

College News
Community Education Schedule
Portland Community College

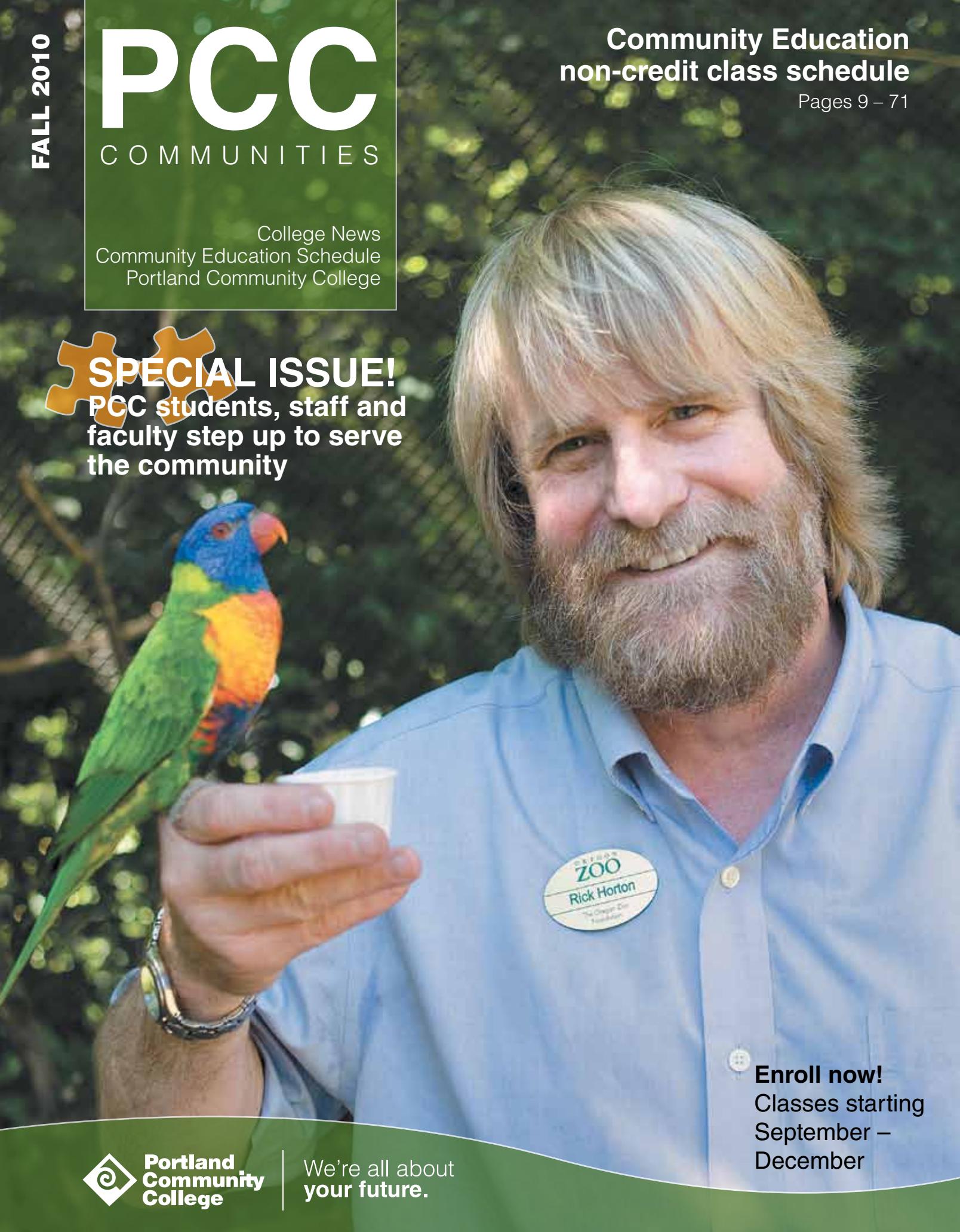
Community Education
non-credit class schedule

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SPECIAL ISSUE!

PCC students, staff and faculty step up to serve the community



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September –
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new ideas.*

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Students and faculty fan out across the city and the state volunteering to build houses, feed the hungry, read to students and protect the environment. These community service projects — to which students contribute thousands of hours of volunteer time each year — are perfect examples of how PCC is always ready to lend a hand.

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Scholarship recipient and nursing student Jeikell Grace Suguitan was only a child when she started learning about volunteerism. Her grandfather's medical missions to the Philippines from Oregon made a huge impression on her. Now she's living in the Pacific Northwest, spends her days caring for the elderly and soon will be enrolled at University of Portland.

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Brian and Nancy Davis each loved their careers in education. But when given the chance to work with the Peace Corps in Mexico, the PCC retirees answered with an enthusiastic, "Yes." Now they've gone on to perform more good deeds for children in Nicaragua.

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PCC wants to hear from you. Actually, all of you. When the bond measure passed in 2008, the college district made public involvement and stakeholder engagement a high priority. Now's the time to offer feedback to the college on everything from construction plans at the campuses and centers to class offerings.

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Community Education stays ahead of the curve when it comes to lifestyle classes by keeping a pulse on what students want to find at the college. From cutting-edge exercise programs to dog training courses, Community Education proves time and time again that it knows trends.

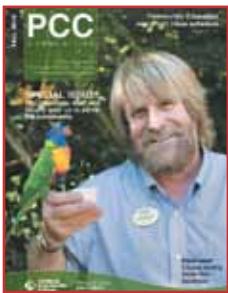
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On the Cover:



Rick Horton, grants manager for the Oregon Zoo Foundation, has helped raise millions of dollars for the zoo. He shares his expertise in grant writing through two classes offered by Community Education. See page 77 for details.

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Welcome to the fall issue of the PCC Communities magazine.

How do you define the "community" in "community college?" We have many measuring sticks here, but one of the most important is something we call service learning.

Hundreds of our faculty and thousands of our students have integrated service to the community as part of their classroom experience. Sometimes it's a classroom option and sometimes it's a requirement. Students volunteer with nonprofits and community agencies, learn about social service organizations and the issues they face, and generally make a difference in our community.



This issue of Communities will introduce you to a wide array of the students, educators and retirees involved in the service to the community.

At Portland Community College, the Service-Learning Program started as a grassroots movement of staff and faculty who believed that, in these complicated times, learning often cannot be contained within the four walls of a classroom, or between the covers of a textbook. Some of what must be taught can only be truly appreciated if the students are on the scene, taking part, helping to make a difference.

It's a style of teaching and learning that is spreading quickly across campuses — K-12 as well as higher education — throughout the nation.

In July, we welcomed Sarah Tillery as our new service-learning coordinator. She comes to PCC from Washington University in St. Louis, where she served as coordinator for community service, worked on the Campus Diversity Collaborative and was an academic adviser. We are glad to have Sarah on board.

You can learn more about the PCC Service-Learning Program by going online to www.pcc.edu/service-learning. There, you can get yourself connected to the program through its Facebook and Twitter accounts, as well as the quarterly newsletter. The site also features the Community Connector, an alphabetical listing of service opportunities in the Portland area. Plus, you'll find information on PCC's Days of Service.

We never stop thinking about what the "community" in "community college" means. And how to make a difference.

Sincerely,



Preston Pulliams
District President



*Follow these puzzle pieces to learn more
about the many ways PCC contributes to,
engages with and serves the community.*

PCC Alumna **Karen Gaffney**

By Christina Holmes

Karen Gaffney is not afraid of crowds. Even more, she's not afraid of standing in front of a room of more than a thousand people and sharing her life story.

That story goes something like this: soon after her birth her parents realized she had Down syndrome. She was taught at an early age that nothing was impossible so she set her sights on some pretty lofty goals.

She graduated high school from St. Mary's Academy in 1997 and enrolled at PCC where she studied early childhood education. She used the pool at the Sylvania Campus to practice for her next goal: swimming the English Channel.

In 2001 Gaffney became the first person with Down syndrome to complete a relay swim across the Channel. She followed that up in 2007 by becoming the first person with Down syndrome to swim the nine-mile width of Lake Tahoe — something she will repeat later this summer.

She inspires and entertains audiences worldwide as she speaks about her disabilities and the life she's created. She is president of the Karen Gaffney Foundation, a Portland-based nonprofit dedicated to fully integrating people with Down syndrome into schools and communities.

Among her accomplishments is the club she started at Grant High School that brings together teens with disabilities and pairs them with student leaders. The group, which she named Friends First, then performs community service projects such as cleaning beaches or making birdhouses. The club helps bridge the social gap between mainstream students and those with disabilities.

"It is so good for the community to see those students with disabilities working with other students," she said.

Gaffney travels at least once per month for speeches where she meets with educators, medical professionals, disability advocates and families with a disabled member. She recently returned from a trip to London and Norway and heads to upstate New York next month for a fundraising and awareness-raising swim.

Q. Why did you attend Portland Community College?

A. I attended PCC because I wanted to get my teacher's aide certificate and my associate of science degree. I studied early childhood education because I wanted to work with young children who have special needs.

Q. Why was PCC a good fit for you?

A. It gave me a solid education and it helped me be the person I am today. The students at PCC accepted me and helped me take notes in class when I needed their help. I just felt very confident when I was there. I studied very hard every night to get ahead in my college courses and I especially worked hard for tests, exams and midterms.

Q. Did you have a favorite hangout?

A. I loved to go to the pool. That is where I got my exercise every day in between classes. I've been swimming since I was 9 months old and it helps me stay in shape, keeps me alert and keeps my brain awake.

Q. What's the best part of your job at the Karen Gaffney Foundation?

A. I love the work I'm doing at my nonprofit. My favorite part is working hard and having a good friendship with my co-worker Kayley Randall, the foundation's executive director.

Q. Do you get nervous when you give your motivational speeches?

A. Never. Public speaking has been my passion and a talent of mine. The talks I give really touch a lot of people. It gives them a sense of hope for their child or for themselves. I know how important it is to know that you're able to achieve

anything if you just put your heart and mind to it, set your goals high and really aim to achieve them.

Q. Any advice for today's college students?

A. Do not give up. Just do the very best you can and study hard. ■



Are you a PCC alum? We'd love to hear from you! Search for "Portland Community College Alumni" on Facebook and LinkedIn or contact us at jennifer.sonntag@pcc.edu

READY TO LEND A HAND

PCC students and faculty spend thousands of hours volunteering

By Christina Holmes

PCC students feed the homeless, collect trash, tutor students, help new immigrants learn English, provide dental care for children in Third World countries, refurbish bicycles, build houses and plant community gardens. They manage these acts of volunteerism while attending classes, completing homework, caring for families and working part time if not full time.

Students volunteer their time and talent through several different avenues. First off, they perform community service through social or advocacy groups, such as the Habitat Restoration Team at Sylvania or student government, where they get involved in a specific cause and become grass-roots volunteers.

"I participated in (service learning) because it was an easy way to make a little bit of a difference," said Zack Squires, a student in the Fire Protection Technology Program. "Our group picked up trash and junk on the side of the road by the Sylvania Campus. I think a community is only as good as the people in that community are willing to make it. I'd be doing myself a disservice if I was able to help someone or the community at large and did nothing."

Secondly, students can choose a service-learning option through an academic course. Each term, many faculty members give students the option to participate in service learning that pertains to the class and write about their experiences (called a reflection paper). Depending on the class and the instructor, many students opt for the service-learning component.

"Service learning allows the student to connect what they've studied in class to the real world. It's an alternative form of demonstrating what they know by turning abstract learning into reality," said Kendra Cawley, dean of instructional support who oversees the Service-Learning Program. "And the reflection piece is really important because it connects the learning to their lives."

Reflection papers vary but the goal is to enrich the student's experience. For instance, students in one class who picked up trash as part of service learning were asked to write a paper in which they analyzed the trash and then discussed how to get fewer people to litter.

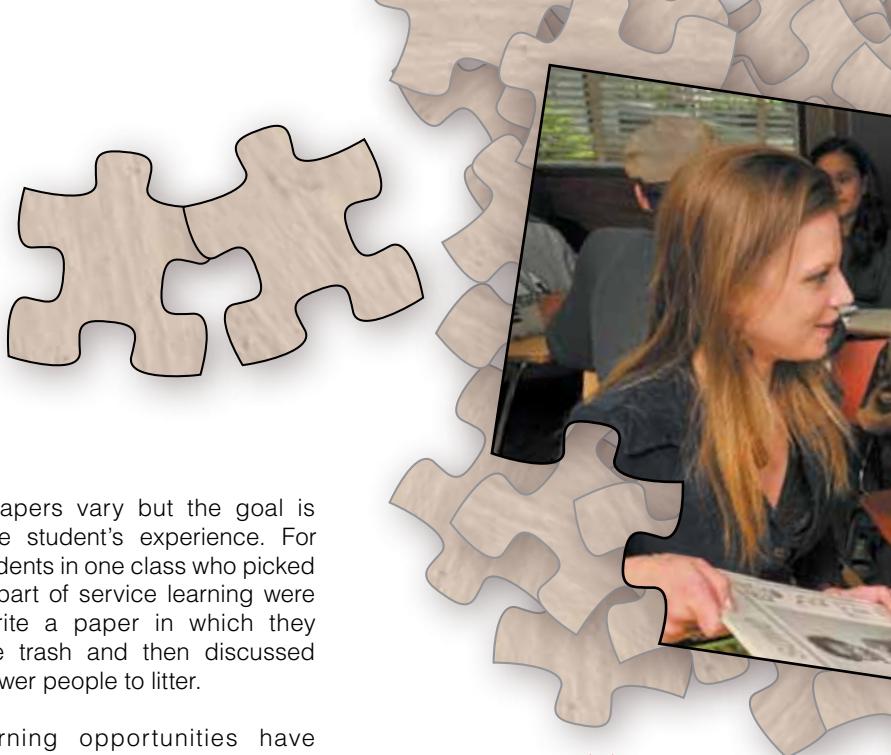
Service-learning opportunities have been offered at PCC since 1994, coinciding with the statewide movement to expose more college students to volunteerism. Community service and civic engagement have long been part of Portland's DNA, so it's only natural that the city's college students would find volunteerism part of their social being.

Beyond that, some research has shown that volunteerism helps keep people healthier, improves self identity and creates lifelong leaders.

A good example of service learning on campus involves new immigrants and refugees enrolled in ESOL (English for Speakers of Other Languages) classes who are tutored by PCC students in writing, speech and developmental education classes.

"We've been doing this for two years and it's been very positive. Our ESOL students are so grateful because that might be the only hour during the day where they speak to someone for an entire hour and that student is his or her only American contact," said Elizabeth Cole, an ESOL instructor who spearheaded the program. "For the tutors, they can see how hard it is for the new immigrants who are trying to survive."

Student Joseph Normand agrees. "Helping people learn has always been a passion of mine. To be more exact, helping the ESOL students learn English made me feel like I was helping decrease the language barrier in the Portland area. Communication is key if we want to live in a functioning society."



CASCADE CAMPUS

Examples: Beach or roadside clean up or removal of hazardous materials from illegal dump sites with SOLV, the 40-year-old organization dedicated to restoring natural spaces and encouraging environmental stewardship; assisting culturally diverse organizations such as those focused on immigrants, refugees, seasonal workers, the homeless population and ethnically based churches.

Spotlight: Cole Chatterton teaches a business communication class and each term he has a novel way of teaching about strategic philanthropy. He divides the class into small groups. He reaches into his wallet and hands each group a \$20 bill. Each group must grow that initial \$20 and then donate the proceeds to a local community group. The results are phenomenal. Students have raised money through a Web site to send youngsters to a summer camp at the price of nearly \$300 per camper; purchased yarn and needles to crochet scarves for homeless residents; secured art supplies for a local school; created backpacks of sports drinks, socks and hats and gloves for the homeless; matched the money from Chatterton and donated it to a local shelter; purchased food for a local food bank; donated the money and worked with Habitat for Humanity.

"This generation is the first to look at the triple bottom line: what are you doing for profit, what are you doing for those you serve and what are you doing for sustainability in your community and on this planet?" Chatterton said.

Students Andrea Salyer, Aaron Minoo, Jeremy Sam and Daniel Lloyd work in the Sylvania Learning Garden.



Tutor Cassandra Jenkins and ESOL students Min Wei and Norah Al Nader practice language skills.



SYLVANIA CAMPUS

Examples: E-waste drive, in which recycled electronics are collected and properly disposed of; Habitat Restoration Team dedicated to preserving the natural environment on campus; tutoring at nearby Markham Elementary School; ESOL tutoring; refurbishing bicycles.

Spotlight: Turning T-shirts into reusable bags. What started as a question of "paper or plastic" has turned into a full-blown sewing event. Students in Vandoren Wheeler's writing class decided to teach the PCC community about the problems of recycling both plastic and paper bags. They handed out literature on how both options are environmentally unfriendly. Then they asked friends and classmates to bring old T-shirts to campus. During two lunch periods, students set up sewing machines and sergers and turned the shirts into reusable bags (there's a nifty way to simply sew up the bottom of the shirt and cut off the sleeves to create a bag).

"I feel we made an impression on students walking by. How often do you see students ripping, cutting and sewing shirts together making bags and telling you how bad it is to use plastic and paper?" student Nicole Thorn said. "I've never done a service-learning project but this seemed like something I might not get to do again in another class. It was a lot of fun."

SOUTHEAST CENTER

Examples: Writing assistance for local nonprofits; support for homeless veterans; purchasing art supplies for local schools; assistance with the Bicycle Transportation Alliance.

Spotlight: YWCA of Greater Portland LearnLinks Program, which assists homeless children academically and emotionally by providing tutoring, counseling and other educational and support services to increase a greater connection to school and their community. This summer, LearnLinks kids will tell stories about themselves to students in a PCC writing class taught by Monica Christofili. The students will then write college-level narratives based on those stories. Christofili hopes her students' involvement will allow LearnLinks kids to acquire social and communication skills.

"With service learning it's not about success but the learning that comes out of the frustration. For my students it was about being on the ground and trying to get in touch with a decision-maker and realizing what goes into creating change," said Jessica Lamb, Southeast's faculty coordinator.

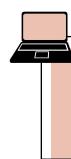


Jessica LaChance shows off a reusable bag that she created out of an old T-shirt.

ROCK CREEK CAMPUS

Examples: Tutoring Spanish-speaking Hillsboro residents; establishing a community garden; assisting with a Spanish-language program to promote information regarding HIV and AIDS.

Spotlight: Fitness program at three local schools. With much attention focused on the epidemic of overweight and obese youths, students in Leslie Hickcox's personal health class started a Fitness and Fun Program at several local schools. PCC students also served as role models on how maintaining a healthy body can be simple and fun. ■



For more information about the Service-Learning Program, visit www.pcc.edu/resources/service-learning

Jeikell Grace Suguitan adjusts a leg brace on a resident at Beaverton Hills Assisted Living Residence.



GIVING AS GOOD AS SHE GETS

By Eloise Holland

When Jeikell Grace Suguitan was growing up in the Philippines, her grandfather began a tradition that had a profound effect on the way she sees the world.

"Whenever my grandpa would visit us in the Philippines from Oregon, we would go to the provinces and give people medicines and check ups for their health," said Suguitan. Her parents, who are both nurses, would come along, too.

"Helping people has been in my life since I was in grade school," Suguitan said. "It's a part of my family."

Four years ago, she moved to the United States with her family. After working as a caretaker for the elderly, she decided to follow in her parents' footsteps and attend PCC on her path to becoming a nurse.

This time, Suguitan was the one who needed help. Unable to afford the cost of tuition, she turned to the PCC Foundation for the support she needed.

Fittingly, for the 2008–09 school year, she was awarded the Service to Community

Scholarship, which offers financial help to students in exchange for volunteer work.

As part of the scholarship, Suguitan volunteered as a teacher's aide at the West Hills Learning Center. The unpredictability of working with children led her to another realization.

"Little things will come up, and you have no idea what will happen," she said. "That's why I decided to do emergency room nursing — because you have no idea what's going to happen next."

PCC Career Center Coordinator Jill Cain, who supervises Suguitan's work as a peer adviser, hails that career decision.

"No matter what comes her way, Jeikell is capable of staying calm, cool and collected" Cain said. "It's no wonder she hopes to be an emergency room nurse someday."

In addition to serving as a peer adviser, Suguitan volunteers as an English language conversation partner and a mentor in the ROOTS program for first-generation college students. She also worked as a caretaker at Beaverton Hills Assisted Living Residence.

For the 2009–10 school year, Suguitan secured a James F. and Marion L. Miller Foundation Scholarship. The Miller Foundation has matched \$320,000 in scholarship donations made to the PCC Foundation for the past two years, as part of

a larger program to increase scholarships for community college students.

Recently, the Miller Foundation announced a third year of the challenge grant. If met, hundreds of additional PCC students will get the help they need to attend college.

"It made a difference," Suguitan said. "I was able to focus on my studies and not worry about things like: Where am I going to get the money? How am I going to pay for books?"

This fall, Suguitan takes another step toward her dream as she heads to the University of Portland to earn a bachelor of science in nursing. She stays motivated knowing that her calling will make a difference in the lives of those who need it most.

"The future of our society depends upon the success of people like Jeikell, whose commitment to academic achievement and attainment is matched by strength of character and spirit of service," Cain said.

"It's one way of sharing your blessing with the community," added Suguitan. "The more you share yourself with the community, the more you feel to be a part of it." ■

"The more you share yourself with the community, the more you feel to be a part of it." —Jeikell Grace Suguitan



Visit pcc.edu/foundation to learn more about the PCC Foundation and this year's Miller Challenge.

Flash Forward

PCC students and their families and friends were all smiles as cameras flashed to capture PCC's 48th graduation ceremony on June 11, 2010. More than 3,000 diplomas and certificates were awarded.



Student speaker Miral Rezayee Bessed addresses the class of 2010.



A happy graduate greets friends and family outside the Memorial Coliseum.



Lee Fan, coordinator of PCC's Culinary Assistant Program, poses with graduates.

Portland Community College has arrived in Newberg!

Beginning September 20, 2010, a variety of PCC classes will be offered at the Chehalem Cultural Center (415 E. Sheridan St., Newberg) for the upcoming academic year. Visit www.pcc.edu/newberg for details and specific courses available for the fall term.

The following month the college will break ground for the Newberg Center, PCC's permanent facility, to be built south of Highway 99W, bordering Fernwood Road and Brutscher Street. Set to open in fall 2011, PCC's bond-funded building will be approximately 13,000 square feet, with room to expand to meet future community educational needs.

For more information about PCC coming to the Newberg area, visit www.pcc.edu/newberg or contact Kate Chester, Community Relations/Public Relations manager, PCC Sylvania, at kate.chester@pcc.edu or (503) 977-8233.

Calendar of Events: A Look at What's Ahead

September

Fall term classes begin on Monday, Sept. 20. For information about registration, call (503) 977-4933 or visit www.pcc.edu

October

The Rock Creek Campus, 17705 N.W. Springville Road, hosts its annual Harvest Festival on Saturday, Oct. 23

from 10 a.m. to 2 p.m. Parking is free. For more information, call (503) 614-7379.

November

PCC Theatre presents the world premiere of a new adaptation of Georg Buchner's dramatic classic "Woyzeck." The shows are at 7:30 p.m. on Nov. 12, 13, 19 & 20; 11 a.m. matinee on Nov. 18; and 2 p.m. on Nov. 21. All shows are in the Sylvania Performing Arts Center. Visit www.pcc.edu for details.

International Education Week is Nov. 15-19. Fairs and speakers are scheduled for each of the three comprehensive campuses. All events are free and help educate the public of the wide variety of countries and cultures represented at PCC.

January

Winter term classes begin Monday, Jan. 3, 2011. For information about registration, call (503) 977-4933 or visit www.pcc.edu

Nancy and Brian Davis at home and with school children in Mexico.

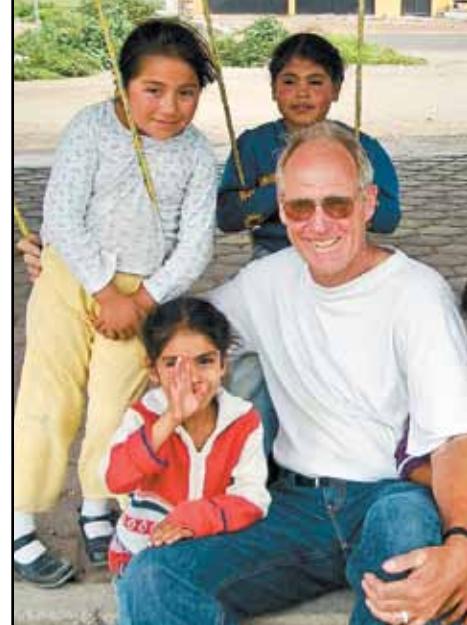
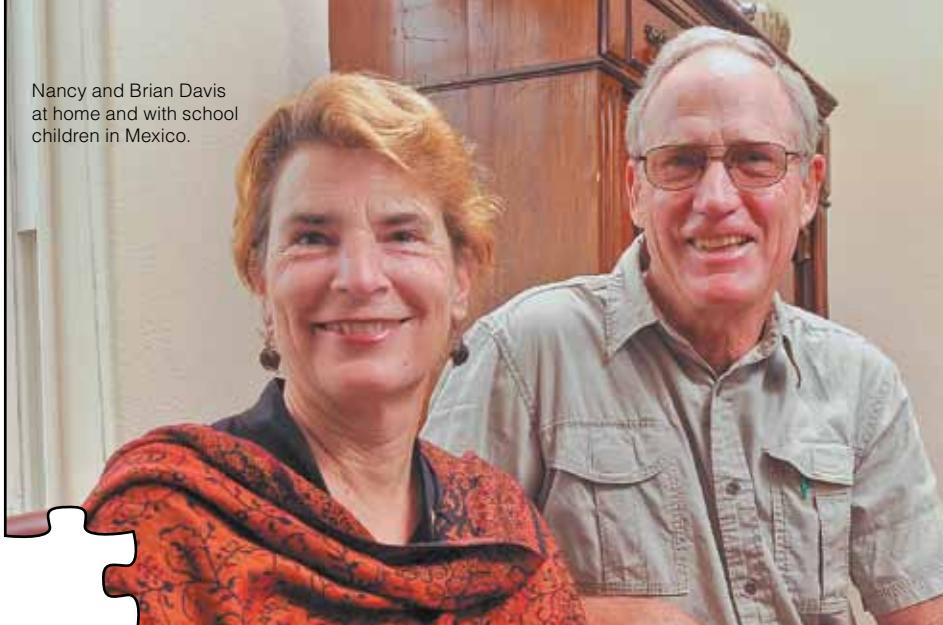


Photo courtesy of Nancy and Brian Davis

Peaceful Volunteers

Two former PCC administrators prove that retirement and community service go hand-in-hand

By Christina Holmes

Brian and Nancy Davis each got accepted into the Peace Corps after college but, for different reasons, they couldn't jump at the chance to travel abroad and help those in need.

Fast forward a few decades and after finishing careers in higher education the duo decided that the best way to fill their early retirement years was serving in the Peace Corps.

Back in 2005 the couple — who met at PCC in 1999 and married by the end of that year — packed their bags, leased their Southwest Portland home and moved to Querétaro, a 450-year-old colonial town in Central Mexico, where they worked in a research center and provided technical assistance to small businesses.

They spent 18 months in Mexico and at times the work was exhilarating, at times frustrating as the language and business and economic culture were challenges to understand.

They certainly had the business credentials to offer advice. Brian spent most of his professional life in the electronics industry and then, seeking more social purpose, made the transition to higher education where he served as division dean of engineering and math at Sylvania from 1993 to 1999.

He jokingly refers to his love of international travel and service as either unstable or adventuresome. But then he turns serious: "I look at this as helping friends — not changing the world."

Nancy spent 18 years with PCC during two different stints in the '80s and '90s as a manager in Customized and Workplace Training, today known as the CLIMB Center for Advancement. She said her passion for giving comes from looking out for the greater community.

"I do believe we owe it to the community to help others because no one got to where they are by doing it on his or her own," she said.

If anything, the Peace Corps whet their appetite for service. In 2006 they bought property in Nicaragua just outside of Granada (near where her son lives) on a crater lake in a preserve. They built a home and now live in Central America part time.

In close proximity to their home is a village where about 2,000 residents live in tin and wood shacks and survive on less than \$2 per day. One look at the rundown school and Nancy and Brian knew they found their

next service project. During the last several years they've helped lay pipes to bring water into the school, repaired the roof, skylights and desks, built a fence around the property and even installed doors on the restroom (the children had no privacy as the bathroom faces the playground).

"There is so much good that can be done with so little money," Brian said.

Because the school is in session only four hours per day, Nancy works with a small group of students at their home on art and other enrichment programs.

"It's difficult to live in a country as poor as Nicaragua and ignore the people who are living there," Nancy said.

"The staff at PCC are so community minded and there is a strong feeling to not only belong in the community but to also help the community." — Brian Davis

Other ideas they have for their adopted town are developing a bicycle-powered sewing machine, opening a health clinic, coming up with new ideas on handling excess plastic shopping bags, buying reading glasses for residents and helping the community build cleaner wood-burning stoves.

They're hoping a Cottage Grove, Ore. business that manufactures small stoves can serve as a model for how Nicaraguans can build cleaner and more efficient cooking appliances. ■



For more information about Nancy and Brian Davis's service projects, contact them at nancy.brian@gmail.com

Local residents and PCC employees learn about the college's renovation plans and provide feedback at stakeholder engagement events.



PUBLICLY ENGAGED

PCC's commitment to keep the community informed and involved moves forward

By Christina Holmes

When voters supported the PCC bond measure in November 2008 they understood the district's need to create space for a burgeoning student population by renovating classrooms, building new facilities, expanding workforce training programs and updating equipment and technology.

After residents in the Portland metropolitan area passed the 2008 bond measure, PCC quickly committed to a process that would keep the community at large informed and engaged in decisions about new construction and renovations.

PCC's previous bond program, approved by voters in November 2000 and completed in 2007, was enormously successful and reshaped the college in significant ways, including major changes at Cascade and a new Southeast Center, said Randy McEwen, district vice president.

A lesson learned from the process was to be cognizant of how PCC's actions play out beyond the campuses, from local neighborhoods to the larger college district.

"We have more impact than we sometimes think we do," McEwen said. "Decisions we make can have ramifications we don't even recognize."

The current bond measure's stakeholder engagement program was borne from that unwavering commitment to keep the public involved.

McEwen said, "It's about using public resources — which include public ideas as well as public dollars — for the best benefit of the citizens of the PCC district."

Last year the college district brought aboard Gina Whitehill-Baziuk, a 30-year veteran of public engagement and participation programs at the local, state and federal levels — most recently as manager of public involvement for the Metro Regional Council. The college asked her to lead the effort of bringing together all the different stakeholders, constituents and public groups.

"I believe better decisions are made when you engage a broader audience," she said. "It's a longer process but then everyone has ownership of the decision instead of one group making the decision and upsetting others."

McEwen said that while "transparency" is a popular term used to show the openness of public agencies, he views transparency as less about results and more about the process.

"The key difference is that public engagement seeks both process and results that are better than what would otherwise occur were we not to recognize the importance of consciously identifying and engaging stakeholders," he said.

As an example of public involvement, PCC convened a community meeting of five private and public agencies at the Rock Creek Campus in Washington County earlier this summer.

During the Rock Creek Community Partners Open House, residents and stakeholders heard from the Tualatin Hills Park and Recreation District about a proposed dog park and restroom facilities at Rock Creek; learned how to be more involved in the Citizen Participation Organization Chapter 7; found out about a new exhibit at the Washington County Historical Museum; received a construction update from St. Juan Diego, a church across from the campus; and shared feedback on bond-funded plans.

The open house allowed residents to spend a couple of hours together and get updated on happenings in their neighborhood.

At the Sylvania Campus, the push toward implementing green initiatives within the bond work is part of a larger, college-wide climate action plan. The Sylvania goal: to achieve "net-zero," meaning the campus eventually would produce as much energy as it consumes on-site.

And to do this right, it takes more than fancy engineering and architectural know-how — it requires stakeholder engagement.



"The bond work to be done at Sylvania affects all of us — faculty, staff and students," said Linda Gerber, Sylvania's president. "No matter where your office is located, what division or department you teach in, or what you've made your major, you are an integral part of the Sylvania Campus and you have a voice in how the bond work proceeds."

Gerber said to solicit good ideas, feedback and a sense of what works well and what we can improve upon, the campus has relied heavily on internal communication and stakeholder engagement with the many internal audiences as well as with neighborhood associations close to campus.

"Our goal in initiating this process is to achieve better, more informed decisions that meet a broad range of needs as best we can; that are 'big picture' in scope; that are cost-effective; and that have lasting durability and success — because we sought input from our constituents at the onset," she said.

Across town, Craig Kolins sees public involvement as bringing together not only external stakeholders but internal stakeholders whose experiences and voices are needed at the Southeast Center, which is located at Southeast 82nd Avenue and Division.

As the center evolves into a comprehensive campus, administrators and college leaders need to hear from PCC employees at other campuses about such things as library, bookstore, cafeteria, public safety and financial aid operations.

"We're in the beginning stages of this process of expanding our footprint. We've had a couple of events but we can't expect the internal or external community to always come to us. We also have to go to them," said Kolins, who serves as interim president of the Extended Learning Campus, which is based at the Southeast Center.

Kolins, who has fostered relationships with local neighborhood and business associations as he discusses plans to develop the center, also believes the public engagement program will benefit residents of Southeast Portland as they take part in transforming the Southeast Division neighborhood.

"We're working in a part of the city that has not always gotten its fair share and they are grateful the college is being more present in the community," said Kolins, who has lived in the Mount Tabor neighborhood for 11 years. "It's very exciting to know that we are starting a college in this community. You don't get a lot of opportunities to do something like this."

Near the Cascade Campus, Whitehill-Baziuk and campus staff have been working closely with the Humboldt Voice Committee, hearing from locals on how structural changes at the college could impact the neighborhood and the Albina/Killingsworth commercial corridor.

The vision is to stimulate creative campus/community collaborative thinking; promote

the uniqueness of the neighborhood's history, architecture and diverse culture; develop the Albina/Killingsworth district into a natural gathering place for the greater North Portland community; enhance the urban campus's ability to deliver a high-quality educational experience; and improve the quality of the campus climate and its influence on the immediate surroundings.

Brian Murtagh, a Humboldt committee member, is open to the college's increased efforts to include residents in the decision-making process and hopes these interactions will be beneficial for everyone.

"Stakeholder engagement is about achieving the best decisions possible and using precious resources for the broadest and most lasting gains."

-Randy McEwen

Ideally, architects should do their best to weave the fabric of the neighborhood into the campus so new buildings blend in with current businesses and preserve the urban, neighborhood feel, Murtagh said.

Whitehill-Baziuk believes that goal is possible and begins with the adoption of a vision that the college, architects and community support. "If you have relationships built on integrity and genuine sincerity then you can conquer many things." ■



For more information about the stakeholder engagement program visit www.pcc.edu/bond

Community Consensus

By James G. Hill & Christina Holmes

Community Education's ambitious program — one of the largest in the nation — masters the art of tracking trends and responding to the passions of the people



In a tough economy, it's a hard sell to have the public sign up for fun non-credit classes at the local community college. But at PCC, leaders have made its program trend what the community wants while keeping the fun.

From the recreational (surfing classes on the beautiful Oregon coast) to courses on networking for a successful career to dog training and beer making, zeroing in on what the community wants rather than guessing has energized PCC's Community Education Program.

One of the largest of its kind in the United States, the Community Education Program employs 365 part-time instructors that teach more than 30,000 students every year. In addition to trending the latest fads, it has cultivated 80 local partnerships with businesses, community centers, schools and libraries and offers 1,100 courses per term at more than 100 locations.

Director Tonya Booker said her non-credit program has responded to help people in the down-turned economy by offering many classes for under \$50. Community Education has also partnered with libraries to offer free lunchtime classes and with a local company to offer personal enrichment classes to their employees

to boost morale. She said Community Education is able to develop and offer new classes within a fairly short time frame and sees good community response to new cooking, green living and meditation classes.

Community Education classes are self-supporting. In order to cover costs, a class must enroll enough people to pay for the teacher, the space and the equipment, among other things.

That means it's critical to properly assess the popularity of a new offering because students are needed to fund any potential class.

Before a new class is offered, the Community Education staff works hard to stay abreast of public interests and trends through surveys, blogs, Web sites and student feedback. If they don't use these touchstones to the community, they risk the success of the entire program.

"Our staff is very creative and they pay close attention to trends," Booker said. "Along with our hardworking staff, our success is greatly due to hundreds of passionate instructors that are excited to engage community members in learning."

Delightful Doggy Training

Doug Duncan, owner of Northeast Portland's Doggy Business, is one of those talents recently recruited by PCC. He's the instructor of the class "Canine Good Citizen," where people learn how to train their pooches to behave in any situation. He has become a popular instructor because he makes the classes fun for the dogs and the people, and teaches owners how to effectively change their dogs' behavior for the better, even after the class is over.

"Public demand certainly was a part of the interest by PCC," Duncan said. "The classes fill up every quarter and we do typically have a waiting list. The PCC classes are a big mix of everybody. Ages range from people in their 20s to those into their 60s. That's one thing I really like about teaching people to train their dogs. All ages love dogs."

Students also love new forms of exercise and Community Education now offers cutting-edge classes Chi Walking and Chi Running.

With Chi Walking, students learn how to walk by leading with the upper body rather than the legs. People often walk or run by leading with the legs, resulting in a heel strike out in front of the body. The heel

New classes on tap: doggy training, Chi Running & Walking, suspension training and dance courses join favorites such as a tour through the Pearl, exploring Buddhism, baby sign language and success at grant writing.



Rick Horton stands with Chendra, an Asian elephant, at the Oregon Zoo. Photo taken with assistance from zoo elephant keeper staff.

strike increases the risk of walking- and running-related injuries, as the force of the road is absorbed through the heel and into the knees, lower back and hips, said instructor Alice Diffely.

In Chi Running, students learn to use a mid-foot strike by incorporating a slight forward lean from the ankle joint, which allows them to lead with the forehead.

"These techniques provide a framework to transform running and walking from mere fitness activities into holistic, mind/body practices similar to T'ai Chi or yoga," Diffely said of the classes offered in October.

Other exciting exercise classes are being offered by well-known instructors through the Northwest Dance Project on Shaver Street at Mississippi Avenue. The contemporary fusion class mixes dance styles with jazz, ballet and world dance influences. There is an emphasis on proper body alignment; strength and flexibility; rhythmic and musical phrasing; and self-expression. It's a fun combination of global music and movement.

Another class sure to bring students into the studio is the core balance exercise class which combines elements of yoga

and Pilates and stretch components using the ballet barre. Students develop core strength, ease and openness in joints and a flexible, well-balanced body. All dancers and fitness enthusiasts are welcome.

Back in the classroom: Grant Writing Dos and Don'ts

With the economic downturn still taking its toll on businesses, students are heading to PCC to learn the ins and outs of writing grant proposals.

Rick Horton, who's been working with nonprofits for more than 30 years, is a master grant writer who shares facts, tips and other interesting tidbits about crafting proposals. As the grants manager for the Oregon Zoo Foundation, he's been involved with securing funding for many zoo exhibits; most recently he was part of the development team that helped raise \$6.2 million — the zoo's largest fundraiser — from individuals, foundations and corporations for the Predators of the Serengeti exhibit, which features some of Africa's most endangered carnivores.

"I don't think of myself as a fundraiser because what I do and what gives me the greatest satisfaction is sharing stories of the conservation work we are doing at the zoo," he said.

His students range in age from early 20s to late 80s and many are involved with nonprofit groups as volunteers or paid staff while others are looking for a career change.

"It's nice to have people who want to be there and they have a lot of life experiences," he said. "These are folks who are curious and they want to find out all they can about the grants process."

Each term he teaches introductory and advanced grant writing classes, giving students the nuts and bolts of what's needed in each application and sharing information on the best place to look for possible grants.

With budgets at the state and federal levels in dire shape, nonprofits are looking for other funding opportunities.

Added Horton, "Grant writing is a team process because it involves the writers and those in program development. There must be institutional commitment and leadership." ■



Find Community Education's complete list of offerings on pages 9-71 or online at www.pcc.edu/community

VLP Tutor Sharon Chasko works with an ESOL student at the Neighborhood House in Southwest Portland.



Literacy Leaders

By Abraham Proctor

As an institution, Portland Community College has a broad reach. The college operates campuses and centers across five counties in an area roughly the size of Rhode Island.

For tens of thousands, it serves as an indispensable gateway to further education and gainful employment.

But what about those people on the edges? Those who don't speak English? Or those who, for whatever reason, never learned to read or write it? How do these people enter the PCC mainstream and, eventually, prosper?

Enter the PCC Volunteer Literacy Program.

The Volunteer Literacy Program (VLP for short) helps hundreds of students each year ramp up their English skills — speaking, reading and writing — to the point where they are able to succeed academically. As its name suggests, the program matches volunteer tutors with students from PCC's English for Speakers of Other Languages (ESOL), Adult Basic Education (ABE) and Graduate Equivalency Degree (GED) programs.

For some students, the help they receive from the program's tutors can make the difference between success and failure in mainstream PCC classes. For others, it can mean the difference between whether they're able to take courses at all.

"All of our students are in pre-college-level studies," said Kay Talbot, senior coordinator for the VLP and a former tutor for the program. "Some are English-language learners who really benefit from studying with a tutor as they're learning English. Others are in class already but are struggling. But in almost all cases, they're able to make immediate progress with the help of a tutor."

This progress can be crucial to a student's future. In the case of ESOL students, for example, there is a limited window in which students can demonstrate proficiency with English. Students are allowed three chances to master a given stage of the ESOL program, and are out of the program if they can't test into the next level. The help of a tutor, then, can be of immense value.

Senait Mesfun became involved with the VLP shortly after she started her studies at PCC in 1998. A native of Eritrea, she had a pretty good handle on spoken English but struggled whenever she needed to read or write.

"I could speak OK, but reading and writing were harder," she recalled. "I was working, but I really needed to go to school so

I could complete my CNA (Certified Nursing Assistant) studies."

Mesfun found that her abilities with written English were a barrier between her and the higher-level courses she needed to complete. She got wind of the VLP, and paid a visit to Sherri Prodani, tutor coordinator at Cascade Campus. Mesfun was quickly paired with tutor Loie Mead and began to see results right away.

In addition to operating out of PCC campuses and centers, the VLP runs tutoring sessions all over the area in churches, community centers and elementary schools.

"It was great — there was so much improvement," she said. "Loie was flexible and able to work around my work and school schedule. We met for about two

hours every week. Because of the program, I was able to take more advanced classes."

During a typical PCC term, Talbot said, the VLP enlists approximately 200 tutors. The program's tutors are recruited from a variety of sources — even through Internet want ads. They are asked to commit to at least two terms of tutoring.

"We have lots of grad students working as aides in ESOL classes, and many of them decide to become tutors as well." ■



To become a volunteer, go online to www.pcc.edu/resources/tutoring/volunteer

Stacey Edwards (right) of Stacy and Witbeck Inc. assists student interns Ashlee Conner and Tayo Adesida. Stacy and Witbeck is one of many businesses that support the PCC Foundation.



FOUNDATION OF SUPPORT

When it comes to giving students a key to the future, businesses and individuals step up

By Christina Holmes

Take a look at the donors who give to the PCC Foundation and you notice all types of businesses and individuals — corporations, mom-and-pop operations, family foundations, alums and employees.

The one common thread: their ongoing commitment to change lives.

Each year thousands of donors step up to the plate to lighten the load for PCC students in need of help. The contributions speak volumes of the people who support PCC.

Jim Straight was a well-regarded faculty member in Sylvania's Computer Information Systems Department. When cancer cut short his life in 2007 his daughter, Cathy Lamb, started a scholarship in his honor and also in memory of Straight's wife, Bette, who taught in Beaverton schools. She died in 2002 after battling cancer.

"My parents both believed in helping others and so do we," said Cathy Lamb, who along with her husband, Brad, funds the Jim and Bette Straight Memorial Scholarship for students studying computer technology. "The one thing I look at in recipients is someone who I believe will leave PCC and turn around, get a job and then give back to the community."

PCC once again has the chance to brighten the lives of its students. For the third year the James F. and Marion L. Miller Foundation is offering a matching

challenge to community colleges in Oregon, including the PCC Foundation.

Contributions made between now and March 31, 2011 will help meet the requirements for the Miller Challenge. Miller will match all new and increased gifts for scholarships up to \$320,000. Thanks to the matching funds received from the Miller Foundation, the PCC Foundation this year was able to provide new scholarships to an additional 171 students who otherwise would not have received financial support. These scholarships were on top of others the PCC Foundation awarded.

It was help from companies like Stacy and Witbeck Inc. that allowed PCC to meet the last Miller match goal.

The firm, one of the nation's largest public transit construction companies with headquarters based in Alameda, Calif., is offering a scholarship for engineering students — preference given to women and students of minority heritage — intending to transfer to a university and pursue a civil engineering degree. The scholarship also includes a paid internship at Stacy and Witbeck's Portland office.

"When a company is part of the community it needs to support that community," said Stacey Edwards, a subcontract manager

for Stacy and Witbeck and the scholarship organizer, adding that she pushed for the award to be given to a community college student because it's the place many teens land after high school.

The Rask Family Memorial Fund has awarded scholarships to PCC students for the last three years. The fund was established in memory of 19-year-old Michael Rask, who died in an auto accident in 1979.

The family started the fund to transform loss into hope by working together to raise money to help young people reach their dreams, said Linda Rask, Michael's sister. Over the years, more than \$450,000 in college scholarships has gone to students throughout the Portland Metropolitan Area.

Thanks to the Miller Match, the PCC Foundation this year was able to provide scholarships to an additional 171 students.

"We're now seeing former scholars reaching their goals of being physicians, teachers and vital contributing members of our

community. It's been incredible to see what can happen with a little effort and a lot of love," said Rask. "It's critically important for individuals and businesses to support higher education in Oregon, particularly now when students are struggling to pay the increasing cost of tuition. It's an investment in the future of our community to have a well trained and educated workforce." ■



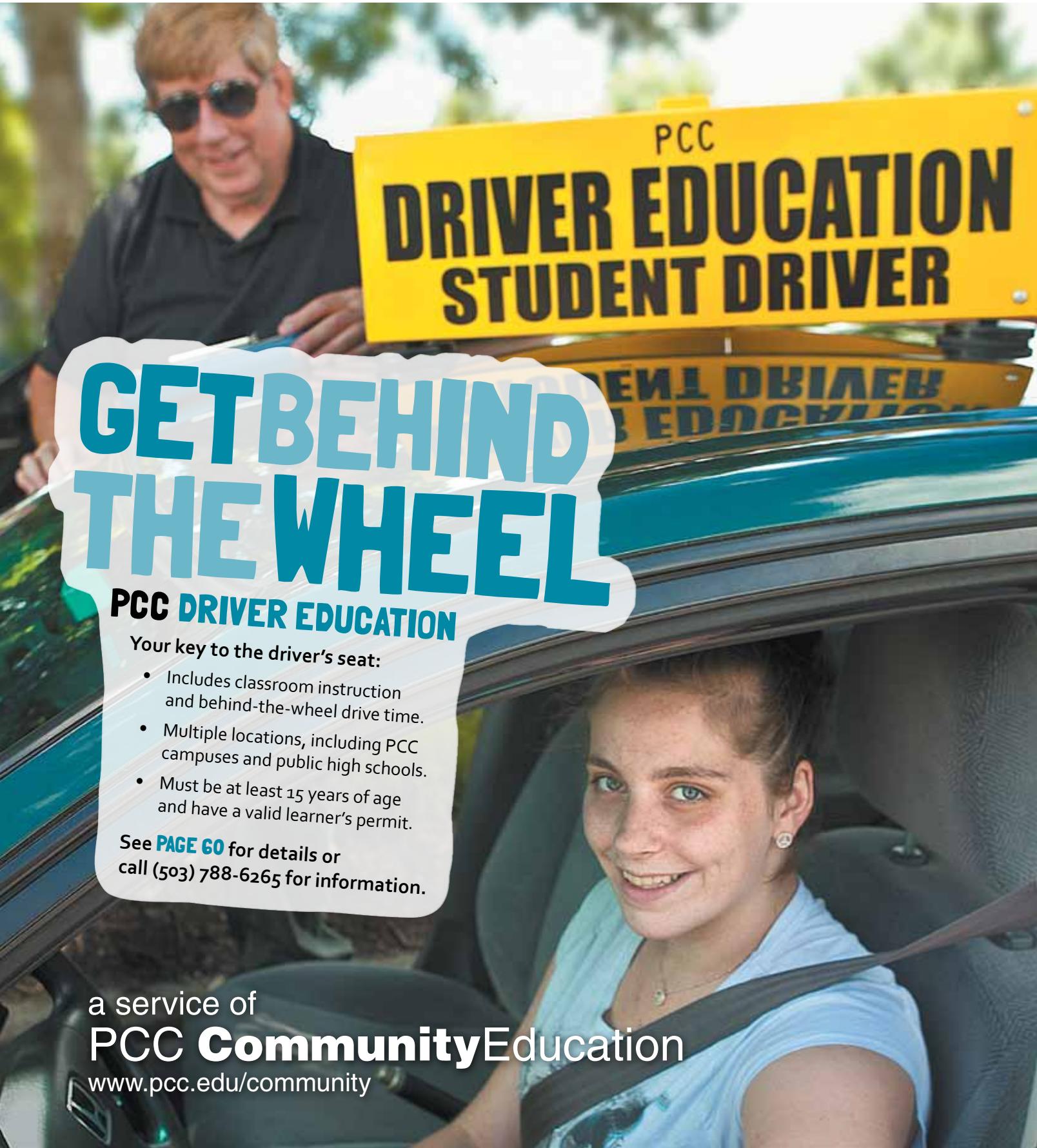
For more information about the PCC Foundation and the Miller Challenge, visit www.pcc.edu/foundation



P.O. Box 19000 Portland, Oregon 97280-0990

Residential Customer
ECRWSS

PCC mails this schedule of classes to households four times each year to let you know about upcoming Community Education classes and share what's happening at PCC. It is printed and mailed for about 22 cents per copy and can be recycled. Because it is addressed "Residential Customer" we are not able to remove individuals from our distribution route. We hope you find it informative and enjoy the stories inside.



GET BEHIND THE WHEEL

PCC DRIVER EDUCATION

Your key to the driver's seat:

- Includes classroom instruction and behind-the-wheel drive time.
- Multiple locations, including PCC campuses and public high schools.
- Must be at least 15 years of age and have a valid learner's permit.

See **PAGE 60** for details or
call (503) 788-6265 for information.

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