



ACTION

MT. HOOD COMMUNITY COLLEGE DISTRICT BOARD OF EDUCATION

DATE: *March 17, 2021*

ITEM TITLE: 4.1d

CONTACT PERSON: *Laurie Popp, Executive Assistant to the Board of Education*

SUBJECT: APPROVAL OF MINUTES – February 2-3, 2021

Session 1026

A meeting of the Mt. Hood Community College District Board of Education was held on February 2 and 3, 2021, with a Board Retreat at 6:00 pm, held with one session on each date via Zoom.

DAY ONE – FEBRUARY 2, 2021

1.0 CALL TO ORDER

Members present: Diane Noriega, board chair, Annette Mattson, board vice chair, Jim Zordich, Diane McKeel, Andrew Speer, LaVerne Lewis, Kenney Polson

Additional Attendees: Lisa Skari, president, Traci Simmons, director of Diversity, Equity, and Inclusion

Noriega called the board retreat to order at 6:06 pm.

2.0 BUSINESS

2.1 Review of Equity Lens

Simmons provided a review of the equity lens, and shared the importance of having an equity lens, the rationale for the draft, and highlighted the focus on ease and consistency of use, and keeping it simple. She shared recommendations and reflections from members of the President's Cabinet and board members, and gathered common themes around critical race theory and questions that came up often in the reflections:

- Race and Intersectionality:
 - Who are the racial/ethnic and underserved groups affected?
 - What is the potential impact of the decision, resource allocation, and/or strategic investment to these groups?
 - What is the racial makeup of the decision makers?

- Challenge the Dominant Culture/Status Quo
 - How does the proposed policy, decision, program, and/or practice challenge the way we have addressed the issue in the past?
 - What barriers (institutional, structural, intrapersonal, interpersonal) may exist that could hinder implementation?
 - Is the college committed to prioritize, publicize, and sustain these efforts?
- Commitment to Social Justice
 - What is the potential impact on eliminating any existing opportunity or outcome gaps?
 - Might the decision being made ignore or worsen existing disparities or produce other unintended consequences?
 - How could these impacts be mitigated?
 - How does the policy, decision, program, practice build community capacity and power in communities most affected by inequities?
- Including the Voices of Those Most Impacted
 - Have we solicited and received input from students and others closest to the issue?
 - How are we meaningfully including or excluding people who are affected?
 - Is there stakeholder support or opposition to the proposal, and if so, why?
 - What process will we use to check back in with the stakeholders as part of a feedback loop?
- Using Data to Inform
 - What baseline data do you have, and how will you utilize quantitative and qualitative data to measure impact on non-dominant groups?
 - How will you use data to modify or enhance your strategies to achieve the intended outcomes?

There was a brief discussion about the presentation and Simmons responded to several questions from board members. Board members participated in an icebreaker activity focused on developing a deeper appreciation and understanding of each other.

2.2 Board Guiding Principles

Board members reviewed and discussed the Board Guiding Principles and Agreements that were agreed upon in 2019. There was an overall consensus that the guiding principles and agreements are still relevant and did not need any changes at this time. There was a suggestion to incorporate some of the board agreements into the board self-evaluation, which would provide a good opportunity for self-reflection and review.

2.3 Communication Expectations with Board

Board members shared comments about board communications, looking at what the board wants with each other, with the president, and from the president.

Communication that is helpful:

- It is valuable to see the disaggregated data on achievement completion as it speaks to what we need in our decision-making as we apply the equity lens.
- Due to COVID, the level of conversations that occurred when the board physically met on campus have been stilted. Hearing different points of view and opinions from different organizational groups within the college is important in understanding how the college is perceived, and how the community perceives the board.
- When the board met on campus, it provided an opportunity to see many students in classes, and to visit with faculty before board meetings. It is helpful to hear what is going on at the college, and not having that ability has made discussions more siloed.
- It is helpful with the pathways to data and metrics. Over time, the board needs to have discussions on what metrics we want to track regarding our equity goals.
- Have engagement on how the strategy is rolled out, and to hear what is going on internally at the college for context. This is helpful when hearing comments from the public or answering questions from the community on issues or topics.
- Communications sent about the college, such as the MHCC News & Notes, Friday Food for Thought, Student Advocate Newsletter, President's Board Reports, etc.
- Communications about "heads up" items sent right away, such as things about the college that are in the media or any crisis items.

Suggestions to improve communication:

- Have the board chair provide a summary update from the pre-board meetings to all board members.
- Include two board members together at the quarterly 1:1 meetings.
- Have a couple of "standing topics" that are consistently asked of all board members at the quarterly 1:1 meetings.
- Have clear guidelines that reflect board policy and state law requirements around comments shared by the public and advisory groups at board meetings.
- Schedule a student town hall with the board on a regular basis.
- Schedule another meeting with the K-12 school boards in our district.

2.4 Presidential Evaluation Tool Assessment

Skari presented the survey results of the presidential evaluation tool assessment. The survey consisted of 19 questions to gather feedback on how effective the current evaluation is and suggestions for improving the evaluation. Board members discussed the survey results and the framework of the evaluation, and shared feedback that included the following: it needs to be simplified; there are too many duplicated items; streamline the evaluation tool so it is easier to complete; there are too many sub-categories in each category; it should draw a better line between the college goals and tying it to the evaluation.

Noriega stated the survey results provided enough feedback to begin the work of simplifying the presidential evaluation. The format for the presidential evaluation will remain the same,



but the questions will be streamlined and the categories will be simplified. Skari will provide some feedback to Noriega about what might be helpful. Noriega stated she will call on a few board members for feedback and work towards having a revised draft presidential evaluation for review in a few months.

2.5 President's Goals

Skari stated there were three presidential goals approved by the board at the beginning of the year, and about mid-year, her focus shifted to strategic planning. She would like to propose a modification of her work plan to support the work being done regarding the strategic plan, specifically for the three strategies for goal 7.3. This would involve shifting out the strategies for the communication plan and updating it for the strategic plan. There was a discussion about the changes to strategies for goal 7.3. The board had no objections to the modification of the work plan to reflect the change in strategies from communication to strategic planning.

3.0 ADJOURNMENT

The board retreat was adjourned at 8:07 pm.

DAY TWO – FEBRUARY 3, 2021

4.0 CALL TO ORDER

Members present: Diane Noriega, board chair, Annette Mattson, board vice chair, Jim Zordich, Diane McKeel, Kenney Polson, Andrew Speer, LaVerne Lewis

Additional Attendees: Lisa Skari, president, Jennifer DeMent, chief operations officer

Noriega called the board retreat to order at 6:03 pm.

5.0 BUSINESS

5.1 Budget / Tuition & Fees

DeMent provided a presentation on the 2020-2021 Budget Development Framework, which included the 2021-22 revenue assumptions, Community College Support Fund (CCSF) scenario variance from current year, enrollment forecast scenarios, and the 2021-22 expenditure assumptions. The 2021-22 revenue assumptions includes: state legislature keeping funding levels at the 2019-21 levels, which is a 2% decline; an enrollment forecast range from 4% decline to 22% increase depending on market conditions and pandemic recovery; and a property tax increase of 3.5% or \$490K.

The Community College Support Fund (CCSF) Scenario Variance from Current Year includes the Agency Requested Budget (ARB), which is the budget requested by the Higher Education Coordinating Commission (HECC), and would increase our funding just over \$2M per year. The Current Service Level (CSL) budget is calculated by the Legislative Fiscal Office and would result in an increase of about \$960K per year. The Governor's Requested Budget (GRB) would result in a \$767K per year reduction. DeMent provided an enrollment forecast with four model scenarios: 4% decline model, 0% growth model, flat enrollment, 8% growth model, and a 22%



growth model. DeMent provided a comparison of the four enrollment scenarios to a trending 7% annual decline, rather than the actual drop due to the pandemic, which reflected enrollment at 6,200 FTE for 2021-22.

The 2021-22 expenditure assumptions reflect personnel expenses resume pre-pandemic staffing levels, and contractual obligations will be met. These include a healthcare premium cost increase estimate of 3%, PERS rate increases required to fund pension costs, and the materials & services resume pre-pandemic spending levels. DeMent shared an updated pie chart with the 2021-22 forecasted general fund expenditures, and provided a summary of the 2021-22 forecasted revenues and expenditures. Compared to the current year-end forecast, there is a \$4M difference. The current year-end forecast includes using an additional \$400K of reserves, so the total budget gap/deficit for 2021-22 is forecasted to be \$4.4M.

DeMent stated that while state support and property tax revenue have grown, revenues for tuition and fees have declined. While there have been tuition increases over the past few years, enrollment has decreased an average of 7% each year, resulting in less tuition and fee dollars. Expenditures have steadily increased by 3% per year, with the exception of scholarships in the form of tuition waivers, which have declined due to the decline in revenue. Expenditure growth has outpaced revenue growth, resulting in a structural deficit each year. If funding continues at the current level, a reduction in expenditures or services will be required. DeMent shared several different options and strategies they are working on to resolve the funding gap, which includes retirement incentives for faculty and staff, savings from program eliminations after teach-outs are complete, and redistribution of resources to meet current needs. There was a discussion about student basic needs, and how the budget and funding will affect student's returning to MHCC. A copy of the PowerPoint presentation is attached to the minutes.

5.2 COVID-19 (return to in-person instruction)

DeMent stated they are seeing fewer COVID Re-Opening Plans come through for review, and are being careful about the number of programs they have open with people on campus. There have been a few more reported cases of COVID on campus, however there have been no COVID transmissions on-site. They had extensive conversations this week at President's Cabinet about what is needed for reopening and how to get feedback from employees about returning to campus. They are starting the dialogue about what returning to campus looks like for each division, and what the issues are that need to be addressed looking forward. A brief update was provided on availability of the vaccine for higher education. There was a discussion on lessons learned and the opportunities that can come from the pandemic, such as more hybrid and online courses and matching those with student needs.

5.3 College Assets Review

Zordich presented a review of college assets from information he has acquired while serving as a board member at the college. He highlighted the following college assets:

- Approximately 40 acres of land (often referred to as the "back 40").



- KMHD broadcasting studio – the college is not utilizing the KMHD license for the initial intended purpose of a college radio station, and the academic revitalization has affected the broadcasting program.
- The Maywood Campus property – it was purchased in 1973. The Maywood campus consists of two buildings that currently needs substantial repairs and seismic upgrades.
- Center for Advanced Learning (CAL) Bruning Center – the building is suffering from acute deterioration, is too small, and equipment is old and needs to be replaced.
- Art inventory – the college has a collection of artwork prints that has some value.

Zordich shared several strategies to consider for raising funds and using some of the assets to offset the budget revenue needs. He highlighted several issues of concern to him:

- Campus security upgrades for a key-lock system
- Seismic upgrades to the campus
 - MHCC gymnasium – he stated the gymnasium has been identified as a Multnomah County Emergency Resource Center, and referenced the importance of the gymnasium to the community during emergency situations.
 - MHCC swimming pool and cover – the 50-meter swimming pool is an important attraction to the community and is used for swim meets.

There was a discussion about the strategies for raising funds, the needed repairs to campus buildings, the prospects of a future bond, and the importance of building community engagement. Skari referenced the work being done on the facilities master plan, an academic master plan, and the strategic enrollment plan, and stated the long-term vision tied to the strategic planning process will align these plans into a comprehensive master plan. There was a discussion about the possibility of renaming the Bruning building, and Skari stated she would pull together the pertinent information for a future discussion.

5.4 Board Bylaws

Skari stated the college has joined the OCCA Board Policy and Procedures Program. The goal is to have the board policies and administrative procedures updated to align with the OCCA program by fall 2022 to meet the accreditation timeline. There was a discussion about creating a board sub-committee to review the existing board policies to align them with the OCCA program. There was interest from LaVerne Lewis, Diane McKeel, and Andrew Speer to serve on the sub-committee for this work.

8.0 ADJOURNMENT

The board retreat was adjourned at 8:02 pm.

Clerk

Board Chair

Minutes recorded by Laurie Popp, Executive Assistant to the Board of Education.