

PORTLAND COMMUNITY COLLEGE - BOARD OF DIRECTORS
12000 S.W. 49th Avenue - Portland, OR 97219

MINUTES
BOARD OF DIRECTORS BUSINESS SESSION
Chart House Restaurant, Portland
August 24, 2012

BOARD ATTENDANCE

Board Members Present:

Denise Frisbee, Jim Harper, Deanna Palm, Bob Palmer, Gene Pitts, David Squire,
Kali Thorne Ladd

CALL TO ORDER

Chair Frisbee called the business meeting to order at 8:10 AM and invited all present to introduce themselves.

APPROVAL OF THE AGENDA

The agenda was approved as published.

ADJOURNED BUSINESS SESSION AND CONVENED EXECUTIVE SESSION

EXECUTIVE SESSION

The Board of Directors convened an executive session for Employment of a Public Officer, Labor Negotiations and Real Property Transactions in accordance with ORS 192.660 (2), (a), (d), and (e) at 8:20 AM, adjourning at 9:00 AM.

ADJOURNED EXECUTIVE SESSION AND CONVENED PLANNING SESSION

Chair Frisbee noted the board had been selected Kali Thorne Ladd from a large group of qualified applicants to fill the vacant zone 2 board position. President Pulliams administered the oath of office to Ms. Ladd.

District President's 2012-2013 Goals and Objectives

Preston Pulliams, District President

Dr. Pulliams described areas that would present significant challenge to community colleges over the next decade were reduced state and federal funding along with increased accountability. He noted that in a recent conversation Oregon's Chief Education Officer, Rudy Crew said he and his office are a manifestation of a loss of public support for public education and that he intends to change that perception by using strategies and increased accountability. Dr. Pulliams said it is unclear what path the state funding

requirements will take or how much support will be given to workforce development as opposed to completion of degrees and transfer and that these unknowns pose questions of how the college will prepare for and respond to the needs of graduating high school students seeking higher education as well as those seeking retraining or wishing to explore interests and how that would fit into PCC's mission. He added the high cost of four year institutions has resulted in more 18-19 year old high school graduates coming to PCC needing funding to support their education and that an increasing number of those students come to PCC with expectations for special student programs. Dr. Pulliams said an important part of PCC's mission is workforce development but changing the funding focus to degrees and transfers makes it unclear how the college will be able to continue meeting workforce development course needs; especially for courses such as welding that require expensive specialized labs. He added that an increasing number of students come to community college to earn lower division credits at a lower cost and then move on to a four-year institution and those students have no desire to earn a degree from PCC which means a state funding model based on degrees awarded creates a substantial funding challenge for PCC. Dr. Pulliams said taking the community college message to legislators would be the most effective process that could provide funding that would allow PCC to continue offering the workforce development courses that put people back to work.

Director Squire asked for information regarding the increased push nationally for community colleges to offer baccalaureate degrees in nursing and other areas affects PCC. Dr. Pulliams replied that two years ago the Oregon Presidents' Council reviewed this option and found the cost extremely high in terms of staffing, classrooms, labs and other costs. He added that increasingly in other states community colleges have opted to offer baccalaureate degree programs and some have even renamed their institutions to remove the word "community" to reflect their changing mission.

Director Palm said although high schools are doing a better job of preparing high school students many students are still coming to PCC from high school unprepared for college course work. She asked if there are opportunities to tell the community college story and appeal for funding to continue supporting these students. Dr. Pulliams replied that over the next several years as accountability becomes better defined community colleges would have an opportunity to have a more formalized role in the process of helping those underprepared students. Dr. Pulliams agreed with Director Palm that not addressing this problem could lead to economic and social problems that can and should be avoided. He added that he agrees with her assessment that strong appeals for state funding should be continued along with efforts like PCC's Middle College and Future Connect. Chair Frisbee said Dr. Crew seems to like the idea of programs like Dual Credit that blur the lines between K-12 and community college but Dr. Crew also says high schools should do a better job of preparing their graduates for higher education. Dr. Pulliams added Dr. Crew also said that outside support like Middle College and Future Connect need to be provided if students are to succeed who

are not competitive and are failing in high school. Dr. Pulliams added that these programs are donor dependent and cannot replace the state funding that is really needed. Dr. Pulliams asked Dr. Chairsell to report on accountability.

Dr. Chairsell said the college must respond to the accountability mandate in a way that best aligns time and energy to avoid falling into the behavior of reporting in lieu of doing. She noted that accreditation is focused on accountability to the college's core themes; access and diversity, quality education, student success, economic and community development and sustainability. She added that achievement of the core themes leads to mission fulfillment and that conscientious alignment of PCC's institutional goals to core themes, board goals and the legislature's key performance measures make accomplishment of the state and federal accountability mandates an attainable task.

Dr. Pulliams reported the average age of students is rising with about 14% of PCC's 94,000 students registered last year as being over the age of 50. Additionally he said they were enrolled predominately in community education classes, career exploration, computer skills and health occupations and that the student population for those classes made up 41% of the entire student population. He said serving this student population would be more challenging because providing community education and workforce development courses would be more difficult as accountability shifts to credit and transfer courses as funding would likely follow accountability. Director Squire asked why the College did not include workforce development in the Achievement Compact. Dr. Chairsell responded since about 2002 the state no longer reimburses for community education and workforce development classes. She said the Oregon Presidents' Council (OPC) is working on a proposal that would result in state funding for these classes. Dr. Pulliams added that the OEIB would have to agree to any such proposal since this is the first year for Achievement Compacts. He again emphasized that it becomes everyone's mission to lobby the legislature for funding. Director Palm added lobbying efforts should include a very strong message that workforce development should be funded because of its crucial role in quickly educating a workforce that is specific to industry needs. Dr. Pulliams said this message would be important for the board to take to legislators because shrinking state funding means even more careful evaluation of what PCC can continue to support with less and less money. Chair Frisbee suggested a future work session to address workforce development and ways to include it in the achievement compact because not including it means it will not be evaluated or considered by OEIB. She added that telling the story of how many people workforce development is training and putting to work is important. Director Palm added it is time to strongly ask legislators to not only express gratitude to community colleges for this effort but to provide funding in support of the strong economic recovery for Oregon workforce training provides.

Dr. Pulliams proposed his eight goals for the upcoming year. 1.) Support the college's efforts to prepare for the upcoming District President transition by

surveying internal and external stakeholders to identify the college's strengths and weaknesses; to develop a relationship map so the new District President that lists strategic business and political relationships that have already been established for PCC; and evaluate staffing and cabinet positions and duties to assure the new District President the best opportunity to be successful. 2.) Proactively lobby at the state level including taking a very active role in development of OEIB, HECC and the Chief Education Officer function and to lobby for a funding formula that more fairly favors PCC. 3.) Share knowledge in relationship to cabinet member succession planning with assistance of a consultant to develop an effective model. 4.) Proactively strengthen PCC's academic technology to provide better on-line delivery of teaching and learning at the same level of learning as in classrooms with better access and development of virtual student services including e-portfolios. 5.) Develop a proposal to reshape diversity and equity initiatives to increase opportunities for everyone in all aspects for PCC staff, faculty and service providers. 6.) Strengthen college innovations and efficiencies through careful evaluation of college expenditures, entrepreneurial activities including President's Entrepreneurial Advisory Council (PEAK), and possible staffing changes. 7.) Continue efforts for education accessibility with increased concentration on the Student Success and Completion (SSC) Agenda, purposely develop a strategy to increase student achievement, and target low-income and students of color. 8.) College fundraising with the goal of raising \$1 million to benefit PCC students.

Discussion of Dr. Pulliams proposed goals Regarding goal 4, Directors Pitts and Squire asked if there is a comprehensive technology plan for all PCC technology and they asked for a future briefing on how technology, including e-textbooks, would be strategically implemented. Dr. Chairsell replied a comprehensive plan is in place and her staff could provide a report on the academic side of technology with Mr. Chung's staff reporting on technology infrastructure.

Regarding goal 5, Director Ladd asked if there is a strategic connection between diversity and equity initiatives and succession planning. Dr. Pulliams responded that there is a strong connection including the LEAD Academy.

Regarding goal 8, Dr. Pulliams asked Kristin Watkins to describe the plan for Dr. Pulliams to raise \$1 million to benefit PCC students and how that goal would be achieved. Ms. Watkins said the Foundation had set goals to increase gifts to the college over \$25,000 and to bring in funding to expand and sustain Future Connect. She added that receiving the Meyer grant provided funding that nearly covers the third cohort of Future Connect students and that the Meyer grant also provides funding to expand the program to more students in more high schools by identifying more donors that can provide sustained funding for the program. She said the Foundation Board suggested this fundraising effort could provide a capstone year for Dr. Pulliams fundraising efforts by expanding fund raising efforts for Future Connect that would benefit low-income, first generation college students. Dr. Pulliams noted that Mayor Adams and Director Ladd had been instrumental in creation of the Future Connect Program. Dr. Pulliams said an

important aspect of fundraising is developing potential donors by sharing the story of how their contributions benefit students. He committed to continuing his fund raising efforts into the final year of his tenure at PCC.

Director Harper proposed the addition of a goal of strengthening current relationships with local, state and national organizations around K-12 student success that would reduce the need for remedial education for graduating high school students coming to PCC. Chair Frisbee replied that she strongly agreed that students need to be better prepared as they enter higher education but a new goal was not really needed because his suggestion was already covered in some of the goals Dr. Pulliams proposed. Director Palm said parents of high school students may not hearing enough about the opportunity students have to earn college credits in high school without cost or at low cost to them. She and Director Ladd suggested a need to share the message of the value of this credit bearing, low-cost opportunity for district high school students. Dr. Pulliams suggested high schools lack of enthusiasm about the program may have to do with funding that is shifted to higher education for dual credit students. Dr. Chairsell added PCC has about 135 articulation agreements with other schools. Director Ladd said in working with the City of Portland career technical courses are struggling with how to overcome barriers and serve students effectively. Chair Frisbee added that high schools are losing many of their career counselors creating more challenge in working with high schools because there is not always an evident person to work with in letting parents know what services PCC can provide to students.

Dr. Pulliams said following board acceptance of his goals they would become the basis for the Cabinet goals.

Board 2013-2013 Leadership Goals

Vicki Willis – Facilitator

Ms. Willis began the 2012-2013 leadership goals discussion with a review of the board member perception survey done in preparation for this meeting. She noted the board as a whole has always been very positive about the college. She listed the most significant issues that board members identified include the leadership transition with Dr. Pulliams upcoming retirement, the loss of the board's "institutional memory" with the passing of Director Williams and Oregon's educational restructuring. She said Board members expressed concern that although PCC remains strong the college is facing challenges from outside the college in regard to competition for scarce resources and technology changes along with other issues. Ms. Willis said concern was expressed that Oregon's education environment is currently experiencing instability because so many things are changing that will greatly affect community colleges but how they are changing and the role community colleges will play in education is unclear. She said all board members reported they communicate and work with each other very well and feel that makes them a more effective leadership group. Ms. Willis said all board members felt the board is doing a good job of following their guiding principles and that they recognize the importance of community

interaction to share the PCC message and keep their finger on the pulse of the district. She said when asked what the board could improve responses included: show stronger leadership around the future of education; increase community interaction to share PCC's message and be vigilant about the community's education needs, expectations and opportunities; and to continue to focus on the transition of the district president and new board member.

Ms. Willis led the conversation to develop the following draft list of 12 board goals for 2012-2013. 1.) Lead a successful presidential search process and ensure a smooth transition to new leadership. 2.) Lead a strategic conversation to clarify the college's mission and priorities. 3.) Actively participate in the development and implementation of an effective completion agenda. 4.) Enhance the college's working relationship with K-12 districts to better align graduation standards with college preparedness. 5a.) Participate in establishing the overall goals in student completion. 5b.) Understand what is working effectively student completion in order to articulate and promote supportive policies. 6.) Use the opportunity of the presidential search to hear from internal and external stakeholders about views of the college through attending and participating in search forums and related events. 7.) Continue to be involved in and informed about the statewide restructuring effort. 8.) Rethink the use of technology in delivering learning services that lead to greater success, satisfaction and efficiency. 9.) Develop a strategy for fundraising and financial support to advance important initiatives, e.g. Future Connect. 10.) Monitor the college's budget to proactively address changes in funding. 11.) Be actively involved in governmental affairs efforts. 12.) Move toward a paperless environment in managing board's work.

Dr. Pulliams noted that in the NWCC accreditation report from the accreditation visit to PCC in April they commented on the board's superior comprehensive process of creating, implementing and evaluating board goals.

Budget Update

Wing-Kit Chung, Vice President, Administrative Services and Jim Langstraat, Associate Vice President, Finance

Dr. Pulliams reported that in the 2013-2015 biennial budget preparation the college would need to exercise more caution due to uncertain state funding support, upcoming faculty and staff contract negotiations, and escalating PERS costs. He assured the board that the college would be mindful and strategic in the budget planning process and to conserve as much of the reserve fund as possible. Dr. Pulliams asked Mr. Chung and Mr. Langstraat to report on the 2013-2015 biennial budget preparation.

Mr. Chung reported PCC resources have traditionally been comprised of about 46% State funding, 36% tuition and fees and 16% property tax and that the current funding breakdown is about 35% State funding, 48% tuition and fees and 16% property tax. He asked Mr. Langstraat to report on anticipated budget challenges for the next two bienniums.

Mr. Langstraat reported that over the past few years PCC revenue has come from state funding that has continually declined with uncertain projections for the next biennium; property taxes with a historically slow growth rate that in the future may be even slower as the gap between assessed property value and real market value closes; and the annual \$3 per credit hour tuition increases.

Mr. Langstraat reported some of the current budget challenges include negotiated bargaining agreements and increased PERS costs. He said in the 2009-2011 biennium the gap between expenses and revenues is projected to be very small and that PCC's budget is beginning to be unbalanced and will fall to a continually less balanced position if spending reduction steps are not taken to curb this trend. Chair Frisbee asked what other categories of spending represent significant challenges. Mr. Langstraat replied that employee benefits including health insurance costs and staff tuition waivers, Americans with Disabilities (ADA) accommodations, and operating costs associated with buildings built with the 2008 Bond funds. He said state revenue is projected to be down about \$500 million annually for the current biennium. Mr. Langstraat said although accuracy for distant revenue forecasts is not wholly reliable Oregon's economic forecasts project some revenue growth beginning in the 2013-2015 biennium.

Mr. Langstraat said the college's past prudent financial decisions have allowed PCC to continue its gradual increase in tuition. He added that other Oregon community colleges have had to greatly increase tuition their students pay and at \$82 per credit hour PCC's tuition cost is near the bottom of the statewide chart. Dr. Pulliams added that some institutions have capped enrollment in an effort to contain cost but PCC has not had to do that and that has allowed PCC to serve record numbers of students.

Mr. Langstraat reported PERS employer cost as being one of the largest expenditures affecting PCC's financial outlook adding that PERS cost increased from less than 1% in the 2009-2011 biennium to about 6% in the current biennium with another 6% - 7% increase in the 2013-2015 biennium for the employer provided portion of PERS along with the PERS 6% for employees. He added an additional cost is interest on the 2008 Bond principle and interest repayment. Mr. Langstraat said the college's PERS reserve of about \$5 million to help offset PERS rate increases will be depleted by the end of the current biennium and PCC's approximately \$100 million annual payroll means another \$10 million annually would need be paid to PERS.

Mr. Langstraat reported the board requires the college to maintain a minimum of 7%, approximately \$13 million, reserve fund balance. He said at the beginning of the current biennium the college's reserve fund balance was \$32 million but the 2012 budget year has seen expenditures exceed revenues by about \$3.5 million and when coupled with next year's expected flat enrollment and flat state support, uncertainty about the effect of the Oregon Education Investment Board (OEIB) and Higher Education Coordinating Commission (HECC) along with

increased PERS and benefits costs indicates a fiscally risky situation that needs to be addressed now to avoid serious erosion to the reserve fund. He reported the cabinet is recommending implementation of a short-term intervention of reducing expenditures by 2%-3% for the 2013 fiscal year to preserve between \$3.9 million and \$5.7 million of the reserve fund balance. Mr. Langstraat said budget deliberations would continue to include groups such as the Budget Planning Advisory Committee (BPAC).

Mr. Chung reported state reimbursement is \$3,200 per FTE for 26,000 FTE but PCC's current enrollment of about 32,000 FTE means about 6,000 of PCC's reimbursable FTE are not state funded and are supported by tuition only, a loss of about \$1.8 million. He said the current need to reduce costs means the question must be asked whether or not enrollment caps should be instituted. Director Harper said that the board's access goal makes capping enrollment a difficult line to cross.

Mr. Langstraat added that capping enrollment does not make sense in that it becomes a disincentive in achieving the governor's 40-40-20 goal. Director Palm said to reduce costs cost reduction solutions that would not likely be well received would have to be implemented in much the same way as Oregon Health and Sciences University (OHSU) and other state institutions have already done. Dr. Pulliams assured the board that the college has detected this problem in time to mindfully develop solutions. Mr. Langstraat agreed with Dr. Pulliams and added that the college is currently in a sound fiscal position and the goal is to remain in that position in the future. Chair Frisbee asked where the burden of closing the gap should be placed in addressing the college's budget shortfall; program cuts, reductions in staff and faculty, reductions in operations, increases in tuition, staff and faculty paying part of their PERS? Mr. Langstraat replied all of those areas are being considered. He also noted current and past bargaining agreements would have to be honored such as the agreement that unmet past salary increases would be compensated by paying future employee PERS costs.

Mr. Langstraat reported that in regard to urban renewal PCC has taxing authority in five counties and of those Columbia and Yamhill Counties do not have urban renewal districts in place; Clackamas and Washington Counties have modest urban renewal efforts underway that annually divert about \$50,000 each and Multnomah County has substantial urban renewal efforts that divert more than \$1.2 million from PCC annually. He added that even if those urban renewal fund diversions were eliminated PCC would not receive all of that funding because state funding apportionment for all 17 Oregon community colleges is based in part on property tax received and receiving that funding would mean reapportioning state support that would reduce PCC's state funding portion. Mr. Chung added that in all PCC district counties except Multnomah PCC has a voting right as to whether or not urban renewal funding diversions would be allowed but because of Multnomah County's size PCC is not given urban renewal voting rights.

Succession Planning

Lisa Bledsoe, Director, Human Resources and Linda Blanchette, Director, Staff Development

Ms. Bledsoe said succession planning efforts were implemented to address PCC turnover especially in key roles including the district president, executive positions and non-executive cabinet level positions. She said one important difference between public and private sectors is the private sector may identify and appoint successors while the public sector is subject to Oregon law. Ms. Bledsoe said communicating with management about the purpose of succession planning and what it is and is not is very important. She added that it must be understood that while succession planning provides opportunities it is not a guarantee of position advancement. She reviewed considerations for PCC succession planning using the positional relationship model saying there are still many steps that would need to be taken to flesh out a succession plan but adequate staff resources are not available to build that succession planning frame work or to complete the additional development and implementation tasks that would be needed for a succession planning program. Ms. Bledsoe recommended the college hire a consultant to do the development work for executive level succession planning as the focus and use that as a pilot program that could be expanded at a later time if resources become available to other key positions throughout the college. She also recommended implementation of a steering committee that includes cabinet members, Human Resources and Staff Development representatives to provide guidance to the program.

Ms. Blanchette reported that staff and organizational development activities supporting succession planning that are already in place at the college include the ; 1.) LEAD Academy that provides leadership training for managers and faculty department chairs. 2.) Mentoring Program that supports on-boarding new managers and faculty department chairs. 3.) Leadership Internship Program that supports individualized leadership development. 4.) Quarterly Grant Program is a long-standing program that provides funding to support strategic conference attendance.

Dr. Pulliams, acknowledged Ms. Blanchette's success with the staff development programs and their importance in the college's succession planning. He also congratulated Ms. Bledsoe on being selected as the Human Resources Director and thanked her for her work on succession planning.

Oregon Education Investment Board (OEIB) -- Completion Agenda --

Dr. Christine Chairsell, Vice President, Academic and Student affairs and Dr. Birgette Ryslinge, Rock Creek Campus Dean of Instruction

Dr. Chairsell asked Dr. Ryslinge to present a report from Deans of Instruction (DOI) and Deans of Students (DOS) district-wide on how PCC's student success framework aligns with the governor's 40-40-20 goals.

Dr. Ryslinge reviewed seven guiding principles identified by the DOIs and DOSs and how those guiding principles would be achieved through collaboration and

coordination of all departments within the college. She listed the guiding principles as; 1.) Students must be the reference point and center for all Student Success and Completion (SSC) work. 2.) Intentional collaboration across the college to accomplish SSC goals. 3.) Reliance on evidence in decision and action. 4.) Focus and investment on highest impact actions to create systematic and institutional impact on SSC. 5.) Investment must align with goals such as professional development of faculty and staff to support SSC. 6.) Being informed by best practices of community colleges leading in SSC work. 7.) Be guided by a PCC specific SSC framework that provides flexible alignment with current and emerging completion accountability and funding framework, organizes activities from both student and institutional perspectives and connects and aligns specific actions across functions to advance SSC.

Dr. Ryslinge reported that a roadmap called the Panther Path has been designed as an organizing tool for PCC's institutional planning and to help students successfully reach completion. She described how students would use the Panther Path to prepare, engage, commit, complete and thrive on their journey to success and completion. Dr. Ryslinge said working with K-12 partners and implementation of a PCC Completion Investment Advisory Council would be important components in measuring student progress from the beginning of their academic careers at PCC to successfully reaching their goals that then become part of reaching the governor's 40-40-20 education goals.

Oregon Education Investment Board (OEIB)

Kristin Watkins, Associate Vice President, College Advancement and Rob Wagner, Manager, Government Relations

Mr. Wagner reported that President Pulliams and Chair Frisbee recently met with Dr. Rudy Crew, OEIB Chief Education Officer, whom the governor has tasked with execution of the 40-40-20 education goal and education reform. He noted that Dr. Crew supports creative solutions in the education reform process that blur traditional lines between K-12 and higher education. Dr. Pulliams added that Dr. Crew's primary focus is on K-12. Mr. Wagner said the switch to a ten-year budget and outcomes based funding model for Pre-K - 20 raises questions about how state education funding would be distributed and what the criteria would be for accessing those funds. He added the governor's proposed Community College Support Fund is anticipated to be \$410 million while Oregon Community College and Workforce Development (CCWD) would likely recommend \$464 million and Oregon Community College Association (OCCA) would likely ask for \$500-\$515 million. Mr. Wagner added that unless more state revenue is generated the prospect of increased state funding for community colleges is bleak and that active advocacy by students, administrators, staff, faculty and board members would be needed to help legislators fully understand the value PCC provides to the state and the need for additional state support.

Mr. Wagner reported local community college governance does not seem to be an issue but state level community college governance, though not guaranteed, would likely fall under the Higher Education Coordinating Commission (HECC)

with the Oregon University System (OUS). He added that PCC is well represented on HECC board with Director Harper, Betty Duvall, and Dr. Rule.

Mr. Wagner reported that PCC is developing a coordinated, sustained initiative to build support among area elected officials and that key program initiatives include: District President transition forums throughout the district; continued meetings with legislators and elected officials, campus breakfasts with elected officials, held concurrently with release of the governor's recommended budget, to discuss the impact of the governor's budget on student success initiatives; conduct PCC lobby day at the Capitol in March 2013 to honor PCC Caucus members that includes community and campus partners; and implement a for-credit student internship program for Winter and Spring terms 2013.

Ms. Watkins commended Mr. Wagner for his efforts and results especially in direct communications with legislators. She said the college's position on state level governance and funding need to determined so successful advocacy for that position can be developed and achieved.

Director Squire asked what the outcome would be if community colleges were no longer part of the Oregon State Board of Education (OSBE). Ms. Watkins responded that funding and course approval were important areas that would have to be dealt with differently if community colleges were no longer affiliated with OSBE. Mr. Wagner said community colleges would likely fall under HECC and that having Betty Duval on the HECC board could prove advantageous for PCC. Ms. Watkins added that although not likely community colleges could have board of their own. Director Harper commented community colleges remaining under OSBE could have value in light of PCC's current student readiness preparation efforts with K-12. Mr. Wagner said although not very likely, another possible scenario could be that HECC evolve into an entity for community college alone. Director Palm suggested workforce investment might be a logical fit with community colleges under HECC. Chair Frisbee asked Dr. Pulliams for his opinion on the idea of the board supporting community colleges as the only group falling under the HECC board. Dr. Pulliams suggested that might result in a higher level of assessment and could result in the college being less agile in responding to education needs.

OCCA Student Achievement Workshop Update – David Squire, PCC Board Member, Zone 5

Presentation was postponed to provide more time for OEIB discussion.

PUBLIC COMMENT ON AGENDA ITEMS

None

ADJOURNED PLANNING SESSION AND RECONVENED BUSINESS SESSION

BUSINESS MEETING

Director Harper proposed approval of Resolutions 13-013 through 13-020. The motion passed unanimously.

ADJOURNED BUSINESS SESSION AND RECONVENED PLANNING SESSION

District President Profile

Michael Viera, Community College Search Services (CCSS), Search Committee Consultant

Mr. Viera reported that Chair Frisbee and Director Palm would serve as Co-chairs for the District President Search Advisory Committee and that district-wide forums would be conducted through October to gather suggestions and ideas that would be used to create the District President Profile. He added that information sought would be in two specific areas; 1.) future challenges and opportunities and 2.) professional and personal characteristics of the District President. He said phases of search would include: defining the search, conducting the search, and harvesting the search. Mr. Viera suggested board members attend as many of the forums as possible and that after the district president profile has been created the board identify three to five of the attributes most critical to the college to refine the application process.

Challenges and opportunities the board would like included for consideration in the District President profile included: 1. Provide leadership to the college in a period of changing demographics and increasing demand in a climate of limited state budget resources. 2.) Ensure that the college will fulfill its mission through offering high quality programs and services in a planned and consistent manner to its various constituencies in a multi-campus setting. 3.) Support outreach activities to connect with and provide appropriate levels of service to students in outlying areas of the district. 4.) Further the expansion of partnerships between the college, other levels of education, business and industry, hospitals and other medical organizations, governmental agencies and other community organizations. 5. Develop strategic approaches to determining the appropriate mix of high quality programs and services and ensure their accessibility to students. 6.) Expand the financial, human, programmatic and facilities base of the college through sound fiscal management, fundraising, grants and collaborative ventures. 7.) Represent and advocate for PCC while working collaboratively as part of the State network of community colleges. 8.) Address the academic and support needs of a rapidly growing number of non-English-speaking and other students with unique needs to ensure their success. 9.) Engage the college, the general public and community leaders in meeting the needs of an increasingly diverse population. 10.) Reflect and involve the college community in the development of curriculum, college activities and employment. 11.) Implement a comprehensive plan to attract and maintain a diverse faculty and staff. 12.) Ensure the availability of systematic and staff development programs to develop and maintain high-level technological skill levels among faculty and staff in the service of students and the community. 13.) Ensure that

instructional programs, support services, and administrative services of the college keep pace with rapid technological change. 14.) Balance the functions and program mix of the district between professional/technical, college transfer, and workforce development activities. Help position the district as the leading provider of workforce training in the region.

Qualifications and characteristics identified as being important for the new District President were: 1.) Be a dynamic, successful, and highly visible community leader who can articulate and communicate an institutional vision to both internal and external constituents, motivate and support employees in implementing that vision, build external support, and move the institution forward in achieving strategic goals. 2.) Be a communicator and understand the value of multiple modalities for communication. 3.) Have demonstrated the ability to inspire others to develop unique solutions in order to move to evidence-based educational practices. 4.) Have successfully built and maintained trust and effective relationships with diverse stakeholders. 5.) Be an accessible individual, a responsive listener and a caring and supportive leader who delegates effectively, encourages and allocates resources systematically, and invests in the development of all employees. 6.) Be a leader skilled at balancing the interests and needs of the various constituencies, and a consensus builder who values and respects unique differences. 7.) Have a successful track record of participative decision-making in a collective bargaining environment. 8.) Be a strongly student-centered, educational leader. 9.) Have a vision for increasing student success while maintaining student access. 10.) Have had successful budget management experience in the face of an uncertain budget climate. 11.) Be a leader with a demonstrated record in furthering a diverse college environment, a culturally competent workforce, and a record of diverse faculty hiring that reflects student demographics. 12.) Be a leader committed to utilizing diverse contracting practices in providing services and products to the community college district. 13.) Be a very politically savvy individual with a demonstrated record of successful advocacy with policy makers and educational leaders at local, state and national levels. 14.) Be a leader with a proven record of building strong community connections, which enhance the reputation of community colleges in the community. 15.) Have a successful record working with an elected or appointed board and a commitment to supporting and developing trustees' leadership roles. 16.) Be a leader with demonstrated success in building internal leadership teams capable of dealing with challenges that will come from within the district as well as from the external environment. 17.) Be experienced in successful strategic planning, setting priorities and integrating planning and budgeting processes. 18.) Have a demonstrated record of successful private fundraising and personal philanthropy to their institution. 19.) Value making institutional changes to promote sustainability and incorporating sustainability into curriculum. 20.) Have experience with large, complex, or multi-campus institutions. 21.) Be an individual who is willing to make a long-term commitment as president of Portland Community College. Mr. Viera said these qualifications and characteristics would be vetted through

the forums to select a short list that would be used in the District President selection process.

Discussion regarding the applicant letters identified important areas that included focus on state environments, focus on accountability, focus on advocacy and community involvement, and funding and finance.

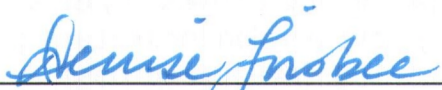
Chair Frisbee reminded the board that the forums begin on September 11 and asked as many board members as possible attend them.

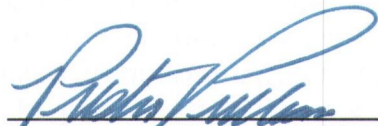
ADJOURNMENT

There being no further business, the meeting adjourned at 4:00 PM.

NEXT MEETING

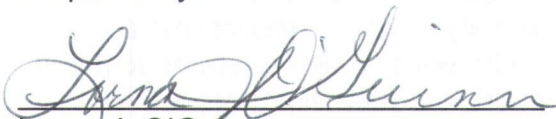
The next business meeting of the Portland Community College Board of Directors will be held on September 20, 2012 at 7:30 PM in the Building 9, room 122c at the Rock Creek Campus.



Denise Frisbee, Board Chair

Dr. Preston Pulliams, District President

Prepared by:



Lorna J. O'Guinn
Assistant to Board of Directors

Minutes approved on October 18, 2012