

President's Report to the Board of Education

December 2017

1. **Rural Medical Education.** On November 16, I attended the Rural Medical Training Work Group, which was given the following charge through a 2017 Legislature budget note in HB 5006:

Due to the shortage of nurses and medical technicians in the City of Roseburg and Douglas County that would be required to staff the approved Veterans' Home, the Subcommittee adopted the following budget note:

- *The Oregon Department of Veterans' Affairs, in collaboration with the Oregon Health Authority and the Oregon State Board of Nursing, is directed to convene a rural medical training facilities workgroup that will investigate issues related to alleviating a shortage of skilled and experienced nurses and medical technicians in the City of Roseburg and in Douglas County. Representatives from the City of Roseburg, Douglas County, local hospital or medical facilities, including the Roseburg VA Medical Center, and local medical practitioners with experience in training nursing and medical technician students should be included in the workgroup membership.*
- *The workgroup should consider issues related to establishing a medical training facility in partnership with local academic programs and methods of reintegrating veterans who are transitioning out of military service into society through higher education and career training.*
- *The Department [Oregon Department of Veterans' Affairs] shall report the results of the workgroup and recommendations to the Legislature by September 15, 2018.*

Members of the workgroup include representatives from the State government (including Rep. Dallas Heard), Veterans Administration, local county and city officials, The Partnership, Mercy Hospital, Oregon Health Sciences University, and community colleges. Here are a few notes from the meeting on 11/16/17:

- The results of a market study regarding placement of a new veterans' home was shared by the consultant. In summary, Roseburg was seen as the geographic hub (75 mile radius) of an area with 90,000 veterans. The recommendation is to create a veterans home with a capacity for 160 veterans in need of assisted living and memory care.
- The placement of the veterans' home as well as the existence of the VA Medical Center, potential land for the medical facility, and local resources and support were cited as reasons to pursue housing a medical education facility in Roseburg.
- Part of the talk about the medical education facility is fueled by the inability of the area to attract and keep medical personnel in rural, Southern Oregon. Much money is spent in recruiting, only to have people leave in 3 to 5 years. The thinking is that we should "grow our own," perhaps even reallocating recruitment funds to scholarship funds.
- A discussion was held about misconceptions regarding workforce shortages, education program capacity, and college development. It was reiterated that the medical education college would not offer the first two years of the proposed bachelor's and master's level programs, but that those courses would be housed at the community colleges in Southern Oregon.

The next meeting is in January. The final report is due to the governor in September.

2. **Construction.**

- a. The UCC Maintenance staff has done an outstanding job of renovating space in the Science Building to allow for this week's move of Continuing Education and Workforce Training back to campus from the Diamond Lake facility.
 - b. The replacement building for Snyder Hall continues slightly ahead of schedule and slightly under budget. An opening event is being planned, hopefully for mid-March before Spring term begins. Timing of the event is dependent on the availability of key dignitaries.
3. **Oregon Presidents Council.** Highlights of issues discussed at the Oregon Presidents' Council on December 1 include:
 - a. **Transfer legislation.** As a result HB 2998, a bill designed to streamline transfer between Oregon's community colleges and public universities, the Higher Education Coordinating Commission (HECC) has convened representatives from community colleges and universities to establish common foundational curricula plus major-specific unified statewide transfer agreements. These transfer agreements would apply to all public community colleges and universities, eliminating the need for individual articulation agreements and creating clear pathways for student completion. Subgroups of the committee are addressing curriculum and policy. The curriculum subgroup has identified the potential of three tracks for foundational curricula: social sciences and business; arts and letters; and science/mathematics. These tracks would be especially important for the implementation of meta-majors at community colleges, an idea gaining favor with the universities. (Meta-majors are clusters of courses in an academic area, such as health care or business, that provide a broad base in the discipline, guide community college students toward completion, and feed a variety of more focused majors at universities. The state of Florida has legislated the implementation of meta-majors.) The policy subgroup is defining lost (i.e., excess) credit and identifying the first majors for articulation. Selection of the first majors to be articulated will be through a ranking system based on data (e.g., enrollment, excess credit for transfer compared to first-time freshmen, projected job openings), equity, feasibility of meeting deadline, and disciplinary variety.
 - b. **Guided Pathways.** Guided Pathways is an approach to student success that has highly structured academic program, clear maps to completion that are aligned with students' goals for careers and education, support for staying on track. The Oregon Center for Student Success has provided a self-assessment for all community colleges to examine and reflect upon practices associated with Guided Pathways. UCC has begun the self-assessment and will use the results to map a strategic plan for improving student success.
 - c. **Community College Budget Funding.** Preparations are underway for the February legislative session. Facts to communicate: Community colleges are funded \$1300 less per students than universities and have received less than half the percentage increases of universities for multiple years. Community colleges have a special mission that includes part-time students, non-credit students, and non-traditional students. Increased funding would support a more robust achievement of our mission, and the ROI would be high for moving under-educated Oregonians into median working class jobs. OCCA will produce a fact sheet in near future to be used in advocacy. Meetings with legislators for the January 10-12, 2018 Legislative Days are now being scheduled by UCC.
 - d. **PERS/UAL.** An incentive program for raising additional funds to meet PERS liability will probably be discussed in the legislature. Rates will sharply increase in 2021.

- e. **Pay equity.** The Oregon Equal Pay Act of 2017 extends pay equity protections to 10 protected classes – race, color, religion, sex, sexual orientation, national origin, marital status, veteran status, disability, and age (effective January 1, 2019) and prohibits employers from asking for applicants’ salary history (effective October 2017). OCCA indicated there is a statewide need for a consultant to assist with issues related to pay equity for non-exempt positions. UCC is currently reviewing its hiring and compensation practices as they relate to pay equity.

4. **OCCA Board Meeting.**

- a. **Legislative ask.** OCCA, on behalf of Oregon Community Colleges, will present a request for \$32M for the Community College Support Fund to the legislature in February. This is half the amount requested for the biennium and represents a calculation of the true costs for community colleges to deliver services. The following activities are suggested for local boards and campuses in preparation of the session:

December

- Outreach to coalition partners (i.e. student government and other student groups, faculty, etc.)
- In-district meetings with local legislators if possible
- Letter co-signed by college and local partners asking for local legislator support
- Meetings scheduled for January Legislative Days with coalition partners
- Invitations to key legislators to events on campus in January

January

- Student/local letters and emails to legislators supporting ask
- Meetings with legislators during legislative days
- Media outreach and letters to local newspapers

February

- Emails/phone calls from local coalition to legislators asking to support budget ask
- Follow-up meetings with legislators
- Visit legislators with coalition partners

- b. **Advocacy.** Because two thirds of community college board members statewide are new to their boards, many colleges have relatively new presidents and administrators, and many members of the legislative body are retiring or face competitive races that will lead to significant turnover, OCCA is working on advocacy. John Wycoff, OCCA’s Deputy Director, led a workshop on advocacy. His presentation is attached. Key takeaways were:

- i. Know and connect with your legislators.
- ii. Have individual, highly engaged meetings with legislators on campus.
- iii. Send thank you notes; send letters about issues; attend town hall meetings.
- iv. Schedule short meetings in Salem; stick to subject; respect staff.

- c. **Guided Pathways.** Elizabeth Cox Brand presented on the Board’s Role in Guided Pathways. See attached presentation. The main takeaways for Boards were:

- i. Support president in risk-taking to implement Guided Pathways
- ii. Demonstrate board support through policy and interest
- iii. Ask how the budgeting process can support Pathways work

- d. **Attainment goals.** Oregon statute has an educational goal (known as the 40-40-20), that by 2025, 40% of Oregonians will have a bachelor’s or better, 40% will have a post-secondary credential, including certificate or associates degrees, and 20% of the population will have at least a high school diploma or GED. In the 2017 legislative session,

- the Legislature passed HB 2311, which directs the HECC to set new attainment goals for the adult population in Oregon, while retaining the 40-40-20 goal for students currently in K-12 pipeline. Andrea Henderson's presentation on the challenges of this goal is attached. Be sure to note slide that summarizes the attainment rates for Oregon counties.
- e. **OCCA Board Takeaways for Local BOEs.** See attached sheet for questions to consider related to advocacy, Guided Pathways, and attainment goals.