



Board of Trustees Regular Board Meeting

**March 3, 2016
1:30 p.m.**

**ATEC
Hardin Community Room**

**Community College District No. 18
7662 Chanute Street NE
Moses Lake WA 98837**

Spring 2016 Campus Events

March							April							May						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

March	3	Board of Trustees Meeting; 1:30 p.m.; Hardin Community Room
		ASB Grocery Store Bingo; 7:00 p.m.; Masto Conference Center
	4	ASB Club Leadership Training 10:00 a.m.
	5	Viking Baseball vs Grays Harbor CC; 10:00 a.m.; BBCC (Double Header)
	6	Viking Baseball vs Grays Harbor CC; 10:00 a.m.; BBCC (Double Header)
	8	ASB PorkFest; 10:30-1:00 p.m.; Masto Conference Center
	9	ASB Motivational Speaker; 1:00 p.m.; Masto Conference Center
	10	ASB Easter Egg Hunt; 10:00 p.m.; Peterson Gallery
	11	Viking Baseball vs Thompson River University; 2:00 p.m.
		Viking Softball vs Pierce College; 2:00 p.m. (double-header)
	12	Viking Baseball vs Thompson River University; 11:00 a.m. (double-header)
		Viking Softball vs EWU; 12:00 p.m. (double-header)
		Columbia Basin Allied Arts; Brit Beat Beatles Tribute; 7:00 p.m. Wallenstien Theater
	13	Viking Baseball vs Thompson River University; 10:00 a.m. (double-header)
	16	ASB Free Pool; 8-5:00 p.m.; Library Campout 8:00 p.m.; Peterson Gallery
		BBCC Community Choir; 7:00 p.m.; Wallenstien Theater
	18	Viking Softball vs Yakima Valley CC; 2:00 p.m. (double-header)
		Viking Baseball vs Thompson River University; 2:00 p.m.
	19	Viking Softball vs Wenatchee Valley CC; 12:00 p.m. (double-header)
		Viking Baseball vs Thompson River University/Green River CC; Time TBA
	20	Viking Baseball vs Thompson River University/Green River CC; 10:00 a.m.
	21-25	BBCC Spring Break
	30	Viking Baseball vs Columbia Basin College; 1:00 p.m.
April	1	Viking Softball vs Walla Walla CC; 2:00 p.m. (double-header)
	2	Viking Softball vs Blue Mountain CC; 12:00 p.m. (double-header)
	6	Viking Baseball vs CC of Spokane; 1:00 p.m. (double-header)



Timothy Woodiwiss
BBCC's Transforming Lives Nominee



COMMUNITY COLLEGE DISTRICT NO. 18
BIG BEND COMMUNITY COLLEGE
 7662 Chanute Street Moses Lake, Washington 98837
 Regular Board Meeting Agenda
 Thursday, March 3, 2016, 1:30 p.m.
 ATEC- Hardin Community Room

Governing Board Members:

Stephen McFadden
Chair

Anna Franz, J.D.
Vice Chair

Jon Lane

Juanita Richards

Miguel Villarreal, Ed.D.

Terry Leas, Ph.D.
President

Values

Student Success
 Excellence in Teaching & Learning
 Inclusion
 Community Engagement
 Integrity & Stewardship

Vision

Big Bend Community College
 inspires every student to be
 successful.

Mission

Big Bend Community College
 delivers lifelong learning
 through commitment to
 student success,
 excellence in teaching and
 learning, and
 community engagement.

Action

- | | | | |
|-----|-----|--|-----|
| A | 1. | Call to Order/Roll Call
Pledge of Allegiance – Veteran | |
| I | 2. | Introductions – Women’s Basketball Team | |
| I/A | 3. | Consent Agenda | |
| | a. | Meeting Minutes January 21, 2016 | (A) |
| | b. | President’s Activity Update | (I) |
| | c. | Student Success | (I) |
| | d. | Accreditation | (I) |
| | e. | Assessment | (I) |
| | f. | Capital Project Report | (I) |
| | g. | Safety & Security Update | (I) |
| | h. | Human Resources Report | (I) |
| | i. | Classified Staff Report | (I) |
| | j. | Enrollment Report | (I) |
| I | 4. | Remarks (Public comment to the Board regarding any item on the agenda may be made at the time of its presentation to the Board according to the conditions set in Board Policy 1001.3.E) | |
| | a. | ASB President – Blake Springer | |
| | b. | Classified Staff Representative – Robin Arriaga | |
| | c. | Faculty Association President – Kathleen Duvall | |
| | d. | VP Finance & Administration – Linda Schoonmaker | |
| | e. | VP Instruction/Student Services – Dr. Bob Mohrbacher | |
| | f. | VP Human Resources & Labor – Kim Garza | |
| | g. | Executive Director BBCC Foundation – LeAnne Parton | |
| I/A | 5. | AMP Community Engagement Monitoring Report – Dean Valerie Parton | |
| | | -----BREAK----- | |
| | | Executive Session | |
| A | 6. | Probationary Tenure Review List – VP Bob Mohrbacher | |
| I/A | 7. | President’s Evaluation – VP Kim Garza | |
| A | 8. | Exceptional Faculty Awards – VP Bob Mohrbacher | |
| I | 9. | ACT Awards – President Terry Leas | |
| I | 10. | Board Policy for Information – President Terry Leas | |
| I | 11. | Assessment of Board Activity – Trustees | |
| I | 12. | Next Regularly Scheduled Board Meeting – Trustees | |
| I | 13. | Miscellaneous – Chair Stephen McFadden, President Leas | |
| | | Adjournment | |

The Board may adjourn to an Executive Session to discuss items provided for in RCW 42.30.110 (1):
 (b) to consider the selection of a site or the acquisition of real estate by lease or purchase;
 (c) to consider the minimum price at which real estate will be offered for sale or lease;
 (d) to review negotiations on the performance of a publicly bid contract;
 (f) to receive and evaluate complaints or charges brought against a public officer or employee;
(g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;
 (h) to evaluate the qualifications of a candidate for appointment to elective office;
 (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions or litigation or potential litigation.

NEXT MEETING REMINDER – April 7, 2016

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President’s Office at 793-2001 (or TDD 762-6335) as soon as possible to allow sufficient time to make arrangements.

BIG BEND COMMUNITY COLLEGE

Date: 3/03/16

ITEM #3: CONSENT AGENDA (for action)

- a. Board Meeting Minutes

BACKGROUND:

The minutes of the regular board meeting January 21, 2016, are included for approval.

Prepared by the President's Office.

RECOMMENDATIONS:

President Leas recommends the Board of Trustees approves the minutes.

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held its regular Board meeting Thursday, January 21, 2016, at 1:30 p.m. in the ATEC Hardin Community room in Building 1800 on the Big Bend Community College campus.

1. Call to Order

Present: Anna Franz
Jon Lane
Stephen McFadden
Mike Villarreal

Donnie Brown, IT Specialist 1, and U.S. Army, Combat Engineer and Communication Specialist led the pledge of allegiance. He served two tours in Iraq.

2. Introductions

The Men's Basketball team was introduced. Coach Mark Poth reported the team's win/loss ratio is 4-0 in the league, and they are tied for first place. They played in a tournament in Arizona with the top junior colleges in the nation and placed second. Coach Poth described the team as dedicated and academically strong. Their average GPA is above 3.0. Mingo Scott and Spencer Pingel are the assistant coaches. The players introduced themselves: Riley Bruneel from ID, Mogga Lado from Nampa ID, Osamu Igodan from Los Angeles, CA, Carter Flora from ID, Ryker Pierce from Rexburg, ID, Keshawn Liggins from Middleton, Id, Wyatt Johnson from Victor, ID, AJ Miles from Pullman, WA, Garrett Leavitt from Mesquite, NV, Conner Cammack from ID, Rich Holman, Colby Daniels, and Derek Martinez from Moses Lake, Leo Behrend from ID, and Connor Meyerhoeffer from Idaho Falls, ID.

New employees were also introduced. Laura Goodall is the program assistant for the Unmanned Aerial Systems (UAS) program. Julie Chang is the STEM engineering curriculum specialist. Kristine Sarles is the classroom and lab tech 2 for the sciences. Former employee and BBCC graduate, Enedelia Nicholson, is now the outreach coordinator. Lisa Johnson is the newly hired custodian.

3. Consent Agenda

a) Approval of Board Meeting Minutes December 3, 2015 (A); b) President's Update (I); c) Student Success (I); d) Accreditation (I); e) Capital Project Report (I); f) Safety & Security Report; g) Human Resources Report (I); h) Classified Staff Report (I); i) Enrollment Report (I); j) Quarterly Budget Update.

Motion 16-01

Trustee Jon Lane moved to approve the consent agenda. Trustee Anna Franz seconded, and the motion carried.

4. Remarks

- a. ASB President Blake Springer provided the ASB report. ASB has sponsored several activities, including an Acapella group from Atlanta, free pool and library campout during finals week. ASB officers have also been involved with home basketball games. The latest lunchfest, which was a breakfastfest, fed 199 students and staff members and featured a young singer from Nashville. The following day Maggie Lewis, the youngest person to start an entertainment agency at the age of 23, presented information about setting and achieving goals. Last Thursday, ASB held a free ice skating night for students with 104 participating at Larson Skating Rink.

This week, ASB sponsored a Blood Drive as well as an intramural pool tournament. Thrillin' Third Thursday, will feature a comedian/dancer, who performed on America's Got Talent, and a comedian/magician. Next week ASB sponsors free movie night on Thursday, at the Lee Theater in Ephrata, as well another home basketball game on Wednesday.

The Phi Theta Kappa chapter, Rho Zeta, worked on their College Project and Honors in Action hallmark essays. They have supplied concessions for the Allied Arts and ASB Third Thursday events. Rho Zeta is hosting Soup-R-Bowl, a canned food drive February 1-4, and their winter induction is scheduled for February 22.

- b. Robin Arriaga, STAR Committee Co-chair, reported that the committee helped with the holiday potluck and photographed employees at the festive photo booth. The committee's current service project is seeking donations for the Daze of Camelot no-kill animal shelter. BBT staff member Donnie Brown presented computer protection training for staff. Co-chair Arriaga reported that Classified Staff have implemented a successful mentoring program for new employees. The STAR committee provided a draft proposal to President Leas to institute an award for Classified Staff members that is similar to Emeritus awards.
- c. Faculty Association President Kathleen Duvall reported faculty activities. Saturday, January 9, BBCC counselors Heidi Gephart and MariAnne Zavala-Lopez presented two Running Start information sessions to parents and students attending the *GEAR UP 4 Tomorrow's Education Conference*. The event was held at BBCC, and sessions were provided in English and Spanish. Workshop sessions were also provided by Bonnie Jeffery (Career Services Coordinator), Raffaella Pixton (Financial Aid Advisor), and Enedelia Nicholson (Coordinator of Student Recruitment & Outreach). More than 200 students attended the conference.

Medical Assistant (MA) Program Coordinator/Instructor Kyla Ohs reported that the MA students were involved in volunteering at the elementary and middle schools during October and November. They helped with the annual vision and hearing screening for all grades. In addition to this, the MA students will be taking school district employees' vital signs as part of the district's wellness program. Both of these volunteer opportunities give our students valuable

experience practicing their skills as well as interacting with the public in a health setting.

Math Instructional Specialist Sarah Adams reported the STEM Center is open Sundays from 3:00-8:00 p.m. Students with Monday tests are using the time to study.

Early Childhood Education (ECE) Curriculum Developer Jenny Nighswonger reported the ECE program is offering 3 ECED courses in Spanish in Othello to family home providers. Tuesday evening classes are offered at the Othello High School, the same building that the Adult Basic Education (ABE) and English as a Second Language (ESL) classes are offered. Amber Giles is the instructor. This community outreach would not be possible without partners like the Othello School District, Othello Hospital, Child Care Aware, and the Department of Early Learning.

- d. VP Linda Schoonmaker shared facility updates. The PTEC Committee met yesterday to review site orientations. Internal stakeholders involved in the Administration building (1400) registration/financial aid space remodel met to review changes and suggestions regarding a new configuration that will be open and inviting. The UAS Drone outdoor netted facility may be located in space south of the baseball diamond where the old tennis courts are located; the basketball courts will remain.
- e. VP Bob Mohrbacher introduced Director of Adult Education Tyler Wallace, and BBCC graduate and now BBCC Instructor Rosemary Parson distributed calendars developed in their department. Instructor Parsons shared that their student enrollment has grown 29%. They offer adult education classes in Othello, Warden, Quincy, Mattawa, and Royal City.

Trustee Mike Villarreal thanked them for the calendar and their efforts making connections with community members. Trustee Jon Lane remarked that the Opportunity Center remodel has helped create a welcoming environment.

VP Bob Mohrbacher reported that the final fall quarter enrollment is in the consent agenda, and it indicates BBCC's state FTE count is up by 7%. The 10-day enrollment for winter quarter is also up. Many other schools in the state are reporting decreased enrollment counts. VP Mohrbacher attributed the increased enrollment to Adult Basic Education's new classes and locations, the annual schedule prepared by Dean Kara Garrett, and revamping the summer schedule.

- f. Dr. Leas shared that BBCC Foundation Executive Director LeAnne Parton is currently hosting the Cellarbration! tasting with the chef and auction winners. Dr. Leas reported that the Japanese Agricultural Exchange Council is having difficulties with immigration visas. When this issue is resolved, new staff will move to Seattle.

The Foundation's new scholarship software makes the online application process available for 2016-17. This process is more user friendly for students and scorers. BBCC scholarship applications are due February 19. Director Parton has presented information and workshops to area high schools. There are currently 150 scholarship applications for consideration. For the 2015-16 academic year, the BBCC Foundation awarded \$180,000 in scholarships.

Details of the trustees' scholarship account were shared. Donations for the year totaled \$720, and investment income was \$2,038. Scholarships totaling \$2,297 were awarded and expenses related to Transforming Lives dinners and investment expenses were deducted for a grand total of \$40,749.52 in the account.

- g. VP Kim Garza reported that the 2016 leadership series sessions will be based on the book *Leading at a Higher Level* by Ken Blanchard. Representatives from the CWU Center for Diversity and Justice will present a Safe Zone training February 19 focusing on providing a supportive environment for lesbian, gay, transgender, bisexual and queer people at BBCC.

Trustee Jon Lane remarked that BBCC is a hidden gem and is successfully creating an environment where people want to work.

Institutional Research Data Analyst Starr Bernhardt asked if the trustees had any questions regarding the community engagement feedback request. This is a portion of the work that was formerly completed during the summer. The request covers four objectives with worksheets for ratings and feedback, and it is due January 27. The results will be shared during the March 3 board meeting.

5. President's Evaluation

VP Kim Garza asked the trustees about stakeholder group feedback regarding the president's evaluation. The trustees are interested in more narrative responses from external stakeholders. Chair Stephen McFadden stated he would like information to gauge the width and breadth of community stakeholder perspectives in Grant and Adams counties. VP Kim Garza will provide a draft evaluation tool for the next meeting. It will be important for the trustees to define community and who fits within the stakeholder groups. Chair Stephen McFadden agreed that the tool can be finalized in April and the survey conducted in May. The trustees will consider whether the purpose of the survey is to monitor and assess the president or the institution and discuss this further at the March 3 meeting. Trustee Jon Lane asked that VP Garza determine how other institutions conduct the president's evaluation.

6. Crisis Management & Video

Director of Safety and Security Kyle Foreman shared a video of an incident in the business office that occurred on October 27, 2015. A non-student, who has been a concern in the past, entered the business office dressed in military clothing with

a ski mask over his face and reached into a suitcase for papers. It looked very similar to the beginning of an active shooter incident. Eighteen months ago, this same individual entered the Othello Police Department and shot a BB gun. A one-year, no-trespass order was issued to the individual to keep him off campus.

Follow-up trainings have been offered on campus. Trustees discussed their role to support the president in the event of a campus crisis.

7. Probationary Tenure Reviews

The probationary tenure review binders will be available for the trustees' review on February 1. The trustees will take action on the reviews during the board meeting on March 3.

8. Board Policy (BP) for Action

The BP regarding Credit for Prior Learning Assessment & Military Training was presented for consideration at the last board meeting. VP Bob Mohrbacher stated this BP does not change our current practices. An Administrative Process (AP) will be developed after the board approves the BP.

Motion 16-02

Trustee Mike Villarreal moved to approve the BP regarding Credit for Prior Learning Assessment & Military as presented. Trustee Jon Lane seconded, and the motion carried.

Credit that veterans receive is evaluated by class or job and equated to learning standards per the ACE guide. Veterans' DD214 documents list the classes the veteran has taken.

9. Assessment of Board Activity

Trustee Jon Lane reported that as the ACT President-elect, he attended the WACTC meeting at Lake WA Technical College and toured the facility. He also attended the BBCC holiday potluck. Trustee Lane volunteered to serve as an observer on the SBCTC capital project scoring committee. He attended a very intricate and detailed training to prepare him for his role. There are nine projects to score, and each project takes around 4 hours to score. Trustee Lane was in Olympia with the College Promise Group, including representatives for all levels of education in Washington State. The group visited legislators with a unified mission to advocate for the education system from early learning through a 4-year degree. He emphasized the importance of our student stories and the impact they have. Trustee Lane also plans to attend the Transforming Lives dinner and New Trustee Orientation in Olympia.

Trustee Mike Villarreal stated he attended the local Transforming Lives dinner and enjoyed the tradition of supporting student success. He also attended an Othello Rotary meeting with President Leas, and he discussed the Othello School District in his role as Assistant Superintendent. Trustee Villarreal

complimented President Leas on his spontaneous presentation to the Rotary. Lastly, Trustee Villarreal attended the BBCC vs. YVCC basketball game with his family and appreciated the good sportsmanship the BBCC team displayed.

Trustee Anna Franz reported that she attended the local Transforming Lives dinner.

Trustee Stephen McFadden reported that he attended the local Transforming Lives dinner which was well done. He also attended the holiday potluck, and he complimented VP Kim Garza. In his role as the Adams County Director of Economic Development, he learned that industry in Othello wanted a networking opportunity. He launched the Othello Industry Council. Their first quarterly luncheon was held yesterday, and BBCC was well represented. Trustee McFadden will also be working with the Othello School District on a career fair to expose middle and high school students to specialty jobs for local companies.

10. Next Regularly Scheduled Meeting

The next meeting is scheduled on March 3, 2016.

11. Miscellaneous

Board Chair Stephen McFadden read a letter from Trustee Emeritus Mike Blakely into the record.

Please accept my personal thank you to the administrators and staff who supported the Emeritus designation awarded to me recently. A special thank you to the Board of Trustees who ultimately voted to recognize me with this award. Emeritus status is the most important designation I could ever receive because it recognizes a link to the college forever. Thank you for this honor, which I will cherish for the rest of my life. A special thank you to Board Chair, Stephen McFadden, for presenting the certificate and plaque to me. Your presentation was perfect; with a little bit of humor, some seriousness and deep sincerity, which I will always appreciate. If you haven't noticed you are considered the top community college in the State. Keep up the good work.

Board Chair McFadden stated Trustee Emeritus Mike Blakely is an ambassador for the college that we all aspire to be.

President Leas stated the assessment of activities reflects well on the board and community engagement. Trustee McFadden hosted an industry meeting in Othello in which BBCC participated. This was a great way for a trustee to work with the community. Trustee Lane met with Dean of WorkForce Education Daneen Berry-Guerin, VP Bob Mohrbacher, and President Leas to share his connection with Regents from WSU and UW. One of the regents is a former Boeing executive and the other is a former Alaska Airlines executive, who had some ideas about replacing BBCC's fleet. President Leas thanked the trustees for their strategic high-level efforts.

President Leas shared Transforming Lives nominees' photo/story poster sheets that will be shared with legislators during the ACT Legislative Conference.

Trustee McFadden invited all to the Adams County Legislative Reception in Olympia, Thursday, February 25 in the Columbia Room in the legislative building 6:30-8:00 p.m. Senator Mark Schoesler will be the key note speaker.

President Leas reminded the trustees about the Sim Tech Lab tour and visit to see Syndaver immediately following the meeting. President Leas recently invited Samaritan Healthcare CEO Theresa Sullivan to tour the Sim Tech Lab. Samaritan Healthcare is hoping to begin using Epic Software and is exploring how to provide access to BBCC for nursing training.

Motion 16-03 Trustee Mike Villarreal moved to adjourn the meeting.
Trustee Jon Lane seconded, and the motion carried.

The meeting adjourned at 3:19 p.m.

Stephen McFadden, Chair

ATTEST:

Terrence Leas, Secretary

BIG BEND COMMUNITY COLLEGE

Date: 3/03/16

ITEM #3 CONSENT AGENDA (for information)

b. President's Activity Update

BACKGROUND:

Highlights of President Leas' activities from January 1, 2016, through February 12, 2016, follow.

Prepared by the President's Office.

RECOMMENDATION:

None.

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Location	Comments
1/05/16	Standing Committee Meeting	Shared Governance		
1/06/16	Sodexo District Manager Rick Waldt	Consultation		
1/06/16	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	Moses Lake Rotary Luncheon	Community Engagement	Moses Lake	
	STEM Director James Saucedo	Program Support	BBCC	
	Athletic Director Preston Wilks	Rotary Tickets	BBCC	
1/07/16	Othello Asst Superintendent Mike Villarreal	Partnerships	Othello	
	Othello Rotary Luncheon	Community Engagement	Othello	Trustee Mike Villarreal
	Samaritan Healthcare Interim Chief Financial Officer	Program Support & Tour	BBCC	
1/08/16	WACTC Legislative Conference Call	Legislative News	BBCC	
1/11/16	Major Capital Project Selection Task Force	System Support	Conference Call	Trustee Jon Lane
	Title V Director Terry Kinzel	Program Support	BBCC	
	Capital Project Scoring	System Support	BBCC	
	Quincy Valley Leadership Meeting	Community Engagement	BBCC	
1/12/16	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	Review Draft Board Agenda	Guidance	BBCC	Trustee Stephen McFadden
1/13/16	Ritzville Superintendent Rob Roettger	Partnership	Ritzville	
	Ritzville Chamber Luncheon	Community Engagement	Ritzville	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Location	Comments
	Odessa Superintendent	Partnership	Odessa	
1/14/16	Capital Project Scoring	System Support	BBCC	
1/15/16	Shared Governance Council	Collaboration	BBCC	
	Capital Project Scoring	System Support	BBCC	
	ASB President Blake Springer	Collaboration	BBCC	
	Title V Director Terry Kinzel	Program Support	BBCC	
	WACTC Legislative Conference Call	Legislative News	BBCC	
1/19/15	Cabinet Meeting	Information Sharing Consultation	BBCC	
	Othello Industry Council Luncheon	Community Engagement	Othello	Trustee Stephen McFadden
	STEM Director James Saucedo	Program Support	BBCC	
	Capital Project Scoring	System Support	BBCC	
	Rotary Scholarship Foundation Board Mtg	Community Engagement	BBCC	
1/20/16	Grant County EDC Meeting	Community Engagement	BBCC	
	PTEC Meeting	Facilities	BBCC	
	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	Moses Lake Rotary Luncheon	Community Engagement	Moses Lake	
	Foundation Executive Director LeAnne Parton	Program Support	BBCC	
	Capital Project Scoring	System Support	BBCC	
1/21/16	Samaritan Healthcare Strategy & Finance Mtg	Community Engagement	BBCC	
	Capital Project Scoring	System Support	BBCC	
	BBCC Board Meeting	College Guidance	BBCC	
1/22/16	Breakfast & Blindspot	Professional Development	BBCC	
	Achieving the Dream Core Team Meeting	Program Support	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Location	Comments
	MediaSite Meeting	Collaboration	BBCC	
	Lunch & Learn "Leading at a Higher Level"	Professional Development		
	WACTC Legislative Conference Call	Legislative News	BBCC	
1/24/16	ACT Transforming Lives Dinner	Student Success	Olympia	Trustees Stephen McFadden, Jon Lane, Juanita Richards and Mike Villarreal
1/25/16	ACT Conference	System Support	Olympia	Trustees Stephen McFadden, Jon Lane, Juanita Richards and Mike Villarreal
1/25/16	Rep Joe Schmick Sen Mark Schoesler Rep Tom Dent Sen Judy Warnick Rep Mary Dye Rep Matt Manweller	Legislative Contacts	Olympia	Trustees Stephen McFadden, Jon Lane, Juanita Richards and Mike Villarreal
1/26/16	WACTC Meetings	System Support	Olympia	
	Samaritan Healthcare Preparing for Value-Based Transitions	Community Engagement	Olympia	
	Title V Director Terry Kinzel	Program Support	BBCC	
1/27/16	Capital Project Scoring	System Support	BBCC	
	Moses Lake Rotary Luncheon	Community Engagement	Moses Lake	
	WVC VP Chio Flores	Tour	BBCC	
	Capital Project Scoring	System Support	BBCC	
1/28/16	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	PIO Doug Sly	Collaboration	BBCC	
	North Central WorkForce Development Council	Community Engagement	BBCC	
	Dean of IR Valerie Parton	Program Support	BBCC	
	Probationary Binder	Excellence in Teaching &	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Location	Comments
	Review	Learning		
1/29/16	Probationary Binder Review	Excellence in Teaching & Learning	BBCC	
	Title V Director Terry Kinzel	Program Support	BBCC	
	WACTC Legislative Conference Call	Legislative News	BBCC	
2/01/16	Title V Unmanned Aerial Systems (UAS) Advisory Board Meeting	Program Support	BBCC	
2/02/16	Title V Unmanned Aerial Systems (UAS) Director Pat Ford	Planning	BBCC	
2/03/16	Moses Lake Rotary Luncheon	Community Engagement	Moses Lake	
	Foundation Director LeAnne Parton	Planning	BBCC	
	BBCC Commencement	Planning	BBCC	
2/04/16	STEM Director James Saucedo	Program Support	BBCC	
	ASB Officers	Collaboration	BBCC	
2/05/16	Faculty In-Service			
	WACTC Legislative Conference Call	Legislative News	BBCC	
2/08/16	Business Affairs Commission (BAC)	System Support	WebEx	
	President Emeritus Bill Bonaudi	Sharing	Moses Lake	
	Standing Committee Review	Shared Governance	BBCC	
2/09/16	Business Affairs Commission (BAC)	WACTC Liaison	Olympia	
2/10/16	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Location	Comments
	Moses Lake Rotary Luncheon	Community Engagement	Moses Lake	
	Title V Director Terry Kinzel	Program Support	BBCC	
2/11/16	VP Kim Garza	Collaboration	BBCC	
	Dean of IR Valerie Parton	Program Support	BBCC	
2/12/16	Shared Governance Council Meeting	Collaboration	BBCC	
	WACTC Legislative Conference Call	Legislative News	BBCC	

BIG BEND COMMUNITY COLLEGE

Date: 3/03/16

ITEM #3: CONSENT AGENDA

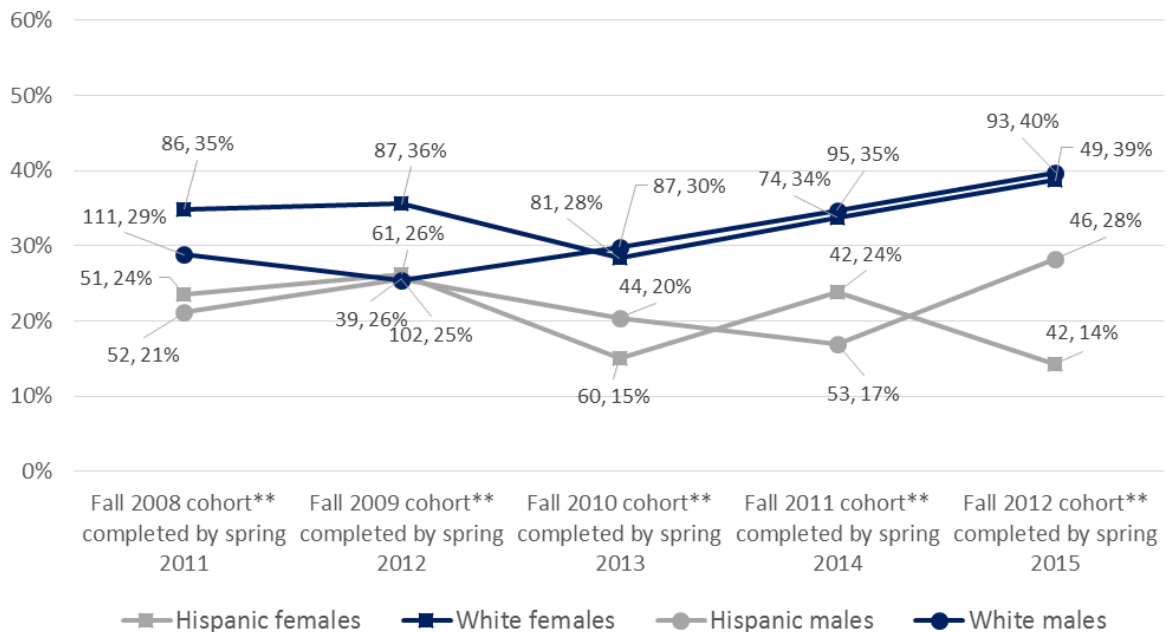
c. Student Success

Twelve faculty and staff attended the Achieving the Dream (AtD) Annual Institute on Student Success during the week of February 22. During the AtD conference, faculty and staff will learn about national initiatives and best practices that enhance student success.

Big Bend Community College will submit an implementation plan to the AtD National Reform Network in April. The ultimate focus of the AtD plan will be to improve students' completion rates and to close achievement gaps among different student groups.

The AtD Data Team, comprised of faculty and staff, reviewed student characteristics to see where differences appear and will make recommendations based on the data reviewed. The following charts and tables show some of the data reviewed. From this information, the Data Team has focused on Latino and white student achievement gaps.

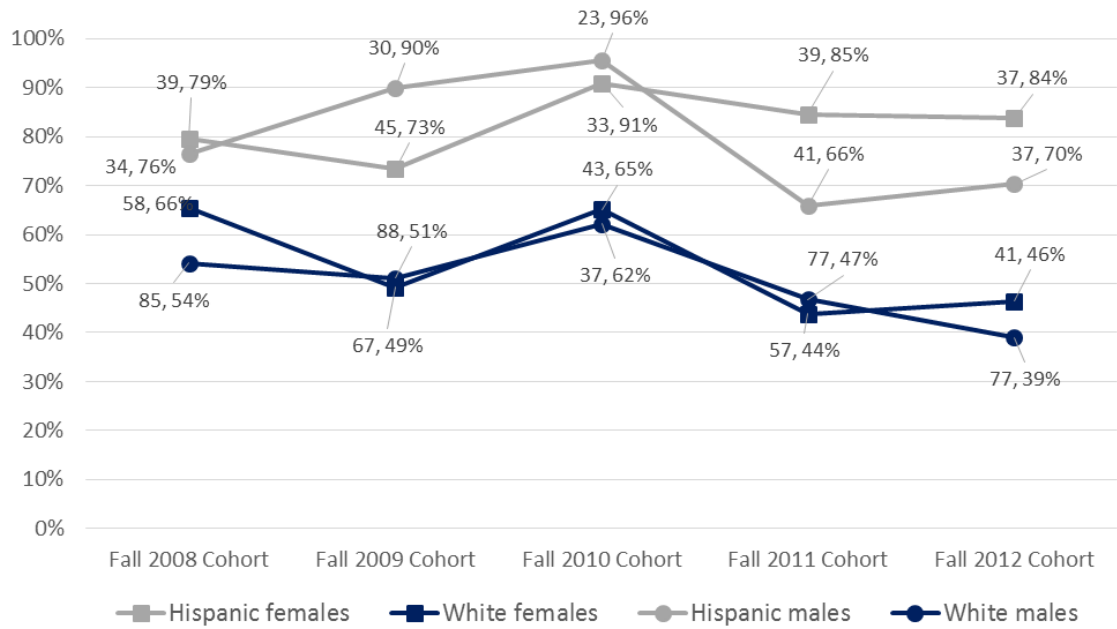
Completion* Rates by Race/Ethnicity and Sex



*Completions include certificates and degrees

**Cohorts consist of new non-Running Start students in fall quarter with unclear, professional-technical, or transfer intent who provided race/ethnicity and sex information

Percent of non-Running Start students who placed in pre-college level math AND English



Prepared by Dean of Institutional Research Valerie Parton and Research Analyst Starr Bernhardt

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 3/03/16

ITEM #3: CONSENT AGENDA (for information)

d. Accreditation Update

February 10, 2017, the Northwest Commission on Colleges and Universities (NWCCU) sent a letter to Big Bend Community College stating that the Northwest Commission on Colleges and Universities accepted Big Bend Community College's Fall 2015 Mid-Cycle Report which addressed Recommendation 2 of the Fall 2012 Comprehensive Peer-Evaluation Report.

The following paragraph of the letter explained the next steps for Big Bend Community College. *"The Commission determined that Recommendation 2 of the Fall 2012 Comprehensive Peer-Evaluation Report remains an area where Big Bend Community College is substantially in compliance with Commission criteria for accreditation, but is still in need of improvement. Accordingly, the Commission requests that the College prepare and submit an Ad Hoc Report and host a visit by a Commission representative in Spring 2017 to again address Recommendation 2 of the Fall 2012 Comprehensive Peer-Evaluation."*

Recommendation 2 from the 2012 Comprehensive Peer Evaluation Report

The evaluators recommend that the college document enhancement of student learning achievement which is informed and guided by systematic assessment of student learning (4.B.2), that the college develop an effective, regular, and comprehensive system of assessment that documents student achievement of identified course, program, and degree learning outcomes. (4.A.3)

Prior to receiving the NWCCU letter, the BBCC Assessment Committee began to address the informal feedback from the NWCCU peer evaluators.

Prepared by Dean of Institutional Research Valerie Parton.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 3/03/16

ITEM #3: CONSENT AGENDA (for information)

e. Assessment Update

The Assessment Committee met in early February to discuss informal assessment feedback from the Accreditation Peer Evaluators.

The primary focus was to describe and provide examples of course, program, and degree outcomes.

The next steps include:

- Further development of individual educational program and degree outcomes
- Establish a system to show the connection between course, program, and degree outcomes
- Track progress over time for completion of program and/or degree outcomes

Prepared by Dean Valerie Parton.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 3/3/2016

ITEM #3: CONSENT AGENDA (for information)

f. Capital Project Update

Ongoing Projects:

Drone Netted Facility: A Public Works Request has been submitted to DES to include possible engineering design for the netting enclosure. Small discussion with Kansas State University--they actually used a golfing range designer out of Florida to assist with their design! This facility is planned to be located over the unused tennis courts directly south of the Baseball field.

Baseball Field Wind Storm Damage/Renovation: The construction company is waiting for the bases to the poles to arrive before they can begin erecting the half wall around the backstop.

Building 2000, Gymnasium, "Wiggly Wall," 2nd Floor Balcony: The engineer provided us with options and estimates for repair. We selected the least disruptive to the esthetics of the wall, but still accomplishing the repair in an efficient and long-lasting method. We are now waiting for an estimate from the construction contractor.

Professional Technical Education Center (New Building): We are currently working on the final drafts of the Predesign submission for OFM review. We are planning on submission to OFM in March.

Building 1400 Student Center Remodel: We met several times to discuss and review several possible floor plans for this space. We wish it to be inviting and welcoming and continue to serve our students as well as our staff in an efficient manner.

Simulation Lab: As noted last month, still on schedule for end of March (during Spring Break) to do the refresh (carpet and paint) in the hallway directly outside of the SIM Lab.

History:

Baseball Field Wind Storm Damage/Renovation:

1/21/2016: The baseball field sustained wind storm damage on November 17, 2015 and during the assessment of the damage some additional renovation to the parts to be repaired was desired. Athletic funding will cover the costs of repair/renovation. We have an estimate from the contractor and are working on reducing the estimate and finding some innovative ways to stretch the existing athletic funding available to make these repairs/renovations. Best case scenario is that we can complete the construction before our 1st game the end of March.

Building 2000, Gymnasium, Wiggly Wall, 2nd Floor Balcony:

1/21/2016: We are currently waiting for response from engineer on estimating the costs and timelines with the various options for repair proposed.

12/3/2015: While we were having our Facility Condition survey, Steve Lewandowski of the State Board Capital division suggested a different method of 'shoring up' the wiggly wall, along with some other masonry concerns around campus. We asked DES to send a structural engineer to look at all of these masonry concerns. AHBL was here on the 17th and we expect a report in the next couple of weeks with details on severity of the various issues and the options to correct.

10/29/2015: The 2nd floor balcony wall on the East side is experiencing some looseness of the CMU (concrete masonry unit) wall creating a wiggle. The area is currently cordoned off for safety. Structural engineers have taken a look at it, and we are researching (\$) their suggestions for shoring up with bracing or replacing the wall with railing.

Professional Technical Education Center (New Building):

1/21/2016: Instructors and staff met to review the three site selections and raise the pros and cons of each site. Meeting for more detailed analysis will possibly occur 4th week of January.

12/3/2015: We've had several initial meetings with staff, instructors, students, public and partners. We will be having a site review meeting the day after this Board meeting to review SWOT for each of the three sites considered.

10/29/2015: We have set the dates on a series of meetings to gather information from the intended staff, instructors, students, public, and partners. Architects have been meeting with Instructors individually to inventory current equipment.

9/10/2015: Currently working on the project schedule with architect and DES for a completion date of pre-design and submittal to the Office of Financial Management (OFM) in the spring of 2016.

08/06/2015: Architect selection has been awarded to RGU Architects for the pre-design and design of PTEC.

Building 1400 Student Center Remodel:

1/21/2016: The second meeting was held, and general agreements on how the space should be organized were made. A couple of possible floor plans have been provided and another meeting is to be scheduled the 4th week of January.

12/3/2015: Our second meeting to discuss ideas and review some draft renderings of what the remodeled space might look like is scheduled for after this BOT meeting.

10/29/2015: Scheduled our first meeting of 'tenants' for October 30th to have a preview/general chat about what we want out of the remodel of the student center (registration/counseling/financial aid) area, what our \$'s might allow us to do, and what might be options for temporarily housing displaced folks

9/10/2015: Beginning backward planning for the timeline to make completion of June 30th, 2017.

8/06/2015: The funding agreement was signed with DES, and RGU Architects will begin design services for the remodel of the financial aid, registration, and admissions area.

Women's Softball Announcer's Booth:

1/21/2016: This project is now completed.

Simulation Lab:

1/21/2016: Instruction has moved their SIM equipment in to the space and the rooms are in use. There are still a few remaining contractor issues to be attended to, but the project is 98% complete. Our further work on the main hallway just outside of the new lab space will be refreshed with paint and new carpet with an estimated completion of Spring Break in March.

Minor Improvements-Building 1400 Upstairs Remodel:

12/3/2015: Project is now complete.

Facilities Master Planning:

8/06/2015: Final editing review has occurred, and the FMP has been printed and is presented to you today.

Prepared by VP Schoonmaker.

RECOMMENDATION: None.

BIG BEND COMMUNITY COLLEGE

Date: 3/03/16

ITEM #3: CONSENT AGENDA (for information)

g. Safety & Security Update

Director of Safety & Security Kyle Foreman will provide an update at the meeting.

Prepared by Director Kyle Foreman.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 3/03/16

ITEM #3: CONSENT AGENDA (for action)

h. Human Resources Report

BACKGROUND:

Recruitment & Selection:

Rafael Villalobos, Jr. accepted the position of Director of Advising for the Title V Unmanned Aerial Systems grant. Rafael will transition from his current position with the STEM grant to his new position during February.

Candy Lacher, Associate VP for Student Services announced her retirement. In preparation for her departure, the college has posted two positions. The first is a Dean of Student Services. This is a full-time, admin/exempt position reporting to the VP of Instruction & Student Services. The second position is a Registrar. This is also a full-time, admin/exempt position reporting to the new Dean of Student Services. We are currently accepting applications for both positions.

The position of Information Technology Specialist 1 was posted on February 9, 2016. This is a full-time, classified position replacing Terry Stenzel. This position closes at 12:00 p.m. on March 1.

The Agriculture Program Coordinator screening committee completed interviews for the position and a letter summarizing the strengths and weaknesses of each candidate has been forwarded to the President for his review and final selection.

Screening committees are currently reviewing applications for the following positions:

- English Instructor (2 positions)
- History/Political Science Instructor
- Business Information Management Instructor

Training:

Title IX Webinar: Types of Offenders – 21 (attendees include Exempt, Faculty and Classified employees)

Blindspot-Hidden Micro-Aggressions on January 22 & January 29, 2016 at BBCC – 33 (attendees include Exempt, Faculty and Classified employees)

WA State DES Trainings-November & December 2015:

WA State Purchasing & Procurement Ethics-3
WA State Contract Management 101 (4 Modules) – 1
WA State Small Purchases-3
(attendees include Exempt, Faculty, and Classified employees)

Leading at a Higher Level: January Session – 6 Exempt employees

Leading at a Higher Level: February Session – 12 Exempt employees

Safe Zone Training, February 19, 2016 at BBCC – 16 (attendees include Students, Exempt, Faculty, and Classified employees)

The following is a list of additional admin/exempt training that has occurred since the last Board of Trustees meeting.

Lora Allen-

Advancing Equity and Student Success Webinar on January 21 at BBCC
DSSC Meeting on January 28-29 at South Puget Sound CC

Linda Chadwick-

Assertive Verbal Skills: Dealing with Manipulation Online on January 8 at BBCC
Assertiveness without Aggressiveness Online on January 8 at BBCC
Interpersonal Communications Online on January 8 at BBCC
Punctuation: End Punctuation Online on January 8 at BBCC
Dealing with Diversity Online on January 15 at BBCC
Dropbox Online on January 15 at BBCC
Making the Most of Crystal Reports Online on January 15 at BBCC
Confronting Workplace Conflict Online on January 20 at BBCC
Access 2013 Online on January 29 at BBCC

Kyle Foreman-

Crisis Intervention Training (Dealing with Mentally Ill Persons) on January 19 at Grant County Sheriff's Office

Kara Garrett-

Guided Pathways to Success Training on January 19 at Columbia Basin College

Joni Nagy-

Adjunct Faculty In-service on January 12 at BBCC
IMPACT Certification Online from January 11-14 at BBCC

Valerie Parton-

Guided Pathways to Success Training on January 19 at Columbia Basin College

Char Rios-

ctcLink Chartfield Workshop December 1 at Green River College
RMA Title III/V Grant Management Webinar #2 on December 8 at BBCC
RMA Title III/V Grant Management Webinar #3 on December 10 at BBCC
Heartland Tuition Refunds Conference Call on January 22 at BBCC

Linda Schoonmaker-

ctcLink Chartfield Workshop December 1 at Green River College
Boardroom Agenda 2016 Webinar by Deloitte on December 10 at BBCC
Tax Planning 2015 Webinar by Gleim December 31 at BBCC
2016 Sales Tax Changes Webinar by CPAwebengage, Inc on December 31 at BBCC
Evolving Financial Crime Landscape Webinar by ACFE on December 31 at BBCC

Jeremy Seda-

Active Shooter Training on January 8 at BBCC

Rafael Villalobos-

Campus Clarity Training Online "Think About It: Campus SaVE" on December 10 at BBCC

Tyler Wallace-

Building a Career Pathway System: Policy Tools for Adult Educators Webinar on January 8 at BBCC
VISTA Retention Training Webinar on January 14 at BBCC
Guided Pathways to Success Conference on January 20 at Columbia Basin College
HS21+ Credits for Level Gains Collaborate Webinar on January 28 at BBCC

Zach Welhouse-

Quality Matters Coordinator Meeting Online on January 12 at BBCC
Open Stax Open Education Resources Webinar on January 26 at BBCC
SBCTC eLearning Council Meeting Online on January 28-29 at BBCC

Tom Willingham-

Introduction to E-Learning Theory and Practice Online on January 8-9 at BBCC

Prepared by VP Kim Garza.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 3/03/2016

ITEM #3: CONSENT AGENDA (for action)

- i. Classified Staff Report

BACKGROUND:

The STAR Committee's winter quarter Community Service Project has concluded. We collected donated items for Daze of Camelot Animal Sanctuary (DOCAS). DOCAS is a local non-profit organization that provides a final home for elderly, abused, and disabled animals of all types. They have been providing this local service since 1996. Items donated included five one-ton bales of hay, \$100 donated to Pioneer Veterinary Clinic, paper towels, Pine Sol, cat litter, dog food, soap, various bedding, and other miscellaneous items. The STAR Committee thank the staff and students who provided donations.

Twenty-five classified staff attended the February 5, 2016 CPR/First Aid/AED training coordinated by Kyle Foreman. The STAR Committee did not schedule an additional training for the month of February.

The STAR Committee's Presidential Award for Meritorious Service Proposal has been assigned as AP1006 by the President's Office. As it will be a new AP, it is in the process of being voted on by the Shared Governance Council. The award would be similar to the emeritus status already in place for retiring exempt and faculty employees, including eligibility criteria, nominations, and review by the STAR Committee for referral to the BBCC President.

Our next scheduled training sessions will be on March 10, 2016, with Terry Kinzel, Director of Title V Grants. Terry will be sharing information with us regarding Gentle Yoga and Wellness. We are looking forward to the training.

Since December, a number of individual classified staff completed **Training Opportunities** for professional or personal development through online webinars or by attending statewide conferences.

Classified Staff Training (December 2015-January 2016)

Training	Date(s)	Participants	Employee(s)	Location
Diversity Training; Words Matter	December 4	4	Cassandra Fry, Starr Bernhardt, Karen Okerlund, Amber Jacobs	BBCC Campus
Grant Management: Part 2 & 3	December 8 and December 10	1	Barbara Collins	BBCC Online
10 Biggest Mistakes You're Making with Goal Setting & How to Fix Them	January 6	1	Jennifer Starr	Webinar
Precision Farming Expo	January 7-8	1	Laura Goodall	Kennewick WA

Training (cont'	Date(s)	Participants	Employee(s)	Location
Embry Riddle: UAS Key Concepts	Jan 11 to Jan 29	1	Laura Goodall	BBCC Online
Grant Co. Noxious Weed	January 13	2	Randy Fish, Jim Tincher	BBCC Campus
Harassment Training; Title IX Types of Offenders	January 14	4	Kathy Aldrich, Robin Arriaga, Heidi Bratsch, Jennifer Star	BBCC Campus
Online Security & Safety/ Computer Technology	January 14	14	Robin Arriaga, Starr Bernhardt, Heidi Bratsch, Donnie Brown, Cheryl Brischle, Hope Candanoza, Scott Carsey, Barbara Collins, Cassandra Fry, Laura Goodall, Rita Jordan Karen Okerlund, Esther Valdez, Jonie Walker	BBCC Campus
Guided Pathways to Success	January 19	1	Starr Bernhardt	CBC Campus
Human Factors/ Repair Station	January 25 to 29	1	Tina Bessett	Online
Diversity Training; Hidden Micro-Aggressions	January 22 & 29	11	Starr Bernhardt, Hope Candanoza, CarlaLouise Christian, Barbara Collins, Cassandra Fry, Karen Girone, Laura Goodall, Amber Jacobs, Karen Okerlund, Esther Valdez, Alicia Wallace	BBCC Campus
WA State Management: Small Purchases	January 29	1	Jennifer Star	BBCC Online

Prepared by Robin Arriaga and Barbara Collins.

RECOMMENDATIONS:

None

BIG BEND COMMUNITY COLLEGE

Date: 3/03/16

ITEM #3: CONSENT AGENDA (for information)

j. Enrollment Report

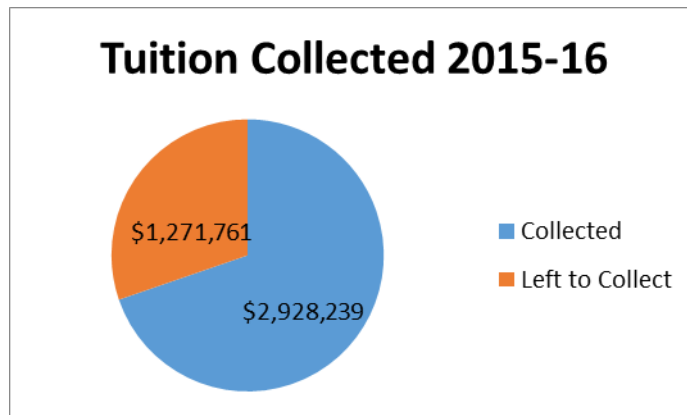
BACKGROUND:

The Winter Quarter 2016 10th day report and the two-year FTE report as of February 19 are included for your review. State FTE enrollment numbers are following the same trends as fall quarter. State-funded FTE as of the 10th day was up 20 (1.3%) from 2015 and is currently up 20 compared to the end of winter quarter 2015. Headcount as of the 10th day was up 5.7% compared to 10th day in 2015.

The tuition amount budgeted for 2015-2016 is \$4,200,000. As of January 31, 2016, we have collected \$2,928,239 or 69.7% of the budgeted amount. As of January 31, 2015, we had collected \$3,061,259 or 69.6%.

TUITION COLLECTION REPORT

	<u>2015-16</u>	<u>2014-15</u>
Annual Budget	\$ 4,200,000	\$ 4,400,000
Total Collections as of January 31	\$ 2,928,239	\$ 3,061,259
As a % of annual budget	69.7%	69.6%
Left to collect to meet budget target	\$ 1,271,761	\$ 1,338,741



Prepared by Associate Vice President of Student Services Candy Lacher and Executive Director of Business Services Charlene Rios.

WINTER 10TH DAY ENROLLMENT REPORT

HEADCOUNTS

	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>
ETHNIC ORIGIN							
Amer. Indian/Alaska Ntv	24	18	31	26	37	24	33
Asian/Pacific Islander	47	34	42	30	26	35	32
Black	34	37	32	30	42	43	38
Hispanic	840	785	693	671	808	747	717
White	1,151	1,169	1,198	1,167	1,166	1,320	1,332
Other/Unknown	208	129	167	87	132	88	138
SEX							
Female	1,229	1,153	1,167	1,155	1,266	1,344	1,328
Male	1,070	1,016	992	853	937	907	942
Not Coded	5	3	4	3	8	6	20
STUDENT STATUS							
Full-time (12 or more crs)	1,437	1,411	1,441	1,438	1,506	1,501	1,476
Part-time (less than 12 crs)	867	761	722	573	705	756	814
Percent full-time	60.3	65.0	66.7	71.5	68.1	66.5	64.4
TOTAL HEADCOUNT	2,304	2,172	2,163	2,011	2,211	2,257	2,290
Running Start	361	352	215	172	170	157	139
International	12	9	7	2	4	5	2
STATE FUNDED FTES							
ABE/ESL	144.7	112.1	56.9	70.8	98.0	91.4	118.8
Academic	887.2	861.2	914.2	917.3	978.1	971.9	917.1
Occupational	506.5	544.7	588.7	581.1	580.2	598.4	611.9
TOTAL STATE FTES	1538.4	1518.0	1,559.8	1,569.2	1656.3	1661.7	1647.8

F.T.E. REPORT				
2014-2016 as of 2/19/16				
		QTRLY		ANNUAL
		FTEs		FTEs
1st year (14-15)				
SUMMER		314.0		104.7
FALL		1591.1		530.4
WINTER		1619.9		540.0
SPRING		1496.1		498.7
2nd year (15-16)				
SUMMER		360.8		120.3
FALL		1640.4		546.8
WINTER		1640.8		546.9
SPRING				0.0
TOTAL			<u>8663.1</u>	<u>2887.7</u>
1st year annual FTE Target		5181		1727
2nd year annual FTE Target		5175		1725
SBCTC 2-year rolling enrollment count				
Past year + current year actual FTE				2887.7
Past year + current year allocation				3452.0
% of allocation target attained to date				83.7%
Add'l FTEs to meet minimum 96%		1278.7		426.2
Add'l FTEs to meet target 100%		1692.9		564.3
FTEs over funding level - 1st year		-159.9		-53.3
FTEs over funding level - 2nd year		-1533.0		-511.0

BIG BEND COMMUNITY COLLEGE

Date: 3/03/16

ITEM #5: AMP Community Engagement Monitoring Report (action)

BACKGROUND:

The Community Engagement Monitoring Report addresses the Board Ends Statement and Core Theme on Community Engagement. The focus of the report is college partnerships, responsible use of resources, and the cultivation of an inclusive campus environment.

This year, the college is adopting a continuous improvement process that provides all faculty, staff, and trustees the opportunity to submit confidential feedback and insight on how well the college is fulfilling its mission. The Shared Governance Council and Faculty Division Chairs then discussed the feedback. The Community Engagement Report includes feedback on the progress the college is making in fulfilling the mission and also sets direction for the college.

Prepared by Dean Valerie Parton and Research Analyst Starr Bernhardt.

RECOMMENDATION:

President Leas and Dean Parton recommend acceptance of Community Engagement 2016.

BIG BEND COMMUNITY COLLEGE

Date: 3/03/16

ITEM #6: Probationary/Tenure Reviews (for action)

BACKGROUND:

The Board will consider probationary faculty contract renewal for the following faculty:

Faculty Member	Position	Current Status
Amber Bravo	Nursing Instructor	1st probationary year
Michael Dzbenski	Music Instructor	1st probationary year
Dawnne Ernette	Development Ed Instructor	1st probationary year
Jaime Garza	Counselor	1st probationary year
Brinn Harberts	Math Instructor	1st probationary year
Benjamin Altrogge	Aviation Instructor	2nd probationary year
Heidi Gephart	Counselor	2nd probationary year
John Martin	Automotive Instructor	2nd probationary year
John Marc Swedburg II	Aviation Instructor	2nd probationary year
Arthur Wanner	Computer Science Instructor	2nd probationary year

The Board will consider awarding tenure to the following faculty:

James Ayers	Industrial Systems Instructor	3rd probationary year
Clint Gilbert	Welding Instructor	3rd probationary year
Lindsay Groce	Chemistry Instructor	3rd probationary year
Libby Sullivan	Reference Librarian	3rd probationary year
Valerie Wade	Dev Ed/ABE Instructor	3rd probationary year

Prepared by VP of Student Services and Instruction Bob Mohrbacher and President Leas.

RECOMMENDATION:

President Leas and VP Mohrbacher recommend the Board of Trustees accept the respective recommendations of the tenure-review committees in consideration of the specific considerations of each faculty member.

BIG BEND COMMUNITY COLLEGE

Date: 3/03/16

ITEM #7: President's Evaluation (information/action)

BACKGROUND:

During the January 2016 Board meeting, the Trustees expressed interest in learning more about presidential evaluation practices at other community and technical colleges.

A request was sent to the HR Departments of each institution. Four responses were received. One college utilizes a 360 feedback survey administered by an outside consulting group. Another college uses an internal survey conducted through Survey Monkey. The other respondents reported that the evaluation process at their institution was handled solely by the Trustees.

Included on the board agenda webpage is a summary of presidential evaluation practices from 14 of the 34 community and technical colleges in Washington. This information was gathered by State Board staff in 2010.

Also included in your packet is a paper addressing assessment of CEO or Presidential performance in higher education. The paper was written by Cindra Smith, Ed.D. This document provides a good overview of the presidential evaluation process and the pros and cons of various methods of evaluation. This document along with the SBCTC report may provide the Trustees with additional information for discussion at the upcoming meeting.

Prepared by Vice President Kim Garza.

RECOMMENDATION:

None.

Assessing the Performance of the Chief Executive

Cindra Smith, Ed. D.
Community College League of California

Successful colleges depend on excellent CEO leadership. Excellent CEO leadership depends on strong board/CEO relations. Strong board/CEO relations depend on clear expectations and open communication.

Regularly assessing CEO performance fosters open communication and clarifies expectations, roles and responsibilities. Accreditation standards establish an expectation that boards adhere to a clearly defined policy for evaluating the chief executive. Effective boards and CEOs embrace the assessment process and often include it in board policy and CEO contracts. Given the unique nature of the partnership between the board and CEO, assessing CEO performance is, in many ways, assessing the performance of the board as well.

Roles

The board roles include: having and following a policy and fair process for the evaluation, establishing clear direction, providing constructive and honest feedback in a supportive manner, and protecting and strengthening the integrity of the CEO and board roles throughout the process.

The chief executive is responsible for assisting the board to develop the policy, process and criteria, providing information that enables the board to assess performance, responding to board concerns and direction, and protecting and strengthening both CEO and board roles.

Purposes and Outcomes

The primary purpose of an evaluation is to bring the CEO and the board together to discuss how their performance and priorities contribute to the effectiveness of the educational program and services for students and the community. The emphasis should be on identifying what works well and what needs improvement.

The CEO evaluation process should be designed to:

- Assess how well the institution is fulfilling its mission
- Examine and re-set, if necessary, goals for the institution and the CEO
- Support the CEO by providing constructive feedback on performance
- Develop plans to address issues identified in the evaluation process
- Provide an opportunity for the board to learn how its performance affects the board/CEO partnership

- Foster communication between the board and CEO

An evaluation process designed to "get the president/Superintendent/Chancellor" hurts the operations and morale of the entire institution and the image of the college in the community. Evaluations that have the potential for deciding to end an unproductive or unworkable situation need to be conducted in the most sensitive and professional manner possible.

The outcomes of an assessment should be:

- Clear expectations and realistic goals
- Strengthened communication
- Clarification of respective and distinctive responsibilities of the CEO and governing board
- Mutual trust, respect, and support between the CEO and governing board
- Renewed confidence in good governance
- A better sense of the district's agenda and the ways to address it.

Process

There are many approaches to CEO evaluation. The approach and process to be used should be developed jointly and mutually agreed to by the CEO and the board. Throughout the evaluation process, all parties involved should continually evaluate it to ensure that it is working to achieve the purposes.

Developing the process involves the following decisions, each of which is discussed in the following sections:

- When should the CEO be evaluated?
- What should the criteria be?
- What types of instruments, if any, should be used?
- Who should conduct the evaluation?
- Who should participate in the evaluation?
- How should the results be communicated?
- Should the evaluation be tied to compensation or contract extensions?
- How do we ensure that the process is done well?

Calendar and Timing

Ongoing evaluation occurs naturally as the CEO and board members discuss issues and come to mutual decisions on policy and directions for the college. However, a session devoted solely to an evaluation allows trustees and the CEO to pause and assess the past and plan for the future. Evaluations of this nature likely would occur annually. Districts with new CEOs or a significant number of new board members may wish to schedule evaluation sessions more often during the first year or two to ensure ongoing and productive communication.

Evaluation Criteria

The criteria used to evaluate the CEO must be defined well before the actual evaluation takes place so that expectations are clear. There are two general categories of criteria: those derived from the mission, vision and district goals, and those which are based on general leadership responsibilities, skills and characteristics.

District-Specific Criteria

Two types of criteria provide information on how the CEO and board are doing: information that measures the effectiveness of the institution, and the CEO's annual priorities related to the district's mission and goals.

Institutional Effectiveness. Chief executives are responsible to ensure that their institutions are successfully educating students and making a difference for their communities. Including institutional effectiveness indicators in the CEO assessment process focuses both the CEO's and board's attention on important goals and leads to valuable discussions on the opportunities, challenges, strategies and tasks needed to foster success. However, given the many variables that affect performance on institutional effectiveness, these indicators should never be the sole criteria for evaluating CEO effectiveness.

Using institutional effectiveness indicators require that the district have in place:

- *Institutional goals related to student success and other end products of the institution.* These goals are usually stated in the district's strategic plan. Student success may be further defined through the establishment of global student learning outcomes.
- *Key indicators or measures that assess progress on the institutional goals.* For instance, if students' ability to transfer is an institutional goal, the measure might be the increase in number over time or percent of students who are transfer-ready or who succeed at transfer institutions. If supporting community economic development is a goal, the measure might be the number, quality, and or impact of partnerships with business and industry.

There are dozens of possible indicators. The CEO and board together should determine a limited number (5-10) to use as evaluative data, selecting those deemed most important and that give the board an overview of institutional effectiveness.

- *Regular reports that describe how the district is doing on the key indicators of success.*

Annual Priorities or Performance Objectives: Effective boards and CEOs annually establish a list of goals, priorities, or performance objectives that are the strategies and tasks deemed necessary to make progress toward the district goals. Each year at a retreat, workshop, or as a part of the regular evaluation, the board and CEO review the district's mission and goals, major challenges and issues, and determine priorities for the coming year.

This list of CEO (and board) priorities, objectives and/or tasks becomes the basis for the next year's evaluation: did the CEO do what was agreed upon? The CEO may write a report detailing what was accomplished. The evaluation discussion reviews the accomplishments

and explores what worked and what didn't, and why. These evaluation discussions are great opportunities for exploring the policy direction of the district and what support is needed to meet those challenges.

Leadership Roles, Skills and Characteristics

The second general category of criteria includes the tasks, skills, and characteristics inherent in being the chief executive. The criteria may be derived from the CEO's job description, the job announcement for a new CEO, general areas of administrative responsibility, and the personal qualities that contribute to effective leadership. They address the overall day-to-day performance of the CEO role. (See the appendix for examples.)

What to Expect?

Should the criteria be such that trustees should expect to be fully satisfied with the CEO's performance? If that expectation is present, the goals that are set and the criteria developed may end up being safe and easily obtainable. CEOs of progressive, dynamic institutions often have risk-taking goals, some of which may not be able to be accomplished due to circumstances beyond his or her control.

Evaluation Strategies

The methods used to assess performance range from informal discussions, discussion of a specific set of criteria and questions, survey forms, to more formal processes facilitated by consultants that may involve interviews, survey forms and/or facilitated discussions.

- *Informal discussion.* The CEO evaluation session consists of the board members and CEO reviewing the past year (often using annual priorities or goals as the criteria) and discussing how the year has gone, what was accomplished, and what key issues were. This type of evaluation is not unusual when boards and CEOs have worked together for a number of years.
- *Discussion of specific criteria and questions.* In this approach, board members and the CEO have identified specific criteria and questions prior to the evaluation session and the CEO has provided a report to the board. Trustees are prepared to discuss their assessment of the criteria and questions; in some cases, a committee of the board may have received trustee responses and prepared a summary.
- *Survey forms.* Survey forms consist of a list of performance criteria, and responders are asked to rate each item using a rating scale. They usually include a space for comments as well as open-ended questions. Each trustee is asked to complete a survey. Individual surveys may be compiled and summarized by a board committee or consultant, or all forms may be provided to the CEO as part of the evaluation. Surveys are usually used when gathering information for the assessment from others.

The questions to be discussed or items on a survey form should be based on specific criteria determined by the board and CEO. Therefore, it is not possible to simply adopt a model instrument or another district's evaluation process. Boards and CEOs must adapt models and examples to their own needs (see the appendix for sample questions and criteria).

A committee of the board may be assigned the task of customizing sample evaluation instruments to its needs or creating its own form. Forms generally contain some type of rating scale as well as space for comments.

- *Interviews.* The chair of the board, other designated trustees or a consultant may interview each board member, and information from the interviews is summarized and discussed with the CEO. The questions used in the interview are derived from the performance criteria. If others in addition to trustees are included, a consultant should conduct the interviews.

No one method is best; the approach used depends on personal preference, the type of information, time available for the assessment process, length of tenure of the CEO and board members, and the like. The different approaches of evaluation processes and forms reflect the unique situation (which changes from year to year) and the preferences of the players involved.

Who Should Participate

The CEO and the board decide who completes the survey or checklist and how the results are compiled. All voting trustees should contribute to the evaluation of the chief executive officer, and input may be sought from the student trustee.

A committee of the board might be assigned the task of summarizing ratings and comments individual trustees. In addition, the CEO should provide the board with a self-assessment of his or her performance, which may include input from the cabinet and campus leadership.

Outside consultants and facilitators can be useful in developing evaluation processes, conducting planning sessions that result in criteria for evaluation, and working with boards and CEOs when there are problems.

“360” Degree Assessments

“360” degree assessment processes include board members, the CEO’s self-evaluation, and assessments of the CEO’s performance from college employees and perhaps even community members. Boards and CEOs may decide to conduct such an evaluation to broaden the scope of information they use.

“360” degree assessments require careful planning and significant time, thought, and resources if they are to result in useful information. Poorly planned and executed processes have the potential to harm the institution, the position of the chief executive, and the governing board. They should never be done when the major purpose is to explore or confirm concerns about performance or seek negative input. (If the board has concerns about performance, trustees should address those with the CEO.)

A comprehensive assessment such as this is the most extensive and therefore the most costly type of assessment. Boards should carefully consider if the cost is justified by the relatively limited value that is added to a board’s own assessment of the CEO. Trustees know the strengths and weakness of their CEO as well as if not better than most administrators, faculty, and staff—the assessment does not usually result in new and significant substantive information.

Positive aspects of engaging in a carefully planned and executed 360 degree evaluation include the opportunity for the CEO and board to learn, in a systematic way, how administrative, faculty, classified leaders (and perhaps community members) perceive the CEO and his or her leadership. Seeking input promotes open and inclusive values. The information may provide board members with a broader view of the CEO's accomplishments and skills. If done well, the process can help the staff and community understand the CEO's goals and expectations.

However, the potential problems with comprehensive evaluations generally outweigh the benefits. "360" evaluations rely on two basic assumptions: 1) that those responding have the same relative general knowledge of the president's performance and 2) that they want to be helpful. Neither of those assumptions is valid across all constituencies. In addition, confidentiality of the evaluation process prevents the results of their input from being shared with the evaluators—the responders may be frustrated because there is no feedback on their input.

If a board is interested in considering a "360" evaluation, it should ask itself the following questions

- What type of evaluative information is the board seeking? Will a comprehensive assessment provide that information? Is it the only way to get that information?
- Is the board willing to hire a consultant or service to help design the evaluation process and criteria, receive and summarize the results, and provide them to the board? Is the cost of the consultant the best use of district resources?
- Is the board concerned about the performance of the CEO? If so, then the board should work directly with the CEO regarding the concerns and avoid the potential harm of a 360 degree evaluation.

If the board and CEO determine that a 360 assessment is appropriate, the following guidelines can be used to design the process.

- A consultant should be hired to assist the board and CEO in designing the process, receive the surveys and/or conduct interviews with those involved in the assessment, process and analyze the information, write the report and submit it to the board and CEO.
- The board and CEO together must determine the criteria and format to be used. If the board allows others to be involved in the process, they abdicate their primary and key responsibility to evaluate the CEO.
- The format, purpose, and use of the assessment should be clearly communicated to employees and others who will be involved to avoid unrealistic expectations.
- The CEO identifies who should be interviewed or complete surveys. The board may identify certain types of positions, such as all senior administrators, as well as faculty, classified, and student leaders. Participants will include those with whom the CEO works most closely and who will be most likely to have the knowledge to be able to assess his or her performance.
- The assessment criteria should be limited to those which are able to be observed by the evaluators. Participants should be aware of what the board generally expects the

CEO to accomplish—criteria related to annual priorities or goals should be made public prior to the assessment process. The criteria should be designed to minimize the influence of evaluators' personal agendas.

- Written surveys and rating forms are the most common strategy used in 360 degree assessments. However, the validity of blanket surveys is weakened by the varying degrees of knowledge, motives, and standards of performance of those who complete the survey. Drawbacks include that those who disagree with the president are much more likely to respond than those who support them. To alleviate these concerns, the process might include educating participants about the CEO's role, limiting survey items to those about which the participants have knowledge, and follow-up strategies to seek and assure a high proportion of responses.
- Interviews conducted by a skilled consultant can be more valuable than distributing a survey form. Conducting such interviews requires significant time and commitment to the assessment process. However, an interview process ensures a high rate of participation and the opportunity to explore perceptions and probe concerns.
- Survey responses should be sent to a neutral source for processing, not a district or college office. Interviews and related notes should be conducted and processed by a neutral source, not college employees or the board.
- Open-ended survey and interview questions can provide valuable information; however, responses to them should not be provided to board members verbatim. A thoughtful analysis of the responses is required. A consultant skilled in qualitative analysis should summarize the responses and provide a report to the CEO and board. Verbatim responses can skew the results: it is human nature to attend more to verbose, articulate, and negative responses, but these rarely represent the general opinion of the responders.
- The CEO should have the opportunity to review a draft report prior to it going to the board in order to check for any misstatements of fact.

The Evaluation Session

Evaluations are confidential – evaluation sessions take place in closed sessions of the board. Written evaluations should be kept in a secure location.

The discussions between the trustees and the CEO about the assessment are generally the most valuable portion of the assessment process, and provide insights into ratings or written comments. Discussion will include a review of the ratings on the criteria, as well as such general questions as:

- What is your assessment of the past year, both successes and things that didn't go well?
- What is the institution's most significant achievement for the year?
- What difficulties were encountered?
- What aspects of the presidency are most interesting and rewarding?
- What aspects are most frustrating and least interesting?
- What do you, as the CEO, need from the board to ensure further success?

After an evaluation session, boards report in the public board session that the evaluation was conducted. Decisions about new goals and changes in policies may be discussed in more depth at board meetings. CEOs will share their annual goals with their cabinets, leadership groups and the campus community.

Addressing Problems

Boards will want to address problems with a CEO in a manner that maintains support for the position of the presidency. Communication to and about the CEO should always be respectful and professional.

Many problems can be prevented by establishing clear expectations and reasonable criteria, and ensuring that there are regular opportunities to discuss issues. Boards should not wait until the annual evaluation to raise questions and concerns...improving performance occurs best through ongoing feedback and discussion of how things are going.

Relationship to Contracts and Compensation

There are different opinions on whether or not contract extensions and compensation issues should be tied directly to evaluation results. The purposes of the evaluation are more than simply determining how long the CEO should continue in the position or how much the person is paid. Those decisions depend on many factors in addition to CEO performance.

Many CEO contracts contain extension or rollover provisions. Extensions are generally perceived as a vote of confidence and a result of satisfactory performance. However, making extensions contingent on a positive evaluation may deflect the board and CEO from the purpose of the evaluation, which is to improve CEO and institutional performance. The criteria are more likely to be “safe” criteria and the focus becomes performing to a minimum standard rather than exploring what needs to be done to move the district forward. Boards should discuss the pros and cons of tying contract extensions to the evaluation process.

Boards may wish to avoid tying compensation issues directly to the evaluation. Due to the many factors that determine compensation levels, the board may consider discussing and changing salary and other benefits separately from the evaluation process.

Common Pitfalls

Assessment processes that include the following are usually unsatisfactory for the participants and achieve few useful outcomes.

- Unstructured sessions or processes that encourage or allow feedback when no standards for performance have been set. Evaluating the CEO only against pre-established criteria is the fairest and best way to provide feedback.
- Violating the confidentiality of the process. The importance of maintaining confidentiality cannot be overemphasized. Rumors and leaks can divide a campus and exacerbate problems. They reflect poorly on the board and the institution, and are unfair to the chief executive officer.

- Spending more time on things that need fixing in a session, rather than focusing on what went well. Consider the motivating power of commendation and the debilitating effect of too much criticism.
- Focusing on a single issue, which does not provide a well-balanced assessment. Avoid too much emphasis on a current "hot topic" in an annual evaluation session.
- Don't allow personalities and personal agendas to play a significant role. They divert the focus of the evaluation from the achievement of institutional goals and performance against agreed-upon criteria.
- Scheduling evaluations during times of crisis on campus, as CEO and trustee energies will be focused on the crisis.

Failure to understand that the Evaluation must come from the Board as a whole and never as a compendium of individuals' comments or summaries from each board member. It must be a single document to which ALL Board members agree.

Summary

Personnel evaluations are not always comfortable, and trustees and CEOs often find it easy to put off formal evaluation sessions. However, engaging in regular and professional reviews of expectations and performance strengthens the board/CEO relationship. CEOs benefit from a discussion of board policies and criteria, which then benefits the institution. Boards benefit from the opportunity for trustees to share their perspectives and perceptions on CEO performance.

Given the unique nature of the relationship of the governing board and the CEO, the evaluation of the CEO is in many ways an evaluation of the board as well. As a result of the evaluation, board policy and the board and CEO's roles and expectations are clarified and strengthened.

NOTE: You may want to assess the role of the board in multi-college districts. It is important to note that in these instances the board evaluates the chancellor and the chancellor evaluates the presidents.

Appendix A. Evaluation Process Checklist

1. Roles:

- Who will be involved from the board?
- What is the CEO's role in designing the process?
- Is a consultant needed?

2. Purpose of CEO assessment:

- Are the purposes clear?
- What outcomes are sought?
- Is the evaluation to be tied to contract renewal, terms and salary?

3. Are the following district resources current and available? Define if and how each will be used in the CEO evaluation.

- District/college mission and long range goals
- Board annual goals and priorities
- CEO annual goals and priorities
- CEO job description
- CEO's ongoing reports to board
- Accreditation recommendations and progress reports
- Board policy manual
- Board self evaluation

4. Time frame and format:

- Will the evaluation be annual?
- Will the evaluation be held during a designated period prior to contract renewal?
- What is the date of the next evaluation?
- Will the evaluation be held during a board retreat, the board regular meeting of the board, or
- Will the evaluation be in conjunction with the board self-assessment

5. Criteria against which the CEO will be evaluated:

- Did the board and CEO together set an annual agenda of goals, priorities, and/or key tasks for the CEO?
- Which institutional effectiveness indicators, if any, will be considered in the CEO assessment?
- Which generic leadership characteristics should be included as criteria? Have those been clearly communicated and agreed upon? See the appendix for sample items in the following areas:
 - Board relations
 - Educational planning and institutional effectiveness
 - Fiscal and facilities planning and oversight
 - Human resources oversight
 - Administrative, faculty, staff, and labor relations
 - Community, state, and public relations
 - Personal qualities and professional development

6. Evaluation Process. Determine how the assessment information will be gathered:

- Will a consultant be used?
- Will the assessment information be gathered through a survey, interviews, and/or discussion?
- Who will design the survey and/or the interviews?
- Who will distribute and collect the survey, if used?
- Who will conduct the interviews, if used?
- Who will compile the results?

If the board and CEO have determined that a “360” assessment would be useful (see cautions in the CEO evaluation overview):

- Which staff will be asked to participate? Senior and other administrators, faculty leaders, classified leaders, other faculty and staff, student leaders?
- What information will staff receive to help them evaluate with wisdom?
- Will any community members be invited to participate? What information will they receive?
- Who will be the consultant who will conduct interviews (if used), receive the surveys and compile the report?
- At what point will the CEO receive a draft copy of the report?

7. Communication of CEO evaluation results (closed session)

- Will it be verbal?
- Will it be in writing?
- Will the CEO have the opportunity to reply to the evaluation?
- Is there a time frame in which the CEO must reply?

8. Assuring positive outcomes of evaluation

- How will it be used to set priorities and expectations for the coming year?
- How will it be used to help clarify CEO and Board roles and responsibilities?
- How will it be used for professional development of the CEO?
- Will it be used to determine length of contract renewal or to affect salary or other compensation or benefits?

Appendix B. Sample Criteria

Two categories of criteria are in CEO evaluation processes: those derived from the mission and district goals, and the generic leadership skills and characteristics expected of district chief executives.

Criteria in the first category include institutional effectiveness criteria and the tasks and priorities identified by the board and CEO as essential to further the institutional agenda. Criteria in the second category are derived from standards in board policy, the CEO job description, and generally recognized standards of CEO effectiveness. The criteria should be identified well in advance of the actual assessment process, and be mutually agreed upon by the board and CEO.

Survey Items

Survey forms may be used to gathering input from the CEO and/or trustees. They also may be used in evaluation processes in which staff input is sought, although much care must be taken to include only items about which staff have the knowledge needed respond validly.

Rating survey forms ask responders to rate performance on a number of items. The ratings are then averaged and reported to the board and CEO. The numbers are best used as a starting place for discussion, not as the evaluation itself.

Two examples of different types of rating scale are:

Numerical

- 5 = Outstanding: Consistently exceeds expectations
- 4 = Excels: Frequently exceeds expectations
- 3 = Good: Meets, and may exceed expectations
- 2 = Needs Improvement: Meets some, but not all expectations
- 1 = Unsatisfactory.
- N = not applicable, observed, or unknown

Level of agreement with a statement:

- 5 = Strongly agree
- 4 = Agree
- 3 = Neither agree or disagree
- 2 = Disagree
- 1 = Strongly disagree
- U = Unknown or not observed

Sample Item Bank

Following are sample items that may be used in assessment surveys. The list has been compiled from many different evaluation forms. Boards and CEOs may select appropriate concepts from this resource and should adapt items to fit local situations. The more that the criteria used in the process reflect the expectations and standards of the local board and CEO, the more valuable the information gathered from the process will be.

Not all items should be used: generally, 20-30 items provide a sufficient overview. Boards and CEOs should feel free to craft their own items.

Category One: Specific Priorities, Tasks, Goals or Objectives

- Through the CEO's leadership, the institution is making progress toward its goals.
- The additional specific criteria (usually 6-10 items) would be the annual goals and priorities determined by the board and chief executive, based on district/college mission and goals.

Category Two: General Leadership Tasks and Characteristics

1. Relationship with the Governing Board

- Appropriately engages the board in setting the district's policy direction
- Provides accurate and sufficient information for board monitoring of board policy and district operations
- Offers professional advice to the board on items requiring board action, with recommendations based on thorough study and analysis and sound educational principles
- Interprets and executes the intent of board policy
- Treats board members fairly and equally
- Supports board policy and actions to the public and staff
- Communicates with the president and other members of the board in a timely manner
- Has a harmonious working relationship with the board
- Provides support for board teamwork and effectiveness
- Promotes and supports board education and development
- Understands, clarifies, and supports the differing responsibilities of the board and CEO
- Provides support for board roles in the community and as advocates for the college

2 Educational Leadership

- Effectively articulates and communicates the vision and goals for the district
- Promotes student learning and student-centered operations as fundamental to the college mission
- Provides leadership to assure that the educational programs and services respond to student and community needs and interests
- Identifies and analyzes problems and issues confronting the institution and recommends and implements appropriate changes and directions
- Encourages and promotes comprehensive and long-range planning process and the implementation of plans

- Solicits and fosters support for initiative and creativity within the institution
- Facilitates and provides leadership for participation in decision-making by faculty, staff, and students
- Willingly discusses the rationale of the leadership's actions and decisions
- Maintains and supports the value of excellence and quality within the institution
- Understands state trends and decisions and keeps others informed of their impact on the college
- Is knowledgeable about key aspects of the college's educational programs and services
- Works to empower those within the college to achieve goals and objectives and develop their potential, and supports them in their efforts to accomplish agreed-upon changes
- Provides leadership for/assures that there is an effective system for monitoring institutional effectiveness in promoting student success
- Supports strategies to assess institutional effectiveness and improve institutional performance

4. Human Resources and Employee Relations

- Provides leadership for developing and executing sound personnel procedures and practices
- Encourages good staff morale and loyalty to the organization
- Treats all personnel fairly, without favoritism or discrimination
- Delegates authority to staff members appropriate to the position each holds
- Encourages participation of appropriate personnel in planning, decision-making, and college operations
- Exhibits respect for all constituencies and gives their issues fair consideration
- Encourages the development of ideas and open communication within the college community, including students
- Exercises good judgment in dealing with sensitive issues between people and groups
- Recognizes staff, faculty, and administrative accomplishments
- Provides leadership in implementing an evaluation process for members of the college team
- Provides leadership in developing a recruiting and hiring process which results in employing highly qualified personnel
- Provides leadership for the professional development of college staff
- Represents the interests of the district fairly and forthrightly in collective bargaining
- Provides for involvement of students in decision-making which affects them
- Encourages and assists colleagues within the community and college system

5. Fiscal and Facilities Planning and Oversight

- Supervises and evaluates fiscal and administrative operations; expects quality performance
- Provides leadership for the development of a sound budget that is based on informed projections of revenues and expenditures
- Provides leadership for sound fiscal management practices and procedures
- Provides leadership for and supports appropriate strategies for attracting funds to the institution
- Provides effective leadership for the college's foundation
- Possesses a good understanding of the institution's financial needs and communicates them clearly
- Promotes college-wide understanding of fiscal issues as they affect the institution
- Provides leadership to assure the budget furthers the college mission, goals, and long-range planning
- Provides leadership for the development and implementation of a plan for short and long-term facilities needs
- Ensures adequate maintenance and security for college property

6. Community, State, and Public Relations

- Maintains positive relationships with community, business and civic leaders
- Represents the college to community groups/individuals, state agencies and state offices in an honest and positive manner
- Encourages community involvement in and contribution to the college mission
- Provides leadership in the community through participation on boards, community groups, and other appropriate venues
- Works effectively with local public and private agencies
- Provides leadership for positive relations with the media
- Provides leadership on behalf of the community college at the state and/or national level
- Advocates the needs of the college to appropriate federal and state officials and agencies

7. Personal Qualities

- Is well-organized and efficient in accomplishment of objectives
- Is tolerant and flexible; is comfortable with ambiguity and complexity

- Maintains high standards of ethics, honesty and integrity in all personal and professional matters
- Engages in ongoing professional development
- Effectively communicates verbally and in written form
- Shows sensitivity to and respect for others; exhibits concern for people as individuals
- Facilitates cohesiveness and team-building among those with whom he or she works
- Makes sound, logical decisions, even under stress
- Accepts responsibility for and is accountable for own decisions
- Is skilled at analyzing and addressing problems, challenges and conflicts
- Demonstrates ability to work with diverse groups and individuals
- Supports and fosters appreciation for diversity.

Appendix C. Sample Policy and Process

A Sample Policy

As a regular and scheduled activity, the Board will evaluate the performance of the chief executive based on goals and objectives and other appropriate criteria agreed to by the CEO and the Board of Trustees. The primary purpose of the evaluation will be to maintain high quality district and college administrative leadership. The evaluation process will be designed in accordance with the following principles.

- The CEO and the Board of Trustees shall mutually agree upon the goals and objectives to be considered for the following year as well as the format of any evaluation instruments
- The annual evaluation shall be scheduled for _____ of each year with a progress review scheduled in six months.
- The evaluation will be at a scheduled time and place, with no other items on the agenda.
- The final evaluation will be a composite of the evaluations by individual board members and shall be furnished in advance to the CEO. The Board, as a whole, will meet with the CEO to discuss the final evaluation.
- The evaluation shall include a discussion of both strengths and potential areas for improvement.
- The Board will limit its evaluation to those items that appear on the agreed-upon evaluation form.
- The Board will include in the goals and objectives for the next year those items that appear to have merit for future review.
- Each judgment will be based upon an objective review derived from an examination of available information.
- The evaluation will be signed by all parties when final. A signed copy will be retained by the CEO and a signed copy will be placed in the CEO personnel file.
- All materials pertaining to the evaluation and the CEO's file will be retained in an "Access by Board Only" file located in the Office of the Chief Executive.

A Sample Process

Three months prior to the scheduled evaluation, the board will initiate the annual evaluation process. The assessment will be based on a mutually agreeable format and criteria, which will reflect the goals and objectives of the past year and agreed-upon expectations for CEO leadership and performance, and other criteria as determined.

An ad hoc committee of the board may be appointed to develop the format and monitor the process.

A month prior to the evaluation session, the CEO will meet in closed session with the Board to review information relative to the evaluation criteria. The CEO may provide a written report pertaining to his or her annual goals and objectives.

Evaluation instruments, if used, will be distributed a month prior to the session, and completed separately by each voting board member. They will be given to the board president or committee for processing. The evaluations or a summary will be provided to all board members prior to the evaluation session.

If an evaluation instrument is not used, the board president or committee, in conjunction with the CEO, will identify the questions and criteria to be used in the evaluation discussion, and provide those to the CEO and board members prior to the evaluation session.

Mutually agreed-upon goals, priorities, tasks, and/or objectives for the following year will be identified at the close of the annual evaluation process.

Resources and References

Resources

The following organizations provide resource materials, sample evaluation forms, and consulting services for CEO evaluation:

www.ccleague.org. Community College League of California. Sacramento, California. 916-444-8641. cclc@ccleague.org

www.acct.org. Center for Effective Governance, Association of Community College Trustees. Washington D.C.

www.agb.org. Association of Governing Boards for Colleges and Universities. Washington D.C.

References

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Chait, R. P., Holland, T. P., & Taylor, B. E. *The Effective Board of Trustees*. Phoenix, AZ: American Council on Education and Oryx Press, 1993.

Ingram, Richard T. and William Weary. *Presidential and Board Assessment in Higher Education*. Association of Governing Boards, Washington, D.C. 2000.

Schwartz, Merrill. *Annual Presidential Performance Reviews*. Association of Governing Boards, Washington, D.C., 2001.

Smith, Cindra. *Effective Trusteeship: A Guide for Community College Boards*. Association of Community College Trustees, 2000.

Weary, William. Presidential and Board Assessment. Workshop at AGB National Conference on Trusteeship, San Diego, April 2005.

BIG BEND COMMUNITY COLLEGE

Date: 3/03/13

ITEM #8: Exceptional Faculty Award Recommendation (for action)

BACKGROUND:

The Exceptional Faculty Awards Committee is pleased to recommend awards to the following faculty.

AMT Instructor Erik Borg in the amount of \$1,997 to fund his attendance at the 2016 Aviation Technician Education conference in Atlanta, GA.

Biology Instructor Kathleen Duvall in the amount of \$2,000 to fund her attendance at the 2016 Innovations Conference in Chicago, IL. Instructor Duvall will receive an Excellence Award at the conference.

English Instructor Matthew Sullivan in the amount of \$1,500 to fund his attendance at the Associated Writing Programs Conference in Los Angeles, CA.

English Instructor Steve Close in the amount of \$1,500 to fund his attendance at the Associated Writing Programs Conference in Los Angeles, CA.

Automotive Technology Instructor Richard Wynder in the amount of \$2,000 to fund his attendance at the North American Council of Automotive Teachers Convention in Pasadena, TX.

Counselor MariAnne Zavala-Lopez in the amount of \$2,000 to fund her attendance at the Achieving the Dream Conference in Atlanta, GA.

Chemistry Instructor Lindsay Groce in the amount of \$2,000 to fund her attendance at the Achieving the Dream Conference in Atlanta, GA.

Prepared by the President's Office and the Exceptional Faculty Awards Committee.

RECOMMENDATION:

President Leas and VP of Instruction & Student Services Bob Mohrbacher recommend approval of the Exceptional Faculty Awards as presented.



February 12, 2016

Dear President Leas,

The Exceptional Faculty Awards committee is delighted to inform you, we have seven applications submitted by faculty this winter quarter. Erik Borg (AMT), Kathleen Duvall (Biology), Steve Close (ENGL), Matt Sullivan (ENGL), Richard Wynder (AUT), MariAnne Zavala-Lopez (Counselor) and Lindsay Groce (CHEM) have each submitted applications. The committee members reviewed each application and confirmed all fit within the guidelines and spirit of the awards.

Erik is asking for an award that he may attend the 2016 ATEC (Aviation Technician Education Council) meetings and conference in Atlanta, Georgia. We are confident his planned activity is worthy of yours' and the Boards consideration. This conference dovetails directly with Erik's professional discipline and will allow him to network with his peers, glean ideas and methodologies that may aid his instructional and professional capabilities. This committee ecstatically supports Erik's interest in his profession and the aviation industry.

Kathleen requested an award that she may attend the Innovations 2016 Conference in Chicago, Illinois. She will be presented an Excellence Award at this conference. We believe enabling her to receive this honor personally and the ensuing professional development workshops are the very essence of faculty excellence. We can't think of a better means to honor our esteemed faculty than giving them our full support. We therefore recommend yours' and the Boards approval for Kathleen's travel plans.

Steve and Matt asked for funding that they may attend the Associated Writing Programs Conference in Los Angeles, California. The conference is directly related to the teaching of writing. We whole-heartedly support Steve and Matts desire to add dimension to their professional talents. We see this activity as a win-win for their respective department.

Richard submitted a request for an award that he may attend the North American Council of Automotive Teachers Convention in Pasadena, Texas. Richard's exposure to new curriculum and pedagogy certainly will enhance his instructional abilities and we feel will add exposure to our automotive program on a national level. We are in full support of his endeavor and foresee good things from this exposure.

Last but not least, MariAnne and Lindsay are each seeking award funding to participate in the Achieving the Dream Conference in Atlanta, Georgia. This conference is in support of student



success initiatives and certainly worthy of each's participation. The ability to network with other teaching professionals, and exposure to new ideas and strategies will categorically augment their professional growth in their respective fields. The committee overwhelmingly supports their participation and wish to applaud extra efforts made by all the applicants. We can't think of a better way to promote excellence than by supporting those willing to go the extra distance in betterment of themselves, our institution and community.

We have included copies of the applications and materials for your convenience. We look forward to your recommendations and, ultimately, the Board's consideration. We wish to thank, you and the Board of Trustees for your continued support of our faculty and ultimately for making these awards possible. Thank you...

Sincerely,

Sonja Farag

Charlene Rios

John Peterson

Steve Close

Bill Autry

BIG BEND COMMUNITY COLLEGE

Date: 3/03/16

ITEM #9: ACT Awards (information/action)

BACKGROUND:

ACT awards are an opportunity to nominate someone who has been outstanding at BBCC and deserves special recognition; these awards are ACT's way of saying 'thank you' for the fantastic job people do day in and day out in service to these colleges and their students. A special awards ceremony and dinner will be held on May 12, 2016, during ACT's spring convention hosted by Bellevue College. Additionally all nominees will be forwarded to ACCT for consideration of national recognition at the ACCT Congress this year in New Orleans. The nomination deadline is April 8.

ACT is accepting nominations for the following awards:

- The **Trustee Leadership Award** recognizes an individual trustee who has made a significant contribution to promote the community and technical college system.
- The **Equity Award** recognizes exemplary commitment to achieve equity in the development, administration and delivery of educational programs and services in the community and technical college system.
- The **Chief Executive Officer Award** recognizes an individual who has demonstrated exceptional leadership in furthering the mission of community and technical colleges.
- The **Partner of the Year Award** recognizes a business, company, agency, organization or elected official for donating time and/or resources in support of the community and technical college mission.
- The **Faculty Member Award** recognizes an individual who has demonstrated excellence in teaching in the community and technical college system.
- The **Professional Staff Member Award** recognizes an individual who provides exemplary service in the community and technical college system.

Prepared by the President's Office.

RECOMMENDATION:

President Leas recommends the trustees advise regarding their desire to nominate appropriate BBCC trustees and/or employees.

Washington State Association of College Trustees

Trustee Leadership Award Nominations Form

The ACT Trustee Leadership Award recognizes an individual trustee who has made a significant contribution to promote the community and technical college system.

Name of nominee: (Mr./Mrs./Ms./Dr.): _____
Organization: _____
Daytime phone no.: _____ Email: _____

Nominated by: _____
College: _____
Title: _____
Daytime phone no.: _____ Email: _____
Signature: _____ Date: _____

Please include this nominations form, a criteria statement and three letters of support (one of which is from the Board of Trustees).

Send complete packet **no later than April 8, 2016**, to:

ACT
ATTN: Awards Committee
PO Box 42495
Olympia, WA 98504-2495

Or Fax: 360-704-4415
Or Email: nangel@sbctc.edu

Trustee Leadership Award

Purpose:

The purpose of the ACT **Trustee Leadership Award** is to recognize an individual trustee who has made a significant contribution to promote the community and technical college system.

Eligibility:

Any Washington state trustee or former trustee (within five years of service on their board) is eligible to receive this award.

Criteria:

The nomination must come from a ACT trustee and the following questions must be answered:

- Has the trustee served as an officer of the college's board of trustees?
- In addition to service on the board of trustees, in what capacity has the trustee participated in community life (i.e., civic clubs, public office, etc.)?
- What has the trustee initiated or helped to develop in the area of innovative programs used in two-year postsecondary institutions?
- Has the trustee served on technical or special committees serving two-year postsecondary education?
- How has the trustee been a factor in influencing legislation for two-year postsecondary institutions, and how has the trustee been active in communication and advocacy with state and national legislators?
- What has the trustee contributed overall to the two-year postsecondary concept, and how did this affect the college's total impact on the community, state, or nation?
- How has the trustee provided leadership in helping to solve challenges facing two-year postsecondary education?
- How has the trustee been active in developing, organizing, or supporting state two-year postsecondary associations, and what kind of leadership role has the trustee played in state, regional, or national associations?
- Has the trustee given presentations or published articles on two-year postsecondary education?

Nominations:

In order to be considered complete, the nominations packet must contain the following:

- The completed nominations form.
- A criteria statement, which addresses each criteria point in the order listed. The statements must demonstrate how the nominee meets the criteria. A response covering each question is required.*
- Three letters of support must be submitted with the nomination, including:
 - A letter from the Board of Trustees that states the board supports the nomination,* and
 - Two additional letters of support.*
- Nominations should be sent **no later than April 8, 2016**, to:

ACT • PO Box 42495 • Olympia, WA 98504-2495
Or Fax: 360-704-4415 • Or Email: nangel@sbctc.edu

* The nominations can be provided in any format the college desires. **Additionally, ACT staff needs the following documents to be provided in Word format so the nomination can be adapted for submission to the ACCT awards program:**

- **The criteria statement; and**
- **All of the letters of support.**

Selection:

ACT's Awards Committee will serve as the selection committee. Nominations will be judged on content, presentation, letters of recommendation and attributes demonstrating leadership and furthering the mission of community and technical colleges.

Washington State Association of College Trustees

Equity Award Nominations Form

*The ACT **Equity Award** recognizes exemplary commitment to achieve equity in the development, administration and delivery of educational programs and services in the community and technical college system.*

Name of nominee: (Mr./Mrs./Ms./Dr.): _____
Title: _____
Organization: _____
Daytime phone no.: _____ Email: _____

Nominated by: _____
College: _____
Title: _____
Daytime phone no.: _____ Email: _____
Signature: _____ Date: _____

Please include this nominations form, a criteria statement and three letters of support (one of which is from the Board of Trustees).

Send complete packet **no later than April 8, 2016**, to:

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ATTN: Awards Committee
PO Box 42495
Olympia, WA 98504-2495

Or Fax: 360-704-4415
Or Email: nangel@sbctc.edu

Equity Award

Purpose:

The purpose of the ACT **Equity Award** is to recognize exemplary commitment to achieve equity in the development, administration and delivery of educational programs and services in the community and technical college system.

Eligibility:

The following groups or individuals are eligible for this award:

- Any Washington community or technical college governing board and their chief executive officer, including the State Board for Community and Technical Colleges (SBCTC);
- An individual trustee;
- A trustee and president/chancellor; or
- A staff member of a community or technical college or SBCTC.

Criteria:

- The nomination must come from a ACT trustee.
- The nominee must demonstrate evidence of leadership in setting policies, championing an environment of inclusivity, and ensuring results for the enhancement and expansion of opportunities for women, underrepresented, and underserved communities (people of color; lesbian, gay, bisexual, and transgender; and any other unrepresented populations).
- The following questions must be answered:
 - How does the college define equity within the college's service district?
 - Identify at least one program that promotes access and completion to an underserved community.
 - Describe programs aimed at successful completion, transfer, and/or gainful employment.
 - Provide data on the impact of the identified program(s).
 - Employment and promotion (i.e., commit to employing a diverse staff, provide resources, and an environment for all students to succeed);
 - Engagement of board of trustees, committees, advisory groups of the college, student groups, and community based organizations (i.e., actively seek diverse representation).

Nominations:

In order to be considered complete, the nominations packet must contain the following:

- The completed nominations form.
- A criteria statement, which addresses each criteria point in the order listed. The statements must demonstrate how the nominee meets the criteria. A response covering each question is required.*
- Three letters of support must be submitted with the nomination, including:
 - A letter from the Board of Trustees that states the board supports the nomination;* and
 - Two additional letters of support.*
- Nominations should be sent **no later than April 8, 2016**, to:

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Or Fax: 360-704-4415 • Or Email: nangel@sbctc.edu

* The nominations can be provided in any format the college desires. **Additionally, ACT staff needs the following documents to be provided in Word format so the nomination can be adapted for submission to the ACCT awards program:**

- **The criteria statement; and**
- **All of the letters of support.**

Selection:

ACT's Awards Committee will serve as the selection committee. Nominations will be judged on content, presentation, letters of recommendation and attributes demonstrating leadership and furthering the mission of community and technical colleges.

Washington State Association of College Trustees

Chief Executive Officer Award Nominations Form

*The ACT **Chief Executive Officer Award** recognizes an individual who has demonstrated exceptional leadership in furthering the mission of community and technical colleges.*

Name of nominee: (Mr./Mrs./Ms./Dr.): _____
Title: _____
Organization: _____
Daytime phone no.: _____ Email: _____

Nominated by: _____
College: _____
Title: _____
Daytime phone no.: _____ Email: _____
Signature: _____ Date: _____

Please include this nominations form, a criteria statement and three letters of support (one of which is from the Board of Trustees).

Send complete packet **no later than April 8, 2016**, to:

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ATTN: Awards Committee
PO Box 42495
Olympia, WA 98504-2495

Or Fax: 360-704-4415
Or Email: nangel@sbctc.edu

Chief Executive Officer Award

Purpose:

The purpose of the ACT **Chief Executive Officer Award** is to recognize an individual who has demonstrated exceptional leadership in furthering the mission of community and technical colleges.

Eligibility:

Any chief executive officer of a Washington community or technical college or the State Board for Community and Technical Colleges (SBCTC) office is eligible for this award.

The nominee must be currently serving when the nomination is submitted.

Criteria:

The nomination must come from an ACT trustee and the following questions must be answered:

- What has the CEO initiated or helped to develop in the area of innovative programs used in two-year postsecondary institutions?
- How has the CEO served on technical or special committees serving two-year postsecondary education, and what impact did this effort have in the community, state, or nation?
- How has the CEO demonstrated a “caring attitude” toward the board of trustees, administrators, faculty, and students?
- How has the CEO been active in developing, organizing, or supporting state and/or national two-year postsecondary education associations?
- What has the CEO published in the area of two-year postsecondary educational concepts?
- What awards or honors has this CEO received in recognition of leadership in the college, community, or nation?
- What outstanding characteristics of this CEO motivated your nomination?

Nominations:

In order to be considered complete, the nominations packet must contain the following:

- The completed nominations form.
- A criteria statement, which addresses each criteria point in the order listed. The statements must demonstrate how the nominee meets the criteria. A response covering each question is required.*
- Three letters of support must be submitted with the nomination, including:
 - A letter from the Board of Trustees that states the board supports the nomination;* and
 - Two additional letters of support.*
- Nominations should be sent **no later than April 8, 2016**, to:

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Or Fax: 360-704-4415 • Or Email: nangel@sbctc.edu

* The nominations can be provided in any format the college desires. **Additionally, ACT staff needs the following documents to be provided in Word format so the nomination can be adapted for submission to the ACCT awards program:**

- **The criteria statement; and**
- **All of the letters of support.**

Selection:

ACT's Awards Committee will serve as the selection committee. Nominations will be judged on content, presentation, letters of recommendation and attributes demonstrating leadership and furthering the mission of community and technical colleges.

Washington State Association of College Trustees

Partner of the Year Nominations Form

*The ACT **Partner of the Year Award** recognizes a business, company, agency, organization or elected officials for donating time and/or resources in support of the community and technical college mission.*

Name of nominee: (Mr./Mrs./Ms./Dr.): _____
Title: _____
Organization: _____
Daytime phone no.: _____ Email: _____

Nominated by: _____
College: _____
Title: _____
Daytime phone no.: _____ Email: _____
Signature: _____ Date: _____

Please include this nominations form, a criteria statement and three letters of support (one of which is from the Board of Trustees).

Send complete packet **no later than April 8, 2016**, to:

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ATTN: Awards Committee
PO Box 42495
Olympia, WA 98504-2495

Or Fax: 360-704-4415
Or Email: nangel@sbctc.edu

Partner of the Year Award

Purpose:

The purpose of the ACT **Partner of the Year Award** is to recognize businesses, companies, agencies, organizations or elected officials for donating time and/or resources in support of the community and technical college mission.

Eligibility:

Eligibility is open to the individuals or groups who have demonstrated their commitment to the community and technical college mission by donating time or resources for the betterment of the two-year college system:

- Corporations, businesses or companies;
- Private or public agencies or organizations; or
- Federal, state or local elected officials.

Criteria:

The nomination must come from a ACT trustee. Achievements will be judged on:

- Nominee's contributions to an individual college, the state system or two-year colleges at the national level;
- Nominee's support of students attending a community or technical college;
- Nominee's contributions to the development or maintenance of a community or technical college program or programs;
- Nominee's impact in advancing community, district, state or national issues;
- Nominee's role in building public support for community and technical colleges;
- Nominee's leadership in furthering innovative practices in the two-year college system.

Nominations:

In order to be considered complete, the nominations packet must contain the following:

- The completed nominations form.
- A criteria statement, which addresses each criteria point in the order listed. The statements must demonstrate how the nominee meets the criteria. A response covering each question is required.*
- Three letters of support must be submitted with the nomination, including:
 - A letter from the Board of Trustees that states the board supports the nomination;* and
 - Two additional letters of support.*
- Nominations should be sent **no later than April 8, 2016**, to:

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* The nominations can be provided in any format the college desires. **Additionally, ACT staff needs the following documents to be provided in Word format so the nomination can be adapted for submission to the ACCT awards program:**

- **The criteria statement; and**
- **All of the letters of support.**

Selection:

ACT's Awards Committee will serve as the selection committee. Nominations will be judged on content, presentation, letters of recommendation and attributes demonstrating commitment to the mission of community and technical colleges.



Washington State Association of College Trustees

Faculty Member Award Nominations Form

The ACT Faculty Member Award recognizes an individual who has demonstrated excellence in teaching in the community and technical college system.

Name of nominee: (Mr./Mrs./Ms./Dr.): _____
Title: _____
Organization: _____
Daytime phone no.: _____ Email: _____

Nominated by: _____
College: _____
Title: _____
Daytime phone no.: _____ Email: _____
Signature: _____ Date: _____

Please include this nominations form, a criteria statement and three letters of support (one of which is from the Board of Trustees).

Send complete packet **no later than April 8, 2016**, to:

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ATTN: Awards Committee
PO Box 42495
Olympia, WA 98504-2495

Or Fax: 360-704-4415
Or Email: nangel@sbctc.edu

Faculty Member Award

Purpose:

The purpose of the ACT **Faculty Member Award** is to recognize an individual who has demonstrated excellence in teaching in the community and technical college system.

Eligibility:

Any full-time instructor of a Washington community or technical college is eligible to receive this award. The nominee must be currently serving when the nomination is submitted.

Criteria:

The nomination must come from a ACT trustee and the following questions must be answered:

- In what ways has the educator demonstrated excellence in teaching?
- What has this educator initiated and helped to develop in the area of innovative programs used in two-year postsecondary institutions?
- How has this educator served on technical or special committees that have positively affected the community, state, or nation?
- How has this educator provided leadership in helping to solve challenges facing two-year postsecondary education?
- How has this educator been active in developing, organizing, or supporting state and/or national two-year postsecondary associations?
- What awards or honors has this educator received in recognition of leadership in the college or community?

Nominations:

In order to be considered complete, the nominations packet must contain the following:

- The completed nominations form.
- A criteria statement, which addresses each criteria point in the order listed. The statements must demonstrate how the nominee meets the criteria. A response covering each question is required.*
- Three letters of support must be submitted with the nomination, including:
 - A letter from the Board of Trustees that states the board supports the nomination;*
 - and
 - Two additional letters of support.*
- Nominations should be sent **no later than April 8, 2016**, to:

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Or Fax: 360-704-4415 • Or Email: nangel@sbctc.edu

* The nominations can be provided in any format the college desires. **Additionally, ACT staff needs the following documents to be provided in Word format so the nomination can be adapted for submission to the ACCT awards program:**

- **The criteria statement; and**
- **All of the letters of support.**

Selection:

ACT's Awards Committee will serve as the selection committee. Nominations will be judged on content, presentation, letters of recommendation and attributes demonstrating leadership and furthering the mission of community and technical colleges.

Washington State Association of College Trustees

Professional Staff Member Award Nominations Form

The ACT Professional Staff Member Award recognizes an individual who provides exemplary service in the community and technical college system.

Name of nominee: (Mr./Mrs./Ms./Dr.): _____
Title: _____
Organization: _____
Daytime phone no.: _____ Email: _____

Nominated by: _____
College: _____
Title: _____
Daytime phone no.: _____ Email: _____
Signature: _____ Date: _____

Please include this nominations form, a criteria statement and three letters of support (one of which is from the Board of Trustees).

Send complete packet **no later than April 8, 2016**, to:

ACT
ATTN: Awards Committee
PO Box 42495
Olympia, WA 98504-2495

Or Fax: 360-704-4415
Or Email: nangel@sbctc.edu

Professional Staff Member Award

Purpose:

The ACT **Professional Staff Member Award** recognizes an individual who provides exemplary service in the community and technical college system.

Eligibility:

Eligibility for this award is open to:

- Any board staff member (i.e., an administrative assistant or executive secretary to a Washington president/chancellor); or
- Any staff member of a Washington community or technical college or the State Board for Community and Technical Colleges (SBCTC) office (i.e. vice president, dean, administrator or other exempt staff).

Criteria:

The nomination must come from a ACT trustee and the following questions must be answered:

- In what ways has this staff member demonstrated a service leadership role toward the members of the board of trustees, administrators, faculty, students, and community?
- How does this staff member demonstrate performance in support of the board/CEO team?
- How has this staff member assisted the board/CEO team in developing or initiating innovative projects for your institution?
- What professional development activities at the national and/or state level has this staff member pursued?
- What other continuing education activities has this staff member pursued?
- What recognition has this staff member received for his/her leadership or involvement in the college or community?
- What outstanding characteristics motivated you to nominate this staff member?

Nominations:

In order to be considered complete, the nominations packet must contain the following:

- The completed nominations form.
- A criteria statement, which addresses each criteria point in the order listed. The statements must demonstrate how the nominee meets the criteria. A response covering each question is required.*
- Three letters of support must be submitted with the nomination, including:
 - A letter from the Board of Trustees that states the board supports the nomination,* and
 - Two additional letters of support.*
- Nominations should be sent **no later than April 8, 2016**, to:

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Or Fax: 360-704-4415 • Or Email: nangel@sbctc.edu

* The nominations can be provided in any format the college desires. **Additionally, ACT staff needs the following documents to be provided in Word format so the nomination can be adapted for submission to the ACCT awards program:**

- **The criteria statement; and**
- **All of the letters of support.**

Selection:

ACT's Awards Committee will serve as the selection committee. Nominations will be judged on content, presentation, letters of recommendation and attributes demonstrating leadership and furthering the mission of community and technical college.

BIG BEND COMMUNITY COLLEGE

Date: 3/03/16

ITEM #10: Board Policy (for information)

BACKGROUND:

Revised Board Policy BP 1005 is presented for information today and action at the April 7 meeting. The changes authorize recognition of Classified Staff employees.

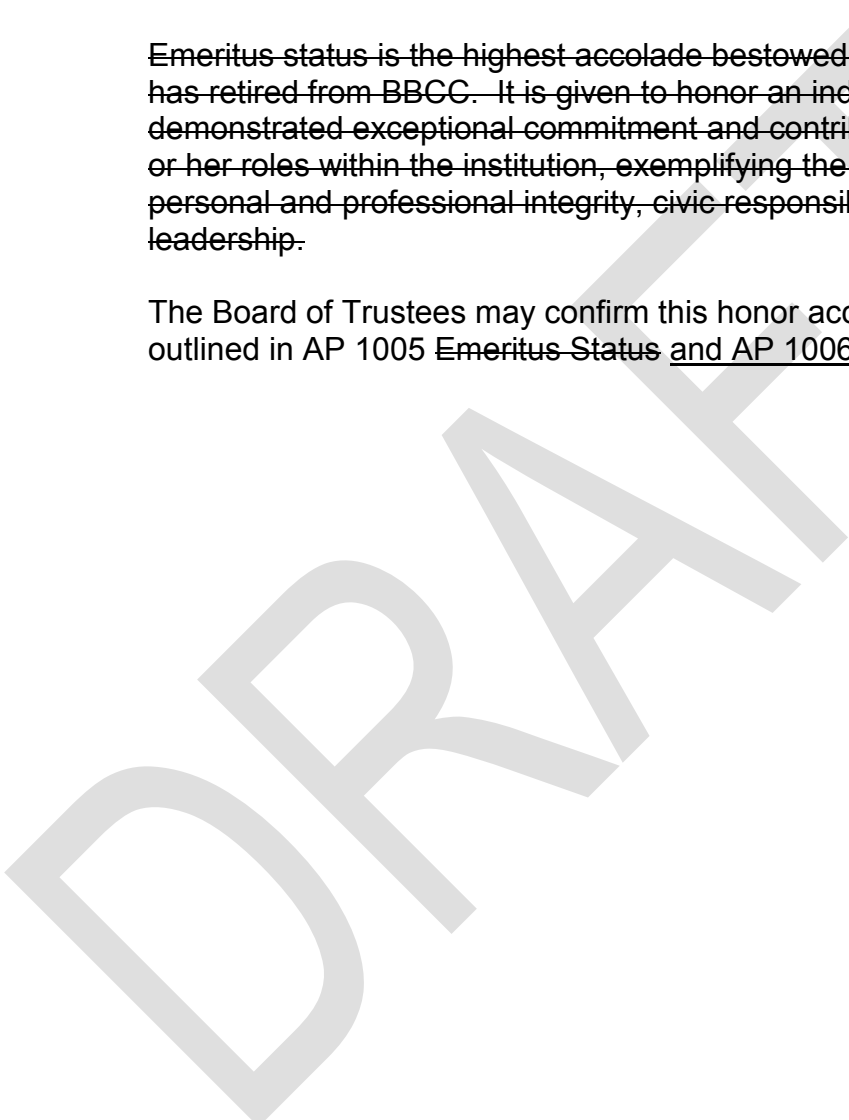
RECOMMENDATION:

None.

Big Bend Community College seeks to honor distinguished faculty, administrators, employees, and trustees who gave highly meritorious service, in recognition of their scholarly and professional contributions before retirement from the college.

~~Emeritus status is the highest accolade bestowed on an individual who has retired from BBCC. It is given to honor an individual who has demonstrated exceptional commitment and contributions to BBCC in his or her roles within the institution, exemplifying the highest standards of personal and professional integrity, civic responsibility, vision, and leadership.~~

The Board of Trustees may confirm this honor according to the process outlined in AP 1005 Emeritus Status and AP 1006.



Big Bend Community College seeks to honor distinguished faculty, administrators, and trustees who gave highly meritorious service, in recognition of their scholarly and professional contributions before retirement from the college.

Emeritus status is the highest accolade bestowed on an individual who has retired from BBCC. It is given to honor an individual who has demonstrated exceptional commitment and contributions to BBCC in his or her roles within the institution, exemplifying the highest standards of personal and professional integrity, civic responsibility, vision, and leadership.

The Board of Trustees may confirm this honor according to the process outlined in AP 1005, Emeritus Status.

Current

BIG BEND COMMUNITY COLLEGE

Date: 3/03/16

ITEM #11: Assessment of Board Activity (for information)

Northwest Commission on Colleges and Universities Standard 2.A Governance

BACKGROUND:

This agenda item provides an opportunity for the individual trustees to report on community contacts they have made and/or meetings they have attended since the previous board meeting. This reporting process has been implemented as an assessment tool to give the board a way to measure definitively what is accomplished throughout the year for its next self-evaluation review.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 3/03/16

ITEM #12: Regularly Scheduled Board Meeting Date (information)

BACKGROUND:

The next regular board meeting is scheduled for Thursday, April 7, at 1:30 p.m.

Prepared by the President's Office.

RECOMMENDATION:

President Leas recommends the Board of Trustees confirm the schedule for its next board meeting.

BIG BEND COMMUNITY COLLEGE

Date: 3/03/16

ITEM #13: Miscellaneous (information)

BACKGROUND:

President Leas will share highlights from his recent visits with Quincy School District Superintendent John Boyd.

February 18, Dr. Leas was voted in as a director on the Grant County Economic Development Council Board.

President Leas accompanied Music Instructor Michael Dzbenski and they visited Ephrata High School Principal Dan Martell and Choir Teacher Tim O'Donnell.

President Leas participated in the Capital Project Scoring process.

Ms. Ferrell-Crowley, the Central Washington Director for Senator Patty Murray, will visit campus Tuesday, March 1, 2016, from 1:00 – 3:00 p.m. She will tour the STEM Center and Emporium Lab, our Sim-Tech Lab, and learn about BBCC's New Opportunities in Aviation program.

Music Instructor Michael Dzbenski will conduct BBCC's new community choir at the inaugural concert Wednesday, March 16 at 7:00 p.m. in Wallenstien Theater.

Prepared by the President's Office.

RECOMMENDATION:

None.