



Cascade Campus' Public Safety Offices **Redevelopment** **Summer 2021 Outreach Report** **Phase II**

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**Portland
Community
College**

Planning & Capital
Construction

WE ALL RISE
INTEGRITY IN DEVELOPMENT

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Phase Two Outreach Summary

This document serves as a summary of We All Rise's findings from stakeholder outreach and engagement during the months of May and June to inform design features for the new Public Safety offices on Cascade Campus in the Public Services Education Building. This project is funded as part of the 2017 bond allocating funds for repairs, renovations, safety improvements, and new technology at Portland Community College.

Project Overview

As part of the 2017 bond approved by voters which funds capital construction projects, Portland Community College is planning to redevelop the Cascade Campus' Public Safety building. The current building has a poor layout, provides insufficient space, lacks specific facilities needed for delivering public safety services, and is not centrally located on campus; the department will need to be relocated.

A feasibility study was conducted by DAO Architecture between October 2020 and April 2021 to help the college consider different options for the new Public Safety offices and ultimately select a final location. DAO Architecture's feasibility study narrowed down potential options for the new Public Safety offices to the current Public Safety Building site (PSB) and the Public Services Education Building (PSEB) which is located on the west side campus along the central axis.

Throughout April 2021, the project team led an outreach effort to gather stakeholder feedback from students, staff, and faculty at PCC as well as neighbors in order to inform the selection of a location for the Public Safety offices. All demographic groups surveyed indicated their preference for the PSEB given its more central location and the potential for overlaps between Public Safety and other PSEB programs.

During the months of May and June 2021, the project team shifted its focus to gathering feedback from PCC students, staff, and faculty specific to program space needs for the academic offices in PSEB and other design elements that contribute to a safe, welcoming, and productive work environment in the Public Services Education Building.

Outreach Methodology

Outreach during this phase took place between May 21, 2021 and June 2, 2021. PCC Planning and Capital Construction reached out directly to the PCC Student Advisory Council, the Women's Resource Center, and academic staff at the Public Services Education Building to arrange for the project team to attend standing meetings and collect direct feedback regarding design preferences for future offices at the PSEB.

Evaluation

When considering stakeholder feedback, We All Rise closely examines stakeholder positionality. It must be acknowledged that entrenched systems of oppression, negative experiences with and perceptions of policing, and marginalization severely impact BIPOC, disabled, women, and LGBTQ+ individuals' feelings of safety and security in public environments such as college campuses. In evaluating stakeholder feedback, We All Rise employed a diversity, equity, inclusion, and accessibility (DEIA) nexus to identify a tangible process to interview, code, and recommend future actions. This approach centers Critical Race Theory (CRT) – a paradigm and a practice that challenges dominant systems on race, racism, and inequality and asks us to examine how and why practices and policies were created as a means of challenging institutionalized forms of oppression – at every stage of the stakeholder outreach and engagement process, and emphasizes feedback from historically marginalized individuals and communities. It is important to recognize that different individuals, especially in relation to potentially contentious topics such as Public Safety, will have different perspectives.

Stakeholder Engagement

During the second phase of outreach, the project team met with three groups:

- The ASPCC Student Council on May 21, 2021. There were 14 participants.
- The Women's Resource Center on May 27, 2021. There were 6 participants.
- Staff from the Public Services Education Building on June 2, 2021. There were 9 participants.

ASPCC Student Council

On May 21, the project team joined an ASPCC student Council meeting. At the meeting, the project team delivered a presentation during which students were introduced to the Public Safety Building Redevelopment Project and the CRT lens employed by PCC and consultant teams, given an overview of stakeholder outreach conducted in April to inform the placement of the Public Safety Offices and initial design concepts, and provided with an outline of inclusionary design concepts that will inform conceptual design and design details for the final construction.

The presentation elaborated further on four themes identified by the project team as jumping-off points for exploring inclusionary design as it relates to Public Safety in the PSEB: Campus connection, accessible/approachable design, student/academic space, and diverse workspace needs. Each theme was accompanied by photos to illustrate what they might translate to in different contexts and encourage students to start thinking about how they might be applied to the Public Safety Redevelopment Project. To stimulate discussion and encourage stakeholder feedback, each theme was also followed by a discussion question. Students were asked to respond in a separate document at their leisure.

During this meeting, there was no discussion. Students did, however, respond in writing to the following prompts in the linked document:

- In your opinion, what makes a building feel like part of the campus community?
- How can the design support access to Public Safety programming and offices?
- How can PCC create an enriching student space?
- How can PCC best accommodate diverse workspace needs in the Public Services Education Building?

Key feedback/asks include:

- A desire for welcoming architecture and open campus planning
- Private areas within the building, including phone booths for private calls
- A comfortable, quiet space
- Transparency with neighbors regarding Capital Construction projects
- Community engagement with all relevant stakeholders

Women's Resource Center

On May 27, the project team joined a Women's Resource Center conversation at Cascade Campus. The project team delivered an abbreviated presentation during which attendees were briefly introduced to the project and concepts surrounding inclusionary design. Everyone in the meeting was familiar with the PSEB.

This meeting was centered around a group discussion where attendees were encouraged to reflect on elements of design that tend toward a welcoming environment.

Key themes brought up during the conversation include the need for private, calming meeting rooms for Public Safety discussions and interviews, larger conference rooms to create more communal space and encourage usage of the Public Safety wing by diverse groups, and an open, airy, and engaging design. Genderfluid bathrooms, a front desk with student resources, and a communal lobby that allows community members to become familiar with the space were also mentioned as desirable features for the space.

Attendees also highlighted a number of related aesthetic design elements that underlie a welcoming design. These include better and brighter lighting including natural light, white paint, copious plants and greenery both outside and inside the space, the inclusion of posters and messaging that uplifts and celebrates the student body and campus activities, and student artwork showcasing social issues including, but not limited to spatial justice. These design elements can contribute to "trauma-informed design," or spaces that are emotionally calming, which is especially important with regards to Public Safety which can trigger strong reactions for many individuals.

PSEB Staff Conversation

On June 2, the project team had an hour-long conversation with key staff-members from the Public Services Education Building (PSEB), the planned location for the Public Safety offices. At this meeting, the project team gave a brief introduction to the project, results from stakeholder outreach during April, and an overview of inclusionary design. PSEB staff were asked about their program's space needs in the building now and in the future. Their input included concerns about losing academic program space to public safety office space.

Specific concerns raised by PSEB staff include:

- Emergency Services programs which are hopeful to grow already lack sufficient space to expand in the PSEB.
 - Staff indicated that the Sim would be difficult to expand with the addition of Public Safety to the PSEB.
- There needs to be sufficient space for private meetings and the storage of confidential documents to maintain accreditation by national boards.
- PSEB staff see a benefit to their programs being separate from the rest of the campus given their unique nature and space requirements. They do not see a benefit in adding public safety to the PSEB and becoming further integrated into campus.
- Emergency scenarios and simulations in the PSEB may be confusing or triggering for individuals seeking services from Public Safety.
- Staff pointed out that the PSEB is on the opposite end of campus from the current Public Safety Building and questioned how this was meeting the goal of a more central location for PS.
- Staff cited that their programs are about education, not active emergency services and questioned the potential collaboration between PS and PSEB academic programs
- There are concerns that the parking lot is often closed off for training purposes. This could impede access for Public Safety officers. Likewise, the presence of Public Safety vehicles could impede PSEB programs.

PSEB staff also indicated two critical design features:

- Private office and/or meeting spaces in order to hold confidential meetings with students and staff.
- Sufficient storage space for equipment and records given accreditation requirements.
- Flexible space for small group work and simulations.

Summary Findings

Design-related feedback from all the stakeholders during this phase of engagement can be separated into two categories: Aesthetic elements and functional features:

Aesthetic design Elements	Functional Features
A quiet space or a space that modulates loud, unpleasant sounds.	Private areas within the building, including phone booths, offices, and meeting rooms.
An open and airy design.	Larger conference rooms to create communal space for the campus community.
Bright interior lighting and large/well-positioned windows to let in natural light.	Genderfluid bathrooms.
White paint to reflect light.	A front desk with resources for the student body and staff.
Plants situated outside and inside the PSEB.	A communal lobby area.
Posters, artwork, and student work that uplift the student body, campus activities, and bring light to social justice issues.	Sufficient storage space for equipment and confidential records in the PSEB.

There were also a number of concerns raised by staff at the PSEB. These can also be separated into two categories: Spatial and programmatic.

Spatial Concerns	Programmatic Concerns
The potential expansion of programs already in the PSEB could be limited by the addition of Public Safety.	Public Safety aims to be further integrated into the campus community while PSEB staff prefer to remain separate.

<p>Reduced academic office space could make it difficult to find sufficient storage for equipment and confidential documents.</p>	<p>Emergency medical simulations conducted by PSEB academic programs could be perceived as intense and they may confuse individuals seeking out Public Safety services.</p>
<p>The PSEB is not perceived as a more central location than the current Public Safety offices by PSEB staff.</p>	<p>Public Safety and PSEB programs don't, and perhaps shouldn't, synergize.</p>
<p>The parking lot is often closed off for PSEB programming, which would limit access for Public Safety.</p>	<p></p>

Among all individuals surveyed, there is more support for renovating the PSEB than constructing a new building at the current site.

Outreach during this phase indicates that the principal concerns and design preferences fall under four themes:

1. Sufficient private and communal spaces for the campus community.
2. A welcoming environment supported by lighting and sound design, plants, and artwork.
3. The availability of resources and inclusive spaces.
4. Consideration of the existing PSEB academic program needs.

Going forward, it will be important to maintain communication during the design process with stakeholders likely to use the Public Safety offices or who work in the PSEB. Student council indicated that community engagement is important while PSEB staff voiced their frustrations regarding projects pushing forward with insufficient feedback. When schematic designs become available students and PSEB staff will be able to review design proposals and concepts put forward by the project team and provide critical feedback. The project team must also work with PSEB users (staff and students) to mitigate their spatial and programmatic concerns for the space.