

PORTLAND COMMUNITY COLLEGE - BOARD OF DIRECTORS  
PO BOX 19000, Portland, OR 97280

**BUSINESS SESSION**

April 16, 2015

Cascade Campus, Student Union, Room 203/204  
705 N. Killingsworth Street, Portland, OR 97217

**MINUTES**

**BOARD ATTENDANCE**

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

**EXECUTIVE SESSION**

The Board of Directors met at 7:00 pm in accordance with ORS 192.660 (2)-in accordance with ORS 192.660 (2), (a) Employment of a Public Official, (d) Labor Negotiation, (e) Real Property Transactions, (f) Information Exempt from Public Disclosure (Attorney-Client Privilege)

**WORK SESSION**

The Board of Directors met at 6:30 pm to discuss OCCA, OPC, Internal Audit, Accreditation, and 2017-2018 Bond.

**CALL TO ORDER**

Chair Palm called the business meeting to order at 7:35 pm and invited all present to introduce themselves.

**APPROVAL OF THE MINUTES**

The March 5, 2015 Board Minutes were approved as published. Wilton/Harper

**APPROVAL OF THE AGENDA**

A motion was made to amend the agenda to add a Non-Agenda Comment section to address the International Student Insurance. Frisbee/Harper

Motion to accept the amended agenda was approved. Thorne-Ladd/Frisbee

**PUBLIC COMMENT ON NON-AGENDA ITEMS**

Dr. Chris Chairsell introduced Darilis Garcia-McMillian the Director of Outreach, Orientation and Enrollment as well as Tammy Billick the Dean of Student Affairs. Dr. Chairsell noted that there have been some concerns around International Students and insurance. The consideration to have International students pay upfront for a full year for insurance appears that that it was under contemplation, with no final decision. The flyer that was seen was not sent out yet, but was disseminated somehow. Students are upset because we did not talk to them about this. There were meetings being planned to do just that.

We heard loud and clear, many times at board meetings in the last couple months that the board members insist upon student conversation, student dialogue, student discussions before we implement anything. On behalf of my team, I sincerely apologize if it appears that this was going to happen without conversation. We will be pulling this and know that it is not



under consideration at this time. We will take it one step at a time as insurance regulations change and Homeland Security issues change, but the conversation will happen first.

Ms. Garcia-McMillian offered an apology. As we were making the decision, we were trying to get the information out soon because we were trying to be considerate of students and say, this is where we're headed. I recognize now that the way that we went about it was not correct. We're really trying to mitigate that situation right now in terms of setting up opportunities to talk to students face to face, discuss what their concerns are and how we can better understand their needs. We have two meetings set up already; we're working on a third one for the Rock Creek campus. We will work to remove any flyers and make sure we have better conversations with students. This change was targeted for fall, so nothing has changed. We just need to have better conversations. And we'll do the follow up with the students. Dr. Chairsell suggested that this time be used to talk not only about insurance but about the entire International Education student experience.

Chair Palm thanked them for coming forward and walking them through and explaining the situation. The students appreciate that, and she appreciates the fact that you do hear the Board in terms of the importance of communication. Having student involvement and engagement in the process is key for the board.

Chair Palm asked if there were any sign-ups for comment on this particular item. There were none.

The Business Session was adjourned at 7:41 pm and the board convened as the College Budget Committee.

### **BUDGET HEARING**

#### **In accordance with ORS 294.406 (1) Public Hearing on Adoption of the Proposed Budget for FY 2015-17 in accordance with**

##### **Budget Office Updates**

Gordon Herbst and Jim Langstraat (10 minutes)

Mr. Langstraat acknowledged the Budget Team in attendance. Christina Day the Budget Manager, Heather Monahan and Dana Peterson are the budget analysts.

Mr. Herbst noted it has been a great pleasure of working with Jim and his staff. It was also great going to the various campuses to talk about the budget and all that we could do to include people and to be as transparent as possible through this process. Budget forums were conducted April 1<sup>st</sup> at Rock Creek, April 6<sup>th</sup> at Cascade, April 7<sup>th</sup> at Southeast and Sylvania. These sessions were well attended. They had faculty and staff attending each meeting. And they were rather energetic and engaged in conversation with us, as we prepared and discussed the budget items in question.

Presentations focused on the following budget items and assumptions; keeping revenue projections conservative, recognizing the decline in enrollments and uncertainties of State funding and cap considerations, using a base enrollment of 28,000 fulltime equivalencies. We've prepared graphs showing the apparent correlation between recessions and enrollment. We stressed trying to maintain affordability for students. Linking budgets with the strategic planning process was a very important item that we talked about with these



groups, because of the upcoming conversations in that regard. We also discussed other cost increases that were built into the budget assumptions, PERS, health insurance, fund balance, etcetera; these were all relevant items. For some folks, it was rather new to them so it was good that they were part of this conversation.

Audience questions focused on the differences between state funding and proposals, the legislative versus Governor versus the HECC models that are out there and the amount of funding between State taxes, tuition and fees. The distribution of institutional expense, in other words, the percentage of salary and benefits versus other operating expenses was of interest. Lastly, the funding cap on enrolled FTE was of interest.

We're making arrangements to be included in the District's Student Council meeting agenda later this term, thanks to David Betts. He invited us to present budget information during a new student leader orientation meeting that's coming up. Mr. Herbst recommends that these types of conversations and forums be conducted throughout the biennium. In his short time here, he has learned that this might be embarking on new territory.

At his prior institutions, there were budget conversations all year, both prospectively and retrospectively. We would plan for what would be the budget, and then when we got to the start of the fiscal year, we would conduct meetings to show where did we end up on our budget projections, plus or minus versus categories? We would show what had happened with all of the assumptions. Throughout the year, it came as no surprise to many people when adjustments had to be made. He recommends we go this way moving forward.

Tuition conversations have been happening for several months, so we want to review the current tuition policy; in-State student with non-immigrant status or Visa status, international students and out-of-State students. The presentation describes who qualifies for paying the resident rate and the non-resident rate. As you know, the recent history at the February 19<sup>th</sup> meeting, the Board tabled action on proposed international fee proposal after hearing student testimony. At the March 5<sup>th</sup> Board meeting the Board heard a presentation on international education and received additional testimony. Then on March 6<sup>th</sup>, the leadership team addressed the ASPCC regarding communications; there were international students in attendance. On March 9<sup>th</sup> we held a forum for international students at the Sylvania campus, again hearing more of the sentiments from students as to what they felt about the particular sequence of events and information. At the March 19<sup>th</sup> meeting, the Board received an update and feedback from the forum and directed that a resolution regarding tuition rate increase be prepared.

In terms of the finance and budget, non-resident students do not generate State funding even if we were below the State funding cap. And non-resident students do not directly increase property tax revenues. The only additional revenue non-resident students generate is through tuition and fees. Currently, PCC tuition rate is tied for 7<sup>th</sup> among 17 community colleges. The annualized tuition and fees rate ties for 12<sup>th</sup>. For reasons of parity, non-resident students need to contribute additional tuition dollars to make up for the total public resources not generated through State reimbursement or taxes. The proposed tuition rate increase of \$4 per credit hour to a total of \$224 per credit hour represents an increase of 1.8%. Even with the tuition rate increase, total revenue is projected to decrease due to declining enrollment.



Throughout our conversations at the campuses, we were demonstrating what has been going on with enrollment both at head count and total FTE. The fiscal year that ends June 30<sup>th</sup> of this year, we're projecting a 29,959 FTE amount, in the biennium, 5% decrease as well, due to the economy.

Expenses that we talked about in the budget forums, we have to consider what the expenses are that drive the cost of tuition. Faculty step movement is guaranteed by the terms of the current collective bargaining contract and 3.5% for those who are eligible. These costs will exceed one million per year. Other increases are subject to bargaining, and for every percent granted to all groups, the cost is approximately \$1.25 million. Health insurance is also subject to bargaining and costs over \$15 million per year.

Other expenses, required contribution rate to PERS is increasing by 2.91 for Tier I and Tier II employees and decreasing by .74 for op serp employees. Required repayment of the PERS bond principle is increasing by \$1.4 million in the upcoming biennium. Costs associated with the bond build out will also cost nearly \$1 million in the next biennium. We want to increase transfers to risk management and early retirement, which we anticipate to be an additional million. Other items that were underfunded in the current budget included utilities, legal fees and the PERS budgets need to be adjusted.

In terms of where the school has been since 2010-11, tuition increases for residents have gone up by \$16 from \$76 to \$92 through the 2014. Likewise, \$16 for the non-resident tuition rates. But if you notice, the ratios have been going down. So for the 2010-11 through 2014, while both resident tuition rates have increased by \$16, the resident increased 21%, but non-resident tuition has increased 7.8%. The ratio has decreased over this time period.

Before you is a tuition proposal for \$4 per credit dollar increase for non-resident students for the 2015-16 year. This matches the previously approved per credit hour increase. The Board then will have time to consider the effect of this before deciding on a tuition rate for the non-resident students in 2016-17.

Mr. Langstraat noted that the legal fees and utilities were identified areas where it looks were going over budget and we wanted to correct that for the next biennium so that we're not caught short.

#### Review of Proposed Budget

Gordon Herbst, Interim Vice President, Finance and Administration and Jim Langstraat, Associate Vice President, Finance

Mr. Langstraat hopes that all board members have had a chance to look at the proposed budget book. We've received several good questions from various Board members. For those of you who may not have had time to go through it all yet, or for members of the audience, the budget book is approximately 150 pages. It includes things like the budget message. The budget message addresses some of the priorities, the challenges, the opportunities and accomplishments of the college.

There's also a college overview section, were the organization charts for each of the campuses or divisions and some demographic information on the college. There is also information on ethnic make-up of the student population. The budget process and structure includes kind of a process of overview of the budget development cycle. It has the budget



calendar and gives some information on the budget structure. This is the fund structure, the account codes structure that we work with in developing the budget.

Then there's summarized budget information. It has a lot of the revenue projects and assumptions, some of the main information on the major requirements, summaries of all the funds, information on some of the major grants of the college.

The debt summary has information on things like the legal debt margin. It tells information like our bond referendum in the past few years and we're doing all the wonderful projects with that, we still only use 22%-23% of our legal debt capacity. It also lists the bond repayment schedules, if you want to know how much bonded debt we have outstanding, and for our general obligation bonds it's nearly \$360 million; then for the PERS bonds it's another \$95 million. It also lists when those bonds come due, the principal payment on those, what our debt structure and repayment looks like for the life of the bonds.

Capital improvement summary has a lot of information on the bond program and the updates and the projects that have been completed or are underway. And then it also has our kind of smaller, more general funds supported projects that fall under our facilities management plan. Then, we go into some detail on individual fund budgets. So every one of the different funds of the college would be presented there. We spend most of our time, before the Board, talking about the general operating fund of the college. But we have another 16 or 17 funds that we also operate.

Then, we have the budget process and legal forms that we're required to fill out, copies of the legal publication notices, property of the tax certification information. Some financial policies, this can be financial management, budgetary policy, investment policy, debt management policies are also included, these are some of the policies we're working under.

Finally, there's a glossary and some acronyms for those who are not familiar with some of the terminology we might be using.

The budget book that we presented you summarizes the more detailed working budget of the college, which is closer to 1,000 page document. But because the information that we're presenting in the budget book is summarized, each individual department may not be delineated in that book. For example, if you look in there, you won't see my Financial Services department because it's a component of Administrative Services. So you'll see the budget for the Administrative Services as a whole. If you are interested in this kind of information, we can go back to the 1,000 page budget book and pull you the information that you might be interested in. This budget is covering the upcoming biennium, from July 1<sup>st</sup> of 2015 through June 30, 2017.

The Board's remaining responsibilities around the budget is to act as the Budget Committee, as you are now, where you can ask questions, solicit comment from the public and then, ultimately, come up with an approval for us to take this budget to the Multnomah Tax Supervising and Conservation Commission. On May 19<sup>th</sup>, we have a public hearing with the Tax Supervising Conservation Commission at 1:00 pm at the Downtown Center for any who might like to take part. They'll hold the public hearing, give us questions on the budget, they might make recommendations. Then they approve the budget to come back to the Board for the June meeting for final approval/adoption, approval of the appropriations, approval of



the tax certification levies.

The budget book includes all the funds of the college, if you combine everything together, our expenditures for the biennium are about \$1.3 billion. We also include information on the special revenue funds of all the college. Those are ones that are restricted to expenditures for specific purposes and include the auxiliary funds, CEU/CED, contracts and grants, student activities, and student financial aid.

Capitol projects includes both the bond capital construction program as well as our facilities, our smaller projects that are general funded and maintained primarily by facilities. Enterprise funds are for those that are operated more similar to a private business, that includes things like the bookstore, food service and parking operations. We have internal service funds, these funds primarily provides services to other operational areas within the college such as like the print center and risk management. We have one fiduciary fund where we hold the assets in a trustee capacity, or as an agent of others, the early retirement fund that's a component of our collective bargaining agreement falls into this category. We have the debt service funds where we accumulate resources for the repayment of outstanding debt.

General fund we've talked about quite a big before in recent meetings and certainly remains one of the key factors in building the budget. As we are building this budget, we're carrying into the year a fund balance of about \$24 million. This is a lot higher than the \$17-\$18 million that we've been talking about previously. As we've had conversations with the campus Deans of instruction, they've put in a request to carry forward any unused campus dollars from their margin classes into the next biennium. So we've asked them, well, we need an estimate on what that might be. And to give themselves the maximum potential carryover, should they have any, they've given us figures. We don't really know if this amount of carryover will materialize or not. It kind of depends on how quickly they spend their money, between now and the end of the year. If they spend it by the end of the year, then fund balance is going to be much less than that \$24 million and then it won't be spent the next year. We've had some conversation or communication from Board members saying, well, it looks like fund balance is going down \$7 million for this upcoming biennium. Well, only if the campuses carry over some of these millions of dollars and then are allowed to spend it in the next biennium. If they spend the money this biennium, then the fund balance stays within that \$17-\$18 million range that we've been previously talking about. That's why we see a lot of that, the difference between the budgeted revenues and transfers and expenditures and transfers out.

Chair Palm asked if the carryover a common practice. Mr. Langstraat noted it has been a tradition here at PCC. On one hand, it shouldn't be carried over so it can build up the college reserves, but on the other hand if people are put in a use it or lose it mode it creates a challenge to use the funds in the most effective manner. So we've, in the past, have let the campuses carry over their margin dollars.

One of the particular line items to pay attention to in the budget, for the general fund, is we're budgeting almost \$30 million in a contingency reserve. This contingency reserve covers things like the bargain salary and benefit increases for the next biennium, because we really haven't even started talking dollars with the Federation yet to know where we're going to end up. That's part of the process that usually waits for a better feel for where our State funding is going to come in. It would also include a reserve for any carryover of these



margin monies of the campuses. It is where we also are trying to reserve the funds for carrying out the strategic planning initiatives, as a strategic plan is further developed into action items. Here we'd also see funds to try to rebuild the fund balance. So ordinarily, we don't spend every dollar within the contingency, we try to set aside some for emergencies.

One of the challenges we have is, if we don't budget like an emergency contingency fund, then a situation would arise, we wouldn't have the legal authority to spend the money even if we had the cash in the bank. Even with using every bit of contingency that we budgeted, which we don't think would be likely, we would still end with a fund balance of over \$17 million. That would keep us within the Board's 8% targeted fund balance range. We actually anticipate not using all of the emergency contingency, so that that ending fund balance would be even higher.

Some of the key revenue assumptions we're working with that we talked before previously, we're using the \$519 million level of State support. We've had some conversation in the budget forms is that if State funding comes in at the \$535 million range--what difference does that make for the college? Well, it would be approximately \$2.4 million dollars more each year at the biennium.

This budget was built on the resident tuition credit rate increase of \$4 for the first year and \$3 dollars for the second year of the biennium. It's built on the enrollment decline projections of 5% for the first year of the biennium and 3% for the second. It also assumes the continued modest property tax growth in that 3-4% a year. It encompasses the goals of starting rebuild fund balance and allowing for the implementation of Strategic Plan initiatives.

One of the other funds we have is the auxiliary fund. This one accounts for a variety of pilot programs and college sponsored activities. The major revenue source in this fund is facility use charges. This is where our building rentals would fall as well as the major expenditures or costs associated with them facility rentals. This fund has a budget of \$1.2 million and an ending fund balance of 300,000.

We have the Community Education fund. These are classes that are more aimed at self-improvement or are non-traditional classes. Registration fees are the primary revenue source. Over the biennium, we anticipate \$18 million dollars running through there.

I'm going to run through these slides quickly to allow for as much Board comment or public input. Contracts and grants funds are where we'd see things like our Title 3 Flair grant and some of those other sources of revenue. The major source of funding here is the revenue for federal, State or other local granting agencies. Expenditures are usually dictated by the terms of agreement with the granting agencies. Over the biennium, we run over \$64 million through these other grants.

Student activities fund accounts for the various student functions including things like student government, the legislative intern program, the diversity center augmentation that the students talked about when they brought forward their fee proposal. The resources come from student activity fees and then also any fundraising efforts that they might do. There is about \$4.5 million dollars through the biennium.



We have the student financial aid fund that provides the separate accounting for student financial assistance. Federal and State aid programs are the big revenue source. We'll run over \$350 million dollars through there in the biennium.

The capital projects fund, this is where we do the smaller ongoing maintenance type projects through our facilities department. The primary source is the transfer from the general fund. We have some budget expenditures of about \$8.5 million with the fund balance of \$2 million. This \$2 million has been kind of a historical reserve that we've been encouraged to keep as a balance in this fund to allow for any unplanned emergencies that might arise.

We have a capital construction fund. This is the one where we account for the bond construction efforts. We're still budgeting \$123 million for this next biennium and would still have about \$7.5 million in fund balance at the end of the biennium.

The college bookstore fund accounts for books and instructional supplies. Revenue is from the sale of merchandise, the primary expenditures are staffing and then of course the cost of merchandise. Budgeted expenditures of about \$35 million and a fund balance of about \$5.5 million at the end of the biennium.

Food service, similarly this is for our cafeteria operations and other related food service activities. We'll run about \$15 million through there in the biennium.

The parking operations fund encompasses things like the transportation fleet. For this next biennium, the Board had approved a transportation fee increase to enable us to offer more subsidized Tri-Met passes to students. This is where you'd see the increase in revenue and expenditures for those areas. Budgeted expenditures of \$15 million for the biennium.

We do have an internal service print center fund. They have budget expenditures of about \$2.4 million and an ending fund balance of about \$63,000. The print center tries to be a break even operation.

PERS reserve fund, that's where we manage the account for the additional PERS employer rate. Primary source of revenue is charges to the other operating funds of the college. The main expenditure then is transfer of accumulated charges to the PERS bond fund. We'll run about \$18 million through there in the biennium. It does have an ending fund balance of \$26 million. One of the provisions we use in operating this fund is we've been working on the assumption that we'll keep the final two years of bond principle and interest rate payment as a reserve amount. That's why we have such a high balance there. Though this is one that we will probably start, in the future, spending down over time so that when the PERS bonds are finally paid off, we'll be down to zero in this reserve.

Risk management fund, the college retains a fair amount of risk under self-insurance practices. We also still continue to cover for major liability and property loss coverage. The primary source of revenue here is from charges to the college's operating fund and to transfer from the general fund. The primary expenditures are the payment of policy premiums and then any claims that we might have against the college that are not covered by insurance. Budget expenditures are about \$6.4 million, we're projecting an ending fund balance in the \$4.8 million range. The fund balance isn't there right now, we are trying to



build up. We had an actuarial study done this past year that said that the balance we were carrying was low.

Early retirement fund is established in the collective bargaining agreement. It is primarily the payment of health insurance, even early retirement. It's not probably a true early retirement fund, it really comes closer to being a longevity stipend of paying these health insurance benefits for eligible employees. We have budget expenditures of 41.5 million for the biennium and an ending fund balance of about half that amount. We need to keep the balance up to account for the uncertain of the number of retirements and people moving into the program each year. We need to have reserves set aside to account for future retirements.

The general obligation bond fund is where we pay for the bond principle and interest on our construction bonds. We'll pay about \$84 million for the biennium. Our property tax rate for our bonds is probably double what it is for our general operating fund. We keep a small ending fund balance so that we're able to meet our first interest payments in the next biennium.

The PERS bond repayment program are running in the \$17.5million for the biennium. The PERS debt will be paid off in the 2027 fiscal year.

That is just kind of the very quick summary of the different funds of the college. To date, he has not received any comments or feedback from members of the public as far as wanting more information on the budget or, yes, this is good or, no, this does not look good. So I have not received any feedback there, but would certainly be happy to entertain any more questions from the Board of members of the public at this time.

Director Wilton stated that the smaller document is really well done. It's a wealth of information, it was interesting as well. A few comments and then a couple of questions. As he thought about this process, this is his first time going through it. We learned a lesson in terms of student outreach. We had a lot of students that were not happy about the level of communication we had. That was both foreign students and regular students as well. He is hopeful that the outreach we do with them in the future is more extensive than it was in the current year. We are a big institution. As you mentioned somewhere, our two-year expenditures are over a \$1 billion dollars when you add up both funds. That's a lot of money. At the same time, what you're saying is you receive almost no feedback from the public. You obviously receive feedback from staff. That is a shame. Partly, we're here to represent them, yet he thinks there's a way that we can do a better job of reaching out to them and getting their feedback. He feels like we're not doing enough to connect with them. He thinks there's some potential out there to do more. He is just stunned by the disparity between our spending, which is considerable, and the feedback we get from them which is almost non-existent.

Mr. Langsraat responded that we certainly do all that's legally mandated that we do, but not much beyond that. As we talk about ways of trying to increase outreach, I think some of the things Gordie talked about—the budget forums throughout the biennium at the campuses, is a way to start increasing awareness. We just have think what other citizen groups do and see if we need to make a special effort to do more outreach.



Director Wilton added that there is a lot of expertise out there and a lot of insights that we can learn from. He also commented on the timeline. They get the document on Saturday and then vote on it on Thursday, he feels like it's not enough time for them to really absorb it. We have to hustle to get questions to you, and then you've got to hustle to answer it. For this amount of money, we're just not being deliberate enough. This is a thought for the future in terms of how do we make this a little less compressed. The two-year budget has him flummoxed. It is intentionally done that way to align with the legislative session, which makes sense, the whole thing actually is kind of for not. The budget laws require us to put it together before the legislative support is known. We are putting together a document where we are not certain what State support is. We've got a lot of other uncertainties regarding expenditures because of bargaining and enrollment. The end result is that we are putting something together on a guess. We really know later what the real numbers are. Given that, we probably should think about what Gordie alluded to earlier--going through another process later, showing where we are actually at. The Strategic Plan exclusion surprised him. A lot of time was spent as a Board and internally, they did yeomans work on it. His thinks there was time to ultimately integrate it with the budget, and we didn't. The answer was--well, it's in contingency. I'm not blaming anyone, I'm just surprised that it didn't make it in there. We have a three stage budget process in Oregon where the Executive kicks it off with his or her vision of what should happen. That person has a responsibility and an opportunity to say here what they think should happen, then the Board gets it. The Board can make changes, there is nothing wrong with there being some disagreements or changes between the two. It ultimately relies on that Executive to put it out there, not sure of that timeline, but it keeps being talked about, not doing anything about it. We need to do something about it, at some point, it would be nice to know what the timeline is on some of these things. He was surprised by the staff growth. There is a little bit of confusion over how much it was. There is some bond build out which is a decent portion of it. We know our enrollment is going down and don't understand why staffing is up a fair amount. He is concerned about it. He hopes that we're being prudent in managing those staff increases. The other thing that surprised him was the fact that we put together last biennium with an existing staff authority or level, and then we -- if I understood the numbers -- we substantially exceeded it. There should be a discussion among the Board, at some point, regarding the budget and the staffing level is. What processes are in place to essentially authorize any overages. This was quite a bit more and he was surprised by it. He has seen entities get in trouble when they don't control their FTE and hopes that doesn't happen with PCC.

Director Thorne-Ladd noted it was presented in a way that was pleasant to read for a budget document. She appreciates the work that was put into presenting the information in a way that was easy for her to digest and really think about. She received responses to a few questions she had and wanted clarification. The first was a question about whether or not there were any cuts. The response was there were no college-wide level cuts. She wants to know if there's a discrepancy between college-wide versus campus for these cuts. Are there no cuts at the campus level or are the things that are overarching college-wide, the places where there are no cuts, but there might be some cuts at different campuses. Mr. Langstraat noted that the campuses have a certain discretion in building their budget. He didn't feel comfortable saying that no campus had cut anything anywhere to make maybe room for something else. There hadn't been any mandate that they have a funding reduction. As they built their own budget and looked at their own resources, they might have cut something somewhere. Director Thorne-Ladd then asked about the equity lens. She had mentioned at the last Board meeting, the importance of an equity lens. In retrospect, she thinks she



probably should have shared what she knew about the City of Portland. She worked on the equity lens that the City of Portland uses. The office uses an assessment tool to really figure out what the impact of the budget proposed has on different populations. Their assessment tool is a critical part of the City of Portland's commitment to ending an equity based on both race and disability. Then they ask different questions around advancing equity. Will this budget proposal reduce, limit or eliminate programs that are vital to disproportionately needed by communities of color, immigrant and refugee communities or people living with a disability? And they'll go through the entire budget, and they answer the question of whether it's true, if so, what parts? The one that she had pulled out is the police bureau. They ask questions of what considerations were taken to account to maximize equity in the budget? They ask about whether or not there were reductions in staff. If so, what were the reductions? And what was the sort of breakdown of gender, race and disability. So those are the types of questions that she would like to see as a tool applied to the PCC budget. The Office of Equity and Human Rights, that's in the City of Portland that really produced this. She is not sure if this is a discussion that happens with the Office of Equity here at PCC. It does provide a level of transparency, one, that says we care and we're thinking about this and it also lets people know, this is what the impact is for different people of this budget proposal. They've asked every bureau Director to actually answer the questions. It's not very long, a few pages. It started with Mayor Adams, and Mayor Hales is using it now. She really would love to see PCC use something of this nature to give her clarity that we're committed to the goals that we set, which gets to sort of my third point that I would echo that Director Wilton stated. Which is we have a Strategic Plan that had very clear goals around some of these things. Equity was one of the goals. She stated as a Board, even in our midyear retreat, that there was an expectation around the budget being aligned with the Strategic Plan. She was really surprised that that was not happening, equity is just one area, there are a lot of areas this could have happened. Looking at some of decisions around pace of expenditures for different areas, student support I look closely at given the fact that completion is a goal. Those are the things that needed to be taken into account given that they are a part of our Strategic Plan. To echo Director Wilton, she hopes that there is a plan of when we're going to infuse the Strategic Plans into the budget and make clear and transparent for the Board that the things that we've identified and that the community at large has identified as being priorities are things that we are budgeting towards. Mr. Langstraat asked about the equity information was that built into the City budget book or is it in another source. Director Thorne-Ladd said she can send you an example of the police bureau tool. He noted that their budget book is about six hundred pages. He didn't see that kind of information incorporated in their budget book. But that doesn't mean that we can't find the right place for it or include some of that in our budget book, just because it's not in theirs. She was focused on the tool, not the book. I know that it is applied and that the public has access to it.

Director Frisbee stated that the Board appreciates all the work on the budget. She particularly likes the overview, it's very helpful. She needs a little more information on some of the programmatic goals we have in this budget, to the extent it's going to reflect policy and visions that the Board has. The first issue is the student success, one of the key themes of our new strategic plan. But it's not a new goal. We've been talking about this for many years. We know many of the things that make that happen. There is \$29 million in contingency for two years, with a lot of claims on that \$29 million. She wanted to know if we have increases to student support and if there is anything new in this budget that wasn't in the last biennium budget that addresses student support. Mr. Langstraat stated that one of the challenges that



we've had in starting to link the budget to the goals of the Strategic Plan is that a lot of what we're seeing in the Strategic Plan right now is still in the very goal stage. It's not down in the action plan stage where you have measurement criteria, set timelines or you're starting to get into the specifics. Once you get down to that level, then you have something that you can really tie dollars to. But the challenge is we're not down to a level of detail enough yet to build that really strong connection. We know this is our goal and we know we're going to be continuing to develop the Strategic Plan in the coming months. When we do get to those specific action steps, we want to have money to be able to do things, but we're not there yet. That is probably why you haven't seen more of that strong linkage at this point.

Ms. Kelley commented that they ran out of time today in the meeting but that they intend to have work session with the Board on the strategic plan in terms of where we are right now because there has been a lot of progress made. We just unfortunately, haven't had the chance to talk about some of that. There's a lot of work going on currently that's directly tied to that. There's a lot of activity. There are a lot of initiatives under each theme. But Jim is right, we haven't quite gotten down to the part of action plans and what those are going to cost. And it's unfortunate that we haven't gotten there yet, but we are working on it. We are also in the process, as a Cabinet and a staff, looking at priorities and setting those priorities and determining what those are going to cost as we work with the Board on making sure that the priorities we identify are also the priorities that this Board wants us to move forward with.

Director Frisbee acknowledged her appreciation for Ms. Kelley's comments and wanted to add that while she didn't think the college stopped while they did the strategic plan, that they have been talking student success in driving it forward for several years. She added that she would've liked to have seen more of a commitment to that in this budget. But she understands that she will wait for more information because she realizes she's operating without it.

Dr. Chairsell interjected saying that during the recession, we grew 43%. And the campuses had margin money. That was built on FTE increase. A lot of student support services were funded by margin because it's a hard formula to try to figure out how many student support services personnel do you need in order to handle the populations. So a lot of it was margin. Now, margin is going away. And that's where you're seeing a lot of those casual employees are going away. So what we're doing now, on both the instructional side and the student services side, is we're doing an inventory of everything across the college on the campuses. And the Deans of Students have done a tremendous job to identify the gaps of where student support services are lacking or had been funded with one-time funding that really needs to be permanent funding. We are having that college-wide discussion. It appears that we've had a huge increase in staff. And I can tell you that I have not hired thirty-five people in the last two years, have not. They are other things, not people. We need to get to the realistic aspect of what is a person. And what is sabbatical leave of five people that I'm funding to go away for a term or two. There are details in there that give you the illusion that we're just bloated. And we're not, particularly on the student services side. In the lobbying efforts for the legislature, we have been very straight and forward that if we could get 650 million, we could provide wraparound services for all our students that Future Connect students get, our Gateway to College students get, our Roots students get and our CTE program students that are funded by Perkins. Those are the kinds of things that really moves the needle on student support services. So we're having a very responsible conversation across the college, with the DOIs and the Deans of Students, of how many people do we need to replace or where do we take



a vacant position and move it to another campus, like Southeast, that we're committed to growing. We're in enrollment decline and we don't know what this means yet. So we don't want to over-hire. That would be tragic. But we are taking it little by little.

Director Frisbee thanked Dr. Chairsell and directed another budget question to Mr. Langstraat about the President wanting to budget for significant equipment replacement in this budget. She thought it was mentioned that it's in the contingency, again another big dollar claim on the \$29 million. She asked Ms. Langstraat if he could give her an idea of what has been proposed or if there is anything that, if it is all in contingency or is it other places in the budget. Mr. Langstraat replied that it would be a component of the contingency as well. Mr. Herbst added that there's only one reserve per fund allowed by law, which is why you don't see those things broken out.

Director Wilton commented that they can budget it directly in capital outlay or materials and services. We need to have a plan in place to do that, which gets to Director Frisbee's point in terms of do we have a plan in terms of how that money will be spent. Director Palm added that there haven't been any recommendations that have come before the Board for that level of specificity you're asking for, just a lump sum I believe.

Mr. Langstraat replied that they've developed a proposal process and a team to look at proposals, but that they were not planning on asking for proposals until the fall. One of the big challenges that you mentioned, there are many claims on contingency. One of the big factors in determining how much money we'll have to allocate to things like capital equipment, to strategic plan implementation, to replenishing fund balance, one of the other big claims in there in the collective bargaining costs. So that's another piece that's kind of going to influence how much money we'll have left to allocate to those other important areas.

Director Wilton responded to Mr. Langstraat's comments noting that it's almost like he is hedging, because there are these uncertainties. Mr. Langstraat stated they're not really ready to commit on some of these other programs like strategic planning or equipment replacement until we know what the true costs are of some of these other budgetary expenses. He asked Mr. Langstraat if this is that what was happening. Mr. Langstraat concurred.

Director Frisbee interjected saying she had a few more questions. When the legislature decided to do away with the adverse impact requirement for new CTE programs a couple of years ago, she anticipated budget shortfalls and declining enrollment. But there's quite a CTE demand. She wanted to know if there are any new CTE programs in the work, now that we don't have to satisfy a legislature requirement that we not develop a program that has adverse impact on proprietary or for-profit organizations. She asked if we are looking at any new CTE programs for this economy.

Dr. Chairsell replied saying that there's a lot of discussion at the campus levels, where the birth of CTE programs usually occurs. We have to look at our labor market and things like that. This is not hedging. It's still trying to understand what the reality is after the recession and what is opening up. About forty-eight percent of our workforce right now are freelancers. It's expected to go up to fifty percent. So what does that mean for setting up CTE programs and what we need to teach the students, which are adaptable skills. It's really looking at the labor market and then the cost of the equipment associated with CTE programs.



We're trying to get into some of the areas that aren't equipment intensive. There's some discussion about drone technology and about hospitality management. It also depends on what are our pathways to other universities as well who are also dipping their toe into the CTE world. We have a pretty laborious task of trying to figure out how much is this program going to cost and is it going to be duly enrolled in order to be legitimate. Because the last thing you want to happen is that a program is created and then it has to be taken down because it's not getting the wanted traction.

Director Frisbee asked if there was new money in this budget for recruitment and high school outreach for dual credit.

Dr. Chairsell replied that she didn't know of any new money for recruitment. We are doing it with existing funds at this time. She added that as we move forward into whatever the process is for new positions, she'll be there to pull hair and scratch eyes because we need to infuse dollars into that recruitment area. She would equate it right now to a mom and pop operation that needs to be much more sophisticated. She will be there for any new initiative. That is my number one priority for a new position.

Director Frisbee explained that she is trying to track to see if it's filtered into the college what the Board's goals are, something that the college at least does more than discuss. It is a disappointing budget to her in the sense that it doesn't show a lot of energy around new initiatives on some of the key themes that they've been talking about for several years. While she thinks the budget is an excellent document, she's feeling impatient

Audience member asked a follow-up CTE question. She was wondering if there's any due diligence to see what the high demand areas are.

Dr. Chairsell replied that we're required to look at the market data when we develop any particular CTE program. We have to be careful that we don't saturate the market. There are other colleges and universities that could potentially saturate that market. We're much more flexible than a university. I can show it to you some time, the forms that we fill out, that we do our due diligence to figure out is there. I'll use medical radiology, the MRI, which is geared for professionals in the field. We have three people in that program. And yet, it's a phenomenal program that's very equipment intensive. But we just don't have the willingness of the people to come in and take the program. We do pour over data to see how many students are in the program. How many students are we graduating. How many students are getting certificates. Several years ago during the recession, Oregon decided they would go to a green technology. There is absolutely no labor demand for green technology at this time. We jumped into the pool with both feet because we thought it was the right thing to do. So we have to be careful because these are taxpayer dollars that we're spending. That's why we do our due diligence with the labor market statistics, number one.

The same audience member asked if there is outreach or student support programming for interacting with students, informing students about the different fields that are available in CTE as it's a big deal. It's something that everyone is talking about at the State right now and throughout even with the change in leadership, it remains this constant priority. So it seems as though the largest community college in the State of Oregon should also have it as a priority, from a budgetary standpoint. And the idea that we just don't know if people will take



the course, it doesn't feel like a response that is as adequate as it should be. It's more the expectation of us wanting to be the best community college that there is.

Dr. Chairsell responded that we do market and advertise. We rely heavily upon advisory councils to get the word out for CTE programs. Some things really work well and other things don't. And then there is the commitment that you have to live for the student, with teach out and reduction in staff and all. She couldn't say if it's in the budget. Perhaps our strategic plan will point us in that direction. But the conversation is being had, at the Dean level, on all the campuses.

Director Harper interjected saying that we talk about our relationship with K-12 and preparing these young people to be college ready. We talk about CTE and I've listened to their meetings and participated where they don't have funding to set up CTE because of the expense of the equipment and everything. This may be an area that we can again put our toe into, that K-12 arena where we can partner with some of their needs that they see and start preparing some of these, e.g. semi-conductor, welding, nursing. Having come out of the private sector, he knows there are programs like healthcare and some of these others that are willing to put some money into specific programs to address their needs. They'll come together as an industry, as opposed to a company, as long as generic and it doesn't take away from some of their proprietary kinds of things. There are opportunities out there. People will be willing to help us with some of the capital expenditures. We just have to spend more time working on that and trying to uncover that and sell that to the folks that have the need.

Director Wilton had a quick comment stating that in a few months, we're going to know more. We'll hopefully know our State support. We'll hopefully have collective bargaining agreements. We'll know more about enrollment. You can kind of see where we are when the dust settles. There's a possibility we're going to be up a little because we think we're going to get State support. We think we're being conservative. It will be an interesting discussion at that time. There's a huge amount of needs out there. There's a real desire to do more on behalf of our students. At the same time, when we went through this process, we heard from students that they're on the edge financially. They would like us not to raise tuition if we possibly could. I think what we said we will look at a second year. One tradeoff we're going to have to think about is if we are fortunate enough to have addition resources, are we going to spend it or are we going to use it to offset what otherwise would be a tuition increase in year two. There's no right answer on it. They're both worthy things to think about. Hopefully we will have a conversation about that and are intentional about it.

Director Palm commented here saying we have timing issues in terms of everything that happens in this state, which is extremely frustrating for boards like this that are trying to make decisions. Decisions are made by guess and by golly, quite frankly. To Courtney's point in terms of the timing, it would be helpful to get more information and more conversation with the individual campus Presidents as the budgets are being developed. Because right now, we're looking at numbers. Behind the numbers are the things that you're seeing being asked around the table here is where is the innovation, where's the equity, where are the programs. And so absent that sort of dialogue and conversation, we just look at whether the numbers are going up and going down. They really don't tell us if we are meeting our goals, are we really moving forward with student success. Having a more robust dialogue rather than an hour long portion of our meeting to talk about a really lot of money. We're setting the table for



our students at this point in time when we pass this budget. So maybe thinking about ways that we can be more innovative in terms of dealing with the timelines and not being held hostage by the timelines and allowing ourselves to look at where those opportunities are where we can be more deliberate and have more depth and conversation around, get some confidence that these things are happening. We know there are great things happening. It's hard when just a bunch of numbers are put in front of us and we have to react to those numbers. Director Palm echoed her colleagues' frustration around the strategic plan implementation and the lack of priorities at this point in time. This has taken a lot of people's time. A number of people that have been working on this. We're really going to want to see those priorities identified no later than June. That's going to be an important process for us. Our strategic plan is not a document that just sits on a shelf. It is a living document where there's implementation processes and things are moving forward. Whatever we can do, as a board, to help support those efforts we're willing to do that. We want to work side by side with you on getting those priorities identified, determining where our funding then aligns with that and getting some stuff off the ground. Let's make that a goal for us this year to get some of those things off the ground and get some funding aligned with that. We'd all feel really good about that.

Mr. Langstraat added by saying that we do believe in the continuous improvement. We're always trying to provide a more meaningful, not only budget document, but a budget process for people. We want you to have the information that you need. And you've given us a lot of good feedback tonight. So, for example, one of the new things in the budge book this year was information on staffing, FTE levels. You wouldn't have even seen that information there before. I know Christine has been doing a lot of good work to identify and help understand the staffing level changes. We do have some updated staff information to share that would probably provide some clarity.

Director Palm responded saying that Mr. Langstraat has done a fabulous job. To Courtney's comment at the beginning, the public doesn't ask many questions. Maybe it's because they have a lot of faith and trust in us. We do ask questions. Hopefully, maybe they'll pull down minutes from this meeting and read through it and get a better feeling for the budget for PCC. Thank you for that.

Public Comment on Proposed Portland Community College 2015-17 Biennium Budget (20 minutes)

None

Director Palm requested approval of Resolution 15-103. Wilton/Pitts

**Adjourn College Budget Committee Meeting and Reconvene Business Session time:**

### **INFORMATION SESSIONS**

#### Faculty Focus

Beth Fitzgerald, Instructor, Multi Media

Ms. Fitzgerald is the Department Chair and a fulltime faculty member of the multimedia program based here, out of Cascade. She's been with the program for about 19 years. She's seen the ups and downs, the .com boom, the expansion and the evolution of the SmartPhone technology. She's been working with the creative industry in Portland, the Governor's office, Oregon Film Office as well as across the country, making sure that we



have employers, people to work, “worker bees”. Our students have been working on Grimm, Portlandia, the Librarians, Leverage, Little People/Big World and with studios such as Bent, Food Chain Films, Picture This and Laika Studios. We have one student that got hired at Laika. She comes back to us and says, to send us people. So the students are reaching back, grabbing us. And we are that network. So it’s very exciting.

They work closely with the high schools. We’ve got a lot of dual credit going on. We’re also working with our four-year schools, PSU, WSUV, Marylhurst, as well as some of the bigger schools, Full Sail. We’re working on a sound stage in the vacated HVAC and Refrigeration facility at Swan Island where students are putting all kinds of media on green screen, shooting actors and putting the pieces together. We’re really training students on how to produce their careers. They do great work for other people. My students know a ton of stuff.

The Board members appreciated Ms. Fitzgerald’s enthusiasm and thanked her for her efforts.

#### Margaret Carter Skills Center and Swan Island Center

Dr. Karin Edwards, Campus President, Cascade Campus

Dr. Edwards and Kurt Simon were asked to talk about the Skill Center and how it connects with our trade’s program. The Skill Center was named in honor of Senator Carter, longtime supporter of PCC’s and certainly of Northeast Portland. Senator Carter saw a need in the community. The Skill Center was established to help meet that need. The purpose was to work with people who were unemployed, under-employed or unskilled. And the purpose was to help bolster their knowledge and skills to enhance their employability. The mission is pretty much the same. But we have made some changes in how services are delivered. Dr. Edwards thanked Kurt and Dan for providing oversight to the center in the recent years.

Mr. Simons shared the history of the skills center, acknowledging James Boles, who was the Director of the Skill Center from 2006-14 and who passed away in February this year.

The mission of the Skill Center is toward employment. It’s both entry level employment and skilled employment through CTE programs. Aside from teaching academic skills like math and computer skills, we teach affective skills commonly referred to as soft-skills: communication, teamwork, working collaboratively with others, staying on tasks, time management, getting work done. In this way, the Skill Center focuses both on those academic skills and those personal skills that students need to develop. We also provide wraparound support. Students are given a lot of help in trying to identify the path that’s right for them, whether it’s entry level employment, whether it’s trade, CTE, whether it’s going on to a GED or into the lower division transfer track.

We recruit from a number of places, including the Employment Department and other community-based organizations. There’s no tuition associated with these classes. It’s \$6.24 per credit. We try to get them in through one or two terms to help them work on their financial aid, help them work on their financial planning and then get them on the road to the program that they want to go on to.

This program is closely associated with our trades programs when they were at the Cascade campus, which they have since relocated to Swan Island. We continue to try and make sure that that connection remains strong between the Skill Center and the programs at Swan



Island. We dedicated scholarship accounts for students, both at Swan Island and in the Skill Center. We have applied math as well as what's called calculations for the trades that are specific math courses for students going to the trade areas, measurement, volume, area and so forth. Rick Willerband, Chair of our Trades Program will also serve as Chair for the Skill Center.

The types of degrees that students can earn at Swan Island are maintenance electrician, the millwright and facilities maintenance. We also have shorter term career pathway certificates in HVAC installer, which has a vocational ESOL component so students can get language support while they're learning to do the HVAC work. We're also developing new short term certificates for students who need to get into the job market quickly. We're developing new career pathway certificates for pre-apprenticeship, basic healthcare, customer service and hospitality. 50-60% of the students attending the Skill Center are from N and NE Portland. 60-70% of the students are generally people of color or under-represented students. The last two years at the Cascade campus, we have opened a multi-cultural center and a writing center. We've developed a basic math skills lab. We're doing computer literacy initiatives. And we've also invested in the multi-media and the music programs. So we are shifting some of our priorities in alignment with what we understand to be the strategic goals of the college.

[Video presentation]

Director Wilton asked if there was any connection with Portland Public Schools at all or if the Skill Center is strictly post K-12. Mr. Simon replied that not so directly with the Skill Center, that most of the high school students are at a higher skill level than the Skill Center students, so they go directly into college classes for the most part.

#### **PUBLIC COMMENT ON AGENDA ITEMS**

Michael Sonnleitner, PCC Faculty Member

Director Sonnleitner commented that he read the entire 150 pages of the 2013-15 budget but that he did not see, nor did the public see, the budget book in preparation for today's meeting. He understood that to be why there wasn't a lot of public input on the budget. He also referred to a document that was noted on the agenda but that had not been reviewed by the Educational Advisory Council of which he is a part. He would have liked to have had a chance to improve it before it had been presented in the meeting, but that it was a very good document nonetheless. His last comments related to the international student tuition increase, which he said that if he were on the board, he would vote against it. He said it was an unnecessary increase and because it would have a very unequal impact on the realities of international students as compared to domestic students. Consequently it would seriously impact the cultural diversity now present at PCC, provided by the international students.

#### **BUSINESS MEETING**

Chair Palm proposed approval of Resolutions 15-095 through 15-102. The motion passed unanimously. Pitts/Frisbee

#### **PUBLIC COMMENT ON NON-AGENDA ITEMS**

None



## REPORTS

### Faculty and AP

Heidi Edwards, Executive VP for the Faculty and the AP Federation

Ms. Edwards reported that the AP Institute was sponsored for the first time last Friday. Over 100 academic professionals attended from different programs, workforce development, outreach, HR, the Federation, part-time and full-time faculty. This was an important opportunity for them to learn from each other about their efforts at the college. A big thank you to Chris Chairsell's office for sponsoring the event.

Ms. Edwards also brought up that they've been focusing on the part-time faculty in recent months, who represent 76% of the faculty here. They've been increasing awareness as their needs, interests, and stories. The Federation is promoting dialogues at the various campuses (21<sup>st</sup>-23<sup>rd</sup>) to celebrate their successes. They invited the board members to stop by and engage. There will be more opportunities in the upcoming months for part-time faculty to come together.

Ms. Edwards concluded by saying that there were a number of them who had the opportunity to testify to the Joint Ways and Means Education Subcommittee about a week ago. Ira Herbs, part-time faculty at Sylvania, Jeff Grider, who is on our classified Federation who serves as public safety at Sylvania, Ms. Edwards attended. A number of our wonderful student ambassadors spoke eloquently to the need to restore funding, community college funding.

### ASPCC

David Betts, ASPCC, District Student Council

Mr. Betts reported that PCC offers a book exchange at the beginning of each term (except summer) to help the students with the price of books. He also reported some great events happening this month. The 6<sup>th</sup> and 7<sup>th</sup>, we had Rock Creek and Cascade hosting "Bring it to the Table", a documentary film, participatory online platform and community engagement campaign. They also do short Web videos aimed at kind of bridging political divides, elevating the national conversation, bringing politics back into the conversation. Rock Creek will host the 9<sup>th</sup> Annual Semana de la Raza a celebration of Latina culture, advocacy and celebration. This coincides with Earth Week with celebrations happening across the District to bring awareness of sustainable options, gardening, education and parties at the campus's gardens. Campus jobs are hiring for next year's student leaders. Applications are due May 1<sup>st</sup>. And this is all diversity retention centers, ASPCC included.

The SLCs have recently been clarifying some of the pre-existing training and how to supplement some of the gaps so that next year's cohort will be able to carry on the conversations, making this transparency a continuing effect through PCC. And, in preparation for the upcoming special election, we have a voter registration and education drive doing on. PCC Southeast will host its own three-candidate form on May 12<sup>th</sup>. It's 11:30 am to 1:00 PM in the Great Hall. We have the end of year party that will be held May 8<sup>th</sup> Downtown at the Portland World Trade Center. That will be from 7:30 to 11:30. It is themed. And attendees are encouraged to dress to impress in costumes reflecting "Untamed: Night at the PCC World Zoo".

ASPCC provides a food bank to students that they can access each term. Those inventories are depleted. We are holding canned food drives to help address this need. Donations are



always welcome. This Saturday 10am-2pm they'll have a food drives at Lamb's Thriftway and Garden Home, 7410 Southwest Olsen, 97223.

### Board Members

Director Palm thanked PCC, specifically Advancement and everyone who was involved with the spring gala. It was a job well done and we felt so proud to be a part of PCC that evening. She added that the Ways and Means Committee will be at the Rock Creek campus on the 21<sup>st</sup> from 7-9pm. There will also be a Latino cultural festival happening in Downtown Hillsboro from noon to 5:00 PM on Sunday

### President

Ms. Kelley extended a big thank you to everyone for attending the gala. Especially to the student ambassadors who volunteered at the event. Their efforts were very much appreciated. Another shout out to Rob Wagner for his work at raising \$430,000 when the goal was just \$300,000.

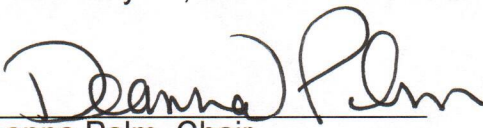
Ms. Kelley closed noting that there are some things online in our monthly news report for the Board in the President's Manager's report, on the Board site.

### **ADJOURNMENT**

There being no further business, the meeting adjourned at 10:01 pm.


### **NEXT MEETING**

The next business meeting of the Portland Community College Board of Directors will be held on May 21, 2015 at 7:30 PM at the Sylvania Campus.

  
Deanna Palm, Chair

  
Sylvia Kelley, Interim President

Prepared by:

  
Jeannie Moton, Assistant to Board of Directors

Minutes approved on September 17, 2015.