



Board of Directors **Meeting Agenda**

May 21, 2015

#thinkPCCfirst

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.

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

BUSINESS SESSION
May 21, 2015
Sylvania Campus, Campus Center, Room 238/239
12000 SW 49th Avenue, Portland, OR 97219

AGENDA

- 4:00 PM **Work Session** **Oak and Elm Room**
- 2017-2018 Bond Update
 - Budget Update
 - Legislative Update
 - OCCA/OPC
 - SW Corridor
 - Interim President Process Discussion
- 6:00 PM **Executive Session** **CC 242**
- In accordance with ORS 192.660 (2), in accordance with ORS 192.660 (2), (d) Labor Negotiation, (e) Real Property Transactions, (f) Information Exempt from Public Disclosure (Attorney-Client Privilege) and (h) Litigation
- 7:30 PM **Call to Order** **CC 238/238**
- Introductions
 - Approval of Minutes - March 19, 2015
 - Approval of Agenda
- 7:35 PM **Recognition**
- Government Finance Officers Association
- 7:40PM **Information Session**
- Faculty Focus – Janeen Hull, Instructor, Physical Education (10 minutes)
 - Accreditation Update – Dr. Chris Chairsell (10 minutes)
 - Achievement Compact – Laura Massey (5 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.)

Academic Professional Appointments

Jesse Aerni, Events Specialist, Office of the President

Christine (Stedman) Bailey, Student Resource

Specialist, Mathematics and Technology

Division, Sylvania Campus (Temporary)

Jie Bian, International Student Advisor, Academic and

Student Affairs

Administrative Appointments

Linda Blanchette, Director, International Education

Program, Academic and Student Affairs

(Temporary)

Farah Daher, Data Center Operations Supervisor,

Administrative Services (Temporary)

Ken Dodge, Program Director, Workforce

Development Washington County, Workforce,

Economic and Community Development

Division, Washington County

Alisa Hampton, Interim Recruitment Manager, Office

of the College Vice President (Temporary)

Benjamin B. Le, Service Administration Manager,

Administrative Services (Temporary)

Erin Petrequin, Acting Library Supervisor,

Administrative Services (Temporary)

Retirees:

15-105	Commendation of Retiring Employee – Cathy Alzner	293
15-106	Commendation of Retiring Employee – Farshad Barman	294
15-107	Commendation of Retiring Employee – Louissa (Lucy) Currey	295
15-108	Commendation of Retiring Employee – Cecelia (CeCe) Cutsforth	296
15-109	Commendation of Retiring Employee – Mark Hagen	297
15-110	Commendation of Retiring Employee – Dale Hanson	298
15-111	Commendation of Retiring Employee – Kathleen Harriman	299
15-112	Commendation of Retiring Employee – Nancy Hutt	300
15-113	Commendation of Retiring Employee – James Jeffery	301
15-114	Commendation of Retiring Employee – James Johnstone	302
15-115	Commendation of Retiring Employee – Allen Jones	303
15-116	Commendation of Retiring Employee – Holly West King	304

15-117	Commendation of Retiring Employee – Michael McDowell.....	305
15-118	Commendation of Retiring Employee – Bruce Pitner.....	306
15-119	Commendation of Retiring Employee – Flora (Jane) Pitner.....	307
15-120	Commendation of Retiring Employee – Verna Reardon.....	308
15-121	Commendation of Retiring Employee – Steven Ridings.....	309
15-122	Commendation of Retiring Employee – Suellen Rinker.....	310
15-123	Commendation of Retiring Employee – Charles (Bill) Stauffer.....	311
15-124	Commendation of Retiring Employee – Kevin Studer.....	312
15-125	Commendation of Retiring Employee – Charles VanDomelen.....	313

BIDS/CONTRACTS

15-126	Accept Proposal and Award for Third Party Administrator: Workers' Compensation Program...	314
15-127	Grant Authority to Waive the Formal Bid Process Due to Limited Source of Suppliers and Award Contract for Roofing Services.....	316
15-128	Accept Proposals/Award Contracts for Electrical Maintenance and Low Voltage Services.....	317
15-129	Grant Exception to Personal Service Contract Rules and Grant Expenditure Authority for Consulting and Management Services To Innovative Growth Solutions.....	319
15-130	Authorization for Howard S. Wright Constructors to Provide Construction Services for Renovations for the Sylvania Campus Bond Project.....	321
15-131	Authorization for Fortis Construction, Inc. to Provide Construction Services for Site Work for the Rock Creek Campus 2008 Bond Program.....	323

BOARD

15-132	Gender-Based and Sexual Misconduct Board Policy B 216 (Second Reading)	325
15-133	Appointment of Delegates to Attend the Association of Community College Trustees (ACCT) 2014 Community College Annual Leadership Congress in San Diego, CA from October 14-17, 2015	355

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 and AP
Classified
Students
Board Members
President

8:25 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 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
PO BOX 19000, Portland, OR 97280

BUSINESS SESSION

March 19, 2015
12000 SW 49th Avenue, Portland, OR 97219
Sylvania Campus, CC 238/239 (A/B)

MINUTES

BOARD ATTENDANCE

Denise Frisbee, Jim Harper, Vice Chair Ken Madden, Chair Deanna Palm, Gene Pitts, Kali Thorne-Ladd, and Courtney Wilton

WORK SESSION

The Board of Directors met for a brief Work Session. Discussions included Outcomes Based Funding, OCCA, OPC and the State Budget.

EXECUTIVE SESSION

The Board of Directors met 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.

CALL TO ORDER

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

APPROVAL OF MINUTES

The January 15, 2015 and February 19, 2015 were approved as published. Harper/Pitts

APPROVAL OF THE AGENDA

The agenda was approved as published. Thorne-Ladd/Frisbee

RECOGNITIONS

The Board of Directors recognized Tuong Hoang for being awarded the 2015 Coca-Cola New Century Scholar.

INFORMATION SESSIONS

OCCA

Andrea Henderson, Executive Director, Oregon Community College Association
Ms. Henderson provided a mid-session update about the legislature and what is happening in the Capitol. It has been a very busy session so far. It is an interesting session in the number of very large policy issues directly impacting community colleges. The good news in all of this is that every bill that is out there is about legislators are thinking about community colleges and about our students and trying to make it better for them. This is a really good starting good point for legislation. Not all of it is workable and our job is to help recraft some of the legislation so that it actually makes sense and work for the colleges and for our

students. So far we are doing really well with that.

As you know the budget hearings are slated to start soon. As community colleges we have a couple of days to make our case. Currently it appears to be April 1 and 2 and then public testimony on April 6. This is still subject to change as they work through the legislative process. This is great opportunity for OCCA to highlight why community colleges need \$650 million, why \$550 million is the minimum amount and why if there is money available that we could use extra money to invest in career pathways and CTE programs. This is the focus of the message before legislators in the formal budget hearings. To really share with them that \$550 is a minimum number, but not enough to put on a pathway to 40-40-20, that \$650 is that number and to showcase what could be done with additional resources. We look forward to a very good conversation and lots of voices from our presidents, board members, students and our business partners around our budget. At this point, she believes that \$535 is a minimum amount that community colleges will get from the legislature but is still very hopeful that it will increase to the \$550 before the session is over with.

There are a number of headline making policy issues that are before the legislature. First one is the Free Community College Tuition; she thanked Dr. Brown for testifying on that issue. Her expectation at this point is that the funding is not available for that program. It is up for hearing again on Tuesday in the Capitol and then will go down to the Ways and Means where the budget writers take a different look at it. They are not sure there will be budget dollars to have it go forward. The Association continues to let people know that it is a great conversation to have but it needs to be for all students and a first dollar program so that the Pell Grant students are eligible for it as well.

The other large issue that is being discussed in the Senate Education Committee is around accelerated learning programs. The expectation with this issue is that it will change quite a bit. If anything is passed this session on accelerated learning it will be greatly different when the bill is introduced. This is good for community colleges because there were some concerns with the bill as it was introduced. OCCA is working to make it more palatable and better for students so that the partnerships with K-12 can be expanded and continued.

The other very large issue that is being discussed from a governance standpoint is the Oregon Education Investment Board. It is up in the air as to whether what the structure will look. Of all the issues being addressed this session, this one is the most up in the air. It is doubtful that it will continue in its current form. There will be significant changes under consideration right now is whether it should have a board or just an office, whether the person who is the chief education officer have authority over the Deputy Superintendent of Public Instruction and HECC. Will they be a "super board" in charge of education or will they convene the different sectors of education. This is a crux of the conversation currently. Some other conversations among others that perhaps it really should be about looking at research, convening, facilitating, but not be directive. From a OCCA perspective, as a member of that work group, the two main messages that OCCA is pushing, first-many of the actions from the OEIB is top down and great work is happening in community colleges and we really need the state support of facilitation, support and convening but not necessarily all the answers, because the answers are there, just need funding from the state to make them happen. Second-the concern that the OEIB has been too focused on the K-12 piece and it really needs to have a broader look at all of education. Ms. Henderson feels this is too up in the air right now and hesitates to make too many predications as to what might happen with

the OEIB.

House Higher Education, which is being chaired by Representative Reed from this area, has a number of bills really looking at how community colleges do business. To highlight a few of them, one of the major topics is Open Education Resources (OER). There have been some fabulous presentations presented recently on the need for OER. At the Fall Conference OCCA had a workshop noting what is happening with OER and what the possibilities. At this point, something may come out, as a work group has been appointed. Her hope is that as that is moving forward there will be some money available to support Open Education Resources, both at the state level for convening on a state-wide perspective, but also money out to all the institutions to implement at the local level. It doesn't appear that it will go to just one institution to set up a one stop shop for OER. She is very hopeful on that piece. Some of the other bills that are also being addressed in that committee are transfer students and what they need. Every session there has been a bill about making transfer better and she would say that in her 15 years at OCC, it is better than it has been, but there is still certainly room for improvement. There is a bill that will go forward to take a look at transfer and to direct the HECC to take a look at how many credits students are actually taking before they graduate. Also to look to see if there is a difference between those who start at the University or those who start at the Community College, and how can there be guarantees and information up front to students so that they now if they receive an AAOT they should be able to graduate in 4 years. Having more guarantees up front for students would be extremely helpful. Another bill that was introduced with a directive to community colleges in terms of how we do placement tests for students. This bill has caused a great deal of heartburn because colleges do a good job of selecting how they test and place students into the appropriate courses. As an example, what the lobbyist do on behalf of community colleges, the bill now says that the HECC and the State Board of Education should convene a work group to look at placement processes. This is much less directive than it was as it started.

It's been an interesting session so far. It is expected that as the session winds down that it will end up being a very good session for community colleges. Certainly the funding picture is looking up. As we look at funding, we are also working on two additional proposals right now. If there is additional money, above \$550, we would want to start to talk with legislatures about what other opportunities are out there. A group of folks from community colleges have put together two proposals which we are calling Ladder Initiatives. Ladder Initiative #1 is around Career Pathways and how to help the students who have less than a high school diploma find a pathway into certificates and then to jobs. Ladder #2 is a focused look at Career Technical Education for those 18-24 and how to encourage more of the recent high school graduates into the career technical programs. She is not sure there will be opportunities to get that funding but we do want to be part of the conversations and encourage legislators that are interested in career technical that we do have answers and could use more money. She thinks that these would make a huge difference for our students.

Ms. Henderson asked if the board members had questions. Director Wilton noted that he has been watching OCCA over the years and has been impressed with the efforts they make on behalf of community colleges. He is convinced that their efforts are making a difference and resulting in additional funding. At the same time, he looks at overall funding for higher education in the state, being 47 out of 50 is not a good record. Looking at other state

services relative to Oregon are in much better position. He wanted to know what that is—is it our message, prioritization? She noted the best way she can explain it is that when the legislature gets into the budget cutting scenarios they tend to cut community colleges and universities at a higher amount simply because we have tuition. This is a way they know they can cut us at a higher amount because community colleges have another way to get funding. When it comes down to a choice between DHS where there would be an incredible impact on people's lives, they make the choice to push it off onto tuition. If you look at what has happened in the last seven years in terms of tuition, when she started this job, state resources paid for 53% of the cost of education and tuition was about 30%. Today, that is reversed, tuition covers over 50% and the state is only paying about 30%. It has been a deliberate choice in the “bad years” to not fund both universities and community colleges because of that. This is a wrong decision and a lot of legislators think so too and part of that is reflected in the increase this legislative session is a first step to try and reverse this. They do recognize that there is a long way to go, but at least they are recognizing this.

Chair Palm asked how the “kicker” plays into the conversation. Ms. Henderson replied that at this point there is an assumption that the kicker will kick. The slightly good news in all of this is because the overall revenue is up. The amount of difference from the December forecast to the current forecast is only down \$21 million, even with the kicker kicking. This is because of that overall growth in Oregon's economy. There are still conversations in the legislature around making some changes so that the kicker doesn't kick, but she is not sure that will be successful. Director Frisbee echoed Director Wilton, in that the reason we are starting at \$535 with the co-chairs budget which is over and above what the HECC recommended is really attributable to the work that OCCA has been doing. Representing 17 community colleges across the state and bridging the rural/urban divide that is always a very prominent divide in the legislature. The work is paying off. Director Ladd noted that if it goes above \$550 that OCCA has some ideas including Career Pathways. She asked if there are any ideas for innovation should it exceed the \$550, anything that supports students directly. Ms. Henderson replied that the two proposals that have been floated are, putting aside the Open Education Resources, because there may be some investments in that as well, are supporting 2,000 more students in Career Pathways. Specifically, those students that don't have a high school diploma. Those that come into community college that need adult basic education, GED, or English language learner students. It is the work to combine those programs with a specific skill training as well, not just the education—but the education in to a job. Those programs are more expensive to offer so that is the proposal around those. The other one is around CTE expansion for the 18-24 year olds. There have been a lot of conversations about the students success initiatives out there and the desperate need for funding. The proposals put into HECC were around Student Success Initiatives, it more a matter of what is being discussed in this legislative session that we may be able to attract legislators to fund. It may be not the most thoughtful first need but it is the ones that we think may have a chance of actually getting through. In particular on the CTE there is a lot conversation about CTE and the only proposals on the table right now are for CTE and K-12. We want to make sure that it doesn't stop at K-12 but that there is a pathway into the community colleges. Director Thorne-Ladd asked if conversations were happening with K-12 regarding collaborations. Ms. Henderson those have not happened yet because the proposals are still very new. Hopefully over the next few weeks conversations will be had.

Tuition and Fees Considerations

Jim Langstraat, Associate Vice President, Finance

Mr. Langstraat noted that since the last board meeting there has been several meetings with students and the international community at PCC. On March 6, both Chair Palm and Dr. Brown attended the ASPCC meeting. Part of the discussion at that meeting was around international education. They also held a forum on March 9th at Sylvania that had about 20 international students attending. During that forum comments heard were similar to what was expressed at the February board meeting. Dr. Chairsell and Mr. Herbst also attended the meeting. Some of the same information was shared that has been shared with the board in the past. One of the questions that Dr. Chairsell posed to the group was in light of resident students receiving a \$4 tuition increase per credit hour; it is more understandable for them to see something similar to that for international students as opposed to a fee increase. No one every wants to see costs go up, but the general consensus it that they could understand this better. Director Palm noted that at the last board meeting that they were looking at additional options. She noted there is no resolution for approval in this agenda. This is simply a venue for board members to hear the other options and ask questions.

Director Frisbee asked that if there was a non-resident fee increase that would affect the international and how many other students. Dr. Brown stated that in the fall, there were about 500 students who were in that category, as it changes as their residency changes after they have been here a year. This term, there were about 110 students affected.

Director Wilton noted that he likes the approach mentioned as it is more understandable. Since tuition was raised on in-state students, it is hard to argue that there shouldn't be an increase on those with out-of-state. He added there is still an issue on what that cost increase is that is causing some of the differential to market more. From what he heard of the students that testified is that they are very price sensitive. He plans to do everything he can to keep costs down and not spend extra money. He likes were the idea is headed.

Chair Palm asked what the history of tuition increases, resident versus nonresident. Mr. Langstraat responded that it is typically done at the same time, but not always the same rate. He went back and looked at the past 5 years and over that period both had increased \$16 but not always at the same time. Director Thorne-Ladd followed up and asked if there was a reason why it hasn't been consistent. He noted he would have to consult with Wing-Kit Chung as rates have only changed once since he has been at the college. Ms. Thorne-Ladd wanted to know if there was any policy that dictates changes. There were none that he was aware of. Mr. Langstraat noted there are always a lot of factors being weighed when tuition rate increases are being considered. We compare what the other Oregon community colleges are doing. When considering international rates, we look up what the Washington State system is, as sometimes we are in competition with them for international students.

Chair Palm asked for the differential between resident and nonresident. Currently, residents are \$92 per credit hour, and international and out-of-state are \$220. She also asked if the Board was ready to provide direction to Mr. Langstraat and his team. She noted that two options have been presented, one that increases the international student fee by \$75 and then the increase of non-resident tuition increase by \$4 per credit hour. Director Pitts that having a single process is simple, understandable and even though the numbers go up; the reality is that with reduced funding from the state, there is no other option. Director Madden also added that this seemed to have more fairness to it than the prior approach. He is in favor of this option. Director Wilton and Thorne-Ladd said they would also support this option

as well. Director Palm noted that discussions regarding the increase were simply to determine what direction we intend to go and ask for a resolution to be presented at the next board meeting. Director Frisbee noted she is okay with the decision but would want to validate with the comments of the students. Generally, students preferred the credit increase over the fee increase. Typically a fee is associated charge, a cost, for services provided. The international student fee increase was originally associated with the cost of Visa processing and such, she is not sure that this is captured in the same way. She asked what the thoughts are on that. Dr. Brown noted that one of the things we are sensitive to what services we provide for international students that we do not provide for other students. Balancing that is also a sense of equity for in-state and out-of-state students. Both sides could be argued and in some ways, having a tuition increase that is comparable to what the fee might have been is perhaps easier to understand, and also easier to administer. Director Frisbee noted there is a values aspect to treating like-like. It is important to students and all of us. Director Madden added that he mentioned he was a student once, with increasing fees and never thought about voicing his opposition to anyone. He has also been in public meetings where he has had to present his case and knew it fell on deaf ears. He wants the students to know that they understand that this board truly took the student input and considerations. This is something he doesn't typically see in public meetings but because they took the time he is impressed. He thanked them for being the voice in the room.

Completion Investment Council

Dr. Chris Chairsell, Vice President, Academic and Student Affairs and Sylvia Gray, Chair, Educational Advisory Committee

Dr. Chairsell reminded the board members of a discussion three years ago over Terry O'Banion Completion. It was a great discussion because what she came away from is that the college doesn't want to lose student success at the expense of completion. The Completion Investment Council was created in winter of 2012, and over the last few years have been working very hard.

Ms. Gray noted that the council was started in response to the national and state completion agenda with the idea to raise the level of degree and certificate completion while moving the dial on student achievement. The council includes about 30 faculty, staff and student stakeholders. This group would serve as an advisory to the college administration providing advice and guidance to improve student success and completion and also hopefully to serve as a catalyst within the organization.

There is great representation across the campus within employee class, campus representation as well as their expertise. The four co-conveners help manage the group providing a robust agenda, backed with data. Dr. Chairsell noted that her colleagues have done a great job.

Ms. Gray added that the initial charge was to focus on the recommendation to improve outcomes in the Prepare phase of the Panther Path. The Prepare is the first phase of the path, followed by engage, commit, complete, and thrive. The charge was helping students to be prepared that first day of class, ready to go, able to navigate the system. That entailed reviewing systems of support, policies, practices and also working on improving the student experience. The first task of the group was to discuss the guiding principles. Basically, students were to remain at the center while being mindful of issues of diversity, intentionally collaborate, rely on data in decision making, choose strategic actions that would be effective,

align with the college outcomes and goals, be informed by best practices from other organizations all while being guided by the Panther Path. Also, reminding ourselves to be bold and willing to challenge current systems if necessary. Taking a long view and allowing time for success was another principle the group thought was important. The group read a lot, articles from Chronicle of Higher Ed, Terry O'Banion, and others--with lots of discussions. A lot of data was reviewed as well as bringing in a lot of stakeholder groups. This helped us to all learn things about the college.

Dr. Chairsell noted that the work of this group was still being completed before the Board received the Strategic Plan for approval. One of the things they wanted the board to be aware of is that as the Strategic Plan is refined based on budget constraints, that these suggestions were made in the spirit of the Strategic Plan. The first recommendation is create Clear Pathways and Transitions. You have heard about Clear Pathways in the legislature. It would start by integrating the Panther Path into everything the college does, from planning, assessment and communications. Changing the order of new student orientation and testing be changed, initiating a college-wide Academic Advising Practices Review and Strategic Improvement process which has morphed into the college-wide Advisor Review of Model and Technology. This wasn't the result of the Completion Investment Council but the research helped inform that. The group also suggested that we establish a high school recruitment plan so that we have younger students coming into the college.

The second recommendation was to improve developmental education outcomes. Two years ago Dr. Chairsell called out the Math SAC at In-service and said that 87% of the people who tested in fall 2014 tested into Development Math. Those were ugly numbers. Then we backed it up that afternoon with Uri Triesman from the University of Texas. Believe it or not it inspired our math faculty, they really started thinking. Dr. Chairsell met with the math SAC to talk about a part forward. The Math SAC group could fill up the board rooms; there are a lot of people and a lot of good ideas. One of the things that started was the development taskforce, which is reading and writing. Their placement in 2014 was about 25% of those tested placed in developmental reading or writing. They started working on integrating reading and writing courses together. They started looking at realigning the placement cut scores for students entering, strengthen advising for development educations. They have even combined a lot of college success courses with developmental ed courses. One of the big ones is that they are collaborating with the Comp/Lit SAC. The Comp/Lit SAC, the Developmental Education SAC, Adult Basic Skills SAC and they are all looking at outcomes and curriculum alignment. This is a huge open for collaboration in the college. Then the Math SAC started reforming course content, Math Pathways, we now have career technical math, we have Math 58/98 that leads to Math 105 and we are hoping that we can change state law for the AAOT and make it an acceptable college level course. We have entered into the Oregon Metro Connect Consortium, which is a funded grant to replicate the Eastern Promise. That is working well in Multnomah and Washington counties. We are also slipping Math 95 into the high schools; the ulterior motive is aligning Algebra 2 with Math 95. IF students can pass Math 95, they don't have to take the Compass Exam. We have expanded self-paced accelerated learning centers. We now have 3 where we only had one.

The third recommendation was to expand Professional Development. The Teaching and Learning Centers have really come center front stage in coaching and helping their colleagues with pedagogy and outcomes. We are seeing a great deal of collaboration. Our new faculty institute has been reconstituted and is very robust, particularly in teaching and

modalities. We have a part-time faculty institute, always in need of improvement. We have the learning assessment council that provides assessing for improvement of teaching and learning. This is the very core of accreditation. We have professional learning communities springing up on the campuses with our faculty, collaborating and sharing best practices when they go away for conferences and bring really good ideas home. We have the Career Centers in Education; it is a professional development opportunity for students.

Ms. Gray noted that while they feel they have made progress throughout the college. Not all the goals are messaged equally to everybody. We are still working on improving those.

The fourth recommendation is improving internal communications that focus on student success and completion. They really believe that aligning the efforts with the Strategic Plan and the themes will improve collaboration in the college. Providing a consistent identifiable message for student learning and success is believed to improve and motivate the internal stakeholders of the college who are doing all the work. The Panther Path leadership is developing a path for transitioning students throughout PCC. Discussions are beginning regarding revamping the website. PCC needs a website that is welcoming to students and gets them to come in. Providing a message to new students, perspective students and a message to our current students for transitioning through PCC on the website is a must.

The Chief of Staff has established an Internal Communications Workgroup and we are starting to see a lot of communication come out there. Campus Conversations are going very well and are expanding to Centers. We have the EAC and the Learning Assessment Council now working on alignment of assessment and outcomes at the very moment curriculum is created. We are finally getting to have that discussion at the time of creation. The Comp/Lit SAC. The DE SAC/the ABE SAC doing the uber assessment and curriculum alignment project. When means we are finally going to do this and make it meaningful to us and to our students.

Sylvia Gray noted what the committee has done. They have served as a forum with a focus on student success and completion, we were a sounding board, and we listened to a lot of ideas. We do believe we have been a catalyst to get some of the support to get some of these endeavors off the ground. We are now officially moving on to the engage stage. We know exactly where we fit in the Strategic Plan.

As we started out with Terry O'Banion, we are going to end the academic year with him here at the College. There will be a keynote speech on May 11, more information will be provided.

Director Thorne-Ladd noted she was excited about the alignment about the high school and community college so more students don't have to take the test. She also asked what percentage of the completion investment council are people of color. Dr. Chairsell noted it may be 1%. Director Thorne-Ladd she thought that was a bit problematic. She also said she noticed that in everything that was said there was no talk about looking at who our students. Students are not failing at the same rates; there are disproportionate failure of students of color in particular groups within the larger range of students of colors. If we are serious about completion and serious about success of students, we really desegregate data and look at who is not succeeding at higher rates to create differentiated approaches to make sure those students have access and are completing. Director Thorne-Ladd thinks it is beholden upon us to have a completion investment council that reflects our student body and also have

strategies that intentionally call that out. We have in the strategic plan that we are going to have a report about equity, it can't just be something that comes and goes. IT has to be integrated into everything. She noted it is hard for her to sit here and listen to these completion conversations without an intentional focus on that.

Director Chairsell noted that the college is working very hard on diversity in the workforce. Director Thorne-Ladd noted that there currently are people working here that are diverse. Director Harper asked where the key highs schools with the Math 95 are located. Dr. Chairsell noted that while this is just starting, they are located in Hillsboro and Portland Public Schools. There are some specific high schools; Dr. Chairsell just didn't have the data. Director Frisbee thanked them for the report, but noted that Director Thorne- Ladd's point regarding equity, and that it will help knit things together. Director Frisbee really loves the Panther Path and the way it has been broken down along with the four goals. With the adjustments mentioned I think it really helps PCC be more intentional. She congratulated the Math SAC, because this is a major road block for most students. She is glad this is being addressed. She likes the four goals and wonders if Dr. Chairsell will be making recommendations for Strategic Investment for the budget. Dr. Chairsell responded that this will spark the conversation. There is data now that will help us plan for budget dollars. Director Wilton noted that Director Thorne-Ladd makes a good point too; it would be great to see the data desegregated to help how the completion rates vary. One issue he has run into in a past position was scheduling practices. They observed each department to manage its schedule. The end results were that the offerings were not coordinated. That made it harder for students to progress through the ranks. Often these classes were offered at the same time. He asked if PCC is experiencing that and whether she had the ability to coordinate among departments. Dr. Chairsell replied that yes, among departments and among campuses. This is done at the dean level which she sits in. This academic year was the best coordination we have had in a long time. We have good fill rates, we get into the discussion of your offering a class at this time, and I need to offer it at that time, considering how much time students take to get from campus to campus. We are at the most efficient fill rates and most efficient scene that we have been at during the 5 years of the recession. We also have the GRAD Plan which allows us to look and see that we will have 75 students who were in Biology 292 and need Biology 293 in the fall. We are more proactive than reacting to waitlist of where the demand is.

Equity and Inclusion

Dr. Kim Baker-Flowers, Director, Office of Equity and Inclusion

Dr. Baker-Flowers noted she was very excited to be presenting tonight. She gave an overview of what she has tried to accomplish for the last 10 months under her leadership in the Office of Equity and Inclusion. To start off, she noted a share understanding of the difference between Equal Employment Opportunity and Affirmative Action and Diversity and Inclusion. Prior to 2013, here at PCC we operated the Office of Affirmative Action. PCC operated strictly out of an affirmative action lens. Overall, that meant we focused on compliance. That is very much different from the new shift in perspective. The new shift is more about inclusion. Diversity and inclusion says we will look at affirmative action and equal opportunity, but we primarily focus on the environment and ensuring that everyone here at PCC feels included and welcomed. This is a very different shift. To be honest many people across the college do not understand the differences or have even heard of the changes. The shift will require some education. The theory of social justice is an approach that values conversations that talk about power and privilege, equity, we are going to do work

around self-awareness and we are actually try to be accountable and actionable, while aspiring allies and advocates in this work. She noted that this work will be easy, but it what we will aspire to be. Social justice as a theory is very effect, which is part of critical race theory which is part of the Strategic Plan. She displayed a listing of current initiatives that the office is currently working on or will have in place within the next 6-9 months. As she mentioned earlier, the college needs to be educated about the shift from EEO and Affirmative Action to Diversity and Inclusion. We're hoping to do that through a D and I Awareness Campaign. It would be college-wide and in partnership with marketing. The hoped-for outcome is that PCC Faculty, Staff and Students will understand the difference and will voluntary engage with the initiatives to promote a more inclusion campus community. The next is a very ambitious campaign that will be put in place at PCC. Across college she has heard that micro-aggressions are happening and that most folks are not sure how to react to them. The office is trying to get certificate program created based on levels of diversity readiness for the college. This will be a partnership with the CLIMB Center to see if it can indeed be a certificate. It will be voluntary, but the certificate will hopefully be an incentive for folks to participate. This idea will add to the inclusion environment here at PCC.

The data shared regarding hiring over the last 10 months shows that PCC has some challenges that they are trying to meet head on. One of those challenges is how we as a community hire especially when it comes to diversifying our faculty. The inclusion advocates is an approach that we are looking to pilot. We are going to create a curriculum where we will coach hiring committees how to approach and look through bias, understand how to review minimum qualifications and preferred qualification to make sure they match with the college mission and goals focusing on unconscious bias as hopefully a way to review why we look the way we do currently. Hopefully this will impact some change in our hiring practices. This is what the inclusion advocates is going to attempt to do, try to have that completed by the end of the spring semester and ready to go as a pilot.

After last November and December, with Ferguson, Gardener, Rice, it did cause some discussion here at PCC. Dr. Brown, Traci Fordham and herself, held some inclusion dialogues across the college. What they heard from that where many faculty and staff saying they needed more spaces like this. Her office will be continuing those spaces. They will be affinity based to create more safe space for the different groups and happening at least once a term. Again, to try to impact a more inclusion and welcoming environment at PCC.

Social justice is the theory that we will be working out of, with the understanding that not a lot of people here at PCC are familiar with it. There will be the first every Social Justice workshop here at PCC in November. Kathy O'Bere and Jamie Washington from the Social Justice Institute will be coming to PCC, it will be open to PCC Faculty, Staff and Students. This will be wonderful exciting first step towards educating the college community about what Social Justice is and doing experiential learning and dialoguing with each other.

We also have the District Leaders of Diversity Council, this is a pretty large council comprised of faculty and staff across the college. There are about 50 or so people on this council. When she first arrived it had been meeting periodically in other iterations in past years. She asked people to participate based on their willingness to do the work; she didn't want people to be on the committee because their bosses wanted them to show up. This is a committee comprised of people who are here and are committed and want to do the actual work of diversity at PCC. It started with finding a common language and definitions. We

worked on that over the fall, and these are now posted on the website and have been shared with the Board and Cabinet. We also worked and started action planning around theme five. We are taking theme 5 very seriously. We will also be looking at the other themes to make sure we are integrating and working with the strategic planning committee. We're looking to try to create some actionable initiatives and policies, things that we can really do, that will be responsive to some of the needs that we're seen as trends across the college community. These are committees we committed to breaking ourselves out into sub committees, and they're going to have to report out; these will meet monthly there will be reporting out cause we have to move quickly. There is a sense of urgency. She realizes that a lot of institutions like to talk about diversity and inclusion. Sometimes on a 5-6 year timeline, we don't have that time. We need to help the students sitting in our seats right now. We need to start working on our environments right away. We are going to be as intentional and thoughtful as we can, but we also understand that we are trying to serve the students who are at the center of all of this. The PowerPoint listed the committees that have been together, these are in response to things that have been heard, or climate surveys, even faculty and staff. These committees speak directly to a lot of the trends she has heard in the last 10 months.

They also administer the Faculty Diversity Internship Program through the Office of Equity and Inclusion. It has been going on for 10 years, this year we have a cohort of 7 members. They work for 3 terms and then in spring semester they will be teaching a class. This is a pipeline to get diverse faculty here at PCC to be ready potential faculty for us.

They also have responsibility for the College's Affirmative Action Plan and Workforce Analysis, which would traditionally, are reported on in April. We are using new software this year, allowing us to use the mandated sets. They will also be writing a current Affirmative Action plan written and actionable. Hopefully finished within the next 6 months, minimum. They also worked through creating specific diversity and inclusion OEI data sets. She has asked for data to be cut in a particular way. For students she is looking GPA desegregated by race, gender, year, retention, degrees conferred. Laura Massey with Institutional Effectiveness has been very responsive in getting that data. She is also partnering with HRIS, and they are sharing data that help me create the data sets that were shared with you all about Faculty and Staff. This data allows her to get a quantitative picture of how PCC is doing. She is comparing data on a 10-year trend so she can get a better understanding of what is going on at PCC.

Title IX is also part of the responsibility of the OEI office. She left the board with this quote: No one ever arrives; they just bring more of themselves through each time. This is the epitome of the work of diversity and inclusion.

Director Palm noted that all this work is impressive. Director Thorne-Ladd noted that although this subject is very personal to her, she never had a teacher of color throughout the entire K-12 system and when she had her first educator of color, it was in college. Diversity of faculty matters so hugely to students in this institution. When she looked at the data, not just within faculty, but all across the college, it was fairly striking. She called out a few pieces, at the executive level, since 2005 there have never been a Latino executive. This is the fastest growing population in the State of Oregon. She looks at things like this and thinks how is possible. At the faculty level, over 4,000 faculty, but the numbers for faculty of color are under 200 and hasn't changed dramatically over the course of the decade. This led her to think about what should PCC be doing differently, what are the accountable measures that

are currently in place to ensure that people are looking at this and they do have diverse schools. This doesn't happen just by goodwill. The data bears out that evidence. Any institution being public or private could speak to that. She would like to know what accountability measures are in place. Dr. Baker-Flowers noted that there are no accountability measures at any level. Part of what we are trying to address through the district leaders of diversity council is to advocate for some kind asset based assessment tied to the strategic plan that would ask faculty and staff every year, or as much as the assessment cycle would allow. The assessments would ask them to speak on how they are working on cultural competency. How they are working to improve the environment for diversity and inclusion here at PCC. Currently, right now as it stands we have nothing codified that requires us to be proactive around these issues. Director Thorne-Ladd asked what training around accountability is being done around hiring. Ms. Baker-Flowers noted that there is a plan to pilot the inclusion advocates. From her eye, her experience so far has been that bias is impacting the hiring process and so they will try to put in place trainings that specifically speak to learning more about our own biases and being more intentional around how we do business and creating that lenses for people. Quite honestly, many people across college can say they don't know how and that speaks to the data that we see. We will make sure people know, by the coaching and training we do, and then the expectation is that we do.

Director Palm asked how long before another measurement is taken once the techniques and trainings are put in to place. Ms. Baker-Flowers stated they would be partnering with HR, DODC, ASPCC, and others because the OEI office has 3 staff. Within the next 6-9 months the plan is to roll out the inclusion advocates, rolling out the D and I learning modules. We will then track and the most impact, immediately-hopefully, will be with the inclusion advocates, because once the realization around hiring is created, there will be a shift in focus. Remember this is a culture shift; a lot of this is embedded, institutionalized and structural. She plans to run the data every quarter to watch the changes, but there may be shift for the next block hire if everything can get into place.

Director Palm stated she was intrigued by the Certificate Program. It seems to her that if you create a program like that, some public and private businesses would benefit from as well. Director Harper thanked Ms. Baker-Flowers for her report and the work she is doing. He has every confidence that she will be able to achieve and move PCC forward with what we need to do.

Adjourn Business Session and Convene as College Budget Committee in Accordance with ORS 294.406 (2)

President's Budget Direction

Dr. Jeremy Brown, President

He presented a summary of where we are and a budget direction and some assumptions we are making as part of this process. We invite comments from the board as this is presented. Dr. Brown noted it was interesting to look at the presentation that was given the last time we went through this process. Basically, the same comments apply. The uncertainty and complexity of conditions at PCC Budget development process, i.e. there are many moving parts. Actually, this year there are more moving parts than what we have had in the past. We know the economy is improving, we are not sure how fast or what that impact might be. We do see that enrollments are declining, which is always a sign that the economy is

improving. We are not sure when things might stabilize; a graph will be presented later in the presentation. These are the uncertainties. We will also see later in the presentation the uncertainties as to what the community college support fund might be and also what our ultimate share of that might be. Especially when we take into account the cap considerations with respect to our enrollment projections which stand to put us above or below the cap and then we under-funded given the number of students that we have. Similarly, we have PERS which was in the last biennial considerations and where it will be in this coming biennium. As Andrea Henderson mentioned, the kicker kicking will have an impact on the budget. Currently, contract negotiations are happening as you all know these affect the budget. There is also a restricting of higher education in the State not knowing what that means for funding. There are some robust conversations happening with respect to our funding no longer being based on enrollment headcount but actually on outcomes that we produce. Similarly as we look to the next biennial budget, we know that we need to operate and build out the new facilities that we have constructed as part of the bond program, especially the Southeast Campus. We have also heard about the Panther Path. A lot of things came out of the Title IX grant which will expire and the College has a commitment to continue it for all the right reasons.

Budget Development Assumptions

Jim Langstraat, Associate Vice President, Finance

Mr. Langstraat provided an update on expenditures since the last presentation. As we look at the budget for the current biennium to identify areas where we might be having expenditures over the amount budgeted. Several places that we look at are PERS, our liability insurance, legal fees, and utilities. Those are areas where we look like we might run over budget this year and build in an increase for the coming biennium. We have started the collective bargaining process and ongoing. We have not started in the salary and benefit discussions yet. Right now, discussion is on contract language and improving areas of the contract at this point. Next month we will be delivering a budget to you and it will be a balanced budget, one of the concerns and cautions to throw out to the board is that it isn't always able to address all the underlying infrastructure needs such as technology hardware, deferred maintenance we have on facilities, sometimes even the human capital where we may not yet be staffed at the level to do things. Somethings like technology and FMS, we are certainly not alone on having a backlog of needs in those areas. Keep in mind that you can only put off and deferred some of those expenditures so long, before the bill comes due. As we continue through the budget process we are continuing to refining our earlier estimates and a lot of that are the items previously mentioned. We are also working on our budget development process for the other fund types. We spend most of our time talking about the general operating fund of the college, but we also have many other funds within those, including the auxiliary funds like the bookstores, food service, as well as our debt service. We are putting together the budget for all of those funds as well.

Dr. Brown added that when we look at what has happened in the past and most recent history, for a while we were supported by spending from our reserves but that is no longer the case. This biennium we have not done any reserve spending and we also balanced the budget. We recovered a 4% reduction in terms of the budget which did enable us to balance the budget and also stop the reserve spending. One of the things we are looking at for this coming biennium if funds permit is to replenish the fund balance in some shape or form at some rate, yet to be determined. The balance that we had in the fund in 2010 was \$37.5 million; it is now down to \$17.8 million dollars. This is slightly above the minimum set by

board policy which is 8% and would be \$16 million. That is about above the baseline of other industry standards, which is between 5% and 15%. We also have the strategic plan that needs to be aligned with the budget. One of the things that the accreditation agency looks at is whether the projects aligned with priorities. We need to make sure that as we embark on the Strategic Plan that do put into the appropriate level of funding on the initiatives that are put into place. Then not just new things that we are doing, but also what are we doing for programs that currently exist and how can we make significant change in those areas. We would like to establish a fund for large equipment items. Possibly a competitive fund that departments and division would apply for to purchase large equipment that they could not ordinarily afford out of their annual budgets. Those are some of the things we are looking at over and above what we would normally do in the past.

Mr. Langstraat stated that we have shared information about the community college support fund. To recap, for the current biennium, community college and workforce development was funded at the \$450 million level originally, for the second year the biennium the state gave an additional \$15 million to community colleges targeted at tuition reduction efforts. The reasonable state support recommended by OCCA is \$650 million to maintain progress towards 40-40-20. We have partnered with the 4-year institutions for a unified message. The Governor provided direction to keep requests less than 20% over the current biennium. The HECC's recommendation to the Governor was \$519 million. The Governor came out with his budget recommendation of \$500 million, then with OCCA and other efforts we have been able to get and small increases towards the \$550 request. The co-chairs budget came in at \$535 with the possibility of increasing should funding permit.

Dr. Brown noted as we develop the budget they are considering the escalating cost of CTE Programs. These programs require more and more costly equipment to enable us to provide training to the students and to be able to use the equipment that is being used in the workforce. We are seeing an explosion of dual credit opportunities and some interesting legislation going through Salem right now in respect to funding for dual credit opportunities and also concerns about the quality of instruction that we are providing and that we are hopefully manage that better. There is also an interesting piece of legislation being suggested which would permit 4-year institutions to offer associate degrees.

The opportunities that we see are vast and exciting. He has always maintained that the magnitude of PCC's success is dependent upon the number of partnerships that we can develop. Partnerships with K-12, businesses, 4-year institutions; this again is underscored in one of the themes in our Strategic Plan. We have ideas and are receiving very good feedback with respect high school academy models where high school students would come to PCC to get both specialized courses as well as college credit in a variety of different fields. Also, we are working on a partnership with 4-year institutions so they may offer a 4-year degree on top of the 2-year degree at our campuses. We have a lot of students who are somewhat place bound so this is exciting. We are seeing a huge growth in the online curriculum. Last time around, two-thirds of the students who graduate from PCC have taken at least 1 online class. The network redesign project is going to allow us more innovative things with respect to technology.

We are working on a greater alignment of support services and an enhanced commitment to equity which are great opportunities for us to make significant differences. Lastly, with the discussions about outcomes based funding we are being very mindful of what are our

advantages which would enable us to position PCC in a positive situation with making the most out of the great things we do to increase the funding that we might get from an outcomes based model.

Jim Langstraat continued that some of the driving philosophy behind building the budget is that we are trying to keep the revenue projects conservative. That is why we are setting our base for state funding for the \$519 million funding level for community colleges as opposed to \$535 million. A lot of the other community colleges are using the \$535 figure for their budgets but others are like us and using the \$519. As we looked at enrollment, we are still expecting an enrollment decline into the next biennium, 5% for the first year and an additional 3% in the second year. Property taxes tend to go up about 3% a year, which is usually in that \$750,000 to \$1,000,000, increases per year. We think we are going to be right in that same range for this next biennium. Another goal is to maintain affordability. We want to keep tuition appropriate to the middle of all Oregon community colleges. We are currently 7th in cost per credit hour, but 12th in the annual tuition and fees. We currently rank 14th in per student revenue. If you take tuition and fees, property taxes, and state money and divided by the number of students, we rank 14th. We are working on monitoring our expenditures by matching course offerings enrollments. Dr. Brown added that a fact that we are struggling with as we build the budget, that is where enrollments will go. A slide was projected showing the 50 year history of enrollments. No matter what happens in terms of the economy going south or gaining momentum, we are always on a positive trajectory in terms of enrollment. Once the economy does level off, then we will still see enrollments growing. Further considerations with respect to affordability, really important for us to ensure we are mindful of the balance between affordability and quality. One of the biggest impacts that PCC can have is in respect to affordability is the cost of textbooks. If we can find a way to offer textbooks that might be open source and available online for students and therefore free, then that will make a huge impact in affordability. Dr. Brown is committed to looking seriously at this coming year, building into the Strategic Plan as one of the themes with respect to affordability. As Jim said, we have to balance the budget and also rebuild the reserves for the next downturn in the economy. Resisting the temptation to look across the board in terms of increasing the budgets, funding strategic initiatives and provide for growth of existing programs where areas will have growth or need further investment.

Jim Langstraat noted that as the budget was put together the tuition increase has been included for resident students of \$4 for the first year of the biennium. The board also approved a tuition increase of \$3 per credit hour for the second year of the biennium. We can certainly revisit that increase in the second year to see if that is still appropriate. Of course we are going to continue to advocate for increased funding for higher education at the legislature and for appropriate allocation of the community college support fund. It is especially going to be important if the revenue forecast improves and there are additional resources made available. The one thing that cause him some pause is that in this last economy and revenue forecast, the 2013-2015 biennium revenue increased, 2017-2019 revenue projection increased, but the 2015-2017 decreased by \$124 million. Unless that trends reverses in the May forecast, then it will be less likely that we will see some of these potential or additional resources made available. We are working on continuing to engage the college stakeholders in the budgeting process. We shared with the board at the earlier March meeting a comprehensive budget planning with some opportunities for input that will be implementing for the next cycle. We have the college BPAC committee that meets the first Thursday of each month, and budget forums scheduled at each of the campuses to

share budget thoughts and progress. We will continue to update the college as the budget picture becomes clearer. He provided a list of dates for the forums and invited all to participate. Going on through June the legislature will be continuing their budget deliberations. There will be another economic revenue forecast on May 14. Once that is done, there is the final scramble for the resources before the final budget is set. Of course from March on until it is resolved, we will be working on collective bargaining with the unions. Next month the board will then meet as a budget committee and hold a Public Hearing on the proposed budget and adopting the resolution. We do include information that we can continue to make changes to the budget until it is finally adopted. There is no limit on decreasing, but there is a 10% limit on increases. After that there is a formal supplemental budget process. On May 19, the TSCC is going to hear and certify our approved budget. In June we bring the certified budget back to the board for adoption and the tax levies. To date there has been no input from the public, verbal or written form.

Board Budget Discussion

Director Thorne-Ladd asked if there was a reason why the board votes on the budget prior to the economic and revenue forecast on the proposed budget. Jim Langstraat responded it has to do with timelines to adopt the legal budget. These are prescribed from the Oregon Budget Law with certain steps we have to follow. Since we live in a large population county we have the additional step of going to the Multnomah County Tax Supervising Conservation Commission. She also made a comment; she is not comfortable with the driving philosophy of keeping tuition at the middle. She knows there is a difference with being affordable and being cheap. She wasn't us to be quality at an affordable price, but doesn't know why we would drive towards the middle, instead of being more affordable. As she read it, it is just not comfortable to her and would push us to think about that and think about the fact that we are a large institution and want people to have access to it. She actually thinks, we can be more affordable and move up. The philosophy should be that we are driving to be more affordable, not to be average. Chair Palm seconded that, when she sees comparisons to other institutions, it makes her a little concerned and that we should stand on our on merit and in a lot of other jurisdictions, that that is the practice of determining where you are at. Director Wilton also agreed with the caveat that we also have to the institution solid. He would love for tuition to be less than it is, there may be alternatives to do that, but they are not pleasant. Reducing expenditures, not adding expenditures that some people believe are necessary, they are not easy. He commended Jim on the presentation and likes the approach of being conservative. The reality of approving the budget before we know what is going on is really unfortunate. Director Frisbee also thanked them for the presentation. She noted the only possible good news is that we are going in with a co-chairs framework at \$535 and may have a bit of a win since we budgeted conservatively.

Public Comment

None

Adjourn College Budget Committee and Reconvene Business Session

PUBLIC COMMENT ON AGENDA ITEMS

International Student Tuition Increase

Chelsea Messan, Student

Good Evening. First of all what I would like to address is that international students would like to know where that money will go? That money that will provide and I believe it is

perfectly legitimate for them to understand exactly what benefits they are going to get from that if any. For example, international students in the Intensive English Program do not get benefits such as PCC Transportation or discounted bus pass. Is this something that is going to change with this tuition increase or not. Second of all, we do have a freedom of choice, but we choose PCC because of its service, but mainly because of its affordability. By keeping increasing the tuition the door is only open for us to start looking at other schools because that savings that we are planning on making in the difference in tuition will no longer be here. I would like to say that international student greatly are spread in PCC's academic completion rate as we can see with Tuong Hoang, and this due to their VISA requirement and the constant work of the international education staff members. Seventy percent of the international student population comes from people telling their friends and family how great this school is. If those students leave with a bad impression from PCC, they will be significantly be less likely to recommend the school to other people. Finally, I would like to say that international students only heard about any type of tuition increase right before the decision was about to be made and by trying to sneak up these types of changes on us we are losing trust into PCC. Thank you.

Qmar Heidar, Student

First of all, I just want to say thank you so for this opportunity. Such an honor to talk to you. Chelsea has covered what of most I was going to say. I work in the international and so does she. We had a lot of students asking what is this money being used for so they have no idea and me too, I don't really have an idea about what it is used for. We had the orientation right now, it goes a whole week. Most of the agenda for the orientation we do it ourselves and the flyers so I wonder if something is going to change the orientation for international students. They have to attend all in one room as Dr. Brown knows. It is not like for citizens, where they can say see it online and all that. I don't know if anything is going to be invested in that. Speaking from my personal opinion, I am from Syria. I am sponsoring myself right now after my father has lost his job and I send what I get here from my part-time job salary to them to help them because no one in my family is working but me. My sister was here with me and she left school to be a waitress and what we are saving is being sent to them so that is all that we have. That is my personal opinion. Thank you so much.

Tuong Hoang, Student

I am from Rock Creek and the Rock Creek international students are really frustrated because when you have a forum at Sylvania Campus and not at our campus and they feel really left out. They know that there is a decision being made on the international fee and they don't know anything about that. Also when you report at the DSC about the reason that we have the international increase fee there are false statements. For example, the SEVIS paperwork that the school has to pay for it, in fact, international pay for it. I believe that advising activities for international events and activities there are just a small part of the total budget that international student pay for, what are the other money come to. The school might invest in their program that are not part of international student use that money to invest for program are not for international students. I feel that sometime international students feel left out, for example, the Panther Track, to they consider international student when they make that or the online orientation, the online registration. Everything international student have to do by paperwork right now. Even right now. I hope there will be something that communication between campuses so that international students don't feel left out. I hope that for whatever decision you make please make it more affordable,

accessible, and also equitable for international students. We went to Washington DC to lobby for local students here, even though those decisions won't affect us because we are not residents here, we do that because we are leaders. We want to make the countries good, so when you make any decision please think of local student, not just some student from other different countries. I hope for any decision you make that I can feel confident that when I have a meeting with the Governor that I can feel confident to say that being at PCC is the perfect and awesome experience for me.

Amanda Lara, Student

Hi. Thank you for meeting us. It is really important for us to discuss this topic. I really like international students. We have a voice. It is really important for us to have the information and really important for us to understand as a student. I think most of the students won't understand the technical words and also it is really important for all of them to have the information that they require. I've been talking with a lot of people I work as a tutor so basically I get to know a lot of people. They hear about these things and have no idea what we are talking about and for them it is a big deal. Most of them have 3 jobs in campus, they work a lot, they have to handle both and study at the same time. I do that myself also. I believe that we should have the information mostly to know what are we paying for. I personally chose PCC because it is one of the greatest community college here in USA. So far I love PCC. I believe that it will be harder for a lot of students to stay here because they will not be able to afford that extra amount of money. I believe there has to be another solution, also not only focusing on international students but also with residents. Students will have to go through the same things that we do. I believe that we spend most of the money, we spend more than them, so basically I think there should be equality for us. We just need more information, we need to be counted, our voice needs to be counted. That is why we are here tonight. Basically, I think that is the most important thing to find another solution. I think that maybe offering other options would be perfect for us. Thank you.

Dahyin Kin, Student

I am here to talk about the international activity fee that I was told about on the shuttle bus. I was going to calculus class and I was upset because I never heard about this before. I am the kind of person that reads all the emails that I receive and check all the PCC news. I never heard about this and that is why I was upset. Last time, this meeting before this, not the board meeting, I think it was like a staff meeting when I attended I asked one questions, why would you make the international activity fee, I think we pay enough. They told me that it was because you guys cost a lot more money. You guys actually spend a lot of money here are PCC. That made me think two things from the student prospective and staff prospective because I used to work at the Office of International Education. I don't think we cost a lot of money because many international students when we arrive here don't even know about all those resources; ASPCC, MC, free tutoring, counseling. When I was working at the ASPCC the most question I was asked was, is it free, are you going to charge me for this. They are overwhelmed because they already pay a lot of money for tuition. They are scared they are going to be charged more money. Second, even if they know about these resources, there are not many available resources for students. Let's talk about the PCC Building 9 or the main office general information desk. When international students go there, they don't really know about them. They just refer them to the International Education Office. The PCC website they don't really have any information about international students. They always come to us to our office. My staff perspective will be the G number. I was told that all the general student G number were made by the

computer, like 5 seconds and you have a G number. For us, everything is handmade, every information is entered and if we make 10 G numbers per day, that is a good number for us. That is how much paperwork we do at the office. I don't think this fee is really necessary. I am not going to be affected by this fee because I am graduating, I just took my last final. I just got my email that I got full scholarship for University of Oregon. This is not going to affect me, but I am telling you about this because I care about PCC. If you give this you are going to lose all those students which means you are going to lose over \$6 million.

Natasha Wiggs, Host Family for International Student

I am a host family a young girl from Honduras. The first I heard was an email that she received that the fees were going to increase. I was pretty distressed. I did some quick research, first I want to say that my husband are small business owners so we understand being solvent and operating with your budget. I get that. International students however are paying a disproportionally large amount of money in compared to residents. You guys spoke earlier about the increases over the years that resident tuition was trying to be increased at the same rate as international students but that is not true. In 1988 residents were paying 53% of the cost of a nonresident. In 2015 residents are only paying 43% of nonresident. If increases had been equal the tuition for credit for resident at this point and time would be \$116 per credit. The increase for international students far outweighed what it is for residents. For me, I am an Oregon resident, and I am paying property taxes and paying all of the other things that go into the PCC budget. IT is distressing and it is a hardship for those of us who don't have a lot of money. International students make up less than 1% of the PCC population, but the amount of tuition that is generated from those students is 6% of the total tuition generated. That just further shows that they are carrying a much higher burden than the rest of the population.

Yumiko Yokoyama-left the meeting

Grace Fozuela, Student

I did a little research and according to the NAFSA, 6 million in last year, school year 2013-2014 PCC made \$6 million from all the international students and then that created 128 jobs. For me, makes me wonder if we have to add tuition again. How am I going to call my parents back home to tell them this happened again. We had insurance increases and all this stuff and it makes me nervous because now I find myself worrying more about the tuition more than I should be worrying about my education because I am stressed out. I am not the only person that my parents sponsor. In my case it is not my parents, it is my older brother that sponsors me. He has his own kids and business and his situation back home is not doing good. That scares me and this time was really hard to find out that just like that they are going to add that activity fee and really made me stressed out. I think please consider the burden that we have to be here away from our families and to pursue this great education at PCC. When I came to PCC it is because somebody recommended me to come to PCC. I love being here but now it is like I cannot afford school then I have to go back home. My American dream was to come accomplish my education and this increase only stressed me. I am very afraid please consider this.

Ahmeed Ahlansan—Pass

Ased Babazeg, Student

I come to PCC from my country. A friend told me about it and at the first I was traveling to

Indonesia to study English and because my parents paid for me. My friend told me about PCC and I think about it and told my family that it was very cheap for us and they told me to go. This is a community college and if the tuition is increased for the number what you said, it is better for us to transfer to university.

Lan Ho, Student

Good Day afternoon, my name is Lan Ho. I am here speaking to you about tuition equity for international students and then offering my ideas about how we can work together to achieve a successful and collaborative community college environment for international students. There is no doubt that PCC makes a difference in people's life. In my experience, not only does PCC help me learn and grow as a leader but also helps me prepare for my career as a lawyer and community organizer. I am proud to say I am a PCC student but I think PCC can do even more and do better. I am not going to talk about the barriers that international students face because the other students did a really good job on those earlier. I am going to talk about three ideas I hope to work on as a returning student. One is I will support organizing listening sessions especially for international students and helping them understand the budgeting process and why these decisions are made and how they can provide input. It is all about communication. Like this time when the international education proposing to increase tuitions and fees it is not well informed at all. What is more important is financial report do not provide an accurate of the financial contributions to the PCC finances. We need to explain people more of the process before making the final decisions. Two, I will hold several social gatherings where international students and PCC members will be invited to suggest how PCC Office of International Education can better serve international students and also learn how everyone will be able to provide input to the faculty about how to present the information for cross-cultural understanding. Three, I would like to hold a workshop where young people, not just international students, but anyone get to meet prominent leaders with diverse backgrounds and perspective in hopes that we would increase an awareness about how and where to go to get knowledge how to better communicate our concerns and solutions. How to get others on board to work toward our shared goals and most important how to work for the greater good. Thank you for listening.

Michael Sonnleitner, Faculty

I was serious when I said I was an international person. Many of you know that I have traveled and spent a good deal of time abroad and that has impacted me emotionally. I appeal to you to look in this room and if you are talking about inclusion and equity, it is not just for Americans. We are part of the world, this is obvious, we are only about 4% of the world's population and we consume about 40% of what the world produces. Reality check. If we want to educate our students here to be aware of the rest of the planet, then one way of doing is to assure that we have some of the rest of the planet coming here, even it is 706 students. We have to be very aware of their special needs. It is very hard if we can't even relate to those special needs. The fact that they can't work while they are here like many of our regular students can. They cannot work off campus. These things you've heard, but feel it. Don't just think about it. Feel it. We need to embrace diversity, not just amongst ourselves, but amongst those from the rest of the world that are in our midst. They will go elsewhere because they are desperate. They have very few finances in most cases. We've heard that the average Washington Community Colleges fees and tuition for international students is \$222 less per international student than the current PCC expenses that we have for international students. They will go elsewhere if we increase that by \$150, seem like nothing to you and I but it is a lot for many people in the rest of the world whose families

might be making that per year.

BUSINESS MEETING

Chair Palm proposed approval of Resolutions 15-090 through 15-094. The motion passed unanimously. Wilton/Pitts

PUBLIC COMMENT ON NON-AGENDA ITEMS

None

REPORTS

Faculty and AP Federation

Frank Goulard, President

Mr. Goulard noted the Faculty-AP side has many things going on. Spring Term will have host the Math Festival at the Sylvia Campus where middle and high school students will attend. The following weekend, there are two things going. The AP Institute will be held for the first time. The Classified AFT Annual Convention will be in Vancouver. The following weekend after the board meeting, he will be headed to Boston for a conference for K-14 in Mathematics with something like 15,000 attendees.

ASPCC

David Betts, Executive Director, District Student Council

Mr. Betts noted that after February's board meeting at the CLIMB Center there have been a lot of conversations in and around the tuition increases and international education. He thanked Chair Palm and President Brown for coming to the District Student council this month at Rock Creek. They appreciated the sincere apologies from all the Directors about the poor communication. We look forward to continuing to build a relationship with the administration here at PCC. Thursday, March 12 was a Rally Day at the Capitol, with 163 attending. He thanked Directors Thorne-Ladd, Frisbee, Wilton, Cahir Palm and President Brown for being in attendance and helping the students get their stories to the legislatures where they can make the most impact. The Diamond Alum luncheon also held that day was also a great inspiration to him and hearing how their successes at PCC create a future of substantial impact, he knows that his story is only one of many of how an education at PCC has changed lives. As this was finals week, Winter term has come to a close and ASPCC is preparing the next cohort of students across the district and planning summer training sessions so that the work we have accomplished and the initiatives we have started will be carried on, including equity and inclusion and Title IX education, making sure that the conversations that we had here continue on into the summer and next year. On a final note, Hairspray was a great success, some administrators graced the stage.

Board

Director Thorne-Ladd noted that she appreciates all the work that goes into the reports and realizes they take a lot of work. There are things that are not always inclusion in what she wants to see but she does appreciate the work. She is happy to see equity come before the board in the month where we are remembering Selma, 50 years is not that long ago. The fight is still very real and it is good to know that PCC is part of that and we have such strong leadership, both with Dr. Baker-Flowers and Dr. Brown and other members of the cabinet and the other members of the board championing for equity.

President

Dr. Brown thanked several board members for recent events they attended on behalf of the college, both internal and external. He made several other college announcements that were contained in the monthly managers' report.

ADJOURNMENT

There being no further business, the meeting adjourned at 10:00 pm.

NEXT MEETING

The next business meeting of the Portland Community College Board of Directors will be held on April 16, 2015 at 7:30 PM at the Cascade Campus.

Deanna Palm, Chair

Sylvia Kelley, Interim President

Prepared by:

Jeannie Moton, Assistant to Board of Directors

Minutes approved on May 21, 2015.

May 21, 2015

15-104

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– Jesse Aerni

Events Specialist

Office of the President

Annual Salary: 43,859

Grade: 4

Step: 1

Effective: June 15, 2015

Education: Linfield College

BS, Accounting

2011

Most Recent Experience: Lewis and Clark Law School

Associate Director of Annual Giving

Applicant Flow:

Gender

Ethnicity

19 Male

56 White (not of Hispanic Origin)

64 Female

5 Black or African American

2 Not Disclosed

4 Asian

8 Hispanic/Latino

1 Native Hawaiian or Other Pacific Islander

2 Two or More Selections

9 Not Disclosed

85 Total

2. Academic Professional Appointment (Temporary)– Christine (Stedman) Bailey

Student Resource Specialist

Mathematics and Technology Division, Sylvania Campus

Annual Salary: \$58,091

Grade: 3

Step: 11

Effective: April 6, 2015 to October 6, 2015

Education: Portland State University

MS, Educational

2008

Policy Foundation and
Administration

Portland State University

BA, Social Science

2001

Most Recent Experience: Portland Community College

Instructor, Career Guidance (Adjunct)

Applicant Flow: Article 3.64 Appointment

3. Academic Professional Appointment– Jie Bian

International Student Advisor

Academic and Student Affairs

Annual Salary: \$44,116 @ .75

Grade: 3

Step: 3

Effective: May 4, 2015

Education: University of Arizona

MA, Second Language Acquisition 2005

Northwestern Polytechnical University

MA, Applied Linguistics 1999

Shaanxi Teacher's University

BA, English Language 1993

Educations

Most Recent Avant Assessment

Experience: STAMP Chinese Grader

Applicant Flow:

Gender

Ethnicity

28 Male

62 White (not of Hispanic Origin)

65 Female

3 Black or African American

96 Not

12 Asian

Disclosed

2 Hispanic/Latino

1 Two or More Selections

16 Not Disclosed

96 Total

4. Administrative Appointment (Temporary)– Linda Blanchette

Director, International Education Program

Academic and Student Affairs

Annual Salary: \$81,530

Grade: M

Effective: January 1, 2015 to August 4, 2016

Education: University of Oregon

MA, French

1986

University of New Hampshire

BA, French

1983

Most Recent Experience: Portland Community College

Interim Director, International Education Program

Applicant Flow: Direct Appointment

5. Administrative Appointment (Temporary)– Farah Daher

Data Center Operations Supervisor

Administrative Services

Annual Salary: \$64,631

Grade: J

Effective: April 13, 2015 to September 16, 2015

Education: Portland Community College

AAS, Computer Information Systems

2003

Most Recent Experience: Portland Community College

Technology Specialist III

Applicant Flow: Direct Appointment

6. Administrative Appointment– Ken Dodge

Program Director, Workforce Development Washington County

Workforce, Economic and Community Development Division, Washington County

Annual Salary: \$83,149

Grade: M

Effective: April 1, 2015

Education: Portland State University

MS, Education Policy
Foundations and
Administrative Studies

2004

University of Oregon

BS, Political Science

2000

Most Recent Experience: Portland Community College

Interim Program Director, Workforce Development Washington
County

Applicant Flow:

Gender

Ethnicity

60 Male

87 White (not of Hispanic Origin)

62 Female

6 Black or African American

5 Not Disclosed

5 Asian

6 Hispanic/Latino

7 Two or More Selections

3 American Indian

13 Not Disclosed

127 Total

7. Administrative Appointment (Temporary)– Alisa Hampton

Interim Recruitment Manager

Office of the College Vice President

Annual Salary: \$82,000

Grade: M

Effective: April 6, 2015 to October 20, 2015

Education: Monterey Institute of International
Studies

MBA, Internal
Management

1990

Pomona College

BA, Foreign
Languages

1987

Most Recent Experience: Intel Corporation

Global Staffing Account Manager; Human Resources

Applicant Flow: Direct Appointment

8. Administrative Appointment (Temporary)–Benjamin B. Le

Service Administration Manager

Administrative Services

Annual Salary: \$85,332

Grade: K

Effective: March 16, 2015 to September 16, 2015

Education: Phu-Tho University of Saigon

BS, Electrical
Engineering

1979

Portland Community College

AAS, Computer
Operator

1984

Most Recent Experience: Portland Community College

Data Center Operations Supervisor
Applicant Flow: Direct Appointment

9. Administrative Appointment (Temporary)–Erin Petrequin

Acting Library Supervisor
Administrative Services

Annual Salary: \$50,485 Grade: F

Effective: April 21, 2015 to April 20, 2016

Education: Portland State University BA, Fine Arts 1998

Most Recent Experience: Portland Community College
Library Technician

Applicant Flow: Direct Appointment

**ETHNIC AND GENDER DESCRIPTION OF STAFF
PROPOSED TO BE HIRED IN *May 21, 2015* PERSONNEL REPORT**

Male	4
Female	<u>5</u>
	9

White (not of Hispanic Origin)	6
Black or African American	1
Asian	<u>2</u>
	9

May 21, 2015

15-105

COMMENDATION OF RETIRING EMPLOYEE –
CATHY ALZNER

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Cathy Alzner has performed faithfully in her duties as Part Time Faculty and Instructor/History and Instructor/History & Economy for Portland Community College since June 21, 1998. She retires effective June 30, 2015.

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

May 21, 2015

15-106

COMMENDATION OF RETIRING EMPLOYEE –
FARSHAD BARMAN

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Farshad Barman has performed faithfully in his duties as Part Time Faculty and Instructor/Mathematics for Portland Community College since September 18, 1995. He retires effective June 30, 2015.

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

May 21, 2015

15-107

COMMENDATION OF RETIRING EMPLOYEE –
LOUISSA (LUCY) CURREY

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Lucy Currey has performed faithfully in her duties as Prog/Analyst I, Programmer/Analyst, Mgr/Campus Comp & Facil Res and Mgr/Campus Tech Serv for Portland Community College since August 11, 1986. She retires effective June 30, 2015.

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

May 21, 2015

15-108

COMMENDATION OF RETIRING EMPLOYEE –
CECELIA (CECE) CUTSFORTH

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Cece Cutsforth has performed faithfully in her duties as Part Time Faculty and Instructor/Print Tech and Instructor/Graphic Design for Portland Community College since September 18, 1995. She retires effective June 30, 2015.

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

May 21, 2015

15-109

COMMENDATION OF RETIRING EMPLOYEE –
MARK HAGEN

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Mark Hagen has performed faithfully in his duties as a Instructor/Industrial Drafting/Illustration for Portland Community College since September 1, 1990. He retires effective June 30, 2015.

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

May 21, 2015

15-110

COMMENDATION OF RETIRING EMPLOYEE –
DALE HANSON

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Dale Hanson has performed faithfully in his duties as Supervisor/Plant Services, Assistant Head Custodian, Plant Service Supervisor/Cascade, Manager/Plant Services, Manager/Physical Plant and Manager/District Custodial Services for Portland Community College since January 3, 1972. He retires effective June 30, 2015.

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

May 21, 2015

15-111

COMMENDATION OF RETIRING EMPLOYEE –
KATHLEEN HARRIMAN

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Kathleen Harriman has performed faithfully in her duties as Secretary, Office Support Series 5 and IAA III for Portland Community College since August 29, 1989. She retires effective June 30, 2015.

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

May 21, 2015

15-112

COMMENDATION OF RETIRING EMPLOYEE –
NANCY HUTT

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Nancy Hutt has performed faithfully in her duties as Nursing Instructor for Portland Community College since September 1, 1997. She retires effective June 30, 2015.

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

May 21, 2015

15-113

COMMENDATION OF RETIRING EMPLOYEE –
JAMES JEFFERY

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: James Jeffery has performed faithfully in his duties as a Custodian and Part Time and Full Time Auto Body Repair Instructor for Portland Community College since March 18, 1970. He retires effective June 30, 2015.

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

May 21, 2015

15-114

COMMENDATION OF RETIRING EMPLOYEE –
JAMES JOHNSTONE

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: James Johnstone has performed faithfully in his duties as an Instructional Support Tech for Portland Community College since September 10, 2001. He retires effective June 30, 2015.

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

May 21, 2015

15-115

COMMENDATION OF RETIRING EMPLOYEE –
ALLEN JONES

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Allen Jones has performed faithfully in his duties as a Lab Tech, PT Faculty Music, Management Support, Department Chair, Instructional Support Tech II and Instructor/Professional Music for Portland Community College since January 15, 1985. He retires effective June 20, 2015.

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

May 21, 2015

15-116

COMMENDATION OF RETIRING EMPLOYEE –
HOLLY WEST KING

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Holly King has performed faithfully in her duties as Nursing Instructor for Portland Community College since August 21, 1997. She retires effective June 20, 2015.

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

May 21, 2015

15-117

COMMENDATION OF RETIRING EMPLOYEE –
MICHAEL MCDOWELL

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Michael McDowell has performed faithfully in his duties as Part Time Faculty and Instructor/Composition for Portland Community College since September 27, 1976. He retires effective June 30, 2015.

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

May 21, 2015

15-118

COMMENDATION OF RETIRING EMPLOYEE –
BRUCE PITNER

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Bruce Pitner has performed faithfully in his duties as a Technology Specialist III for Portland Community College since June 9, 1995. He retires effective June 30, 2015.

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

May 21, 2015

15-119

COMMENDATION OF RETIRING EMPLOYEE –
FLORA (JANE) PITNER

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Flora (Jane) Pitner has performed faithfully in her duties as a Technology Specialist III, Interim TSS Supervisor and Computer User Support Technician for Portland Community College since January 29, 1993. She retires effective June 30, 2015.

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

May 21, 2015

15-120

COMMENDATION OF RETIRING EMPLOYEE –
VERNA REARDON

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Verna Reardon has performed faithfully in her duties as Part Time Faculty and Instructor/Computer Applications/Office Systems for Portland Community College since January 4, 1993. She retires effective June 30, 2015.

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

May 21, 2015

15-121

COMMENDATION OF RETIRING EMPLOYEE –
STEVEN RIDINGS

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Steven Ridings has performed faithfully in his duties as Technology Specialist III, Electrical Engineering Technician, Sr. Telecommunications Technician, Audio/Video Electrical Technician and Electrical Maintenance Technician for Portland Community College since November 23, 1977. He retires effective June 26, 2015.

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

May 21, 2015

15-122

COMMENDATION OF RETIRING EMPLOYEE –
SUELLEN RINKER

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Suellen Rinker has performed faithfully in her duties as an Academic Advising Specialist for Portland Community College since April 17, 2007. She retires effective May 15, 2015.

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

May 21, 2015

15-123

COMMENDATION OF RETIRING EMPLOYEE –
CHARLES (BILL) STAUFFER

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Charles (Bill) Stauffer has performed faithfully in his duties as a Bond Facilities Project Manager, Facilities Project Manager and Physical Plant Manager for Portland Community College since July 15, 2002. He retires effective June 30, 2015.

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

May 21, 2015

15-124

COMMENDATION OF RETIRING EMPLOYEE –
KEVIN STUDER

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Kevin Studer has performed faithfully in his duties as an Instructional Support Specialist IV for Portland Community College since January 10, 1994. He retires effective June 30, 2015.

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

May 21, 2015

15-125

COMMENDATION OF RETIRING EMPLOYEE –
CHARLES VANDOMELEN

PREPARED BY: Human Resource Department Staff

APPROVED BY: Dr. Jeremy Brown, President

REPORT: Charles VanDomelen has performed faithfully in his duties as a Technology Support Specialist and Computer Hardware/Software Technician for Portland Community College since May 11, 1995. He retires effective May 28, 2015.

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

May 21, 2015

15-126

ACCEPT PROPOSAL AND AWARD FOR THIRD
PARTY ADMINISTRATOR: WORKERS'
COMPENSATION PROGRAM

PREPARED BY: Cathy Huey, Buyer/Contract Specialist, Procurement

FINANCIAL
RESPONSIBILITY: Jim Langstraat, Associate Vice President, Financial
Services

APPROVED BY: Gordon Herbst, Interim Vice President, Finance and
Administration
Dr. Jeremy Brown, President

REPORT: The College is in need of contracting for a third party administrator to perform administration services for workers' compensation claims for the Safety and Risk Services Department. The third party administrator is required to investigate and evaluate claims, establish reserve levels, report claims status regularly to the College, represent PCC at hearings, and work with the Safety and Risk Services Department to negotiate settlements.

On March 11, 2015, the Request for Proposal (RFP) was advertised in the Daily Journal of Commerce, State of Oregon Procurement Information Network (ORPIN), and the College's Purchasing and Contract Services solicitation website. A total of twenty-five (25) vendors registered and received copies of the RFP, of which three (3) vendors were out of state MBE firms. On the deadline of April 9, 2015 at 1:00pm, the College received five (5) proposals. One (1) was rejected for not including the required signed and dated Certification and Contract Offer. The proposals were evaluated by the committee members based on the following criteria: Firm's experience, program costs, presentation, services offered, content of the claims reports, quality of references, and experience of account consultants. After reviewing the proposals and interviewing each proposer, the committee selected the proposer with the highest evaluation score.

Evaluation scores:

Proposer	Evaluation Score
Cannon Cochran Management Services, Inc	356
CorVel Corporation	351
Tristar Insurance Group	334
Claims Strategies & Solutions	262

Note: None are an MWESB firm.

RECOMMENDATION: That the Board of Directors accept the proposal and award the contract to Cannon Cochran Management Services, Inc. The contract will be valid for three (3) years with two (2) one (1) year extensions, not to exceed \$250,000 over the five (5) year term. Expenditures for this project will come from the Risk Management fund.

May 21, 2015

15-127

GRANT AUTHORITY TO WAIVE THE FORMAL BID
PROCESS DUE TO LIMITED SOURCE OF SUPPLIERS
AND AWARD CONTRACT FOR ROOFING SERVICES

PREPARED BY: Denise Jeffords, Buyer/Contract Specialist, Procurement

FINANCIAL
RESPONSIBILITY: Keith Gregory, Interim Director, Facilities Management
Services

APPROVED BY: Jim Langstraat, Associate Vice President, Finance
Gordon Herbst, Interim Vice President, Finance and Administration
Dr. Jeremy Brown, President

REPORT: The College has the need to contract with a Tremco
certified contractor to provide roofing repairs to Building 7 at
Rock Creek Campus.

There are only three (3) Tremco certified Portland roofing
contractors. Tremco requires certification of roofing
contractors for the Tremco roofing warranty. Non-certified
roofing contractors cannot install Tremco Warrantied
roofing systems. Tremco materials, contractor training and
supervision by Tremco is required on all Tremco Warrantied
roofs. Existing Tremco roofs must have a Tremco certified
contractor for new unit installation and other approved work
on a Tremco roofing system.

The college obtained quotes from the three certified roofers:

Company	Quote
Snyder Roofing of Oregon	\$ 268,855.00
Griffith Roofing Company	\$ 305,854.00
Anderson Roofing Co., Inc.	\$ 307,570.00

RECOMMENDATION: That the Board of Directors grant authority to waive the
formal bid process and award a contract to Snyder Roofing
of Oregon in the amount of \$268,855.00. All expenditures
for these services will be from the General and Capital
Funds.

May 21, 2015

15-128

ACCEPT PROPOSALS/AWARD CONTRACTS FOR
ELECTRICAL MAINTENANCE AND LOW VOLTAGE
SERVICES

PREPARED BY: Denise Jeffords, Buyer/Contract Specialist, Procurement

FINANCIAL
RESPONSIBILITY: Keith Gregory, Interim Director, Facilities Management
Services

APPROVED BY: Jim Langstraat, Associate Vice President, Finance
Gordon Herbst, Interim Vice President, Finance and Administration
Dr. Jeremy Brown, President

REPORT: The College has the need to contract with qualified
contractors to provide electrical maintenance and low
voltage services as needed for small tenant improvements,
emergency services and specialty projects. It is the
College's intent to select two (2) contractors to provide
these services.

These services are needed to support the development and
completion of the College's annual capital and maintenance
project plans; and other electrical services as requested.

A Request for Proposals (RFP) for these services was
issued and made available to all interested firms on
February 25, 2015. The RFP was advertised in the Daily
Journal of Commerce, on the State of Oregon Procurement
Network (ORPIN), and on the PCC Solicitation website. A
total of twenty-three (23) vendors, which included
contractors; consultants; plan centers; and other interested
parties, five (5) of which indicated to be MWESB firms,
registered and downloaded a copy of the RFP document.

The RFP stipulated that the award will be made to the
bidder(s) whose bid results in the lowest overall ownership
cost or "best value" as it is determined by ORS 279.015(5),
and based upon the evaluation criteria listed below. The
evaluation may result in the awards being made other than
to the lowest priced proposals.

A total of four (4) proposals were received by the due date of April 8, 2015 in response to the RFP.

Proposals were reviewed and rated by an evaluation committee made up of seven (7) PCC employees, based on the following criteria: Qualifications of Staff; Experience working with schools or public agencies; Experience with projects of similar scope and size; Availability and Reliability; Resources and ability to meet deadlines; Company's safety program; Fee Structure; and Ability to respond to emergency needs.

Proposals were received from the following companies:

<u>Company</u>	<u>Points</u>
EC Electrical Construction Co.	947
Cherry City Electric	909
Cochran, Inc.*	792
NEC Northwest Electrical Contractors*	706

Note: * Oregon Certified MWESB firms.

The evaluation committee recommends awarding contracts to EC Electrical Construction Co. and Cherry City Electric.

RECOMMENDATION: That the Board of Directors accept the proposals from, and award contracts to EC Electrical Construction Co. and to Cherry City Electric, to provide Electrical Maintenance and Low Voltage Services. The total annual expenditure for these services is estimated at \$300,000. The initial contract period will commence May 22, 2015 (or as soon as possible after the contracts are negotiated) and end May 31, 2018 subject to renewal on an annual basis, beginning June 1, 2018 through May 31, 2020. The contracts shall not exceed five (5) years or a combined total of \$1,500,000. All expenditures for these services will be from the General and Capital Funds.

May 14, 2015

15-129

GRANT EXCEPTION TO PERSONAL SERVICE CONTRACT
RULES AND GRANT EXPENDITURE AUTHORITY FOR
CONSULTING AND MANAGEMENT SERVICES TO
INNOVATIVE GROWTH SOLUTIONS

PREPARED BY: Steve Hopf, Division Manager, Finance

FINANCIAL
RESPONSIBILITY: Jim Langstraat, AVP Finance

APPROVED BY: Gordon Herbst, Interim Vice President, Finance and
Administration
Sylvia Kelley, Executive Vice President
Dr. Jeremy Brown, President

REPORT: In 2013 the College began a district wide strategic planning effort and established a committee led by the District Vice President. Once the committee began its work the VP recognized the need for a contract to provide committee support and consulting. A contract for consulting services is a "personal services contract" within the meaning of College Contract Rule ("CCR").250(1). CCR.250 requires a formal or informal competitive solicitation process for personal services contracts over \$10,000. The Vice President reviewed a number of firms available and qualified to perform the work.

Innovative Growth Solutions (IGS) service to the college has included conducting the LEAD Academy, numerous additional trainings, and various project facilitations. Due to their qualifications and years of experience serving the college IGS was selected to provide the desired services.

In November of 2014, the PCC Board of Directors approved a new five-year plan for the college. Upon Board approval of the strategic plan the college community was notified of the need to engage and work together to advance PCC and the communities it serves. Throughout this effort college departments have issued numerous Professional Services Agreements. The total of these Agreements are expected to reach the \$150,000.00 threshold before the close of fiscal year 2015.

ORS 279A.055 and 279A.070 empower and require contracting agencies to adopt procurement rules governing personal services contracts, but do not prescribe particular rules governing such contracts. The Board of Directors, acting as the Local Contract Review Board, may therefore grant an exception to those rules if it determines that doing so is in the College's best interests.

IGS has unique knowledge and understanding of the College's continuous strategic planning efforts. Staff believes it is in the best interest of the College to proceed with these consulting Agreements throughout the strategic planning process. Staff therefore requests an exception to the competitive bidding requirement.

RECOMMENDATION: That the Portland Community College Board of Directors, acting as the Local Contract Review Board, grants an exception to the College Contracting Rules to waive the requirements for competitive solicitation and ratify the group of personal services contracts related to the College's strategic planning efforts with IGS. The funding for the Agreements is from general funds.

May 21, 2015

15-130

AUTHORIZATION FOR HOWARD S. WRIGHT
CONSTRUCTORS TO PROVIDE CONSTRUCTION
SERVICES FOR RENOVATIONS FOR THE SYLVANIA
CAMPUS BOND PROJECT

PREPARED BY: Linda Degman, Director, Bond Program

FINANCIAL
RESPONSIBILITY: Linda Degman, Director, Bond Program

APPROVED BY: Sylvia Kelley, Vice President
Dr. Jeremy Brown, President

REPORT: As part of the 2008 Bond projects, the Board reviewed and approved Resolution 10-077 which authorized the exemption process for the Construction Manager/General Contractor (CM/GC) procurement method for the Sylvania Campus. Howard S. Wright Constructors was selected as the CM/GC for the Sylvania Campus through Resolution 10-097, with an initial authorization of \$21 million, plus Resolution 13-078 for \$14 million for 2013 projects, and Resolution 14-083 for \$8 million for 2014 projects, and Resolution 15-040 for \$7million for 2015 for a total of \$50 million. The bond projects at the Sylvania campus are unique compared to the other campuses, in that they are primarily renovations to existing buildings. Lack of swing space to move occupants of buildings and to relocate classes during remodels is a major limiting factor in proceeding with work at the campus. Many projects need to be planned and completed in phases, which results in several smaller projects, as opposed to larger discreet projects for new construction.

Projects to date have included renovations to the Library, Science and Technology (ST) Building (phase I & phase II in progress), Social Science and Technology (SS) Building (phase I), Health Technology (HT) Building Heating Ventilation and Cooling (HVAC) upgrades and CTS relocation, Communication Technology (CT) Building phase I, Automotive Metals (AM) Building and College Center (CC). A new media control center is complete and Seismic upgrades in buildings and

walkways are underway as well. A new entry to the east side of the CC Building is also progress.

A new Automotive Storage Building was completed in 2013. Site projects have included the completion of G Street, and the addition of a Plaza Access Lane between the HT and CC Buildings.

Several maintenance projects have been completed, including a complete overhaul of the swimming pool. Technology projects to date have included VOIP work, telecom infrastructure, and the data center. Energy efficiency projects (E6) have included the boiler replacement, the heating hot water loop upgrades, CC HVAC upgrades and several other improvements.

As part of the original Sylvania Bond program projects the Health Technology (HT) building is supposed to receive renovations in several areas, including the Health Programs. Discussions are in process to relocate the health programs to another facility off the Sylvania Campus and that has delayed any work or equipment upgrades to these programs. Relocating the programs off-site will not likely happen for several years and in the meantime the equipment they are using in their programs is outdated and not relevant to what our students will be using in their career fields.

We request authority to move forward with upgrading the equipment in both Dental and Radiography and making minor building modifications to accommodate the new equipment. The equipment purchased now will be relocated to a new facility, if these programs do move. The cost of the work is \$2,327,020, which includes an owner contingency. This resolution, plus the previous authorization totals \$52,327,020.

RECOMMENDATION: That the Board of Directors authorize Howard S. Wright Constructors to provide construction services at the Sylvania Campus in the HT for \$2,327,020. All expenditures for these services are from the 2008 Bond funds.

May 21, 2015

15-131

AUTHORIZATION FOR FORTIS CONSTRUCTION, INC.
TO PROVIDE CONSTRUCTION SERVICES FOR SITE
WORK FOR THE ROCK CREEK CAMPUS 2008 BOND
PROGRAM

PREPARED BY: Linda Degman, Director, Bond Program

FINANCIAL
RESPONSIBILITY: Linda Degman, Director, Bond Program

APPROVED BY: Sylvia Kelley, Vice President
Dr. Jeremy Brown, President

REPORT: On July 14, 2011 (BA 12-012), the Board of Directors adopted findings and approved an exemption to authorize the use of the CM/GC alternative contracting method for the Rock Creek Campus.

After a formal Request for Proposals process, per Resolution 12-065 on December 8, 2011, the Board awarded the Construction Manager/General Contractor contract for the Rock Creek Campus 2008 bond program to Fortis Construction. Work authorized to date through prior resolutions 12-065 (\$500,000), 12-110 (\$877,651), 12-121 (\$2,779,633), 13-008 (\$9,156,704), 13-065 (\$751,300), 14-016 (\$738,709), 14-070 (\$2,028,459), and 14-116 (\$22,153,390), 14-134 (\$1,503,550) includes the Building 7 partial demolition, Building 7 addition, Building 2 CTE renovations, VOIP and generator projects, Central Distribution relocation, storm water detention pond improvements, Building 1 reconfiguration and renovation, Building 5 demolition and construction, and Building 2 renovations totaling \$40,489,396.

In 2012 a seismic evaluation was performed on several buildings throughout the college. As part of that assessment Building 2 and 3 were identified as needed upgraded to provide the same level of life/safety as is designed and built into our newer buildings. The work will consist of seismic bracing in both buildings as well as some acoustical upgrades in the same areas.

Maximum Price (GMP) for the work is \$2,222,262. An owner's contingency of \$222,226 is requested at this time as well. This request plus the earlier authorizations results in a revised total of \$42,933,884.

RECOMMENDATION: That the Board of Directors authorize Fortis to complete the Building 2 and 3 seismic and acoustic upgrades as described above for \$2,444,488. Construction will be completed during the summer 2015. Funding for these projects will be from the 2008 bond fund.

May 21, 2015

15-132

GENDER-BASED AND SEXUAL MISCONDUCT
BOARD POLICY B 216 (SECOND READING)

PREPARED BY: Kim Baker Flowers, Director, Office of Equity and Inclusion

FINANCIAL
RESPONSIBILITY: Kim Baker-Flowers, Director, Office of Equity and Inclusion

APPROVED BY: Dr. Jeremy Brown, President

REPORT: The College has created a Title IX team with representatives across departments/divisions to address issues involving sexual violence, sexual harassment, domestic violence, dating violence and stalking.

The purpose of the PCC Title IX initiative is to create an environment free from all forms of discrimination based on sex, gender, gender expression and actual or perceived gender identity or sexual orientation, gender identity and sex-based discrimination.

This policy defines community expectations and establishes a mechanism for determining when those expectations have been violated.

The College strives to create an environment that is safe for all.

RECOMMENDATION: That the Board of Directors approve and adopt the Portland Community College Gender-Based and Sexual Misconduct Policy (Exhibit A) in order to comply with Federal Title IX, the Violence Against Women Act and Clery Act requirements.

Portland Community College

GENDER-BASED AND SEXUAL MISCONDUCT POLICY

Introduction	2
I. Definitions (and what this policy applies to)	3
II. Title IX Coordinator	7
III. Where and How to Get Assistance Following an Incident of Sexual Misconduct	8
IV. Reporting (How to report/What to do)	11
V. Interim Measures, Accommodations, and Sanctions	17
VI. Investigation Procedures	19
VII. Procedures for Employees/Students	22
VIII. Prevention and Education.....	25
IX. Staff and Faculty Training	26

**Portland Community College
GENDER-BASED AND SEXUAL MISCONDUCT POLICY**

INTRODUCTION

Portland Community College (PCC) students and employees, as well as guests and visitors, have the right to be free from all forms of discrimination based on sex, gender, gender expression and actual or perceived gender identity or sexual orientation, gender identity and sex-based discrimination, examples of which can include acts of sexual violence, sexual harassment, domestic violence, dating violence, and stalking. All members of the College community are expected to conduct themselves in a manner that does not infringe upon the rights of others. The College does not tolerate gender-based or sexual misconduct. When an allegation of gender-based or sexual misconduct is brought to an appropriate PCC official's attention and a Respondent is found to have violated this policy, serious sanctions will be used to reasonably ensure that such actions are never repeated. This policy has been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. This policy is intended to define community expectations and establish a mechanism for determining when those expectations have been violated.

I. **Definitions** - What does this policy apply to?

The policy applies to all PCC community members, including students, faculty, administrators, staff, volunteers, vendors, independent contractors, visitors and any individuals regularly or temporarily employed, studying, visiting, conducting business or having any official capacity with the College or on College property. This policy is intended to protect and guide individuals who have been affected by sexual harassment, sexual violence, stalking or intimate partner violence, or discrimination based on actual or perceived sexual orientation, gender identity or expression, whether as a **Complainant** or a **Respondent**, and to provide fair and equitable procedures for investigation and resolution of reports.

All PCC community members are required to follow College policies and local, state, and federal law. This policy applies to conduct occurring on PCC property or at College-sanctioned events or programs that take place off campus, including study abroad and internship programs. In situations in which both the Complainant and Respondent are members of the PCC community, this policy will apply, regardless of the location of the incident. In particular, off campus conduct that is likely to have a substantial adverse effect on, or poses a threat of danger to any member of the PCC community, is covered under this policy.

A Complainant is encouraged to report misconduct regardless of where the incident occurred or who committed it. Even if the College does not have jurisdiction over the Respondent, the College will still take prompt action to provide for the safety and well-being of the Complainant and the broader campus community.

When used in this policy, the term "**Complainant**" refers to the individual who identifies themselves as being a victim or survivor of sexual harassment, sexual violence, stalking or intimate partner violence, or discrimination based on actual or perceived sexual orientation, gender identity or expression. The term "**Respondent**" refers to the individual who has been accused of prohibited conduct under this policy.

When used in this policy, "**consent**" must be informed, voluntary, and mutual, and can be withdrawn at any time. There is no consent when there is force, expressed or implied, or when coercion, intimidation, threat, or duress is used. Whether a person has taken advantage of a position of influence over another person may be a factor in determining consent. Silence or absence of resistance does not imply consent. Past consent to sexual activity with another person does not imply ongoing future consent with that person or consent to that same sexual activity with another person. If a person is mentally or physically incapacitated or impaired so that such person cannot understand the fact, nature, or extent of the sexual situation, there is no consent; this includes impairment or incapacitation due to alcohol or drug consumption that meets this standard, or being asleep or unconscious.

When used in this policy, the phrase "gender-based or sexual misconduct" includes, but is not limited to:

1. Sexual harassment: Conduct that is sexual in nature, is unwelcome, and that either (1) denies or limits an individual's ability to participate in or benefit from the College's educational programs; (2) creates a hostile, intimidating, or offensive working environment¹; or (3) submission to or rejection of such conduct is used as a basis for employment, salary, or other benefit changes affecting an employee or academic decisions affecting a student.

Examples include: an attempt to coerce an unwilling person into a sexual relationship; to repeatedly subject a person to egregious, unwelcome sexual attention; to punish a refusal to comply with a sexually based request; to condition a benefit on submitting to sexual advances; sexual violence; intimate partner violence, stalking; gender-based bullying².

2. Retaliation: Any adverse treatment (beyond a slight or annoyance) that is taken because a person engaged in protected activity (e.g., opposing discriminatory practices, filing a discrimination or discriminatory harassment complaint, or participating in an investigation, conduct process, or an attempt at resolution, etc.) or for the purpose of interfering with right or privilege granted under anti-discrimination laws.

3. Non-consensual sexual contact:

- Any intentional sexual touching;
- however slight;
- with any object;
- by a person of any gender upon a person of any gender;
- that is without consent and/or by force.³

¹ **Examples of Harassment:**

- A professor insists that a student have sex with them in exchange for a good grade. This is harassment regardless of whether the student accedes to the request.
- An individual repeatedly sends sexually oriented jokes around on an email list they created, even when asked to stop, causing one recipient to avoid the sender on campus and in a student activity in which the student participates.
- Explicit sexual pictures are displayed in a professor's office.
- Two supervisors frequently 'rate' several employees' bodies and sex appeal, commenting suggestively about their clothing and appearance.
- A professor engages students in discussions in class about their past sexual experiences, yet the conversation is not in any way germane to the subject matter of the class. They probe for explicit details, and demands that students answer, though they are clearly uncomfortable and hesitant.
- An ex-girlfriend widely spreads false stories about her sex life with her former boyfriend to the clear discomfort of the boyfriend, turning him into a social pariah on campus.
- Male students take to calling a particular brunette student "Monica" because of her resemblance to Monica Lewinsky. Soon, everyone adopts this nickname for her and she is the target of relentless remarks about cigars, the president, "sexual relations," and Weight Watchers.
- A student grabs another student by the hair, then grabs her breast and put his mouth on it.
- A transgender student is using the men's locker room when another male student exclaims, "I'm gonna prove you're really a girl!" and tries to remove his towel so as to expose his genitals.

² These offenses are referenced and incorporated within sexual harassment, but also broken-out as stand-alone offenses, below.

³ The use of force is not "worse" than the subjective experience of violation of someone who has sex without consent. However, the use of physical force constitutes a stand-alone non-sexual offense, as well, as it is our expectation that those who use physical force (restrict, battery, etc.) would face not just the sexual misconduct charge, but charges under the code for the additional assaultive behavior.

4. Sexual Contact includes: intentional contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact of a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice.

5. Non-consensual sexual intercourse:

- Any sexual intercourse;
- however slight;
- with any object;
- by a person of any gender upon a person of any gender;
- that is without consent and/or by force.³

6. Intercourse includes: vaginal penetration by a penis, object, tongue, or finger; anal penetration by a penis, object, tongue, or finger; and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

7. Sexual exploitation occurs when an individual takes non-consensual or abusive sexual advantage of another for their own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

- Invasion of sexual privacy;
- Prostituting another individual;
- Non-consensual video or audio-taping of sexual activity;
- Going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
- Engaging in voyeurism;
- Knowingly transmitting an STI or HIV to another individual;
- Exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals;
- Sexually-based stalking and/or bullying may also be forms of sexual exploitation

8. Domestic violence includes asserted violent misdemeanor and felony offenses committed by the victim's current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law

9. Dating violence: Violence by a person who has been in a romantic or intimate relationship with the victim. Whether there was such relationship will be gauged by its length, type, and frequency of interaction.

10. Stalking: A course of conduct directed at a specific person that would cause a reasonable person to fear for their or another's safety, or to suffer substantial emotional distress

11. Intimidation: Words or conduct that places the victim in reasonable fear of bodily harm. Intimidation can be defined as an implied threat, e.g., "If you sleep with me, I will invite you to a party."

12. Incapacitation: An individual lacks the ability to make informed, rational judgments and cannot consent to sexual activity. Incapacitation is defined as the inability, temporarily or permanently, to give consent because the individual is mentally and/or physically helpless, asleep, unconscious, or unaware that sexual activity is occurring.

Incapacitation may result from the use of alcohol and/or drugs. Incapacitation is a state beyond drunkenness or intoxication. The impact of alcohol and other drugs varies from person to person; however, warning signs that a person may be approaching incapacitation may include slurred speech, vomiting, unsteady gait, odor of alcohol, combativeness, or emotional volatility.

Evaluating incapacitation requires an assessment of how the consumption of alcohol and/or drugs affects an individual's:

- Decision-making ability;
- Awareness of consequences;
- Ability to make informed judgments; or
- Capacity to appreciate the nature and the quality of the act.

Evaluating incapacitation also requires an assessment of whether a Respondent should have been aware of the Complainant's incapacitation based on objectively and reasonably apparent indications of impairment when viewed from the perspective of a sober, reasonable person in the Respondent's position.

13. Sexual assault is actual or attempted sexual contact with another person without that person's consent. Sexual assault includes, but is not limited to:

- intentional touching of another person's intimate parts without that person's consent;
- other intentional sexual contact with another person without that person's consent;
- coercing, forcing, or attempting to coerce or force a person to touch another person's intimate parts without that person's consent;
- rape, which is penetration, no matter how slight, of (1) the vagina or anus of a person by any body part of another person or by an object, or (2) the mouth of a person by a sex organ of another person, without that person's consent.

14. Intimate Partner Violence (IPV) occurs when a current or former intimate partner uses or threatens physical or sexual violence. IPV also may take the form of a pattern of behavior that seeks to establish power and control by causing fear of physical or sexual violence. Stalking may also constitute IPV.

II. Title IX Coordinator

Portland Community College's (PCC) Title IX coordinator is the Director of the Office of Equity and Inclusion. The PCC Title IX Coordinator ensures that PCC faculty, staff, and students are aware of their legal rights under Title IX. The coordinator also works to ensure that PCC complies with Title IX.

The Title IX Coordinator will be informed of all complaints or reports of violations of this policy, and oversees the College's centralized response to ensure compliance with Title IX. The Title IX Coordinator's activities include, but are not limited to:

- Communicating with all members of the College community regarding Title IX and providing information about how individuals may access their rights;
- Reviewing applicable College policies to ensure institutional compliance with Title IX and The Violence Against Women Act ("VAWA");
- Monitoring the College's administration of its own applicable policies, including record keeping, timeframes, and other procedural requirements;
- Conducting training regarding Title IX and prohibited conduct defined in this policy; and
- Responding to any complaint or report regarding conduct that violates this policy. In this capacity, the Title IX Coordinator oversees the investigation and resolution of such alleged misconduct, directs the provision of any remedial measures, and monitors the administration of any related appeal.

The Title IX Coordinator may delegate responsibilities under this policy to designated administrators, who will be appropriately trained.

The University Title IX Coordinator's contact information is as follows:

Kimberly Baker-Flowers
Director, Office of Equity and Inclusion
722 SW 2nd Ave
Portland, OR 97204
kim.bakerflowers@pcc.edu
(971) 722-5840

III. Where and How to Get Immediate Assistance Following an Incident of Gender-Based or Sexual Misconduct

1. For Immediate Assistance:

Any PCC student, faculty, or staff member who has experienced sexual assault is strongly encouraged to seek immediate medical assistance by calling 911 and notifying PCC's Public Safety at (971) 722-4444.

In the event of a sexual assault or a sexual misconduct incident requiring medical attention, visiting a hospital emergency room will ensure treatment is provided for possible injuries, pregnancy, or sexually transmitted disease. Additionally, a Sexual Assault Nurse Examiner (SANE) can obtain forensic evidence of an assault up to five days after the incident. This can be important if legal options are pursued later. The Portland Women's Crisis Line ((503) 235-5333) and the Sexual Assault Resource Center ((503) 640-5311) have trained crisis counselors who can accompany a victim to the hospital 24 hours a day. Additional community resources can be found here (<http://pwcl.org/services/find-resources>).

Oregon Health and Sciences University (OHSU), located at 3181 SW Sam Jackson Park Rd, Portland, OR 97239, provides 24-hour emergency services for immediate medical needs and forensic exams for survivors of sexual assault. Sexual assault exams are offered by SANE.

You are also encouraged to report the incident to PCC by following the reporting procedures outlined in the "Reporting" section below.

The College encourages all members of our community to participate in the process of creating a safe, welcoming and respectful environment on campus. In particular, the College expects that all PCC community members will take reasonable and prudent actions to prevent or stop an act of sexual misconduct. Taking action may include direct intervention when safe to do so, enlisting the assistance of friends, contacting law enforcement, or seeking assistance from a person in authority. Community members who chose to exercise this positive moral obligation will be supported by the College and protected from retaliation.

2. For Ongoing Assistance:

The following resources are available for ongoing assistance, regardless of whether the victim chooses to make an official report or participate in an investigation or criminal process. This policy indicates the level of confidentiality offered by each of the listed on-campus resources.

Counseling

For All Students: <http://www.pcc.edu/resources/counseling/>

Confidential—not required to notify College officials, public safety, or law enforcement in most cases.

- Cascade Campus - SS 150 / (971) 722-5271
- Rock Creek Campus - Bldg. 9, Rm 118 / (971) 722-7300
- Southeast Campus - SCOMM 116: Appointments made through Information Desk at (971) 722-6240
- Sylvania Campus - CC 216 / (971) 722-4531

Women's Resource Centers (<http://www.pcc.edu/resources/women/>) *Where trained Survivor Advocates are available, confidential—not required to notify College officials, public safety or law enforcement in most cases.*

- Cascade Campus - SSB 103 / (971) 722-5249
- Rock Creek Campus - Bldg. 7, Rm 119 / (971) 722-7432
- Sylvania Campus - CC 268 / (971) 722-8101
- Southeast Campus - Mt Tabor Hall 149 / (971) 722-6051

For Faculty and Staff

Employee Assistance Program: (615) 936-1327 *Confidential—not required to notify college officials, public safety or law enforcement in most cases.*

Support Resources:

- Columbia County Mental Health Line: <http://www.ccmh1.com/crisis.html>
- Washington County Crisis
Line: <http://www.co.washington.or.us/HHS/MentalHealth/GettingHelp/crisis-services.cfm>
- Yamhill County: <http://hhs.co.yamhill.or.us/hhs-adultmentalhealth/crisis-services>
- Multnomah County: <https://multco.us/mhas/mental-health-crisis-intervention>
- Clark County: <http://www.dshs.wa.gov/dbhr/mhcrisis.shtml>
- Clackamas County: <http://www.clackamas.us/behavioralhealth/crisis.html>
- Oregon Attorney General's Sexual Assault Task Force (SATF): <http://campus.oregonsatf.org/>

For Credit Students Only: *The below resources are not confidential—As State Mandated Reporters, PCC employees are required to notify College officials, public safety and/or law enforcement.*

Offices of the Deans of Students:

- Cascade Campus - SSB 209 / (971) 722-5307
- Rock Creek Campus - Bldg. 9, Rm 115c / (971) 722-7249
- Southeast Campus - ADM 304K / (971) 722-6182
- Sylvania Campus - CC 247 / (971) 722-4532

Women's Resource Centers: <http://www.pcc.edu/resources/women/>

- Cascade Campus - SSB 103 / (971) 722-5249
- Rock Creek Campus - Bldg. 7, Rm 119 / (971) 722-7432
- Sylvania Campus - CC 268 / (971) 722-8101
- Southeast Campus - Mt Tabor Hall 149 / (971) 722-6051

The College may take interim measures to address safety as soon as possible. For possible interim measures after reporting please see Section VI.

IV. Reporting - How to report/What to do

PCC encourages anyone (Complainant) who feels they have been subjected to gender-based or sexual misconduct, including any form of it described in Section 1, or discrimination based on gender, actual or perceived sexual orientation, gender identity or expression to seek the support they need and so that the College can respond appropriately.

Different people at the College have different reporting responsibilities and different roles concerning the maintenance of confidentiality, depending upon their roles. Some members of the College are required to maintain near complete confidentiality. Others may speak in confidence and generally only need to report to the College that an incident occurred without revealing personally identifying information. Most employees of the College, however, are considered “responsible employees” and are required by law to report all details of an incident, including the identities of the Complainant and Respondent to the Title IX Coordinator.

1. Confidential Reporting

Complainants seeking assistance without the expectation of a formal response from the College have the following confidential reporting options:

- **College counselors** (for students)

PCC has professional, licensed counselors (including those who act in this role under the supervision of a licensed counselor) who provide mental health counseling to PCC students and who are not required to report any information about an incident to the Title IX Coordinator without the Complainant’s permission. This privileged communication only applies when counselors are supporting students in a personal counseling role, as opposed to serving as faculty or fulfilling other roles of their job.

Counseling Centers are located at each PCC

Campus: <http://www.pcc.edu/resources/counseling/>

- **College advocates** (for students)

PCC has Women’s Resource Centers with individuals who work or volunteer as advocates for the prevention of and in response to sexual violence and harassment. Students can generally seek assistance and support from these Centers without triggering a College investigation that could reveal the Complainant’s identity or disclosure of the incident.

While maintaining the Complainant’s confidentiality, Women’s Resource Centers should report the nature, date, time, and general location of a reported incident to the Title IX Coordinator. This limited report – which includes no information that would directly or indirectly identify the Complainant – helps keep the Title IX Coordinator informed of the

extent and nature of sexual misconduct, on and off campus, in order to track patterns, evaluate scope of problems, and identify appropriate College responses.

Women's Resource Centers are located at each PCC campus: <http://www.pcc.edu/resources/women/>

- **Employee Assistance Program** (for certain employees)

Employees that are eligible for PCC medical insurance and all part-time faculty with active jobs teaching credit classes may access the College's Employee Assistance Program (EAP) for free and confidential counseling and other personal services.

Employee Assistance Program information can be found on the PCC website: <http://www.pcc.edu/hr/benefits/eap.html>

- **Non-college resources** (for anyone)

Off campus counselors, advocates, and health care providers will also generally maintain confidentiality and not share information with the College unless the Complainant requests the disclosure and signs a consent or waiver form.

Following is contact information for off-campus resources:

- Columbia County Mental Health Line: <http://www.ccmh1.com/crisis.html>
- Washington County Crisis
Line: <http://www.co.washington.or.us/HHS/MentalHealth/GettingHelp/crisis-services.cfm>
- Yamhill County: <http://hhs.co.yamhill.or.us/hhs-adultmentalhealth/crisis-services>
- Multnomah County: <https://multco.us/mhas/mental-health-crisis-intervention>
- Clark County: <http://www.dshs.wa.gov/dbhr/mhcrisis.shtml>
- Clackamas County: <http://www.clackamas.us/behavioralhealth/crisis.html>
- Oregon Attorney General's Sexual Assault Task Force (SATF): <http://campus.oregonsatf.org/>

2. Limitations and Exceptions to Confidentiality:

Individuals who speak to a counselor or advocate (on or off campus) must understand that, if they want to maintain confidentiality, the College will be unable to conduct an investigation or pursue disciplinary action against the alleged perpetrator.

Limits to confidentiality for counselors:

- If the College determines that the Respondent may pose a serious and immediate threat to the College community, PCC Department of Public Safety may be called upon to issue a “timely warning” to the community. Any such warning will not include any information that identifies the Complainant.
- All PCC employees are required by Oregon law (HB4016) to report suspected cases of abuse against unmarried persons under the age of 18 to the Oregon Department of Human Services.

3. Reporting an Incident to PCC

Complainants are encouraged to make formal reports of incidents. When formally reported, Complainants have the right and can expect to have incidents of sexual misconduct taken seriously by the College. The incidents will be investigated and properly resolved through administrative procedures. PCC will seek to maintain privacy at all times during the process consistent with our responsibility to ensure both individual and community safety, as well as its commitment to providing an environment free from discrimination. This means that only people who need to know will be told and information will be shared only as necessary with investigators, witnesses, interpreters/translators, Complainants, and Respondents.

Reports of incidents of gender-based or sexual misconduct, including any form of it described in Section 2, or discrimination may be made to any of the following College officials, who are designated and trained as Title IX “Deputies” and are charged with ensuring that any misconduct is eliminated, its recurrence is prevented, and addressing the effects. These individuals will also provide information regarding grievance procedures, interim measures during any investigation or policy process, and ongoing emotional support:

Deputies (Title)	Name	Contact Info
Human Resources Director	Lisa Bledsoe	Downtown Center (971) 722-5850
Human Resources LR/ER Manager	Cheryl Belt	Downtown Center (971) 722-5104
Associate Dean of Students Cascade Campus	Joe Fischer	Cascade Campus SSB 209 (971) 722-5292
Dean of Students Rock Creek Campus	Narce Rodriguez	Bldg. 9, Rm 115 (971) 722-7215
Dean of Students Southeast Campus	Miriam Friedman	AB 208 (971) 722-6152
Dean of Students Sylvania Campus	Heather Lang	CC 247 (971) 722-4529

Dean of Instruction Sylvania Campus	Loretta Goldy	CC 247 (971)722-4406
Dean of Instruction Southeast Campus	Craig Kolins	ADM 208A (971) 722-6268
Dean of Instruction Rock Creek Campus	Cheryl Scott	Bldg. 9, Rm 115a (971) 722-7555
Dean of Instruction Cascade Campus	Kurt Simonds	SSB 209 (971) 722-5573
Title IX Affiliated Staff	Name/Campus	Contact Info
Campus Conduct Officer Cascade Campus	Nikki Baronne	SSB 209 (971) 722-5292
Campus Conduct Officer Rock Creek Campus	Jeff Lamont	Bldg. 9, Rm 115 (971)722-7215
Campus Conduct Officer Southeast Campus	Christine Shafer	AB 208 (971) 722-6152
Campus Conduct Officer Sylvania Campus	Suzanne Schmidt	CC 247 (971) 722-4529
Public Safety Director	Ken Goodwin	CSB 320 (971) 722-4980
Title IX Coordinator/Director of Equity and Inclusion	Kim Baker-Flowers	Downtown Center (971) 722-5840

Other “Responsible Employees”

For the purposes of this policy, and to most effectively respond to sexual misconduct that may impact the College community, all employees of the College that are not identified in the Confidential Reporting section of this policy are considered “responsible employees” and are required by law to report all details of an incident, including identities of the Complainant and Respondent, to the Title IX Coordinator or designated Title IX Deputy. In consideration of Office of Civil Rights (OCR) guidance, “responsible employees” includes any employee who has the authority to take action to redress the harassment, who has the duty to report sexual harassment to appropriate school officials, or an individual whom a student could reasonably believe has this authority or responsibility.

When an individual tells a “responsible employee” about an incident of sexual misconduct, the College is officially “on notice” and the incident must be reported to the Title IX Coordinator or a designated Title IX Deputy (above). The employee must report all relevant details about the alleged sexual misconduct shared by the Complainant and/or assure that the Complainant files a formal report with the College.

Before any information is revealed to a “responsible employee,” the employee should ensure that the Complainant understands the employee’s reporting obligations. If the individual wants

to maintain confidentiality, the Complainant will be directed to the confidential resources listed below. If the Complainant wants to tell the “responsible employee” what happened, but also maintain confidentiality, understand that the Title IX Coordinator will consider the request, but cannot guarantee that the College will be able to honor it.

Responsible employees will not pressure a Complainant to either request confidentiality or make a full report, but rather will honor and support the individual’s wishes to the full extent possible.

4. Other Reporting Issues

College Reporting and Timely Warning Obligations

PCC is required by the Higher Education Opportunity Act and Clery Act to annually publish statistical information related to reported incidents of sexual violence, sexual harassment, domestic violence, dating violence, and stalking. The information shared includes the date, location of incident, and Clery crime category. All personally identifiable information is kept confidential. The PCC Department of Public Safety is responsible for collecting the data from a variety of College sources and publishing the report.

The PCC Annual Campus Security Report can be found at: <http://www.pcc.edu/about/public-safety/statistics/>

The College is also obligated by federal directive to issue immediate “timely warnings” for incidents reported that are considered, in the judgment of the PCC Department of Public Safety, to pose a substantial threat to the college community. The College will make every effort to ensure that victims’ names and other identifying information are not disclosed, while still providing enough information for community members to make safety decisions in light of the danger.

5. Anonymous Reporting

The College will accept and investigate, to the extent possible, anonymous reports of sexual misconduct. Reporting parties must understand that 1) anonymous reports may trigger a formal Title IX investigation and 2) anonymous reports often limit the College’s ability to conduct an investigation or pursue disciplinary action. An anonymous report may be filed here:

<http://www.pcc.edu/about/affirmative-action/complaint-form/>

6. Public Awareness Events and Disclosure

Public awareness events such as “Take Back the Night,” the Clothesline Project, and other forums in which individuals disclose incidents of sexual violence are not considered notice to the College of sexual violence for the purposes of triggering a Title IX investigation. Such events

may inform the need for campus-wide prevention and education efforts, however, and efforts will be made to provide information about Title IX rights at such events.

7. Protection Against Retaliation

This policy and Title IX prohibit retaliation against a Complainant or witnesses for filing or participating in the investigation of a sexual misconduct complaint. Retaliation is any overt or covert act of reprisal, interference, restraint, penalty, discrimination, intimidation, or harassment against individuals for exercising their rights (or supporting others for exercising their rights) under this policy. PCC will investigate any reports of retaliation and take appropriate disciplinary action.

V. Interim Measures, Accommodations, and Sanctions

Where appropriate, PCC will implement interim measures on its own initiative or in response to a request from a Complainant (the alleged victim of sexual misconduct) or Respondent (the alleged perpetrator of sexual misconduct).

1. Interim measures for students may include, but are not limited to:

- Access to on-campus counseling services and assistance in setting up an initial appointment;
- Advocacy to access community resources for ongoing assistance to include, but not limited to: individualized safety plan, counseling, case management/advocacy, support group/s, legal advocacy, emergency shelter/housing, etc.;
- No-contact directives;
- Rescheduling of exams and assignments;
- Providing alternative course completion options;
- Changing class schedules, including the ability to transfer course sections or withdraw from a course without penalty;
- Changing work schedules, job assignments, or job locations for college employment;
- Providing an escort to ensure safe movement between classes and activities;
- Providing academic support services, such as tutoring;
- Limiting or barring an individual's or organization's access to certain PCC-owned facilities or activities;
- Interim suspension of the Respondent;
- Student-requested leaves of absence.

2. Interim measures for faculty and staff may include, but are not limited to:

- Access to on-campus counseling services and assistance in setting up an initial appointment;
- Changing work schedules, job assignments, or job locations;
- Limiting or barring an individual's or organization's access to certain PCC-owned facilities or activities;
- Providing an escort to ensure safe movement on campus;
- Administrative leave;
- PCC-imposed leave or physical separation from individuals or locations.

The provision of appropriate interim measures will depend upon the particular facts of the situation. Factors that will be considered include the Complainant's expressed need, the age of the parties involved, the severity or pervasiveness of the allegations, any continuing effects on the Complainant, whether the Complainant and the alleged perpetrator share a classes or other educational program, extracurricular activities, transportation, or work location, as well as whether protective orders or similar judicial measures have been taken to protect the Complainant. Interim measures will not place a disproportionate burden on the Complainant, nor create a presumption that the Respondent has violated College policy.

VI. Investigation Procedures

PCC's Title IX Coordinator or Deputy Coordinator will ensure that a complaint of gender-based or sexual misconduct is promptly investigated as follows:

1. Student complaints

Complaints that allege misconduct by another student or external party (someone other than a student or PCC employee) will be investigated by the Office of the Dean of Students.

2. Staff complaints

If the accused is an employee or staff member, the complaint will be investigated by a designee assigned by the Title IX Coordinator or Deputy Coordinator, a Title IX trained faculty representative, Human Resource representative or Office of Equity and Inclusion [this is not an exhaustive listing]

3. Timing of Investigations

PCC will seek to complete the investigation within sixty (60) College business days after receipt of the complaint or report. There may be circumstances that warrant an extension of the sixty (60) day deadline. The timeframe may be extended depending upon the complexity of the circumstances of each case. The Complainant and the Respondent will be notified in writing of the reason for extension and the projected completion date.

PCC will notify a Complainant of the right to file a criminal complaint with law enforcement. PCC will cooperate with an ongoing investigation of the complaint by outside law enforcement. This may require that PCC temporarily delay its investigation while law enforcement gathers evidence. However, PCC will not wait for the conclusion of a criminal proceeding to initiate its own investigation. In the event PCC's investigation is delayed, steps will be taken to provide the Complainant with appropriate interim measures. The parties will also be updated on the status of the investigation and advised when it is resumed. PCC will promptly resume its investigation once notified that law enforcement has completed gathering evidence in the investigation.

4. Preservation of Evidence

PCC's Department of Public Safety should be notified as soon as possible of any incident of sexual misconduct. The department will offer guidance to assist in evidence preservation and will also notify the proper law enforcement agency to respond. The department will also consult and coordinate as needed with law enforcement agencies or forensic experts on the interpretation of any forensic evidence included in the investigation.

5. Information Sharing

PCC is in the process of creating MOUs addressing protocols for information sharing with surrounding county and city police agencies.

6. Investigation Result and Sanctions.

The investigator will conduct an adequate, reliable, and impartial investigation into the allegations and will provide an opportunity for both the Complainant and Respondent to present witnesses and other evidence. After reviewing all evidence and supporting documentation, the investigator will prepare a written report of the investigation findings and recommendations to the Title IX Coordinator (discussed in more detail below) to review and determine whether or what sanction or disciplinary action (if any) should be taken.

The Title IX Coordinator will review the investigator's report and findings and work with the appropriate PCC Officials to determine the appropriate remedy (if any), including sanctions or disciplinary actions.

Once a determination has been made on the appropriate remedy (if any), the Title IX Coordinator will issue a written notice of the outcome to the Complainant and Respondent.

All findings in the proceedings will be by a preponderance of the evidence, which means that the Title IX Coordinator will determine whether the sum of all the evidence shows that it is more likely than not that the Respondent violated College policy. This standard will be used in any Title IX fact-finding and related proceedings, including any hearings.

The College will also maintain a written record of disciplinary and other action taken by the College, if any, in response to the findings; response and action taken by administrators, including interim and permanent action to address the allegations and findings; and all other written action taken to prevent recurrence of any sexual misconduct incident.

7. Investigation & Confidentiality

In the event that a Complainant's request for confidentiality limits PCC's ability to investigate, PCC will take reasonable steps to limit the effects of the alleged acts and prevent their recurrence. Reasonable steps may include increased monitoring, supervision, or security at locations or activities where the misconduct occurred; providing training and education materials for students and employees; revising and publicizing the school's policies on sexual misconduct; and conducting climate surveys regarding sexual misconduct.

8. Employee and Student Sanctions

Possible sanctions for employees (list is not exhaustive):

- Verbal warning
- Written warning
- Last chance agreement
- Dismissal

15-132
Exhibit A

- Suspension without pay
- Disciplinary probation
- Transfer
- Mandatory EAP referral
- Training
- Demotion

9. Possible sanctions for students (list is not exhaustive):

- Verbal Warning
- Disciplinary Probation
- Limitation of privileges (i.e., restrictions of campus access, courses, etc.)
- Reassignment of classes
- Restitution
- Community Service
- Disciplinary Suspension
- Trespass
- Expulsion
- Other sanctions deemed appropriate

VII. Procedures for Employees and Students

1. Procedures for Employees

Sexual Misconduct complaints against PCC employees will be handled in accordance with the procedures outlined in the College's Nondiscrimination and Non-harassment Policy and the process outlined above. These processes should be read to be consistent with one another and in the event of a direct conflict between the two, the Gender Based and Sexual Misconduct policy shall govern. The process for resolving gender-based or sexual misconduct complaints may include some or all of the following actions: informal inquiry and discussion, disciplinary action, or other appropriate action.

The College will not compel a Complainant to engage in mediation, to directly confront the Respondent. Mediation, even if voluntary, may not be used in cases involving sexual misconduct.

A Complainant or Respondent may appeal the decision on the basis of an alleged failure to follow this Policy. A Complainant or Respondent may also submit an appeal disputing the severity of the sanction issued. A Complainant or Respondent may do so by submitting a written appeal to the Campus President or designee within 14 calendar days after the notice of outcome described in Section VI (6) above is delivered to the address on record for the Complainant. The Campus President or designee shall render a decision on the appeal within 14 calendar days of its submission.

Certain employees (classified staff, management and confidential employees, and faculty/academic professionals) who are subject to discipline may have other processes available pursuant to handbook, statute, or collective bargaining agreement that are not covered by this Policy. For further information on these processes, see the following:

Grievances for Classified Staff: <http://www.pcc.edu/hr/contracts/documents/classified-contract/article-24.pdf>

Grievances for Management and Confidential Employees:
http://www.pcc.edu/hr/contracts/management/section_16.html

Grievance for Faculty/Academic Professionals (AP):
<http://www.pcc.edu/hr/contracts/documents/faculty-ap-contract/article25.pdf>

A Complainant's prior sexual history is not relevant and will not be considered in a grievance process. Where there is a current or ongoing relationship between the Complainant and the Respondent and the Respondent alleges consent, the prior sexual history between the parties may be relevant to assess the manner and nature of communications between the parties. As noted in other sections of this policy, however, the mere fact of a current or previous dating or sexual relationship, by itself, is not sufficient to constitute consent. Any prior sexual history of the Complainant with other individuals is typically not permitted.

2. Procedures for PCC Students

Gender-based or sexual misconduct complaints against PCC students will be handled in accordance with the PCC Policy on Student Conduct and the process outlined in this policy:

Conduct Procedures for Students: <http://www.pcc.edu/about/policy/student-rights/documents/student-conduct.pdf>

These processes should be read to be consistent with one another and in the event of a direct conflict between the two, Gender-Based Sexual Misconduct Policy shall govern. The process for resolving gender-based or sexual misconduct complaints may include some or all of the following actions: informal inquiry and discussion, disciplinary action, or other appropriate action.

The College will not compel a Complainant to engage in mediation, to directly confront the Respondent. Mediation, even if voluntary, may not be used in cases involving sexual misconduct.

A Complainant's prior sexual history is not relevant and will not be considered in a conduct process. Where there is a current or ongoing relationship between the Complainant and the Respondent and the Respondent alleges consent, the prior sexual history between the parties may be relevant to assess the manner and nature of communications between the parties. As noted in other sections of this policy, however, the mere fact of a current or previous dating or sexual relationship, by itself, is not sufficient to constitute consent. Any prior sexual history of the Complainant with other individuals is typically not permitted.

A Complainant or Respondent may appeal the decision on the basis of an alleged failure to follow this Policy. A Complainant or Respondent may also submit an appeal disputing the severity of the sanction issued. A Complainant or Respondent may do so by submitting a written appeal to the Campus President or designee within 14 calendar days after the notice of outcome described in Section VI (6) above is delivered to the address on record for the Complainant. The Campus President or designee shall render a decision on the appeal within 14 calendar days of its submission.

3. Advisors

In an investigation, appeal, Grievance (employees), or Conduct Process (students), the Complainant and Respondent may choose to be assisted by an advisor. The advisor may accompany the individual to any College investigative, administrative, or adjudicative meeting, including any disciplinary inquiry. The advisor may not speak during the meeting or hearing, address the official(s) conducting the inquiry, or question witnesses.

A Complainant and Respondent may also choose to be assisted by an advocate/emotional support person of their choice. To serve as a support person, the individual will be required to meet with the official(s) conducting the inquiry or the Title IX Coordinator in advance of any

participation in the proceedings. The Survivor Advocate may serve as a support person for a Complainant.

The advocate/support person cannot be a witness in the proceedings. The advocate/support person is a silent and non-participating presence who is there solely to observe and provide moral support during the meeting itself. This person is not to address the official(s) conducting the inquiry except to ask for a short recess if one of the parties requires some time to compose themselves or collect their thoughts. The official(s) conducting the inquiry has the right at all times to determine what constitutes appropriate behavior on the part of a support person and whether the person may remain at the proceedings. While the support person may be present to hear testimony, no written materials are to be shared with support people.

Absent extenuating circumstances, witnesses and others involved in an investigation, inquiry, or hearing are not entitled to have a support person present.

A Complainant or Respondent may choose to seek the advice and assistance of an attorney at their own expense. The College will not recognize or enforce agreements between the parties outside of PCC disciplinary procedures.

VIII. Prevention and Education

The College is committed to a comprehensive educational and training program to promote awareness of and prevent sex discrimination, including sexual misconduct.

1. Mandatory initial and refresher Sexual Harassment Prevention Training (SHPT) for College employees will be provided by the Office of Equity and Inclusion. New employees should complete this training within their first six months of employment with refreshers every two years.
2. SHPT includes information on Title IX obligations and the nature and consequences of sexual harassment, including sexual misconduct, and discusses reporting options, resources, and procedures for handling complaints.
3. The Vice Presidents, Campus Presidents, and Deans are responsible for ensuring that their employees complete the mandatory SHPT initial and refresher trainings.
4. The Office of Equity and Inclusion, Women's Resource Centers, Public Safety, Enrollment and Student Services, Human Resources, and other campus offices promote awareness of and provide additional communication about and training in the prevention of sex discrimination, including sexual misconduct.
5. Workshops are offered to College employees and students, both online and in person, to provide sexual harassment prevention education every two years. Additional opportunities are provided by the Office of Equity and Inclusion, Women's Resource Centers, Public Safety, Enrollment and Student Services, Human Resources, and other campus offices to employees and students for education regarding issues of prevention, discrimination, equity, and the impacts of discrimination and unequal treatment on department and classroom climate.
6. College employees who are new or are within 90 days of the two-year anniversary of completion of last completed training will receive an email informing them of their requirement with a personalized link to the online course. Alternatively, employees may attend College-approved prevention training offered by the College's Women's Resource Centers, Public Safety, Enrollment and Student Services, Human Resources and other campus offices.
7. The Women's Resource Centers provide additional training, including bystander intervention training for students and employees and will educate students about the school's sexual misconduct policies.

IX. Training: Staff and Faculty

From the Office of Civil Rights in the US Department of Education's April 29, 2014 bulletin, Questions and Answers on Title IX and Sexual Violence, "a school should ensure that staff are capable of providing culturally competent counseling to all Complainants. Thus, a school should ensure that its counselors and other staff who are responsible for receiving and responding to complaints of sexual violence, including investigators and College officials involved in reviewing or processing a complaint under this Policy, receive appropriate training about working with LGBT and gender- nonconforming students and same-sex sexual violence."

1. Web-based Training: Staff and faculty will be required to go through a web-based training tool that informs them of their responsibilities around Title IX and PCC Policies regarding sexual misconduct.

2. In-person Training: Additionally there will be a series of trainings conducted in collaboration with the Professional and Organizational Development, the Women's Resource Centers, and the Title IX Coordinator/Title IX Training Coordinator.

3. Topics and Venues for Training

Fall

Topics:

- Students: Know Your IX
- Staff and Faculty: Know Your IX
- Staff and Faculty: Where PCC Stands Now with Title IX

Venues:

- In-service
- New Faculty Institute
- Part time institute
- Faculty Department Chair Institute

Winter

Topics:

- Students: Know Your IX
- Staff and Faculty: SA Prevention 101
- Staff and Faculty: SA Victim Advocacy 101

Spring

Topics:

- Students: Know Your IX
- Staff and Faculty: Updated; Where PCC Stands Now with Title IX
- Open to All: National trends; Current conversations re: Rape and Higher Ed Institutions

Venus:

- AP Institute

4. Applicable PCC Policies

<http://www.pcc.edu/about/affirmative-action/nonharassment/>

<http://www.pcc.edu/about/affirmative-action/consensual.html>

<http://www.pcc.edu/hr/contracts/classified.html>

May 21, 2015

15-133

APPOINTMENT OF DELEGATES TO ATTEND THE
ASSOCIATION OF COMMUNITY COLLEGE
TRUSTEES (ACCT) 2015 COMMUNITY COLLEGE
ANNUAL LEADERSHIP CONGRESS IN SAN DIEGO,
CA FROM OCTOBER 14-17, 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 Leadership Congress in San Diego, CA from October 14-17, 2015.

RECOMMENDATION: That the Board of Directors appoint Jim Harper, Deanna Palm, Gene Pitts, Kali Thorne-Ladd and the Zone 3 Director* as delegates to represent the College at the ACCT Leadership Congress.

*based on May 19, 2015 election results



Board of Directors Goals

Board members recognized during discussion that several goals from previous goal-setting are not time-specific but are “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 2014-2015 and 2015-2016 planning cycles.

Legacy Goals

- Monitor the College’s budget to proactively respond to changes in funding.
- Prioritize the College’s commitment to equity.
- Lead the development of a fundraising strategy to advance important initiatives e.g. Future Connect; collaborate with PCC Foundation efforts.
- Be actively involved in governmental affairs and advocacy; and monitor statewide restructuring efforts in HEC and OWEB.

Strategic Priorities and Goals 2014-2015 / 2015-2016

- Approve a PCC Strategic Plan and prioritize implementation endeavors.
- Identify and implement a completion strategy with an emphasis on advising, that results in an increased rate of completion by 2016, and is on track to rank among the highest nationally within five years.
- Adopt a strategy that achieves increased K-12 enrollment and dual credit across districts and student populations.
- Cultivate and maintain clear and consistent communication between Board of Directors and President.
- Adopt a strategy to expand use of technology in academic, administrative and student services support.

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.