

**President's Report to the Board of Education**  
**October 11, 2017**

- 1. Governance.** Last year, I charged a task force with re-imagining our governance system to be more inclusive and active. After conducting surveys, holding feedback sessions, and meeting multiple times, the task force proposed a model that received final adjustments in September and is now in the process of being implemented. Most committees and other groups must begin the year by creating or modifying their charter (i.e., their bylaws that define membership and how they operate). The task force created a charter template for use by all committees and councils. The model is based upon the following concepts:
  - a. Governance councils and committees make recommendations about plans and policies, most of which are sent to senior administration or the Board of Education for approval.
  - b. The voices and perspectives of students, faculty, staff, and administrators are all valued and intentionally sought; governance groups include representation of all four groups.
  - c. Administration is charged with implementing plans and policies.
  - d. Administrative committees have specific charges and may be both decision-making and recommending bodies. All administrative committees have wide representation and report to a member of the Senior Leadership Team, which is the president's executive team.
  - e. See attachment for more information on the model.
- 2. Economic Impact Study.** Emsi was contracted by HECC, using strategic funds authorized by the community college presidents, to conduct statewide and individual community college impact statements. UCC received the results of the study on October 6; the report, executive summary, and fact sheet are posted on our website at <https://www.umpqua.edu/economic-impact-study>. Two major findings for 2015-2016 are:
  - a. UCC and its students added \$181.9 million in income to the Douglas County economy, approximately equal to 5.3% of the county's total gross regional product. By comparison, this impact from the college is slightly larger than the Agriculture, Forestry, Fishing, & Hunting industry in the county.
  - b. UCC students will realize a return of \$2.70 in higher future earnings for every \$1 that they invest in their education. The average annual return for students is 12.5%.
- 3. Labor negotiations.** Bargaining continues for both faculty and classified staff. The part-time faculty association has a re-opener for compensation only.
- 4. Recovery.** With the end of our state and federal grants, the release of the 10.1.15 police report, and the observance of Remembrance Day, the campus has a number of vulnerabilities. We are currently pursuing resources to contribute to healing and strengthening the campus.
- 5. Oregon Presidents Council (OPC) 2017-2018 Priorities – Update**  
The priorities of the OPC directly impact UCC, so they are included here for your information.
  - a. **Transfer.** The Higher Education Coordinating Commission (HECC) has developed a work plan to implement HB 2998, legislation passed in 2017 to enhance transferability of associate degrees. HECC convened a representative group of university and community college personnel to act on the legislature's aggressive timeline to develop 25 transfer programs, beginning with a foundational curriculum for next year and 3 transfer degrees per year thereafter. Analysis of existing articulation agreements will be used to help identify programs targeted for transfer programs. UCC 3 dozen articulation agreements with OR universities.

- b. **Guided pathways.** The Oregon Community College Association's Student Success Center is hosting an Oregon Pathways symposium conference on October 19/20. UCC has a team attending the symposium. Afterwards, each community college will complete a self-assessment regarding readiness to scale guided pathways – due December 1. Results of the assessment will be used to sort colleges into three groups: First Cohort Colleges (4 to 5) who will be in the first round of colleges fully implementing Guided Pathways; Learning Cadre Colleges (~7) who will receive technical assistance to enhance their readiness to implement Guided Pathways; and Emerging Cadre Colleges (~4) to grow their understanding of Guided Pathways.
- c. **Affordability.** A white paper is under development. OPC voted to allocate strategic funds to support plans for more community colleges to participate in SNAP 50/50 and the coordination of federal benefits for students. UCC makes a concerted effort to enroll students in SNAP (Supplemental Nutrition Assistance Program) and to connect them to other state and federal agencies.
- d. **Community college funding.** There is a proposal to engage community college government relations personnel alongside OCCA staff to help educate the legislature about community college actual funding needs. OCCA is planning a budgetary request for the 2018 legislative short session. Tools from the Quality Education Commission and results from Emsi's economic impact study may be helpful in making a case for funding.
- e. **Equity lens.** Every college is having discussions about the implementation of HB 2864 on cultural competence. Required is the creation of a process to implement cultural competence standards for all students and employees that equally weighs perspectives of administrators, faculty, staff and students; provides training and professional development, including orientation for new employees; develops goals for a climate of cultural inclusion; assesses progress in meeting standards; and presents progress in a biennial report to the Board of Education. Full compliance is expected by December 2020. The OPC will examine and suggest coordination of efforts of the different groups working on equity and diversity. UCC is putting together a governance committee that will oversee implementation of this legislation.
- f. **Leadership development and succession planning.** Mary Spilde, recently retired president of Lane Community College, is creating curriculum and activities to be shared at the November 1 OPC meeting. Basics include the creation of a learning cohort (20 people poised for senior leadership in Oregon's community college, who will be determined by competitive selection in January) for a year-long executive leadership program. In addition, Mary will offer some one-day leadership workshops for any interested leaders on topics such as change management and equity.
- g. **Integrated data system.** Aggregated data on P-20 students are available through the Chief Education Office. These data are interesting for policy decision, but they lack the specificity needed for community colleges to improve services to students. Some OPC presidents will work with HECC to determine data that are needed by community colleges.
- h. **Statewide skills to meet labor market demands.** The OPC voted to use strategic funds to renew the license for Burning Glass, software that provides real-time data and tools regarding the labor market that can be used for immediate development of training and programs.