

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a special board meeting for Carver Model Policy Governance Training, facilitated by Dr. Pamela Transue from the Association of Community College Trustees (ACCT), Wednesday, September 2, 2015, at 8:00 a.m. in the ATEC Masto Conference Center in Building 1800 on the Big Bend Community College campus.

Attendees: Trustee Chair Stephen McFadden, Trustee Anna Franz, Trustee Jon Lane, Trustee Juanita Richards, Trustee Mike Villarreal, President Leas, Dean of Workforce Education Daneen Berry-Guerin, AAG Mirisa Bradbury, EA Melinda Dourte, Faculty Association President Kathleen Duvall, Dean of Library Resources Tim Fuhrman, Dean of Arts & Science Kara Garrett, , VP Kim Garza, Associate VP Candy Lacher, VP Bob Mohrbacher, Executive Director of Foundation LeAnne Parton, Dean of Institutional Research Valerie Parton, Executive Director of Business Office Charlene Rios, VP Linda Schoonmaker, Director of Public Information Doug Sly, Director of BBT Rick Sparks.

Chair Stephen McFadden reminded all that the training is being captured on MediaSite.

Dr. Transue began the meeting asking each attendee to answer the question, “What does our community need from BBCC?” Trustee Richards answered affordable education. VP Bob Mohrbacher answered options for higher education. Trustee Mike Villarreal answered continued access, moving forward, keeping pace, and technology. Faculty Association President Kathleen Duvall answered opportunity for learning, which changes lives. Executive Director Charlene Rios answered opportunities for the middle class. Director of BBT Rick Sparks answered anchor of education with a social and cultural focus, teaching people how to learn. Associate VP Candy Lacher answered skills training. VP Linda Schoonmaker answered accessibility and opportunities for the middle class. President Terry Leas answered addressing needs, catalyst for change, lifelong learning. Trustee Stephen McFadden answered cutting edge of technology, training, educational opportunities for BBCC’s vast geographical area. PIO Doug Sly answered opportunities for the middle class, job skills, transfer opportunities. Dean Kara Garrett answered provider of dreams. Dean Daneen Berry Guerin answered well-trained, skilled employees. Executive Director of the Foundation answered access, allowing people to achieve their dreams. Trustee Anna Franz answered college growth. VP Kim Garza answered industry resource, resource of experts. Trustee Jon Lane answered transforming lives, opportunities for the middle class, wrap-around services. Dean Tim Fuhrman answered the realization that college is possible. EA Melinda Dourte answered to help people overcome the barrier of fear. Dean Valerie Parton answered it changes people’s lives and provides economic growth

Dr. Transue provided a brief refresher on the Carver Model of Policy Governance. This is a system for boards using accountability and effective principles of Ends, or organizational purpose, and means, or organizational issues. Are expectations (Ends) being met? This is an integrated system of governance that avoids pitfalls of rubberstamping or micromanaging. The board performs policy oversight.

It is important to remember the board as a whole has the authority. Board members must always represent interests of all community members of the college. The board speaks with one voice, or not at all. The board chair is responsible to represent the board's decisions. The board establishes ends policies, governance policies, board staff linkage, and executive limitations. BBCC's board policy 1000 is a good example of policy governance.

The Carver Model states the broadest most-inclusive Ends statement that the board is comfortable with should be used. Board committees do not work well with the Carver Model because the board should work as a unit holding the president accountable. Evaluation of progress toward the Ends should occur regularly, perhaps monthly.

Dr. Transue led the group through a few case study examples.

Trustees expressed interest in learning the proper role of trustees in the probationary tenure review process. Statutory authority gives the board authority to award tenure. All hiring decisions are delegated to the president except awarding tenure. The board is an objective body in the tenure process, which is part of the board-approved contractual agreement (negotiated agreement) between the college and the faculty association. The probationary tenure process is detailed in the agreement. The board members review the probationary review binders which include peer reviews, student reviews, self-evaluations and evaluations by the instructor's supervisor before tenure is awarded.

The probationary tenure decision is different than other college hiring decisions. Faculty members are fully vested as members of shared governance. Faculty members are responsible for the curriculum of the college. Faculty Association President Kathleen Duvall stated the probationary committee is very invested in the nuts and bolts of the process. The trustees are responsible for hiring the president, awarding tenure, and budget approval. The board's involvement in the probationary tenure review process provides an element of separation between faculty and staff.

Ends Statements

Dr. Transue described Ends 2 Student Success, 3 Excellence in Teaching and Learning, and 4 Community Engagement as reflective of BBCC's core themes, which comply with accreditation requirements. The data in the monitoring reports correlates with the core theme objectives through the indicators for Ends 2, 3, and 4. Rather than reviewing each monitoring report annually, the information may be reviewed more often. More internal discussion is needed before changing the process. It is important to report on outcomes rather than inputs. The objectives are included in the Academic Master Plan (AMP) and reviewed by the AMP Committee, which includes staff, faculty members, and students. The group discussed adding indicators regarding the work of the Foundation.

Ends 1 Mission, 5 Integrity and Stewardship, and 6 Inclusion and Climate have fewer detailed objectives and indicators. How could these be improved?

Dr. Transue announced a ten-minute-break. The group reconvened at breakout tables to discuss Ends Statement objectives in more detail.

The E-1 Mission group was represented by President Leas. The mission is easy to understand and remember. The mission statement revision has brought improvement expectations for increased performance with Hispanic students; more focus on community engagement programs such as CBIS, Community Knowledge Centers, and partnerships with employers; and moves BBCC from “present and relevant” to “prominent and essential.” It is important to continually examine the mission.

The E-2 Student Success group was represented by board chair Stephen McFadden. This End is paramount to BBCC. Need to revise “access to opportunities” and make it a more active engagement statement (sharper tool). Regarding indicator 1.1, do we deliver our message to potential students where they live? What is the board’s definition of access and expectations of E-2? Is there a measureable increase in FTEs as a result of delivering the access message? How do we anticipate if satellite facilities would attract non-traditional segments of the community (monolingual, Spanish speaking, older students, and working students)? Regarding indicator 1.2, we need to examine the use of technology and resources to track how services are used. Databases with card reader information provide evidence of accessed services. Regarding indicator 1.3, a gap analysis would be helpful.

The E-3 Excellence in Teaching and Learning group was represented by Trustee Anna Franz. Suggestions included revising indicator 2.2 to “high academic and industry standards.” This is an area for faculty to report innovative changes to their programs. Workforce advisory reports would also be evidence of meeting industry standards. External certification rates are good, how do we get results for programs that don’t have external certifications? Are BBCC students meeting local employer standards? Are BBCC programs current and rigorous? Suggested adding PDU reports to evidence for indicator 2.3. VP Garza has increased professional development opportunities on campus.

The E-4 Community Engagement group reported it is difficult to document and measure industry partnerships. How do we report economic impact? JSP grants are good information, but we need more. How do we quantify and set goals around this? Do we have a measureable goal regarding BBCC’s cultural impact on our communities? A speaker series open to the public would help in this area. Should health and wellness be an objective? Trustee Lane commented including health and wellness objective will help support the health/wellness capital project. How do we measure economic impact? How do we make the board aware of how the budget process is tied to strategic goals? Should sustainable practice be more narrowly defined? Campus efforts to be student-ready fit within indicator 3.4 inclusive environment. There will be a student-ready discussion during the campus-wide in-service September 14. Multicultural and diversity awareness is evolving on campus.

Trustee Mike Villarreal represented the E-5 Integrity and Stewardship group. This End needs more indicators. We need to define the terms integrity and ethical. More work is needed in this area.

Trustee Juanita Richards shared information from the E-6 Inclusion and Climate group. We need to continue to increase people's willingness to understand and celebrate differences and be okay with being uncomfortable. Suggestions for additional objectives could read "increase awareness of and celebrate cultural differences through training activities and events," "encourage environment that welcomes discussion and dialog with all stakeholder groups," and "engage community and partners in broader social and cultural customs affecting the district."

President Leas shared the idea of monitoring the End statements more regularly than annually, perhaps a dashboard approach. Trustee Mike Villarreal stated the school district reports this kind of information monthly, and it is important to know that the information requested is useful and doesn't cause busywork. Data collection and representation in a scorecard, rather than a narrative, will streamline the effort. It is important that the information is relevant for the trustees and college staff.

Per policy governance, the trustees set expectations, which dictate behavior of staff to use creativity and innovation to hit outcomes. Reporting informs the trustees and affects the performance of the staff by measuring enrollment and budget. For example, BBCC was very deliberate to achieve improvement in academic Latino students as result of observing a downward trend in the data.

President Leas, Dr. Transue, and the trustees discussed the presidential evaluation process during lunch from noon to 1:00 p.m.

Per policy governance the president's evaluation is based on how the trustees rate the attainment of the Ends. The Carver Model can be flexed to what works for the college. The 360 degree surveys do not conflict with the Carver Policy Governance Model. It is appropriate for trustees to gather feedback from communities and share information.

Board Chair Stephen McFadden announced a 15-minute Executive Session to discuss items provided for in RCW 42.30.110 (1): (g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee.

The board reconvened at 1:15 with no action taken.

The group discussed the Board/Administrative Retreat schedule for September 9. The trustees anticipate the president's evaluation will be completed during the October 29, 2015 board meeting.

Meeting adjourned 1:30 p.m.

Stephen McFadden, Chair

ATTEST:

Terrence Leas, Secretary