

# Self-Evaluation: 2011-2012.

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For: **Dr. Michael Sonnleitner**, Political Science Instructor (continuous contract). **6/26/2013.**  
Portland Community College (full-time).

The information that follows is presented in a format consistent with my 3-year Assessment Plan for 2011-2014 which is a required part of the current PCC Faculty/ETS contract agreement.

## I. Performance of Assigned Job Duties:

### **A. Teaching Goals:**

**1) Goal (Barely Met?): 80% enrollment.** (= 24 students in courses capped at 30)  
From Summer Term, 2012, through Spring Term, 2013, I taught twelve 4-credit courses at PCC (plus two sections of PD 280A at 4 credits) – all at the PCC Cascade Campus. **Overall, total course enrollment was 303**, including 286 students in the 12 regular courses = a 23.83 average (24 if rounded off). This is nearly a 3 student/course decline from my average enrollment of 26.7 at Cascade during 2011-12 (which was a decrease of 2 students/course (as compared to 2010-11). It should also be noted these numbers would be worse if two of my courses had not been cancelled due to low enrollment (a section of PS 201 in Winter Term, and a section of PS 211 in Spring Term), though the 211 course was a close judgment call....

**2) Goal (Met): 80% completion.** If students who have attended during the first week of class and have not withdrawn from the course by the withdrawal deadline will be said to have “completed” the course (whether successfully or unsuccessfully), then **the average completion rate for my 12 courses at PCC was 89.6%** (up slightly from 89.0% at Cascade last year and 87.5% the year before). It should be noted, however, that **this is not the “passing rate”**.

If “passing rate” is defined as the proportion of students who have attended during the first week of class, did not withdraw, and have finished the course with a “P” or a “C” or better course grade then **my passing rate for the 303 students was 65%** (best in the summer at 86.1% and worst in the Fall at 53.4%). **Experiments in using class time for skills building resulted** in 3 courses having their passing rate improve to 77.8% in Winter Term, and 2 courses improving to only 60% in Spring Term (= **an average five course improvement to 70.9%**). When this 70.9% is compared to the passing rate associated with two courses (one Winter, one Spring) which had no experimentation in skills building, the two course rate of 53.8% (almost identical to the Fall Term Rate) **would seem to indicate an overall passing rate improvement of 17.1%** associated with the experimentation. This result is enough to warrant continued experimentation. However, the 86.1% “passing rate” in the PS 201 section would seem evidence that summer students (more motivated, skilled and/or focused?) may perform well without class time being devoted to skills development.

**3) Goal (Met): grade inflation under 2.4.** (on a 4.0 scale). During 2011-2012 the overall **average grade I gave out at PCC was 2.29 (though only 2.11 for the twelve regular courses)**. This is absolutely identical to the 2.11 average last year in my courses at Cascade. **My most frequent grade given in 2012-2013 remained a "C" (27% of the total)**, with a "B" coming in second (22%), followed by "A"s (18%), "F"s (14%), "D"s (11%), "P"s (4%) and "NP"s (4%). This data represents a proportionate increase in "A"s and decrease in "C"s that is almost completely explained by the higher grades earned by the 16 Salem Interns who were enrolled in PS 280A (who received 10 "A"s out of the 48 "A" grades I awarded in the entire school year).

**4) Goal (Not Met): student course evaluations of 3.7 or more.** (on a 4.0 scale). Out of the 272 students who completed my courses (without withdrawing), 201 (**73.9%**) filled out a course evaluation form in-class (down by 6.1% from last year due to some filling out online forms and then neglecting the in-class forms). According to PCC records, only 89 people filled out the online forms (32%). I have great difficulty taking seriously a 3.16 (question #10: whether I would be recommended to other students) evaluation, when the same question responded to by 201 students indicated an **average evaluation of 3.57**. That said, 3.57 is substantially less than the total overall evaluation of my performance of 3.78 last year or 3.81 the year before – and falls far short of the record high of 3.87 in 2005-2006. Though the new evaluation form in use for 2012-2013 may help explain the decrease, no matter which way it is looked upon, students at Cascade this year found me to be as ineffective as my students at Rock Creek in 2010-11 (also at 3.57). That poor performance evaluation at Rock Creek was improved to 3.81 the following year (when I taught my last classes at Rock Creek). If this trend at Cascade is not reversed next year, I may need to seriously consider retiring as a full-time instructor. My students deserve excellence – not merely above average and declining.

Translated to percentages, **only 68.1% of student evaluations rated me an "A"** as compared to 82.4% last year), 22.8% gave me a "B", and 7% a "C" (with a record 6 out of 201 students evaluating my performance as less than a "C". The most common complaint is that my grading system (relying most heavily on essay-based exams and research papers) is too hard. The most frequent compliment is for my animated style of teaching, my alleged content competency, and the flexibility with which I try to adjust to individual student needs (especially when forces beyond their control are impacting).

An indication that higher **student evaluations do not always correlate with higher course grades given out by an instructor** is reflected in how my poorest performing course at PCC this year (a PS 201 afternoon class at Cascade in Fall Term) received a 1.58 average grade from me but gave me an evaluation of 3.67 (best of any of my courses that term). More predictably, however, my second lowest performing class Fall Term (a PS 201 morning class) received a 1.79 average grade from me and hit me with my lowest student evaluations of the year (3.18). My highest course evaluations of the year (at 3.86) came from a Winter Term PS 202 course which also received the highest average course grade from me (at 2.68). My perfect score of 4.0 (in PS 225, Winter Term) is inherent suspect with only 29% student participation in the online evaluation.

**5) Goal (Met): 6+ course diversity.** During the 2012-2013 academic year at PCC, I offered 7 different courses (PS 201, 202, 203, 205, 211, 220, and 225). None of these sections had a Service Learning component. These 7 courses do not include the PS 280A internship option which had 1 student enrolled (for 3 credits) in Fall Term, 7 enrolled (for 4 credits) in the Winter, and 9 (for 4 credits) in the Spring. The PS 220 course “U.S. Foreign Policy” had never been taught at Cascade campus before – and the total of 17 student interns (enrolled in PS 280A) was also a new record of placements in our discipline for any year, any campus. Apparently the presence of a full-time faculty person in Political Science at Cascade does have some advantages for students on that campus.

**6) Goals (Met): advising & other duties.** Student advising responsibilities were fulfilled and I continued to be available to student groups for advice and consultation. Working as a full-time Political Science instructor offering courses for the first time on only one campus (at Cascade), I was reasonably **involved in student organizations at Cascade**, including ASPCC where I regularly consulted with the Legislative Director (Amy Stevens), cooperated with the advertising of student events, helped to recruit new student government leaders for 2012-2013 and served as campus **advisor to one student club** (the “Garden Club”). I also responded positively to all requests for **recommendation letters** (relating to employment applications, scholarship support, applications for undergraduate transfers, and graduate school applications).

## **B. Course Content Goals (all Met):**

**1) Goal: updated texts & notes:** The customized textbook that was negotiated largely by me (in communication with my PCC colleagues) for PS 201 and 202 was successfully used by all of the Political Science instructors on all campuses. During Spring Term our Political Science SAC Meeting agreed to a new text to be used for 2013-2015 for PS 201 by a narrow consensus in which 4 out of 9 faculty (including myself) “stood aside” to allow a decision to be made.

As usual, class notes were most carefully updated for my sections of the PS 203 “State & Local Government” course – which was even more important as I sought to share those notes with new faculty teaching this most difficult course. An entirely new set of notes needed to be created for the PS 220 “U.S. Foreign Policy” course which I taught for the first time in Winter Term.

**2) Goal: communication diversity:** My practice continued of utilizing speakers and/or audio-visual materials in at least four class periods of every course taught. An ASPCC **Classroom Enhancement Grant** was used to bring **Rabbi Israel Dresner** (a veteran of the Civil Rights Movement and friend to Martin Luther King Jr.) to my PS 205 course at Cascade. The only “field trip” of the year occurred during Spring term when about half of my PS 203 “State and Local Government” course visited with members of the State Legislature in Salem as part of the “PCC Lobby Day”. Service Learning was not used in any of my courses during 2012-2013. Group in-class presentations were only required in the PS 205 course offering.

## C. Curriculum Goals (all Met):

- 1) **Goal: Coordinate discipline offerings.** With my colleagues, I continued to update a master plan for Political Science course offerings on all four PCC campuses (so as to avoid competing with ourselves while providing a maximum of student accessibility to our courses throughout the PCC system). These efforts were met with less-than perfect cooperation from Department Chairs who sometimes (as is understandable) are more concerned about classroom availability or instructor convenience than conflicting with courses in the same discipline on other campuses. Such conflicts, however, contributed to the cancelling at least two course sections at Cascade Campus (PS 201 in Winter Term, and PS/SOC 211 in the Spring).

Coordination efforts will continue, as well as plans to assure a maximum diversity of course offerings in or discipline on each PCC Campus. Poor planning, towards this end, had me personally teaching four different courses at Cascade in Winter Term, 2013.

- 2) **Goal: Add full-time faculty.** A Faculty Search Committee (including myself) resulted in the successful addition of a 3<sup>rd</sup> full-time faculty (in Political Science) to PCC effective Fall Term of 2013. **Douglas George Byrd** will teach full-time at Rock Creek which is now served by a full-time temp.). After my full-time presence at Cascade Campus seemed to be reaping modest enrollment increases during 2011-2012 (due partly to experimenting with new times and added sections), the general decline in district-wide enrollments in 2012-2013 will necessitate a reduction in course sections offered on every PCC campus. It is hoped that the number of Political Science course sections should stabilize per term next year to 6 at Rock Creek, 6 at Cascade, 10 at Sylvania, and 2 at S.E. Center.

- 3) **Goal: Fulfill SAC Tasks.** This year I relinquished my SAC Chair position to Rose Bettencourt, gratefully let her take the lead on completing Political Science Assessment efforts, and focused my SAC concerns most upon encouraging my colleagues to undertake a **curriculum revolution in Political Science offerings at PCC**. During Winter term, 2013, my colleagues and I agreed to 1) revise the **PS 201 "U.S. Government"** course to cover the "three branches of government" content of PS 202 (thereby making that course consistent with its counterparts at U.of O & OSU), 2) change the course title of the **PS 202 to "Democracy and Public Policy"** (emphasizing U.S. domestic public policy), 3) create a new **PS 297 "Environmental Politics"** course, 4) finish negotiations that will allow for a new **PS 221 "Globalization & Internationalization"** course (to be cross-listed with EC 221 and SOC 221), and 5) begin to develop a Political Science **Issues/Introductory course** (with only a Reading 90 prerequisite). The new PS 201 will begin to be offered Fall Term, 2013, with PS 202, 297, and 221 being taught somewhere in the district by Winter Term, 2014.

The new "Introductory" course was not approved by the EAC Curriculum Committee, but will be resubmitted (in an improved form) during Fall Term, 2013, along with a new **"China & Its Neighbors"** course now in development.

- 4) Goal: Experimentation (not fully Met).** During 2013-2014, it is my intention to develop two more course offerings beyond those mentioned above: 1) a “**India and Its Neighbors**” course that would further enhance the Political Science curriculum while also adding to the Asian Studies Focus Award, and 2) an introduction to “**Conflict Resolution and Mediation**” course that would be cross-listed (Political Science with Sociology and Psychology) that would also serve as a 3<sup>rd</sup> core course for PCC Peace and Conflict Studies Focus Awards (and perhaps even a future Certificate in Mediation & Negotiation”.

## **II. Professional Development (Continuing Education) Goals:**

- A. Fulbright Award Ongoing Commitments (not yet Met):** Experiences of 2009-2010 (the lecture award in India for 6 months that was followed by 3-4 weeks each in Palestine, Italy, and Egypt) have resulted in many more commitments than were anticipated prior to arriving back in August of 2010. I have voluntarily devoted over 1,000 hours to international activities during the last three years, suggesting ways to facilitate the expansion of faculty and student exchange programs and study abroad opportunities, and the hosting of Dr. Stany Thomas (a Fulbright Scholar from India who taught at PCC during the Fall Term of 2011). While a possible book project with Stany has been put on hold (due to having found no sympathetic publisher), efforts continue on my part to urge PCC to 1) expand exchange programs, and 2) continue developing international curriculum opportunities.

- 1) Expand Exchange Programs (not Met).** What became the International Exchange Programs Focus Group (IEP) arose directly out of my Fulbright objective involving proposing a student exchange program between PCC and St. Thomas College in India (where the PCC Fulbrighter, Stany Thomas, now teaches). From the beginning, all members of the IEP Focus Group shared a broad common interest in identifying a wide range of barriers to any future student or PCC employee international exchange programs (regardless of whether or not these might include a relationship with St. Thomas College). As the agreed upon Coordinator for this ad-hoc group, my duties included preparing for and facilitating meetings, and maintaining minutes and other records relating to them. During 2010-2012 there were a total of 3 organizing meetings, 20 official IEP Focus Group Meetings, a 5-hour Saturday Seminar, and 2 final meetings with Chris Chairsell (PCC Vice President for Academic & Student Affairs) to refine the language of recommendations to be agreeable.

Before disbanding itself one year ago, the International Exchange Programs Focus Group (IEP) submitted its final version of 48 recommendations (organized in 12 primary areas of concern, including Course Transferability Issues and Security Issues) to the Internationalization Steering Committee. In the Spring of 2012 it became clear that the IEP's efforts were not equally appreciated by everyone with at least two unexpectedly tense meetings in which the IEP was accused (by Chris Chairsell) of disrespecting the “chain of command” and working behind her back in bringing the IEP recommendations to the Internationalization Steering Committee for consideration – and I was personally and publicly accused of intimidating other IEP members in this context. It was agreed that any

**consideration of the 48 IEP recommendations was postponed to Fall Term of 2012** – including the possible establishment of an International Study and Exchange Programs Advisory Committee (ISEPAC) to provide advice to the PCC Office of International Education. Such an “advisory committee” is commonplace at other institutions.

The 2012-2013 academic year has been largely a series of setbacks for those (including myself) who want progress to be made in promoting international study and exchange program opportunities at PCC. At its Fall Term Retreat (as well as meeting thereafter) the 48 IEP recommendations (including proposals addressing Security Issues and Transferability of Credits) were simply removed from agenda consideration at any Internationalization Steering Committee meeting. Raising process complaints about this has only met with icy opposition from Chris Chairsell and others subject to her as their administrative superior. In effect, **the Internationalization Steering Committee has almost entirely had concerns relating to international study and exchange programs excluded from their agendas** (without the consent of its members as a whole).

While one important future step was taken (with Chris Chairsell’s blessing) – PCC applying to Homeland Security for permission to recommend the granting of **J-1 Visas** to students or others coming to PCC – two major steps backwards were announced (without substantial input requested for the Internationalization Steering Committee or others concerned about future programs) in the Spring of 2013: 1) **all existing study abroad and exchange programs with which PCC was affiliated** (in some cases for over 10 years) **were “suspended”** for six months, effectively in the Summer of 2013. When asked “why?”, the official response cited unresolved “security” and “course transferability” issues (both areas addressed by IEP recommendations that were not to be discussed). 2) **the 2-year PCC budget items associated with these programs was cut to zero** (including Spanish language study in Mexico and CIEE seminars funded via the PCC Office of International Education). When asked “why?”, the official response was the need to find places (obviously of lower priority) to cut funding due to budget constraints relating to inadequate state legislative funding for community college programs in Oregon. So it is that, **effective July 1, 2013, opportunities for study abroad and exchange programs will be effectively ended for 2 years at PCC and will be severely curtailed at other community colleges throughout the state of Oregon** (due to PCC playing a pivotal role in soliciting students to participate in a consortium which has provided study programs in London, Florence, and Barcelona). **It is my hope that during 2013-2014 regressive actions may be subject to reconsideration and reversal.**

**2) International Curriculum Opportunities (not yet Met):** Although the experimental 299 course entitled “South Asian Politics” was cancelled due to low enrollments in the Fall of 2011, it was offered successfully by George Cole at the Sylvania campus in 2012. Next year we intend to have it approved as a regular course (retitled: **“India & Its Neighbors”**) to be taught on at least 2 PCC campuses during the 2014-2015 academic year. This course will be a welcome addition to the Asian Studies Focus Award Program at PCC.

My commitment to participate in a “China Cohort” of 12 faculty at PCC will be taking me (as 1 of 4 Cohort members) to a seminar in Chinese Studies hosted by the East-West

Center at the University of Hawaii (Honolulu) June 30-July 13, 2013. There I expect to put the finishing touches on plans already underway for me to propose PCC adoption of a new course entitled “**China & Its Neighbors**”. Creation of this course will fulfill my promise to contribute a Political Science component to a new “China Focus Award” being formulated for adoption at PCC during 2013-2014.

- 3) St. Thomas Hospice Support (not Met).** Having been extremely impressed after visiting with Father Tom Libera in 2010 at his first center for the dying destitute near Dindugal in Tamil Nadu state (serving over 300 people), my wife and I resolved to devote energy to supporting his efforts towards creating other hospice centers in India. With my wife takes our family lead on this front, in 2011-12 we have set up an account to facilitate the sending of donations to Father Tom from the U.S. – and channeled \$12,000 to India (most of which was raised by him on a fund-raising trip to Chicago during the summer of 2011 where connections my wife has with the Catholic Church proved beneficial). During 2013-2013 we sought to establish groundwork for a fundraising trip by Father Tom to the U.S. (including Portland) – though that trip did not materialize. Hopefully we can be of better service to him in 2013-2014.
- 4) Blog/Possible Book Project (not Met).** What unfolded as an ongoing writing project, a series of 35 weekly journal entries during our Fulbright travels abroad (totaling over 100,000 words) has continued in the form of monthly journal entries since my wife and I returned to the U.S. in August of 2010. With the arrival of Stany Thomas, the journal returned to a weekly format as he and I detailed his experiences while being a Fulbright Scholar in the U.S.! A total of two years’ worth of entries ended in January of 2012 and modest efforts have begun to find a publisher. Tentatively entitled *A TALE OF TWO FULBRIGHTERS*, such a book may find an audience among some scholars as well as members of the public at large who share an interest in cross-cultural experiences. Thus far, finding a publisher has not met with success.

## **B. Other Professional Development Activities all Met).**

- 1) PCC PACS Program Chair.** During 2012-2013 I continued to serve as the primary facilitator/Chairperson for the Peace and Conflict Studies (PACS) Program at Portland Community College. Thankfully, I now have a **Co-Chair in Jamee Kristen** (Sociology full-time Instructor at Rock Creek). Four 2-hour PACS meetings were held during 2012-2013, in which an active core of about 10 people found 5-6 persons attending any one meeting (from among the 50 faculty and staff who have expressed some interest in being associated with the PACS Program). At these meetings we managed to 1) **approve “Globalization and International Relations”**, a new core course for the PACS Program, that required agreement among 3 PCC Subject Area Committees (SACs), as it will be cross-listed under a new 221 number (for credit in Political Science, Economics, and Sociology). 2) Agreement was very nearly achieved towards polishing a final proposal that will restructure the PACS Program which came into existence at PCC in 1990 and has not been substantially updated since 1995. 3) To help improve program visibility, PACS agreed to sponsor a weekly “Free Speech Forum”

at the Cascade Campus; similar to the OMOM weekly series at Rock Creek (2003-2011) and the “NEWSPEAK” weekly events at Sylvania Campus (during 1995-2003).

Other efforts during 2012-2013, included 1) exploring the market for vocational certificates in *Mediation/Negotiation* or *Conflict Management*, and 2) researching what core courses might be needed for such certificates. The idea of seeking to establish a CR (Conflict Resolution) SAC were put on hold – pending further development of a vocational certificate within which it might be housed. The proposal to create a PACS FAC (Focus Area Committee) that would house current PACS Focus Awards (until such time as a SAC is authorized) has yet to be acted upon by PCC Deans of Instruction due to their having more pressing issues to deal with.

- 2) **PCSC Board member.** I represented the PCC PACS Program at the annual **Regional Symposium** of the Peace and Conflict Studies Consortium held at **Oregon State University** in January of 2013. As with last years' symposium (hosted at PCC Cascade), brought together 30 participants representing 10 educational institutions – receiving positive reviews from everyone present. A new PCSC Board was approved (including myself) and the Board has 1) set up a website for PCSC, 2) completed paperwork for 501c3 status, and 3) has approved a new set of PCSC Bylaws (proposed by me) that includes an updated fee structure for individual and institutional membership that became effective during the Fall of 2012.
- 3) **Internationalization Steering Committee member.** Following the successful “International Summit” event at PCC Rock Creek in April of 2007, I agreed to serve on a Steering Committee and to continue the promoting of “internationalization” at Portland Community College.

During 2012-2013, I attended 4 of 8 Steering Committee meetings (those that do not conflict with courses I teach at Cascade Noon-4pm). I contribute as positively as I can, whenever can, though it is clear that my presence is not fully appreciated by Chris Chairsell (and some others associated with her). Sadly, feelings of disrespect persist, and I am less optimistic about the prospect of progress (relating to international study and exchange opportunities) than I was at the beginning of this academic year.
- 4) **China Cohort member.** In 2010-2011 I consented to be part a China Cohort group of 12 faculty led by Sylvia Gray and given the task to develop more curriculum offerings at PCC relating to China, as well as other East and S.E. Asian countries. I volunteered because no one at PCC was better qualified to develop a course relating to the **Politics of China** and all agreed such a course would be an especially important part of the evolving PCC Asian Studies Focus Award. Members of the Cohort attend a one week summer Residential Workshop at the East West Center associated with the University of Hawaii in Honolulu. The first group of 4 Cohort members attended the seminar during June of 2011, a second group of 4 in 2012, and I am part of the group set for July of 2013. I attended quarterly meetings of our 12 Chort members to discuss curriculum progress and also participated in a 2-day China Seminar at Cascade Campus on which featured Chinese Studies experts associated with the U.S. Federal Grant administered by the East West Center.

### III. College Service (incl. Community Service) Goals (Met):

#### A. College Service (to P.C.C.):

- 1) **EAC Involvement.** During 2012-2013 I continued to serve on the **EAC Academic Standards and Practices (ASAP) Committee**, even though I could not attend most meetings as they were generally scheduled on Friday afternoons when I teach a course at Cascade. I also was a member of the **EAC Membership Committee**, playing a central role in recruiting EAC members. Beginning July 1<sup>st</sup>, 2013, **I begin a new 3-year term of service on the Educational Advisory Council** (at the urging of those who were disappointed when I declined to be again nominated to run for EAC Chair). It would seem that many colleagues on the EAC appreciate the my contributions in the “gadfly” role that I too often seem compelled to play.
- 2) **Political Science SAC Member.** During 2012-2013, I attended our quarterly meetings during which we addressed many issues, ranging from curriculum to course experimentation, and from textbooks to discipline assessment. Between SAC Meetings I consult with Rose Bettencourt (SAC Chair this year) whenever either of us feels the need.
- 3) **Free Speech Forum Coordinator.** The Open Mind Open Mic (**OMOM**) weekly free speech forum **ended its 8<sup>th</sup>** year at Rock Creek (and was replaced by “TED Talks” events) after my teaching my last course on that campus in the Fall of 2011 (when I began full-time only at the Cascade Campus. After giving myself time to become more acclimated to Cascade, Fall Term of 2012 saw the **birth of the “Free Speech Forum” in the Cascade Campus Cafeteria** at Noon on Thursdays. What began as an experiment (assisted by two faculty colleagues) became more of a personal commitment after a Fall Term EAC Meeting which voted to pass (over my objection) a **revised Student Code of Conduct policy** under which students could face disciplinary action (even expulsion) for expressing themselves (in class or anywhere on a PCC campus) in a manner that others (students, faculty, or others) might report as being **“disturbing” and “disrupting”**. Out of concern that such a policy would tend to “chill” (i.e. discourage) freedom of expression, the new “Free Speech Forum” could serve to help build a culture of respect for unusual points of view – thereby allowing for what could otherwise be “disturbing” and “disrupting” to become worthy of being respected...

So it is, with sometimes reluctant effort, that the following weekly events were conducted in full public view:

#### Fall Term, 2012:

10/4/2012: “American Autumn: An Occudoc” (film)

**10/7/2012: “Occupy Portland Not Afghanistan” Teach-in: 1 hour Plenary Panel with two sets of five 90-minute workshops sessions (totaling about 60 people in attendance).**

10/11/2012: “Republicans, Democrats & Drones: America Under Siege” with Karen Boyer (Code P.)

10/17/2012: “UNESCO’s Slave Route Project” with Wiley G. Barnett (retired PCC Instructor)

- 10/25/2012: "Free and Equal Presidential Debate, with Minor Party Candidates" (Democracy Now)
- 11/1/2012: "Immigration Policies: In Need of Reform?" with Marcos Mejia (Jobs For Justice)
- 11/8/2012: "Transitioning from Military to Civilian & College Life: PTSD & Other Issues" with Joshua Sims & Roosevelt Ross (ASPCC & Marine Corps Veterans)
- 11/15/2012: "The Culture of Competition" with PCC students (with Phi Theta Kappa)
- 11/29/2012: "Fur Free Holidays & Wise Shopping" with Shawn Martin & Summer Marasco (PAWA)
- 12/6/2012 "China & Global Warming: The Coal Train & Oregon" with Richard Elmyer (N. Pdx.)

### **Winter Term, 2013:**

- 1/10/2013: "Guantanamo Bay & Due Process On Trial" (Democracy Now)
- 1/17/2013: "The Triple Evils of Racism, Economic Exploitation & Militarism" (M.L. King Jr. audio)
- 1/18/2013: "Lessons of the Civil Rights Movement & Nonviolence in Palestine" with Rabbi Israel Dresner (with honoraria provided by an ASPCC Classroom Enhancement Grant).
- 1/24/2013: "Slavery Today: \$30 Billion/year in Human Trafficking" (Not For Sale DVD).
- 1/31/3013: "Mahatma Gandhi Birthday: Is Nonviolence Relevant Today?" with Michael Sonnleitner
- 2/7/2013: "We Were Warriors": Nashville Sit-Ins of 1960 (segment of "The Power of Nonviolence")
- 2/14/2013: "The Assassination of Malcolm X" (segment of "Malcolm X: Make It Plain")
- 2/21/2013: The Death Penalty in Oregon: Targeting the Poor & Mentally Ill" with Dr. Michelle Guyton, Jeff Ellis, & Michael Sonnleitner, cosponsored by Amnesty International & PCC BSU.
- 2/28/2013: "The Keystone XL Pipeline: Historic Arrests & March" (Democracy Now)
- 3/7/2013: "The F2C Conference: Protecting Internet Freedom" (Democracy Now)
- 3/14/2013: "Equal Rights for Catholic Women" (segment of "Pink Smoke Over The Vatican")

***3/16/2013: "The Green Campaign School" (Saturday 9am-5:30pm) featuring the Corvallis City Council President, former Salem City Council President, & Green Party Organizers)***

### **Spring Term, 2013:**

- 4/4/2013: "The Assassination of Martin Luther King Jr." with Rev. Cecil Prescod
- 4/11/2013: "Military Tax Resistance" with Pam Allee (War Resister's League)
- 4/25/2013: "Repression of Expression & Climate Change" (Tim DeChristopher on Democracy Now)
- 5/2/2013: "Author Presentation & 2-Book Signing" with Rosalie Riegler

***5/3-5/2013: "The Portland Convergence" Conference, featuring David Cobb (National Director of Move To Amend) and other speakers (with 100 people attending from 3 states).***

- 5/16/2013: "Oregon Local Elections: Fluoridation & Other Issues" with Matthew Long (Clean Water)
- 5/23/2013 "Monsanto, Fascism, & You" (portions of The World According to Monsanto film)
- 5/30/2013 "Gun Control, The Arts, & You" (segments on You Tube re.: 3-Dimensional Printing) (one of 8 such 30-minute presentations sponsored by the PCC Cascade COSMO club)
- 6/6/2013: "David Sometimes Wins!" – (interview of Marshall Ganz on Moyers & Company)

## B. Other Community Service (Met):

### 1) Three Major Community Events hosted at PCC Cascade:

1. Fall Term: Saturday (October 7<sup>th</sup>) **“Occupy Portland, Not Afghanistan”** involving a Noon plenary session featuring a panel of speakers including Brian Willson (Vietnam Veteran & author), Saba Ahmed (Islamic Society of Portland), Semi Alloy (Working Family Party), Steve Goldberg (Portland National Lawyer’s Guild), and Ahjamu Umi (Occupy Portland) – followed by two sets of five 90-minute Workshop Sessions (organized by groups in brackets): “The Imposition of Order Through Violence: The U.S. & The Muslim World” (PCC PACS Program), “Alternatives to Capitalism & War” (Freedom Socialist Party & Pacific Green Party of Oregon), “Peak oil & Empire” (KBOO Community Radio, 90.7 FM in Portland), “War Tax Resistance 101” (War Resister’s League - Portland), “Where’s The Money?” (Occupy Portland/People’s Budget Project), “End war & Occupations: No Nukes! No Drones!” (Women’s International League for Peace and Freedom), “To Defend Afghan Women, End the War” (Radical Women), “The Surveillance Security State” (KBOO Community Radio, 90.7 FM in Portland), “Cascadia Bioregion/Free Cascadia” (Cascadia Occupy Group), “Non-Violent Conflict Resolution” (American Friends Service Committee). Cosponsors included: The Portland Community College PACS (Peace and Conflict Studies) Program (as host); Occupy Portland; Peace and Justice Works Iraq Affinity Group; Peace Action Committee of the First Unitarian Church; Portland Peaceful Response Coalition; KBOO Community Radio 90.7 FM; Portland Burn Survivors; War Resisters League – Portland; American Iranian Friendship Council; Americans United for Palestinian Human Rights; Women’s International League for Peace and Freedom – Portland Branch); Augustana Lutheran Church; American Friends Service Committee; Cascadians Against War; Oregon Physicians for Social Responsibility; Portland Jobs With Justice; Metanoia Peace Community; Alliance For Democracy – Portland Chapter; St. Francis of Assisi Parish; and others. Endorsers included over 31 other groups.
2. Winter Term: Saturday (March 16<sup>th</sup>) **“The Green Campaign School”** involving a combination of plenary and small group sessions (9:30am-5:30pm) featuring resource people including the Corvallis City Council President, former Salem City Council President, & Green Party Organizers – with about 60 people in attendance traveling from all over Oregon and Washington states to discuss strategies to be used for campaigning for public office on any level (representing any political party).
3. Spring Term: Friday thru Sunday (May 3-5) **“The Portland Convergence”** involving a leaders of Move To Amend (a national organization dedicated to promoting a U.S. Constitutional Amendment to overturn the 2010 Supreme Court decision of Citizens United vs F.E.C. (which ruled that Corporations have the legal status of “persons” and can spend unlimited amounts of money relating to political campaigns): David Cobb (Move To Amend National Spokesperson), Kaitlin Sopoci-Belknap (National Director), Daniel Lee (Leadership Team), Ashley Sanders (National Spokesperson), as well as local leaders in Portland including Lisa Loving (KBOO News), Monica Beemer (Sisters of the Road Café), and Edgar Franks (Community Organizer). About 100 persons representing over 20 local groups in 4 states were in attendance.

2) **Pacific Green Party member.** During 2012-2013 I maintained a modest level of activity by being very conscientious in participating (via email) in all deliberations and decisions associated with the International Committee (of the Green Party USA), as well as attending occasional events sponsored by the Pacific Green Party of Oregon (including a campaign stop and fundraiser for Jill Stein, 2012 U.S. Green Party Presidential candidate).

3) **Iraq Affinity Group member.** My attendance of monthly meetings for this small group of 6-8 anti-war activists has now continued since August of 2010. Affiliated with Peace and Justice Works (working in cooperation with **the Portland Peaceful Response Coalition**), my activities relating to the Iraq Affinity Group during this past year have included helping to plan three permitted public rallies and marches protesting against U.S. foreign policies in Iraq, Afghanistan, and

Palestine (involving crowds of up to 500). This involvement has helped me establish relationships beyond the traditional “peace community” to include activists associated with **the Occupy Movement** and others (such as those organizing the “March Against Monsanto” in Portland – a May, 2013 event in which over 3,000 people participated).

**4) War Tax Resistance.** My wife and I also still do our best to protest paying the Federal Excise Tax on Phone bills as well as the Federal Income Taxes for any military purposes. As has been true since my beginning this form of resistance in 1971, the U.S. Internal Revenue Service has continues not respect my religious pacifist beliefs. Please be reminded that any civil disobedience, while risking civil penalties in this context, cannot involve any criminal charges due to the fact that we are entirely public in our military tax resistance (and so cannot be subject to being charged with “fraud” or “evasion”).

**5) Ascension Parish Activities.** Over the last 9 years my wife and I have remained involved with the **Franciscans** at Ascension Parish in S.E. Portland (where my wife continues her commitment to being a “lay franciscan” and I remain culturally too Hindu to join the Roman Catholic Church in membership). We continue to actively volunteer in the Daybreak network which **provides shelter for homeless families** in the Portland area (where fewer than 100 beds are set aside for family use, out of 1,100 available to serve over 10,000 homeless people). I help move beds, clean floors, stay overnight whenever other volunteers cannot be found, and drive a school bus occasionally to transport homeless families from their day shelter to their night shelter (as a backup when regular drivers are unavailable).

**6) Immigration Issues.** In 2012-2013 our support for comprehensive reform of U.S. immigration law and policy enforcement continued. This included writing letters to Barach Obama and others as well as providing financial support for young people to take advantage of the (executive order) “dream act” that provided at least temporary freedom from deportation to young undocumented persons.

As a family we also continued financial and other **support to a family of 4** that we have grown very close to over the past 6 years whose father was arrested in May of 2012 by ICE (Immigration Customs Enforcement) and was imprisoned in a detention center pending deportation to Mexico. That this man has two sons who are citizens by birth in the U.S. and has paid taxes for each of the 26 years he has resided here may yet allow him to remain – but only with the help of people who provided \$3,500 to secure a good attorney and \$8,500 that allowed him to be freed on bail pending the outcome of his case (which could take 2 more years).

We continue to be supportive of our former foster **daughter, Margarita** Gonzalez-Meija, as she and her husband (both citizens of Mexico) work hard to be financially independent and legally in the U.S.. This is important for both of them as well as for her stepson Reynaldo and young daughter (our granddaughter) Hanilyn. Even as she gained her citizenship during the summer of 2006, we hope her husband may eventually be granted permanent resident status. Certainly, our love for this family reinforces our concern (and support for) the 12-20 million “undocumented” persons now in the U.S.A.

**7) Foreclosure Issues.** One result of Occupy Movement is that my wife and I closed her bank account with Morgan Chase and refinanced our home (the mortgage of which was held by Bank of America) – and moved all of our assets in 2011 (including the mortgage) **to OnPoint Credit Union** (with whom I have done business for 26 years). We want to give no support to those who value profits above people are quick to foreclose on homeowners and small businesses that are experiencing continued economic stress.

Since the Spring of 2012, as a result of my work with a former student of mine whose home is still being foreclosed upon by Wells Fargo Bank, I continue to be peripherally involved with a non-profit group called **“We Are Oregon”** which provides support services for those facing foreclosure that include direct action protest strategies when needed. In this context, I have attended a meetings in 2012-2013 as well as several protests in support of those being evicted by the Multnomah County Sherriff’s Office.

**8) Home Hospitality.** As a family, we continue our practice of providing hospitality in our home when we are able (making use of our extra bedrooms). During this last year this hospitality included 1) support to a mother (from Philadelphia) seeking to help her adult son in Portland to cope with his bipolar condition and “choice” of homelessness, 2) a safe space for a friend of our son as he sought to be admitted into a detox facility (relating to his heroin addiction) that would be followed by an inpatient treatment program, 3) a number of others for less than a week, including visiting family members and speakers from out of town and 4) Michael Lodge, who was going through a period of unemployment and homelessness (and who was known to us due to his kind spirit and volunteer activities at Ascension Church).

We were especially blessed with **Michael Lodge** sharing his last days of life with us, as he died while he sleeping in our home. I was the last to speak with him before he excused himself to an early bedtime due to what he believed to be an anxiety attack. I was the first to discover his body after his soul had departed. He was laying peacefully on his back, hands gently resting on his torso, as if ready for a funeral. Michael had told us how grateful he was to feel safe and have a warm bed to rest in. Had he been able to have access to regular medical checkups (as he would in many other countries), Michael could have been aware of the heart condition that was his. Certainly his departure from this world serves as a precious reminder of how fragile life can be and how each day may be our last opportunity to manifest the values we would want to be remembered for. Michael lived his later years as compassionately as he could, and died with dignity. When it comes our time, may we all be able to say the same.

The activities mentioned here, I believe, all serve to enhance my abilities as a teacher. Experiences outside the classroom help us to show empathy and compassion for the many problems faced by our students. I remain convinced that we can model high professional expectations and standards for our students while, at the same time, making caring for others more pervasive throughout our lives. I welcome opportunities to practice nonviolence more as a lifestyle than something that can be more exclusively academic in nature.

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