



**Portland  
Community  
College**

# Board of Directors

## AGENDA

December 11, 2014

### **Vision**

Building futures for our Students and Communities

### **Mission**

Portland Community College advances the region's long-term vitality by delivering accessible, quality education to support the academic, professional, and personal development of the diverse students and communities we serve.

### **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 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

### **Goals**

**Access:** Access to learning opportunities will be expanded through the cultivation of community and business partnerships.

**Diversity:** Lifelong learning opportunities will be accessible to all and enriched by the diversity of our students, faculty and staff.

**Quality Education:** Educational excellence will be supported through assessment of learning and practicing continuous improvement and innovation in all that we do.

**Student Success:** Outstanding teaching, student development programs and support services will provide the foundation for student skill development, degree completion and university transfer.

**Economic, Workforce, and Community Development:** Training provided to individuals, community and business partners will be aligned and coordinated with local economic, educational and workforce needs.

**Sustainability:** Effective use and development of college and community resources (human, capital and technological) will contribute to the social, financial and environmental well-being of communities served.

PORTLAND COMMUNITY COLLEGE  
12000 S.W. 49th Avenue  
Portland, Oregon

BUSINESS SESSION  
**December 11, 2014**  
**Sylvania Campus, Campus Center, Rooms 238 and 239**  
**BOARD OF DIRECTORS**

AGENDA

- 4:00 PM      **Work Session** **CC 241**  
    • Internal Auditor  
    • Network Update
- 6:00 PM      **Executive Session** - in accordance with ORS 192.660 (2), in accordance with ORS 192.660 (2), (a) Employment of a Public Official, (d) Labor Negotiation, (e) Real Property Transactions, (f) Information Exempt from Public Disclosure (Attorney-Client Privilege), (h) Litigation
- 6:45 PM      **Board Dinner** **Oak and Elm Rooms**
- 7:30 PM      **Call to Order** **CC 238/239**  
    • Introductions  
    • Approval of Board Business Meeting Minutes – November 20, 2014  
    • Approval of Agenda
- 7:35 PM      **Information Session**  
    • Faculty Focus: Gregg Rapp, Business Instructor (10 minutes)  
    • 2014 Audit Presentation: Kenneth Kuhns and Company (10 minutes)  
    • EAC Update: Sylvia Gray (10 minutes)
- 8: 05 PM      **Public Comment on Agenda Items** (A sign-up sheet is on a table at the entrance of the meeting room.)
- 8:10 PM      **Business Meeting**

**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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	<b>Academic Professional Appointments</b>

Irene Seto, Academic Advising Specialist, Office of  
the Dean of Student Development,  
Southeast/Extended Learning Campus

**Administrative Appointments**

Karol Ford, Human Resources Consultant, Office of  
the College Vice President

**Retirees:**

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**BIDS/CONTRACTS**

15-067	Authorize an Increase to Existing Technology Consulting Services Contracts with Right Systems, Inc .....	175
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**BOARD**

15-070	Appointment of Delegates to Attend the Association of Community College Trustees (ACCT) 2014 Community College National Legislative Summit in Washington, D.C. from February 9-12, 2015 .....	183
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8:15 PM      **Public Comment on Non-Agenda Items** (A sign-up sheet is on a  
table at the entrance of the meeting room.)

8:20 PM      **Reports** (5 minutes each)  
                Faculty  
                Classified  
                Students  
                Board Members  
                President

8:50 PM      **Adjournment**

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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 PCC Disability Access Services at least 48 hours in advance at (971) 722-4341 (voice) or (503) 246-4072 (TTY). 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  
12000 S.W. 49th Avenue - Portland, OR 97219

BUSINESS SESSION  
November 20, 2014  
Willow Creek Center  
241 SW Edgeway Drive, Beaverton, OR 97006  
Room 104

**MINUTES**

**EXECUTIVE SESSION**

The Board of Directors met at 6:00 pm in accordance with ORS 192.660 (2)-in accordance with ORS 192.660 (2), (e) Real Property Transactions, (f) Information Exempt from Public Disclosure (Attorney-Client Privilege) and (h) Litigation

**BOARD ATTENDANCE**

Jim Harper, Chair Deanna Palm, Gene Pitts, Kali Thorne-Ladd, Courtney Wilton

**CALL TO ORDER**

Chair Palm called the business meeting to order at 7:30 pm and invited all present to introduce themselves.

**APPROVAL OF THE MINUTES**

The September 18, 2014 Board Meeting minutes were approved as presented. Pitts/Harper

**APPROVAL OF THE AGENDA**

The agenda was approved with a number change to Resolution 15-046 to 15-064.  
Wilton/Pitts

**INFORMATION SESSIONS**

Student Advising

Dr. Chris Chairsell, Vice President, Academic and Student Affairs

Dr. Chairsell proved the Board of Directors with an update on student advising especially as it pertains to the board goals. For the past five years, we have not sat idle when it comes to serving our students. This is a direct result of moving from the access to completion agenda. The College has done five years of work on the system which includes Banner and other software that automates a lot of what students need when they come into the College. The philosophy has always been to automate as much as we can to service many students as we can, and then save the personnel to deal with students with high touch needs and issues. We have been successful that way through the system and on a college-wide basis. We know now that we have done as much as we can with the system improvements and now need to work on what does it mean to be on the ground and be a student who is traveling from campus/center to campus/center and what kind of services can we give or should we give that is consistent across the college.

Starting with advising, it is happening at various programs across the College, from ABE/ESOL to Veteran Services. ABE/ESOL students are the lowest levels of the educational ladder and usually have the highest need of learning English in order to advance

into the academic discussion. Advisors in Career and Technical Education Programs, these are funded through the Carl Perkins Grant. These are Perkins advisors, every March they get a layoff notice until we get the federal funding through Perkins to keep them moving. There is one Perkins advisor who is retiring after 30 years on Perkins-the whole time. They do a wonderful job and their purpose is to keep the students in the CTE moving towards completion. We really hold the metrics for the entire state. This money comes to Oregon and is divided among the 17 community colleges. If PCC backed out of Perkins, Oregon would not meet the benchmarks to receive Carl Perkins dollars from the federal government. The service they provide to the students is wonderful but it also benefits the State. Other programs we provide advising are distance learning, developmental education, early college programs which include Middle College, Future Connect, Early College in Beaverton. General advisors do a bulk of the general education advising and early advising and move students out into the program advising. Health Admissions, International advisors; International advisors are the agents of Homeland Security and the US State Department, because they have to monitor the movement of our students and status of their visas, they do so through SEVIS reporting. The LINKS programs which include Gateway to College, Future Connect, YES Program and MAP; and lastly, Veterans Services.

There are over 80 employees that have some form of advising in their duty description at PCC. They serve about 90,000 students when you consider our credit and non-credit. As far as general advising, in 2013-2014 advisors met with 51,298 unique students with 64,327 visits. In 2014-15 so far, it is 39,169 unique students with 48,037 visits. We relied upon AACRAO (American Association of College Registrars and Admissions Offices) to determine how we will approach advising here at PCC. We invited them in March 2014 to observe our advising and make some recommendations based on best practices across the country. The first observations that came back from AACRAO is that while we are a single college, we act like our advising is on multiple college system. While PCC is a single college, the current advising model is more closely aligned with that of a multi-college system. Each campus at PCC developed their own permutation of general advising in terms of available service options and times. From there we looked at the attendance pattern of the PCC students in 2013-2014, we found that of all the campuses, over 30% at 3 of them and a little less than 30% ELC/SE there were students that were taking all their courses at that campus. We they spoke of "we are doing this for our students" that was about 1/3 of their students. The other 2/3 of the students was either taking a distance learning class and "other" location, or just distance learning. This is where the concern started happening, because we realize that if a student takes a class at Rock Creek and Southeast, we needed to ask ourselves, are they getting the same level of commitment of services at both places. When they walk onto a PCC campus, do they know where to go, do they know how to schedule an appointment, are they getting the same advising at each place. What caused more concern was that there was a huge increase of students opting for distance learning, 38% of our students take distance learning. Two-thirds of our graduates took at least one distance learning class while at PCC. College-wide we have one advisor to advise for distance learning. The other observation from AACRAO is that we had a wide range of advising types and various options, with the possibility of creating redundancy in service and makes it difficult to determine the advisor/student ration on any given campus. The challenge is that there may be students who fit into different categories to be advised. For example, student finds an advisor and decides they want to go into aviation, where is the trigger that general advisors moves the student to the aviation advisor? The recommendation that was made, and that we took seriously, is that we need to come up with an advising practice that is common across

all the colleges. We need to choose a model. There are plenty of models out there that are best practices across the nation. We need to make it transparent to students that an advisor is an advisor and triage them to the right place. They also said that we need to choose a single existing technology. There is plenty of technology and creating new technology for an old problem doesn't make sense. Students should be able to give all their information in one place and not have to give it again. It should be listed in the current technology we have, but we have to choose that technology and then require the advisors to use it. In some cases it may mean looking at their job classifications, as well, a common HR practice.

We also need to standardized academic resources. We have already been at work with that on the academic side of the house and we are working with that on the student services of the house, particularly because we have a new campus and we have made the commitment that it will be truly comprehensive. Ensuring we have enough people not just the buildings to serve the students is key. There needs to be equalization of human resources and how we set our appointments and what we use among all the campuses.

AACRAO also recommended that we empower an academic advising council and advising leadership team. This group will report to Chris Chairsell, and anticipated it will take 18 to 24 months to choose the model and technology to begin the work that needs to go into revising and re-tweaking people's daily lives. With as many students as we have on Distance Learning, we do not need to hire more people, just be able to multi-task, which means chat, email, phone, texting and a personal touch and determining what percentage will go for each. The Advising Leadership Team has co-chairs, Dr. Craig Kolins and Carrie Weikel-Delaplane. There are a few slots that need to be filled, which we are working on. The Advising Council is in place, we are considering bringing in a department chair from the instructional side and someone from the multicultural or women's center representative into the group. They will be working with the Leadership Team and looking over the various models of advising and how that might work in the PCC culture.

Director Ladd noted that the impact of advising to student success is huge and critical to our completion goals. She would like to know the race and ethnicity of advisors, the how and the who really matter and there is a lot of research that bears that out when it comes to advising. What is the current demographic of advisors? Dr. Chairsell responded that she doesn't have the percentages, but believes that the advising staff look more like our students than the faculty. Outside of Future Connect what is the ratio, Director Ladd would like this information. She is also concerned that the Multicultural Center is under consideration and not a given on the team. She noted the race and ethnicity of advisors does impact student success. The connect matters when it comes to student success. Her concern is that we are not being intentional and making sure that we have people reflecting the diversity of our students, advising them. She has had folks come to her, unsolicited; to tell her they have been frustrated because they are not seeing people who look like them that understand their experience, which speak their language advising them. She didn't hear anything about that in the presentation, which gives her pause. The strategic plan is getting to that, but she takes it seriously. Dr. Chairsell responded that we do take it seriously and in looking at this group, she sees diversity. Under consideration for the Advising Council means that is how the group stands right now, she believes that it needs be constituted differently and include those folks. Director Wilton asked what the difference between a counselor and an advisor, in terms of what they do. Dr. Chairsell answered that advisors deal on the academic level, where a counselor may go deeper into the student's needs, dealing with more personal

issues. He followed up with wanting to know how issues will be addressed by campuses who want autonomy. She stated that it will be data supported. The data shown also showed that the people we serve are not just our students. We tried to start with data, and then reach out to the students. The AACRAO consultant reached out to our students and got an earful of their perception of advising, which is very different from a campus or even college advising. We had students who were finding creative ways to get the information they needed. The student stories speak volumes. This has been in the works with talking to all the people who will be impacted. The advisors know what they see and have valuable input. Once we get the buy-in and the investment into the process it will pay off for our students.

Director Ladd noted she hoped that there will be training on being culturally responsive and that we are applying the commitment to equity when hiring advisors. Director Harper noted that reports from ACCT shows the same data, it appears PCC still has a long way to go. Dr. Chairsell noted that we are creating touch points for our students. We now have mandatory orientation for all students who are brand new to the College. We have advisors that staff those areas at certain times in order to provide a familiar face and get an imprint of someone that really cares and can come back to for help. We may find out that we need to hire more people, but first we need to assess the system to see if it needs to be repaired and then improve upon the system, including improving how we do our work. A lot of it will be people needing to use technology.

Director Palm thanked Dr. Chairsell for the courage to bring in an outside people in that may have a different perspective and saying how can we do it better.

#### High School and Community College Collaborations via the Academy Model

Sandra Fowler-Hill, Campus President, Rock Creek

A group of administrators and a community member were convened in September to begin to look at what is the career academy model and what are some of the best practices. The Career Academy is a learning community either at a high school or a college that is a cohort of students who participate in learning with a team of teachers. It is college prep curriculum based upon a career theme always in strong partnership with industry, the community and local colleges. This idea was conceived 40 years ago, including academic rigor, relevance of instruction, building relationships between students and industry, dual objectives of career and college preparation, evidence of student success, and deep relationship between research and practice. Career academy graduates more likely to graduate high school, more likely to attend postsecondary institution, more likely to attend a four-year college compared to California high school students from general and vocational tracks. We know that around learning communities and cohort models that being more successful. Other outcomes were increased student achievement and reduced drop-out rates, increase postsecondary attainment, help industries hire American workers, improve the earning prospects of students, and align with other efforts to ensure youth and adults have the skills and credentials our economy demands. Findings of the career academies were that the labor market impacts were an 11% increase in earning, concentrated among young men, graduates were more likely to work in careers aligned with the program sponsor, have higher post-secondary enrollment rates, greater educational expectations, and better prepared for the transition to young adulthood.

Some of the industries in the study included: Agriculture and Agribusiness; Health Sciences; Science, Technology, and Engineering; Education, Child Development and Family Services



Communications and Technology; and Marine Science. The central part of this is the active Steering Committee that truly represents the community that you are trying to prepare a well trained workforce for. Representatives should be from Local Industry, Government, and High School and Post-Secondary Institutions.

Director Palm asked if this was intended for the high school. Dr. Fowler-Hill responded that it would be high school students at their schools or the college. The model exists in both settings. In many states is it part of the school district, located at the college but serving high school students, much like our early college program generally junior/senior year because it would be dual credit as well. Director Harper asked what percentage of our population would fall into one of these categories. Dr. Fowler-Hill noted that it depends upon what size the academy would be. Being a cohort, students would be recruited, selected and enrolled as a group. The minimum size would be 24 students. This is not a model that is not being practiced here so none of our students are part of this. Director Ladd asked where the financing would come from given the state of our current funding. Dr. Fowler-Hill stated that Dr. Brown and she begin exploring this when gain share became available, meeting with the Washington County Commissioners and school districts. It can't be funded on our current existing resources. It will have to be industry supported or a grant from the region or Department of Labor. We began to look at some of the Department of Labor grants that we may not have applied for in the past but this might be a good fit. The group began to work on a concept paper, so that we could begin to look at funding sources. Dr. Brown noted that one of the advantages of this is that you are putting a good amount of resources into a facility that if you were to try and replicate it within school district you would have to put that into a good number of high schools which then dilutes the impact of that resource. Centralized resources will provide a much higher quality experience because of the equipment and resources that available. This makes it a lot more powerful, and of course we are able then to meet the needs of 5 to 6 different high schools. Director Ladd wondered that the climate we are in, with not having enough dollars for higher education, is this something being considered by workforce? Dr. Brown responded that this is a more efficient use of taxpayer money and clearly has a lot of power because of the partnerships that exist between community colleges and K-12, and the businesses who provide the opportunity throughout the school districts. This is a good example of the best use of resources, in terms of being about to see what other external funding might be available. Director Ladd asked if Workforce was talking about this. Dr. Fowler-Hill responded she didn't know the answer to that; this is a concept that we have been doing research on it. Director Palm noted that there is some industry that is also pushing this, and has been involved with these concepts.

### Budget Process

Jim Langstraat, Associate Vice President and Rob Wagner, Associate Vice President, Advancement

Mr. Langstraat highlighted a few key elements of the budget process and the need for board participation. Over the next few months there will be budget updates at each meeting. At the December meeting we will have the Governor's proposed budget and should be able to provide an update on what that level of funding would mean for PCC. As we move into January there will be a budget update on some of the key assumptions we are using. One of the big challenges in building this biennium budget is that in order to meet the legal budget requirements we will have to adopt a budget before we know many of the key pieces of information such as the final level of state funding for the year or the results negotiations with our unions. At the February board meeting, the board will be to approve the tuition and

student fee amounts for the 2015-2017 biennium. Tuitions rates will be set for the next two years and then depending on the dynamics of the budget process and what happens with funding, the board will have opportunity to look at it and make any adjustments to the second year of the biennium. These rates need to be adopted in February so the Financial Aid team can have the necessary time to put together financial aid packages for the students for Fall 2015. In March 2015, the board will be updated on the budget and review the budget assumptions and solicit board input on the budget process. As we move into April we will have a meeting where the board will meet as the Budget Committee. At that meeting they will need to approve on the proposed biennial budget and the associated property tax levies. In May, the approved budget will be taken to the Multnomah County Tax Supervising and Conservation Commission and they will hold a public hearing on it and certify the PCC approved budget. The budget will come back to the board in June for final action of adopting for setting the appropriations and property tax rates. While these are the key elements for board participation, there is a lot more going on behind the scenes.

Rob Wagner updated the board on state finance. He provided four facts on state finance, a brief overview on the community college support fund, where we are to date headed into the legislative session and the strategic points where we have an opportunity to engage with what the final number will be as the budget is being prepared for the college.

Oregon's tax revenue is 44<sup>th</sup> in the United States to support public services. We are 47<sup>th</sup> in terms of overall state support for public and post-secondary education relative to the United States. Since the recession, starting in 2008, largely because of the dependency on a single source of income with the personal income tax, we are 39<sup>th</sup> in the relative dis-investment with public and post-secondary just in the last four years, we started behind and we are still declining. Finally, we are the 9<sup>th</sup> highest state in the country for tuition and fees for community colleges, and the most expensive in the west.

In the 2007-2009 biennium budget we started with \$500 million, which dropped to \$417, then \$395, then bounced back to \$450, then \$465 in the current biennium. The old process was that through the State Board of Education, the Department of Community Colleges and Workforce Development would get together, determine what a budget number might be, work through then Department of Administrative Services to propose and the Governor would give his overall recommended budget the first week of December for publication. This year, with the adoption of the Higher Education Coordinating Commission, they looked strategically at what post-secondary resources might be; looking at strategic and new models of delivery and recommended a number that will be going through the Department of Administrative Services to the Governor the first week of December. The number that came forward from HECC was \$519 million. Early indications are that the Governors' budget, based on where we are with the proposed growth in income based on the latest revenue forecast is that the number will be significantly below the \$519 level. Based on that number, the legislature comes in for organizational meetings the second week of January, this is when the committee chairs are appointed. Then in the first week in February they come back to start working on the budget. The first week in March we should have a figure to begin lobbying with. The first week in April is when the Ways and Means Education Subcommittee will actually meet and do the deep dive into the community college support fund number, as well as any strategic initiatives that might occur. At that time, we will have opportunities to provide public testimony. There may also be some roadshows for us to participate. In mid-May, there should be a revenue forecast that will help determine what the biennium budget will be with a sprint to the finish in

June. They are constitutionally required to gavel out by the end of June. Leading into the last rush is where they have a budget reconciliation process. Following the adoption of the budget and the close and the legislative session, throughout the biennium there is some called the E Board that meets on a regular basis through the legislative days. They have some budget authority to do modest appropriations and adjustments. We secured some targeted resources for Future Connect, however this year, half the time the kicker will kick.

Director Wilton noted the backward way in which Oregon expects us to set a budget. The budget process calls into the relevant nature of the whole process, with the idea of possibility reconvening once we have firm numbers. Director Pitts stated that regardless of political parties any politician he has spoken with has always stated that education is their top priority, but seems to be the last thing funded. Director Wilton asked why the number from the Governor tends to be substantial less than the number we are proposing. Dr. Brown noted that the \$519 is not the OCCA proposed number. That amount proposed by OCCA is \$650 that was signed by all the community college presidents and sent to HECC for us to maintain a quality education as well as moving toward the state's 40/40/20 goals. Frank Goulard added that all the agencies all increased their budgets by 20% when there is only an 11.2% growth estimate. Rob added at the end that this is just the starting point; the real work is in early February where we can all influence the legislators.

### **PUBLIC COMMENT ON AGENDA ITEMS**

Anita Yap, Community Member, Southeast Resident

Ms. Yap urged the Board Members to adopt the Strategic Plan. She noted that she is looking forward to being about to participate in parts of the plan to make it successful.

Michael Sonnleitner, Faculty, Portland Community College

He noted that there were twenty-seven good changes, eight new strategic intentions related to the Board. He thanked everyone for their hard work, it was obvious. But the process still has not been transparent, generally speaking. The new version 3.0 was out only 2 days ago. He thinks it would be wise to take it off the consent agenda, and put it back on the agenda in December.

### **BUSINESS MEETING**

Dr. Brown commented that the plan in front of the Directors represents many hours of work and dedication by a very motivated group, whom have done a tremendous job of putting the plan together. This plan will continue to evolve over time, and see opportunities for change. We are delighted to have this ready for your approval.

Director Palm also added their thanks to the committee, understanding that everyone was from different aspects and different areas throughout the PCC universe to work for the good of the College overall. She recognized the great work for them staying true to the work that you were asked to accomplish. This will be a legacy for PCC.

15-063      Adopt Portland Community College Strategic Plan  
YES: Harper, Palm, Pitts, Thorne-Ladd, Wilton  
NO: None

Director Harper commented that the group was very dedicated and he was honored to be a part of the group. As a board, he sees their role is to make the plan a living document that

will extend over a few years and fit in with the board goals.

Director Pitts thanked the committee for all the hard work and energy put into the document.

Director Thorne-Ladd thanked the committee and felt that as a board member she had a chance to pour into it and give feedback.

Director Wilton appreciates the committees work.

A round of applause was given to the committee members in attendance.

Chair Palm proposed approval of Resolutions 15-047 through 15-064 that are on the consent agenda. The motion passed unanimously. Harper/Thorne-Ladd

Director Ladd commented on Resolution 15-061, Name the Basketball Court at Cascade Campus. She noted that no words can truly express the importance of the late Harold Williams to the community of North and Northeast Portland, and the role model and leader that he was for the African-American community. She knows that this not only honors him, but honors what he stood for as someone who was able to overcome a lot to be a leader of this huge institution. Mr. Williams was always so very proud of the PCC, he talked about it wherever he went, whether it was City Hall or a basketball game. He is a symbol of hope for that community. Director Ladd thanked Dr. Brown, Dr. Edwards, and the team for making this a priority and be very important for decades to come.

Director Wilton also stated that this was a really nice gesture, so many buildings in the higher education world are named after people who make significant financial contributions, but this is related to the contributions of Harold Williams to PCC.

15-062        Adopt Portland Community College Board of Directors 2014-2015 Goals  
                 YES: Harper, Palm, Pitts, Thorne-Ladd, Wilton  
                 NO: None

#### **PUBLIC COMMENT ON NON-AGENDA ITEMS**

None

#### **REPORTS**

Faculty

Frank Goulard, President, AP and Faculty Federation

Mr. Goulard echoed Directors Thorne-Ladd and Wilton regarding Harold Williams. Having the opportunity to work with him for many decades, he has a lasting memory of meeting up with Harold Williams in an airport on a connecting flight. They sat and talked for hours; it was so very nice and will always be cherished. Every term the Faculty AP Federation goes around to the four main campuses, as well as the four centers, and listens to employees and gives updates of what is going on at the College. It gives the federation leaders an opportunity to hear concerns and relay it on to management. This is a great way to answer questions, and address the work of the College. These are held jointly with the Classified Federation on occasion. Since the last board meeting there have been seven HECC meetings, including this afternoon in Salem. Like the OPC, the committee has been working on the key performance measures, the list of metrics on how they would be applied,

outcomes based funding or something different to tie to community colleges as well as university support funds, how it would be phased in, over what time, and at what percentage. We are working in tandem with the university provosts and the community college presidents. Lastly, board members and their families are invited to the Annual Holiday Party for the Federations. It is Saturday, December 13 at Southeast Campus from 1:00-4:00 pm. It will be lighter refreshments, arts and crafts, music, cookie decorating, and Santa. Gifts are provided for the children.

## **ASPCC**

David Betts, District Student Council

ASPCC held student outreach forums on all four campuses to update students on the proposed increases on the student activity fee. After completing the student outreach the data is overwhelming positive for support of these increases, especially in diversity retention centers and making sure that services are equal across all the campuses. The DSC has recently started discussions with John Garner, the parking and transportation services manager, about proposals to increase the costs of student parking permits and the transportation fee and how to get students engaged in the decision to increase the revenue to provide better transportation services to students, including the number of subsidized bus passes being a major concern for students. Coming up across the district are clothing and food drives as we prepare to help the students who need support. We are also reaching out to the faculty and staff to join ASPCC in the spirit of giving. Donations of cash are welcome. We are filling vacancies for students on standing committees, and are selecting student representatives for those positions, specifically for the bank RFP committee coming up and also the curriculum committee. The Legislative Internship program is going through the applications and interview process for those students interested in doing the internship in Salem. The program selects up to three students from each campus and works with state offices. Students will take a four week crash course in the Oregon political system prior to beginning. Students participating in this program will receive 4 cooperative education credits for winter and spring terms, along with a travel stipend. We also have the TGIF funding announcement, there were 18 applications for the \$75,000 funding. Announcements will be made soon, grants varied from landscaping to solar energy. He echoed that the he and the students appreciated the opportunity to be a part of the Strategic Planning committee.

## **President**

Dr. Jeremy Brown, President

Dr. Brown thanked board members for attending various events on and off campus on behalf of the College. The Listening Tours have been great on each campus. Dr. Brown was part of a panel at the Portland Business Alliance Power Breakfast where Higher Education and Workforce Development was discussed.

Director Palm also thanked all the Directors for their attendance at campus events. She noted that they all appreciate the opportunity to attend the events, especially if there are elected officials attending. Providing as much time as possible in advanced notice is greatly appreciated.

## **ADJOURNMENT**

There being no further business, the meeting adjourned at 9:02 pm.

## **NEXT MEETING**

The next business meeting of the Portland Community College Board of Directors will be held on December 11, 2014 at 7:30 PM at the Sylvania Campus

\_\_\_\_\_  
Deanna Palm, Chair

\_\_\_\_\_  
Dr. Jeremy Brown, President

Prepared by:

\_\_\_\_\_  
Jeannie Moton, Assistant to Board of Directors

Minutes approved on December 11, 2014

December 11, 2014

15-065

APPROVAL OF PERSONNEL ACTIONS

PREPARED BY: The Human Resources Department Staff

APPROVED BY: Dr. Jeremy Brown, President

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

A. Approval of new hires, new positions and change of position

1. Academic Professional Appointment-Irene Seto

Academic Advising Specialist

Office of the Dean of Student Development, Southeast/Extended Learning Campus

Annual Salary: \$41,184

Grade: 3

Step: 1

Effective: November 19, 2014

Education:	Portland State University	MA	2010
	Business Administration		
	Portland State University	BA	2004
	Chinese		
	Portland State University	BA	2002
	Marketing		

Most Recent

Experience: Portland Community College  
Instructor, Business (Adjunct)

Applicant Flow:	Gender	Ethnicity
56	Male	91 White (not of Hispanic Origin)
77	Female	7 Black or African American
9	Not Disclosed	6 Asian
		12 Hispanic/Latino
		1 American Indian/Alaskan Native
		4 Two or More Selections
		21 Not Disclosed
142	Total	142 Total

2. Administrative Appointment-Karol Ford

Human Resources Consultant

Office of the College Vice President

Annual Salary: \$76,000

Grade: K

Effective: December 4, 2014

Education:	Columbia Southern University	BS	2008
	Human Resource Management		
	Clackamas Community College	AA	2006
	General Studies		

Most Recent  
Experience: Metro  
Labor and Employee Relations Manager (Interim)

Applicant Flow:	Gender		Ethnicity
20	Male	31	White (not of Hispanic Origin)
30	Female	5	Black or African American
1	Not Disclosed	6	Asian
		6	Hispanic/Latino
		3	Not Disclosed
<hr/>	51 Total	<hr/>	51 Total

**ETHNIC AND GENDER DESCRIPTION OF STAFF  
PROPOSED TO BE HIRED IN *December 11, 2014* PERSONNEL REPORT**

Female	$\frac{2}{2}$
White (not of Hispanic Origin)	1
Asian	$\frac{1}{2}$



December 11, 2014

15-066

COMMENDATION OF RETIRING EMPLOYEE –  
BARRY ANDERSON

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Barry Anderson has performed faithfully in his duties as a Biology Instructor for Portland Community College since January 3, 1995. He retires effective December 20, 2014.

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

December 11, 2014

15-067

AUTHORIZE AN INCREASE TO EXISTING  
TECHNOLOGY CONSULTING SERVICES  
CONTRACTS WITH RIGHT SYSTEMS INC

PREPARED BY: Avelina Gulmatico, Procurement Coordinator, Bond Program

FINANCIAL  
RESPONSIBILITY: Linda Degman, Director, Bond Program  
Leslie Riester, Associate Vice President, Technology Solution Services

APPROVED BY: Wing-Kit Chung, Vice President, Administrative Services  
Sylvia Kelley, Vice President  
Dr. Jeremy Brown, President

REPORT: The College has a need to continue working with Right Systems Inc. (RSI) for the completion and the implementation of the Network Redesign Project (NRP). This is deemed a high priority project to improve PCC's network and its security. Compared to the NRP design and project management consulting services that Virtual Information Executives (VIE) provide, RSI is providing technical network engineering services and hands-on assistance in the network architecture design and implementation of the NRP and its specifications. The work completed by RSI to date for the NRP includes the discovery and network architecture design phases, and assistance in proper equipment procurement. The NRP is entering the testing, deployment/implementation and stabilization phases, which require substantial work from network engineers as well as continued network architecture support. Staff originally planned to utilize 40% each of 2 Technology Specialists III (staff network engineers) for the duration of the project. The actual experience in the past year showed that the internal network engineers have only been available 5% due to the operations demands and staff vacancies. As such, we will need to ask RSI to take on more work than originally planned. RSI has provided and will continue to provide network architecture and network engineering consulting and support. Going forward, this will comprise equipment deployment including scheduling, installation,

training, and transition to new core network routers and firewall equipment. The NRP deployment is scheduled to be completed by September 30, 2015.

Due to the expanded scope of RSI involvement to provide needed help in completion the NRP through September 2015, staff is requesting an additional \$350,000 to the Board approved resolution BA 14-038 (\$225,000) in October 2013 for a revised total of \$575,000 from 2008 Bond funds. The estimated contract increase exceeds the \$150,000 threshold, which will require Board of Directors approval.

The contract terms with RSI are based on the existing cooperative contract with Washington State Department of Enterprise Services, reference #T08-MST-733. The competitive process was done by the State of Washington. The College Procurement Rules (CCR 214) allow the use of cooperative contracts without going through an additional competitive process.

**RECOMMENDATION:** That the Board of Directors approve additional funding and authorize the department staff to amend the contract with Right Systems Inc. to authorize the additional required work for an additional \$350,000 through September 30, 2015, when the NRP will be complete. The Washington Cooperative Contract under which the College procured its contract with RSI currently expires on June 30, 2015. It is expected to be extended for another year pursuant to the terms of the original procurement, but that is not guaranteed. For this reason, the Board's approval of the amended contract is subject to the condition, required by ORS 279A.220 and CCR.205 that if the Washington Cooperative Contract is not extended, then the amended contract with RSI will expire on June 30, 2015. The amended contract with RSI will contain such condition. Funding will be from the 2008 Bond Fund.

December 11, 2014

15-068

AUTHORIZATION FOR O'NEILL/WALSH COMMUNITY BUILDERS TO PROVIDE GAS AND KAISER CONSTRUCTION SERVICES FOR THE SOUTHEAST CAMPUS BOND CONSTRUCTION PROJECT

PREPARED BY: Kathy Kiaunis, Finance Manager, Bond Program

FINANCIAL RESPONSIBILITY: Linda Degman, Director, Bond Program

APPROVED BY: Wing-Kit Chung, Vice President, Administrative Services  
Sylvia Kelly, Vice President  
Dr. Jeremy Brown, President

REPORT: With Board Resolution 12-059, the Board of Directors adopted the findings and approved the exemption to authorize the use of the Construction Manager/General Contractor (CM/GC) alternative contracting method for Southeast Center.

After a formal Request for Proposals process, per Resolution 12-075 (\$500,000), the Board awarded the CM/GC contract for the Southeast Center 2008 bond program to O'Neill/Walsh Community Builders. Resolutions to date, including 13-027 (\$26,749,147), 13-059 (\$905,525), 13-066 (\$2,362,460), 13-079 (\$683,613), 13-090 (\$1,100,000), 13-150 (\$3,897,009), 14-008 (\$472,214) and 14-100 (\$938,000), 15-024 (\$859,438) and 15-045 (\$121,578) have authorized \$38,588,984 for work including the Library, Student Commons, Legin demolition, Mt. Tabor Kitchen and renovations, German American Society (GAS) renovations, off-site improvements, U-Haul demolition, retail tenant improvements, and a project contingency.

The last phase of construction for SEC is completion of a child development center in GAS west wing, renovations to the east wing of GAS, Community Hall and attached kitchen upgrades, and Kaiser demolition and parking lot upgrades.

A child development center is part of the Bond planned expansion for Southeast Campus. The campus is

exploring service models and will be initiating an RFP in the next few months to select a program provider. In order to site the child development program, both the former Kaiser facility and the German American Society (GAS) property east and west wings were studied. Based on the condition of the buildings, required renovations, mechanical systems, and floor plans, the GAS west wing proved to be the location that best meets the programmatic needs for a child development center. Renovations include classrooms, support areas, a covered outdoor play area, and re-roofing.

The remainder of the GAS building including the east wing and the Community Hall will include re-roofing, upgrades to restrooms and lighting, and minor kitchen renovations. This will allow the kitchen area to be used for catering for Community Hall events and as a teaching kitchen for Community Education.

The recommendation for the former Kaiser building, based upon its age and condition, is to demolish the structure, and fill the site. Some required parking lot and landscape upgrades are also included. The guaranteed maximum price (GMP) for all the improvements is \$2,545,665.

This resolution plus the earlier authorizations total \$41,134,649. Construction is anticipated to be complete in the late Spring 2015.

**RECOMMENDATION:** That the Board of Directors authorize O'Neill/Walsh Community Builders to complete the SE child development center, GAS east wing and Community Hall improvements and Kaiser demolition for \$2,545,665. The funds are from the 2008 Bond Program.

December 11, 2014

15-069

DECLARATION OF AN EMERGENCY TO AUTHORIZE  
USE OF THE EXPEDITED ALTERNATIVE  
CONTRACTING PROCESS FOR THE REPAIR OR  
REPLACEMENT OF THE NEWBERG CENTER ROOF

PREPARED BY: Jeffrey G. Condit, College Legal Counsel, Miller Nash,  
LLC

FINANCIAL  
RESPONSIBILITY: Linda Degman, Director, Bond Program

APPROVED BY: Wing-Kit Chung, Vice President, Administrative Services  
Sylvia Kelley, Vice President  
Dr. Jeremy Brown, President

REPORT: ORS 279C.320(1) and ORS 279B.080 permit the College Board of Directors, acting as the Local Contract Review Board, to approve an expedited contracting process in order to address emergency circumstances. ORS 279A.010(1)(f) defines "emergency" as circumstances that could not have been reasonably foreseen, that create a substantial risk of loss, damage or interruption of services or a substantial threat to property, public health, welfare or safety, and require prompt execution of a contract to remedy the condition.

The roof of the College's Newberg Center, 135 Werth Boulevard, Newberg, Oregon, was constructed using structural insulated panels (SIPs). Through forensic building investigation, the College has discovered significant water damage to many of the panels, which provide the basic structure of the roof as well as its insulation. The damage appears to be of greatest concern at the joints between panels. This damage may threaten the capacity of affected panels to provide structural integrity for the roof. The extent of the damage, the cause of the damage, and the most adequate and cost-effective fix will not be fully known until the roof cover is removed and the entire roof structures are exposed. Once the roof is opened, however, permanent roof repairs will be required at once to avoid (a) leaving the interior of the building exposed to the elements, (b) additional expense and (c) additional

time during which the building will be out of service. For safety and other concerns, the Center must be closed during repairs.

Because the SIPs are structural, the water does not only risk further damage to the building, it is a potential safety hazard if it further deteriorates. The interior reflected ceiling and other fixtures are attached to or are dependent upon affected panels and may be compromised if individual panels or groups of panels fail. Failure would expose the interior of the Center directly to the weather. In order to repair the damage, prevent further deterioration to the building and avoid potential interruption of services to the Newberg area, the roof needs to be repaired or replaced during the summer of 2015.

In order to meet this schedule, the College needs to get a contractor, and perhaps other design professionals, under contract as soon as possible to work with the College to first determine the extent of the damage, which will require the removal of all or parts of the roof, and then work with the College and the College's engineers to determine the most appropriate and cost-effective fix. The fix could include repair or replacement of all or part of the roof and related elements.

Once the appropriate fix is determined, the College can then proceed with the design work and permitting necessary to get the project under construction and completed during the summer of 2015. In order to ensure that the College can begin construction follow close of Spring Term 2015, the College would need final design plans prepared to submit for permitting by March 2015.

In order to bring a contractor on board during the design phase under a non-emergency procedure, the College would have to obtain an exemption from competitive bidding to utilize the CM/GC alternative contracting method, conduct a formal request for proposals process, and bring the contract back to the Board for approval. Given the notice and timeline requirements for this process, it is unlikely that the College would have a contract in place until the end of March 2015, at the earliest. Given the need to first determine what the appropriate fix should be, and then design and permit the fix, such a delay would create a substantial risk that the

project could not be completed in summer 2015. This could result in the College having to close the Newberg Center during all or part of the 2015-2016 school year, substantially disrupting services. (Because the SIPs are structural, the building cannot be occupied during construction).

ORS 279B.080(2) requires that solicitation of an emergency contract for construction services utilize a competitive process for the emergency work that is "reasonable and appropriate under the emergency circumstances." Staff proposes to use an informal request for proposals process by contacting at least three potential contractors, with the goal of having a contract or contracts in place shortly after January 1, 2015. The form of a contract is likely to be a construction manager/general contractor or design-build form of agreement so that the College could bring on a contractor during the design/determination phase and then negotiate a guaranteed maximum price to construct the appropriate fix. As required by state law, any subcontracts under the general contract would be competitively solicited.

#### Findings:

For the reasons stated above, the Board finds:

- a. The extent of the water damage to the roof at the Newberg Center was unforeseen. New information indicates that it is extensive and requires bringing a contractor and other design professionals on board as soon as possible to do the work necessary to determine the extent of the damage and to assist in determining the best and most cost-effective fix.
- b. If the fix is not implemented during the summer of 2015, it will result in further deterioration to the building, creating potential safety hazards and significant disruption of services if the College is required to close the building during the school year. This qualifies as an "emergency" as defined by ORS 279A.010(1)(f).



- c. These emergency circumstances require prompt execution of a contract or contracts in order to be able to determine the appropriate fix and then design and permit that fix so that construction can begin at the end of Spring Term 2015 and be completed before the beginning of Fall Term 2015.

RECOMMENDATION: That the Board of Directors, acting as the Local Contract Review Board for the College, declare an emergency, adopt the findings presented, and approve use of the above-referenced alternative contracting process for the repair or replacement of the Newberg Center roof and any necessary related work, and delegate to the College President or designee the authority to negotiate and execute the necessary contract or contracts.

December 11, 2014

15-070

APPOINTMENT OF DELEGATES TO ATTEND THE  
ASSOCIATION OF COMMUNITY COLLEGE  
TRUSTEES (ACCT) 2014 COMMUNITY COLLEGE  
NATIONAL LEGISLATIVE SUMMIT IN WASHINGTON,  
D.C. FROM FEBRUARY 9-12, 2015

PREPARED BY: Jeannie Moton, Assistant, Board of Directors

APPROVED BY: Dr. Jeremy Brown, 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 9-12, 2015.

RECOMMENDATION: That the Board of Directors appoint Jim Harper, Deanna Palm, Gene Pitts, and Courtney Wilton as delegates to represent the College at the ACCT National Legislative Summit.

*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.*