CENTRAL OREGON
COMMUNITY COLLEGE
Board of Directors' Meeting – AGENDA
Wednesday, March 13, 2024 – 5:45 PM
BEC Boardroom / YouTube

TIME**	ITEM	ENC.*	ACTION	PRESENTER

5:45 p.m.

	ITEM	ENC.*	ACTION	PRESENTER
I.	Call to Order			Krenowicz
II.	Native Lands Acknowledgement	2a.1*		Krenowicz
III.	Roll Call			Kovitz
IV.	Agenda Changes			Krenowicz
V.	Public Comment			Krenowicz
VI.	Consent Agenda***		X	Krenowicz
	1. Regular Meeting Minutes (2.14.24)	6a.1–17*		Matthews[A]
VII.	Information Items			
	1. Monthly Budget Status	7a.1–4*		LaLonde[A]
	2. New Hire Reports	7b.1*		Boehme[A]
	3. Marketing and Public Relations Update			Kovitz[P]
	4. Grants Update			Tevlin[P]
VIII.	Old Business			
	1. Reserve Policy – 2nd Reading	8a. 1–3*	X	LaLonde[A]
IX.	New Business			
	1. Investment Committee and Charge	9a.1*	X	LaLonde[A]
	2. Renewal of Auditors	9b.1*	X	LaLonde[A]
X.	Board of Directors' Operations			Krenowicz
	1. Board Policy Discussion	10.a.1–9*		Craska Cooper
	2. Board Member Activities			
XI.	President's Report			Chesley
XII.	Dates			Krenowicz

1. Tuesday, April 9 – Season of Non–Violence: An Evening with Author TJ Klune – Wille Hall at 6:00 – 7:30 p.m.
2. Sunday, March 24 – Winter Term Ends
3. Monday, April 1 – Spring Term Begins
4. Tuesday, April 2 – Real Estate Committee Meeting via Zoom at 3:30 p.m.
5. Friday, April 5 – Student Success Committee

* Material to be distributed via e-mail & USPS (as necessary)

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Meeting via Zoom at 2:00 p.m.
6. Wednesday, April 10 – Board of Directors'
Meeting – BEC Boardroom at 5:45 p.m.
7. Saturday, April 13 – COCC Foundation's
Meal of the Year – Mazama Gymnasium
at 5:30 – 9:00 p.m.

XIII. Adjourn   **Krenowicz**

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Purpose: To acknowledge someone is to say, "I see you. You are significant." The purpose of a land acknowledgement is to recognize and pay respect to the original inhabitants of a specific region. It is an opportunity to express gratitude and appreciation to those whose territory you exist in.

COCC Land Acknowledgement

(Condensed Version)

COCC would like to acknowledge that the beautiful land our campuses reside on, are the original homelands of the **Wasq'ú** (Wasco**)**, and the **Wana Łama** (Warm Springs**)** people. They ceded this land to the US government in the Treaty of 1855. The **Numu** (Paiute) people were forcibly moved to the Warm Springs Indian Reservation starting in 1879. It is also important to note that the Klamath Trail ran north through this region to the great Celilo Falls trading grounds. Descendants of these original people are thriving members of our communities today. We acknowledge and thank the original stewards of this land.

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Wednesday, February 14, 2024 – 5:45 PM
Remote Meeting via Zoom / YouTube

TIME**	ITEM	ENC.*	ACTION	PRESENTER

5:45 p.m.

I. Call to Order — Krenowicz

II. Native Lands Acknowledgement — 2a.1* — Krenowicz

III. Roll Call — Kovitz

<u>Board Members and Staff</u>
Joe Krenowicz (Chair), Erica Skatvold, Erin Merz, Erin Foote Morgan, Alan Unger, Alicia Moore (served as President for this meeting), Laura Boehme, Michael LaLonde, Annemarie Hamlin, Zak Boone, Darren McCrea, Kyle Matthews, Paul Taylor, Jeremy Green, Jenn Kovitz

IV. **Agenda Changes** — Krenowicz
None.

V. **Public Comment** — Krenowicz
None.

VI. **Consent Agenda*** — X — Krenowicz
1. Work Session Minutes (1.10.24) — 6a.1–9* — Matthews[A]
2. Regular Meeting Minutes (1.10.24) — 6b.1–15* — Matthews[A]
3. Motion to approve consent agenda.
   a. 1st: Erin Merz
   b. 2nd: Erin Foote Morgan
   c. Motion approved unanimously.

VII. **Information Items**
1. Monthly Budget Status — 7a.1–4* — LaLonde[A]
   No questions.
2. New Hire Reports — 7b.1–2* — Boehme[A]
   No questions.
3. Community College Support Fund (CCSF) Changes — LaLonde/Moore[P]
   a. LaLonde gave an overview of the Community College Support Fund. Major sources of funding for COCC's general fund are property taxes (42%), tuition (30%) and state aid (20%).
      i. Property taxes are typically the largest source.

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They are usually stable and grow continuously.

    ii. State aid is decided by the Oregon State legislature every other year.

    iii. Other sources of funding include interest income, lease income and transfers from other funds.

b. Once the State legislature decides how to divide State aid among schools, which was about $800 million for the most recent biennium, they set aside $10–15 million for specific education items to be funded before anything else. This includes correctional education, out–of–district expenses and distance learning. Next, they set aside "base funding" to ensure small community colleges receive stable funding. Base funding is normally about $20 million. Finally, enrollment funding is based on an average full–time equivalent (FTE) student. A calculation is made for an average of three years' FTE education, which totals at about $370 million.

    i. Moore explained that enrollment funding is calculated by student headcount and credit and eligible non–credit courses as of the fourth week of each quarter.

c. Moore was part of a workgroup, which the State formed in order to review the CCSF as it had not been reviewed for ten years. There had also been conversations within the State legislature about shifting the model to performance–based funding. Rather than focusing on how many students are enrolled, the workgroup would examine how community colleges are serving their students and whether their students are succeeding. The workgroup's goals were to align with the State's goals for "priority populations" and the Higher Education Coordinating Commission's (HECC's) "equity lens," support the community colleges' mission and build on the institutions' existing strengths.

d. The workgroup consisted of 26 people who collaborated for about a year. They ultimately presented a proposal to HECC to change their funding model. They worked within the parameters given by HECC at the beginning. The work–group suggested that HECC not allocate more than 10% towards any performance–based funding. This new model would focus on how many students are served in career and technical education (CTE), adult learners (age 25 and older), students of color, and low–income students (based on federal financial aid applications and Pell Grants). On the output/student success side of the proposal, the focus would be how many students completed 15 or more credits in a certain timeframe and 30 or more credits in a certain timeframe. These two timeframes are important because national research has shown that students who complete the former are more likely to complete the latter,

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and students who complete the latter are more likely to complete a credential. Other focus areas include how many students are completing college level writing or math, and how many are completing any credentials (formerly how many are completing a certificate or degree). The latter was a response to the current workforce, which does not need as many new graduates with a specifically credit–based certificate or degree. The three–year average education remains in the new calculation, but it is only based on headcount, rather than FTE. Student success metrics are weighted for those who are from priority populations.

e. The workgroup proposed a new funding model to HECC where 10% of the combined funding discussed earlier would be dedicated to a Success and Support Fund (performance funding). They requested a window of time for institutions to make this change. While HECC initially intended for this change to go into effect during the current academic year, the workgroup said they would need more time to gather the data and evaluate how they are serving and reaching out to priority populations. They suggested waiting until the end of the 2025 fiscal year and to gradually carry out the new model. (Moore showed a breakdown of how the funds would be distributed each fiscal year through 2030.)

f. Moore noted that State aid for COCC is only 20% of the college's revenues, while other Oregon community colleges receive State aid as 50% or more of their revenue. So while changes like this would have a significant impact for other institutions, it would not impact COCC as much.

g. Unger reiterated that 42% of COCC's revenues comes from local property taxes. He asked how that might affect how much State aid COCC would receive as opposed to other Oregon community colleges where their local property taxes are not as high.

    i. Moore explained that the revised CCSF would reduce the funds set aside for enrollment and headcount from 93% of the CCSF and sets aside 10% for the new performance funding model for all of Oregon's community colleges.

    ii. For COCC's funding model, Moore explained that the State considers all of the college's public resources due to the region's high property taxes. This would indeed mean COCC would receive less State aid than its counterparts

h. Unger asked Moore for her personal opinion of this new funding model for CCSF.

    i. Moore confirmed that she liked the model and thought it was an improvement from what it was

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before. She liked how it creates accountability for community colleges and sets priorities for the State. The workgroup would be required to reconvene every five years to address any possible changes to the State's priorities. Moore acknowledged that a 10% shift would not be a significant impact at the national level for institutional culture, but there are no like models to compare with. She believed this model is well thought out with collective input from community colleges across Oregon and that having such a consensus was an important piece to this model.

    i. Unger asked if this work should include the State legislature supporting community colleges at a higher level.

        i. Moore believed this work showed that the work–group is willing to respond to the legislature's concerns and that the workgroup has a good sense of which direction the legislature might ask them to go, which they have done already.

    j. Merz asked if this would affect the four–year funding model as well.

        i. Moore said it would not. The four–year funding model is separate from the CCSF and they already have performance elements put in place.

    k. Foote Morgan asked if Moore could elaborate on what the State might ask community colleges to do in order to make these changes happen.

        i. Moore explained that the new funding model does not require action from institutions, but rather what are the State's priorities in terms of populations and success indicators? She pointed out that some of COCC's Guided Pathways work aligns perfectly with this new model as they both focus on serving underserved students, helping them complete their credits and gaining credit momentum.

    l. Foote Morgan asked about Moore's interest in how her counterparts would use this new funding model in their work and whether it was discussed in workgroup meetings.

        i. Moore had not personally heard much discussion among her counterparts, but suggested that Hamlin or LaLonde could have among their peers.

    m. Krenowicz requested the Board receive a copy of Moore's PowerPoint presentation, noting the complexity of the funding formula. Moore concurred.

    n. Skatvold asked when the Board might hear an update or estimate of what the new funding model might look like.

        i. Moore said that would be a good question for

HECC. Their system of calculation is much more complicated than what Moore and her colleagues have been using.

    o. Unger asked if this proposal must be approved by the State legislature or if HECC can move forward with the plan on their own.

        i. Moore said that HECC has already approved of the new model and can move forward with it. It was not a legislative mandate, only a suggestion.

4. Guided Pathways Update   **Hamlin/Moore**[P]

    a. Hamlin reminded the Board that Guided Pathways has been a recurring discussion item for many years at COCC. One of COCC's Strategic Plan goals is to be a student–ready college. Success indicators included:

        i. Credit momentum. How many credits are students taking in their first term and first year? As Moore noted earlier, the more credits a student completes, the more likely they are to continue pursuing their higher education goals.

        ii. Writing and math course completion. Examined broadly in Guided Pathways.

        iii. First term and first year retention. Are students continuing their education at COCC after arriving at these milestones?

        iv. Graduation rates. Are students completing their stated goals?

    b. Hamlin credited COCC's Institutional Effectiveness department for making the data available to be disaggregated by a variety of factors, which would be an active part of their ongoing assessment.

    c. Hamlin explained that the original philosophy of Guided Pathways was to create paths and help students stay on those paths to successful completion and verified learning, which remains an important foundation for COCC's work. However, the college has developed what they call Guided Pathways 2.0, using the acronym ACIP, to improve their drive to interact with and motivate students:

        i. Ask students (early and often) what their interests, strengths and aspirations might be. How can COCC help them achieve their goals?

        ii. Connect students with resources, faculty, peers, mentors and even potential employers in their areas of interest through a variety of programs.

        iii. Inspire students early in their first term at COCC, getting them engaged and excited about something they're learning about.

        iv. Plan to help students customize their personal plans

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to achieving their goals.

    d. Last year's workgroups were charged with proposing action items that would be used to form a multiyear implementation plan. Another set of workgroups was formed for 2024 with the goal of turning this multiyear plan into projects that will shape COCC's work over the next few years:

        i. Admitted Student Communications

            1. How and when we communicate with newly admitted students, ideally well before they start taking classes.

            2. Communicating about our Pathway options and learning about students' interests.

        ii. New Student Onboarding

            1. Focused on how we work with new students once they've decided to enroll and how to set them up for success on their Pathways.

        iii. Academic Advising and Career Services

            1. How we continue through faculty and student advisors to ask students about their interests to connect them to the right people and resources.

            2. Helping students navigate toward their stated goals.

        iv. New Student Orientation

            1. How we reshape our Student Orientation around the various Pathways. This could include Pathway specific orientations so students can be immersed in their fields of interest early on.

        v. Trailhead Courses

            1. How we could design or redesign courses that students would take very early in their time at COCC that can provide inspiration and engagement for their chosen subjects.

            2. Keeping students engaged once they've begun.

    e. Two years ago, one of COCC's planning workgroups developed what are known as Education Pathways and determined what disciplines would be found in those eight Pathways. As COCC moves towards its ultimate launch date for Guided Pathways, the college will continue to reflect on how these Pathways are grouped and how they can be modified to better meet the students' needs. COCC's current Education Pathways are:

        i. Science, Technology, Engineering and Math (STEM)

        ii. Health Sciences

        iii. Social Science, Behavioral Science and Education

        iv. Natural Resources

        v. Humanities, Fine Arts and Communication

        vi. Business, Hospitality and Culinary

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vii. Transportation, Industrial Trades and Apprenticeship
viii. Public and Emergency Services

f. Moore added that this is a foundational piece to Guided Pathways. Instead of giving students more than 100 academic programs to choose from, this clusters like majors into Pathway groups. COCC then embeds the Pathway language that Hamlin had been discussing into each Pathway group. So instead of a letter from the Director of Admissions, a newly enrolled student might get a letter from the lead faculty member of their chosen Pathway. New Student Orientation would be redesigned so STEM students could meet each other in one room while Natural Resources students could meet in another, etc. This is foundational to the work that faculty and staff will do with their students during their time at COCC.

g. Moore said that she and Hamlin formed a workgroup before the winter break to estimate a timeline for preparations for the workgroups that were discussed earlier. They initially intended to begin by Fall 2025, but that would require having everything ready by October 2024 when the next incoming class submits their admissions applications. This work requires a lot of behind the scenes work. How do we ask students about their intended majors? Do we have that in our system? The workgroup felt it would be a disservice to the students to redirect all of this communication. Instead, they wanted to get these infrastructure pieces in place before launching the rest of the work.

h. Hamlin went on to explain their decision to take a two phase approach to this work.
   i. Phase 1 in 2025
      1. Spring 2025, discuss Preview Days for high school students to help them understand COCC's eight Pathways and what that means for them as they make choices to begin their college education. We want them to be thinking about Pathways early on, so Preview Days are a great way to start that conversation.
      2. Summer 2025, we will be using our Admitted Student Communications. Once students have confirmed their intention to attend COCC, how will we continue to interact with them throughout that summer using all of our basic principles? Advising and Registration would also take place during this term.
      3. Fall 2025, we expect to launch some of our Bobcat Orientations and Trailhead Courses

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within some of the Pathways. The workgroups are working to define what will be appearing and when.

    ii.   Phase 2 in 2026

        1.   Winter 2026, Phase 1 review and process improvement. How can we improve?

        2.   Summer 2026, expect to have Prospective Student Materials ready and Website Redesign completed so students can see everything made available to them.

        3.   Fall 2026, expected full launch of revised Guided Pathways.

i.   Merz was excited and congratulated Hamlin, Moore and their colleagues on their hard work. She asked how communication with students in Phase 1 would compare to their communication in Phase 2.

    i.   Moore explained that portions of Admitted Student Communication would take place during Phase 1 and fully launch in Phase 2. This is due to some backend technology redesign that would need to take place. Their goal was to have half of the Path–ways ready by Fall 2025. The workgroups would review their progress and adjust accordingly, with the full program launching by Fall 2026.

j.   Foote Morgan asked what the Guided Pathways website redesign would look like.

    i.   Kovitz was excited to share that her department had received approval for a holistic redesign of COCC's entire website, so the redesign of the Guided Pathways portion is part of this broader project and would be on a similar timeline. Many of the components discussed earlier would require a website to point to, which is partially why the timeline that Moore discussed was extended in order to ensure everything was ready. Several COCC staff and faculty members will be involved. There are also several existing guided pathways websites online that they will be able to use as reference.

    ii.   Moore expanded on Kovitz' last point, explaining that guided pathways is a concept used by community colleges nationwide. This is an opportunity to learn about sister institutions, especially colleges that have been using guided pathways for much longer.

k.   Skatvold asked if there was any concern about any of these projects not being completed on time and where the greatest risks might be.

    i.   Moore said that all of the workgroup leaders are

currently finalizing their individual timelines, but they all agreed that the Fall 2026 deadline was reasonable.

    ii. Hamlin reiterated Moore's point about existing models to follow.

    iii. Moore added that some of the work that needed to be done included remaking existing work that COCC has done into this Guided Pathways model. The college completed a similar project three years ago, so they are not starting from scratch.

    iv. Kovitz added that her department has known about this project for a while, so they have been redesigning each discipline's webpage over the past three years. They built new templates that would fit into their plans for the new Guided Pathways webpages.

l. Unger asked if other colleges are ahead of COCC on Guided Pathways and COCC would begin their work in the next year.

    i. Moore explained that Linn–Benton Community College started the guided pathways work about eight years ago. The State received a grant four years ago to allow all of Oregon's community colleges to fund their own guided pathway programs. Some colleges are one to three years ahead of COCC, which means we have nearby sources we can look to for guidance.

m. Unger said he often hears anecdotes about students using their time in college to explore and change their intended majors multiple times. He asked the presenters if they saw this as a problem or could it easily be adjusted to within the Guided Pathways system.

    i. Hamlin said that COCC encourages exploration and built it into their plan. Each Pathway has an exploratory element to it, so a student could start with one and later decide to move to another.

    ii. Moore added that they know that if they are intentional about engaging with students, asking about their interests, helping them form a plan to achieve their goals and connecting them to services, they are more likely to choose a path that had not initially considered and remain on that path.

n. Unger asked if a student can only take classes part–time, is their Pathway extended beyond the average three years?

    i. Hamlin confirmed that such students would receive the same kinds of support from COCC for their own timeline.

    ii. Unger asked if such students are considered by the State in calculating the CCSF each year.

    iii. Moore explained that the three–year weighted average is part of the State funding model because

of "boom and bust" periods. For example, if next year COCC receives funds for that year as well as the prior two years, this model could help curb overspending by the college.

    iv.   Unger thanked and complimented Hamlin and Moore for their presentation, commenting that it would help COCC's students succeed.

VIII. Old Business

1. Madras Expansion Letter of Intent   8a.1–2*   X   **Boone/Green**[A]

    a.   Boone explained that a comprehensive update was given on Friday during a "Lunch and Learn" meeting for the Madras campus staff, faculty and community, and he offered to send a recording to anyone interested. Green had been working with the design team and architect to determine the maximum construction cost of the Madras campus expansion, which they expected to have ready in the coming months. (The Real Estate Committee members are aware of this.) Boone and his fundraising team had reached out to several organizations in the Pacific Northwest for grants, including the M.J. Murdock Charitable Trust. One of their program officers recently visited the campus. Murdock's evaluators like to see that organizations they support are committed to complete a project, regardless of whether Murdock decides to invest. They normally work with traditional nonprofit organizations, and while the COCC Foundation is a 501c3, this request is from both the college and the Foundation. Murdock also prefers to have assurance that projects they invest in will sustain for a long time. Naturally, many of their questions were related to the financial solvency of the institution, what enrollment would look like, whether St. Charles Health System would hire COCC's students and early plans for budgeting for the campus. The meeting resulted in 36 follow–up items from Murdock, including a statement of intent from COCC to see the project through. Boone's team said they would request formal approval from the Board to show in a public setting that COCC is committed to this project. While they did not have updated numbers ready for this meeting, they planned to have them ready for the next quarterly meeting of the Real Estate Committee. If the Board approves this resolution, it would then be passed along to Murdock, who would present it to their own board for approval on June 27.

    b.   Unger asked if more adjustments need to be made to the project after Murdock's board approves the grant, would we then need to go back to Murdock for another approval, or are they only concerned that COCC finishes the project?

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       i. Boone confirmed the latter to be true. Murdock's primary concern is COCC's commitment to complete the project.

  c. Krenowicz said he attended the COCC's presentation for Murdock at the Madras campus. He had sat through reviews for other organizations that lasted less than one hour. This meeting lasted three hours and was the most intense meeting of its kind he had ever witnessed. Boone and his colleagues worked very hard to convince Murdock of the viability and necessity of this project, and Murdock's representative was very accommodating of their questions and COCC's inquiries. Krenwoicz was very proud of how COCC's staff answered Murdock's questions, even if they did not have a satisfactory response ready at the time. He felt very comfortable with the answers they gave Murdock's representative and was confident that this person would endorse a grant for COCC when they meet with their board on June 27. Krenowicz asked if COCC is the first non–501c3 that Murdock has considered investing in.

       i. Boone clarified that Murdock has previously invested in Treasure Valley Community College, so it is still a fairly new field for them.

  d. Boone expressed appreciation for Krenowicz' presence at their presentation, along with Green and Instructional Dean Julie Downing. Their proposal focused on health careers and STEM aspects of the project, not the early childhood education (ECE) or childcare aspects, in order to better address Murdock's funding priorities, so Downing attended to represent the health careers programs. President Laurie Chesley also attended, as well as the Foundations' Grants Manger Sean Tevlin and the Foundation's Chair Erin MacDonald. MacDonald discussed the Foundation's commitment to the capital campaign currently underway. LaLonde also attended to discuss COCC's finances. The college had submitted a grant application to Murdock one year prior, which lead to a site visit in January, and then their recent presentation.

  e. Foote Morgan asked if Boone expected their timeline could change for any reason.

       i. Boone did not expect their timeline with Murdock to change, but if a disruption such as a supply chain delay occurred, COCC would notify Murdock that the timeline has changed but their commitment has not.

      ii. Green added that COCC hired Kirby Nagelhout Construction Company as their general contractor and construction manager early in the project in order to avoid delays once they broke ground. This

was to ensure that the expanded Madras campus would be student–ready for the Fall 2025 term. The project is currently on track to meet this goal. While unexpected delays can still happen, COCC, Kirby and Opsis Architecture has done everything possible to eliminate any delays.

       iii. Boone added that Murdock's program officer working with COCC is Moses Lee, PhD, who has experience working with community colleges and higher education. COCC is fortunate to work with someone with the depth of knowledge of programs like ours. He asked Chesley and MacDonald directly about the college's and the Foundations commitments to the project, which they both affirmed. However, an endorsement from COCC's Board would add greater credibility to their case.

  f. Foote Morgan expressed support for the Board's letter of intent. She asked what percentage of funds still needed to be raised for the project.

       i. Boone explained that the costs of construction increase every month due to inflation. The Foundation is keeping track of funding commitments from organizations, as well as the Bend Lumber property in Madras that was donated to COCC to sell. Boone estimated that 45–55% of the funds had been raised at that point and expected to have more details at a near future meeting.

  g. Motion to approve letter of intent to complete the Madras campus expansion project.

       i. 1st: Alan Unger

       ii. 2nd: Erica Skatvold

       iii. Motion passed unanimously.

  h. Krenowicz commented how COCC is fortunate to have Laura Craska Cooper (absent from this meeting) serving both on the Board of Directors and the Real Estate Committee. Her knowledge has been a great asset to the college.

       i. Boone concurred and thanked the Board for their continuous support of the Madras campus expansion. He added that the project had recently received a $300,000 grant from the Roundhouse Foundation. He encouraged the Board to send their thanks to anyone they might know who are involved with Roundhouse.

IX. New Business

  1. Reserve Policy – 1st Reading   9a. 1–3*   X   LaLonde[A]

    a. LaLonde enclosed in the meeting packet both the body of the proposed General Fund Reserve Policy and a resolution

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for a second reading at a future meeting. Based on discussions he had with the Board during their work session in January, he made some changes to the proposed policy:

  i.   Under funding of the unrestricted fund balance, he clarified that it would be funded from general fund revenues over expenditures.
  ii. Under the decision–making authority, there were some comments about if funds were greater than 45%, so he added language explaining that additional funding would be transferred to the Capital Projects Fund for its specific areas. He kept the language as general as possible and added acquisition of real property and matching funds for construction projects, and ended the sentence with "among others." The Board would have discretion on how COCC spends money from the Capital Projects Fund.
  iii. LaLonde noted that the General Fund's unrestricted fund balance "shall not be allocated to support regular or annual operating expenditures." He included this sentence to avoid continually drawing from the General Fund and not be able to use it for larger expenses such as the Madras campus expansion, upgrades to Redmond campus buildings, or any deferred maintenance.
  iv. In the final paragraph, LaLonde added language clarifying that regular reports would be made to the Board and the Budget Committee.

b. Unger asked if the General Reserve Fund would be separate from the beginning balance.

  i.   LaLonde said it would not and explained that the beginning fund balance would either have revenue added to it or expenses that decrease it. The ending fund balance is calculated after those two items are calculated. During COCC's budgeting process, the college would need to determine its expected revenue, expected expenses and how much they expect to spend. It would be a concern of the ending fund balance would dramatically decrease after the fact.

c. Krenowicz reminded the Board that no motion would be necessary for this first reading and that LaLonde could present this policy for a second reading at the Board's next regular meeting.

2. Banner Hosting and Administration   9b.1–2*   X   **Boehme/ McCrea[A]**

a. McCrea, COCC's Director of Enterprise Information Services, explained that this resolution was developed to move the college's Banner hosted environment from Ellucian Cloud

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to another cloud partner. The winning bid came from Tharseo IT, so this resolution was presented for the Board's approval to move forward with the contract.

b. Krenowicz asked McCrea to explain what Banner is, what it is used for and who it benefits.
   i. McCrea explained that Banner is COCC's student information system and enterprise resource planning software. It is used by students to register for classes, by Fiscal Services for accounting, by Human Resources to manage employee information, etc. COCC has used this software since 1999 and made the decision to move it to the cloud six years ago. It was hosted by Ellucian who developed the software and COCC is planning to move it to Oracle as they are the developer of the database that the software sits on top of.
   ii. Moore added that practical uses for Banner include admissions registration, financial aid, tuition payments, class schedules and course catalogues.

c. Foote Morgan asked if a change in cloud partners would affect staff or faculty interfaces.
   i. McCrea said there would be no frontend changes to the software or interface that COCC's staff and faculty use. The intention is to improve performance and plan for future changes. COCC's IT Services department has been discussing data warehouses that would allow them to do data reporting, and Oracle is one of the frontrunners for data warehouses.

d. Moore and Boehme added context that the cost of the contract required approval from the Board.

e. Motion to approve entering a multiyear contract with Tharseo IT for Banner hosting and administration.
   i. 1st: Erin Merz
   ii. 2nd: Erin Foote Morgan
   iii. Motion approved unanimously.

X. **Board of Directors' Operations**   Krenowicz
   Board Member Activities:
   a. Alan Unger
      i. January 11 and 22: Special OCCA meeting to approve an Executive Director search process.
      ii. January 23: OCCA audit meeting.
      iii. January 23: Jodie Patterson's presentation.
      iv. February 2: OCCA Board regular meeting.
      v. February 12: OCCA legislative update meeting.
      vi. February 13: OCCA DEI meeting.
   b. Erica Skatvold

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        i. January 5: Student Success Committee meeting.

       ii. January 24: State of the College address.

     iii. January 24: OSU Legislative Advocacy Kickoff.

  c. Erin Foote Morgan

        i. January 9: South County Adult Education Committee meeting. Heard proposal for COCC to rent a space in the John C. Johnson building in La Pine.

       ii. January 23: Jodie Patterson's presentation.

     iii. January 24: State of the College address.

     iv. February 9: College Affairs Committee meeting.

      v. February 16: *Blend* film screening.

  d. Erin Merz

        i. January 16: Phone call with Dr. Chesley regarding campus safety questions.

       ii. January 23: Jodie Patterson's presentation.

     iii. January 24: State of the College address.

     iv. February 8: EDCO luncheon.

  e. Joe Krenowicz

        i. January 19: Zoom meeting with Dr. Chesley and Laura Craska Cooper.

       ii. January 25: Madras campus expansion presentation with Murdock.

     iii. January 30: Real Estate Committee meeting.

XI. Remembering Anthony "Tony" Dorsch   **Krenowicz**

1. Krenowicz acknowledged the recent passing of Tony Dorsch, a former longtime COCC Board member representing Zone 3. He was always very engaged in the Board's conversations and brought a lot of personality to their meetings.

2. Krenowicz read the following statement from COCC:
   In recognition of Anthony James Dorsch. He's known to all of us as Tony. He was known to his friends and colleagues at COCC as well. He passed away in November, and tonight we recognize and honor him for his two decades of service as a Zone 3 Director of the COCC Board. Among his many accomplishments, Tony earned a Master's of Science degree from Oregon State University and taught at Linfield University as well. As a COCC Board Director from 1997 to 2017, Tony was an unwavering champion of COCC, using his science back-ground to ask probing questions and keep us on track. He also helped steward the college's expansion into Redmond. In 2022, the COCC Board approved the resolution dedicating Room 305 in Redmond as the Anthony "Tony" Dorsch

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Classroom. Tony also enjoyed playing the baritone clarinet in the COCC concert band and served on the Redmond City Council for two terms. He taught biology and chemistry at Redmond High School, which was his alma mater. He and his wife, Diane, also a Redmond High School teacher, together led additional trips to Europe and organized student exchange programs.

3. Krenowicz led a moment of silence to honor the memory and service of fellow Director, friend and colleague, Tony Dorsch.

4. Unger added that Dorsch was a great person who would always remind the Board about the college's history. He was always proud of knowing the past and bringing it to the present.

5. Moore said she went to college with one of Dorsch's childen and his family has been very appreciative for everything the Board has done for them over the past few months.

XII. President's Report   Moore

1. Season of Nonviolence events were ongoing. A list of events for the coming month were included in the agenda.

2. During the fourth week of the current term, COCC sent its mandatory report on enrollment to the State. Enrollment had increased by 10.5% FTE and 3% headcount. Students were taking slightly more credits than the previous year's point–in–time. All campus locations have seen an increase in enrollment. Online and hybrid classes were still compiling their numbers but they were looking strong. Transfer student population had increased during the Winter term, similar to the increase seen in the Fall. This was a substantial increase compared to other Oregon community colleges, which were seeing increases of 1–4%. COCC's Admissions department expected these numbers to continue into Spring.

3. For many new students, part of their enrollment process is completing their Free Application for Federal Student Aid (FAFSA). The U.S. Department of Education has worked for the past few years to simplify the FAFSA process. It was meant to rollout October 2023, but they delayed it to January 2024. Unfortunately, far more applications were sent in than they had capacity for. COCC normally receives students' data in February or March each year, process said data, then distribute it to the college's students between late March and early April. At this time, the Department of Education had not announced when they would be releasing that data to institutions. Every higher education institution in the United States had been affected by this. COCC is regularly communicating with students what the process will look like once the college receives the data

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and how quickly it can be processed and released. The Department of Education has also announced that the amount of work that institutions will need to do to manually verify students' information will me significantly reduced this year in order to help reduce their processing times. Moore acknowledged that COCC's Financial Aid office has received lots of questions on this issue and invited the Board to reach out to her if they had any to ask.

4. Kovitz shared the contents of a package that was mailed to COCC's county, state and federal elected officials. The package contained items from COCC's various Career and Technical Education (CTE) programs to raise awareness for CTE Month. Contents included a pocket-sized Miranda Rights card and evidence bag from the Criminal Justice department, a wooden magnet carved by Manufacturing students in Redmond, cut segments of juniper pine trees from the Forestry department, colored pencils and sharpeners from the ECE department, lip balm with keychain-attachable cases from the Fire and EMS program, travel-sized toothpaste and toothbrushes from the Dental Assistance program, health information notepads form the Health Sciences department, "Mental Health Matters" stickers from Health Services and Addiction Studies, student-made granola from the Cascade Culinary Institute, and greeting cards featuring artwork from the Graphics and Design students.

XIII. **Dates**   Krenowicz

1. Friday, February 16 – Black History Month: *Blend* Film Screening – Hitchcock Auditorium at 6:00 – 8:00 p.m.
2. Tuesday, February 20 – Season of Nonviolence: *Black Joy* Author Conversation – Wille Hall at 6:00 – 7:30 p.m.
3. Wednesday, March 6 – Season of Nonviolence: Music as a Tool for Social Justice – Zoom Webinar at 6:00 – 7:30 p.m.
4. Wednesday, March 13 – Board of Directors' Meeting – BEC Boardroom at 5:45 p.m.

XIV. **Adjourned at 7:21 p.m.**   Krenowicz

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Central Oregon Community College
Monthly Budget Status
Highlights of January 2024 Financial Statements

Cash and Investments

The College's operating cash balances currently total $56.6 million. The January average yield for the Local Government Investment Pool remained 5 percent.

General Fund Revenues

The College received the third State Aid payment of $2.8 million in January.

General Fund Expenses

The expenses through January 2024 include the required budgeted inter-fund transfers-out for the fiscal year.

Budget Compliance

All general fund appropriation categories are within budget.

Central Oregon Community College
Monthly Budget Status
13-Mar-24
January 2024

General Fund	Adopted Budget		Year to Date Activity		Variance Favorable (Unfavorable)		Percent of Budget Current Year	Percent of Budget Prior Year
Revenues								
District Property Taxes:								
Current Taxes	$	21,842,000	$	20,715,232	$	(1,126,768)	94.8%	93.6%
Prior Taxes		460,000		195,840		(264,160)	42.6%	66.7%
Tuition and fees		17,374,000		13,425,183		(3,948,817)	77.3%	67.6%
State Aid		9,793,000		9,002,477		(790,523)	91.9%	50.9%
Program and Fee Income		40,000		15,958		(24,042)	39.9%	28.8%
Interest & Misc. Income		244,000		47,545		(196,455)	19.5%	18.0%
Transfers-In		4,860,000		2,024,262		(2,835,738)	41.7%	48.6%
Total Revenues	**$**	**54,613,000**	**$**	**45,426,497**	**$**	**(9,186,503)**		
Expenses by Function								
Instruction	$	24,617,100	$	11,751,880	$	12,865,220	47.7%	38.1%
Instructional Support		5,270,297		2,661,977		2,608,320	50.5%	44.9%
Student Services		6,465,663		2,959,852		3,505,811	45.8%	38.6%
College Support		5,847,565		2,556,924		3,290,641	43.7%	41.6%
Plant Operations and Maintenance		4,966,239		2,719,861		2,246,378	54.8%	39.1%
Information Technology		5,738,544		2,858,225		2,880,319	49.8%	45.7%
Financial Aid		100,000		85,144		14,856	85.1%	25.8%
Contingency		1,000,000		-		1,000,000	0.0%	0.0%
Transfers-Out		2,410,938		2,389,138		21,800	99.1%	98.3%
Total Expenses	**$**	**56,416,346**	**$**	**27,983,001**	**$**	**28,433,345**		
Revenues Over/(Under) Expenses	**$**	**(1,803,346)**	**$**	**17,443,496**	**$**	**19,246,842**		

Central Oregon Community College
Monthly Budget Status   13-Mar-24
January 2024

Non General Funds	Adopted Budget		Year to Date Activity		Variance Favorable (Unfavorable)		Percent of Budget Current Year	Percent of Budget Prior Year
Debt Service Fund								
Revenues	$	5,803,797	$	4,687,234	$	(1,116,563)	80.8%	81.4%
Expenses		5,750,447		2,107,991		3,642,456	36.7%	29.3%
Revenues Over/(Under) Expenses	$	53,350	$	2,579,243	$	2,525,893		
Grants and Contracts Fund								
Revenues	$	4,643,524	$	1,123,180	$	(3,520,344)	24.2%	14.7%
Expenses		4,711,428		2,137,179		2,574,249	45.4%	25.3%
Revenues Over/(Under) Expenses	$	(67,904)	$	(1,013,999)	$	(946,095)		
Capital Projects Fund								
Revenues	$	13,832,724	$	3,919,306	$	(9,913,418)	28.3%	25.8%
Expenses		17,714,240		2,516,336		15,197,904	14.2%	5.8%
Revenues Over/(Under) Expenses	$	(3,881,516)	$	1,402,970	$	5,284,486		
Enterprise Fund								
Revenues	$	4,877,843	$	3,220,353	$	(1,657,490)	66.0%	61.7%
Expenses		5,305,817		2,860,704		2,445,113	53.9%	57.0%
Revenues Over/(Under) Expenses	$	(427,974)	$	359,649	$	787,623		
Auxiliary Fund								
Revenues	$	5,973,779	$	4,602,699	$	(1,371,080)	77.0%	65.9%
Expenses		12,402,620		6,617,934		5,784,686	53.4%	42.8%
Revenues Over/(Under) Expenses	$	(6,428,841)	$	(2,015,235)	$	4,413,606		
Reserve Fund								
Revenues	$	5,316	$	-	$	(5,316)	0.0%	0.0%
Expenses		455,000		18,409		436,591	4.0%	95.6%
Revenues Over/(Under) Expenses	$	(449,684)	$	(18,409)	$	431,275		
Financial Aid Fund								
Revenues	$	15,259,071	$	8,134,775	$	(7,124,296)	53.3%	31.6%
Expenses		15,523,065		9,271,590		6,251,475	59.7%	27.3%
Revenues Over/(Under) Expenses	$	(263,994)	$	(1,136,815)	$	(872,821)		
Internal Service Fund								
Revenues	$	85,000	$	51,749	$	(33,251)	60.9%	33.4%
Expenses		161,000		134,390		26,610	83.5%	40.9%
Revenues Over/(Under) Expenses	$	(76,000)	$	(82,641)	$	(6,641)		
Trust and Agency Fund								
Revenues	$	9,332	$	10,744	$	1,412	115.1%	42.2%
Expenses		23,500		6,890		16,610	29.3%	15.1%
Revenues Over/(Under) Expenses	$	(14,168)	$	3,854	$	18,022		

13-Mar-24

Central Oregon Community College

Cash and Investments Report
As of January 31, 2024

College Portfolio	Operating Funds		Trust/Other Funds	
Cash in State Investment Pool				
4089 - General operating fund	$	55,053,512		
3624 - Robert Clark Trust			$	385,527
January Average Yield 5.00%				
Cash in USNB	$	1,563,153		
Cash on Hand	$	4,600		
Total Cash	$	56,621,265	$	385,527

Central Oregon Community College
Board of Directors
New Hires Report
Date of Hire: February 1-29, 2024

Name	Hire Date	Job Description	Department
Classified Full-Time			
Rohdy, Stephanie Kay	2/19/2024	Grants Specialist	College Advancement
Wittboldt, Kelly Diane	2/12/2024	Campus Safety Specialist	Campus Public Safety
Part-Time Instructors			
Shorthouse, John Dominic	2/6/2024	Lab Assistant	Culinary Program
Temporary Hourly			
Cason, Suzanneah J	2/7/2024	Forestry Tutor II	Tutoring and Testing
Pedro-Graves, Stephanie	2/13/2024	Test Proctor	Tutoring and Testing
Pickering, Denathan D	2/14/2024	Art Labs & Office Assistant	Art
Renner, Colson R	2/12/2024	Aviation Tutor II	Tutoring and Testing
Syrell, Adrian	2/1/2024	Accountant	Fiscal Services

General Fund Reserve Policy

Establishing and Managing General Fund Unrestricted Fund Balances

The General Fund's unrestricted fund balance, often referred to as a reserve, plays a pivotal role in ensuring the consistent provision of services, addressing emergencies, acting as a safeguard against enrollment fluctuations, buffering against uncertainties in State funding, mitigating temporary revenue shortfalls, and maintaining stability during economic cycles. We aim to strategically manage these reserve funds to guarantee robust cash flow, stabilize interest rates, and ensure the seamless continuity of service delivery.

Defining "Unrestricted Fund Balance"

For the purposes of this policy, "unrestricted fund balance" specifically refers to the portion of the General Fund balance that remains unreserved, meaning it is not earmarked for existing college obligations.

Aspirational Reserve Levels

Central Oregon Community College endeavors to maintain an unrestricted fund balance within the range of 29% to 45% of general fund expenditures. This commitment is driven by our dedication to institutional stability and the long-term financial health of the College. In the event that the unrestricted fund balance of the General Fund falls below 29%, the College will promptly adopt a comprehensive plan to restore it to the 29% threshold within a two-year timeframe. In cases where the unrestricted fund balance exceeds 45% of annual general fund expenditures, the excess will be transferred to the Capital Fund for future capital projects including deferred maintenance, equipment replacement and new construction.

Funding of the Unrestricted Fund Balance

The funding of the General Fund's unrestricted fund balance will primarily stem from the surplus of General Fund revenues over expenditures.

Decision-Making Authority

The Board of Directors is vested with the authority to make decisions regarding the utilization of the General Fund's unrestricted fund balance. These decisions will be made in consultation with the President and the appropriate personnel within the Office of Finance and Operations. Potential utilization avenues encompass capital equipment acquisitions, acquisition of real property, matching funds for construction projects, capital construction initiatives, IT infrastructure, deferred maintenance, investments in new programs or services that will transition to recurring funding sources following a defined trial period, and projects aligned with the College's strategic direction, among others. It is important to note that the General Fund's unrestricted fund balance shall not be allocated to support regular or annual operating expenditures.

Monitoring and Oversight

The Vice President of Finance and Operations, or their designated representative, will assume responsibility for the management and vigilant monitoring of the General Fund's unrestricted fund balance. Regular reports will be provided to the Board and the Budget Committee, detailing the current status and projected trajectory of the unrestricted fund balance during each budgeting cycle.

**Central Oregon Community College
Board of Directors: Resolution**

Subject:	Reserve Policy
Strategic Plan Connection:	College Sustainability
Prepared by:	Michael LaLonde, VP of Finance and Operations

A. Background

The current Reserve Policy does not follow the Government Financial Officers Association recommended calculation or that of other Oregon community colleges. The current policy calculates reserves using working capital divided by general fund expenditures and the recommended calculation uses ending general fund balance divided by general fund expenditures. In addition, the recommended policy adds a general fund reserve range from 29% - 45% of general fund expenditures. The recommended policy also states that if the general fund reserve falls below the range, the college will put in place a plan to bring the general fund reserve back within the range within two years. If the general fund reserve is above the range, the excess funds will be transferred to the Capital Projects fund to be used for capital equipment acquisitions, acquisition of real property, matching funds for construction projects, capital construction initiatives, IT infrastructure, deferred maintenance, investments in new programs or services that will transition to recurring funding sources following a defined trial period, and projects aligned with the College's strategic direction, among others. The funding of the General Fund's unrestricted fund balance will primarily stem from the surplus of General Fund revenues over expenditures. The current policy (BEP 2: Budgeting, item 6) will be replaced with this policy.

B. Options
   1) Approve proposed Reserve Policy.
   2) Do not approve and keep the current Reserve Policy.

C. Timing
   Approval of this resolution will immediately implement the new Reserve Policy.

D. Budget Impact
   The proposed Reserve policy will increase the reserve requirement to 29% - 45%.

E. Proposed Resolution
   Be it resolved that the Central Oregon Community College Board of Directors hereby approves the proposed Reserve Policy.

Central Oregon Community College - Investment Committee

Purpose: The Investment Committee (the Committee) is established to provide oversight and guidance on the investments of Central Oregon Community College (the College). The Committee's primary objective is to ensure that these funds are managed prudently and in accordance with the College's investment policies and objectives.

Responsibilities:

1. Develop and recommend investment policies, internal controls related to investments, and investment strategies to the Board of Directors for approval.

2. Monitor and evaluate the performance of the Colleges investments, investment managers and consultants hired by the College.

3. Monitor and evaluate the investment internal controls of the College.

4. Review and approve the College's investment portfolio and asset allocation.

5. Provide regular annual reports to the Board of Directors on the performance and status of the College's investments.

6. Ensure compliance with relevant legal and regulatory requirements related to investments.

Investment Policy: The Committee shall adhere to the College's Investment Policy, which shall include the following:

- Objectives and goals of the investment program.

- Asset allocation targets and ranges.

- Types of investments allowed.

- Guidelines for selecting, monitoring, and evaluating investments and investment managers.

- Risk management policies and procedures.

- Procedures for reporting and reviewing investment performance.

Structure:

1. The Committee shall consist of three members, including a representative from the Board of Directors, and two external investment professionals. Each member will serve a two-year term.

2. The Committee shall meet quarterly to review investment performance and make recommendations to the Board of Directors when appropriate.

3. The Committee Chair shall be appointed by the Board of Directors and shall serve a two-year term.

Review and Amendment: This charge shall be reviewed annually by the Committee and may be amended by a majority vote of the Committee members.

Central Oregon Community College
Board of Directors: Resolution

Subject:	External Auditors
Strategic Plan Connection:	College Sustainability
Prepared by:	Michael LaLonde, VP of Finance and Operations

A. Background

In accordance with Central Oregon Community College's procurement rules, Fiscal Services went out to bid for the College's audit services in May of 2023. The search was deemed failed as COCC only received one bid and it was 2-3 times higher than the College's budget. The College was able to extend its current bid with Price & Fronk, who did not choose to bid due to staffing issues, on a one-year basis for $78,150 for the college and $6,850 for the Foundation.

The College would now like to request the COCC Board of directors approve a five-year contract for the College's audit services to KDP who Price & Fronk has merged with and has stated they would honor the original contract cost of $85,000 with 5-7% yearly increases which is still less than the bid received in 2023. The College would also like to request that the Board formally appoint KDP as the College's external auditors as required in board policy GP2: Governing Style 10.A.

B. Options

1) Appoint KDP as the College's external auditors and approve the contract for an additional 5 years.
2) Do not approve and go out for a bid for new auditors.

C. Timing

Approval of this resolution will immediately allow the President or designee to execute a formal contract extension.

D. Budget Impact

An increase to the auditor expense line item of up to $5,950.

E. Proposed Resolution

Be it resolved that the Central Oregon Community College Board of Directors hereby appoints KDP as the College's external auditors and approves the 5-year contract extension.

GP 2: GOVERNING STYLE

Approved: *July 13, 2011 Revised*: *12/9/2015*

The board will be actively involved in the governance of the college, being proactive rather than reactive, staying adequately informed on relevant issues and approaching its task with a style which emphasizes outward vision rather than an internal preoccupation, encouragement of diversity in viewpoints, strategic leadership more than administrative detail, clear distinction of board and staff roles, collective rather than individual decisions and an orientation towards the future while respecting lessons from the past..

More specifically, the Board will:

1. Operate in all ways mindful of its civic trusteeship obligation to the citizens of its district.
2. Enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, policy making principles, respect of roles, speaking with one voice and adherence to ethical practices.
3. The Board will keep adequately informed about relevant global, regional and local educational and other issues, actively gathering information to fulfill this role.
4. Direct, control and inspire the organization through the careful establishment of the broadest organizational values and perspectives through written policies.
5. Focus chiefly on intended long term impacts on the world outside the organization (*ends*), not on the administrative or programmatic means of attaining those effects.
6. Be an initiator of policy, not merely a reactor to staff initiatives. The board, not the staff, will be responsible for board performance.
7. Use the expertise of individual members to enhance the ability of the board as a body, rather than to substitute their individual values for the group's values.
8. Monitor and regularly discuss the Board's own process and performance. Insure the continuity of its governance capability by ongoing training and review:

A. Self-monitoring will include at least a biannual comparison of board activity and discipline to its Governance Process and Board-Staff Relationship policies.

B. Ongoing training will include orientation of new members in the Board's adopted governance process and periodic Board discussion of process improvement.

9. Be accountable to the general public for competent, conscientious and effective accomplishment of its obligations as a body. It will allow no officer, individual or committee of the board to usurp this role or hinder this commitment.

10. Acting as a committee of the whole, the Board shall perform the functions of an Audit Committee including:

A. The appointment and establishment of the compensation of any public accounting firm employed by the College in connection with the attest function.

B. Establishment of procedures for:
i. The receipt, retention and treatment of complaints received by the College regarding accounting, internal controls and auditing matters.
ii. The confidential, anonymous submission by employees regarding questionable accounting or auditing matters.

C. The appointment, compensation and oversight of independent counsel or other advisor as deemed necessary to carry out its audit duties.

11. Unless otherwise specifically delegated by the Board, the Board shall have sole responsibility for appointment of legal counsel or real estate agencies that represent the College in whole, any College department or College unit. No college funds including resources collected through student fees or other program or department fees may be used for legal counsel or real estate representation without prior approval of the Board or designee.

* Any legal representation available to the College that may be a related benefit from college departments, or college unit membership in regional or national organizations shall be coordinated through the college legal counsel approved by the Board.

GP 3: BOARD JOB DESCRIPTION

Approved: June 9, 1993 Revised: December 9, 2015

The job of the board is to make certain contributions which lead the organization toward the desired performance and assure that it occurs. The board's specific contributions are *unique* to its trusteeship role and *necessary* for proper governance and management.

Consequently, the contributions and responsibilities of the board shall be:

1. To serve as the link between the organization and its many stakeholders and constituents (this occurs through board meetings, committee meetings, formal college events and day-to-day communication with the public).
2. To develop and abide by written governing policies.
3. To approve the annual budget.
4. To assure Presidential performance.
5. To be an active and engaged Board member - attend Board meetings and functions, participate on one or more committees, and take the initiative to be informed to make good decisions (i.e. communicate with staff through the President).
6. To participate in legislative and public policy activities (through testifying, lobbying and taking positions as appropriate).
7. To provide oversight of financial resource development.

GP 5: BOARD COMMITTEE PRINCIPLES

Approved: June 9, 1993 Revised: December 9, 2015; March 10, 2021

The Board may establish committees to help carry out its responsibilities, subject to the following:

1. <u>Purpose</u>. The purpose of committees shall be:
    a. To tap the special talents, skills and knowledge of individual Board members;
    b. To develop knowledge and skills to more ably consider specific issues in the committee's areas of expertise;

    c. To educate the full Board on particular issues or subjects within the committee's areas of expertise;

    d. To divide the work of the Board into manageable sections;

    e. To provide counseling and advice to the Board; and

    f. To handle specific tasks assigned by the Board.

2. <u>Guidelines</u>. All committees shall operate under the following guidelines:

    a. Committees do not speak on behalf of the Board;

    b. Committees do not act on behalf of the Board;

    c. Committee recommendations to the Board shall be based upon a vote or consensus, with a majority ruling;

    d. Committees shall remain focused on the specific issues/tasks assigned by the Board. If a committee wishes to consider additional issues or tasks, it shall first seek approval for the whole Board; and

    e. Committees shall not deviate from Board directions.

    f. Committees shall be subject to public meetings and records law in the same manner as regular Board meetings, including all laws regarding public notice, requirements around open meetings, minute taking and record keeping obligations, and requirements associated with recording.

3. <u>Annual Review</u>. The Board shall do the following each year with respect to all committees, which it may do at the annual meeting, at a retreat, or at a regular meeting:

    a. Evaluate the need for each existing committee;

    b. Consider whether any additional committee(s) is/are needed;

    c. Review and consider whether updates are needed to any committee's charge; and

    d. Evaluate the effectiveness of each committee.

4. <u>Committee Chairs</u>. Each committee chair shall seek to do the following:

    a. Involve all members in committee meetings and work;

    b. Leverage the particular skills/knowledge of individual members;

c. Clearly define and remind committee members of the specific jobs or goals established by the Board to keep the committee on task;

d. Help identify and coordinate outside assistance and college liaisons that would be helpful or necessary to the committee completing its work; and

e. Assist the board in annually evaluating the effectiveness of the committee.

5. <u>Committee Membership; Consultants</u>.

a. Only Board members may serve as voting members of Board committees, except as otherwise required by applicable law or applicable contracts.

b. However, as the Board or committees may determine, a committee may have one or more College liaisons.

c. Each committee shall consult with such third parties, within the College and outside, as it deems reasonably necessary to effectively and efficiently complete its work; provided, however, no committee shall hire any outside expertise without the approval of the whole Board.

GP 7: BOARD PLANNING CYCLE

Approved: June 9, 1993
Revised: June 13, 2001; December 9, 2015

To accomplish its goals with a governance style consistent with Board policies, the Board will utilize a planning cycle which typically starts with a Board Retreat in the summer and/or fall and continues through the year, taking into special consideration if there is an upcoming legislative session.

Topics to be covered include, but are not limited to: long-term financial health of the institution, strategic planning, master plan update, facility maintenance review, student success measures, new programs, and review of Board policies.

Board members will also be encouraged to identify those areas of education and training needed to increase their knowledge and effectiveness in future deliberations.

GP 8: BOARD MEMBERS' CODE OF CONDUCT
Approved: June 9, 1993
Revised: February 8, 1995; December 9, 2015

Given the role that a Board member plays, and the fact that they are often seen as the "face" of the institution, the Board expects at all times that its members will exhibit ethical and professional conduct. This commitment includes proper use of authority and appropriate decorum in group and individual behavior at all times.

1. Board members must represent unconflicted loyalty to the interests of the stakeholders and constituents. This accountability supersedes any conflicting loyalty such as that to advocacy of interest groups and membership on other boards or staffs. This accountability supersedes the personal interest of any Board member acting as an individual consumer of the organization's services.

2. Board members must avoid any conflict of interest with respect to their fiduciary responsibility.
   A. There must be no self-dealing or any conduct of private business or personal services between any Board member and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to information.
   B. Board members must not use their positions to obtain employment in the organization for themselves, family members or close associates.
   C. Should a Board member be considered for employment, s/he must temporarily withdraw from Board deliberation, voting and access to applicable Board information.
3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies.

A. Board members' interaction with the President or with staff must recognize the lack of authority in any individual Board member or group of Board members except as noted above.
B. Board members' interaction with the public, press or other entities must recognize the same limitation and the similar inability of any Board member or Board members to speak for the board.
C. Board members will refrain from making any public remarks or disparaging comments about the President or staff that could damage the college's reputation.

4. Board members will be reimbursed for all Board/college-related travel; however, the college does not pay meals, lodging, or other costs for family member(s) who may accompany the Board member unless circumstances are pre-approved by the Board Chair.

GP 9: BOARD OPERATIONS

Approved: June 9, 1993
Revised: March 13, 1996; November 14, 2001; December 9, 2016; September 8, 2021

The Board will operate in a consistent manner, following the policies detailed herein, and, unless otherwise noted and/or subject to applicable law, adhere to these operational proceedings:

1. The Board will meet on the second Wednesday of each month, normally at 5:45 p.m. in the Christiansen Board Room of the Boyle Education Center on the Bend campus. When the chair deems it necessary or advisable to reschedule the time or date of a regular meeting, the chair may do so, in consultation with the president and the remainder of the Board. Reasons for rescheduling may include, but are not limited to, assuring quorum, accommodating other College needs for the Board Room, and avoiding conflicts with holidays or community/College events. The chair may upon his or her own motion, or at the request of three members of the Board, by giving notice to all members of the Board and the public call for an emergency meeting or special meeting of the Board; provided, however, special meetings must be called and noticed at least 24 hours prior to the holding of the special meeting. All

meetings of the Board will be called, noticed, and held in accordance with the rules of the Board, ORS Chapter 341, and Oregon's Public Meetings Law.

2. To foster equitable participation by all Board members and to facilitate efficient and effective meetings, the Board shall generally follow Robert's Rules of Order in the conduct of meetings.

3. At the annual organization meeting, to be held as part of the regular July Board meeting, the Board shall elect a chair and a vice chair. The vice-chair will serve as chair-elect, with the expectation, but not the obligation, of becoming chair. No vice-chair is required to subsequently serve as chair, and the Board has no obligation to elect a former vice-chair as chair. The vice-chair shall fulfill the duties of the chair in the absence of the chair.

4. When a vacancy as specified under ORS 341.335(1)(a)-(d) occurs on the Board, the remaining Board members shall cause the College to publicly advertise the vacancy and seek applications from members of the public who reside within the zone represented by the vacancy. The Board shall prescribe the format in which applications to fill the vacancy are to be submitted. Time permitting, the Board may choose to convene a subcommittee of Board members to screen applications, and/or interview applicants, and make a recommendation to the Board. At a regular or special meeting, the Board shall then fill the vacancy with a qualified individual. The member so selected shall serve until the next Board election at which time the current Board member (or a successor) shall be formally elected to fill the remainder of the unexpired term, if applicable.

5. During the budget review process, the Board will convene the District Budget Committee, in accordance with ORS Chapter 294.

6. The Board Chair, with input from Board members and the President, will set the Board's meeting agendas. The Chair will seek to base agendas upon then-current issues for the College as well as upon the goals and issues agreed upon by the full board at a retreat.

7. To the extent permitted by Oregon law and College technology, Board members may participate in meetings via telephonic conference call or other electronic means of conferring and be considered present, provided all members of the Board and the public attending the

meeting can reasonably hear the voice of the Board member and the Board member can reasonably hear the voices of the other members of the Board and the public attending the meeting. In accordance with applicable law, the College will provide electronic access or other means for the public to attend meetings of the Board.

8. The Board will give high priority to participation by members of the public and of the College community. The Board reserves the right to establish time limits for public comment, take partial testimony, to limit debate, or to take whatever actions are necessary to offer a fair hearing to an individual within the time necessary to complete the published agenda.

9. The naming of any campus, building, or significant spaces within Central Oregon Community College shall be at the discretion of the Board of Directors.

A. The Board may choose to name a building after a major geographical feature, facility function or after persons
involved with the College or state of Oregon. The Board may use a naming committee to recommend names for
particular campuses, buildings or significant spaces

B. The Board may choose to name smaller areas of the College, such as rooms or spaces, after persons living or
deceased, or organizations which have given a major service or made major contributions to the College or College
distrcit.

C. The Board will consult with, and consider requests from, the president and the executive director of the COCC
Foundation in exercising naming opportunities.

D. The Board may, as it deems appropriate, change the name of any campus, building, room, space, or area of the
College.

10. When the Board finds it to be in the best interest of the College, the Board may disregard any of its policies and take action contrary to such policy(ies).