

# College Council Agenda

Date: 3.16.18 | Begin: 12:00 p.m. End: 1:30 p.m. | Location: CC127

Topic/Item	Mapping	Presenter	Allotted Time	Key Points Provide 50 words or less on expected outcome	Category
<b>Minutes</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 3/2/18 meeting 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>Transition Planning</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Amanda Coffey	5 min	Overview of current and future transition activities.	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input type="checkbox"/> Document
<b>Registrar /Enrollment Services Updates</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Chris Sweet	15 min	<b>Online Application</b> - Proposal to make social security number an optional field on the online application. <b>Directory Information</b> - Adding enrollment dates to directory information (Board Policy and College FERPA Policy).	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information <input checked="" type="checkbox"/> Document
<b>ISP – 1<sup>st</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 Sweet	5 min	ISP-472 Repeat of Course for GPA Recalculation	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
<b>Tuition and Fees for 2018-19</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Alissa Mahar	10 min	Share information about tuition and fee adjustments.	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input type="checkbox"/> Document
<b>CCC Foundation Scholarships</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Jay Anderson Karen Ash Klaudia Cuevas Paul Moredock	15 min	Review 2017-18 awarding data, the 2018-19 scholarship changes, and communication information.	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document

<b>Board Policy – 2nd Read</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Greer Gaston	10 min	This is the second read/approval for revisions to the following Board policies: BDDH: Public Comment in Board Meetings BF: Policy Development and Review BFC: Adoption and Revision of Policies EB: Health and Safety EBB: Integrated Pest Management EBCD: Emergency Closures ECA: College Safety ECAC: Video Surveillance ECD: Traffic and Parking Controls EDK/KGF: Use of College Equipment and Materials EEBA: Use of College Vehicles EI: Insurance Coverage	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
<b>Diversity, Equity, and Inclusion Committee</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	John Ginsburg Klaudia Cuevas	10 min	Presenting charter and update from committee.	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
<b>Global Learning Committee</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Ida Flippo	10 min	Presenting committee charter.	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
<b>Title IX &amp; Gender or Sex-Based Misconduct Policy</b>	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Chris Smith	5 min	Advise on changes to Administrative Regulation. Final opportunity to provide feedback.	<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> 1. <b>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	0 min	No recent meeting to report.	<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> 1. <b>ASG</b> 2. <b>Classified</b> 3. <b>Part-time Faculty</b> 4. <b>Full-time Faculty</b> 5. <b>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>	
	April 6, 2018	12:00 p.m.	1:30 p.m.	CC127	
<b>Attendance</b>					
<b>College Council Members 17-18:</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), TBA (AFaC), Sue Caldera (TAPS), Ida Flippo (TAPS), Jarett Gilbert (TAPS), Sunny Olsen (TAPS), Chris Hughes/Joyce Gabriel (TAPS – alternates), Patricia Anderson Wieck (HR), Mickey Yeager (CS), Ali Ihrke (CPR), Sarah Hoover (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\17-18</li> </ul>					

# College Council Minutes

Date: 3.2.18 | Begin: 12:00 p.m. End: 1:30 p.m. | Location: CC127

Item/Presenter	Minutes
<b>Minutes</b>	Minutes from the meeting held on February 16, 2018, were previously sent out for review. Any comments and/or corrections, please contact Beth.
<b>Guided Pathways: Pre-College Pipeline</b>	<p>Dawn Hendricks provided an update on the Guided Pathways Taskforce: the self-assessment is complete and was submitted in February. The taskforce will have a follow up call with Oregon Student Success Center next week and hope to be chosen for the first Guided Pathways (GP) cohort in Oregon.</p> <p>Current work: the taskforce is now creating a communication plan to ensure full dissemination of information through formal and informal processes. The next informal meeting is Pizza with Plotkin on March 15. The group plans to start ‘coffee chat’ sessions to get feedback and questions around the GP and work being done. The Winter Inservice will be about GP and meta-majors.</p> <p>Darlene Geiger and Jaime Clarke updated the group on the Pre-College Pipeline Workgroup: they handed out a document of their charge and members. This group is tasked with guidance for the ‘on ramp’ piece of GP for pre-college groups such as developmental education (e.g.; GED &amp; ESL) and High School Connections programs (e.g.; ACC).</p> <p>Major milestones for the group include creating a dual process instruction model similar to I-BEST where students gain their GED and a Career Pathway certificate at the same time. They are also identifying partnerships among instructions and student services. They will make project recommendations to the taskforce soon.</p> <p>Discussion &amp; Questions:</p> <p>Can we can make suggestions for programs, initiatives, and partnerships? Yes, anyone can contact a workgroup member.</p> <p>What is a non-traditional student? In general, a displaced or adult student in comparison to the traditional student entering college following high school graduation.</p>

<p><b>Environmental Learning Center (ELC)</b></p>	<p>Renee Harber provided an update on the construction activities at the ELC. The building restorations have been completed. Lakeside Hall didn't have much to upgrade; has teaching podium and Wi-Fi. The Pavilion now has walls with full-length windows that are accordion style to open to outside; no teaching podium, but has Wi-Fi. Restrooms have been upgraded. The outdoor amphitheater had a dedication ceremony two weeks ago. Rooms and amphitheater are now available to use. They are not in 25Live, but will be soon. The project also included new interpretive signage and approximately 50,000 plants (planting still in process). Introduction of wildlife is in discussion with government officials.</p> <p>Timeline:</p> <ul style="list-style-type: none"> <li>• Complete: buildings restorations.</li> <li>• Spring Break: bridges along the pathways will be installed during spring break. The Welding Department is constructing bridges.</li> <li>• June 7: official Grand Opening.</li> </ul> <p>Guidelines for usage – Renee would like feedback on proposed guidelines. The college is creating an AR Facility Use Guideline for the entire college campuses. The ELC Use Guidelines are a supplement to that. The ELC will be used by community for events; rental fees intended to sustain the ELC. CCC faculty/staff will be able to use for classes; however, need to keep in mind others may reserve as far as a year or so ahead of time (i.e. wedding, prof dev workshop), which is different than the normal term-by-term classroom scheduling. Class reservations will not be bumped by a community reservation, but one-time events (e.g.; workshop, meeting) may be. If that happens, Facility Reservations will assist with finding an alternative location.</p>
<p><b>Institutional Research Request Form</b></p>	<p>Lisa Ahn Wang explained a new process for requesting IR data. In order to keep track, assess college-wide or common needs to create reports, and provide timelines on completion, the department has decided to use the online Helpdesk function. All requests for information and data are to be submitted through an online ticket. Confirmation and estimated completion times will be sent within five (5) business days of ticket receipt. Lisa Ahn went over information to include in ticket request.</p> <p>Discussion and Questions: Can we still call if needed? Yes, some questions are simple to answer and may not validate a ticket.</p>

<p><b>CCC Library Overdue and Lost Notice Updated Language</b></p>	<p>Jane Littlefield and Sarah Nolan provided an overview of the Overdue and Lost Items Notice. This document includes information about timelines and fees from the Interlibrary and Loan Summit, which includes resources other than the college.</p> <p>Discussion &amp; Questions: Do fees need to be resolved before we can check out materials again? Yes. If items are lost or have a late fee above \$25, the account will be referred to the Business Office for billing and payments will be accepted at Roger Rook.</p> <p>Is there a daily fee for lost items? No, once the item is determined lost a one-time fee is assessed.</p>
<p><b>Math Department Updates</b></p>	<p>Carrie Kyser and Kelly Mercer updated the group on Math 98. They started working on fixes to math developmental education courses, as data showed a high dropout rate. Math 98 was created as a result and began offerings in Spring 2015. The course will move from five (5) to four (4) credits in Summer 2018. There will be a change in the description and learning outcomes.</p> <p>For consistency, all pre-college math will be four (4) credits beginning Summer 2018, except Math 80.</p> <p>Discussion &amp; Questions: Will past transcripts still show the higher credits taken? Yes. Has the Math Department contacted other departments and have changes been made to the catalog? Carrie and Kelly made several announcements and visited individual division and department meetings. They are not aware of any changes made to this catalog; however, this is an ongoing process and will be a discussion with Guided Pathways and through assessment work.</p>
<p><b>ISP Reads</b></p>	<p><b>ISP-160: Course Outline and Course Syllabus Information</b> – second read. There is a small change to not require syllabi for non-credit except courses such as, ESL, PIE, CEU, and GED.</p> <p>Discussion: It was suggested to list non-credit course types that don't require a syllabus, rather than list what course do. There is also a typo in Standard 2.</p> <p><b>ISP-360: Credit for Prior Learning</b> – first read. There was a need to separate out different types of CPL in regard to the 25% limit. The 25% limit is related to the portfolio type of CPL, not Credit by Exam. ISP is also researching requirements for non-residents. That information may be added in the next read.</p> <p>Discussion: no comments.</p>

<p><b>Board Policy – 1st Read</b></p>	<p>Denice Bailey reviewed proposed revisions to the following Board policies:</p> <p>BDDH: Public Comment in Board Meetings – made an update to what can and can’t be said at meetings about staff members.</p> <p>BF: Policy Development and Review – changed the review timeline from ‘yearly’ to ‘regularly’; a 3-year cycle.</p> <p>BFC: Adoption and Revision of Policies – no suggested changes.</p> <p>EB: Health and Safety – no suggested changes.</p> <p>EBB: Integrated Pest Management – cleaned up language to align with statute.</p> <p>EBCD: Emergency Closures – making change to allow the President to designate someone to address closures.</p> <p>ECA: College Safety – multiple changes mainly related to sexual assault.</p> <p style="padding-left: 40px;">Discussion &amp; Questions: the group would like a definition of Anti-Social Behavior and to know the difference between rape and acquaintance rape.</p> <p>ECAC: Video Surveillance – changes recommended by College Safety Director to remove surveillance from personnel and student records.</p> <p>ECD: Traffic and Parking Controls – changes recommended by College Safety Director.</p> <p style="padding-left: 40px;">Discussion &amp; Questions: what happens if a car is towed? The policy reflects legal remedies. How do we deal with cars on site for Tri-Met Park &amp; Ride? Phil explained they must follow rules of the college. What about leaving cars overnight? Phil explained rules do not prohibit that.</p> <p>EDK/KGF: Use of College Equipment and Materials – indicate policy applies to college and community.</p> <p>EEBA: Use of College Vehicles – added language about not using for financial gain.</p> <p>EI: Insurance Coverage – one grammatical correction.</p> <p>Denice advised the policies will go to the Board for a first read; to College Council for second read; President’s Council; then back to Board for adoption in April.</p>
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<p><b>Committee Reports</b></p>	<p><b>Presidents’ Council:</b> no recent meeting to report.</p>
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<p><b>1. Presidents' Council / Sue Goff</b></p>	
<p><b>Association Reports</b></p> <ol style="list-style-type: none"> <li>1. <b>ASG / Angel Orozco</b></li> <li>2. <b>Classified / Alison Ihrke</b></li> <li>3. <b>Part-Time Faculty / Leslie Ormandy</b></li> <li>4. <b>Full-Time Faculty / Casey Sims</b></li> <li>5. <b>Administrative Confidential / Sunny Olsen</b></li> </ol>	<ol style="list-style-type: none"> <li>1. <b>ASG: Inter Club Council Meeting (ICC)</b> – March 6<sup>th</sup> @11:30am–1pm, Tuesday ASG will meet with all the CCC clubs and discuss how their clubs are doing and if they need anything from us. <b>National Women's Day</b> - March 8<sup>th</sup>, Thursday @12pm the multicultural center will be giving out flowers to women. <b>Grants Deadline</b> – The deadline to turn in applications for ASG grants will be March 9<sup>th</sup> before 5pm. <b>Spread Kindness Event</b> – March 12-14, Mon, Tues, Wed. Monday at Harmony from 11am-1pm ASG will be passing out cupcakes, Tuesday at Wilsonville from 4-5pm ASG will be passing out doughnuts, and flowers will be given out at OC from 11am-1pm. <b>ASACC (American Student Association of Community College)</b> – March 16<sup>th</sup>, ASG will be sending two members (Jairo &amp; Duncan), to Washington D.C. for the National Student Advocacy Conference. <b>Lending Library Fundraiser</b> – The Campus Activities department is looking to start a fundraiser to increase the budget for the Lending library program and we could really use some ideas on what to sell or do.</li> <li>2. <b>Classified:</b> Alison read a written update from Enrique Farrera. Provided update on measure passed and bill pending. There will not be hearings on budget requests for community colleges during short legislation session. The association is working with other college leaders on diversity initiatives and will bring a diversity trainer to campus next term. They will also start an engagement project to retain and strengthen the association.</li> <li>3. <b>Part-Time Faculty:</b> there is a board of directors meeting next week. They are working on an issue with OEA.</li> <li>4. <b>Full-Time Faculty:</b> had a faculty lunch yesterday and will send out a survey about engagement with the association.</li> <li>5. <b>Administrative Confidential:</b> the All Staff Breakfast is March 22; invites will be sent soon. The association will help with planting trees at the ELC.</li> </ol>
<p><b>Announcements / All</b></p>	<p><b>Max Wedding</b> – there is a Skills Competition Listening Session in the Community Center today at 2:00PM.</p> <p><b>Sunny Olsen</b> – a new Staff Development Course Submission Form is now available for trainings and workshops to be created for registration in order to collect FTE. The online submission form can be found on the myClackamas portal/CougarTrax/Continuing Education.</p>



	<p><b>Sue Goff</b> – Active Shooter Training will be offered for the next two Thursdays. Also, groups can request training on an ad hoc basis. The production of Lost Boy by Sue Mach is playing through next weekend.</p>
<p><b>Present</b></p>	<p>Sue Goff (Chair), Carrie Kyser, Kelly Mercer, Stephanie Schaefer, Emilie Azorr, Laura Smith, Lori Hall, Jaime Clarke, Stephen Wilks, Jane Littlefield, Alison Ihrke, Sarah Nolan, Darlene Geiger, Lisa Reynolds, Molly Burns, Karen Ash, Renee Harber, Dawn Hendricks, Ida Flippo, Denice Bailey, Leslie Ormandy, Lizz Norrander, Lisa Anh Wang, Patricia Anderson Wieck, Phil Zerzan, Jennifer Anderson, Ryan Davis, Gabi Romero, Duncan Garcia, Angel Orozco, Cole Jones, Sunny Olsen, Max Wedding, Laura Lundborg (Recorder)</p>

## Student Records - Directory Information

The College will comply with and adhere to the requirements of the Federal General Education Act, and Family Educational Rights and Privacy Act of 1974 (FERPA) for maintaining the privacy and appropriate disclosure of student record information.

The College designates the following items as directory information and may disclose any of these items without prior written consent from the student:

1. Full name
2. Enrollment status and terms of enrollment;
3. **Enrollment dates**
4. Verification of certificate or degree award;
5. Residency status;
6. Major (program of study);
7. Athletic participation (including height and weight of team members);
8. The following information may also be released as directory information by the dean of academic foundations and connections or registrar:
  - a. Student name, address, telephone number;
  - b. Class location to Campus Safety in cases of health or safety concerns.

The College may disclose nondirectory information from a student's record only with prior written consent from the student which may include faxed and electronic signatures. Exceptions to this will be administered by the registrar and in keeping with FERPA regulations as well as AACRAO best practices.

The College will provide a "FERPA Restriction" option for students requesting that both directory as well as nondirectory information not be disclosed.

Approved by President's Council: June 12, 2012  
(Date)

# ISP 472

## Repeat of Courses for GPA Recalculation

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### PURPOSE

Establishes the conditions for repeating courses for the purpose of recalculating GPA.

### SUMMARY

Students may repeat a course as many times as they choose. The GPA will be recalculated automatically.

### STANDARD

1. Course registration is required in order to repeat a course.
2. Appropriate tuition and fees will be assessed for repeated courses.

### REVIEW HISTORY

ISP Committee	Updated format	August 3, 2016
College Council	Reviewed	January 18, 2013
College Council	Reviewed	February 18, 2011
College Council	Reviewed	April 7, 2006
College Council	Reviewed	April 1, 2005

## **Public Comment in Board Meetings**

All meetings of the Board, with the exception of executive sessions, will be open to the public. The Board invites citizens to attend Board meetings to become acquainted with the program and operation of the College. Members of the public also are encouraged to share their ideas and opinions with the Board when appropriate.

It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids and services.

Auxiliary aids and services for ~~disabled~~ persons with disabilities will be available at no charge to the individual.

All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, alternative, equally effective means of communication will be used.

### **Audience**

During an open session of a Board meeting, members of the public ~~are specifically~~ may be invited to present comment during the designated portion of the agenda. At the discretion of the Board chair, further public comment may be allowed.

The Board may exclude from any such public or executive session, during the examination of a witness, any or all other witnesses in the matter being investigated by the Board.

### **Request for an Item on the Agenda**

A member of the public may request the President to consider an item of concern to be placed on the agenda of a regular Board meeting. This request should be made in writing and presented to the President for consideration.

### **Procedures for Public Comment in Meetings**

The Board will establish procedures for public comment in open meetings. The purpose of these procedures will be to inform the public how to effectively comment in Board meetings for the best

interests of the individual, the College and its patrons. The information will be easily accessible and available to all patrons attending a public Board meeting.

### **Letters, Petitions or Written Comments**

Letters, petitions or written comments may be accepted at any Board meeting. No action will be taken in response to a letter, petition or written comments before the next regular meeting. Letters, petitions or written comments will be referred to the President for consideration and recommendation.

### **Criticisms of Comments Regarding Staff Members**

Speakers may offer objective criticism of College operations and programs, but the Board will not hear complaints concerning comments regarding any individual College personnel staff member. The Board chair will direct the visitor to the appropriate means procedures in Board policy [KL - Public Complaints] for Board consideration and disposition of a legitimate complaints involving individuals a College staff member. A commendation involving a staff member should be sent to the President, who will forward it to the employee, his/her supervisor, and the Board.

END OF POLICY

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

[ORS 165.535](#)  
[ORS 165.540](#)  
[ORS 192.610 to -192.690](#)  
[ORS 341.283](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).  
Americans with Disabilities Act Amendments Act of 2008.

#### **Cross Reference(s):**

BDDC - Board Meeting Agenda

## **Policy Development and Review**

### **Development**

The Board has the authority and responsibility to establish policy. The formulation and adoption of policies, recorded in writing, will constitute the basic method by which the Board will exercise its leadership in the operation of the College.

The policies shall be consistent with Oregon Revised Statutes, Oregon Administrative Rules and all federal laws and regulations. Policies do not encompass all laws relating to the College's activities. All College employees will be expected to know and will be held responsible for observing all provisions of law pertinent to their activities as College employees.

The President will furnish necessary information and make recommendations on new policies and on policy changes.

### **Adoption**

The formal adoption of policies will be recorded in the Board minutes. Only those written statements so adopted and so recorded will be regarded as official Board policy.

Any formal motion or action of the Board which, as a revision of existing policy, creates, amends or supplements policy will be called to the attention of the Board when reviewing the minutes for formal adoption.

Board policy documents will be made available in printed or electronic form. When additions, deletions or amendments are made to Board policy, the addition, deletion or amendment will carry the adoption date and the corrected copy will be made available at the earliest opportunity.

### **Revision**

Board policies will be subject to alteration, addition or deletion only upon majority vote of the Board at any regular or special meeting in which all members have been notified in writing of the proposed alteration, addition or deletion at least 24 hours in advance. In most cases, a first reading of the policy will be scheduled on a regular meeting agenda prior to its adoption at a subsequent regular meeting.

A proposed change in policy will not be made at the meeting in which the change is proposed unless an emergency arises. A majority vote of the Board is required to declare an emergency situation.

## **Suspension**

In the event of emergency or special circumstances, the operation of any section or sections of policies not established by law or specifically listed in collective bargaining agreements may be temporarily suspended by a majority vote of the Board at a regular or special meeting.

## **Review**

To keep written policies current and relevant, the Board will ~~annually~~ regularly review and update its policies. The Board also will evaluate the implementation and effect of such policies. The President has continuing responsibility to alert the Board of all policies that may need revision.

## **Annual Filing Requirements**

The College shall file annually between December 1 and January 1 either any policy revisions made or a statement that policies currently on file with the Community College Commissioner are being continued.

END OF POLICY

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

[ORS 341.283](#)

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

[OAR 589-008-0100](#)

# Oregon School Boards Association Selected CC Sample Policy

Code: **BFC**  
Adopted:

## Adoption and Revision of Policies

Board policies will be subject to alteration, addition or deletion only upon majority vote of the Board at any regular or special meeting in which all members have been notified in writing of the proposed alteration, addition or deletion at least 24 hours in advance. In most cases, a first reading of the policy will be scheduled on a regular meeting agenda prior to its adoption at a subsequent regular or special meeting.

A proposed change in policy will not be made at the meeting in which the change is proposed unless an emergency arises. A majority vote of the Board is required to declare an emergency situation.

The formal adoption of policies will be recorded in the Board minutes. Only those written statements so adopted and so recorded will be regarded as official Board policy.

When additions, deletions or amendments are made to Board policy, the addition, deletion or amendment will carry the adoption date and the corrected copy will be published at the earliest opportunity.

The operation of any individual policy, section or sections of policies not established by law or specifically listed in the current collective bargaining agreement may be temporarily suspended by a majority vote of the Board at a regular or special meeting.

The policy manual will be regularly reviewed to keep it current.

END OF POLICY

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### Legal Reference(s):

[ORS 341.283](#)

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

[OAR 589-008-0100\(1\)\(1\), \(2\)](#)

HR6/30/16 | SL



# Clackamas Community College

Code: **EB**  
Adopted: 8/09/06  
Readopted: 12/14/11  
Orig. Code(s): 614

## Health and Safety

It is the policy of the College to ensure a safe and healthful campus for all its employees and students. This College will maintain an effective health and safety program that involves all employees in the effort to eliminate workplace hazards.

It is the responsibility of all staff to work safely and participate in a manner that helps prevent workplace injuries and illness.

Safe buildings, grounds and equipment will be maintained in order to prevent accidents or injury to students, employees and others from fire, natural disasters, mechanical and electrical malfunction and other hazards.

Buildings will be planned, constructed, equipped and maintained in accordance with appropriate local, state and federal safety regulations.

Buildings will be provided with alarm systems, fire extinguishers and other safety devices required by state and federal laws and regulations.

The President or designee will develop and implement a safety program which will include, but not be limited to, compliance with and enforcement of all state and federal laws, rules and regulations.

END OF POLICY

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### Legal Reference(s):

[ORS 654.003 - 654.022](#)  
[ORS 654.176](#)  
[ORS 654.182](#)

[OAR 437-001-0765](#)  
[OAR 437-002-0020 to -0081](#)

[OAR 437-002-0100](#)  
[OAR 437-002-0140](#)  
[OAR 437-002-0144](#)  
[OAR 437-002-0145](#)  
[OAR 437-002-0180 to -0182](#)  
[OAR 437-002-0187](#)

[OAR 437-002-0260 to -0268](#)  
[OAR 437-002-0360](#)  
[OAR 437-002-0368](#)  
[OAR 437-002-0377](#)  
[OAR 437-002-0390](#)  
[OAR 437-002-0391](#)

Fazzolari v. Portland Sch. Dist. No. 1J, 303 Or. 1 (1987).

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629; Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656.

### Cross Reference(s):

EBB - Integrated Pest Management

## Integrated Pest Management

To ensure the health and safety concerns of student, staff and community members, the College shall adopt an integrated pest management plan (IPM)<sup>1</sup> which emphasizes the least possible risk to students, staff and community members and shall adopt a list of low-impact pesticides for use with the IPM plan.

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:
  - a. Protect the health and safety of students and staff;
  - b. Protect the integrity of College buildings and grounds;
  - c. Maintain a productive learning environment; and
  - d. Protect local ecosystem health.
2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;
3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;
4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;
5. Evaluates the need for pest control by identifying acceptable pest population density levels;
6. Monitors and evaluates the effectiveness of pest control measures;
7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;
8. Excludes the application of pesticides for purely aesthetic purposes;
9. Includes College staff education about sanitation, monitoring, inspection and pest control measures;
10. Gives preference to the use of nonchemical pest control measures;

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<sup>1</sup>See Model Integrated Pest Management Plan for Oregon Schools at [http://www.ipmnet.org/tim/IPM\\_in\\_Schools/Model\\_School\\_IPM\\_Plan\\_Main\\_Page.html](http://www.ipmnet.org/tim/IPM_in_Schools/Model_School_IPM_Plan_Main_Page.html)

11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and
12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The College shall designate the Dean of Campus Services or designee as the Integrated Pest Management Plan Coordinator giving the authority for overall implementation and evaluation of the IPM plan.

### **Integrated Pest Management Plan Coordinator**

The IPM Plan Coordinator shall:

1. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;
2. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;
3. Oversee pest prevention efforts;
4. Ensuring identification and evaluation of pest situation;
5. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property and the environment;
6. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;
7. Evaluate pest management results; and
8. Keep for at least four years following the application date, records of applied pesticides that include:
  - a. A copy of the label;
  - b. A copy of the ~~Material Data~~ Safety ~~Data~~ Sheet (SDS);
  - c. The brand name and USEPA<sup>2</sup> registration number of the product;
  - d. The approximate amount and concentration of pesticide applied;
  - e. The location of where the pesticide was applied;
  - f. The type of application and whether the application was effective;
  - g. The name(s) of the person(s) applying the pesticide;
  - h. The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;
  - i. The dates and times for the placement and removal of warning signs; and
  - j. Copies of all required notices given, including the dates the IPM Coordinator gave the notices.
9. Respond to inquiries about the IPM plan and refer complainants to Board policy KL - Public Complaints;

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<sup>2</sup>U.S. Environmental Protection Agency

10. Conduct outreach to College staff about the College's IPM plan.

END OF POLICY

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**Legal Reference(s):**

[ORS 634.116](#)

[ORS 634.700 to-750](#)

**Cross Reference(s):**

EB - Health and Safety

# Clackamas Community College

Code: **EBCD**  
Adopted: 8/22/06  
Readopted: 12/14/11  
Orig. Code(s): AR 717-007

## Emergency Closures

In case of hazardous or emergency conditions, the President or designee may alter class schedules as are appropriate to the particular condition. Such alterations include closure of all departments/campuses, closure of selected departments/campuses, delayed openings, and early dismissal.

The President or designee will develop and maintain such plans and procedures as are necessary to carry out alternate schedules.

At the beginning of each academic year students and staff will be informed of the procedures used to notify them in case of an emergency closure.

END OF POLICY

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### Legal Reference(s):

[OAR 437-002-0360](#)  
[OAR 437-002-0377](#)

## College Campus Safety

The College will work with community agencies to reduce the opportunity for criminal/anti-social activities and providing a safe and secure environment for staff and students.

The College shall provide for and maintain a safe and secure educational environment, structured to provide for the personal and public safety interests of students, faculty, staff and community campus users. It shall be the primary responsibility of the College's campus Safety Office to provide certified professional staff members, charged with enforcement of law and college board policies maintaining a safe college.

The College prohibits sexual assault, domestic violence, dating violence or stalking, as defined in federal and state laws. Individuals violating this policy will be subject to discipline up to and including dismissal or separation from the College, regardless of whether they are facing criminal or civil charges for their actions.

The College will provide students and staff with education programs, as described in the Campus Sexual Violence Elimination Act, to promote the awareness of and strategies intended to prevent rape, acquaintance rape, sexual assault, domestic violence, dating violence and stalking, before they occur.

The College campus Safety Office shall be primarily responsible for carrying out the mandates of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

### Security and Access

The Board seeks to provide an atmosphere of openness for the encouragement of collegiate activity at College-controlled facilities. This must be balanced by controls on access which are designed to promote security in College facilities.

### Reporting of a Crime or Other Emergency

College personnel shall cooperate fully with local, state and federal law enforcement agencies as they seek to protect life and property, to prevent anti-social behavior and preserve a secure environment at the college in the locations where classes are held and offices are located. It is the responsibility of students and staff to report all crimes, even those considered minor, to local law enforcement and the Campus College Safety Department Office. All suspicious activity and other emergencies should be reported to the the Campus College Safety Department Office or another administrator, as promptly as possible.

The President or designee shall develop administrative regulations necessary to implement this policy and to meet the requirements of law.

END OF POLICY

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**Legal Reference(s):**

[ORS 30.866](#)

[ORS 107.705](#)

[ORS 163.467](#)

[ORS 163.525](#)

[ORS 163.732](#)

[ORS 341.290](#)

[OAR 437-002-0040 to -0043](#)

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. § 1092(f) (2006).

Section 304 of Violence Against Women Authorization Act (VAWA) of 2013.

The Campus Sexual Violence Elimination Act (Campus SaVE) (2013).

## Video Surveillance

The Board authorizes the use of video cameras on College property to ensure the health, welfare and safety of all staff, students and visitors to College property, and to safeguard College facilities and equipment. Video cameras may be used in locations as deemed appropriate by the President.

The College shall notify staff and students through handbooks or other notices that video surveillance may occur on College property.

Students or staff in violation of Board policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.

~~Video recordings may become a part of a student's educational record or a staff member's personnel record as per collective bargaining agreement.~~ Video recording data is maintained and controlled by the Director of College Safety. This data will not be shared or reviewed without the permission of the Director of College Safety, in consultation with the Vice President of College Services. The College shall comply with all applicable state and federal laws related to record maintenance and retention.

END OF POLICY

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### Legal Reference(s):

[ORS 30.864](#)  
[ORS 192.420 - 192.505](#)

[OAR 166-450-0090](#)  
[OAR 166-450-0120](#)  
[OAR 589-004-0100 to -0750](#)



## Traffic and Parking Controls

The President or designee shall authorize parking areas and post notices on College property designated for staff, student, visitor parking and parking for persons with disabilities and other classifications of parking areas as may be necessary.

Any vehicle not parked in authorized areas may be cited and/or towed away and stored. All charges for towing and storing will be the responsibility of the owner or operator of the vehicle. Any person failing to abide by the College's parking requirements may be ~~further prohibited from bringing any vehicle on campus~~ excluded from campus and/or subject to disciplinary action as appropriate. Persons refusing to comply with this exclusion are subject to arrest for criminal trespass in the second degree (ORS 164.205).

The President shall develop additional rules as necessary for the ~~policing~~, control and regulation of traffic and parking of vehicles on property under the jurisdiction of the College.

END OF POLICY

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### Legal Reference(s):

[ORS 341.300](#)

Americans with Disabilities Act of 1990; Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630; 28 C.F.R. Part 35.

### Cross Reference(s):

KGB - Removal/Exclusion of Person(s) from Campus

## Authorized Use of College Equipment and Materials

The Board recognizes that College equipment and materials are purchased to provide for and/or enhance students' educational programs. ~~It is the Board's responsibility to establish policies to protect and maintain this equipment.~~ The President or designee is responsible for establishing guidelines concerning equipment and materials and conditions under which they may be used. Equipment and materials will be available to College employees through their programs and authorized use shall be consistent with ORS Chapter 244.

In all cases, equipment and materials shall not be used for private financial gain.

END OF POLICY

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### Legal Reference(s):

[ORS Chapter 244](#)  
[ORS 341.290\(2\)](#)  
[OAR 589-006-0050](#)

OR.ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

### Cross Reference(s):

KG - Community Use of College Facilities

# Clackamas Community College

Code: **EEBA**  
Adopted: 11/15/05  
Readopted: 12/14/11  
Orig. Code(s): AR 713-003

## Use of College Owned Vehicles

The Board may approve the purchase of vehicles to be used by staff for College business.

Personal use of College vehicles is prohibited, except where authorized by contract or with prior approval of the President or designee.

The President or designee will develop and maintain regulations that define the appropriate use and care of College vehicles and the responsibilities of College staff using those vehicles.

In all cases, vehicles shall not be used for private financial gain.

END OF POLICY

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### Legal Reference(s):

[ORS 341.290\(2\)](#)  
[ORS 801.455](#)  
[ORS 811.210](#)  
[ORS 820.105](#)

[ORS 820.110](#)  
[ORS 820.120](#)  
[OAR 437-002-0220 to -0227](#)

# Clackamas Community College

Code: **EI**  
Adopted: 8/03/94  
Readopted: 12/14/11  
Orig. Code(s): 707

## Insurance Coverage

The College will maintain a risk and insurance management program for the protection of life, health, property and financial resources that meets all applicable laws or statutes for College coverage.

END OF POLICY

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### Legal Reference(s):

[ORS 30.260 - 30.265](#)  
[ORS 278.005 - 278.215](#)



## **Diversity, Equity, and Inclusion Committee Charter**

### **Mission**

Clackamas Community College strives to address, explore, educate, learn about, and respond to the diversity of the human experience.

We prepare our students to successfully understand people with diverse perspectives and backgrounds by teaching critical thinking, empathy, and a deeper appreciation of others.

We create an inclusive, equitable, culturally competent, and supportive environment where staff, faculty, students and administration model behavior that enriches our community.

### **Purpose**

The Diversity, Equity, and Inclusion Committee will assist the institution in developing a comprehensive strategic diversity plan focusing on the following three categories:

- Diversity Training for Employees
- Hiring/Retention of Diverse Staff
- Diversity in Student Body

### **Guidelines for Interaction**

- Stay present and on topic
- Own what you say and don't generalize
- Only speak for yourself
- If you experience yourself making judgements, ask yourself where did those feelings come from
- Consider the impact of actions rather than focusing on your intentions
- Consider your privilege
- Don't always assume good intentions – assess your safety and use your discernment
- "Ouch" – the ability to acknowledge pain or offense in the moment, and have the option to discuss it or not at that time
- Confront, critique, and challenge your discomfort
- Why am I talking and why am I not talking?

## **Definitions**

**Diversity:** 1) The condition of having or being composed of differing elements especially the inclusion of different types of people, in a group or organization.

2) Diversity means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.
- Practicing mutual respect for qualities and experiences that are different from our own.
- Understanding that diversity includes not only ways of being but also ways of knowing.
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others.
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.

(Queensborough Community College <http://www.qcc.cuny.edu/diversity/definition.html>)

**Equity:** Ensuring that everyone has the support and access to the resources needed to be successful including but not limited to: fair and just distribution of resources, just decision-making and involvement in decision-making processes, shared power and involvement of communities most affected by inequities, and clear pathways to accessing necessary resources and support when inequities are identified. Equity differs from equality. Equality refers to treating everyone the same, but does not necessarily lead to equitable outcomes because diverse communities have diverse needs and have faced varying obstacles and inequities.

**Inclusion:** Ensuring that people of all backgrounds, identities, abilities, perspectives, and beliefs have an equal opportunity to belong, achieve, and contribute to their community(ies). Inclusion requires people to value and respect diversity. (adapted from the definitions list)

**Cultural Competence:** A congruent set of behaviors, attitudes, and policies that enable a person or group to work effectively in cross-cultural situations; the process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (Association of Research Libraries <http://www.ala.org/acrl/standards/diversity> )

**Institutional Inequities:** Policies, practices, and procedures that work to the benefit of a group of people and to the detriment of others. Institutional inequities can be either intentional or unintentional.

**Standards:** An idea or instrument used as a measure, norm, or model in comparative evaluations to ensure accountability.

## **Meeting Schedule**

The second and fourth Fridays of each month from 9:30am-11am.

### **Scope**

The committee will develop a comprehensive strategic plan using the elements below:

1. Develop, implement, and evaluate standards for cultural competence for students, staff, faculty, and administration
2. Focus on institutional policies and procedures to address diversity, equity, and inclusion issues and make recommendations when appropriate
3. Evaluate areas where institutional inequities exist
4. Inform and consult with students, staff, faculty, and administration regarding diversity, equity, and inclusion initiatives
5. Maintain and disseminate best practices for diversity, equity, and inclusion in institutional policies, teaching, training, hiring, and retention of students, staff, faculty and administration
6. Provide a resource for guidance and consultation regarding diversity, equity, and inclusion issues for students, staff, faculty, and administration
7. Disseminate information about ongoing professional development training around diversity, equity, and inclusion for students, staff, faculty, and administration
8. Seek regular feedback from students, staff, faculty, and administration to inform decision making and understand opportunities for improvement
9. Share the work of the committee with the college community

### **Committee Creation**

In February and March 2017, the Diversity Taskforce requested feedback on the above statement from the following groups: Associated Student Government, Classified Association, College Council, Department Chairs and Directors, Executive Team, Faculty Senate, Human Resources. The Diversity Taskforce worked to obtain campus input on important areas of diversity or equity for the college community. In addition to feedback from specific groups, a survey was created and sent to the entire campus (students, staff, and faculty) to determine the top three areas that Clackamas should focus on related to diversity and equity. The areas are listed above as the purpose of the committee.

Based on campus feedback, college administration formed the Diversity, Equity, and Inclusion Committee which was convened for the first time in fall term 2017. The current committee's scope has incorporated requirements of Oregon House Bill 2864.

### **Relationship to Other Committees**

Cultural Arts Committee, Global Learning Committee, and Presidents Council

### **Membership**

The Diversity Committee will include at least:

- Two Classified Association representatives
- Three Full-time Faculty Association representatives
- One Part-time Faculty Association representative
- One student representative
- One representative from Human Resources
- One Administrative/Confidential representative
- One Leadership Cabinet representative
- One representative from the Disability Resource Center, or a representative with responsibility for ADA compliance
- One representative from Veteran's Services



## Global Learning Committee Charter

### Mission

To facilitate quality global learning experiences for our college community.

### Purpose

The purpose of the Global Learning Committee is to:

- Serve as a clearinghouse for global learning opportunities.
- Promote global learning efforts across the college.
- Serve as an advisory body for faculty and staff developing global learning curriculum and activities.
- Provide guidance and recommendations in regard to global learning proposals.

### Definitions

**Global Learning:** Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably. (AAC& U Global Learning VALUE Rubric)

**Study Away:** Study that takes students entirely away from the home campus for a period of time, whether to a destination within or outside the U.S.

**Study Abroad:** Off-Campus Study that takes place outside the country where the student's home institution is located.

**Internationalized Curriculum:** To incorporate international content throughout an educational institution's curriculum.

**International Educational Exchange** The migration of students and scholars between educational institutions in different countries. A narrower usage of the term "exchange" refers to reciprocal agreements that allow students, faculty, or staff to spend a specified period of time at institutional partners of their home institutions.



## **Meeting Schedule**

2<sup>nd</sup> and 4<sup>th</sup> Fridays of the month from 12-1:30

## **Scope**

The Global Learning Committee is tasked with the following duties and responsibilities:

- Assist in the development, implementation, and review of standards and procedures associated with global learning opportunities.
- Maintain and disseminate information to faculty, staff, and students about global learning curriculum and opportunities.
- Provide feedback on draft proposals for study abroad/study away trips.
- Make recommendations for use of the International Education Fund for Excellence.
- Maintain a list of preferred providers for study abroad/study away programs.
- Coordinate and promote programs or activities that are aimed at increasing global learning and global awareness across the college.

## **Process**

- Decision making is based on consensus
- Working groups will be formed as needed to accomplish current projects and annual goals.
- Committee processes will be further refined as the committee begins meeting.

## **Relationship to Other Committees**

The Global Learning Committee works with the following committees: Diversity, Equity, and Inclusion; Cultural Arts; and Instructional Standards and Procedures. The Global Learning Committee reports to College Council.

## **Membership**

Classified – 1 representative, Exempt—1 representative, ASG/Student—1 representative, College Services—1 representative, Part-time Faculty—1 representative, Full-time Faculty—12; recommended division representation is Arts/Sciences—4, AFAC—3, CPR—1, TAPS—3, CBI--1

## TITLE IX & GENDER OR SEX-BASED MISCONDUCT

### Overview

Clackamas Community College believes in a zero tolerance policy and is committed to the elimination of gender and sex-based misconduct in its programs, services and intercollegiate activities. Members of the College community, students, guests, volunteers and visitors have the right to be free from all forms of gender and sex-based discrimination.

All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. When an allegation of misconduct is brought to a responsible employee's attention, and a respondent is found to have violated College policy, serious sanctions will be used to reasonably ensure that such actions are immediately stopped, never repeated, and their effects are remediated. Employees in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional gender-based or sexual misconduct awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined by a designated or assigned panel for this purpose.

The College may report individuals in violation of this policy to law enforcement officials as required by law.

### Definitions

**Gender or sex-based discrimination**, as outlined by the College Nondiscrimination Policy, is defined as discrimination based on a person's gender, sexual orientation, perceived or expressed gender identity and/or conformity, or any difference, perceived or actual, concerning topics of gender or sexuality. It may include, but is not limited to, discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered students; in student assignment to classes; in student discipline; in location and use of facilities; in educational offerings and materials; and/or in accommodating the public at public meetings.

**Gender-based or sexual misconduct** may include, but is not limited to physical touching, graffiti of a sexual nature, displaying or distributing of sexually explicit drawings, pictures and written materials, sexual gestures or obscene jokes, touching oneself sexually in the presence of another, unwanted or unwelcomed discussion or statements about topics of a sexual nature in front of others, or spreading rumors about or rating others (such as appearance, sexual activity, sexual orientation<sup>1</sup>, or performance) when:

1. The conduct is unwelcomed, unwanted, unsolicited, and/or nonconsensual;

2. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits (quid pro quo);
3. Submission to or rejection of the conduct or communication is used as the basis for decisions affecting educational programs, activities, employment, and/or assignment of students and staff;
4. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or with an employee's ability to perform his/her job; or creates an intimidating, offensive or hostile educational or working environment. Relevant factors to be considered may include, **but are not limited to**, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subjected to the alleged harassment; number of individuals involved; age of the alleged harasser; where the alleged harassment occurred; and other incidents of gender-based or sexual misconduct involving the same or other College students or staff.

Any non-consensual sexual contact, including but not limited to sexual harassment, sexual assault (including sexual intercourse and touching, grabbing, or groping) will be considered gender-based or sexual misconduct, regardless of the sex or gender of the parties involved.

**Responsible Employees** are defined as any employee of Clackamas Community College without a legal obligation to maintain confidentiality. Trained sexual assault advocates (when acting in their capacity as an advocate) and Counselors in the CCC Counseling Department (when acting in their official capacity) have been designated as confidential employees by the Title IX Coordinator. All other employees, including full and part time faculty and staff, are deemed "Responsible Employees" and must report instances of gender or sex-based misconduct to the Title IX Coordinator as soon as possible upon becoming aware of the incident

**Mandatory Reporter.** All CCC Employees are considered mandatory reporters of child abuse unless exempt by law (such as privileged advocates or licensed counselors). If an employee becomes aware of or suspects the abuse of a child, they are required to report to local authorities.

**Confidential Resources.** Because most faculty and staff are Responsible Employees, specific resources are defined by the Title IX Coordinator as "Confidential Resources". Within the College, these resources are Counselors in the Counseling Department and trained campus sexual assault advocates. Community resources outside of the College may also be confidential, since they do not have a requirement under Title IX to report to the College.

**Prompt Notice** to the Title IX Coordinator means that when a responsible employee becomes aware of a potential violation of the Gender/Sex-Based Discrimination Policy, they report it as soon as possible to the Title IX Coordinator or Administration, within 24 hours. A

report can be made via email, phone call, or in person. Immediate reporting is preferred whenever possible.

### **Awareness and Training**

The President or designee shall ensure annual awareness training and/or information is provided to all students and staff. Compliance oversight designees responsible for accepting and managing complaints, grievances or incidents will be updated as needed. Designee business phone numbers, addresses or other necessary contact information will be updated as needed. This policy as well as the complaint procedures are available to all students and staff.

### **Grievance Reporting Procedure**

This procedure requires a prompt determination whether or not there is a reasonable cause to believe the policy has been violated, then provides for prompt and equitable resolution of complaints about behavior that may violate this policy. The following Complaint and Investigation Process must be followed to ensure due process and consistency throughout the College.

Any responsible employee who has knowledge of conduct in violation of this policy or feels they have experienced such treatment **must report** the incident to the Title IX Coordinator, Behavioral Intervention Team, or any College administrator.

A student may report concerns to an instructor or staff member who will promptly notify the appropriate College official.

The initiation of a complaint in good faith about behavior that may violate this policy shall not adversely affect the educational assignments or study environment of a student complainant or any terms or conditions of employment or work environment of the staff complainant. There shall be no retaliation by the College against any person who, in good faith, reports or files a complaint, or otherwise participates in an investigation or inquiry of gender or sex-based misconduct.

**Confidentiality Statement:** If one desires that details of the incident be kept confidential, they should speak with on-campus counselors or off-campus health service providers or crisis resources who can maintain confidentiality. Campus counselors are available to help you free of charge. Several options for reporting are available in our Resource Guide at the following link: (add link to guide here, once approved.) You may also access the Oregon Sexual Assault Task Force (SATF) at: <http://campus.oregonsatf.org/>

### **Timeframes**

The following process will begin upon receipt of a complaint, with resources being provided during the complaint intake process. Any responsible employee must report any Title IX complaint to the Title IX Coordinator (or designee) as soon as possible after becoming aware of the incident or issue. A member of the Title IX Team will begin the intake process upon receipt of the complaint. Investigation timelines may vary with the complexity of the case, but should be completed within 60 days of receiving the complaint (unless extraneous circumstances are present, such as a police investigation or academic break).

## **Title IX Complaint and Investigation Process and Procedure**

1. Complaint is received.
  - a. Title IX email
  - b. BIT Referral
  - c. Meeting or contact with any responsible employee
    - i. Confidential reporting options are available. If these resources are used, the person receiving the complaint is under no obligation to report it for further investigation or inquiry. These resources include:
      1. Community/Crisis Advocates (on and off campus)
      2. CCC Counseling Department
      3. Off-Campus Health Service Providers
2. Determine if the complaint alleges violations applicable under Title IX. If gender is a component of the complaint, consider Title IX to be applicable.
  - a. Gender or Sex-Based Misconduct
  - b. Sexual Harassment
  - c. Discrimination on the basis of Sex
3. Notify the Title IX Coordinator. An investigator will be assigned to respond to the complaint.
4. Investigator will perform the Intake process, including:
  - a. Provide Title IX Resource Guide (required by SB 759)
  - b. Begin Title IX Documentation Worksheet
  - c. Any or all of the following are put into place, if necessary:
    - i. Interim measures
    - ii. Safety plans
    - iii. Police report
    - iv. Medical exam
    - v. Advocate services
  - d. Determine if the claimant wishes to proceed with an investigation and what outcomes are desired.
    - i. If the claimant does not wish to pursue an investigation, the College will take steps necessary to prevent or remediate any violations with any information it has
  - e. Take the details of the claim, including details and any evidence and/or witnesses.
    - i. After notes have been compiled, send to the complainant for review, corrections, additions, and approval.
5. Notify the respondent of the complaint and investigation. Ensure that the notification outlines the allegations, potential policies violated, and non-retaliation verbiage. Request that the respondent schedule an appointment to take their response, including any evidence and/or witnesses.
6. Meet with the respondent to take their response.
  - i. After notes have been compiled, send to the respondent for review, corrections, additions, and approval.
7. Schedule and meet with witnesses, and/or gather applicable evidence.
8. Analyze evidence to determine findings using the “preponderance of the evidence” approach.

9. Write the official report of investigation, outlining relevant details, and findings, stating whether the event was “more likely than not” to have occurred.
  - a. The report must be reviewed by the Title IX Coordinator prior to release.
10. Provide the written report to both the complainant and respondent, as well as any sanctioning or appeals panels or individuals.
  - a. Respondents are either “Found Responsible” or “Not Found Responsible”.
  - b. For students, determination of responsibility and sanctions are determined by the Behavioral Intervention Team
  - c. For employees of the College, responsibility and sanctions are determined by a panel to include the supervisor, dean, and a representative of the applicable association. This panel may be adjusted when appropriate based on the relationship of the complainant and respondent.
11. Sanctions are applied by the appropriate panel. Sanctions imposed must be appropriate to eliminate the occurrence of the violation, prevent its reoccurrence, and remediate its effects.
  - a. Sanctions are documented in a sanctions memo by the appropriate panel/individual, and provided to the claimant and respondent.
12. Appeal processes are available to either party that may disagree with the procedure of the investigation and/or the severity of the sanctions imposed. If an appeal is requested, the final outcome will be documented in a letter or memo from the person hearing the appeal.
  - a. Students may appeal to the Dean of AFaC.
    - i. If the Dean of AFaC is a party in the complaint, another administrator at the Dean Level or above will be assigned by the Title IX Coordinator.
  - b. Employees may appeal to the Vice President of their division.
    - i. If the Vice President is a party to the complaint, an appeal may be made to the President (or next level of authority).
    - ii. If the President is a party of the complaint, an appeal may be made to the Board of Education.

### **References and Resources**

Please refer to administrative regulation for:

#### **Gender or Sexual-based Misconduct Complaint Procedure**

[http://policy.osba.org/clackcc/J/JBA\\_GBN%20R%20G1.PDF](http://policy.osba.org/clackcc/J/JBA_GBN%20R%20G1.PDF)

#### **Other Discrimination Complaint Procedure**

<http://policy.osba.org/clackcc/AB/AC%20R%20G1.PDF>

## **Title IX Resource Team**

All Title IX leadership personnel are familiar with the “Dear Colleague Letter”. The designees below are authorized to assist staff and students with questions or concerns related to gender or sexual-based misconduct, discrimination, or harassment.

*Title IX Coordinator, Patricia Anderson Wieck  
Dean of Human Resources  
503-594-3300*

*Deputy Title IX Coordinator, Christopher Smith  
Human Resources Compliance Specialist  
503-594-3302*

*Deputy Title IX Coordinator, John Ginsburg  
Director, Student Life & Leadership  
503-594-3030*

**State legal definitions** of domestic violence and/or dating violence can be found at the following site: [The Clery Center for Security on Campus](#)

**Student Conduct Process** can be viewed in the “Student Rights & Responsibilities” section of the current [Student Handbook](#).

END OF POLICY

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683.  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e.

### **Cross Reference(s):**

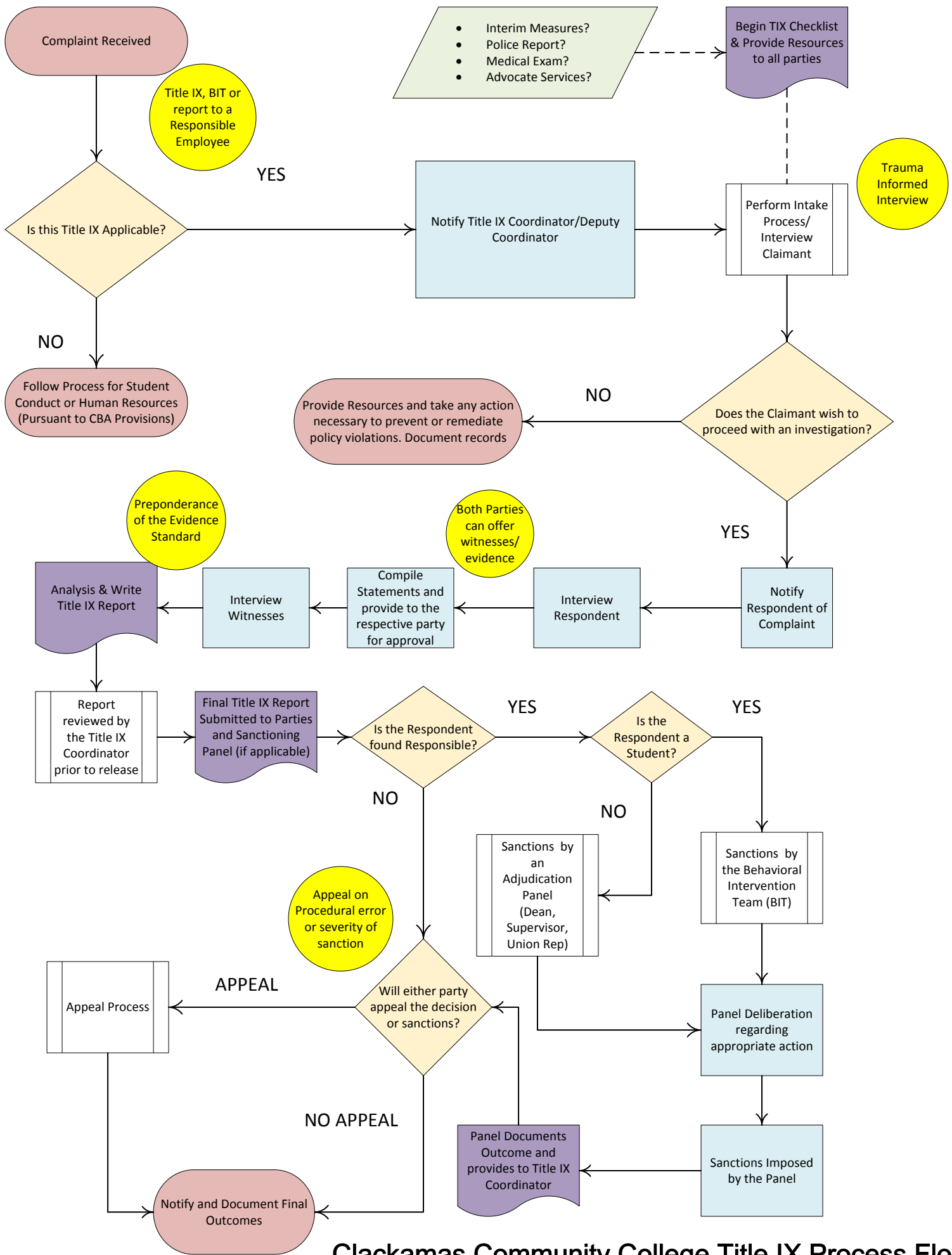
AC-Nondiscrimination

JB - Nondiscrimination: Equal Education Opportunities and Freedom of Access

<sup>1</sup>Sexual orientation means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.

Approved by President’s Council: TBA

(Date)



**Clackamas Community College Title IX Process Flow**

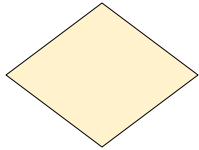




Start/End



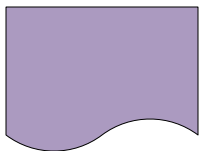
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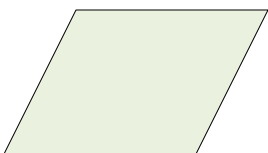
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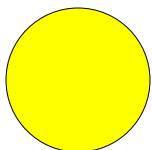
Subprocess



Document



Data



On-Page Reference

## Process Map Key