



Board of Directors **Business Session**

October 19, 2017

#thinkPCCfirst

Portland Community College Board of Directors

Vision

Building futures for our Students and Communities

Mission

Portland Community College supports student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity and inclusion.

Core Themes

- Access and Student Success
- Economic Development and Sustainability
- Quality Education
- Diversity, Equity and Inclusion

Approved January 21, 2016

Who We Are

Portland Community College is a public, multi-campus, comprehensive community college serving the lifelong learning needs of our students. We offer college transfer programs; career and technical education programs; adult basic skills; opportunities to develop English as a second language; high school completion and dual credit; community and continuing education programs; and service-learning opportunities that foster the development of civic responsibility and engagement. Through extensive partnerships with business, industry, labor, educational institutions and the public sector, we provide training and learning opportunities for the local and state workforce and promote economic and community development.

We Value

- Effective teaching and student development programs that prepare students for their roles as citizens in a democratic society in a rapidly changing global economy
- An environment that is committed to diversity as well as the dignity and worth of the individual
- Leadership through innovation, continuous improvement, efficiency, and sustainability
- Leadership through the effective use of technology in learning and all College operations
- Being a responsible member of the communities we serve by actively participating in their development
- Quality, lifelong learning experiences that helps students to achieve their personal and professional goals
- Continuous professional and personal growth of our employees and students including an emphasis on fit and healthy lifestyles that decrease disease and disability
- Academic Freedom and Responsibility - creating a safe environment where competing beliefs and ideas can be openly discussed and debated
- Collaboration predicated upon a foundation of mutual trust and support
- An agile learning environment that is responsive to the changing educational needs of our students and the communities we serve – making students marketable for jobs in the future and promoting economic development
- The public's trust by effective and ethical use of public and private resources

BOARD OF DIRECTORS
Portland Community College
PO BOX 19000, Portland, Oregon 97280

BUSINESS SESSION
October 19, 2017
Sylvania Campus
12000 SW 49th Avenue, Portland, Oregon 97219

AGENDA

- 3:00 PM Sylvania Tour (Optional)
- 4:00 PM **Work Session** Oak Room
- Board Goals
- 5:00 PM **Call to Order** CC 233 A and B
- Introductions
 - Approval of Agenda
 - Approval of Minutes—August 11, 2017, August 17, 2017 and September 21, 2017
- 5:05 PM **Recognitions**
- James Barry, Retiree (38 years and 11 months)
 - PCC Sylvania Accessibility Center: Kaela Parks, Susan Watson and Ruth McKenna
- 5:15 PM **Adjourn Business Session and Convene as Local Contract Review Board**
- Public Hearing on Exemption from Competitive Bidding in accordance with ORS 279C.335 (2) and (5)
 - Public Comment on Exemption from Competitive Bidding (A sign-up sheet is on a table at the entrance of the meeting room.)
- 5:25 PM **Adjourn Local Contract Review Board and Reconvene Business Session**
- 5:25 PM **Public Comment on Agenda Items** (A sign-up sheet is on a table at the entrance of the meeting room.)
- 5:30 PM **Business Session**
- Consent Agenda:** (All items will be approved by consent agenda unless an item is withdrawn by request of a member of the Board. A separate motion will then be required to take action on the item in question.)

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Michael Cantino, Accessibility Specialist, Academic Affairs
Rosa Escobedo, Student Resource Specialist, Liberal Arts
and Pre-College Division, Southeast Campus
(NonGeneral Fund)

Lisa George, Resource Center Coordinator, Liberal Arts
and Pre-College Programs Division, Cascade Campus
(Temporary)

Jennifer Hall, Student Resource Specialist, Liberal Arts and
Pre-College Division, Southeast Campus (NonGeneral
Fund)

Vanessa Hernandez, College Success Coach, Links
Program, Southeast Campus, (NonGeneral Fund)

Patricia Kepler, Accessibility Specialist, Academic Affairs
Jessica McLaughlin, Student Resource Specialist, Liberal
Arts and Pre-College Division, Southeast Campus
(NonGeneral Fund)

Mark Palmer, Student Resource Specialist, Liberal Arts and
Pre-College Division, Southeast Campus
(NonGeneral Fund)

Rebecca Parker, Student Conduct and Retention
Coordinator, Office of Student Development, Sylvania
Campus

Karen Robertson, Student Resource Specialist, Liberal Arts
and Pre-College Division, Southeast Campus
(NonGeneral Fund)

Sandra Solis, Student Resource Specialist, Office of the
Dean of Student Development, Cascade Campus
(NonGeneral Fund)

Administrative Appointments:

Daniel Adams, Director, Career Pathways Statewide
Initiative, Workforce and Community Development

Donna Bezio, Planning, Design, and Construction
Manager/College Architect, Finance and
Administration

Tammy Billick, Dean of Student Affairs, Office of the
President

Jason Johnson, Allied Health Program Manager, Allied
Health, Emergency and Legal Services Division,
Cascade Campus

Frances Marsh, Information Technology Media Services
Supervisor, Office of the President

Jason Pinkal, Academic Advising Redesign Project Manager,
Student Affairs (Temporary)

Faculty Appointments:

Julio Diaz, Instructor, Automotive Service Technology,
Engineering and Industrial Technology Division,
Sylvania Campus (Temporary)

Bethany Hays, Instructor, Art, Visual and Performing
Arts and Design Division, Sylvania Campus
(Temporary)

Scott Lowery, Instructor, Electronics Engineering Technology,
Science and Engineering Division, Sylvania Campus
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Jesse Norconk, Instructor, CAT Dealer Services Technology,
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5:35 PM **Public Comment on Non-Agenda Items** (A sign-up sheet is on a table at
the entrance of the meeting room.)

5:40 PM **Reports** (3 minutes each)

- Faculty and Academic Professionals
- Classified
- Students
- Board Members
- President

6:00 PM **Adjournment**

The Board of Directors meetings are held in accordance with open meeting laws and accessibility requirements. If a person with a disability needs assistance in order to attend or participate in a meeting, please notify the Board of Director's Office at least 48 hours in advance by calling (971) 722-4365 or by

email at boardresolutions@pcc.edu. A sign-up sheet for those who wish to offer comments or testimony on any item will be available at the entrance of the meeting room.

PORTLAND COMMUNITY COLLEGE - BOARD OF DIRECTORS
PO BOX 19000 - Portland, OR 97280

BUSINESS SESSION and PLANNING RETREAT

August 11, 2017
221 NW 2nd Ave #300, Portland, OR 97209

MEETING MINUTES

ATTENDANCE

Mohamed Alyajouri, Valdez Bravo, Denise Frisbee, Jim Harper, Deanna Palm, Kali Thorne-Ladd, Michael Sonnleitner

CALL TO ORDER

Chair Thorne Ladd called the business meeting to order at 8:30 am.

PUBLIC COMMENT ON AGENDA ITEMS

None

BUSINESS MEETING

Consent Agenda

Chair Thorne-Ladd proposed approval of Resolutions 18-026 through 18-027. Palm/Harper

PLANNING SESSION

Facilitator Nick Viele kicked off the planning retreat with introductions and context for the day.

President Mitsui presented critical data points and goals. Mark reviewed a revised version of his work plan with the group.

Nick worked through a few topics that came up with the board members. These included the role of board members, expectations of board members, communication, committees, and trust.

Board members reviewed the past year goals and worked on goals for 2017-2018.

ADJOURNMENT

There being no further business, the meeting adjourned at 4:00 pm.

Kali Thorne-Ladd, Chair

Mark Mitsui, College President

Prepared by:

Jeannie Moton, Executive Coordinator

Minutes approved on October 19, 2017.

PORTLAND COMMUNITY COLLEGE - BOARD OF DIRECTORS
PO BOX 19000 - Portland, OR 97280

BUSINESS SESSION

August 17, 2017
Sylvania Campus
12000 SW 49th Avenue, Portland OR 97219

BOARD MEETING MINUTES

ATTENDANCE

Mohamed Alyajouri, Valdez Bravo, Jim Harper, Deanna Palm, Michael Sonnleitner, Kali Thorne-Ladd

WORK SESSION

The board met in Work Session at 5:04 PM.

EXECUTIVE SESSION

The board met in executive session at 6:30 pm to discuss In accordance with ORS 192.660 (2), in accordance with ORS 192.660 (2), (d) Labor Negotiations and (i) Employment-related Performance of CEO

Executive session adjourned at 7:30 pm.

CALL TO ORDER

Chair Thorne Ladd called the business meeting to order at 7:33 pm and asked for introductions.

APPROVAL OF THE MINUTES

Chair Thorne Ladd asked for a motion to approve the July 27, 2017 meeting minutes. The meeting minutes were approved as published. Harper/Alyajouri

APPROVAL OF THE AGENDA

The agenda was approved as published. Sonnleitner/Palm

INFORMATION SESSIONS

Diversity Equity and Inclusion—Kim Baker-Flowers

Dr. Baker-Flowers updated the board on the work that the OEI has been doing. Besides being a compliance office to more work in diversity, equity and inclusion, looking at it on a holistic approach. The three major areas of work in the OEI office are Equal Opportunity/Nondiscrimination and non-harassment, Title IX and Diversity & Inclusion which includes many task forces and committees around the district.

Social Justice Workshop began in Fall 2016, since 2015 there have been over 700 faculty and staff participate in social justice workshops. Last year a pilot for a non-credit certificate was created. This is designed to focus on individual learning on issues relevant to diversity,

equity and inclusion in small groups.

A few other initiatives that OEI has been work on are Transforming White Privilege, Housing and Food Insecure Task Force, and a Trans-related Guidance Task Force to help the community create awareness around these concerns.

The OEI mark is a visual brand identity for the OEI office. It was created in partnership with DLDC and strategic communications.

District Leaders of Diversity Council is a group of leaders from around the college to help move this work forward. There are subcommittees within DLDC that are tasked with issues such as marketing, policy, Take 5, professional development and data. The LITE: Listening Intervention Team for Equity is also a subcommittee that was piloted fall 2016. This serves as a resource for Serves as a resource for PCC students, faculty, and staff who have experienced inequity or who are in need of guidance to successfully navigate challenging dynamics at the college across cultures, races, ethnicities, gender identity or expression, sexual orientations, ability, faiths and other aspects of individual and group identity

The DLDC Performance Management/Assessment Subcommittee is a group that created an Intercultural Competence Assessment tool for managers. The tool was implemented in March of 2017. As an organization and as individuals, we recognize the need for continuous development and evolution. As our understanding of equity and inclusion evolves, so will this tool.

Diversity Recruitment Program—Alisa Hampton and Greg Dockery

Alisa and Greg provided information to the board on what priorities and plans are for the diverse hiring at PCC. In 2015 the focus for diverse hiring was focused on full-time faculty and block hires. In 2016 management hires were added. In 2017 the very first Diversity Recruitment Plan for PCC was developed. In 2018 the focus will remain on management with the addition of Academic Professional and the Adjunct Faculty. Full-time faculty diverse hires were at an all-time high with 35% being of diverse backgrounds. Management diverse hires in 2017 increased by 12%.

Several slides were presented that provided detail of these groups.

The Diversity Recruiting Plan for 2017-2018 include marketing and social media, career and recruitment fairs, networking with local diverse organization and events, inclusion advocacy, focused faculty recruitment, and retention for new hires.

Strategic Initiative Updates

Advising—Rob Steinmetz, Heather Lang, Traci Simmons

Academic advising is critical to equitable student success as well as improved satisfaction with services and interventions. The expected outcomes are that advising will be a consistent model with a service delivery approach. The goal is to have improved organizational and administrative structure that is funded and sustainable. Key to the success will be integrating technology solutions and tools to support the service delivery

model to provide a positive user experience. A powerpoint can be found on the board website.

Online Education Resources: Math—Alex Jordan and Cara Lee

Alex Jordan reviewed what exactly an Open Educational Resource is and the project they are working on. This project is projected to save students up to \$2 million. The book was used in a pilot and student reviews rate it average to above average. The next step is to have the faculty use the book which will have to be approved by the department. A powerpoint with links and data was presented.

Non Credit Registration—Tonya Booker and Bonny Vosu

There are about 36,000 students enrolled in non-credit programs. Currently, the process for these students to register is very clunky. There are many complaints to Community Education because of this. The intention of developing easier processes for these folks would result in higher enrollments, increased revenue, greater operational efficiency, fewer student complaints, and increased customer satisfaction with PCC systems, efficient employer engagement, and improved access to data in order to promote data-driven decisions.

During the first year of the initiative we have conducted business analysis of current processes, evaluated potential solutions, conducted customer reference calls and incorporated a site visit and engaged in implementation and scoping calls.

There has been board engagement around the college. Folks from IT, Enrollment Services, Registrar, Bursar, Banner Team, Web Team, Institutional Effectiveness, Student Affairs, Financial Services and Human Resources have been engaged in conversations to develop best practices.

Next steps will be to evaluate the work done and make a recommendation.

PUBLIC COMMENT ON AGENDA ITEMS

Charles Bridgecrane Johnson

Topic: Diversity

BUSINESS MEETING

Consent Agenda

Chair Thorne-Ladd proposed approval of Resolutions 18-028 through 18-034.
Sonnleitner/Alyajouri

PUBLIC COMMENT ON NON AGENDA ITEMS

Charles Bridgecrane Johnson

Topic: Charlottesville-UVA, BLM,
Larnell Bruce

REPORTS

Classified Union

Jeff Grider noted that the day after the last board meeting was the all-day DLDC Retreat. I can't underscore enough the comments about what an incredible difference it has made to

have Kim Baker-Flowers running the ever-expanding Office of Equity and Inclusion, and Kim is pivotal in the success coming out of the District Leaders of Diversity Council. He noted it is an honor to work with such a great, dedicated group of folks.

This last month there was one bargaining session, which was the most productive session yet. The session scheduled for last Friday, which was unfortunately canceled, but that cancellation did allow a couple of Federation Team Members to attend the short PCC Board Meeting prior to *their* planning retreat.

He thanked all the hard-working, good-hearted folks who participated in all these retreats. Board, Union, and DLDC which many are in this room.

Faculty and Academic Professionals

Michele Marden reported for Frank Goulard. She teaches math at SY campus and is the FFAP Treasurer. Last month she shared about professional development focused on teaching practice. Another area that is a concern at PCC and could have repercussions for the college's growth: Participation in decision making and information sharing.

Unfortunately, some in our learning community don't believe their voices are heard. Some even believe that when administration asks for feedback, it is meaningless because the decision has already been made. This contributes to apathy and a jaded opinion that they are not valued.

Periodically, she finds herself in group where someone says, "We should start speaking at the board meetings!" Typically, this happens when people are so frustrated they don't know what else to do to have their ideas or concerns acknowledged. As far as she knows, this hasn't happened yet. A couple years ago, during a time of crisis at the college, she remembers when then Chair Director Palm asked employees to share their concerns with the board. This was appreciated. When people start talking about coming here to speak, she wonders if the board still want people to share? If so, on what topics? She also voice concerned over what information reaches the board level? Is it many-voiced and a full picture? Is many-voiced input appropriate for board work? Is the board deeply connected on things like the negotiations process, the implementation of bond funds, or the internal audit survey? Should they be? Are there times when the board's deliberations would be informed by a full range of opinions, but the voices are absent?

She isn't being presumptuous in sharing two ideas for the board to consider. First, when it is important to hear many voices, consider if the process of gathering input gives safety if people have concerns, unpopular opinions, or might fear repercussions. Speaking before the board is quite intimidating (and two minutes really isn't much time to share). Safety is needed for PT faculty who are job insecure and even for administrators who may be caught up in college politics and may not feel they can speak freely. Surveys may be a safe way to gather input. Perhaps also private conversational meetings. Or another idea is as much as your time allows, be involved in the processes for gathering information (or learn about how information was gathered). For example, for surveys, do board members

have input on crafting the survey and consider if the questions will be meaningful to the recipients? Know how the survey was promoted and distributed? If it went out during a time when there is a high chance of participation or during summer? Review of the raw input or are highlights/themes shared where opinions have been removed?

Reconnecting to professional development, if this is a topic that the board wishes to learn more about, she suggests a group share PCC's success and barriers, as well as best practice from other institutions. You may also wish to learn more broadly about professional development needs. Everyone she asked has shared there is something needed for their jobs and their employee class.

Board

Director Sonnleitner appealed greater community that this board is not to be feared, they are human beings.

Chair Thorne-Ladd thanked the board members for spending the day in the planning retreat. She thanked all the staff for the work that is being done with the strategic initiatives.

President

President Mitsui echoed Director Sonnleitner sentiments. He mentioned that Chair Thorne-Ladd and he will be submitting an OP ED piece around the events in Charlottesville. He gave a shout out to PCC Rock Creek for an award from Hillsboro 2035 for Outstanding Organization for 2017. We are also a finalists in the 2-year college category for a Climate Change Award from Second Nature. Thanks to Briar Schoon and Sandra Fowler-Hill for their support with sustainably efforts district wide.

ADJOURNMENT

There being no further business, the meeting adjourned at 9:43 pm.

Kali Thorne-Ladd, Chair

Mark Mitsui, College President

Prepared by:

Jeannie Moton, Executive Coordinator

Minutes approved on October 19, 2017.

October 19, 2017

18-051

APPROVAL OF PERSONNEL ACTIONS

PREPARED BY: The Human Resources Department Staff

APPROVED BY: Mark Mitsui, College President

RECOMMENDATION: That the Board of Directors approve the following actions:

1. Academic Professional Appointment (NonGeneral Fund)– Lee Blackburn

Student Resource Specialist

Liberal Arts and Pre-College Division, Southeast Campus

Annual Salary: \$61,942 @ .75 FTE Grade: 3 Step: 12

Effective: September 21, 2017

Most Recent Experience: Portland Community College
Adult Basic Skills Specialist

Applicant Flow:

Gender		Ethnicity	
15	Female	0	American Indian or Alaska Native
6	Male	2	Asian
0	Not Disclosed	1	Black or African American
		1	Hispanic/Latino
		0	Native Hawaiian or Other Pacific Islander
		4	Not Disclosed
		1	Two or More Selections
		12	White (not of Hispanic Origin)
		<hr/>	
		21	Total

2. Academic Professional Appointment – Michael Cantino

Accessibility Specialist

Academic Affairs

Annual Salary: \$51,550 Grade: 5 Step: 3

Effective: September 11, 2017

Education: Mount San Jacinto Junior College AA, Liberal Arts

Most Recent Experience: Portland Public Schools
Braille Transcriber/Para-Trainer

Applicant Flow:

Gender		Ethnicity	
31	Female	1	Asian
20	Male	1	Black or African American
1	Not Disclosed	6	Hispanic/Latino
		1	Native Hawaiian or Other Pacific Islander
		6	Not Disclosed
		0	Two or More Selections

37 White
52 Total

3. Academic Professional Appointment (NonGeneral Fund)– Rosa Escobedo

Student Resource Specialist

Liberal Arts and Pre-College Division, Southeast Campus

Annual Salary: \$59,846 @ .85 Grade: 3 Step: 11

Effective: September 21, 2017

Education: Portland Community College AGS, General Studies

Most Recent Experience: Portland Community College
Adult Basic Skills Assessment Specialist

Applicant Flow:

Gender		Ethnicity	
15	Female	0	American Indian or Alaska Native
6	Male	2	Asian
0	Not Disclosed	1	Black or African American
		1	Hispanic/Latino
		0	Native Hawaiian or Other Pacific Islander
		4	Not Disclosed
		1	Two or More Selections
		12	White (not of Hispanic Origin)
		21	Total

4. Academic Professional Appointment (Temporary)– Lisa George

Resource Center Coordinator

Liberal Arts and Pre-College Programs Division, Cascade Campus

Annual Salary: \$48,403 Grade: 4 Step: 3

Effective: September 21, 2017 to August 20, 2018

Education: Portland State University MA, Sociology
Portland State University BA, Sociology

Most Recent Experience: Portland Community College
Instructor, Sociology (Adjunct)

Applicant Flow: Article 3.64 Appointment

5. Academic Professional Appointment (NonGeneral Fund)– Jennifer Hall

Student Resource Specialist

Liberal Arts and Pre-College Division, Southeast Campus

Annual Salary: \$61,942 @ .65 FTE Grade: 3 Step: 12

Effective: September 21, 2017

Most Recent Experience: Portland Community College
Department Chair, ESOL Southeast Center

Education: The School for International MAT, Teaching English to
Training Speakers of Other Languages
University of Oregon BA, Art History

Applicant Flow:

Gender	Ethnicity
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1	Not Disclosed	6	Hispanic/Latino
		1	Native Hawaiian or Other Pacific Islander
		6	Not Disclosed
		0	Two or More Selections
		37	White
		<hr/>	
		52	Total

8. Academic Professional Appointment (NonGeneral Fund)– Jessica McLaughlin

Student Resource Specialist

Liberal Arts and Pre-College Division, Southeast Campus

Annual Salary: \$73,568 @ .75 Grade: 3 Step: 17

Effective: September 21, 2017

Education: San Diego Christian College BS, Liberal Studies

Most Recent Experience: Portland Community College
Career Services Assistant Coordinator

Applicant Flow:

Gender		Ethnicity	
15	Female	0	American Indian or Alaska Native
6	Male	2	Asian
0	Not Disclosed	1	Black or African American
		1	Hispanic/Latino
		0	Native Hawaiian or Other Pacific Islander
		4	Not Disclosed
		1	Two or More Selections
		12	White (not of Hispanic Origin)
		<hr/>	
		21	Total

9. Academic Professional Appointment (NonGeneral Fund)– Mark Palmer

Student Resource Specialist

Liberal Arts and Pre-College Division, Southeast Campus

Annual Salary: \$42,429 @ .75 FTE Grade: 3 Step: 1

Effective: October , 2017

Most Recent Experience: Portland Community College
Adult Basic Skills Assessment Specialist

Education: Wichita State University MA, English
California State University, Long Beach BA, English
Beach

Applicant Flow:

Gender		Ethnicity	
15	Female	0	American Indian or Alaska Native
6	Male	2	Asian
0	Not Disclosed	1	Black or African American
		1	Hispanic/Latino
		0	Native Hawaiian or Other Pacific Islander
		4	Not Disclosed
		1	Two or More Selections

12 Academic Professional Appointment (NonGeneral Fund)– **Saundra Solis**

Student Resource Specialist

Office of the Dean of Student Development, Cascade Campus

Annual Salary: \$45,450 @ .80 FTE Grade: 3 Step: 3

Effective: September 25, 2017

Education: Washington State University BA, Social Sciences
Clark College AAS, Arts and Sciences

Most Recent Experience: Clark College
Running Start Program Specialist II

Applicant Flow:

Gender		Ethnicity	
45	Female	0	American Indian or Alaska Native
11	Male	1	Asian
2	Not Disclosed	2	Black or African American
		8	Hispanic/Latino
		0	Native Hawaiian or Other Pacific Islander
		8	Not Disclosed
		2	Two or More Selections
		37	White (not of Hispanic Origin)
		<hr/>	
		58	Total

13 Administrative Appointment– **Daniel Adams**

Director, Career Pathways Statewide Initiative

Workforce and Community Development

Annual Salary: \$97,860 Grade: M

Effective: November 6, 2017 to June 30, 2019

Education: The University of Notre Dame MEd, Education
The University of Notre Dame BS, Business

Most Recent Experience: Oregon Department of Education
Program Accountability and Data Specialist

Applicant Flow:

Gender		Ethnicity	
25	Female	0	American Indian or Alaska Native
14	Male	2	Asian
3	Not Disclosed	3	Black or African American
		4	Hispanic/Latino
		0	Native Hawaiian or Other Pacific Islander
		4	Not Disclosed
		0	Two or More Selections
		29	White (not of Hispanic Origin)
		<hr/>	
		42	Total

14 Administrative Appointment– **Donna Bezio**

Planning, Design, and Construction Manager/College Architect

Finance and Administration

Annual Salary: \$86,790 Grade: L

Effective: September 21, 2017
 Education: University of Idaho BArch, Architecture
 Most Recent Experience: Portland Community College
 Project Manager, Capital Projects

Applicant Flow:		Ethnicity	
Gender			
3	Female	0	American Indian or Alaska Native
6	Male	0	Asian
0	Not Disclosed	1	Black or African American
		0	Hispanic/Latino
		0	Native Hawaiian or Other Pacific Islander
		1	Not Disclosed
		0	Two or More Selections
		7	White (not of Hispanic Origin)
		<hr/>	
		9	Total

15 Administrative Appointment – Tammy Billick

Dean of Student Affairs
 Office of the President

Annual Salary: \$140,156 Grade: O

Effective: September 21, 2017

Education: Gonzaga University MA, Communications and Leadership

Portland State University BA, Education

Most Recent Experience: Portland Community College
 Dean of Student Affairs (Interim)

Applicant Flow:		Ethnicity	
Gender			
28	Female	3	Asian
24	Male	9	Black or African American
3	Not Disclosed	6	Hispanic/Latino
		0	Native Hawaiian or Other Pacific Islander
		6	Not Disclosed
		3	Two or More Selections
		28	White
		<hr/>	
		55	Total

16 Administrative Appointment – Jason Johnson

Allied Health Program Manager

Allied Health, Emergency and Legal Services Division, Cascade Campus

Annual Salary: \$72,622 Grade: L

Effective: October 9, 2017

Education: Portland State University MA, History

The Ohio State University BS, Industrial and Systems Engineering

Most Recent Experience: Oregon Health Sciences University
Administrative Director

Applicant Flow:		Ethnicity	
Gender			
11	Female	0	American Indian or Alaska Native
8	Male	1	Asian
0	Not Disclosed	0	Black or African American
		3	Hispanic/Latino
		0	Native Hawaiian or Other Pacific Islander
		0	Not Disclosed
		0	Two or More Selections
		15	White (not of Hispanic Origin)
		<hr/>	
		19	Total

17 Administrative Appointment – Frances Marsh

Information Technology Media Services Supervisor
Office of the President

Annual Salary:	\$67,749	Grade:	J
Effective:	September 21, 2017		
Education:	Humboldt State University	MFA, Technical Production for Theater	
	Tarleton State University	BFA, Theater	

Most Recent Experience: Portland Community College
Information Technology Media Services Supervisor (Interim)

Applicant Flow:		Ethnicity	
Gender			
2	Female	0	Asian
13	Male	1	Black or African American
1	Not Disclosed	2	Hispanic/Latino
		0	Native Hawaiian or Other Pacific Islander
		1	Not Disclosed
		1	Two or More Selections
		11	White
		<hr/>	
		16	Total

18 Administrative Appointment (Temporary)– Jason Pinkal

Academic Advising Redesign Project Manager
Student Affairs

Annual Salary:	\$68,500	Grade:	K
Effective:	September 29, 2017 to June 30, 2019		
Education:	University of Phoenix	MA, Education/Adult Education and Training	
	Willamette University	BS, Psychology	

Most Recent Experience: Portland Community College
Academic Advising Specialist

Applicant Flow:		Ethnicity	
Gender			
11	Female	0	American Indian or Alaska Native
8	Male	0	Asian
0	Not Disclosed	1	Black or African American
		3	Hispanic/Latino
		0	Native Hawaiian or Other Pacific Islander
		2	Not Disclosed
		1	Two or More Selections
		12	White (not of Hispanic Origin)
		<hr/>	
		19	Total

19 Faculty Appointment (Temporary)– Julio Diaz

Instructor, Automotive Service Technology

Engineering and Industrial Technology Division, Sylvania Campus

Annual Salary: \$52,020 (2018/19 Faculty Salary Schedule) Step: 1

Effective: October 2, 2017 to June 20, 2018

Education: Portland Community College AA, Automotive Service Technology

Most Recent Experience: Costless Auto Parts
Lead Counterman

Applicant Flow: Targeted Recruitment

20 Faculty Appointment (Temporary)–Bethany Hays

Instructor, Art

Visual and Performing Arts and Design Division, Sylvania Campus

Annual Salary: \$55,596 Step: 3

Effective: August 21, 2017 to June 20, 2018

Education: Portland State University MFA, Studio Arts
Central Washington University BA, Foreign Languages

Most Recent Experience: Portland Community College
Instructor, Art (Adjunct)

Applicant Flow: Article 3.64 Appointment

21 Faculty Appointment (Temporary)– Scott Lowrey

Instructor, Electronics Engineering Technology

Science and Engineering Division, Sylvania Campus

Annual Salary: \$63,798 Step: 7

Effective: August 21, 2017 to August 20, 2018

Education: University of Phoenix MS, Education
University of Southern California MS, Electrical Engineering
BS, Electrical Engineering

Most Recent Experience: Portland Community College
Instructor, High School Equivalency Program

Applicant Flow: Article 3.64 Appointment

22 Faculty Appointment (Temporary)– Jesse Norconk

Instructor, CAT Dealer Services Technology

Mathematics, Aviation and Industrial Technology Division, Rock Creek Campus

Annual Salary: \$55,596 Step: 3

Effective: August 21, 2017 to June 20, 2018

Education: Portland Community College AAS, Dealer Service Technology

Most Recent Experience: Portland Community College
Instructional Support Technician IV

Applicant Flow: Article 3.64 Appointment

23 Faculty Appointment– Teresa Wolfe

Instructor, Medical Lab Technology

Allied Health, Emergency and Legal Services Division, Cascade Campus

Annual Salary: \$73,210 Step: 11

Effective: September 1, 2017

Education: Oregon State University PhD, Science Education
University of Washington MS, Laboratory Medicine
Oregon Institute of Technology BS, Medical Laboratory
Technology

Most Recent Experience: Higher Education Coordinating Commission
Education Policy Specialist 2

Applicant Flow:

Gender	Ethnicity
2 Female	0 American Indian or Alaska Native
0 Male	1 Asian
0 Not Disclosed	0 Black or African American
	0 Hispanic/Latino
	0 Native Hawaiian or Other Pacific Islander
	1 Not Disclosed
	0 Two or More Selections
	0 White (not of Hispanic Origin)
	<hr/> 2 Total

**ETHNIC AND GENDER DESCRIPTION OF STAFF
PROPOSED TO BE HIRED IN OCTOBER 19, 2017 PERSONNEL REPORT**

Female	14	American Indian/Alaskan Native	0
Male	9	Asian	0
	<hr/> 23	Black or African American	0
		Hispanic/Latino	3
		Native Hawaiian/Pacific Islander	0
		Not Disclosed	1
		Two or More Selections	0
		White	19
			<hr/> 23

October 19, 2017

18-052

COMMENDATION OF RETIRING EMPLOYEE –
JAMES BARRY

PREPARED BY: Human Resource Department Staff

APPROVED BY: Mark Mitsui, College President

REPORT: James Barry has performed faithfully in his duties as a Groundskeeper II for Portland Community College since October 24, 1979. He retires effective October 12, 2017.

RECOMMENDATION: That the Board commend him for his service to Portland Community College and wish him well in his retirement years.

October 19, 2017

18-053

AUTHORIZE THE USE OF JOB ORDER CONTRACTING METHOD, AS ONE OF THE APPROVED CLASS SPECIAL PROCUREMENTS

PREPARED BY: Avelina Gulmatico, Procurement Coordinator, Finance Purchasing/FMS Purchasing

FINANCIAL RESPONSIBILITY: Tony Ichsan, Director, Facilities Management Services

APPROVED BY: Jim Langstraat, Vice President, Finance and Administration
Mark Mitsui, College President

REPORT: The College is seeking authorization from the Board of Directors to use the Job Order Contracting (JOC) procurement method, a process similar to the Flexible Spending Contracting Pool (PCC 47-0288, #20), as one of the approved solicitation methods.

The purpose of the JOC process is to establish a particular class of services where: 1) the need for such service is ongoing in nature; 2) where it is difficult to anticipate the service need, time, amount, availability of contractors; or 3) where service needs arise so quickly that it is not practical or cost-effective to conduct individual solicitations. Under the JOC process, a single (*competitively selected*) contractor will assume responsibility to contract for and have on hand a team of sub-contractors to support the College's facility maintenance, repair and operations (MRO) work. Those jobs are all estimated to be under \$149,000 per project. This new approach of meeting the ongoing MRO needs would substantially relieve the Facilities Management Services (FMS) and the Purchasing Services of significant low dollar, high volume transactional work by shifting it to the successful JOC provider.

Utilizing a JOC provider will eliminate a significant number of individual solicitations which are in the intermediate level (under \$149,000) procurement processes, all the associated work, required negotiations, solicitation and contract document generation, and on-going day to day administration including oversight and payments.

Once the JOC provider is selected, they will immediately begin to build a “pool” of available sub-contractors on a requirement basis skilled in every trade areas necessary to meet the College Facilities MRO needs.

With the Board of Directors approval, the FMS Department intends to process/issue a Request for Proposal (RFP), select and negotiate a JOC contract, and allow the selected JOC provider time to build their local infrastructure, recruit MRO sub-contractors and train the College FMS staff on how to best employ the JOC process.

In anticipation of using the JOC process, FMS submitted a separate item before the Board of Directors’ review and approval for an increase on existing general construction services contracts. The JOC primary goals are to reduce low value transactional activity and *to promote a contracting process that will improve Minority, Women-owned and Emerging Small Business (MWESB) participation.*

The College is seeking authorization that would allow the use of the JOC process, an approach that the College has not previously used, this it is identified as a pilot project. FMS will submit the RFP evaluation result and award recommendation for the Board of Directors’ review and approval. The plan is for the selected JOC provider to pilot the general contracting services and electrical maintenance services, and if this pilot is successful, provide the options of expanding to other trade services.

RECOMMENDATION: That the Board of Directors, acting as the Local Contract Review Board for the College authorize the use of Job Order Contracting, as one of the approved solicitation methods.

October 19, 2017

18-054

EXEMPTION FROM COMPETITIVE BIDDING -
AUTHORIZE USE OF THE CONSTRUCTION
MANAGER/GENERAL CONTRACTOR (CM/GC), AN
ALTERNATIVE CONTRACTING METHOD FOR
RENOVATION OF COLLEGE SERVICES BUILDING

PREPARED BY: Avelina Gulmatico, Procurement Coordinator, Finance
Purchasing/FMS Purchasing

FINANCIAL
RESPONSIBILITY: Tony Ichsan, Director, Facilities Management Services

APPROVED BY: Jim Langstraat, Vice President, Finance and Administration
Mark Mitsui, College President

REPORT: The College has a need to hire a qualified contractor to provide general contractor's services for the College Services Building (CSB) structural renovation project, not to exceed \$1.6 million. Because of the complexity of this project and after careful review, the College would like to use the Construction Manager/General Contractor (CM/GC) as the contracting method.

The selected CM/GC will act as a partner with the College and the consultant in the design process and will advise as to: new innovations and best practices as well as identification and reduction of risks as a result of the contractor's years of proven experience with similar work.

In addition, the process will require both CM/GC and the College to look at all options including using techniques and/or best approaches that reduce time and cost. The process will also ensure value engineering, as the CM/GC will be able to provide cost estimates for all designs and alternatives within the design phase. It will also allow the contractor to begin the planning of construction schedule during the design phase giving the College a better sense of how construction will impact the College so that we can adjust the construction schedule accordingly to minimize impacts to the students and staff's regular schedule.

By using the CM/GC process, as one of the evaluation criteria, the College will have the option to ask the

proposers to provide their best approach on increasing participation and contracting opportunities for Oregon certified Minority, Women-owned, Small Emerging Businesses.

The selected CM/GC will be working together with OTAK Inc., the College's representatives and other hired contractors and consultants. On June 15, 2017, BA 17-138, the College approved the contract with OTAK Inc., to provide engineering and architecture services for this CSB project.

Based on College Public Contracting Rules, PCC-49-600, PCC may use alternative contracting methods, which includes the CM/GC method. The College will be issuing a Request for Proposal (RFP), which will allow flexibility in the proposal evaluation and contract negotiation process. The department intends to submit a separate resolution for the RFP result and award recommendation, including the Guaranteed Maximum Price for the project.

Findings:

- a. The Board finds that the CSB Project is well suited to the CM/GC contracting procedure, because of the complexity, careful planning, and moving coordination of staff from these Departments: Facilities Management Services, Public Safety and Transportation and Parking Services.
- b. The Board finds that the College is knowledgeable and has a demonstrated capacity to manage a CM/GC process in all disciplines.
- c. Pursuant to PCC 49-640, an RFP process will be utilized to solicit a qualified general contractor, the procurement will be formally advertised, competition will be obtained through competitive process, the award will be based on identified selection criteria, and one of the criteria will be price. As a result the Board finds that utilizing the CM/GC process is unlikely to encourage favoritism in the awarding of public contracts or substantially diminish competition because of the unique nature of the project.

- d. Pursuant to PCC 49-630, the Board finds that utilizing the CM/GC process will result in substantial cost savings to the College because:
 - i. The proposed team approach will improve communication and continuity, which the Board expects will expedite decision making and reduce costly project delays;
 - ii. The complexity of the project requires the skills of an experienced general contractor; and the use of the CM/GC procurement process will enable the College to consider experience as part of the selection criteria;
 - iii. The College expects to be able to take advantage of reduced architectural service fees as a result of the more streamlined CM/GC approach;
 - iv. It is common practice in the industry to construct projects of this complexity on a CM/GC basis where detailed planning, scheduling, and sequencing is required by the owner, and
 - v. Historically, the CM/GC process helps reduce the number of change orders because the CM/GC contractor is part of the early planning discussions.

- e. The Board makes the following specific findings in support of the above-noted findings:
 - i. Use of the team approach and an experienced general contractor through the CM/GC approach will enable the College to conduct its operations and maintain service during construction with few or no disruptions. The Board expects that the team approach allowed through the CM/GC process will also allow better monitoring by the College staff to ensure that the project stays within budget.
 - ii. The public will benefit because it is vital that the College have a completely operational

instructional facility to serve the needs of its staff and students. Use of a CM/GC process will allow this to happen on a flexible schedule and will reduce the possibility that the College will experience increased costs due to delay and disruption.

- iii. The team approach will result in better communication between the parties, which will encourage value engineering and constructability throughout the design and construction phases.
- iv. As noted above, the complexity of the project requires a project team with substantial experience and expertise to avoid mistakes and limit unnecessary disruption of the College operation.
- v. The CM/GC process will enhance public safety because the College will be able to consider the safety record of the contractors selected. Because the buildings will be occupied and open to the public throughout the project, this public safety benefit is particularly important.
- vi. The CM/GC process will better enable the College to select a contractor with the skill and experience necessary to handle the technical complexities of the project, such as the proper scheduling and coordination of the sequence of work and systems integration required to have everything operational and ready for beneficial use by the College on schedule. The best way to ensure that the contractor selected has the technical skills necessary is using a CM/GC process that allows for qualifications to be a significant element of the evaluation and selection criteria.
- vii. The team approach allowed by the CM/GC should give the College more cost solutions and alternatives, which will better enable PCC to keep the project within budget.

- viii. The CM/GC process will enable the College to work with the contractor to maximize opportunities for participation by minority, women-owned, and emerging small businesses for subcontracting work. This will increase competition among subcontractors. Experience with past CM/GC contracts at the College demonstrates higher MWESB utilization and subcontractor participation than traditional contracting methods.
- ix. Establishing an early relationship with the CM/GC will allow the design team to work with the contractor to produce detailed design specifications specifically related to PCC's aggressive energy saving goals. This process allows these to be better realized and carried into design execution.

RECOMMENDATION: That the Board of Directors, acting as the Local Contract Review Board for the College, adopt the findings presented and grant an exemption from competitive bidding method for the CSB structural upgrade and renovation and authorize the use of the CM/GC contracting method, as the alternative contracting method for the project. Funding for this project is covered by the FMS Capital Projects (2000) Fund.

October 19, 2017

18-055

APPROVAL FOR 3-YEAR CONTRACT WITH MCGRAW-HILL GLOBAL EDUCATION HOLDINGS FOR ALEKS TEST

PREPARED BY: Tammy Billick, Dean of Student Affairs

FINANCIAL RESPONSIBILITY: Tammy Billick, Dean, Student Affairs
Rob Steinmetz, Vice-President, Student Affairs

APPROVED BY: Mark Mitsui, College President

REPORT: As part of the strategic move to multiple measures placement assessment, the College has implemented the ALEKS Placement, Preparation, and Learning (ALEKS PPL) platform to assess student readiness for college-level math courses, as well as to provide a tool for students to prepare for placement assessment, and to refresh and further develop their math skills in support of their college coursework.

ALEKS PPL was adopted based on research into effective tools for assessing students' math skills as well as providing support for students to refresh and refine their skills. ALEKS is the only available system that provides both components in a seamless transition between preparation and learning to assessment. It is a proven successful component of other multiple measures placement models upon which PCC's new placement process was based, and is already utilized as an instructional tool in many of the Math courses at PCC. There are no other solutions that provide this unique combination of assessment and remediation in an online, self-service format. The tool was recommended by the state-wide task force on placement, and pricing is determined by state-wide adoption of this tool.

With new placement process entering its first full year of implementation, the College would like to enter into a three-year contract with McGraw-Hill Global Educational Holdings to continue to use ALEKS in our placement assessment process. The annual cost for ALEKS is estimated to be \$189,000 for a 3 year total cost of \$540,000.

RECOMMENDATION: That the Board of Directors approve the 3 year contract with McGraw-Hill Global Educational Holdings for the ALEKS PPL platform.

October 19, 2017

18-056

NAMING OF THE PCC SYLVANIA ACCESSIBILITY
CENTER IN HONOR OF STEPHANIE KEYES

PREPARED BY: Robert Wagner, Executive Officer, PCC Foundation
Ann Prater, Executive Director, PCC Foundation

APPROVED BY: Mark Mitsui, College President

REPORT: In recognition of a \$308,000 gift from the estate of Stephanie Keyes, this resolution requests approval from the PCC Board to name the Sylvania Accessibility Center located in the CC Building in honor of deceased PCC alumna Stephanie Keyes.

Overview:

In December 2016, the PCC Foundation Board launched its first comprehensive campaign with the unanimous support of the College Board of Directors.

Our goal is to raise minimally \$20 million in private philanthropic contributions and an additional \$5 million from public partners. To date, the Foundation has raised more than \$10 million through current and planned gifts. This historic campaign gives PCC the vehicle not only to generate large and small contributions, but it also offers the opportunity for the College and Foundation to recognize and honor donors whose generosity advances our mission, furthers our capacity to serve students and our community, and enhances our growth and reputation.

Specifically, the philanthropic naming of campus spaces represents a poignant and prominent honor for a donor deemed worthy of such recognition.

In that Naming Opportunities are exclusively controlled by the College, the PCC Foundation Board respectfully requests that the PCC Board rename the PCC Sylvania Accessibility Center the Stephanie Keyes Accessibility Center in recognition of this generous estate gift.

Nominee's Background: In April 2017, PCC Foundation received an estate gift from Stephanie Keyes expressly to benefit the PCC Disability Services Office to "research

and implement the use of technology – software or hardware – to help those with brain injuries get an education and live productive lives.”

Stephanie had received support from Disability Services after a car accident left her with a traumatic brain injury. Before the accident Stephanie was a successful professional in the field of computer programming at a time when it was rare for women to be accepted in the high tech industry. She had earned a Masters of Science in Math, a Masters of Science in Business Organizational Behavior and had completed course work for her PhD.

Stephanie’s talent led to continuous advancement opportunities, earning new jobs every 13-26 months. In a short biography written about her, the writer states “somehow the way she stored the information made it very easy for her to learn something new.” That ability changed in an instant on October 22, 1997, when Stephanie was the victim of a head on car collision. “At 3 p.m., a young man driving 60mph, the wrong way up Martin Luther King Blvd, split the two east side lanes, sideswiping five cars and using Stephanie’s as a stopping post. She turned her head away so the airbag hit side of her head.”

She was evaluated and released from the ER and returned to work two weeks later, but she was never the same. She tried to return to work but found she could no longer learn anything new. She had difficulty communicating with peers because she couldn’t find the words she needed.

In 1998 Stephanie took her first willow basket weaving class and continued taking classes for the next three years. She found that weaving soothed her brain. In 2004, seven years after the accident, doctors finally confirmed that Stephanie had experienced a traumatic brain injury. She began auditory processing therapy and within a month she could again read and understand articles.

In 2006, when Stephanie enrolled at PCC in a self-paced web design class, the Disability Services counselor recommended she try TypeWell Services, a communication access system that provides students

with a live transcript, produced by transcribers using laptops with specialized software.

In a presentation archived by the Disability Services office, Stephanie wrote, "...it has been fabulous having these services. I do not have to worry about taking usable notes in class and can totally put my focus on understanding what the instructor is presenting. If my brain gets behind what the instructor is saying I can look down at the laptop and read what has been said...each brain injury is unique and the challenges the students face are unique also. Problems with memory, auditory and visual processing are common with most brain injuries."

With the support of Disability Services, Stephanie earned her Web Assistant II certificate at PCC with a 4.0 average and wrote, "I am more proud of this accomplishment than all of my other degrees. This service will make it possible for many returning veterans as well as other folks with brain injuries to become productive individuals."

Stephanie died in December 2016. In 2017, the PCC Foundation learned of Stephanie' passing and of the importance that PCC had played in her life. Stephanie left 25 percent of her estate to benefit the PCC Disability Services office as a way of honoring the PCC faculty and staff that assisted her in her classwork, including Ruth McKenna, Sharon Allen, Susan Watson, and the TypeWell transcribers. The gift also honors the medical professionals who assisted in her recovering, including Dr. Danielle Erb, Margaret McReynolds, Carol Kitching, Dr. Jane Starbird, Dr. Judith Belk and Kim Garrett.

Philanthropic Contribution:

The estate of Stephanie Keyes contributed a \$308,000 gift to PCC in April 2017. In honor of this gift, Sylvania Campus President Lisa Avery and the Accessibility Center faculty and staff would be honored to change the name of the Accessibility Center on the PCC Sylvania Campus to the Stephanie Keyes Accessibility Center. In addition to signage and a memorial plaque, they intend to include photos and examples of Stephanie's art, commemorating her life and her courageous and complex journey.

Accessibility Center staff have identified that funds from this endowment will provide learning evaluations for students who are experiencing hidden disabilities, but don't have documentation to support requests for academic accommodation. There are many students who would benefit from the kind of technology that helped Stephanie, but without clear documentation of how disability is impacting an individual, it can be difficult to know which technology supports may be most appropriate.

By providing students with the means to access learning evaluations and diagnostic reports, we can honor Stephanie's wishes and help those with brain injuries and other learning differences get an education and live productive lives.

Naming Opportunity:

Detailed information can be found in the draft Naming and Recognition Agreement, which is attached.

The Foundation respectfully asks the College Board to approve this request based on the following:

- While the PCC Foundation Gift Policy recommends a minimum gift of \$1,000,000 for naming a building, the Accessibility Center is located inside the Sylvania Campus CC building and represents approximately 1684 square feet of that 182,101 square foot building.
- This gift has been fully funded, rather than pledged and paid over multiple years.
- The Accessibility Center does not have a marquis location on campus and serves a smaller group of students, rather than a larger more prominently placed building that serves many more students and purposes (i.e., library).
- This naming provides a significant opportunity to celebrate as we move further along with our comprehensive campaign as it provides excellent momentum and could spur additional, sizable gifts for the College, its students and programs.
- PCC has a tremendous amount of buildings, structures, property, and other assets with the potential to name with little prior history of doing so for philanthropic reasons. This gift helps initiate this process in a thoughtful and meaningful way.

RECOMMENDATION: That the PCC College Board of Directors approve the naming of the Accessibility Center the Stephanie Keyes Accessibility Center upon final execution of the Naming and Recognition Agreement.

October 19, 2017

18-057

AUTHORIZE DISTRICT PRESIDENT OR DESIGNEE
TO NEGOTIATE THE VOLUNTARY SALE OF
COLLEGE OWNED REAL PROPERTY AT THE ROCK
CREEK CAMPUS

PREPARED BY: Linda Degman, Director, Bond Program

FINANCIAL
RESPONSIBILITY: Linda Degman, Director, Bond Program

APPROVED BY: Sylvia Kelley, Executive Vice President
Mark Mitsui, College President

REPORT: The College's Rock Creek Campus includes property located on the frontage of Springville Road. The frontage was expanded during the 2008 Bond Program when the college purchased four residential properties that have now been brought into use by the campus for farm use.

There is a residential property west of our new property line that is an occupied home. Our new property line is about 15 feet away from the house and our intended use of the field is for farm animals. The property owners Jerry and Christine Arnold approached the college and asked if PCC would be willing to sell them 40'-45' of land so that the farms animals would be further from their residence.

The Arnolds are long standing homeowners at that location and have been a good neighbor to the campus and college. Our intended use of that land is for farm use and the selling of the parcel would not have an adverse impact on the campus or program.

A survey has been completed and the total property line adjustment would be 43' to the east, totaling 16,556 sf. The price for the property would be, \$4.50/SF or \$74,502.

RECOMMENDATION: That the Board delegate authority to the District President or designee to negotiate the sale of 16,556 sf of property, to Jerry and Christine Arnold, upon the concurrence of College Counsel.

October 10, 2017

18-058

APPOINTMENT OF DELEGATES TO ATTEND THE
ASSOCIATION OF COMMUNITY COLLEGE
TRUSTEES (ACCT) 2017 COMMUNITY COLLEGE
NATIONAL LEGISLATIVE SUMMIT IN WASHINGTON,
D.C. FROM FEBRUARY 11-14, 2018

PREPARED BY: Jeannie Moton, Executive Coordinator, Board of Directors

APPROVED BY: Mark Mitsui, College President

REPORT: In accordance with Board Policy B 210, the Board of Directors recognizes the benefits derived by the College through membership in various educational organizations and from attendance of directors at state and national meetings which deal with community college issues. The Chair and Vice Chair have considered a slate of delegates to attend the ACCT National Legislative Summit in Washington, D.C. from February 11-14, 2018.

RECOMMENDATION: That the Board of Directors appoints Jim Harper, Mohamed Alyajouri, Valdez Bravo and Kien Truong as delegates to represent the College at the ACCT National Legislative Summit.

October 19, 2017

18-059

APPOINTMENT OF CITIZEN MEMBERS TO THE BOARD
AUDIT COMMITTEE

PREPARED BY: Darrin Hotrum, Internal Auditor, Office of the President

APPROVED BY: Jim Langstraat, Vice President, Finance and Administration
Mark Mitsui, College President
Jim Harper, Board Vice-Chair, Audit Committee Chair

REPORT: The Board established an Audit Committee of the Board and approved its charter by Resolution 10-065. The charter was subsequently revised by Resolution 16-032 in September 2015. The charter calls for four members, two board members and two non-board member citizens of the PCC district.

Directors Harper, Bravo, and Palm conducted interviews with three candidates after the solicitation period for applications was closed.

RECOMMENDATION: That Annamarie McNeil and Peter Bauer be appointed as Board Audit Committee members, each for a four-year term in accordance with the Audit Committee Charter.



Board of Directors Goals 2016-2017

Board members recognized during discussion that several goals from previous goal-settings are not time-specific but are, rather “legacy priorities” that will apply, with a degree of contemporary variation, in any year. Other priorities and goals were identified that are specific to the 2016-2017 planning cycles.

Legacy Goals

1. Ensure an environment of success that encourages access and timely completion
2. Prioritize the college’s commitment to the creation of a nationally renowned culture for diversity, equity and inclusion
3. Track and evaluate Portland Community College operations and execution of the Strategic Plan by way of regular Board meeting Dashboard reviews
4. Be an engaged advocate for Portland Community College in:
 - a. Governmental affairs and governmental advocacy
 - b. Development of fundraising strategies targeting the advancement of important initiatives (e.g. Future Connect, PCC Foundation efforts, etc.)
5. Cultivate and maintain clear and consistent communication between the Board of Directors and the President

Board Priorities

- Support Portland Community College's enhanced, District-wide efforts to:
 - Recruit, hire, and retain faculty and staff from historically underrepresented groups;
 - More systematically and strategically address the achievement gap for students of color
 - Increase the utilization of Minority Women Emerging Small Business for college contracting
- Advance Portland Community College’s adoption and funding of technology infrastructure and policies that reflect industry best practices
- Support the President in the development of college-wide plans, and in strengthening internal college communication
- Ensure Board readiness for a successful Portland Community College 2017 Bond Campaign
- Ensure that Portland Community College remains a relevant workforce training partner of choice in the communities it serves

The College prohibits unlawful discrimination based on race, color, religion, national origin, sex, marital status, disability, veteran status, age, sexual orientation, or any other status protected by federal, state, or local law in any area, activity or operation of the College. The College also prohibits retaliation against an individual for engaging in activity protected under this policy, and interfering with rights or privileges granted under anti-discrimination laws. In addition, the College complies with applicable provisions of the Civil Rights Act of 1964 (as amended), related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (as amended), Uniformed Services Employment and Reemployment Rights Act ("USERRA"), and all local and state civil rights laws. Under this policy, equal opportunity for employment, admission, and participation in the College's programs, services, and activities will be extended to all persons, and the College will promote equal opportunity and treatment through application of this policy and other College efforts designed for that purpose.