we keep in mind that these investments are incredibly important in the long term; but the increased cost on our students, right here right now, are not going to see the benefit and are going to suffer the consequences. I want to make sure that as we are talking about equity we know how we are framing that. We need to be reinvesting in direct services for students, right here right now, who are paying for their education.

Faculty and Academic Professionals: Frank Goulard

First, I do want to thank everyone involved over the last calendar year in the collective bargaining conversations. We have freedom of speech in our country and PECBA in Oregon, the Public Employees Collective Bargaining Act that allows us a forum to discuss with each other. In the PCC culture, we pride ourselves on being collegial and collaborative. With the board's help and guidance, I think we are. Sure, we disagree on some matter, and in my opinion, that is why we have vibrancy. The friction and disagreements lead to better outcomes in the end. We concluded in a good place and I want to thank the five members of the administration bargaining team, also Vincent Blanco and others. You can imagine how intricate it can be and yet we arrived in a place, which we can call good. I also want to make sure that you know we at the HECC have three months to develop legislative concepts and policy option packages. Staff will fine-tune that between April and August and then the commission votes to take that to the Governor. The Governor takes from September to November of 2020 to develop her package with all kinds of input.

Classified: Jeff Grider

I echo Frank's thanks to everyone involved with collective bargaining. I talk to many union folks around the country and within our state. I think we have a bit of a unique relationship here with our administration. Other people are often surprised that we can sit across from each other in bargaining and the next day have a collegial relationship. I do think that is special and I very much appreciate it. I do want to announce formerly that our ratification vote this year had historic turnout. We got responses from 86% of our eligible voters and the ratification passed at 97%.

Board Members:

Director Saltzman

I was not on the board when it made the commitment to look at a tuition rollback. To me it remains a robust commitment that needs to be looked at. To simply conclude tonight that tuition rollback is a dollar – to me – is not sufficient effort. I expect us to really dig down deep to figure out how to do a tuition rollback. It's still fair game and it's something we should be doing. It was a commitment that the board made, even though again, I was not on the board at the time that the commitment was made. I want that to be a direction to the President and to my colleagues.

Director Díaz Rios

I agree with my colleague. We need to prioritize our students now. And as one of the Gen Zer's on the board I want to ask for a pardon for my sometime spitfire tongue.

President Mitsui

I also want to congratulate the Classified and Faculty/AP bargaining teams. I really want to thank the Administrative bargaining team for the long hours, dedication, expertise and professionalism they showed in the process. I want to thank Cheryl Belt for her leadership, Lisa, Kurt, Dina and Eric as well. I do acknowledge that there was a resolution that specifically stated we would take a look at tuition and if the funding came in at a level that was higher than anticipated. I do also feel the need to speak for the Management/Confidential group. This is a hardworking group. As you probably could see exemplified tonight – they get it from all sides. They are very professional in how they respond. I am very proud of them. In addition, if you take a look at the market survey we're not at market. When we take a look at pretty low unemployment rate and we try to fill open positions it is taking us longer and longer and longer. We take a look at some of the key functions they perform around cyber security, finance, any number of functions around the college and they play a critical role. I don't want to undermine that. They play a key role too. They are part of the team. They are part of the community. I also want to note that I just got back from attending the United Nations Climate Change Conference in Madrid. Thanks to the great work of folks like Briar Schoon, Tony Ichsan, student leaders who have been active in the student sustainability movement and the climate action fund. PCC has been rated by the AASHE (Association for the Advancement of Sustainability in Higher Education) star rating system as the top community college in the United States and was therefore asked to represent the community college sector internationally at the climate conference. I went as a part of WASI (We Are Still In) coalition. As you know, the current administration has announced

that we are pulling out of the Paris Agreement. There has been a coalition of state, city, private actors who have gotten together and traveled to Madrid to state to the world that we are still in. There were a lot of other countries asking us what is happening in the United States and we could say that we are still in. It's been estimated that we would be able to achieve the 2025 carbon reduction goals without the federal government, but if we are to meet the 2050 goal we need the federal government. Everyone is watching elections very closely. It was alarming to hear the data. The intergovernmental data on climate change is not encouraging. As we take a look at strategic planning we need to be thinking about climate resilience and climate refugees. We need to be thinking about how things are going to be very, very different in about ten years. On the other hand, it was inspiring. It was inspiring to see Bangladesh. It was inspiring to see the climate vulnerable nations banding together to advocate through a digital media campaign #MadForSurvival to raise up the importance to all of us who have more to do more than our share to help those who have less and who are more vulnerable of disappearing altogether. It was a great opportunity to see what other countries are doing. I was able to make a lot of connections internationally that we hope to build strategic partnerships with here. As you have heard, we will be breaking ground in Columbia County. That land acquisition is now official. We will have a groundbreaking around January 29. The SkillSPAN (State Policy Advocacy Network) award was announced and PCC was announced as a member of the national SkillSPAN coalition. These are states that will be receiving technical assistance for Pathways to Opportunity – that is our benefits integration project that we are leading for the state and PCC. We also are part of the Supportive Services Academy and will be receiving technical assistance on how to improve wraparound supports for students. I also met with Tri Met CEO Doug Kelsey so we could talk about transportation for PCC and students. I'm co-chairing a statewide artificial intelligence task force for the Governor and will be putting together a report in June looking at the implications of AI for higher education and workforce and how to prepare our students for a different landscape.

ADJOURNMENT

There being no further business, the meeting adjourned at 9:33 pm.



Jim Harper, Chair

Mark Mitsui, College President

Prepared by:



Jeannie Moton, Executive Coordinator

Minutes approved on January 16, 2020.