

# College Council Agenda

Date: 2.3.17 | Begin: 12:00pm End: 1:30pm | Location: CC127

Topic/Item	Mapping	Presenter	Allotted Time	Key Points Provide 50 words or less on expected outcome	Category
<b>Minutes (1/20/17)</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance		NA	Minutes from the meeting on 1/20/17 were previously sent out for review. Any comments/corrections, please contact Beth.	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information <input checked="" type="checkbox"/> Document
<b>Board Policy – 2<sup>nd</sup> Read</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Joanne Truesdell	10 min	Academic Freedom and Responsibility	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
<b>ISP – 2<sup>nd</sup> Read</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Nora Brodnicki Sue Goff	5 min	ISP 290 Educational Progress ISP 374 DANTE'S Subject Standardized Tests (DSST)	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
<b>SISTERRS: Online Orientation and Data Improvement</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	BJ Nicoletti Stephen Brouwers Max Wedding	15 min		<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
<b>CCC Online Orientation Video</b>		Justin Montgomery	5 min		
<b>Administrative Regulation – 2<sup>nd</sup> Read</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Chris Smith	10 min	Retaliation and Whistleblower Protection	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document

<b>Town Hall Meetings</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Lori Hall	10 min		<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
<b>Committee Reports</b> <b>1. Presidents' Council</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Sue Goff	5 min		<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input type="checkbox"/> Document
<b>Association Reports</b> <b>1. ASG</b> <b>2. Classified</b> <b>3. Part-time Faculty</b> <b>4. Full-time Faculty</b> <b>5. Administrative Confidential</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance		10 min		<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input type="checkbox"/> Document
	<b>Assigned Action Items</b>	<b>Assigned to</b>	<b>Notes</b>		<b>Due</b>
	<b>Upcoming Meeting Dates</b>	<b>Start Time</b>	<b>End time</b>	<b>Location</b>	
	February 17, 2017	12:00pm	1:30pm	CC127	
<b>Attendance</b>					
<b>College Council Members 16-17:</b> Sue Goff (Chair), Beth Hodgkinson (Recorder), Dion Baird (ITS), Dave Gates (ITS – alternate), Tara Sprehe (AFaC), Darlene Geiger (AFaC – alternate), Molly Burns (AFaC), Stephanie Schaefer (AFaC), Ryan Davis (AFaC), Scot Pruyn (AFaC), Andrea Vergun (AFaC), Ryan West (AFaC), Sue Caldera (THOW), Ida Flippo (THOW) Chris Hughes (THOW), Jarett Gilbert (THOW), Sunny Olsen (THOW), Patricia Anderson Wieck (HR) Jennifer Nelson (CS), Mickey Yeager (CS), Bill Calabrese (CPR), Sarah Hoover (AS), Bob Keeler (AS), All Association Presidents, All Deans					
<b>Notes to Self</b>			<b>Deferred Items</b>		
<ul style="list-style-type: none"> <li>College Council Minutes can be found at F:\1MINUTES\College Council\16-17</li> </ul>					

# College Council Minutes

Date: 1.20.17 | Begin: 12:00pm End: 1:30pm | Location: CC127

Topic/Item	Presenter	Minutes
<b>Minutes (12/2/16)</b>	Sue Goff	Minutes from the meeting held on 12/2/16 were previously sent out for review. Any comments and/or corrections, please contact Beth.
<p><b>Core Theme Language Changes – 1<sup>st</sup> Read</b></p> <p><b>Core Theme Objectives &amp; Indicators Update</b></p>	David Plotkin	<p>Today, David Ploktin brought forward the Core Theme Ideas and Strategic Priorities 2016-17 draft and to acquire your feedback and take it back to the Accreditation Steering Committee. He shared the new core theme descriptions; the direction for new core theme indicators, the relationship between core themes and strategic priorities, and reminded us of the 2016-17 strategic priorities. In regard to the necessary changes to our core theme language, we need to clarify, reflect what we actually do, reflect the core theme purpose, and ensure that the core themes lead to measures that are valid, reliable, meaningful, realistic. David reviewed the core theme language changes. Andrea Vergun suggested another look the grammar for the recommended language for core themes: essential skills. He explained that it's important to have our strategic priorities and plans in alignment with our mission fulfillment. Our core themes need lagging indicators included and our strategic priorities should contain leading indicators. David shared examples of lagging vs. leading indicators for our core themes and strategic priorities. He discussed the concept of alignment and how core themes and other planning processes have alignment between the highest level, mission fulfillment goals, as well as other goals at the institution. This was something that we were asked to change stemming from our Year-Seven Accreditation Report. David reviewed a diagram that showed that we start with our mission, then to our mission fulfillment planning which breaks our mission into our core themes. Those core themes, the objectives and indicators should lead us to our strategic priorities which are three-year priorities. Our strategic priorities should lead to a more effective institution that is better fulfilling its mission. From those strategic priorities other integrated institutional plans should flow and have clarity and strong connections to those strategic priorities. Our plans should reflect our strategic priorities which in turn should reflect our core theme plans. At a certain point, we would be measuring using leading indicators, so we could change our actions in a time frame if what we are doing was not leading to the intended outcome. At a certain point, we would also look at these lagging indicators and start to wonder if we are at the level of mission fulfillment and question how these indicators stack up to our expectations. If they don't, we would begin to investigate further and adjust our plans. Please forward all suggestions in a timely manner since we are on a tight time frame. This needs to be finalized and included in the accreditation report in the next six weeks.</p>

<p><b>Board Policy Academic Freedom and Responsibility Draft Language</b></p>	<p>Bill Waters</p>	<p>This recommended policy was intended to be presented to the Board before coming to College Council for the first read. Due to inclement weather in December, the first read will occur today and then go to the Board. Bill presented this recommended Board policy in response to Recommendation One from our accreditation visit last year. Currently, in the full-time faculty and part-time faculty contract, we have an expansive policy that is part of the contract which is not included in this Board policy or do they match up with this Board policy says. The Commission made a recommendation make this correction in an addendum which will go to the Commission with our Year-One Report due on March 1. The Evaluation Committee recommends that the Board adopt and publish a comprehensive policy regarding academic freedom and responsibility. A group of people got together at the request of Joanne including Eric Lewis (full-time faculty), Kjirsten Severson (part-time faculty), and Matthew Altman (administration). They looked at the existing contractual language around academic freedom and went out to look at other recognized sources like the American Association of University Professors (AAUP) who have a lot of language and resources around academic freedom. The first read was presented and open to any comments. Please forward suggestions to Bill Waters.</p>
<p><b>ISP – 1<sup>st</sup> Reads ISP 290 Educational Progress ISP 374 DANTEs Subject Standardized Tests (DSST)</b></p>	<p>Nora Brodnicki Sue Goff</p>	<p>The first read for ISP 290 Educational Progress Policy replaces “Ability to Benefit” policy which is the terminology used in Essential Skills, English as a Second Language (ESL), and Financial Aid. The standard purpose establishes an alternate progress standard for students that are not subject to the Academic Standing Policy. ISP 290 will be brought back for a future second read.</p> <p>The ISP 374 DANTEs Subject Standardized Tests (DSST) is a new ISP here for the first read. This is another type of testing that we can use. The standard purpose established regulation and conditions for awarding college credit through the DANTEs Subject Standardized Tests (DSST) in a recognized subject area. ISP 374 will be brought back for a future second read.</p>
<p><b>Board Resolution R16/17-23: Student Right to Learn</b></p>	<p>John Ginsburg</p>	<p>Update on the Right to Learn resolution which was presented in draft form last month. John brought the latest version that the Board approved on December 20. Meetings will be scheduled to develop plans in order to implement. The resolution states that in the next ninety days the President will update the Board on the development of the processes and procedures.</p>
<p><b>New Administrative Regulation: Retaliation and Whistleblower Protection</b></p>	<p>Chris Smith</p>	<p>Human Resources received notice from our council that a new Oregon law went into effect on January 1 that requires whistleblower protection be an adopted college policy. It was recently discovered that Human Resources did not have a retaliation standalone policy, so one was drafted and combined with the whistleblower protection policy in order to cover a myriad of situations. This new administrative regulation has gone to Executive Council and is now here at College Council for a first read. Next step is to take this to Presidents’ Council. Please send feedback to Chris. Hoping to get this new administrative regulation approved in order to inform our employees.</p>

<p><b>Articulation Agreement and Transfer Guide Handbook</b></p>	<p>Jaime Clark</p>	<p>Part of our role as the Office of Education Partnerships is to help facilitate articulation agreements with four-year colleges and universities. Jaime realized that the college didn't have a process which has been challenging to keep track of the various agreements that have been created by various departments using individual processes. Over the summer, we drafted a handbook which was modeled after PSU has available which essentially lays out a pathway towards your articulation agreement. This will be faculty driven and will help provide information where we are available to help and provide the next steps. Currently, we have 25 active articulation agreements with four-year universities and colleges in the area and 5 degree partnerships – dual enrollment agreement with different institutions. Hopefully, the handbook will provide a guide to walk you through the process. The handbook is available on our website. If you want to peruse an articulation agreement, you will find available resources under articulation agreements on the website. Questions about the handbook or the process, please contact Jaime who will be happy to assist.</p>
<p><b>Committee Reports</b> <b>1. Presidents' Council</b></p>	<p>Sue Goff</p>	<p>No report.</p>
<p><b>Association Reports</b> <b>1. ASG</b> <b>2. Classified</b> <b>3. Part-time Faculty</b> <b>4. Full-time Faculty</b> <b>5. Administrative Confidential</b></p>		<ol style="list-style-type: none"> <li>1. ASG – Jairo Rodriquez/Megan Baumhardt: Many events were rescheduled due to the inclement weather. February 25 – Club and Resource Fair &amp; Dollar Soup and Grilled Cheese. February 3 - Service Project to repaint the Cougar Cave. The Regal Cinema movie ticket packages are still available including two ultimate movie tickets along with a \$10 concessions gift card. Look ahead to Valentine's Day for a few upcoming events including a heart-finding treasure hunt, craft sale and goodies available for purchase.</li> <li>2. Classified – Enrique Farrera: The association will start working with Human Resources on the Marylhurst reimbursement process. Upcoming advocacy training scheduled during February. Once printed copies of the new contract are available, the association will be notified. An electronic copy was distributed earlier. Contact Tami Strawn if you are interested in attending a Winterhawks game with your fellow staff members on February 4 at 7 p.m. NEA news: Becky Torres was appointed to the Ethnic Minority Affairs Committee as the OCESP liaison. Enrique Farrera is interviewing for a national interim NEA director position. HECC legislative update that universities are requesting additional money from the governor which will impact the community college budget and the educational system if approved. The association will start training classified members on how to interpret the contract. This will likely be and locations likely be scheduled during the general association meetings.</li> <li>3. Part-time Faculty – Leslie Ormandy: The contract has been ratified. Working to get a final copy and ready to be published.</li> <li>4. Full-Time Faculty – Nora Brodnicki: No report.</li> <li>5. Administrative Confidential – Jarett Gilbert: At our meeting next week we will be discussing the spring term All Staff Breakfast.</li> </ol>

<p><b>Announcements</b></p>	<p>All</p>	<p>Jarett Gilbert – Check out the Harmony Campus building cam - steel beams are going up.</p> <p>Chris Sweet – Deadlines have been extended due to the inclement weather. CCC Bookstore is extending the hours and returns will be extended through January 20. Late registration fees will be waived until January 23. The last day to drop a class and still receive a full refund is January 27.</p> <p>Justin Montgomery – Please share snow day photos and stories for FYI Monthly.</p> <p>John Ginsberg – A \$100 discounted, three-month TriMet pass is available at the CCC Bookstore.</p> <p>David Plotkin – Reminder to faculty to try to be as flexible as you can with students in making sure they are getting what they need with the time lost due to the inclement weather.</p>
<p><b>Present</b></p>		<p>Sue Goff (Chair), David Plotkin, Bill Waters, Ali Ihrke, Sue Caldera, Laura Lundborg, Christine Tappe, Denice Bailey, Jarett Gilbert, Stephanie Schaefer, Leslie Ormandy, Scot Pruyn, John Ginsburg, Ryan West, B. J. Nicolette, Chris Sweet, Nora Brodnicki, Jennifer Bown, Sarah Hoover, Andrea Vergun, Bob Cochran, Bill Calabrese, Shawn Swanner, Chris Smith, Robert Keeler, Jane Littlefield, Jairo Rodriguez, Patricia Andersen Wieck, Jaime Clark, Justin Montgomery, Enrique Farrera, Megan Baumhardt, Beth Hodgkinson (recorder)</p>

## **Academic Freedom and Responsibility**

The College considers academic freedom essential to the purpose of, and its application to, teaching and other College-related activities. The College considers responsibility as a companion to the rights and privileges of academic freedom throughout the educational process.

### **Faculty Academic Freedom and Responsibility**

1. Faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but paid research should be based upon an understanding with the authorities of the institution.
2. Faculty members are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. They should present scholarship fairly, accurately, and objectively. Faculty should acknowledge the source of copyrighted intellectual property and identify personal views, beliefs, and opinions as such.
3. College faculty are members of a learned profession, and responsible members of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

### **Community Academic Freedom and Responsibility**

The College strives to sustain an environment that allows for and protects the greatest possible freedom of expression, encourages openness and discourse, and supports rigorous inquiry. Throughout the educational process, members of the college community, which include faculty, staff, students, and guests, are encouraged to participate in spirited and open debate as well as intellectual exchange. In the course of inquiry, individual members of our college community may express viewpoints that other individuals may find disagreeable, unwelcome, or objectionable.

Violation of college regulations or policies, and breach of any federal, state, or local criminal law either on campus or at any college-sponsored activity including but not limited to; verbal harassment of/or threats directed toward any member of the college community; breach of peace on college property or at any college-sponsored function in a manner that disturbs the privacy of other individuals and/or the instructional program, are examples of individual conduct violations that are not protected under this policy.

All individual members of the college community bear the responsibility to distinguish those behaviors that may violate the college's student Code of Conduct, Board Policy, Employee Handbook or the respective collective bargaining agreement of a represented employee, state and federal laws from those of academic freedom.

All members of the college community have the right to due process. College employees should use the grievance procedures outlined in the Employee Handbook, or their respective collective bargaining agreements within the employee group for which they may be covered. Students should refer to the Student Handbook. Guests of the college should contact the Vice President of Instruction and Student Services with questions, concerns, or information regarding due process.

The support of academic freedom is not intended to supersede performance issues, college policies or procedures, collective bargaining agreements, complaint procedures, or municipal, state, or federal laws.

## END OF POLICY

---

### **Clackamas Community College Reference(s)**

The Clackamas Education Association

The Clackamas Community College Part-time Faculty Association

The Clackamas Community College Association of Classified Employees

The Clackamas Community College Student Handbook

The Clackamas Community College Employee Handbook

The Clackamas Community College Administrative/Confidential Handbook

The Clackamas Community College Board Policy Manual

### **Legal Reference(s):**

[ORS 341.290\(2\)](#)

[ORS 336.477](#)

[OAR 589-008-0100\(1\)\(f\)](#)

U.S. CONST. amend. I; U.S. CONST. amend. XIV.

OR. CONST., art. I, § 8.



# ISP 290

## **Educational Progress Policy (Replaces “Ability to Benefit” Policy)**

---

### **PURPOSE**

Establishes alternate progress standard for students not subject to the Academic Standing Policy.

### **SUMMARY**

Students not subject to the Academic Standing Policy who repeatedly fail to progress in courses or demonstrate repeated inability to progress toward meeting applicable course or program outcomes may be required to follow an appropriate action plan crafted in response to the student’s demonstrated difficulties.

### **STANDARD**

1. Faculty evaluate whether students have made substantial progress meeting learning outcomes in their courses. If such progress has not been made, the faculty member will work together with his/her department chair/director to determine an appropriate course of action (determine appropriate action as outlined in 290P).
2. Appeals or requests for exceptions to the Educational Progress policy can be made on a case by case basis to the Dean of Academic Foundations and Connections.
3. Students receiving financial aid may be subject to additional criteria regarding their educational progress. In such cases those criteria may be incorporated into any action plans created.

### **REVIEW HISTORY**

ISP Committee	Adopted	[Date]
College Council	Reviewed	[Date]

# ISP 374

## DANTES Subject Standardized Tests (DSST)

---

### PURPOSE

Establishes regulation and conditions for awarding college credit through the DANTES Subject Standardized Tests (DSST).

### SUMMARY

Clackamas Community College awards DSST credit to students who have completed a DANTES Subject Standardized Test in a recognized subject area and in accordance with the following conditions.

### STANDARD

1. DSST credit will be awarded according to the American Council on Education (ACE) recommendations.
2. Instructional departments will determine the appropriate course equivalency for DSST students. (See ISP 374A DANTES Subject Standardized Tests Credit Chart)
3. DSST credit will be noted on the student transcript and may be applied towards course equivalencies, program requirements and degree completion.

### REVIEW HISTORY

ISP Committee	New format	
ISP Committee	Reviewed/No changes	
College Council	Reviewed	
Instructional Council	Adopted	



## Student Information Strategy for the Enrichment of Research, Reporting and Service to Students (SISTERRS)

**Project Background** - In September, 2016, CCC was awarded \$166,000 from the Higher Education Coordinating Commission to support a data improvement strategy to improve our “front door” and “ongoing knowledge” about CCC credit students for the purpose of enriching our service delivery, research and reporting for student success. The project has a two pronged approach of creating:

1. a “front door ask” connected to a newly developed, mandatory, online student orientation; and,
2. an improved “ongoing/periodic ask” to close information gaps on students as well as provide an opportunity for students to update their general educational intent, any program intent, and contact information.

**Timeline** - The project will take place September, 2016 – July, 2017.

**Stakeholders** - Ongoing and new credit students | Admissions | Registration | Student orientation | Academic & Career Coaching | Faculty | InSS Deans | Institutional Research and Reporting | Accreditation teams | Office of Educational Partnerships | Center for Teaching and Learning | Oregon Promise Office | Information Technology Services

**Project Team** - Data Integrity Group (DIG) is the project owner. The following represent the primary working team members. A range of other individuals will participate as needed on specific aspects of the projects design and implementation.

- Project Co-Leads: Stephen Brouwers and BJ Nicoletti
- Project Tract Management Support: Stephen Wilks and Max Wedding
- Admissions and Registration: Chris Sweet
- Orientation/Student Services: Ryan Stewart
- ITS/Technical Support: Shawn Swanner
- Applied Information Systems Design and Utilization: Stephen Brouwers
- Research and Reporting: Bill Calabrese
- Non-Traditional Students: Teresa Robertson
- College Leadership Connection: Tara Sprehe
- Technical Documentation, Training, Communications, Project Learning: BJ Nicoletti

**Key Deliverables** – The following are the primary deliverables:

1. **Knowledge to Improve Practice & Student Outcomes:** Documentation that fully identifies key student data needed, why it is needed and how it will be used.
2. **Student Types Scoping:** Determination and definition of the student types and a scoping of which will be included in this project.
3. **"Working" Mandatory Student Orientation System:** Student Orientation system purchased, set up/configured to work for predefined types of students and process(es) in place for continued maintenance and ongoing sustainability.
4. **"Front Door" Student Information Update:** Electronic means of performing a mandatory collection of "essential" data for students coming to Clackamas Community College (CCC) for first time. Will be asked on mandatory entry to Student Orientation System, but collect data in Colleague's database.
5. **"Continuing Ask" Student Information Update:** Electronic means of performing a mandatory update of "essential" data for students on predetermined, routine schedule. Extension/Upgrade/Rebuild of current student information update - collecting data in Colleague's database.
6. **Sharing Package:** Project Learning for Grant: Package of "documentation" for state and other colleges that gives insight into how they can implement a similar system using information about what we did, why we did it and how it all works (process and technology?).

## Retaliation and Whistleblower Protection

### Non-Retaliation

The College strictly prohibits discrimination or retaliation against any individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under state and federal law, as well as College policy.

### Whistleblower Retaliation

The College strictly prohibits discrimination or retaliation against any employee for engaging in whistleblowing activities as defined in ORS 659A.200 to 659A.229, including disclosure of information otherwise protected under Oregon's public records law (ORS 192.501 to 192.505).

An employee who *in good faith has an objectively reasonable belief* that the actions of the college or its employees violates federal, state or local law and who, in the process of reporting the alleged violation, discloses information that is exempt from disclosure under Oregon's Public Records laws (ORS 192.501 to 192.505) has an affirmative defense against civil or criminal charges arising out of such disclosure if the protected information was disclosed to:

1. A state or federal regulatory agency;
2. A law enforcement agency;
3. A manager employed by the college; or
4. An attorney, when the communication is in connection with the alleged violation and the communication is subject to Oregon's attorney-client privilege protection under ORS 40.225.

The affirmative defense provided for herein applies to an employee's disclosure of information related to an alleged violation by a coworker or supervisor acting within the course and scope of employment of the coworker or supervisor.

The affirmative defense does not apply to information that:

1. Is disclosed or redisclosed by the employee or at the employee's direction to a party other than the parties listed above; or
2. Is stated in an agreement that is not related to the employee's employment with the employer and is either:
  - a. a commercial exclusive negotiating agreement, or
  - b. a commercial nondisclosure agreement;
3. Is disclosed by an attorney or his/her employee if the information disclosed is related to the representation of a client; or

4. Is protected from disclosure under federal law, including but not limited to HIPAA and FERPA and under these circumstances may only be disclosed in accordance with federal law.

Any employee who invokes his or her rights under this policy has the right to file a complaint under the College's harassment complaint procedure (GBNA/JFCF-AR); and, is entitled to all remedies available under Oregon's unlawful employment practices law, ORS 659A.200 to 659A.224.

END OF POLICY

---

Legal References:

[ORS 659A.200 to 659A.229](#)

[ORS 192.501 to 192.505](#)

Approved by President's Council: \_\_\_\_\_  
(Date)

# Let's Rally!



Education That Works

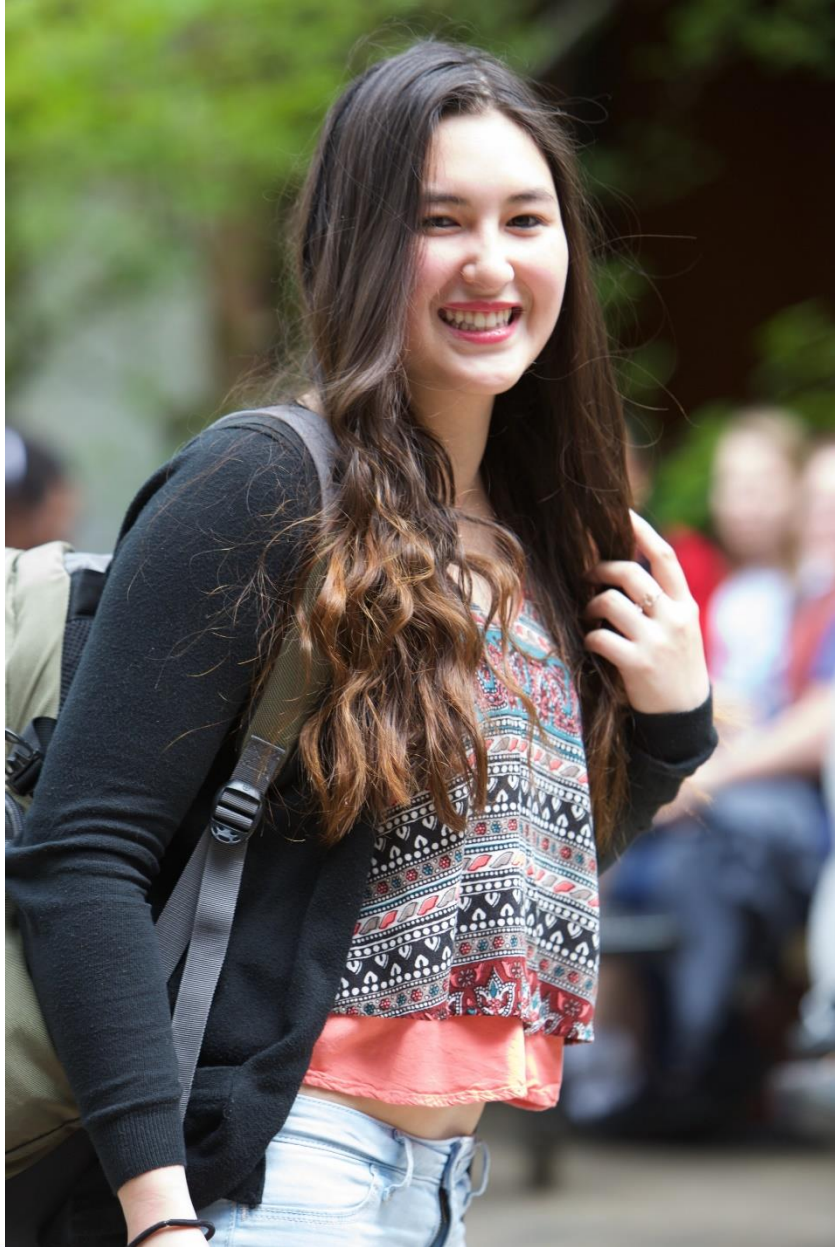


# State budget

**\$1.8 billion shortfall to maintain current funding**







# CCC Asks

- \$8M DeJardin science complex
- \$8M Community Center
- \$39.8M Deferred maintenance
- \$3.2M Safety and security needs



# Budget scenarios

- More tuition increases – up to \$6 per credit
- Program reductions or eliminations
- Staff and service reductions
- Operating cuts to fund deferred maintenance and safety & security needs

# Town Hall

Saturday, Feb. 10

Noon-2 p.m.

PCC, Sylvania campus



# Tips

- Arrive early and sign up to speak
- Wear your CCC gear
- Consider taking TriMet
- Driving? Park in the “general” spots
- Go as a group and do something fun before or after
- **Get students to join you!**

# Go Cougars!

