EAC Minutes 9.28.2016, Rock Creek Event Center, 3:00-5:00

| X | Marlene Eid, Membership | X | Peters Haberman, Academic Standards and Practices |
| X | Jeremy Estrella, Curriculum |
| X | Sylvia Gray, EAC Chair | X | Wendy Palmer, Student Development |
| X | Eriks Puris, Degrees and Certificates |
| X | Tammy Billick | Jane Hodgkins | X | Chrissy Randall |
| X | Rachel Bridgewater | X | Jessica Howard |
| | Louis Bruneau | X | Ishmael Rivas |
| X | Kendra Cawley | X | Rachel Katter | Rebecca Ross |
| | Barb Kaufman | X | Cheryl Scott |
| X | Magda D’Angelis-Morris | X | Craig Kolins |
| X | Daniel Davis | X | Barb Lave | Peggy Sherer |
| X | Jeffer Daykin | X | Michele Marden | X | Kurt Simonds |
| | Michael Meagher | X | Heiko Spoddeck |
| X | Sarah Elsasser | X | Fred Miller | X | Ann Su |
| | | Jean Mittelstaedt | Glen Truman |
| X | Laurie Engberg | Samuel Morgan | X | Dan Wenger |
| X | Gene Flores | Tony Obradovich | X | Conrad Williamson |
| | Teela Foxworth | X | Moe O’Connor | Stephanie Yorba |
| X | Tara Foster | X | Trace Phillis |
| X | Ric Getter | X | Josephine Pino |
| | | Bob Pryor |
| | Beth Haworth-Kaufka | X | Deanna Pulliams |

Present members approved by EAC but not yet approved by the college president: Cody De Sully, Jim Perez, Dana Fuller, Ben Nzowo, Karen Paez, Jordan Durbin, Stephen Arthur

Guests: Allison Blizard, Robin Shapiro, Loraine Schmitt, Kathy Manser, Frank Smith, Cares Seymour, Christine Weber, Frank Goulard, Sara Robertson, Alyson Lighthart, Shirlee Geiger, Cecile Chevraux

[Note: While the EAC meetings are normally recorded and minutes taken by an administrative aide, there was a last-minute changeover with no preparation and not only was the meeting not recorded, but the thumb-drive with the minutes were lost. Consequently, the chair sent an email to those who she remembered had spoken and things were reconstructed with the help of power points, notes from two members, and memories of what was said by those who responded. If there are other further corrections or additions, please send them to sgray@pcc.edu.]

- The minutes of June, 2016 and today’s agenda were approved by consent.
- Standing Committee Reports (10)
[The first meetings are scheduled but most haven’t met yet so there was not much to say.]

- **Discussion/Updates:**

**Academic Integrity - Robin Shapiro (10)**
- We have begun to draft the recommendations and will be bringing them forward soon.

**Fostering Student Success - Neal Naigus (20)**

*Lisa Féinics and Neil Naigus brought a presentation about the project they are working on – the power point will be shared below as an outline. Lisa shared her poignant and inspiring story of being a foster child and how she was able to even yet get her degree and find a meaningful career and life, partially because educators saw her potential and gave her encouragement. At the end of the power point there is a list of how we at PCC can be involved, including the web site and resources. Do take the time to read the outline below – there are some interesting statistics pointing to the problem, and some encouraging progress that has been made at PCC.*

**PCC Fostering success- Supporting Foster Youth**

- **Foster Care Facts**
  - Every individual’s foster care experience is unique—try not to assume anything about a student’s history.
  - Common reasons for entering the foster care system include:
    - Abuse and/or neglect
    - Death of birth parent(s)
    - Incarceration of birth parent(s)
    - Domestic violence
    - Juvenile Justice system (Adjudicated Youth)
  - Current Trends:
    - Child welfare and Education

- **Nationally:**
  - 50% of youth in care complete high school by age 18
  - 84% state a desire to go to college
  - 20% actually attend college
  - Sadly, only 2-9% complete

*What happens then…*

- Current Trends:
  - Child welfare and Education

- **Nationally:**
  - Over 25% experience homelessness
  - High rates of teen- pregnancy and parenthood.
  - About 33% receive public assistance
• Unemployment rates top 50%
• High rates of incarceration
• Oregon Foster Youth Data
  • In 2014, over 11,000 youth were in care for at least 1 day, and over 8,000 were in care full-time.
  • Most foster youth are also first generation college students.
  • Limited tracking after aging-out, but ~3% of foster youth that attempt college in the state will graduate.
• PCC Fostering Success Data
Youth said the biggest barrier preventing them from continuing education included:
  - Needing to work full-time
  - Academic difficulties
  - Stability issues related to housing, relationships, finances, etc.
• Other Known Barriers to College Success
Foster youth:
  • May struggle with emotional regulation.
  • Adverse childhood experiences may cause mental health concerns.
  • May need additional support around social situations and communication, but afraid to ask for help—TRUST ISSUES!
• Other Known Barriers to College Success
Foster youth:
  • May have a poor educational foundation: Many have changed schools several times – lose an average of 4-6 months every change.
  • May qualify for special education services due to impaired cognitive functioning, but may not have received services.
  • May have no one to turn to; they feel like an outsider.
• Other Known Barriers to College Success
Foster Youth:
  • May lack the belief that things will work out for them, leads to self-handicapping behaviors.
  • May have low self-esteem.
  • May have few or no supportive adults in life: Separation from adults and friends—No one to turn to when they face challenges.
• Why it matters
Foster youth, and communities, suffer when there is a failure by these youth to meet academic and professional goals. Youth become adults…
  • Debunking Myths
Fostering Success held a focus group of students that have experience being in foster care. Here are just a few of the messages they reported being labeled with...
  • All youth in foster care are juvenile delinquents.
  • Foster youth are “bad.”
  • Foster youth don’t have what it takes to be successful in college.
Let me tell you a story…
  • Call for Champions
• PCC Fostering Success has begun the process of building a support network foster youth can rely on throughout all four campuses = Champions
• Champions are individuals:
  • willing to be identified and contacted to better serve the complex needs of foster youth;
  • willing to complete additional training;
  • and, while working within the scope of their position, to give individualized support using that training.
• The Difference Champions Make
• Understanding How To support Foster Youth
• Since the experiences of foster youth vary, the key to supporting them involves individualized goal setting and planning.
• Having a basic understanding of the impact early trauma has on the brain and behavior is helpful.
• What might seem like a bad attitude/behavior in the college environment, might be a survival skill they needed in the past.
  • how To support Foster Youth—Training will Help
• Foster youth do not need:
  • Others to pity them;
  • Others to do for them;
  • Others to hold them to a different set of expectations.
• Foster youth need:
  • Empathy;
  • Help identifying resources;
  • Goals, with a clear plan for achieving them.
• PCC Fostering Success Program
The PCC Fostering Success mission…
is to improve educational outcomes for foster youth attending PCC by promoting awareness, advocacy, and support, while also working to increase the number of foster youth that apply to PCC for both certificate and degree programs.
• PCC Fostering Success Program
COMPLETED TO DATE:
• Still early in development, but is gaining significant support at all campuses.
• Checkbox on PCC application about foster care status. 240 have checked the box for fall 2016.
• Established a Fostering Success Program fund in the PCC Foundation to cover program costs and emergency funds for our foster youth students.
• PCC Fostering Success Program
COMPLETED TO DATE:
• Established an Advisory Committee
• Developed a number of community partnerships to provide reciprocal supports for foster youth and their providers.
• Identified Champions at each campus.
• Began process of meeting with foster youth to assess individual needs.
WORKING ON
• Establish a “club” for students in the program so they can support each other.
• Offer foster training to PCC faculty/staff—Doodle Poll. Need to educate all faculty/staff around special population with unique needs.
• Obtain % release time of advisors/counselors.
• Establish a mentoring program so that students develop deeper relationships.

WORKING ON
• Provide space at each campus for ILP Coordinators.
• Develop ways to support foster youth at state level, e.g. program expansion statewide; provide courses to assist foster youth and foster parents in conflict resolution.
• Grant priority for PCC to fund continuation of the program and expand support to provide more services.
• Benchmarking services to best practices of programs in other states.
• Our Request to you:
  • The Educational Advisory Board can support foster youth attending PCC by:
    • Asking faculty to learn more about Fostering Success, and if they choose to meet the commitment, become Campus Champions.
    • Helping faculty understand that they don’t have to be a Champion to receive training in order to better serve students with lived-experience in foster care that they may have contact with.
    • Asking faculty to support the Fostering Success Program Foundation fund through payroll deduction contributions. (Note: This is different from the Foster Youth Scholarship fund.)

• Summary
  • Fostering Success staff believe that PCC faculty are the key to making our mission possible because they have the highest level of student contact.
  • Foster youth do not have to become negative statistics. A caring adult can make a world of difference—Faculty can change the life trajectory of a current or former foster youth for the better.

• To Learn More… http://www.pcc.edu/resources/
  • Fostering Success Resource Page- our website offers an assortment of helpful tools for students and faculty/staff.
    www.pcc.edu/resources/foster-youth/
  • Foster Club- a national resource for foster youth based here in Oregon.
    https://www.fosterclub.com/
  • Casey Family Programs- another national resource for foster youth and foster parents.
    http://www.casey.org/communities/or/?location=or
  • Fostering Success Michigan- a leader in supporting foster youth attending college.
    http://fosteringsuccessmichigan.com/

• Questions?
Please contact PCC Fostering Success staff for further information; or, if you have a student with lived-experience in foster care you would like to help support:
  • Neal Naigus: nnaigus@pcc.edu
  • Lisa Féinics: lisa.feinics@pcc.edu

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As it relates to us, the Statewide Structure is designed to allow flexibility and promote accountability; protect local authority and support the broad, comprehensive CC mission. In the student success center, we see that emphasis on support -- as we continually update our educational delivery and structural systems to serve the current, emerging and future educational needs of Oregonians.

17 publicly chartered CCs. ~350,000 students.
Statewide Education Governance in OR

- Locally elected, 7-member boards govern CCs. They are accountable to their communities for the success of their students, their ability to meet local needs, and the financial integrity of their colleges. Local boards set standards of admission, set and collect tuition rates for in-district and out-of-district students, set fees, hire presidents.
- CCs are regulated by the HECC which, through the office of CCWD, distributes funds and approves programs.

CCWD
Provides coordination and resources related to the 17 CCs, the 18 ABS providers, and the 9 workforce areas. They provide statewide administration of workforce and education programs under WIA (WIOA), General Educational Development (GED), and other programs.

HECC
- Governed by a 14-member volunteer board.
- Responsible for advising the legislature, the governor, and the Chief Education Office on higher education policy.
• Statutory authorities include the development of biennial budget recommendations, making funding allocations to CCs and public universities, approving new academic programs in the public system, allocating OOG (state need-based f. aid), authorizing degrees that are proposed by private and out-of-state (distance) providers, licensing private career and trade schools, and overseeing programs for veterans.
• Supported by an exec. Director who oversees a small staff and directors of 8 units within HECC, including CCWD, the Office of Research and Data, and the Office of Student Access and Completion (OSAC)

Chief Education Office
• Directed by a Chief Education Officer (Lindsey Capps), appointed by the Gov.
• Coordinates with education stakeholders to streamline and connect public education from K-12 and post-secondary. Provides an integrated, statewide data system which contains student-level outcomes from all public ed institutions to allow for longitudinal analysis and research.
• Collaborates with education stakeholders to develop and review educational goals and reports on state progress toward achieving educational goals.

CCs also partner with other state agencies…

OCCA represents the collective interests of the CCs and their students. 34-member BoD includes 1 pres and 1 board member (local boards choose) from each of the 17 colleges. Exec committee. Colleges pay dues to OCCA. OCCA’s purpose is to advocate for the colleges before policy makers and partners who actions affect the well-being of CCs across the state. This results in a variety of services including legislative advocacy.
• Board member training
• Federal lobbying (trip in Feb to D.C. -- CC presidents and board members meet with OR’s congressional delegation and other policy makers re: national policies that will affect CCs across the nation
• All-Oregon Academic Team -- 2 students/CC are recognized and offered scholarships to participating 4-year institutions to continue their education
• Legislative Summit in Salem during odd-numbered legislative session years
• OPC Retreat
• Annual conference in fall

OCCA is a member of AACC, ACCT and others.

OPC serves as a think tank and primary leadership group to be proactive for creating 21st century colleges.
• CCWD serves as a coordinator (setting standards, conducting assessments, sharing data and analysis as appropriate)
• OCCA is a mobilizer (connecting colleges in the network and looking for opportunities)
• Local college boards have final legal responsibility for many policy issues which are discussed. No action of OPC is designated to interfere with or reduce a president’s obligation to his/her board.
• Meets 1x/month during academic year.
• Non-voting members of OPC are the campus presidents, CCWD director, OCCA exec director, and president of OCCA. OPC chair rotates.

Statewide Community College Affinity Groups

Council of Institutional Researchers (CIR)
Council of Student Services Administrators (CSSA)
Oregon CC Council of Institutional Researchers (OCCCIRS)
Oregon CC Distance Learning Association (OCCDLA)
Financial Aid Directors, Business Officers, Human Resources Directors, Registrars, IT Managers, Public Relations Managers (OCMPR)
Workforce Oversight Committee (WOC)
Student Success Oversight Committee (SSOC). [From PCC: Karen Sanders,

Community College Statewide Affinity Groups
• CIA
• CSSA
• Financial Aid directors
• Business Officers
• OCC Council of Institutional Researchers (OCCCIRS)
• Public Relations Managers
• OCC Distance Learning Association (OCCDLA)
• HR directors, IT managers, Registrars
• SSOC
Launched last July, the Oregon Center joins a network of SSCs, coordinated by JFF, which organize a state’s CCs around common action to accelerate their efforts to improve student persistence and completion. Now present in 13 states, the Centers provide a clear and consistent access point for high-quality technical assistance, cross-college collaboration, and faculty engagement within and across states. The Oregon SSC is supported by an investment from the Ford Family Foundation and the Oregon Community Foundation.
OVERVIEW OF THE SSC NETWORK

STUDENT SUCCESS CENTER NETWORK

THE NETWORK’S POTENTIAL FOR IMPACT

> Key data points for public, two-year colleges in the 13 states with Student Success Centers:
> > 47% of colleges are in these states
> > 56% of the fall enrollments were in these states
> > 67% of all minority students were in these states
> > 53% of Pell grant recipients were in these states
> > 54% of the Associate’s degree recipients were in these states

Source: 2013-14 IPEDS data

WHAT DO STUDENT SUCCESS CENTER DO?

Student Success Center Strategy & Framework

- Map and align initiatives to create coherence
- Identify and pursue systemic and structural changes that support large-scale institutional change
- Organize a state’s community colleges around common action to improve persistence and completion
- Develop an agenda for integration and knowledge management to support reform
- Strengthen state data capacity to support innovation and improve performance
Finally, Elizabeth Coxbrand, executive director of the CCWD, is going on the road on a listening tour. This body, the EAC, can be engaged with her. The underlying framework is guided pathways, making options clear, guiding student success. Right now there is a pilot at Linn-Benton Community College (Albany, Oregon) and we are watching everything they do to look at the student experience.

Discussion Questions:
- Knowing that so many of our students consider their 4yr degree goals to be their most important goal, I’m wondering if the Student Success Center’s work will define completion as achievement of the university degree or will it be focused on completion at the 2yr level?
- Will the SSC be addressing the challenges associated with the lack of coherence at the University level as it relates to our Community Colleges’ curriculum and completion goals?

Answer:
The Student Success Center's work is focused on the 17 community colleges, and so will be looking at success at the course and program level at these institutions. I believe the Student Success Center, and OCCA generally, will be "dropping" a bill regarding transfer and articulations toward that end in this coming legislative session. Stay tuned!

Advancement of Educators (AEC) Committee (in development) - Jordan Durbin (45)

Comments from the chair: I was very happy to appoint Jordan Durbin to leadership of this committee. She has her Masters in Sociology, which she teaches at PCC; her doctorate in Public Policy; and many years under her belt as a Human Resources Director, among the many points of experience she brings to the position. She cares deeply about the recommendations put forward by the ACCEPT task force to work at better supporting part-time faculty at PCC. She
was put forward to chair the ad hoc Advancement of Educators Committee by the chair and approved unanimously at the brief EAC meeting held 9.23. 2016 during the EAC Retreat.

However, before I hand it over to her, I have agreed to give the floor to Marlene Eid, EAC Membership Chair. She believes she has a point of order, which takes precedence over items on the agenda. Normally the EAC Leaders reach a consensus on items for the EAC, but occasionally there is a true difference of opinion, and as chair I believe in allowing all voices at the table, as much as possible. I have agreed to give her 10-15 minutes to address the issue. Below is a copy of her written handout for the EAC.

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EAC Standing Committee Correction (September 2016)

The Vote in May was “We have a motion on the floor Approved: Make a standing committee for part-time faculty which continues to further the work of the ACCEPT Task Force.”

Footnote:

Moved…to make a standing committee for part time faculty which continues to further the work of the ACCEPT Task Force. □ Is there a second? □ Second □ Further discussion? □ Discussion…chair would appoint a committee to make this happen because there is language to be written, a title to be developed, and other details to we worked out. □ Discussion… One of major concerns is not to have impetus of the task force lost. Then the question is where to house this committee □ I have been impressed with month to month work of the standing committees. □ We already have a structure in place to make sure it does not become some orphan □ (from Sylvia’s notes of the May meeting)

Here is where the process broke down.
Standing Committees are in our bylaws, thus, making any committee a standing committee means changing the bylaws.

• Changing the bylaws (as prescribed by article X) need to have prior notice and needs 2/3 majority. That notice did not happen
• Furthermore it ‘when drafting the published notice, it is important to be specific as to whether the notice is given for amendments or a revision”.
• “The proposed amendment are placed under General Orders just before new business”
• “When three or more alternatives for an amendment are presented, the least inclusive amendment is presented first and the most inclusive amendment last.”

There was never a notice of amendment of the bylaws; never a specification of what the amendment is and henceforth taking a vote in the May meeting on “make a standing Committee for part-time faculty which continues to further the work of the ACCEPT Task Force.”” was procedurally incorrect.

Furthermore, According to Roberts Rules Article VIII, Committees need clear definition as to Name, number of members, manner of selection, duties, etc. and that was not specified thus the committee (even if we ignore the incorrect vote) Cannot be a standing committee.
The problem we have is simply a breakdown of the process. At the May meeting there should have been a vote to make the committee an “Ad Hoc” committee workgroup to work on clarifying the goals of this new committee and simultaneously work on proposed changes to the by-laws. Meanwhile we can work to identify other issues and goals, proposed number of members, etc. The motion could also put a time certain for the work of the Ad hoc committee.

If the decision (after the time of the ad hoc committee is over) is to push for it to be a standing committee in the bylaws, then, a second vote should be schedule and notice given and text published before the vote occurs. This second vote will be on changing/amending the bylaws and on making this new committee a standing committee of the EAC. This vote needs naturally to get 2/3 majority. As the vote happened (in May-2016) it was putting the cart before the horse and hamstringing the process and the bylaws into something that is contradictory (there was a clarification of that in the minutes of the June meeting). We tried to bring this to the attention of the chair so we can introduce an elegant solution of how to remedy the breakdown in the process. This is not a technical glitch, but a violation of the core of the process.

I personally do not think that to invalidate the process is right for us to do. The process is our friend; it is good for Part time faculty as well as full time faculty and it keeps things moving smoothly, structurally and legally. Sometimes, the process is unfortunately not time efficient, and things take their slower course, which is due to the depth of exploration and inclusion of the numerous voices. If we rush things we neglect paying attention to people or details and to due process.

So we have a problem of violation of procedure, where we took one vote (in May) that negated two steps by amalgamating them in one (not to repeat the other procedural requirements). The question is how we are going to resolve it.

The most obvious solution is to bring it back (to the EAC) for reconsideration and vote on the committee to be an Ad Hoc committee for a time certain, where it will be clarified as to goals and purpose, as well as proposals for changing the bylaws.

Henceforth, after the specified time elapses it will be brought back to a vote that proposes changes to the bylaws with the due notice, publication of text, and the 2/3 majority requirement. If that vote gains the required majority, then the changes of the bylaws to make the committee permanent becomes effective.

These are the proposed steps for consideration:

1. Bring back to the EAC a motion to reconsider the vote of May.
2. Propose different language as to an Ad Hoc committee or a workgroup to work on the issue of identification and clarification of porpouse and a proposal. This would be with a specified time frame.
3. Once the time is over the Ad Hoc committee will present its finding and a proposal for change of the bylaws will be presented.
4. A notice will be sent to the EAC as to the proposal of the amendment to the by-laws which requires a two-thirds vote for the bylaws change.
5. The proposed amendments are placed on the agenda under general orders just before new business.
6. If there are alternative amendments they will also be part of the discussion and vote according to the rules.

Discussion:

- "I have been looked over several times, so I am going to say something. Can we just talk real in this room for a minute? While I understand what you're saying, Marlene, how long do we think it's going to be before we can vote on this? We have part timers, some of the most marginalized people in our community here volunteering on this work and going uncompensated and without release time because this is not a standing committee."
  - "I'm not talking about any committee, I'm talking about the process."
- "And I respect that and thank you for what you've put together, but can we just vote on this as a standing committee as soon as possible? Next month?"
- Another Member: Could we have a vote by email? [no]
- Another Member: I believe we could conflate some of the process you have laid out. For instance, the work group could bring present the by-laws at the time the agenda is sent out to the college and then we could vote on the by-law language even next month.
- Even if it’s true the process was not followed to the letter, we did have a unanimous vote that expressed the EAC’s solid intention to make the new committee a standing committee.
- So could we reconsider the motion from last May, and then make a new motion immediately following that?
  - Yes

Two motions:

- I move to reconsider the vote in May. Seconded. Passed with four abstentions.

- I move that the EAC form an Ad Hoc Committee for part-time faculty which continues to further the work of the ACCEPT Task Force. While the Ad Hoc Committee starts its work, the EAC membership will work to amend the Bylaws so to establish the Ad Hoc Committee as a Standing Committee of the EAC. Seconded.

[Further discussion]

- (Another member): As someone who appreciates process, this is hard for me. Process is critical. Marlene, you said you didn't want to be on a committee that skips over process. I don't want to be on a committee that does this. Last week at the retreat, it was said that we don't follow Robert's Rules exactly. They are used as a guide. What is happening now is keeping us from moving forward on work that addresses deep need. This conversation is not leading us to move on that work. Are we using our processes to get us to the important work or not? I call the question.
  - Seconded; vote to call the question approved
- **Vote on the motion** [I move that the EAC form an Ad Hoc Committee for part-time faculty which continues to further the work of the ACCEPT Task Force. While the Ad Hoc Committee starts its work, the EAC membership will work to amend the Bylaws so to establish the Ad Hoc Committee as a Standing Committee of the EAC.] passes with eight abstentions.

Chair: I apologize to Jordan Durbin who was ready to present and lead a discussion on the next steps for the committee. We will place her prominently on the next agenda.

Meeting adjourned.