

UMPQUA COMMUNITY COLLEGE

Umpqua Community College transforms lives and enriches communities.

Executive Session per ORS 192.660(2)(d); 4:00 P.M., HNSC 100

VOL. LIII, No. 8 BOARD OF EDUCATION MEETING

MARCH 13, 2019; 4:30 P.M., HNSC 100

AGENDA

MEMBERS:

Steve Loosley, Chair _____
Guy Kennerly, V. Chair _____
Doris Lathrop _____
David Littlejohn _____

Joelle McGrorty _____
Betty Tamm _____
Wendy Weikum _____

ADMINISTRATION:

Debra Thatcher _____
Kacy Crabtree _____

- I. **CALL TO ORDER** **Chair Loosley**
- II. **ATTENDANCE** **Chair Loosley**
- III. **PLEDGE OF ALLEGIANCE** **Chair Loosley**
- IV. **CONSENT AGENDA** **Chair Loosley** **pp 1-26**
All matters listed under Consent Agenda are considered by the Board of Directors to be routine or sufficiently supported by information as to not require additional discussion. Consent Agenda items will be enacted by one motion. There will be no separate discussion of these items prior to the time the Board votes on them, unless a Board member requests a specific item be removed from the Consent Agenda for discussion and a separate vote.
- V. **CHANGES TO THE AGENDA** **Chair Loosley**
- VI. **CITIZEN COMMENTS**
The Board values inputs from citizens of the Umpqua Community College District. Citizens wishing to speak shall sign-in on the Public Comment sheet prior to the start of the meeting. At the time specified on the agenda, the citizen shall state their name, address, and city of residence. Comments will be limited to three to five minutes, at the discretion of the Board Chair. The Board may not respond directly to any issues raised but refer those issues to the President for appropriate action.
- VII. **INFORMATION**
- A. **Sabbatical Presentation** **John Blackwood** **p 27**

VIII.	REPORTS – Discussion of report for future meetings		pp 28-43
	A. ASUCC Report	Katherine Hicks	
	B. President’s Report	Debra Thatcher, President	
	C. Chair Report	Steve Loosley	
IX.	OLD BUSINESS		
X.	NEW BUSINESS		
	A. Policies – first reading	Debra Thatcher	pp 44-50
	B. Tuition Increase Proposal	Natalya Brown	p 51
	C. Honorary Degree Recommendation	Debra Thatcher	p 52
XI.	BOARD COMMENTS	Chair Loosley	
XII.	ADJOURNMENT	Chair Loosley	

NEXT BOARD MEETING:

- Board Meeting, April 10, 2019, 4:30 pm, HNSC 100

Robynne Wilgus, Board Assistant, 541-440-4622 voice, Oregon Relay TTY: 711. The UCC Board will provide, upon request, reasonable accommodation during Board meetings for individuals with disabilities.

**BOARD OF EDUCATION
UMPQUA COMMUNITY COLLEGE
DOUGLAS COUNTY, OREGON**

Information Item

Action Item

Subject: Consent Agenda

Date: March 13, 2019

Recommend approval of:

Minutes of College Board Meeting of Feb. 13, 2018 pp 1-4

Personnel Actions p 5

Resolution No. 4 – Budget and Revenue p 6

Second reading of policies:

Old #	New #	Title	
318.09	7341	Sabbatical Leave	p 7
302.14	7700	Whistleblower	pp 13-15
N/A	2510	College Governance	pp 19-20

Administrative procedures are being shared as an information item:

Old #	New #	Title	
318.09	7341	Sabbatical Leave	pp 8-12
302.14	7700	Whistleblower	pp 16-18
N/A	2510	College Governance	pp 21-24
N/A	4233	Incomplete I Grade Contracts	p 25
711.02	4234	E or Extended Grades	p 26

Recommendation by:



Approved for Consideration:



**UMPQUA COMMUNITY COLLEGE
BOARD MINUTES
February 13, 2019**

The Umpqua Community College Board of Education met on Wednesday, February 13, 2019, in Room 100 of the Bonnie J. Ford Health, Nursing, & Science Center at Umpqua Community College in Roseburg, Oregon. Board Chair Loosley called the meeting to order at 4:30 p.m. and the pledge of allegiance was given.

Directors present: Guy Kennerly, David Littlejohn, Steve Loosley, Joelle McGrorty, Betty Tamm, and Wendy Weikum

Director excused: Doris Lathrop

Others present:

Debra Thatcher (phone)	Jess Miller	Tiffany Coleman	Steve Rogers
Robynne Wilgus	Ellen Brown	Gwen Soderberg-Chase	Becky Kipperman
Kacy Crabtree	Lynn Johnson	Julie Pearson	Jason Aase
Jessica Richardson	Rosemary Brinkley	Cassie Welding	Heather Freilinger
Jason Aase	Patrice Coate	Chloe Elliott	Tonna Beuhards
Anita Van Osdol	Ruth Verkuyl	Unknown	Theresa Tuckey
Natalya Brown	April Myler	Unknown	Judy Sherman
Katie Workman	Crystal Sullivan	Cherish Jackson	Fatima Brooks
Joy Yori	Cathy Chapman	Madison Ashcraft	Jean Smith
Max Egemer	Elizabeth Bastian	Katie McClarin	Erika Futrell
Jeri Frank	Judy Ode	Unknown	Ina Jackson
Karen Carroll	Susan Neeman	Carol McGeehon	Citizen comment speakers

Consent agenda:

- Minutes of College Board Meeting of Dec. 12, 2018
- Personnel Actions
- Second reading of policies:

	<u>Old #</u>	<u>New #</u>	<u>Title</u>
○	N/A	3502	Trespass Notice
○	N/A	6650	Strategic Energy Management
○	405	3650	Naming of Facilities & Other Entities

The Consent Agenda was approved by general consent and the items will be attached to the permanent minutes.

Changes to the agenda: Chair Loosley reviewed the agenda revisions and emphasized the Ford Childhood Enrichment Center discussion will only be for information.

Citizen Comments: After a brief explanation of the process, Chair Loosley coordinated those requesting to speak. Unless indicated otherwise, the speakers were supportive of the services provided by the Ford Childhood Enrichment Center.

Name	City	Name	City
Megan Dee	Oakland, OR	Kayla Puckett	Winston, OR
Olympia Church	Roseburg, OR	Sharon Sawicki	Roseburg, OR
Katie McClarin	Roseburg, OR	Anastashia McDowell	Myrtle Creek, OR
Stacy Church	Idlewyld Park, OR	Nick Thomas	Roseburg, OR
Patricia Standley	Teacher at FCEC	Dan Loomis	Umpqua, OR <i>(focused on economic development perspective & partnerships)</i>
Nichole Zamarripa	Sutherlin, OR	Kimberly Kuntz	Roseburg, OR
Nicole Cox	Roseburg, OR	Max Gimble	Roseburg, OR
Mick Davis	Roseburg, OR		
Hannah Culbertson	Myrtle Creek, OR		

Accreditation

Jason Aase, Dean of Career & Technical Education, reviewed the accreditation process. The PowerPoint presentation covered information about the Northwest Commission on Colleges and Universities, the anticipated visit from evaluators, the accreditation cycle, standards, and UCC's current status. Kacy Crabtree, Provost, led the presentation regarding the Board's role in the accreditation process and the importance of having evidence of the Board's engagement. A copy of the final report will be shared with the Board.

REPORTS

ASUCC – Nick Thomas, Vice President: Many ASUCC activities and accomplishments were shared including participation in "Point in Time", a student homeless count; providing additional funds for PTK Honors in Action; and Seeds of Service activity in honor of Martin Luther King, Jr. Day. A free lunch is being hosted on Valentine's Day, Share the Love Luncheon. Two new clubs have been certified: Riverhawk Wrenches and Polynesian Club. The supportive efforts of Christine Case in helping with AdvisorTrac were appreciated.

President – Dr. Debra Thatcher: The President's report has been posted on the website.

Chair – Steve Loosley: There was no additional information.

OLD BUSINESS

Chair Loosley reviewed the December Board motion that requested a cost estimate and design for the Oct. 1 campus memorial and said the Memorial Committee had concerns about the request. Jess Miller, Director of Facilities and Security, explained an architect and engineer have reviewed the site; however, a geotech engineer needs to visit the site. Additionally, there are local and state requirements that must be followed during the development of the memorial. The drawing presented at the last meeting was a "concept" drawing as the artist will create the memorial "as he goes". Mr. Miller further explained the memorial is being developed with monetary and in-kind donations and there are ADA requirements, fire access, etc. that must be followed. The site plan will be the "nuts and bolts" of the project and the artwork

will be the “icing on the cake”. Before breaking ground the plans have to be approved by the County. Dir. Weikum, who sits on the Memorial Committee, said it was never intended for the project to be a cost to the college; they are very mindful that the memorial is to be respectful of those who have lost their life.

MOTION: **I move to let Jess Miller proceed with acquiring county approval for the site plan and to continue working with the artist to develop final plans, as presented. Motion by Dir. Tamm, seconded by Dir. Weikum and carried unanimously.**

NEW BUSINESS

Policies were presented and reviewed for a first reading. Associated administrative procedures were presented as an information item.

Old #	New #	Title
318.09	7341	Sabbatical Leave – presented by Dr. Crabtree
302.14	7700	Whistleblower – presented by Ms. Brown
N/A	2510	College Governance – presented by Dr. Crabtree with explanation of how the policy ties into providing accreditation documentation.

There was acknowledgement that the topic of the Ford Childhood Enrichment Center (FCEC) is not an action item. President Thatcher appreciated those who spoke on behalf of FCEC and that they recognized how the value of care and quality makes a difference to the community. What is being faced is the serious issue of being able to run it fiscally, it is draining the college. She explained the college has reached out to different entities and no one is interested in running child care. After further discussion, she will continue to reach out and explore other grants and possibilities. Board members requested historical data of graduates over the past ten years who have benefitted by the opportunity of training at the facility; how many students access financial aid and grants that pay for child care that can't be used at other facilities; is there any kind of input on student success, values, and core themes as it relates to alleviating stress by providing child care; further data on how many students, staff, and community members use the facility; and further understanding of why there is a deficit. Is there a short term solution available now that will allow time for working towards a long term solution? Will there be a long term FTE effect to the college budget? Dr. Crabtree clarified that the early childhood program is not going away. There is consideration for moving it online as requested by several in the community; this allows students to use practicum sites within their own community.

Chair Loosley recommended no action regarding Senate Bill 3 which allows community colleges to offer applied baccalaureate degrees.

The Proposed Budget Calendar for FY 2019-20 was presented as an information item by Ms. Brown.

Natalya Brown, Chief Financial Officer, presented the financial report for fiscal year 2018-19, ending December 31, 2018. She noted the January 15 payroll is not reflected in the report, yet the services are up to December 31. The Statement of Net Position was reviewed. While explaining highlights she noted that Catering provides a huge challenge for the college by not being able to sustain operations; a solution needs to be found. Bookstore operations are changing while adapting to the introduction of open educational resources. They have been purchasing materials throughout the year; costs are being

frontloaded and then revenue will come later. In general, the enterprise fund has picked up and has a positive balance of \$66,000; it will need to be watched closely through the end of the fiscal year. The General Fund Summary was reviewed; it does not include the January 15 payroll. A forecast is showing a loss in total revenue; expenditures are showing positive. In discussion Ms. Brown explained the impact of property taxes with the state funding formula, the decline of Bookstore revenue because of more affordable book options, and tuition being lower than budgeted. In preparation for the 2019-20 budget, Ms. Brown noted that most of the colleges are using \$590 million as a base budget although there is no indicator that will happen.

Board Comments

- Dir. Tamm appreciated all the people that attended the meeting.
- The Board appreciated the valuable input from the community.
- There was a brief discussion about the potential possibilities of implementing SB 3.

The meeting adjourned at 7:12 p.m.

Respectfully submitted,

Approved,

Debra H. Thatcher, Ph.D.
Clerk of the Board

Steve Loosley
Chair of the Board

Recorded by Robynne Wilgus

Attachments to Permanent Minutes:

- Personnel Actions
- Policies 3502, 6650, 3650



Serving Douglas County Since 1964

TO: UCC Board of Education
FROM: Lynn M. Johnson, Director of Human Resources
SUBJECT: Personnel Actions
DATE: March 13, 2019

Board approval is requested on the following personnel action:

Administrative/Confidential-Exempt Contracts:

N/A

Faculty Contract:

N/A

Resignation/Separations:

Anita Louise, Life Coach – March 22, 2019

Debbie Caterson, SBDC Director – January 2020

UMPQUA COMMUNITY COLLEGE
Resolution No. 4
Resolution on Budget and Revenue

- WHEREAS, the Higher Education Coordinating Commission and the Oregon Community College Association recommends that community colleges be funded in 2019-2021 at a level of \$787 million, and
- WHEREAS, the Oregon Community College Association recommended budget allocation of \$787 million would allow for \$70 million in career technical education (CTE) programs (which would double the number of graduates, an additional 7,900) and \$70 million in student support (which would expand wrap-around services to 17,900 students) for Oregon's 17 community colleges, and
- WHEREAS, the Governor's investment budget fully funds the community college base budget at \$647 million and invests \$70 million to double the number of community college CTE graduates statewide, and
- WHEREAS, the Governor's investment budget recognizes the need for additional revenue to provide adequate and stable funding across the education continuum, and
- WHEREAS, if Oregon is serious about addressing the challenges of reducing student debt, achieving greater economic fairness, and creating better opportunities for all Oregonians, we must increase funding across the education continuum from cradle to career, and
- WHEREAS, meeting those challenges will require additional and stable state-level revenue, and
- WHEREAS, the Governor's proposed base budget for 2019-2021 includes no new revenue and only allocates \$543 million for community colleges, and
- WHEREAS, nationally, 42 percent of community college students are food insecure and 12 percent are homeless, and
- WHEREAS, at the base funding level Oregon community colleges would be forced to both raise tuition and make deep program cuts affecting the jobs of hundreds of hard-working, student-serving staff statewide, which reduces course offerings and services to students, and
- WHEREAS, 50% of Oregon's jobs are middle-skilled jobs but only 45% of those jobs are currently filled due to a skilled workforce shortage, and
- WHEREAS, for every dollar invested in Oregon's community colleges, taxpayers receive a cumulative value of \$3.30 over the course of students' working lives, the average annual rate of return is 8.4%, and
- WHEREAS, each dollar allocated beyond base funding will go directly toward lowering tuition hikes, reducing student debt, enhancing academic and career advising and thus raising graduation rates, and expanding resources for underserved communities, and

NOW, THEREFORE, BE IT RESOLVED THAT the UMPQUA COMMUNITY COLLEGE Board of Education calls on the Oregon Legislature to find the revenue needed to fund education across the continuum, and specifically, to fund Oregon's 17 community colleges at the \$787 million level currently proposed by the Higher Education Coordinating Commission in order to provide all Oregonians a pathway to the middle class.

ADOPTED by the Board of Umpqua Community College this 13th day of March 2019.

Clerk of the Board

UCC Board Chair



BOARD POLICY

TITLE: SABBATICAL LEAVE

BOARD POLICY # 7341 (previously 318.09)

Policy:

Sabbatical leave is a paid professional development opportunity for faculty to enhance teaching, remain current in area of specialization, and provide overall benefit to the College.

The college will grant up to three one-term sabbatical leaves per year. A shortage of approved sabbaticals in one year will not change the number of funded sabbatical leaves in a subsequent year.

Candidates must meet eligibility criteria, complete the application process, and be recommended by the Faculty Professional Development Committee and the Provost/Vice President for Academic Services.

The Board will review the recommendations of the committee and the provost and will make the final decision on sabbatical leave awards.

RESPONSIBILITY:

The Provost is responsible for implementing and updating this policy. Specific guidance for policy implementation may be found in the associated Administrative Procedure(s).

- NEXT REVIEW DATE:**
- DATE OF ADOPTION:**
- DATE(S) OF REVISION:**
- DATE(S) OF PRIOR REVIEW:**



ADMINISTRATIVE PROCEDURE

TITLE: SABBATICAL LEAVE

ADMINISTRATIVE PROCEDURE # 7341

RELATED TO POLICY # 7341 SABBATICAL LEAVE (previously 318.09)

A. Requirement for Sabbatical

1. An applicant for a sabbatical leave must be a full-time faculty member on a contractual basis for not less than six (6) consecutive years preceding the beginning date of the sabbatical.
2. After completing a sabbatical leave, a full-time faculty member is not again eligible to apply for such leave until he/she has served on a full-time basis for at least six (6) additional consecutive years. A leave for family and medical reasons as described by FMLA/OFLA (whether or not the faculty member claims FMLA/OFLA benefits), military service, or professional improvement, while not constituting a break in continuity of service, will not count toward the six (6) years required for sabbatical eligibility.

B. Conditions of Sabbatical Leave

1. Sabbatical leave is not granted as a reward for work already performed but rather as a means of preparing for improved service to the College.
2. A sabbatical leave is intended to be a transformative professional experience that allows a faculty member to return to the College with renewed scholarly energy. The sabbatical leave is designed for projects and activities which the faculty cannot accomplish during contracted time. A paid sabbatical generally means an off-campus experience.
3. Sabbatical leave is granted to engage faculty in study, research, travel, work experience, creative activity, or other suitable professional experience, while also contributing to the College as a whole. The following experiences will be considered in the selection of a sabbatical leave candidate.

- a. Enrollment in a recognized college, university, or on-the-job training program that enhances a faculty member's expertise and/or teaching effectiveness.
 - b. Engagement in scholarly research and writing related to the faculty member's discipline, area of expertise, and/or content teaching methodologies.
 - c. Participation in discipline-specific travel that enhances work as a faculty member. Note: Travel will be approved only if the proposed plan submitted includes a plan of study in connection with the travel, including a detailed itinerary and a program with a statement of objectives of the plan. Special consideration will be given to those applicants who have a continued record of self-improvement undertaken at their own initiative and expense.
 - i. Expenses for approved sabbatical-related travel are not automatically covered/reimbursed. A faculty member must apply for professional development funds for approved sabbatical-related travel. Such requests will be subject to the approval process used for all faculty professional development funds; a travel reimbursement award is not guaranteed.
 - d. Development of original creative work within the faculty member's discipline or area of specialization.
 - e. Other relevant activity that supports the candidate's teaching assignment or meets the instructional and College strategic priorities.
4. While on leave, the faculty member shall receive 100% of one term's salary. If circumstances warrant and funds are available, faculty may be awarded two or three terms of leave; however, awards of more than one term are rare. Note: The salary for a sabbatical is the same, regardless of the number of terms for which the sabbatical is taken; for example, a faculty member with an annual salary of \$60,000 will receive \$20,000 for a one-term sabbatical and \$40,000 for the two terms taught (\$60,000 total for the year); \$20,000 spread out over two terms for a two-term sabbatical and \$20,000 for the term taught (\$40,000 total for the year); or \$20,000 spread over three terms for a three-term sabbatical (\$20,000 for the year). Multi-term sabbaticals are typically supported through additional revenue from faculty-obtained grants or other sources.
5. The applicant must agree to inform the College of any other salaries, grants, fellowships, or other financial support the applicant expects to receive or

does receive while on sabbatical leave. Additional services performed for compensation during the sabbatical must be approved in advance by the Faculty Professional Development Committee and cannot be Umpqua Community College related. Additional compensation during a sabbatical leave that results in a salary that exceeds the faculty member's UCC annual salary is typically not acceptable and requires approval by the Provost/Vice President for Academic Services.

6. Should the sabbatical involve advanced study, the period of the sabbatical leave shall conform to the academic calendar of Umpqua Community College and not the academic calendar of the institution where advanced study is being undertaken.
7. If the goals or activities of the leave are altered, or a postponement is required, the recipient shall notify the Faculty Professional Development Committee in writing immediately, and the Committee must approve all changes before the work continues. Each request will be reviewed, and the applicant will be notified in writing of the Committee's decision in a timely manner.
8. Once an individual is on sabbatical leave, there is to be no College involvement/participation unrelated to the sabbatical until the sabbatical expires.
9. Upon return from a sabbatical leave, the faculty member will submit a written report to the Provost/Vice President for Academic Services and to the Board of Education and will share findings with the College community.
 - a. Written reports should, at a minimum, include:
 - i. An introduction that includes a summary of the purpose, goals, and objectives of the sabbatical project.
 - ii. A discussion of the methods and/or processes you used to complete the project; i.e., details of what occurred during the sabbatical, including any changes that had to be made from the original action plan in the proposal.
 - iii. A description of the results and/or outcomes of the sabbatical project, including any supporting documents, creative works, or products that are relevant to the outcomes.

- iv. A final reflection on the significance of this project to the discipline, to teaching, the Department, Division, and the College as a whole.
 - b. Reports deemed to be insufficient will be returned to the faculty member for revisions and re-submission. Final reports will be filed with the Office of the Provost and will be posted on the Faculty Professional Development website.
 - c. In addition to the required written reports, the faculty member will be encouraged to choose additional ways to share sabbatical findings and information gained. The faculty member may contact the Faculty Professional Development Committee, Department Chair, or Dean for assistance in arranging an extended department report or an academic colloquium.
10. Upon the completion of the sabbatical, the faculty member is required to return to Umpqua Community College for a period of one academic year.
11. Provisions shall be made so that the faculty member may repay the sabbatical salary in lieu of his/her return to Umpqua Community College.
12. In order to be eligible for a subsequent sabbatical leave award, the faculty member must have completed all requirements, including written reports, for all previous paid sabbatical leaves. Failure to do so will result in the ineligibility for future awards.
13. The applicant must agree to accept the conditions listed in these procedures.

C. Restrictions

1. A paid sabbatical is not intended to be used for the writing or production of materials for classroom use (i.e., curriculum development).
2. A paid sabbatical cannot be for personal business interests outside of College employment.
3. A paid sabbatical cannot be used for immediate, direct, or indirect financial gain.
4. The total remuneration from the College and other sources shall not exceed 100% of the faculty member's contracted salary. Tuition, fee grants, and scholarships shall not be considered additional salary. Funding for the

faculty member's travel, relocation, or other extraordinary expenses associated with the sabbatical leave activities shall not be included in the limitation on remuneration nor shall the College be responsible for payment of these. Note: Faculty may apply separately to the Faculty Professional Development Committee for funds related to sabbatical-related travel expenses.

5. No faculty member on leave will teach for UCC during the paid sabbatical.

D. Application Procedures

1. The sabbatical leave application is to be submitted via email to the Faculty Professional Development Committee, department chair, Academic Dean, and Provost/Vice President for Academic Services one full academic year prior to the request. Late applications will not be accepted.
2. All applications must be complete. The application must be typed/word processed, have all appropriate signatures, include all requested information, and have sufficient supporting documentation when required. Responses to questions in the application should be clear, detailed, and thorough.

E. Review Process

1. Following the receipt of applications, the Faculty Professional Development Committee shall review, evaluate, score, and rank the applications. The committee shall submit to each applicant in writing a statement of its recommendation.
2. The Faculty Professional Development forwards its written recommendations and rankings to the Provost/Vice President of Academic Services for additional review.

The Provost/Vice President of Academic Services will present a written summary of all applications, the Faculty Professional Development Committee's recommendations, and the Provost's recommendation to the Board of Education at the next regular meeting. The Board will make the final decision on all aspects of the application and the Board's decision will be final.

RESPONSIBILITY:

The Provost is responsible for implementing and updating this procedure.

NEXT REVIEW DATE:
DATE OF ADOPTION: 1/22/2019 CC

DATE(S) OF REVISION:
DATE(S) OF PRIOR REVIEW:



BOARD POLICY

TITLE: WHISTLEBLOWER PROTECTION

BOARD POLICY # 7700 (previously 302.14 Whistleblower)

Policy:

The Board 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 192.311 to 192.478).

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 law 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 Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (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; and, is entitled to all remedies available under Oregon's unlawful employment practices law, ORS 659A.200 to 659A.224.

The President shall establish procedures regarding the reporting and investigation of suspected unlawful activities by the College employees, and the protection from retaliation of those who make such reports in good faith or assist in the investigation of such reports. For the purposes of this policy and any implementing procedures, "unlawful activity" refers to any activity — intentional or negligent — that violates state or federal law, local ordinances, or college policy.

The procedures shall provide that individuals are encouraged to report suspected incidents of unlawful activities without fear of retaliation, that such reports are investigated thoroughly and promptly, remedies are applied for any unlawful practices and protections are provided to those employees who, in good faith, report these activities or assist the College in its investigation.

Furthermore, UCC employees shall not:

- 1) retaliate against an employee or applicant for employment who has made a protected disclosure, assisted in an investigation, or refused to obey an illegal order;
- 2) retaliate against an employee or applicant for employment because the employee or applicant is a family member of a person who has made a protected disclosure, assisted in an investigation, or refused to obey an illegal order; or

- 3) directly or indirectly use or attempt to use the official authority or influence of his/her position for the purpose of interfering with the right of an applicant or an employee to make a protected disclosure to the College. The College will not tolerate retaliation, and will take whatever action may be needed to prevent and correct activities that violate this policy, including discipline of those who violate it up to and including termination.

RESPONSIBILITY:

The Human Resources director is responsible for implementing and updating this policy. Specific guidance for policy implementation may be found in the associated Administrative Procedure(s).

NEXT REVIEW DATE:

DATE OF ADOPTION:

DATE(S) OF REVISION:

DATE(S) OF PRIOR REVIEW:



ADMINISTRATIVE PROCEDURE

TITLE: Whistleblower

ADMINISTRATIVE PROCEDURE # 7700 (previously 302.14AP)

RELATED TO POLICY # 7700 Whistleblower Protection (previously 302.14)

Individuals are encouraged to report suspected incidents of unlawful activities by the college employees in the performance of their duties. Reports will be investigated promptly and appropriate remedies applied. Employees who, in good faith, reported such activities or assist the College in the investigation will be protected from retaliation.

This procedure sets out the processes for responding to and investigating reports of unlawful activities, as defined in BP 7700 Whistleblower Protection, and addressing complaints of retaliation for making such reports.

Filing a Report of Suspected Unlawful Activities

Any person may report allegations of suspected unlawful activities. Knowledge or suspicion of such unlawful activities may originate from academic personnel, staff, or administrators carrying out their assigned duties, internal or external auditors, law enforcement, regulatory agencies, customers, vendors, students, or other third parties.

Anonymous reports will be investigated to the extent possible. However, employees are strongly encouraged not to report anonymously because doing so impedes the College's ability to thoroughly investigate the claim and take appropriate remedial measures. As set forth fully below, retaliation against individuals who report suspected unlawful activities will not be tolerated.

Normally, a report by a college employee of allegations of a suspected unlawful activity should be made to the reporting employee's immediate supervisor or other appropriate administrator or supervisor within the operating unit. However, if the report involves or implicates the direct supervisor or others in the operating unit, the report may be made to any another college official whom the reporting employee believes to have either responsibility over the affected area or the authority to review the alleged unlawful activity on behalf of the College. When the alleged unlawful activity involves the President, the report should be made to the Chair of the Board of Education. When the alleged unlawful activity involves the Board of Education or one of its members, the report should be made

to the President who will confer with the Chair of the Board of Education or legal counsel on how to proceed.

Allegations of suspected unlawful activities should be made in writing so as to assure a clear understanding of the issues raised, but may be made orally. Such reports should be factual and contain as much specific information as possible. The receiving supervisor or administrator should elicit as much information as possible. If the report is made orally, the receiving supervisor or administrator shall reduce it to writing and make every attempt to get the reporter to confirm by his/her signature that it is accurate and complete.

Once the receiving supervisor or administrator has received or prepared a written report of the alleged unlawful activity, he/she must immediately forward to the president of the college where the alleged activity has occurred. However, if this process would require submitting the report to an employee implicated in the report, the receiving supervisor or administrator should follow the reporting options outlined, above. The high-level administrator or Board of Education member who receives the written report pursuant to this paragraph is responsible for ensuring that a prompt and complete investigation is made by an individual with the competence and objectivity to conduct the investigation, and that the assistance of counsel or an outside investigator is secured if deemed necessary.

In the course of investigating allegations of unlawful conduct, all individuals who are contacted or interviewed shall be advised of the College's no-retaliation policy. Each individual shall be: a) warned that retaliation against the reporter(s) or others participating in the investigation will subject the employee to discipline up to and including termination; and b) advised that if he/she experiences retaliation for cooperating in the investigation, then it must be reported immediately.

In the event that an investigation into alleged unlawful activity determines that the allegations are accurate, prompt and appropriate corrective action shall be taken.

Protection from Retaliation

When a person makes a good-faith report of suspected unlawful activities to an appropriate authority, the report is known as a protected disclosure. The College employees and applicants for employment who make a protected disclosure are protected from retaliation. A college employee or applicant whose family member makes a protected disclosure is also protected from retaliation.

Any employee who believes he/she has been (1) subjected to or affected by retaliatory conduct for reporting suspected unlawful activity, or (2) for refusing to engage in activity that would result in a violation of law, should report such conduct to the appropriate supervisory personnel (if such supervisory personnel is not the source of or otherwise involved in the retaliatory conduct). Any supervisory employee who receives such a

report, or who otherwise is aware of retaliatory conduct, is required to advise their college president. If the allegations of retaliation, or the underlying allegations of unlawful conduct involve the President, the supervisor shall report to the highest level administrator or Board of Education member who is not implicated in the reports of unlawful activity and retaliation.

All allegations of retaliation shall be investigated promptly and with discretion, and all information obtained will be handled on a "need to know" basis. At the conclusion of an investigation, as appropriate, remedial or disciplinary action will be taken where the allegations are verified or otherwise substantiated.

Whistleblower Contact Information

Employees who have information regarding possible violations of state or federal statutes, rules, or regulations, or violations of fiduciary responsibility by the College, its leadership, employees, or others on the College's behalf should contact the <https://umpqua.edu/anonymous-reporting>.

Other Remedies and Appropriate Agencies

In addition to the internal complaint process set forth above, any employee who has information concerning allegedly unlawful conduct may contact the appropriate government agency.

RESPONSIBILITY:

The Human Resources director is responsible for implementing and updating this procedure.

NEXT REVIEW DATE:

DATE OF ADOPTION:

DATE(S) OF REVISION:

DATE(S) OF PRIOR REVIEW:



BOARD POLICY

TITLE: COLLEGE GOVERNANCE

BOARD POLICY # 2510

Umpqua Community College's governance system provides the means for faculty, staff, students, and administration to participate equitably and collegially in decision-making that supports the College's vision, mission, values, strategic direction, and core themes.

- A. By Oregon statute, authority to govern Umpqua Community College is vested in the Board of Education. The Board, in turn, delegates authority for the general operations, supervision, and control of the College to the College President. The president, to achieve College ends, delegates authority to College administration and to the College governance system, while retaining final authority over both.
- B. The focus of the governance system is at the institutional planning and policy level, not the operational or implementation level, which are the responsibility of administrators. All campus governance groups are advisory; final authority lies with the College President and/or the Board of Education.
- C. The College President is responsible for developing and sustaining the governance system and is responsible to the Board of Education for the governance system.
- D. Except for unforeseeable emergency situations, the Board of Education shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.
- E. Any duty imposed upon the Board of Education as a body shall be performed at a regular or special meeting and shall be made a matter of record.
- F. Pursuant to Oregon law, authority to act lies in the Board of Education and not in individual Board members. The consent to any particular measure obtained from individual Board of Education members when the Board of Education is not in session shall not be an act of the Board of Education and shall not be binding upon the district.

RESPONSIBILITY:

The College President is responsible for implementing and updating this policy. Specific guidance for policy implementation may be found in the associated Administrative Procedure(s).

NEXT REVIEW DATE:

DATE OF ADOPTION:

DATE(S) OF REVISION:

DATE(S) OF PRIOR REVIEW:



ADMINISTRATIVE PROCEDURE

TITLE: College Governance

ADMINISTRATIVE PROCEDURE # 2510

RELATED TO POLICY # 2510 COLLEGE GOVERNANCE

A. Definitions.

Governance and Administration are distinguished in the following manner:

1. **Governance:** Governance is concerned with planning and policy development and includes representative voices from all constituent groups on campus. Governance groups develop plans and policies designed to fulfill the college's mission and make recommendations to the Board of Education through the College President. Governance includes the Board of Education, College President, College Council, and councils/committees that report to the Council; the Senior Leadership Team is included in governance through its membership on governance councils and committees.)
2. **Administration:** Administration is not the same as those individuals on campus who have administrative titles. Instead, administration is made up of those groups who put plans and policies into action; i.e., they administer/manage/direct/oversee plans and policies. The administrative groups set goals and objectives, implement plans and policies, assess progress, and report progress to the board through the president. (These groups include members of the Senior Leadership Team; and administrative/operational committees and councils report to the Senior Leadership Team, either as a collective team or to individual team members.)

B. Shared Governance Principles. Shared governance is the means by which employees and students participate equitably and collegially in the decision-making process of the College. UCC's shared governance is guided by the following principles:

1. Shared governance is a central value that requires open communication, reciprocal respect, implicit trust, and diligent effort.

2. The president, faculty, staff, administrators, students, and Board of Education work together as shared governance partners to support and achieve the College vision, mission, strategic direction, values, and core themes.
3. The governance system is efficient and effective, balancing the need for timely, informed decisions with the need to provide adequate time for meaningful participation in the decision-making processes.

C. Shared Governance Features.

1. Authority
 - i. All campus governance groups are advisory.
 - ii. Recommendations advanced by governance groups require the approval of the Senior Leadership Team.
 - iii. Recommendations are moved from the Senior Leadership Team to the College Council, which seeks feedback from constituent groups before advising the College President.
 - iv. Final authority lies with the College President and/or the Board of Education.
2. Structure
 - i. In addition to the Board of Education, College President, and Senior Leadership Team, the governance system includes groups (councils and committees) that have defined responsibilities for major functional areas of the college, including but not limited to institutional effectiveness, academic planning and policies, student services planning and policies, facilities, technology, communications, and diversity/inclusion/equity. All governance groups report to the College Council.
 - ii. Each governance body creates, and modifies as necessary, a charter that defines its membership.
 1. Typically, membership requires representation from each of the four constituent groups: faculty, classified staff, administrators, and students. Exceptions to this representation must be justified and approved by the College Council.
 2. Charters and any modifications are presented to the College Council for endorsement.

3. Timelines for policy and planning work will be established by the responsible administrators. College Council may assign tasks to governance bodies that are appropriate for their scope of work.
 - v. Administration monitors governance body membership to assure that the needs and interest of all campus constituents are adequately represented.
 - vi. Meetings are open to any campus member.
 3. Responsibilities
 - i. As part of its charter, each governance body creates, and modifies as necessary, a statement of purpose, list of duties/responsibilities, and procedures for conducting the business of the governance body.
 - ii. Each governance body may deem it necessary at times to form sub-committee work groups to accomplish specialized tasks or focused work.
 - iii. Governance body members are responsible for full participation in council work.
 - iv. Governance body members are responsible for ensuring council charters are followed.
 - v. Governance body members are responsible for contributing to the annual assessment of the governance system and, based upon the findings of the assessment, taking action to improve the system.
 4. Communication
 - i. Each governance body develops appropriate methods for listening, dialogue, and communication with the College community prior to, during, and following its deliberative process.
 - ii. Each governance body is responsible for coordinating with the other governance councils and committees, keeping in mind the best interests of the College as a whole.
 5. Documentation
 - i. Each governance body maintains notes or minutes of its meetings, documenting discussions, decisions, and recommendations.
 - ii. Each governance body posts meeting minutes/notes in a timely manner on the UCC Intranet.

- iii. Each governance body prepares a report to present to the College Council, showcasing the work of its committees. The College Council will determine the frequency and timing of the reports.
6. Assessment
 - i. The governance system is assessed annually by the College Council in concert with governance groups. Assessment must address:
 1. Clarity of roles, responsibilities, and processes
 2. Wide and explicit communication with campus constituencies
 3. Participation of employees and students in problem-solving and decision-making
 4. Decision-making at the appropriate level by the appropriate group with the requisite expertise
 5. Efficiency and timeliness
 6. Contribution to the effective guidance of the campus
 - ii. The annual assessment report is shared with the College and with the Board of Education.
 - iii. Results of the assessment are used to refine and improve governance policy, procedures, and processes.

RESPONSIBILITY:

The President, in concert with the College Council and Senior Leadership Team, is responsible for implementing these procedures and updating this procedure.

NEXT REVIEW DATE:

DATE OF ADOPTION: 01/29/2019 by CC

DATE(S) OF REVISION:

DATE(S) OF PRIOR REVIEW:



ADMINISTRATIVE PROCEDURE

TITLE: Incomplete "I" Grade Contracts

ADMINISTRATIVE PROCEDURE # 4234

RELATED TO POLICY # 711 GRADING SYSTEM

1. An incomplete grade (I) is a conditional grade only granted under the following circumstances:
 - Extenuating circumstances occurred (serious illness, personal injury, death in immediate family, etc.) that hindered class work and occurred after the seventh week of a ten week term or the equivalent of time in various term lengths.
 - An incomplete "I" grade is not a substitute for a failing grade. Therefore, an incomplete grade should not be granted if the student is failing a class and wants additional time to submit make-up work in order to improve a grade.
 - The student must be able to complete the remaining work on an individual basis with the instructor. Re-enrollment in all or part of the same course during a subsequent term may not be required as part of the contract. The general length of time to fulfill the requirements of an incomplete contract is one additional term; however, if circumstances warrant, the instructor may contact Registration and Records to extend the length of the contract. Failure to complete the conditions of the contract will result in the "I" grade converting to grade earned based on points completed.
 - Instructor approval is mandatory, and the instructor may choose not to allow an incomplete contract since it requires the instructor to individually work with the student in addition to his or her normal workload.
2. Incomplete Contract forms are available from most academic department offices. Once an agreement has been made and the form has been completed by the faculty member and the student, the contract will be submitted by the faculty member according to the instructions on the form.

Once all conditions of the contract have been met, the faculty will submit a final grade to Registration and Records.

RESPONSIBILITY:

The Provost is responsible for implementing and updating this procedure.

NEXT REVIEW DATE:

DATE OF ADOPTION: 1/22/2019 by CC

DATE(S) OF REVISION:

DATE(S) OF PRIOR REVIEW:



ADMINISTRATIVE PROCEDURE

TITLE: “E” or “Extended” Grades

ADMINISTRATIVE PROCEDURE # 4233

RELATED TO POLICY # 711 GRADING SYSTEM

1. An "E" (extended) grade represents a temporary grade assigned for a course that does not fall within the normal academic deadlines of any given term (e.g., internships, student teaching, tours, field trips, etc.).
2. An E grade is not a substitute for a failing grade. An E grade should not be granted for a student failing a class or that needs additional time to submit make-up work in order to improve a grade.
3. E grades can only be assigned by the Registration and Records Office for courses that meet the conditions in #1 above.
4. E grades do not impact a student's GPA but may impact satisfactory academic standing in that the credits for the course are counted as attempted but not yet earned. Therefore, instructors over courses for which E grades are assigned are encouraged to submit their final grades as soon as the coursework is completed, typically within 7 days of course completion.
5. An E grade must be converted to a regular letter grade (A, B, C, D, or F) within one month after the scheduled completion date of the course.

RESPONSIBILITY:


The Provost is responsible for implementing and updating this procedure.


NEXT REVIEW DATE:

DATE OF ADOPTION:

DATE(S) OF REVISION: 3/1996 by Board; 1/22/2019 by CC

DATE(S) OF PRIOR REVIEW:

<p>BOARD OF EDUCATION UMPQUA COMMUNITY COLLEGE DOUGLAS COUNTY, OREGON</p>	<p><u> X </u> Information Item <u> </u> Action Item</p>
<p>Subject: Sabbatical Presentation</p>	<p>Date: March 13, 2019</p>
<p>John Blackwood’s fall term 2018 sabbatical was to “revolve around personal study, research, and potentially, industry training related to cloud services and virtualization technologies. Many cloud technologies exist and my study will assist me in selecting which specific technologies should be taught in our courses related to these technologies.”</p> <p>Mr. Blackwood will share with the Board the results of his sabbatical.</p>	
<p>Recommendation by:</p>	<p>Approved for Consideration:</p> 

<p>BOARD OF EDUCATION UMPQUA COMMUNITY COLLEGE DOUGLAS COUNTY, OREGON</p>	<p><u> X </u> Information Item <u> </u> Action Item</p>						
<p>Subject: Reports</p>	<p>Date: March 13, 2019</p>						
<table><tr><td>ASUCC Report</td><td>Katherine Hicks</td></tr><tr><td>President's Report</td><td>Debra Thatcher, President</td></tr><tr><td>Chair Report</td><td>Steve Loosley</td></tr></table>		ASUCC Report	Katherine Hicks	President's Report	Debra Thatcher, President	Chair Report	Steve Loosley
ASUCC Report	Katherine Hicks						
President's Report	Debra Thatcher, President						
Chair Report	Steve Loosley						
<p>Recommendation by:</p>	<p>Approved for Consideration:</p> <p></p>						



**Office of the Provost
Report to the Board of Education
March 2019**

ARTS & SCIENCES (Karen Carroll, Dean)

1. No report on February-early March activity.

ASSESSMENT AND ACCREDITATION

(Danielle Haskett, Interim Assessment Coordinator and Faculty Advising Coordinator)
(Emily Fiocco, Director of Assessment and Accreditation)

1. Assessment: 22 faculty members have submitted their Fall 2018 Quarterly Assessment Report, this includes 43 course assessments.
2. Faculty Advising: Advising training continues, 5 Degree Works sessions have been scheduled throughout the term in addition to 4 Module trainings.
3. Assessment initiatives: We'd like to offer a Winter 2019 Assessment training for department chairs/faculty using the reflection guide we obtained at the NWCC conference.
4. Accreditation initiatives: NWCCU reported new standards will be released for public comment 2/1/19. We can switch to these new standards once we work ourselves off of our current recommendations.
5. Danielle Haskett & Emily Fiocco attended the Assessment Essentials: Assuring Standards of Educational Effectiveness and Quality Improvement conference January 14, 2019.
6. Danielle Hasket is participating in a group reading of *Creating a Data-Informed Culture in Community Colleges* with student services colleagues.

CAREER & TECHNICAL EDUCATION (J. Aase, Dean)

7. The first annual *National CTE Signing day* was a success! 20 students signed their letter of intent to enroll in a CTE program at UCC in Fall 2019. Approximately 75 family members, faculty and community supporters of UCC also attended. The event was live streamed and can be viewed here: <https://www.youtube.com/watch?v=ha3VUk6s1Tg&feature=youtu.be>
8. Jason Aase, Clay Baumgartner, Ian Fisher and Duane Thompson met with Bob Reinbold and Chris McCafferty from the Pembina Corporation in regards to the workforce training needs for the proposed Jordan Cove pipeline project.

Department of Applied Science and Technology; Clay Baumgartner, Department Chair

Forestry; Jarred Saralecos, Coordinator

9. The Forestry Program renewed its signed MOU agreement with Oregon State University College of Forestry. In addition, to the previous agreement we added an agreement for the OSU Renewable Materials program. This addition will expand both our recruiting base and students career opportunities.

10. The student led forestry club began planning to construct and replace the UCC arboretum sign as well as scheduled a service project for April 6th helping the Roseburg Parks Department clean-up Amacher Park.

Department of Business; Toni Clough, Department Chair

11. Toni Clough provided a workshop at the FBLA event at Roseburg High School on February 19th.
12. Toni Clough did a presentation for the seniors at the Connections Academy, an online high school that meets at Rose Elementary. Senior students learned about UCC & the Business Department program offerings.

Department of Health Sciences; April M. Myler, Department Chair

Registered Nursing; April Myler, Director

13. 1st year students recently helped to create and distribute a professional flyer for human trafficking information. They were briefly mentioned in a recent NRToday article for assisting in this important work.
14. Registered Nursing applications for the FA19 cohort are now closed. There are close to 190 applicants for 48 positions. This is up from last year's 175 applications.

Dental Assisting; Tamara Loosli, Coordinator

15. The UCC Dental Assisting program is excited to once again partner with Dr. Alex Atchinson for a free Oral Cancer Screening event. This event will be held on May 3rd from 11am to 4pm and will be open to students, staff, and community members.

JOBS Program, Karissa Bent, Director

16. A new partnership is developing with the Cow Creek Tribe to support each other and facilitate provision of services to shared clients and community partners.

ENROLLMENT MANAGEMENT (Missy Olson, Dean)

17. FAFSA applications imported comparison:
- 19/20 – 1,313 – Will continue to receive until June 2020
 - 18/19 - 3,679 – Will continue to receive until June 2019
 - Up 42 from last month's report
 - 17/18 – 3,994 – Full academic year received
 - 16/17 – 3,740 – Full academic year received
18. Financial Aid awards processed comparison:
- 18/19 – 1,964 - Will continue through June 2019
 - Up 19 from last month's report
 - 17/18 – 1,896 – Full academic year
 - 6/17 - 1,805 – Full academic year
19. Winter Admissions through February 21, 2019:
- 18-19: **790**
 - 17-18: 641

20. Spring Admissions through February 21, 2019:

- 18-19: **313**
- 17-18: 222

21. Recruitment initiatives:

- February 4: Great by 8th in Winston, 6 attendees
- February 5: Meeting "Strengthening K-12 and UCC" to support student career and college planning.
- February 6: STEAM Explore Event, 500 attendees
- February 6: Sutherlin HS visit, scholarship applications
- February 6: South Umpqua HS Scholarship assistance
- February 7: Douglas High School visit, admissions and scholarships
- February 7: Roseburg High visit
- February 12: Rose School, admissions and financial aid
- February 12: Douglas High School (follow up visit)
- February 13: UCC Scholarship and Financial Aid Workshop
- February 19: Rose School (follow-up visit)
- February 19: Oakland HS visit
- February 20: Ellis Poole, Testing Coordinator, visited Sutherlin HS for placement testing training
- February 21: Phoenix High School
- February 21: CTE Signing Day, 75 attendees
- February 21: Phoenix High School UCC presentation, 30 students
- February 22: Phoenix High School (follow up visit)
- February 26: UCC Scholarship and Financial Aid Workshop
- February 27: Glide High School Visit
- February 28, Powers High School college and career fair
- Orientations- 2/11, 2/20, 2/26

22. Retention initiatives:

- *Financial Aid*: The 19/20 aid year roll was completed and 1,313 files have been processed with more in the que to be brought in the next few weeks.
- *STEP* grant implemented with first group of students served. These 16 students received personalized career coaching, as well as having their GED class tuition and GED practice tests and official tests covered.
- *Professional Learning Community for Allied Health Sponsored Dual Credit* project met on 2/26.
- Working with faculty on the development of new advising guides and the class schedule.

23. Faculty, Staff and Administrator accolades:

- The Financial Aid Staff attended the *annual Oregon Association of Student Financial Aid Administrators Conference* from February 6-8th. The most recent Federal and State updates were received along with a multitude of valuable training sessions.
- Destiny Hunt and Jantyne Bunce attended the *First Generation Student Success Summit* on February 13. This is the funding source for the Soar grant, and it appears the application process for the next year might be simple, before a more detailed process to be eligible for funding the next year.

- Destiny Hunt and Jantyne Bunce also attended the *Student Success and Retention Conference* from February 14-15 and learned about enrollment initiatives, retention strategies, and how to incorporate the Pathways to Opportunity funding at UCC.
- Missy Olson is working with Toni Clough and the Douglas ESD on the sustainability of the Allied Health program in the high schools.
- Missy Olson presented to the *Roseburg Project Leadership* group on February 14th about postsecondary education in Douglas County and how we connect with the K-12 system.
- Met *Northwest Christian University* representatives on February 15th about possible future articulation agreements and partnership for student transition.

INSTITUTIONAL RESEARCH (Steve Rogers, Director)

24. IPEDS Winter Collection

- Four surveys submitted on 13-Feb
 - Graduation Rate survey
 - Graduation Rate 200% survey
 - Outcome Measures survey
 - Student Financial Aid survey

25. Reviewed/Re-wrote 2,500 lines of code to produce more accurate and consistent IPEDS results.
26. Created an IPEDS Reporting Guide with sections for each of the surveys. Each section describes how to collect the data for a specific IPEDS survey. This document is still in progress, and will eventually be part of the Institutional Research Operational Plan.
27. Provided data for the IR-based accreditation indicators (1-B-1, 1-B-2, 1-B-4, 2-B-2).
28. Thank you to the Enrollment Management and Financial Aid offices for their assistance with the IPEDS Outcome Measures survey and the Student Financial Aid survey!

LIBRARY SERVICES AND LEARNING SUPPORT (Carol McGeehon, Director)

29. Open Ed Week is March 4 – 8, 2019. The Library is planning
- Display of printed open textbooks funded by Open Oregon
 - Announcement for students and Umpqua Updates with information about the display in the Library and brief information about open educational resources in general
30. Working with the bookstore to increase the accuracy of the “no cost textbook” and the “\$50 or under textbook” designations.
31. Faculty OER workshop/review is scheduled for March 8, 2019 during *Open Ed Week*
32. Students using the Success Center for tutoring:
- 2017-2018: 6,315 visits by 621 students for a total of 11,083 hours
 - 2018-2019 YTD: 6,585 visits by 598 students for a YTD total of 10,207 hours

STUDENT SERVICES (April Hamlin, Dean)

Accessibility Services

33. The Accessibility Services and Veteran Advising Center has conducted 66 appointments in the past month.
34. Danielle Haskett attended an Assessment Conference with Emily Fiocco on January 15, 2019 and the NASPA Conference for Veteran Students with Ronda Stearns on February 7-8, 2019.

Advising and Career Services

35. Winter Term Major Declaration Week was completed in February, identifying new and returning AAOT students in a concentration of study.
36. The first wave of students assigned to faculty advisors has started, in time for Registration on February 25, 2019. Professional Advisors are working with students to create Student Educational Planners and identify a program pathway for transfer in anticipation of transfer
37. In the previous month, 233 advising appointments were conducted.
38. Staff participated in UCC Explore Event
39. Danna-May Blommer and Emily Fiocco presented at the Student Success & Retention Conference, titled, "Equity in Pathways" on February 14, 2019. Director Mitch Mitchell also attended the SSRC Conference.

Educational Talent Search / Upward Bound

40. On January 12th, Upward Bound held its monthly Saturday seminar at Umpqua Community College. Thirty-seven students and three staff members attended. Students participated in an Escape Room exercise with the use of math to solve their way out. The students created Elephant Toothpaste as part of a science (STEM) experiment. The students also worked on a coding exercise using critical thinking skills. One hour was spent doing homework and test prep.

Life Coaching

41. Since the beginning of winter term have provided Life Coaching Services to 26 students with 81 sessions, one of these was initiated from faculty with student in crisis
42. Since the beginning of winter term have received and responded to 12 Student of Concern referrals
43. Participated in one Threat Assessment Team Process and Response to a student at risk of self-harm
44. Consulted with three faculty and two students regarding students of concern
45. Participated in the Student Resource Fair
46. Started collecting data on students receiving Life Coaching services and CARES Team interventions.
47. Attended ASUCC Student Leadership Board Meeting presentation on SOAR services and participated in discussion assessing if these services would benefit UCC students. January 29, 2019
48. Consulted with Pamela Goodwin, ASUCC's activity director, on how to integrate trauma informed considerations when she is training other students to interview students for the County Wide Pit Count (Homeless Population).

Student Engagement

49. Two students, Monica Botwinick and Daniel Isenberg, have been selected as 2019 Undergraduate Transfer Scholarship Semifinalists. This year's semifinalists were chosen from a pool of nearly 1,500 applicants attending 369 community colleges in 45 states and the District of Columbia.
50. UCC's nominees for All-USA Academic Team, Emily Warren and Danielle Teichner, have been moved forward the final round of judging for the Phi Theta Kappa Fall Scholarship, which includes the All USA Academic Team.
51. UCC was recognized for its' participation in the spring 2018 Cesar Chavez Blood Drive Challenge, ranking 18th in the top 20 colleges/universities recognized. Quarterly blood drives are coordinated by Student Ambassadors & Peer Mentors.

Registration & Records

52. 2019-2021 Nursing Program Applications:
 - 129 - Transcripts Articulated as of 2/19/19.
 - 189 – Approximate number of applications submitted, a final number available 2/22/19.

53. DegreeWorks Faculty Training:

- 21 of the 68 full-time Faculty have received in-person DW training for advising purposes as of 2/15/19.
- 26 Veteran students took advantage of priority registration on February 22, 2019 and got ahead of the Registration rush starting on 2/25/2019.

Student Engagement

54. Marjan Coester completed the Phi Theta Kappa Five Star Advisor Plan, a 15 hour, self-paced course with videos, readings, web resources and quick quizzes to test knowledge.

55. ASUCC Services - As compared to spring 2018, there was a 130.17% increase in requests for services in fall term and a 103.49% increase in unduplicated use by students. Use of each service increased as noted:

- Bus Passes = 114.81%
- Gas Cards = 164.44%
- Food Boxes = 138.09%
- Backpack/Supplies = 230.44%
- Hygiene products = 290%

	Fall 2018		January 2019
Requests	267		119
Unduplicated	174		112
Students returning for additional services	44		16
Backpack with supplies	48		24
Backpack Only			1
Rolling Backpack Only	1		0
Supplies Only	14		7
Flash Drive Only	13		3
Term Bus Pass	55		34
One Way Bus Pass	3		0
Food Box	100		25
Meat Voucher	49		21
Gas Card	119		52
Hygiene	78		23
Laundromat Voucher (new Winter term)			3
Grab & Go Oatmeal	160		70
Grab & Go Cup of Soup/Ramen	154		50

56. ASUCC Leadership hosted a PIT (point in time) Homeless count for the first time; 21 students completed the PIT census.

57. Student Engagement, in coordination with HIV Alliance, held an HIV/HEP-C testing clinic; 7 students were tested.

58. Working with Christine Case, ASUCC is now able to track attendance at events through AdvisorTrac. We are still adjusting the Kiosk function as we learn how to improve its' use. One issue that arose (specifically with the Valentine's events) is that employees who do not have an active student side Self-Service account cannot be logged.

Midterm Boost 2-4-2019	64
Midterm Boost 2-5-2019	56
Valentines Fundraiser 2-13-2019	11
Valentines Fundraiser & Lunch 2-14-2019	115

Student Services (General)

59. Student Services departments completed Assessment reports for Summer and Fall terms – including Advising & Career Services, Accessibility Services, ETS/UB, Student Engagement. SSS-TOP submitted their federally required Annual Progress Report as their program assessment.
60. Registration & Records, and Life Coaching are both collecting data for program assessment purposes – and the Student Services Operational Team is meeting with the Director of Assessment & Accreditation to better understand and engage with non-academic program assessment activities.
61. Operational Team met with Director of Assessment & Accreditation to discuss aligning Accreditation indicators, Strategic Plan indicators with Assessment Reports.
62. April Hamlin attended the Executive Learning Series on Equity and Empowerment on January 25, 2019 and the Student Success & Retention Conference on February 14 – 15, 2019. She also attended the Council for Student Services Administrators meeting on February 13, 2019.
63. First drafts of the Standards of Student Conduct have been submitted for initial review to SLT.

TITLE III (Cynthia Horkey, Project Manager)

64. The grant project is completed on June 30, 2019. Transitional plans are being monitored very carefully to endure compliancy and success.

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Crabtree – 04 March 2019

OFFICE OF BUSINESS SERVICES BOARD REPORT
March 2019
Natalya Brown, Chief Financial Officer

Office of Business Services; Natalya Brown, Chief Financial Officer

- Key priorities:
 - Promote a positive institutional climate and culture
 - Promote quality services and delivery
 - Assure financial integrity of the College
 - Integrate college offerings with the community
 - Review of business services policies and procedures
 - Implement annual assessment of division non-academic services
 - Lead campus in long-term financial planning
 - Prepare campus for budget planning

Met with student government on February 5, 2019 to discuss budget development process at UCC for FY20-21. The copy of the presentation can be found here: <https://www.umpqua.edu/budget-timeline>;
 Provided update on budget development during Administrative staff meeting on February 20, 2019;
 Coordinated interviews and the campus visit for the Director of Advancement position;
 Submitted the following policies/procedures for campus to review: Delegation of Authority, Designation of Authority Signers, Budget Preparation, Financial Audits.
 The Bookstore and Cafeteria/Catering/Special events sustained some damages to inventory/building during the week of February 24-28 due to snowstorm, fallen trees and loss of electricity. The College is working with the insurance company to recover the damages.

Accounting and Finance Services; Ina Jackson, Director of Accounting and Finance

- Key Priorities:
 - Tax Forms:
 - Student 1098-T reporting online for Student Accounts is available at <https://www.umpqua.edu/student-accounts/1098-t-information> Student Account Team members have been reporting questions and phone calls are down significantly this year with the new IRS format because the online info makes more sense. This echoes similar reports discussed at the recent BURSAR's meeting in Eugene on February 22, 2019.
 - Business Services, Policies, Procedures, and Internal Controls Update:
 - As part of the internal control responsibilities of the Accounting and Finance Department being reviewed, process improvements were made for logging and tracking accounts receivable payments being received in the department for UCC Invoices.

Budget; Katie Workman, Budget Manager

- Key Priorities:
 - Improve existing and develop new processes
 - Manage current and develop future budgets without use of reserves
 - FY 2019-20 General Fund budget first draft complete and provided for review and additional work to Senior Leadership Team
 - Provide budget and process training opportunities and communication to campus

Attended Government Finance Officers Association's (GFOA) Budget Analyst Training Academy in San Francisco, CA February 26 through March 1. Topics included financial sustainability, accounting for the budgeteer, long-term financial planning, biennial budget development, service levels & alternatives, budget monitoring, and presenting & communicating the budget. Many group exercises were assigned each day as well as a group presentation to all instructors and attendees the final day. My group presented alternatives and solutions to a capital projects plan that was interrupted by unexpected hardships. The information learned from this academy will greatly assist in operations moving forward as we tie the budget to our strategic plan.

Purchasing Office; Jules DeGiulio, Purchasing Manager

- Key Priorities:
 - Update purchasing policies and procedures
 - Build and refine Office of Business Services Web Site
 - Learn and implement all Banner 9 processes for procurement of goods and services.
- 14 Passenger Bus delivered in late February. Use for Athletic Teams and in our general fleet, increasing overall travel flexibility.
- Fuel specific CFN and Pacific Price cards issued for Fleet vehicles and campus storage tank. Resulting in reduced fuel cost and use of campus credit cards, while providing increased scrutiny and accountability for campus fuel consumption.
- Contract generated for Preliminary Planning Phase for Industrial Technology Center. Deliverables coming in June will enhance college fund raising efforts.
- Contract executed with Rogue Credit Union for installation and maintenance of a Bank Branch located in our Campus Bookstore. Will providing student paid employment experience in addition to scholarships. Program to begin Fall Term.

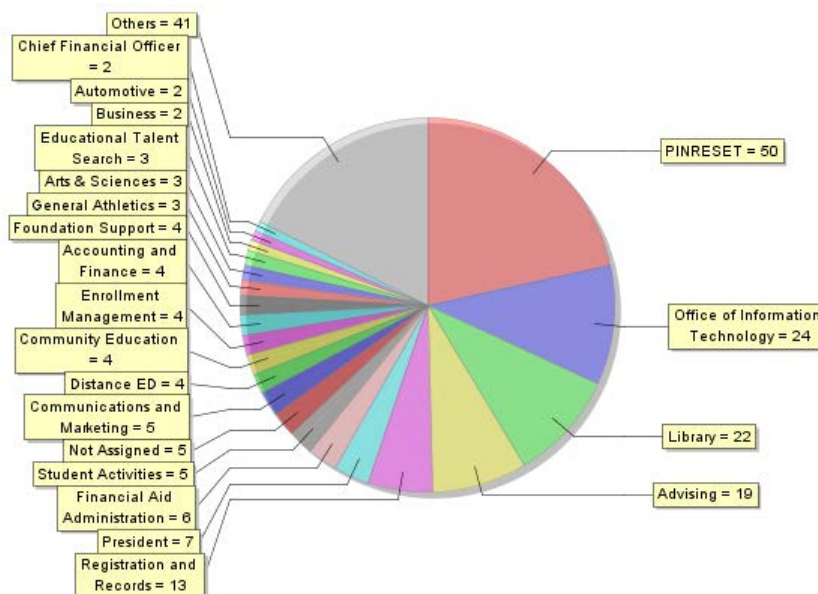
UCC IT March 2019 Board Report

March 2019 Board Report

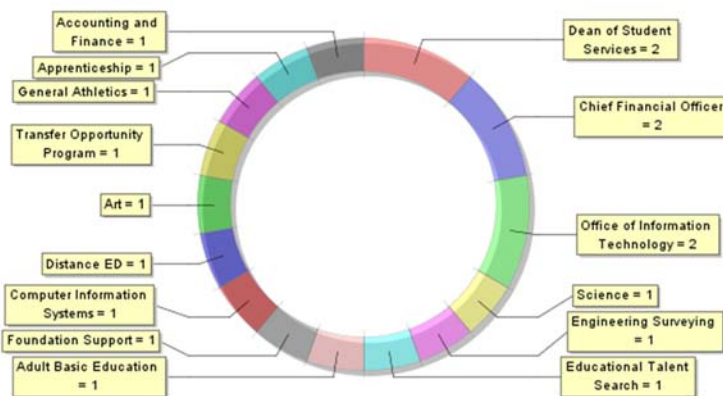
Office of Information Technology

Vincent Rose, Director

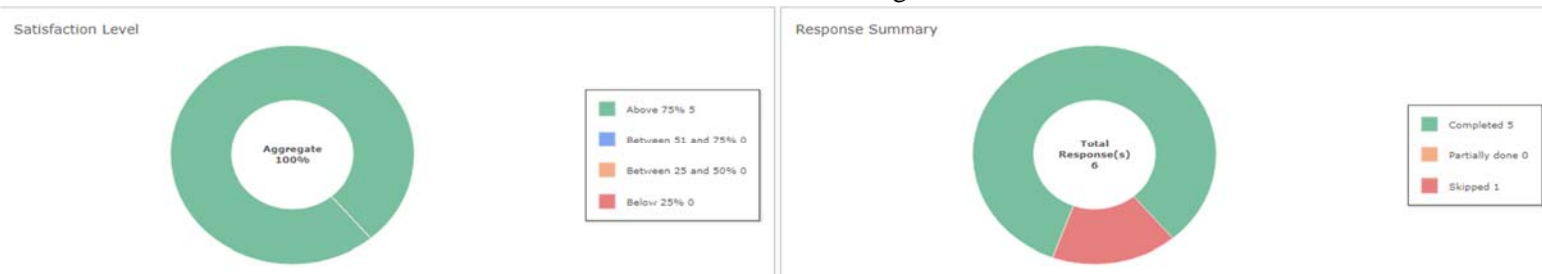
March 2019



- In the month of March 2019 IT completed 232 tickets.



- IT closed tickets from the SLA the Service Level Agreement 92.24% of the time.



- IT had a 100% satisfaction survey for the month of February
 - 6 surveys were distributed, 5 were completed.
- IT conducted a Gap Fit analysis for possible ERP replacement.

DEPARTMENT OF ATHLETICS PRESIDENT'S REPORT
March 2019
Craig Jackson, Director of Athletics

Athletics- Craig Jackson

- Women's wrestling sent 3 wrestlers to the National Tournament in Atlanta, Georgia and won 4 matches.
- Men's Wrestling sent 5 wrestlers to the National Tournament in Iowa and won 7 matches. One wrestler was 1 win away from receiving All-American status.
- Women's Basketball finished the regular season tied for the Southern Region Championship (their 3rd straight) and go into the NWAC Tournament as the #1 seed.
- Men's basketball finished alone in 2nd place in the Southern Region and advance to the NWAC Tournament as the #2 seed.
- Track and Field returned to UCC with the debut of our team at the Linfield Icebreaker. We had a 2nd and 3rd place finisher in our debut event.

ATHLETIC REPORT
Craig Jackson, Athletic Director
March 2019

Team	Roster Goal	Fall 18	Win. 18	New Winter	Fall 18 GPA	Com Service Hours	Fund Rais. (to date)	Awards/Honors
Baseball	35	21	19 (2 left, but are returning in spring)	2	3.41	329	\$11,386.00	Signed 22 for 19-20 so far
M.Basketball	15	15	14		3.55	14	\$3,704.00	2nd in Conference- Coach of the Year- Freshman of the Year
W.Basketball	15	15	14	1	3.68	55	\$20,363.00	Southern Region Champions- Coach of the Year- Player of the Year-Freshman of the Year
Cross Country	15	12	11		3.73	16	\$2,100.00	2 Academic Excellence Awards
M. Wrestling	30	24	20		2.95	50	\$11,775.00	5 National Championship Qualifiers
W. Wrestling	24	19	17		3.14	25.5	\$5,859.00	3 National Championship Qualifiers
OCR	16	15	15 (2 completed program)	3	3.8	20.5	\$2,010.52	2 Spartan Top 10 Finishers
Track	40	27	23	5	3.52	17	\$2,640.00	Have Signed 12 for next fall- so far
Volleyball	15	17	15 (1 graduated)		3	53	\$10,097.00	3 Academic Excellence Awards
Gen Athletics						55	\$27,855.00	
Total	205	165	148 (89.6%)	11	3.3	635	\$97,789.52	
		includes some duplicates					Have in excess of \$7500 in donations of materials, etc.	

ASUCC REPORT
March 2019
Katherine Hicks, ASUCC President

- Spirit Day event had to be postponed, hoping to re-visit this event when the book store is up and running.
- The Vice President, Nick Thomas is in charge of our elections committee and is starting the process earlier than in subsequent years.
- The student Commencement team has started their process for selecting the student speaker, the deadline has been extended to next Friday March, 15.
- Upcoming events are The Study In, March 15 2-7pm in the Library, and Fresh for Finals March 18 & 19 10-2 located in the student Center.

Full-Time Faculty Association Update
March 2019
John Blackwood, UCCFA President


- On February 15, 2019, the full-time faculty association notified the UCC of our intent to re-open and bargain the following items: 1) Article XVIII – Salary; 2) Article XIX.A – Employee Benefits; and 3) Article XX.F – Paid Leaves of Absence – Personal Leave.
- Some UCC full-time faculty participated in the OEA-sponsored “March for our Students”, which was held on February 18, 2019, at the Capital, in Salem.
 - John Blackwood met privately with Senator Dallas Heard and his Chief of Staff for approximately 20 minutes each. We discussed UCC student needs and rural vs urban college students and the unique needs of rural community college students. We also discussed the very negative impact on UCC and Douglas County should the governor’s proposed budget become a reality.
 - John Blackwood met with Governor Brown as part of a small group (~30 people) to discuss the upcoming budget. Professor Blackwood was able to speak at this group meeting about the very negative impact on UCC and Douglas County should the governor’s proposed budget become a reality. He also (again) mentioned the unique needs of rural community college students and how the proposed budget will negatively impact them.

UCCPTFA Board Report

March 2019

Jeri Frank, President, UCCPTFA

- We are pleased to be recognized by the administration and the Board of Education for our vital role at UCC in providing quality instruction for our students across many curriculum areas.
- During winter term 116 part-time instructors are teaching classes.
- We have monthly union meetings during each term to continue our important work on behalf of part-time instructors.
- Starting this spring we will initiate the bargaining process covering the entire bargaining agreement which expires in August 2019.

<p style="text-align: center;">BOARD OF EDUCATION UMPQUA COMMUNITY COLLEGE DOUGLAS COUNTY, OREGON</p>	<p><u> X </u> Information Item</p> <p><u> X </u> Action Item</p>												
<p>Subject: First Reading of Policy</p>	<p>Date: March 13, 2019</p>												
<p>The following policy is coming to the Board for a first reading:</p> <table border="1"><thead><tr><th>Old #</th><th>New #</th><th>Title</th></tr></thead><tbody><tr><td>N/A</td><td>XXXX</td><td>Distance Education – Regular and Substantive Interaction</td></tr></tbody></table> <p>The associated administrative procedure is being shared as an information item:</p> <table border="1"><thead><tr><th>Old #</th><th>New #</th><th>Title</th></tr></thead><tbody><tr><td>N/A</td><td>XXXX</td><td>Distance Education – Regular and Substantive Interaction</td></tr></tbody></table>		Old #	New #	Title	N/A	XXXX	Distance Education – Regular and Substantive Interaction	Old #	New #	Title	N/A	XXXX	Distance Education – Regular and Substantive Interaction
Old #	New #	Title											
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Old #	New #	Title											
N/A	XXXX	Distance Education – Regular and Substantive Interaction											
<p>Recommendation by:</p>	<p>Approved for Consideration:</p> <p style="text-align: center;"></p>												



BOARD POLICY

TITLE: Distance Education – Regular and Substantive Interaction (RSI)

BOARD POLICY # XXXX

Policy:

Consistent with the federal regulations pertaining to federal financial aid requirements and regular and substantive interaction (RSI), UCC distance education classes will include compliance with regular and substantive interaction guidelines. The guidelines will be developed with faculty and posted on the UCC website. RSI compliance reporting for distance education classes and programs will be part of the annual assessment report.

RESPONSIBILITY:

The Provost is responsible for implementing and updating this policy in collaboration with faculty. Specific guidance for policy implementation may be found in the associated Administrative Procedure(s).

NEXT REVIEW DATE:

DATE OF ADOPTION:

DATE(S) OF REVISION:

DATE(S) OF PRIOR REVIEW:



ADMINISTRATIVE PROCEDURE

TITLE: Distance Education – Regular and Substantive Interaction

ADMINISTRATIVE PROCEDURE # XXXX

RELATED TO POLICY # XXXX Distance Education – Regular and Substantive Interaction

These procedures apply to all distance education courses to ensure quality and compliance. These procedures support the established guidelines and evaluation of distance education courses.

1. Faculty will refer to the established guidelines posted on the uconline web page to ensure compliance in each and every online course.
2. New Faculty will be trained and assessed before being assigned online course assignments.
3. Faculty will audit their online courses for compliance with regular and substantive interaction as part of the annual course assessment report. This audit checklist shall be added to the course assessment report and available on the intranet assessment page. Any noted improvements shall be implemented the term the course is next offered.

RESPONSIBILITY:

The Provost is responsible for implementing and updating this procedure in collaboration with UCCOnline and Academic Council.

NEXT REVIEW DATE:

DATE OF ADOPTION:

DATE(S) OF REVISION:

DATE(S) OF PRIOR REVIEW:

REGULAR AND SUBSTANTIVE INTERACTION (RSI) GUIDELINES

I. Why substantive interaction matters:

1. Positive impact on Students:
 - a. Student Success
 - b. Retention
 - c. Advancement
2. Effects on Financial Aid
 - a. An institution that offers completely competency based education or distance education, needs to make sure they meet the regular and substantive requirements otherwise they risk losing funding and could face fines if found in non-compliance. The U.S. Department of Education requires that all online courses for which students may use Title IV funds “ensure that there is regular and substantive interaction between students and instructors.” The DOE has the authority to review distance learning offerings at colleges and universities that receive federal funds.
3. RSI is more than a federal requirement, it is the foundation of effective online teaching and learning.

II. Differences between Correspondence Courses vs. Distance Education Online Classes:

1. In a correspondence course, an instructor will use mail or electronic transmission to provide materials to students who are separate from the instructor. This material would normally include all exams and course work. There is limited if any interaction between instructor and students. If interaction occurs it is normally initiated by the student and the work is self-paced. Correspondence courses are not eligible for federal financial aid.
2. Distance education (online and hybrid) uses technology to deliver instruction to students and includes regular and substantive interaction between students and the instructor. Interaction is regular (at least once weekly) and there is interaction of an academic nature initiated by the instructor on a regular basis.

III. Content and Time Equivalency:

1. Online and hybrid courses must meet the same credit hour requirements as face-to-face courses.
 2. Without face-to-face lectures, online instructors must be more intentional about creating opportunities for substantive interaction to occur.
 3. Each course should have weekly deadlines and a weekly announcement.
 4. Virtual office hours or hours that you are available online should be posted in the syllabus.
-

IV. Interaction should be Substantive and Academic in Nature:

1. Assignments should create opportunities within the online course to provide assessment of learning through substantive feedback comments. Limited feedback such as posting good job or just entering a numerical grade does not qualify as substantive. Feedback should be meaningful, both when a student is doing well, and in areas where they could improve.
 2. Substantial feedback interaction could be in the form of audio, written, or video.
 3. There should be at least one assignment per week where substantial feedback from the instructor is provided.
-

V. Course Structure:

1. Online courses should be set up in a logical organized manner including assigned content in weekly folders.
2. All courses should contain a welcome message
3. There should be a weekly announcement identifying feedback on assignments, instruction for upcoming assignments, and other course or institutional reminders.
4. Feedback can be in the form of interaction during the weekly course discussion forum.

5. The syllabus shall be easily located in the course shell and in the format approved through academic council
 6. The syllabus will contain specific time frames describing when to expect feedback for assignments and turnaround time for communication. This time frame for feedback should not be more than 2 weeks and the communication should normally be 24-48 hours.
 7. Identify how students can interact with you, i.e., phone, email, office hours
-

VI. Points to Consider - Regular and Substantive Interaction (RSI):

1. Regular interaction is scheduled in the course structure and syllabus
2. Interaction is designed to offer value to the student experience and positively affect learning outcomes
3. Sufficient quality interaction to establish instructor presence
4. Student engagement surpasses reading the text and completing auto graded assessments
5. Once weekly direct engagement with instructor, activities and or peers build into each week
6. Time investment for students is present and clear in the course syllabus and/or welcome pages
7. An activity and deadline before the end of week 1 is present to measure participation

The following checklist will be implemented into the annual course assessment report. Faculty will check their course, indicate whether RSI is present in each characteristic, and if not, the plan for implementation. This report will be filed along with the annual assessment report, which is reviewed by the Dean associated with the division of each class.

Regular and Substantive Interaction (RSI) Checklist

Characteristic	Examples	Present in Course
<p>Initiated by Instructor</p> <p>Interaction should be started by the instructor to count as regular and substantive. There should be an active presence in initiating and guiding a range of interactions with students.</p>	<ul style="list-style-type: none"> • Instructor participates in weekly discussion forum • Instructor asks a student to visit during office hours • Instructor provides individualized substantive comments through audio, video, or writing on student assignments 	
<p>Frequent and Consistent</p> <p>Interaction should be reasonably frequent and consistent throughout the course. Once the term begins, there should not be more than one week that passes without interaction with students in some form. The mode of interaction may vary throughout the course, but there must be a presence the entire term. Daily communication is not required, but at a minimum instructors should be available during office hours and respond to student emails within 24-48 hours.</p>	<ul style="list-style-type: none"> • Course announcement posted weekly • Post weekly office hours when students can reach you online more than one time per week • Provide written feedback to students at least on one assignment per week 	
<p>Focused on course subject</p> <p>Interactions should pertain to the course content and contribute to the students' progress towards the course outcomes. Routine procedural reminders aren't substantive on their own, neither are numerical grades unless accompanied by personalized feedback or suggestions for improvement.</p>	<ul style="list-style-type: none"> • Send a message or post an announcement to students previewing concepts introduced in the next unit and/or listing questions for students to consider while reading the textbook chapters • Post an example of how a real world situation relates to the assigned content • Provide specific feedback on written work 	

If RSI is not evident in all areas, please provide the plan and date for implementation:

<p style="text-align: center;">BOARD OF EDUCATION UMPQUA COMMUNITY COLLEGE DOUGLAS COUNTY, OREGON</p>	<p style="text-align: center;"><input type="checkbox"/> Information Item <input checked="" type="checkbox"/> Action Item</p>
<p>Subject: 2019-20 Tuition and Fee Increase Proposal</p>	<p>Date: March 13, 2019</p>
<p>The approval is requested to increase tuition and fees, as presented, effective at the beginning of the academic year commencing in the summer term 2019.</p>	
<p>Recommendation by:</p> <p style="text-align: center;"><i>N. Brown</i></p>	<p>Approved for Consideration:</p> <p style="text-align: center;"><i>Debra Hatcher</i></p>

<p style="text-align: center;">BOARD OF EDUCATION UMPQUA COMMUNITY COLLEGE DOUGLAS COUNTY, OREGON</p>	<p style="text-align: center;"><input type="checkbox"/> Information Item <input checked="" type="checkbox"/> Action Item</p>
<p>Subject: Honorary Degree Recommendation</p>	<p>Date: March 13, 2019</p>
<p>Per Board Policy 720.03, Awarding of Umpqua Community College Honorary Degrees, and the associated administrative procedure, President Thatcher will present an honorary degree recommendation to the Board for their review and consideration.</p>	
<p>Recommendation by:</p>	<p>Approved for Consideration:</p> 