



Board of Trustees Retreat

(Posted as a regular meeting)

**August 27, 2020
8:30 – 4:00 p.m.**

Windrow Hotel
502 N Main St, Ellensburg, WA

Register in advance for this webinar:

https://bigbend.zoom.us/webinar/register/WN_2bLvA4_SQQaScWBSro5cgQ

Community College District No. 18

**Windrow Hotel, 502 N Main St, Ellensburg
Thursday, August 27, 2020**

Time	Item	References
8:30	Item #1: Effective Board/President Engagement Moderator/Presenter: Dr. Rebekah Woods Outcome: Expectation Awareness	Mission, Vision, Values, Core Themes & Ends Statements
9:30	Break	
9:40	Item #2: Board Expectations of President Moderator/Presenter: Dr. Rebekah Woods Outcome: Expectation Awareness	President's Job Description President's Evaluation Process 6/6/19
10:40	Break	
10:50	Item #3: Dr. Sara Thompson Tweedy's 90-day Plan Moderator/Presenter: Dr. Rebekah Woods Outcome: Plan confirmation	President's 90-Day Plan
11:45	Break	Link to Strategic Plans
12:00	Working Lunch Item #4: Skeleton Overview of Strategic Planning Process Moderator/Presenter: Dr. Sara Thompson Tweedy Outcome: Discussion	Link to Monitoring Reports
12:50	Break	
1:00	Item #5: Board Self-Evaluation Mission Accountability (Stephen) Outcome: Discussion 2019-20 Board Goals (Stephen) Outcome: Discussion/Tentative Self-Evaluation Statement 2020-21 Board Goals (Anna) Outcome: Discussion/Tentative Board Goals Board Job Description (Anna) Outcome: Discussion, Recommendations to Committee (Anna & Jon)	Policy Governance BP1000 BP1000 Board Eval Sheet for trustee use only, not to be turned in August 8, 2019, Study Session/Retreat Meeting Minutes 2019-20 Board Goals 2019-20 Board Activities Log 2020-21 Board Goals Worksheet Cyclical Board Calendar Board Member Job Descriptions

2:15	Break	
2:30	Item #5: Closing the Achievement Gap Moderator/Presenter: VP Bryce Humpherys Dean Valerie Parton Outcome: Discussion	Student Achievement & Closing Achievement Gaps PowerPoint
3:00	Item #7: Trustees' Role in Virtual Accreditation Visit Moderator/Presenter: VP Bryce Humpherys Dean Valerie Parton Outcome: Clarify Expectations	Accreditation PowerPoint Northwest Commission on Colleges & Universities 2020 Standards
3:30	Item #8: September Study Session Topics: Strategic Planning-Where are we? What's left to accomplish? COVID-19-Fall Quarter & Remote Climate Report State Funding-BBCC's Plan Moderator/Presenter: Chair Stephen McFadden Vice Chair Anna Franz Outcome: Tentative date/topic for September Study Session	



Mission

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

Vision

Big Bend Community College inspires every student to be successful.

Values

Student Success
Excellence in Teaching & Learning
Inclusion
Community Engagement
Integrity & Stewardship
(Mission, Vision, and Values approved by the Board of Trustees 5/23/13)

Core Themes

Student Success, Excellence in Teaching and Learning, Community Engagement
(Approved by the Board of Trustees 6/14/13)

Ends Statements

E-1 Mission

E-2 Student Success

BBCC provides the diverse population of its entire district with access to opportunities, assists students in completion of their goals, and develops skills for lifelong learning.

E-3 Excellence in Teaching and Learning

BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

E-4 Community Engagement

BBCC supports economic development by nurturing community and industry partnerships and support to the college to enhance access and service to our district population

E-5 Integrity and Stewardship

BBCC acts as a responsible steward of resources by promoting accountability, sustainability, ethics and honesty, and prudent resource management to provide quality and affordable resources to the diverse population of our service district.

E-6 Inclusion and Climate

BBCC provides and maintains a climate of inclusiveness for students, employees and partners by maintaining a safe learning environment and promoting cultural inclusiveness, understanding, and respect by embracing diversity, access, opportunity, and equity.

(Approved by the Board of Trustees 1/16/14)

President of Big Bend Community College Position Profile

November 5, 2019

Purpose:

Pursuant to Board of Trustees' Policy BP 1000, the president is accountable to the board with all authority and accountability of the operating organization. The president, as chief executive officer, is the single official link to the college and the president's performance is synonymous with the organizational performance as a whole. The board will direct the president to achieve specified results through the establishment of Ends statements.

General Duties & Responsibilities:

- Manage the entire program of activities at the College, including but not limited to, developing the institutional mission and educational program; long-range, strategic, and budget planning; managing and developing the financial, capital, and human resources of the institution; prioritizing equitable student outcomes; effectively partner with the BBCC Foundation; supporting campus safety and security; and maintaining strong and positive relations with internal and external constituencies, as well as such duties mutually agreed upon or assigned by the board.
- Responsible for all subordinate personnel and for carrying out such duties and responsibilities as may be directed by the board or as may be set forth in the administrative policies of the institution and/or applicable laws.
- As the appointing authority for the college, the president is authorized to hire and dismiss employees and to take the additional actions specified for each employee classification, i.e., faculty, administrative professional, or classified.
- Perform all duties and carry out all responsibilities that the board has delegated to the president by resolution or otherwise.
- Inform the board of significant issues affecting the college, including but not limited to, concerns related to the performance of personnel, budgetary problems, over- or under-enrollment of students, or the reputation of the institution.
- Provide special reports or other information requested by the board.
- Respect and obey all laws, rules, and regulations of the State of Washington and to act at all times in a thoroughly professional manner so as not to bring discredit upon the president or injure the reputation of the institution.

Desired Attributes & Experiences:

- A demonstrated record of visionary, collaborative, decisive, and effective leadership with the ability to address issues and resolve problems in a timely and fair manner.
- An educational leader who is accessible and visible to students and who places the highest value on the success of students and eliminating disparities in educational outcomes including:
 - Understanding and addressing the challenges pertinent to student success, curriculum development and relevance, inclusive practices, and outcomes assessment at the program, department, and classroom level.

- Attracting and retaining a diverse faculty and staff reflecting the students they serve.
 - Understanding Washington State college systems, processes, culture, and environment necessary for the successful implementation of ctcLink, Guided Pathways, accreditation process and standards, and the college's Campus Climate Action Plan.
 - Leading from an equity-minded framework and holding teams accountable for the same. Practicing personal leadership in equity, diversity, and inclusion in service of an open environment to people from all backgrounds and experience levels.
 - Understanding and leading the implementation of institutional accessibility to effectively, efficiently, and equitably serve students, employees, and community members.
- An ethical leader with great integrity who sets high standards and ensures balanced support for all programs.
 - An understanding of the importance of communication in building and maintaining trust inside and outside the institution. An active listener and outstanding communicator with strong interpersonal skills, a commitment to transparent, collaborative, and open communication, and the ability to relate to all elements of the college and community.
 - An entrepreneurial and innovative leader open to new ideas and risk taking with an understanding of the importance of technology as it relates to institutional effectiveness; skilled in process improvement and change management models and frameworks.
 - Demonstrated passion for the community college mission and programs with the ability to build support and work with various and diverse stakeholders inside and outside the college. Understands the value and importance of professional technical education in preparing learners for employment.
 - Experience developing and translating organizational health assessments for ongoing measurement of climate, health, culture, and morale.
 - Experience, training, and a strong understanding of safety, security, and crisis management principles.
 - A skillful leader with business acumen who exercises thoughtful stewardship of fiscal, capital and human resources with effectiveness working with others in a collective bargaining environment including working knowledge of unions and applicable collective bargaining acts.
 - A decision maker who is able to analyze problems, develop alternatives, make difficult choices among competing interests, set a strategic course of action, and communicate that decision to the campus community.
 - A partnership builder with business, industry, labor, government, and educational institutions; active in the community and able to assume the role of community leader; an articulate, politically sensitive and savvy spokesperson who will seize opportunities to share BBCC's mission and successes.
 - An active advocate and leading voice in support of the BBCC Foundation, supporting and aiding the foundation team in pursuit of vital resources to support scholarships and capital project improvements.

Minimum Qualifications:

- Doctorate or granting of doctorate degree from a regionally accredited institution within the initial employment contract term.
- Five (5) years of successful senior-level administrative experience, preferably at the community college level.
- Teaching experience and/or student services experience in higher education.
- Competence in communicating education policies, goals, and objectives to faculty, staff, students, and the community.
- Fiscal management experience with a track-record of innovation yielding impactful results.

Start Date:

The successful candidate will begin onboarding in the summer of 2020 in preparation for the beginning of the 2020-21 academic year. The college operates on a quarterly schedule.

Compensation Package:

A competitive salary with a multi-year contract will be negotiated based on the candidate's successful experience and educational preparation. The salary range for this position is \$218,500 to \$223,500.

To assure best consideration, applications should be received by December 8, 2019. The application should include a letter of interest specifically addressing the applicant's background in relationship to qualifications and demonstrated skills, behaviors, and experience described in the search profile (not more than four pages); a current resume or curriculum vitae; unofficial transcripts for all degrees earned, responses to the supplemental questions, and the names of at least five professional references with each person's position, office or home address, e-mail address, and telephone number.

References will not be contacted without prior authorization from the applicant. All applications will remain confidential.

Additional information regarding the Big Bend Community College Presidential Search may be found at www.bigbend.edu.

President's Evaluation Process:

RCW 28B.50.140 gives Trustees authority to employ the college president, determine the president's duties, and set the compensation for the president.

The responsibility to evaluate the degree to which the president is successful in achieving the goals and objectives outlined in the college's strategic plan also rests with the Trustees.

The policy governance model provides that a board's chief evaluative interest is whether the organization achieves the board's ends and operates within the board's executive limitations. Further, the board holds the President/CEO personally accountable for that organizational performance. Under this model, organization performance, and by extension, presidential performance is disclosed by a monitoring system that provides the board with ongoing, applicable data.

The evaluation is to be completed annually and covers the period of July 1 through June 30. At the December 2017 Trustees Meeting, the trustees agreed that the evaluation of the college president should occur in June as noted in BP 1000, Policy Governance By-Laws, section 1000.4, Board Staff Linkage, subsection BSL-4, Monitoring Presidential Performance.

The evaluation will review and document presidential performance in the following broad areas of presidential responsibility:

1. Assessment of how well the institution is fulfilling its mission.
2. Attainment of or progress toward achieving institutional goals and objectives.
3. Participation and leadership in system-level goals and activities.

The evaluation tool, developed by a sub-committee of the Board of Trustees and approved at the June 8, 2017, regular Board meeting, is included to help focus the review process. The evaluation form includes the Ends Statements and evaluative information.

Trustees may also use the following documents in their evaluation of the president:

1. Annual internal reports including: Mission Fulfillment, Excellence in Teaching & Learning, Community Engagement, and Budget Presentations.
2. Feedback from college stakeholder groups (faculty, staff, students, foundation), community members, system-level stakeholders, and trustees.

3. The president's annual work plan summary.
4. The president's self-assessment.
5. BBCC Leadership Competencies

The process for evaluating presidential performance is documented in BP 1000, Policy Governance By-Laws, section 1000.4, Board Staff Linkage, subsection BSL-4, Monitoring Presidential Performance. A copy of the policy is included in the board packet.

90-DAY PLAN

Context: The first 90 Days provides an opportunity for me, as the president, to become familiar with the culture of Big Bend and the larger community. This time is critical for cultivating relationships as well as for setting the stage for a new strategic planning process that emphasizes student access, progress, and success. Pre-existing, critical priorities are shaping how the first 90 Days look for the new presidency. These priorities include an upcoming accreditation virtual site visit, concerns around campus climate, ctcLink implementation, and the impacts of COVID-19 on the delivery of instruction, programming and services. Embracing these priorities will inform the development of a strategic planning process that is relevant as well as inclusive, comprehensive and mission-centric. The anticipated launch of this process is January 2021.

Priorities	Specific Actions	Anticipated Outcomes
Accreditation	Review the accreditation documents	Successful virtual site visit and continuation of accreditation
	Provide support and resources to Big Bend employees to prepare for the virtual site visit	
	Prepare the Big Bend community for the virtual site visit	
Positive Campus Climate	Hold regular "drop-in" virtual sessions with faculty, staff, and students	Increased knowledge about the culture of the campus
	Prepare and deliver regular written and/or video updates to college community	Well-informed campus community
	Meet with external stakeholders as early as possible to understand current and possible relationships with business, industry, government and local school leaders	Exploration of new partnerships and/or strengthened existing relationships
	Meet with internal stakeholders: faculty, staff, union leadership, staff who support college operations, students	Set tone for relationships built on transparency, trust, approachability
	Deliver timely and transparent decisions	College employees and students will know the decision making process

ctcLink Implementation	Ensure appropriate capacity and support is provided for the migration to the new information management system, PeopleSoft	Successful migration to PeopleSoft
	Advocate at the system level for proper support of Big Bend employees during the migration	
COVID-19 Response	Review budget and budgeting process	Faculty and staff receive appropriate resources and training to deliver on-line and in-person instruction, services, supports and programing that meet safety guidelines
	Establish values system with Executive Team, Cabinet, Shared Governance Council, and employees that reflects our priorities to manage COVID-19 responses	Support a culture that emphasizes holistic health and safety
	Develop strategy to address shortfalls or "stay the course" on current strategy	Students receive high quality instruction, support and services in a mostly remote learning environment
	Examine resource alignment to assess if resources are adequate to support on-line and limited in-person classroom instruction	College will remain fiscally viable
	Plan for a post-pandemic re-opening	Re-open safely and efficiently
	Inform campus of Covid-19 related developments	Well-informed campus community
Strategic Planning Process	Review data related to the enrollment pipeline	Campus community is prepared for the launch of Strategic Planning Process to begin in early 2021
	Review progress, completion, and post-completion data	
	Review employee climate data related to employee experiences	
	Set baseline data to inform key performance indicators related to academic programing, student support services, and workforce development	

[Link to Strategic Plans](#)

[Link to Monitoring Reports](#)

1000.1 ENDS**E-1 Mission Statement**

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

BBCC Goals

The College provides learning opportunities that include;

- Critical thinking and problem solving
- Computation
- Communication
- Workplace skills and values
- Awareness and sensitivity to cultural diversity
- Arts enrichment and cultural activities

BBCC Characteristics

Big Bend Community College maintains a working and learning environment with the following:

- A discrimination-free environment which promotes diversity and staff and student success
- A service-oriented environment which provides access and support services to all students, including those who are physically and mentally challenged yet have the ability to benefit
- A climate which encourages safety, individual wellness, and human dignity
- Facilities and equipment to support student learning
- Continual assessment of student outcomes

E-2 Student Success

- Big Bend Community College provides the diverse population of its entire district with access to opportunities, assists students in completion of their goals, and develops skills for lifelong learning.

E-3 Excellence in Teaching and Learning

- Big Bend Community College supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

E-4 Community Engagement

- Big Bend Community College supports economic development by nurturing community and industry partnerships and support to the college to enhance access and service to our district population.

E-5 Integrity and Stewardship

- Big Bend Community College acts as a responsible steward of resources by promoting accountability, sustainability, ethics and honesty, and prudent resource management to provide quality and affordable resources to the diverse population of our service district.

E-6 Inclusion and Climate

- Big Bend Community College provides and maintains a climate of inclusiveness for students, employees and partners by maintaining a safe learning environment and promoting cultural inclusiveness, understanding, and respect by embracing diversity, access, opportunity, and equity.

(Annual reports on these Ends Statements will be presented to the board according to the schedule outlined in the current Academic Master Plan.)

1000.2 EXECUTIVE LIMITATIONS

EL – 1 General Executive Constraint

The President shall not allow in or by the operating organization of BBCC, any practice, activity, or decision, which is either unlawful, or in violation of commonly accepted professional ethics, or is contrary to the provisions set forth in the Governance Process Policies. The duties and responsibilities of the President are outlined in the President's Job Description in the Human Resource Office.

EL – 2 Respect For Students

Students should be treated with respect at all times. The President shall not cause or allow conditions, procedures, or decisions which are unsafe, lacking in respect, unnecessarily intrusive, or which fail to provide appropriate confidentiality and privacy.

The President may not:

1. Use methods of collecting, reviewing, transmitting, or storing client information that fail to protect against improper access to the information elicited.
2. Fail to provide a grievance process, including access to the Board, to those students who believe that they have not been accorded a reasonable interpretation of rights established pursuant to this policy.
3. Operate without written procedures which clarify the rules for students.

EL – 3 Respect For Community Members

BBCC recognizes that our community members are our stakeholders and that all visitors to our facilities should be treated with respect. The President shall not cause or

allow conditions, procedures, or decisions which are unsafe, lacking in respect or unnecessarily intrusive.

The President may not operate without written procedures which describe rules for visitors.

EL – 4 Respect For Employees

Paid and volunteer staff should be treated with respect at all times, and in compliance with established policies, process, and contracts. The President may not cause or allow conditions which are unsafe, lacking in respect, unnecessarily intrusive or are knowingly in violation of college policies, process, and contracts.

The President may not:

1. Operate without written personnel procedures which clarify personnel rules for staff, and provide for effective handling of grievances.
2. Discriminate against any staff member for expressing an ethical dissent within the framework of existing policy, process, and contracts.
3. Restrict the exercise of academic freedom.
4. Prevent non-academic employees (*) from the exercise of all rights provided to classified and exempt employees in AP4200 Communications/Grievance Procedure for Classified & Exempt Staff including an appeal to the Board.

(*) Academic employees (faculty) have a separate defined grievance process defined in the Negotiated Agreement (Article XXXV).

5. Hinder employees from becoming acquainted with their rights under this policy.

EL – 5 Ethical Conduct

The President must establish and maintain high levels of professional and institutional integrity, adhering to the ethical standards of the State of Washington and of Big Bend Community College.

The President may not:

1. Change his or her own compensation and benefits.
2. Allow a conflict of interest or the appearance of a conflict of interest to exist in the approval of any college contract.
3. Promise or imply permanent or guaranteed employment in disregard of college hiring policies, procedures, and practice.

EL – 6 Asset Protection

The President may not allow assets to be unprotected, inadequately maintained nor unnecessarily risked nor allow any action that is contrary to the provisions set forth in the Governance Process Policies.

The President may not:

1. Unnecessarily expose the college, its Board or staff, to claims of liability.
2. Fail to protect intellectual property, information and files from loss or significant damage.
3. Receive, process or disburse funds under controls, which are insufficient to meet the State Auditor's standards.
4. Fail to provide adequate protection against theft and casualty.
5. Fail to establish disaster/emergency management plans.

EL – 7 Financial Planning

Financial planning shall not deviate materially from Board Ends priorities.

The President shall not fail to demonstrate concurrence between Board Ends priorities and the annual budget.

EL – 8 Financial Condition And Activity

The initial and ongoing receipt and expenditure of funds shall be maintained within the approved budgetary expectations. Extraordinary changes in receipts or expenditures shall not cause or allow the development of fiscal jeopardy.

The President may not:

1. Expend more funds than have been received in the fiscal year
2. Allow an annual budget to be submitted for approval with dedicated contingencies of less than 2.5% of the total General Operating Budget and Operating Tuition Fund.
3. Fail to settle payroll and debts in a timely manner.
4. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.
5. Acquire, encumber, or dispose of real property.

EL – 9 Communication And Support To The Board

The President must keep the Board informed regarding monitoring data, relevant trends, media coverage, and Board compliance with its own policies, while acting as counsel to the Board.

The President may not:

1. Neglect to submit monitoring data required by the Board in a timely, accurate and understandable fashion, directly addressing provisions of the Board Policies being monitored.
2. Let the Board be unaware of relevant trends, anticipated adverse media coverage, material external and internal changes, particularly changes in the assumptions upon which any Board Policy has previously been established.
3. Fail to advise the Board if, in the President's opinion, the Board is not in compliance with its own policies on Governance Process and Board-Staff Linkage, particularly in the case of Board behavior, which is detrimental to the work relationship between the Board and the President.
4. Fail to provide a mechanism for official Board communications.
5. Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the Board.

EL – 10 Emergency Executive Succession

In order to protect the Board from the sudden loss of chief executive services, the President may not have fewer than two other executives familiar with Board and President issues and processes.

1000.3 GOVERNANCE PROCESS

GP – 1 Governance Commitment

The purpose of governance is that the Board, on behalf of the constituents of community college district # 18, ensures accountability of Big Bend Community College by assuring that it (a) achieves appropriate results for the appropriate recipients at an appropriate cost and (b) avoids unacceptable activities, conditions and decisions.

GP – 2 Governing Style

The board will govern with an emphasis on outward vision rather than an internal preoccupation, encouragement of diversity in viewpoints, strategic leadership more than administrative detail, clear distinction of board and chief executive roles, collective rather than individual decisions, future rather than past or present, and proactivity rather than reactivity.

The board will:

1. Deliberate in many voices, but govern in one.
2. Be responsible for excellence in governing and an initiator of policy.
3. Direct, control and inspire the organization through the careful establishment of broad written policies reflecting the board's values and perspectives. The board's major policy focus will be on the intended long-term impacts outside the operating organization, not on the administrative or programmatic means of attaining those effects.
4. Enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policy making principles, respect for roles, and ensuring the continuity of governance capability.
5. Monitor and discuss the board's process and performance periodically. Self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board-Staff Linkage categories.
6. Continual board development will include, but not be limited to, orientation of new members in the board's governance process and periodic board discussion of process improvement.
7. Seek input from staff, students, alumni, employers and other community members on Board Policies.

GP – 3 Board Job Descriptions

The job of the board is to represent the constituents of community college district #18 in determining and demanding appropriate organizational performance. To distinguish the board's own unique job from the jobs of its staff, the board will concentrate its efforts on the following job "products" or outputs:

1. The link between the organization and the constituents of community college district #18
2. Written governing policies which, at the broadest levels, address:
 - A. *Ends*: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which needs, at what cost).
 - B. *Executive Limitations*: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
 - C. *Governance Process*: Specification of how the board conceives, carries out and monitors its own task.

- D. *Board-Staff Linkage*: How power is delegated and its proper use monitored, the President's role, authority and accountability.
- 3. The assurance of the President's performance (against polices in 2A and 2B).
- 4. A link between the Board and the College Foundation Board for maintaining communication and providing coordination between the two boards.

GP – 4 Chair's Role

The Chair assures the integrity of the board's process and, secondarily, occasionally represents the board to outside parties. The Chair is the only board member authorized to speak for the board (beyond simply reporting board decisions), other than in rare and specifically authorized instances.

- 1. The job result of the Chair is that the board behaves consistent with its own rules and those legitimately imposed upon it from outside the organization.
 - A. Meeting content will focus on those issues which, according to board policy, clearly belong to the board to decide or examine, not the President.
 - B. Deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and kept to the point.
- 2. The authority of the Chair consists of making decisions that fall within the topics covered by board policies on Governance Process and Board-Staff Linkage, except where the board specifically delegates portions of this authority to others.
 - A. The Chair is empowered to chair board meetings with all the commonly accepted power of that position (e.g., ruling, recognizing, agenda-setting).
 - B. The Chair has no authority to make decisions about policies created by the board within Ends and Executive Limitations policy areas. Therefore, the Chair has no authority to supervise or direct the President.
 - C. The Chair may represent the board to outside parties in announcing board-stated positions and in stating Chair decisions and interpretations within the area delegated to him or her.
 - D. The Chair may delegate this authority, but remains accountable for its use.

3. In the absence of the Chair, the Vice Chair will assume the responsibilities of the Chair. In the absence of the Chair and Vice Chair, the members of the Board shall select a member to assume the responsibilities of the Chair during the continuance of the absences.

GP – 5 Board Members Code Of Ethics

The board commits itself and its members to ethical, businesslike, and lawful conduct. This includes proper use of authority and appropriate decorum when acting as board members.

1. Members must represent unconflicted loyalty to the interests of the community. This accountability supercedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staff. It also supercedes the personal interest of any board member acting as a consumer of the organization's services.
2. Members must avoid conflict of interest with respect to their fiduciary responsibility.
 - A. There must be no self-dealing or any conduct of private business or personal services between any board member and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to "inside" information.
 - B. When the board is to decide upon an issue, about which a member has an unavoidable conflict of interest, that member shall absent herself or himself without comment from not only the vote, but also from the deliberation.
 - C. Board members must not use their positions to obtain employment in the organization for themselves, family members or close associates. Should a member desire employment, he or she must first resign.
 - D. Members will annually disclose their involvements with other organizations, with vendors, or any other associations which might produce a conflict.
3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies.
 - A. Members' interaction with the President or with staff must recognize the lack of authority vested in individuals except when explicitly board-authorized.
 - B. Members' interaction with public, press or other entities must recognize the same limitation and the inability of any board member to speak for the board.

- C. Members will give no consequence or voice to individual judgments of President or staff performance.
- 4. Members will respect the confidentiality appropriate to issues of a sensitive nature.

GP – 6 Cost Of Governance

Because poor governance costs more than learning to govern well, the board will invest in its governance capacity. Accordingly,

- 1. Board skills, methods, and supports will be sufficient to assure governing with excellence.
 - A. Training and retraining will be used liberally to orient new members and candidates for membership, as well as to maintain and increase existing member skills and understandings.
 - B. Outside monitoring assistance will be arranged so that the board can exercise confident control over organizational performance. This includes, but is not limited to, fiscal audit.
 - C. Outreach mechanisms will be used as needed to ensure the board's ability to listen to the viewpoints and values of the constituents of community college district #18.
- 2. Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability.

GP – 7 Naming Of Facilities

The Board retains its right to name and rename college buildings and facilities as an appropriate honor to individuals and organizations for friendship, service and support of the college.

- 1. The Board will also approve the naming of buildings and facilities according to the wishes of a donor who has met the schedule of financial support for the various capital projects of the college. The schedule of naming opportunities will be set in Administrative Process AP1020.
- 2. The Board may also approve the naming of buildings and facilities in order to honor those who have rendered extraordinary service to the college or who, by their personal or professional achievements have significantly enhanced the reputation of the college. Honorees for extraordinary service may not be current employees, and may include those who have given extraordinary service to the college in a service or volunteer capacity such that their contributions are widely recognized by the community and their peers.

GP – 8 By Laws Of Community College District #18

INTRODUCTION

The Big Bend Community College Board of Trustees, under law, is charged with the responsibility of Community College District No. 18. The authority is vested in the board, not in its individual board members. To assist the board in carrying out its responsibilities, it shall employ a president of Big Bend Community College and delegate to him/her the responsibility for administering the district under policies approved by the board. (RCW 28B.50.100) [see Board Resolution 2003.1 and BP1004]

Policies of the Board of Trustees are found in the records of board action and in the Board Policy Manual of which this document is a part. The bylaws which follow contain all of the rules adopted by the board which are in force and which relate to the organization and powers of the board and its method of conducting business.

OFFICES OF THE BOARD OF TRUSTEES

The Board of Trustees shall maintain an office at Big Bend Community College, Moses Lake, Washington, where all regular meetings shall be held, unless otherwise announced, and all records, minutes, and the official college seal shall be kept. This office shall be open during all normal business hours to any resident taxpayer of the State of Washington.

Correspondence or other business for the board shall be sent to the Secretary of the Board, who is located in this office at 7662 Chanute Street, Moses Lake, Washington 98837.

MEETINGS OF THE BOARD OF TRUSTEES

The Board of Trustees shall hold at least one meeting each quarter and such other regular or special meetings as may be requested by the Chair of the board or by a majority of the members of the board. Regular meeting dates and times are set by an annual schedule approved by the board and published by the Office of the President. All regular meetings of the board will be held within Community College District boundaries at locations published prior to the meeting.

- A. Information for Board Members. Information and materials pertinent to the agenda of all regular meeting of the board shall be sent to trustees prior to each meeting. Any matters of business or correspondence must be received by the Secretary of the Board by 12:00 noon the Monday of the week preceding the meeting in order to be included on the agenda. The chair or secretary may, however, present a matter of urgent business received too late for inclusion on the agenda if in his/her judgment the matter is of an urgent nature.

- B. Executive Sessions. The Board of Trustees may convene in executive session during a regular or special meeting to consider matters affecting national security; the selection of a site or the acquisition of real estate by lease or purchase of real estate, when publicity regarding such consideration would cause a likelihood of increased price; to consider the disposition of real estate by lease or sale, when publicity regarding such consideration would cause a likelihood of decreased price; the appointment, employment or dismissal of a public officer or employee; or to hear complaints or charges brought against such officer or employee; or to hear complaints or charges brought against such officer or employee by another public officer, person, or employee unless such officer or employee requests a public hearing. The Board of Trustees also may exclude from any such public meeting or executive session, during the examination of a witness on any such matter, any or all other witnesses in the matter being investigated by the Board of Trustees.
- C. Records of Board Action. All business transacted in official board meetings shall be recorded in minutes and filed for reference.
- D. Parliamentary Procedure. Three members of the Board of Trustees shall constitute a quorum and no action shall be taken by less than a majority of the board members.

Normally, voting shall be viva voce. However, a roll call vote may be requested by any member of the board for purposes of the record.

In questions of parliamentary procedure, the actions of the board shall be conducted according to the rules contained in the current edition of Robert's Rules of Order Newly Revised, unless specified otherwise by state law or regulation of the State Board for Community and Technical Colleges.

- E. The chair shall announce at the beginning of each meeting that interested citizens or groups may make oral or written presentations to the board regarding any item on the agenda at the time of its presentation to the board. If a written presentation is to be made, a notice of such written presentation must be submitted to the Secretary of the Board of Trustees at least 24 hours prior to the scheduled meeting. The chair shall have the right to limit the length of time used by a speaker for the discussion of a subject.

OFFICERS OF THE BOARD

At the October regular meeting of the board each year the board shall elect, from its membership, a chair and vice-chair to serve for the ensuing twelve months. In addition the President of Big Bend Community College shall serve as secretary to the Board of Trustees as specified by state law. The secretary may, at his/her discretion, appoint the president's secretary or other appropriate college staff member to act as recording secretary for all regular and special meetings of the Board of Trustees.

The chair, in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, shall preside at each regular or special meeting of the board, sign all legal and official documents recording actions of the board, and review the agenda prepared for each meeting of the board. The chairman shall, while presiding at official meetings, have full right of discussion and vote.

The vice-chair, in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, shall act as chair of the board in the absence of the chair.

The secretary of the board shall be the President of Big Bend Community College and in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, he/she shall keep the official seal of the board, maintain all records of meetings and other official actions of the board.

The secretary shall also be responsible for board correspondence, compiling the agenda of meetings, and distributing the minutes of the meetings and related reports.

The secretary, or his/her designate, must attend all regular and special meetings of the board, and official minutes must be kept of all such meetings.

RESTRICTIONS OF INDIVIDUAL AUTHORITY

Legal authority is vested in the Board of Trustees and may be exercised only by formal action of the board, taken in regular and special meetings. No individual member of the board may act on behalf of the board unless specifically instructed by action of the board. Every member of the board shall be under obligation to support the decision or policy of the majority and shall not publicly oppose such a decision or policy after it has been adopted by the majority.

FISCAL YEAR OF THE BOARD OF TRUSTEES

The fiscal year of the board shall conform to the fiscal year of the State of Washington and shall be from July 1 to June 30 inclusive.

SEAL AND NAME OF THE COLLEGE DISTRICT

The Board of Trustees shall maintain an official seal for the use upon any or all official documents of the board. The seal shall have inscribed upon it the name of the college which shall be:

BIG BEND COMMUNITY COLLEGE
DISTRICT NO. 18
STATE OF WASHINGTON

CHANGES TO BYLAWS OF THE BOARD OF TRUSTEES

Bylaws of the board may be revised by majority vote of the board provided such changes are proposed at least one meeting prior to the meeting at which the vote is taken. Bylaws may be revised by unanimous vote of the board at the same meeting at which the revision is originally proposed.

DELEGATION OF RESPONSIBILITY

It shall be the responsibility of the Big Bend Community College Board of Trustees to establish policy and to evaluate the success of the college operation. The Board of Trustees shall employ a President for Big Bend Community College and hold such president responsible for the interpretation of board policy into administrative action and for the administration of the college in general.

Specific policies and their administrative interpretation shall be described in detail in the several sections of the Board Policy Manual. [see Board Resolution 2003-1 and BP1004]

1000.4 BOARD-STAFF LINKAGE

BSL - 1 Chief Executive Role

The President, as chief executive officer, is accountable to the board acting as a body. The board will instruct the President through written policies, delegating to him or her interpretation and implementation of those policies, as per Board Resolution 2003-1 and BP1004.

BSL - 2 Delegation To The President

All board authority delegated to the operating organization is delegated through the President, so that all authority and accountability of the operating delegation – as far as the board is concerned – is considered to be the authority and accountability of the President.

1. The board will direct the President to achieve specified results, for specific recipients, at a specified worth through the establishment of *Ends* policies. The board will limit the latitude the President may exercise in practices, methods, conduct and other “means” to the ends through establishment of *Executive Limitations* policies.
2. As long as the President uses any *reasonable interpretation* of the board’s *Ends* and *Executive Limitations* policies, the President is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.
3. The board may change its *Ends* and *Executive Limitations* policies, thereby shifting the boundary between board and President domains. By so doing, the board changes the latitude of choice given to the President. But so long as any particular delegation is in place, the board and its members will respect and support the President’s choices.

4. Only decisions of the board acting as a body are binding upon the President.
 - A. Decisions or instructions of individual board members are not binding on the President except in rare instances when the board has specifically given prior authorization for such exercise of authority.
 - B. In the case of board members requesting information or assistance without board authorization, the President can refuse such requests that require – in his/her judgment – a material amount of staff time or funds or is disruptive.

BSL – 3 President’s Job Description

As the board’s single official link to the operating organization, the President’s performance will be considered to be synonymous with organizational performance as a total.

Consequently, the President’s job contributions can be stated as performance in only two areas:

1. Organizational accomplishment of the provisions of board policies on *Ends*.
2. Organization operation within the boundaries of prudence and ethics established in board policies on *Executive Limitations*.

BSL – 4 Monitoring Presidential Performance

Monitoring executive performance is synonymous with monitoring organizational performance against board policies on *Ends* and *Executive Limitations*.

1. The purpose of monitoring is simply to determine the degree to which board policies are being fulfilled. Information which does not do this will not be considered to be monitoring. Monitoring will be as automatic as possible, using a minimum of board time so that meetings can be used to create the future rather than to review the past.
2. A given policy may be monitored in one or more of three ways:
 - A. Internal report: Disclosure of compliance information to the board from the President, or his/her designee.
 - B. External report: Discovery of compliance information by a disinterested, external auditor, inspector or judge who is selected by and reports directly to the board. Such reports must assess executive performance only against policies of the board, not those of the

external party unless the board has previously indicated that party's opinion to be the standard.

- C. Direct board inspection: Discovery of compliance information by a board member or the board as a whole. This is a board inspection of documents, activities or circumstances directed by the board which allows a "prudent person" test of policy compliance.
3. Upon the choice of the board any policy can be monitored by any method at any time. For regular monitoring, however, each *Ends* and *Executive Limitations* policy will be classified by the board according to frequency and method.
- A. Annual Internal Reports for policies on:
 - EL-2 Respect for Students
 - EL-3 Respect for Community Members
 - EL-4 Respect for Employees
 - EL-7 Financial Planning
 - EL-9 Communication and Support to the Board
 - EL-10 Emergency Executive Succession
 - B. Annual External Reports or direct Board inspection for policies on:
 - EL-1 General Executive Constraint
 - EL-6 Asset Protection
 - EL-8 Financial Condition and Activity
 - C. Quarterly Internal Reports on Actual Budget
 - D. Annual Internal Reports for all *Ends* policies contained in:
 - Academic Master Plan Reports
 - Mission Fulfillment
 - Excellence in Teaching & Learning
 - Community Engagement
 - Budget Presentations
4. Each June the board will conduct a formal evaluation of the President. This evaluation will focus on the monitoring data on *Ends* and *Executive Limitations* policies provided during the intervening year. However, the board's evaluation may also include pre-determined criteria based on the board's expectations of the President's performance so long as such criteria have been specified one year in advance of the evaluation.
- A. A tool to be used in the evaluation of the president is a focus group of community leaders from across the college district, to discuss college accomplishment of board End's statements. Prior to the conduct of the focus group the board will discuss and select any specific questions they wish introduced to the focus group dialogue directly related to the president's job description and/or Executive Limitations in addition to those based on the End's statements.

- B. The board will discuss the Academic Master Plan report results, Executive Limitations information and focus group conversations with the president in executive session.
- C. The results of the evaluation will be reported in open meeting with any necessary action to occur at that open meeting.

POLICY GOVERNANCE AND BOARD EVALUATION SHEET

Indicate the level of accomplishment of each item by circling the rating number. Additionally, please indicate if you would like to “continue” or “modify” each of the following components of your Policy Governance. [*If modification is checked please write your proposed modification in the space below the item.]

<p><u>ENDS</u></p> <p>E-1 Mission Statement (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Failed to Accomplish</td> <td style="text-align: center;">Moderately Accomplished</td> <td style="text-align: center;">Fully Accomplished</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2 3 4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2 3 4
Failed to Accomplish	Moderately Accomplished	Fully Accomplished					
0	1	2 3 4					
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>							

<p><u>ENDS</u></p> <p>E-2 Student Success (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Failed to Accomplish</td> <td style="text-align: center;">Moderately Accomplished</td> <td style="text-align: center;">Fully Accomplished</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2 3 4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2 3 4
Failed to Accomplish	Moderately Accomplished	Fully Accomplished					
0	1	2 3 4					
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>							

<p><u>ENDS</u> <i>(*Board Evaluation Item)</i></p> <p>E-3 Excellence in Teaching & Learning (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Failed to Accomplish</td> <td style="text-align: center;">Moderately Accomplished</td> <td style="text-align: center;">Fully Accomplished</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2 3 4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2 3 4
Failed to Accomplish	Moderately Accomplished	Fully Accomplished					
0	1	2 3 4					
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>							

<p><u>ENDS</u></p> <p>E-4 Community Engagement (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
Failed to Accomplish	Moderately Accomplished	Fully Accomplished					
0	1 2 3	4					
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>							

<p><u>ENDS</u></p> <p>E-5 Integrity & Stewardship (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
Failed to Accomplish	Moderately Accomplished	Fully Accomplished					
0	1 2 3	4					
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>							

<p><u>ENDS</u></p> <p>E-6 Inclusion & Climate (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
Failed to Accomplish	Moderately Accomplished	Fully Accomplished					
0	1 2 3	4					
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>							

<p><u>EXECUTIVE LIMITATIONS</u></p> <p>EL-1 General Executive Restraints (If no, what needs to change?)</p>	<p>Appropriate? Yes ___ No ___</p>
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>	

<p><u>EXECUTIVE LIMITATIONS</u></p> <p>EL-2 Respect for Students (If no, what needs to change?)</p>	<p>Appropriate? Yes ___ No ___</p>
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>	

<p><u>EXECUTIVE LIMITATIONS</u></p> <p>EL-3 Respect for Community Members (If no, what needs to change?)</p>	<p>Appropriate? Yes ___ No ___</p>
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>	

<u>EXECUTIVE LIMITATIONS</u>	
EL-4 Respect for Employees (If no, what needs to change?)	Appropriate? Yes ___ No ___
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>	

<u>EXECUTIVE LIMITATIONS</u>	
EL-5 Ethical Conduct (If no, what needs to change?)	Appropriate? Yes ___ No ___
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>	

<u>EXECUTIVE LIMITATIONS</u>	
EL-6 Asset Protection (If no, what needs to change?)	Appropriate? Yes ___ No ___
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>	

<u>EXECUTIVE LIMITATIONS</u>	
EL-7 Financial Planning (If no, what needs to change?)	Appropriate? Yes ___ No ___
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>	

<u>EXECUTIVE LIMITATIONS</u>	
EL-8 Financial Condition & Activity (If no, what needs to change?)	Appropriate? Yes ___ No ___
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>	

<u>EXECUTIVE LIMITATIONS</u>	
EL-9 Communication & Support to the Board (If no, what needs to change?)	Appropriate? Yes ___ No ___
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>	

<p><u>EXECUTIVE LIMITATIONS</u></p> <p>EL-10 Emergency Executive Succession (If no, what needs to change?)</p>	<p>Appropriate? Yes ___ No ___</p>
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>	

<p><u>GOVERNANCE PROCESS</u> (*Board Evaluation Item)</p> <p>GP-1 Governance Commitment (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to</td> <td>Moderately</td> <td>Fully</td> <td></td> <td></td> </tr> <tr> <td>Accomplish</td> <td>Accomplished</td> <td>Accomplished</td> <td></td> <td></td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	Failed to	Moderately	Fully			Accomplish	Accomplished	Accomplished			0	1	2	3	4
Failed to	Moderately	Fully														
Accomplish	Accomplished	Accomplished														
0	1	2	3	4												
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>																

<p><u>GOVERNANCE PROCESS</u> (*Board Evaluation Item)</p> <p>GP-2 Governing Style (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to</td> <td>Moderately</td> <td>Fully</td> <td></td> <td></td> </tr> <tr> <td>Accomplish</td> <td>Accomplished</td> <td>Accomplished</td> <td></td> <td></td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	Failed to	Moderately	Fully			Accomplish	Accomplished	Accomplished			0	1	2	3	4
Failed to	Moderately	Fully														
Accomplish	Accomplished	Accomplished														
0	1	2	3	4												
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>																

<p><u>GOVERNANCE PROCESS</u> <i>(*Board Evaluation Item)</i> GP-3 Board Job Descriptions (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u> Failed to Accomplish Moderately Accomplished Fully Accomplished 0 1 2 3 4</p>
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>	

<p><u>GOVERNANCE PROCESS</u> GP-4 Chairperson’s Role (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u> Failed to Accomplish Moderately Accomplished Fully Accomplished 0 1 2 3 4</p>
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>	

<p><u>GOVERNANCE PROCESS</u> GP-5 Board Members Code of Ethics (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u> Failed to Accomplish Moderately Accomplished Fully Accomplished 0 1 2 3 4</p>
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>	

<p><u>GOVERNANCE PROCESS</u></p> <p>GP-6 Cost of Governance (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2 3 4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2 3 4
Failed to Accomplish	Moderately Accomplished	Fully Accomplished					
0	1	2 3 4					
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>							

<p><u>GOVERNANCE PROCESS</u></p> <p>GP-7 Naming of Facilities (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2 3 4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2 3 4
Failed to Accomplish	Moderately Accomplished	Fully Accomplished					
0	1	2 3 4					
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>							

<p><u>GOVERNANCE PROCESS</u></p> <p>GP-8 By Laws of Community College District #18 (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2 3 4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2 3 4
Failed to Accomplish	Moderately Accomplished	Fully Accomplished					
0	1	2 3 4					
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>							

<p><u>BOARD-STAFF LINKAGE</u> <i>(*Board Evaluation Item)</i></p> <p>BSL-1 Chief Executive Role (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2 3 4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2 3 4
Failed to Accomplish	Moderately Accomplished	Fully Accomplished					
0	1	2 3 4					
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>							

<p><u>BOARD-STAFF LINKAGE</u> <i>(*Board Evaluation Item)</i></p> <p>BSL-2 Delegation of the President (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2 3 4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2 3 4
Failed to Accomplish	Moderately Accomplished	Fully Accomplished					
0	1	2 3 4					
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>							

<p><u>BOARD-STAFF LINKAGE</u> <i>(*Board Evaluation Item)</i></p> <p>BSL-3 President’s Job Description (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2 3 4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2 3 4
Failed to Accomplish	Moderately Accomplished	Fully Accomplished					
0	1	2 3 4					
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>							

<p><u>BOARD-STAFF LINKAGE</u> <i>(*Board Evaluation Item)</i></p> <p>BSL-4 Monitoring Presidential Performance (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2 3 4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2 3 4
Failed to Accomplish	Moderately Accomplished	Fully Accomplished					
0	1	2 3 4					
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>							

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held its regular Board meeting study session August 8, 2019, at 9:00 a.m. in the ATEC Hardin Community room in Building 1800 on the Big Bend Community College campus.

Call to Order

Present: Anna Franz
Jon Lane
Stephen McFadden
Juanita Richards
Thomas Stredwick

1. Employee Focus Group Report Progress

Leadership Consultant Linda Seppa Salisbury has 53 years of teaching experience in higher education at the University of WA, Whitworth University, EWU, and Spokane Falls Community College. She teaches communications, leadership, and conflict resolution. Ms. Seppa Salisbury shared that she has been working with the President and Vice Presidents (executive team) for six months as a result of their desire to make changes based on the Employee Focus Group Report (EFGR). She read the EFGR, newspaper article, exit interview information, and the mission of the college. She stated the situation is very serious, and the EFGR represented an unofficial vote of no confidence. The executive team can make positive changes, and they need to make people feel valued, heard, and understood by being vulnerable.

Ms. Seppa Salisbury explained that she began working with the executive team by conducting the Meyers-Briggs Inventory and found that all four executive team members are introverts, which is rare in a leadership group. The executive team members' introversion explained a lot of the Clark report comments. She then asked the members to engage with the BBCC community and talk about the Clark report. The four executive team members have been visiting with campus community members; they have completed 66 interviews, which included listening to feedback on themselves. Ms. Seppa Salisbury has provided resources about introverts, leadership styles, and how to restore trust and confidence. She said the executive team needs to develop a comprehensive plan with the school community via a big increase in communication. Dr. Leas and Dr. Humpherys were the focus of the report. Dr. Humpherys took on the tough role of responding to accreditation recommendations with very little time to do so. His style helped him accomplish the imperative goal; however, employees did not fully realize or appreciate the urgency of his task. Ms. Seppa Salisbury shared that communication is key when working with educators.

Trustee Anna Franz asked about communication issues and suggestions for the trustees moving forward. Ms. Seppa Salisbury encouraged the trustees to ensure funding is allocated to provide resources that support employees in the process of improving campus culture and for the trustees to be present and seen by campus

community members. She said it is important that discernible progress is seen by the campus community and for executive team members to continue listening to and sharing with campus members.

Trustee Thomas Stredwick asked about how to measure the progress. Ms. Seppa Salisbury suggested conducting employee surveys and monitoring exit interview data; she stated progress takes time.

Ms. Seppa Salisbury will continue to work with the executive team through December. Dr. Leas stated executive team is working with groups on campus including the Deans and Division Chairs to develop and implement a campus action plan. The plan will be shared at the Campus In-Service September 16 and subsequent updates with the board during its October 10 meeting. Dr. Leas stated the plan will include identified priorities and professional development opportunities for all employees.

Board Chair Stephen McFadden announced a 10-minute executive session at 9:47 a.m. including Ms. Seppa Salisbury to discuss items provided for in RCW 42.30.110 (1): (g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The executive session ended at 9:57 a.m. with no action taken. Board Chair McFadden announced a 10-minute break. Ms. Seppa Salisbury left the meeting. The meeting reconvened at 10:10 a.m.

2. Strategic Plan & Institutional Priorities

President Leas shared a list of items the trustees monitor and asked the trustees to prioritize the items. Trustee Jon Lane stated he would like to hear updates on new programs like drones, athletics, etc. Board Chair McFadden stated trustees should be alerted to trending issues. Trustees should also monitor new programs, for example, the Bachelor of Applied Science process and new athletic programs.

President Leas stated the Unmanned Aerial Systems (UAS) program and the SIM Tech programs are struggling for enrollment. The program directors are using distance education and consortia membership as enrollment strategies. The UAS and SIM Tech program enrollment challenges have not been brought to the board as a critical issue because federal funds are supporting the grant, and BBCC is not depending on the FTEs from those programs. VP Humpherys is working with the Deans to integrate the programs and promote the classes for students outside the programs. For instance, there are very few jobs in this area for Medical SIM technicians or drone operators, but Medical SIM technology classes can provide retraining for EMTs. There is an increase in robotics in the manufacturing industry and adding mechatronics to the Industrial Electrical Technology program with a mechatronics or UAS certificate could help with career-advancement paths.

The UAS and Medical SIM grants were written before VP Humpherys arrived. There was some market demand noted in the initial grant applications. Mechatronics has good partnerships with data centers.

President Leas stated additional enrollment strategies include attracting working adults with online/hybrid offerings and adjusting evening classes to have common start times, ensuring students can take multiple classes without overlap.

Regarding the B&O-tax-funded HB 2158, the SBCTC is concerned that more than half of the oversight board for this legislation is employers who pay B & O tax. These employers want to know the return on their investment. The WA Student Achievement Council (WSAC) is focused mostly on high school graduates, while the SBCTC wants to focus on working adults.

The Workforce Education Center (WEC) building is on schedule and Automotive, Welding, Industrial Electrical, and MMT will be located on the first floor. The second floor is scheduled for completion in February. The second floor delay is due in part to a lack of full funding as the project depends on securing local funding. Dr. Leas encouraged trustees to continue to use their contacts to raise money for the WEC.

President Leas stated one of the trustees was on campus during a New Student Registration session and inquired about attending New Student Registration or New Student Orientation. Dr. Leas is talking with administrators to learn about opportunities for trustees to observe and interact with students. Trustee Anna Franz commented that increasing student and employee accessibility to the board responds to the EFGR. Board Chair McFadden stated trustees need to be involved in the campus healing process.

Topics identified for study sessions included the EFGR and action items to approach solving issues strategically. Trustee Jon Lane asked about adding marketing as an important topic as well as meeting policy goals, monitoring programs through the institutional dashboards, and allocating the budget to priority items.

President Leas shared that the state allocation enrollment reports show an increase in headcount and non-state funded FTEs, BBCC is struggling to increase state-funded FTEs, which tie directly with state budget allocations. BBCC has been protected from the impact of enrollment drops due to safe harbor and FTEs are down across the state. In 2020-21, college budgets across the state will be negatively affected by the enrollment drop, which underscores our focus on enrollment management strategies.

Board Chair McFadden stated cautionary issues similar to the enrollment challenges need to be shared with the trustees. Trustee Franz stated emails from President Leas have been helpful.

Dr. Leas reported that he attended a meeting with CWU President Gaudino, Senator Warnick, Representative Dent, and Representative Ybarra regarding transferring CWU's aviation program to BBCC. The CWU aviation program currently has 200 students, \$7 million in airplanes plus flight simulators, four tenured faculty, ten non-tenured faculty paid at different rates, and 35 support staff and mechanics. This transfer represents a huge logistical challenge, and it would be a multi-year process.

Board Chair McFadden reported that CWU's aviation program has faced challenges, and Representative Dent is invested in seeing a stable aviation program that serves students. Representative Dent is also working with private industry to support the transfer. Trustee Franz stated BBCC needs to be thoughtful about protecting the aviation program and overcommitting resources that might harm the program.

President Leas stated pilots are currently in demand; however, that demand may drop and future enrollments may not support the costs. BBCC needs to stay flexible and not overcommit with tenured faculty and equipment. The transfer from CWU could be a great opportunity. Dr. Leas talked with Richard Hanover from the Port of Moses Lake about working on a task force with Rep. Dent. The Port of Moses Lake may have access to resources to support the transfer. FAA regulations are another important piece to consider.

Dr. Leas referenced the trend chart and stated BBCC is struggling in pre-college and workforce education FTEs. Running Start is boosting academic transfer FTEs. Running Start and Open Doors FTEs are non-stated funded. Dual-enrollment students help BBCC's enrollment. Running Start students may transfer into the BAS program and be tuition-paying students.

Board Chair McFadden said EWU recruits Running Start students from Ritzville. Universities have more recruiting resources. BBCC will participate in the Lind-Ritzville Career Showcase.

The meeting adjourned for lunch at 11:45 a.m.

The meeting reconvened at 12:30 p.m.

3. Trustee Onboarding/Orientation

Trustee Thomas Stredwick introduced the onboarding and orientation schedule. This is an ongoing topic of discussion intended to create clarity and consistency with onboarding a new trustee. The goal today is to edit the schedule for formal adoption at the October board meeting. The trustees discussed the schedule and suggested a few changes. Trustee Stredwick will fine tune the schedule for board action at the October meeting. A checklist and resource packet will be added to the board webpage.

4. Board Self Evaluation

Board Chair McFadden said the board self-evaluation process the past couple of years has been more informal. He prefers completing the self-evaluation as an activity. The trustees agreed that a better process is needed to ensure board accountability. Next year they would like to appoint a sub-committee to establish a more rigorous self-evaluation process. Board self-evaluation will be added to the workshop topic list.

The trustees reviewed their 2018-19 board goals on page 16. President Leas said BBCC's strategic planning and accreditation process is being simplified. He asked if the

board's self-evaluation form is meeting their needs. The board members would like to adapt their process to meet updated accreditation standards. They also see issues with the executive limitations in policy governance, which have not be modified in several years. It may be time to revise policy governance to clarify and communicate expectations more effectively. In 2012, the Ends and Core Themes did not necessarily match, and we tried to force them together to meet accreditation standards. The new standards are less prescriptive than the old standards and have more flexibility around evaluating the college and conducting the board's self-evaluation. VP Humpherys will provide a training on the new standards during an upcoming study session. The next accreditation report is due summer of 2020, and we will have an accreditation visit October of 2020.

The trustees rated their 2018-19 board goal achievement (goals in *italics*).

Continued involvement at the State and Federal level.

The goal was met. There were increases in legislative funding for the first time in a decade.

Development of a timeline to receive meaningful, accurate, and reliable data to determine board effectiveness.

Trustee Franz stated the board needs to do a lot of work to establish standards of accountability, a self-evaluation process, and to ensure policy governance is functional. The EFGR called out administration, and the board is part of the leadership. She said the board's self-accountability is deficient, and they need to send a clear message to campus about their responsiveness to the EFGR.

Development of an "on-boarding" process for new trustees and others who are in leadership positions.

The board is implementing an on-boarding and orientation schedule.

Enriching and expanding our relationships with our "workforce partners" to better understand and respond to their needs.

Board Chair McFadden said Leadership Consultant Linda Seppa Salisbury's quote about the EFGR being an "unofficial vote of no confidence" was sobering. The trustees need a better process for evaluating performance and goals to ensure BBCC is moving in the right direction.

Trustee Franz stated the board was not effective based on the EFGR. All trustees agreed there needs to be a fundamental change in board goals.

At 2:08 p.m., Board Chair Stephen McFadden announced a 5-minute break to be followed by a 30-minute executive session, including President Leas, to discuss items provided for in RCW 42.30.110 (1): (g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The executive session ended at 2:38 p.m. with no action taken.

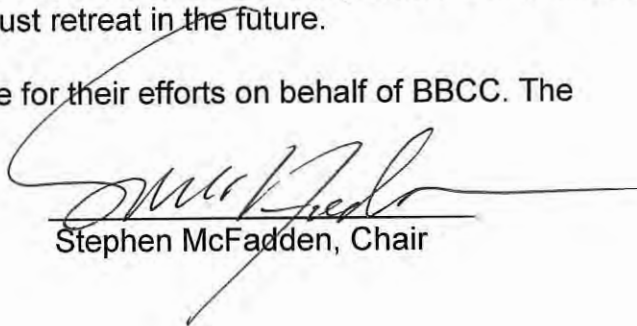
The board is in agreement to hold a workshop to evaluate the board this year. They would also like to learn about the new standards and during the next accreditation cycle, they want to hold a study session on goal setting.

5. President's Evaluation Process

VP Kim Garza facilitated the president's evaluation process session. She asked about the board's reference materials and if they needed additional information. The president's evaluation goes through June and the evaluation letter will be shared at the October board meeting. President Leas' existing contract goes through the end of June 2020. The 3% wage increase is added the same as other employees.

The board discussed the timing of the president's evaluation. They would like to conduct the president's evaluation during the August retreat in the future.

Board Chair McFadden thanked everyone for their efforts on behalf of BBCC. The meeting adjourned at 2:55 p.m.



Stephen McFadden, Chair

ATTEST:



Terrence Leas, Secretary

Big Bend Community College District #18

Governing Board:

**Chair Stephen McFadden, Vice Chair Anna Franz,
Jon Lane, Juanita Richards, and Thomas Stredwick**

2020 Meeting Schedule

January 9, 2020

February 14, 2020

March 12, 2020

May 7, 2020

June 4, 2020

August 27, 2020

October 1, 2020

November 12, 2020

Board Goals

1. Conduct a successful search for the next BBCC president. Ensure effective onboarding and orientation of the new president upon arrival on campus. Develop goals for the president's first year of service.
2. Be actively engaged and monitor the progress of the Campus Climate Action Plan. Ensure the president has the tools and means to lead the campus community as it improves climate for students, staff and faculty.
3. Develop and implement an improved system for monitoring Board effectiveness that includes establishing an annual checklist for monitoring the overall performance of BBCC.

2019-20 Trustee Activity Report

Core Themes	Mission	Student Success	Excellence in Teaching & Learning	Community Engagement		
<h1>Trustee</h1>	E-1 Mission Deliver lifelong learning	E-2 Student Success Provide access, assist completion, develop skills	E-3 Excellence in Teaching & Learning Support innovation, creativity, high academic standards; professional development	E-4 Community Engagement Support economic development	E-5 Integrity & Stewardship Responsible, prudent resource management	E-6 Inclusion & Climate Welcoming to all
Anna Franz	13	6	4	4	3	5
Jon Lane	20	14	14	14	9	16
Stephen McFadden	22	8	8	5	11	12
Juanita Richards	11	8	2	4	4	5
Thomas Stredwick	9	8	6	4	4	5
Total	75	44	34	41	31	43

Trustees connect the same activities to different Ends.

2020-21 BBCC Board Goals

Board goals define how the board will add value to the organization this year. They're the mutually agreed upon priorities that outline what will be accomplished, by when, and by whom.

They should include substantive goals for how you will support the work of the organization, and should also include your own board development goals to evolve your governance capabilities.

2019-2020 BBCC Board Goals

1. Conduct a successful search for the next BBCC president. Ensure effective onboarding and orientation of the new president upon arrival on campus. Develop goals for the president's first year of service.
2. Be actively engaged and monitor the progress of the Campus Climate Action Plan. Ensure the president has the tools and means to lead the campus community as it improves climate for students, staff and faculty.
3. Develop and implement an improved system for monitoring Board effectiveness that includes establishing an annual checklist for monitoring the overall performance of BBCC.

2020-2021 Issues

Please reflect on the prior year's board goals and list your top three goals for the next academic year below:

1. _____
2. _____
3. _____
4. _____
5. _____

July	August	September	October	November	December
<input type="checkbox"/>	<input type="checkbox"/> 8/27 Board of Trustees Meeting (Retreat)	<input type="checkbox"/> Fall In-Service <input type="checkbox"/> Study Session	<input type="checkbox"/> 10/1 Board of Trustees Meeting Action on Proprietary Budgets Board Self-Evaluation <input type="checkbox"/> 10/5 ACCT Leadership (virtual)	<input type="checkbox"/> 11/12 ACT Legislative Action Committee Meeting (Conflict with board meeting) <input checked="" type="checkbox"/> 11/13 ACT Conference <input type="checkbox"/> 11/12 Board of Trustees Meeting Action on board calendar for next year	<input type="checkbox"/> Holiday Potluck? <input type="checkbox"/> Study Session
January	February	March	April	May	June
<input type="checkbox"/> IR Releases Monitoring Report Workbook to staff <input type="checkbox"/> Board of Trustees Meeting (date TBD) <input type="checkbox"/> 1/25 ACT Transforming Lives Event <input type="checkbox"/> 1/26 ACT Conference	<input type="checkbox"/> Review Probationary/Tenure Information <input type="checkbox"/> Study Session <input type="checkbox"/> 2/7 ACCT Leadership	<input type="checkbox"/> Study Session <input type="checkbox"/> Board of Trustees Meeting Action Probationary/Tenure Candidates	<input type="checkbox"/> Board of Trustees Meeting	<input type="checkbox"/> ACT Conference <input type="checkbox"/> Study Session	<input type="checkbox"/> Board of Trustees Meeting Action on Emeritus Status Action on President's Evaluation/Renew Contract Action on Board Chair Election Action Approve Budget for next year Action Final Monitoring Report Updated Strategic Plan <input type="checkbox"/> Celebration <input type="checkbox"/> HS21/GED Graduation <input type="checkbox"/> 6/12 Graduation

Washington Statutes

RCW 28B.50.140 Boards of trustees—Powers and duties.

Each board of trustees:

- (1) Shall operate all existing community and technical colleges in its district;
- (2) Shall create comprehensive programs of community and technical college education and training and maintain an open-door policy in accordance with the provisions of RCW 28B.50.090(3);
- (3) Shall employ for a period to be fixed by the board a college president for each community and technical college and, may appoint a president for the district, and fix their duties and compensation, which may include elements other than salary. Compensation under this subsection shall not affect but may supplement retirement, health care, and other benefits that are otherwise applicable to the presidents as state employees. The board shall also employ for a period to be fixed by the board members of the faculty and such other administrative officers and other employees as may be necessary or appropriate and fix their salaries and duties. Except as provided for academic employees in RCW 28B.52.035 and technical college classified employees under chapter 41.56 RCW, compensation and salary increases under this subsection shall not exceed the amount or percentage established for those purposes in the state appropriations act by the legislature as allocated to the board of trustees by the state board for community and technical colleges. The state board for community and technical colleges shall adopt rules defining the permissible elements of compensation under this subsection;
- (4) May establish, in accordance with RCW 28B.77.080, new facilities as community needs and interests demand. However, the authority of boards of trustees to purchase or lease major off-campus facilities shall be subject to the approval of the student achievement council pursuant to RCW 28B.77.080;
- (5) May establish or lease, operate, equip and maintain dormitories, food service facilities, bookstores and other self-supporting facilities connected with the operation of the community and technical college;
- (6) May, with the approval of the college board, borrow money and issue and sell revenue bonds or other evidences of indebtedness for the construction, reconstruction, erection, equipping with permanent fixtures, demolition and major alteration of buildings or other capital assets, and the acquisition of sites, rights-of-way, easements, improvements or appurtenances, for dormitories, food service facilities, and other self-supporting facilities connected with the operation of the community and technical college in accordance with the provisions of RCW 28B.10.300 through 28B.10.330 where applicable;
- (7) May establish fees and charges for the facilities authorized hereunder, including reasonable rules and regulations for the government thereof, not inconsistent with the rules of the college board; each board of trustees operating a community and technical college may enter into agreements, subject to rules of the college board, with owners of facilities to be used for housing regarding the management, operation, and government of such facilities, and any board entering into such an agreement may:
 - (a) Make rules for the government, management and operation of such housing facilities deemed necessary or advisable; and
 - (b) Employ necessary employees to govern, manage and operate the same;

(8) May receive such gifts, grants, conveyances, devises and bequests of real or personal property from private sources, as may be made from time to time, in trust or otherwise, whenever the terms and conditions thereof will aid in carrying out the community and technical college programs as specified by law and the rules of the state college board; sell, lease or exchange, invest or expend the same or the proceeds, rents, profits and income thereof according to the terms and conditions thereof; and adopt rules to govern the receipt and expenditure of the proceeds, rents, profits and income thereof;

(9) May establish and maintain night schools whenever in the discretion of the board of trustees it is deemed advisable, and authorize classrooms and other facilities to be used for summer or night schools, or for public meetings and for any other uses consistent with the use of such classrooms or facilities for community and technical college purposes;

(10) May make rules for pedestrian and vehicular traffic on property owned, operated, or maintained by the district;

(11) Shall prescribe, with the assistance of the faculty, the course of study in the various departments of the community and technical college or colleges under its control, and publish such catalogues and bulletins as may become necessary;

(12) May grant to every student, upon graduation or completion of a course of study, a suitable diploma, degree, or certificate under the rules of the state board for community and technical colleges that are appropriate to their mission. The purposes of these diplomas, certificates, and degrees are to lead individuals directly to employment in a specific occupation or prepare individuals for a bachelor's degree or beyond. Technical colleges may only offer transfer degrees that prepare students for bachelor's degrees in professional fields, subject to rules adopted by the college board. In adopting rules, the college board, where possible, shall create consistency between community and technical colleges and may address issues related to tuition and fee rates; tuition waivers; enrollment counting, including the use of credits instead of clock hours; degree granting authority; or any other rules necessary to offer the associate degrees that prepare students for transfer to bachelor's degrees in professional areas. Only colleges under RCW 28B.50.810 or 28B.50.825 may award baccalaureate degrees. The board, upon recommendation of the faculty, may also confer honorary associate of arts degrees, or if it is authorized to award baccalaureate degrees may confer honorary bachelor of applied science degrees, upon persons other than graduates of the community college, in recognition of their learning or devotion to education, literature, art, or science. No degree may be conferred in consideration of the payment of money or the donation of any kind of property;

(13) Shall enforce the rules prescribed by the state board for community and technical colleges for the government of community and technical colleges, students and teachers, and adopt such rules and perform all other acts not inconsistent with law or rules of the state board for community and technical colleges as the board of trustees may in its discretion deem necessary or appropriate to the administration of college districts: PROVIDED, That such rules shall include, but not be limited to, rules relating to housing, scholarships, conduct at the various community and technical college facilities, and discipline: PROVIDED, FURTHER, That the board of trustees may suspend or expel from community and technical colleges students who refuse to obey any of the duly adopted rules;

(14) May, by written order filed in its office, delegate to the president or district president any of the powers and duties vested in or imposed upon it by this chapter. Such delegated powers and duties may be exercised in the name of the district board;

(15) May perform such other activities consistent with this chapter and not in conflict with the directives of the college board;

(16) Notwithstanding any other provision of law, may offer educational services on a contractual basis other than the tuition and fee basis set forth in chapter 28B.15 RCW for a special fee to private or governmental entities, consistent with rules adopted by the state board for community and technical colleges: PROVIDED, That the whole of such special fee shall go to the college district and be not less than the full instructional costs of such services including any salary increases authorized by the legislature for community and technical college employees during the term of the agreement: PROVIDED FURTHER, That enrollments generated hereunder shall not be counted toward the official enrollment level of the college district for state funding purposes;

(17) Notwithstanding any other provision of law, may offer educational services on a contractual basis, charging tuition and fees as set forth in chapter 28B.15 RCW, counting such enrollments for state funding purposes, and may additionally charge a special supplemental fee when necessary to cover the full instructional costs of such services: PROVIDED, That such contracts shall be subject to review by the state board for community and technical colleges and to such rules as the state board may adopt for that purpose in order to assure that the sum of the supplemental fee and the normal state funding shall not exceed the projected total cost of offering the educational service: PROVIDED FURTHER, That enrollments generated by courses offered on the basis of contracts requiring payment of a share of the normal costs of the course will be discounted to the percentage provided by the college;

(18) Shall be authorized to pay dues to any association of trustees that may be formed by the various boards of trustees; such association may expend any or all of such funds to submit biennially, or more often if necessary, to the governor and to the legislature, the recommendations of the association regarding changes which would affect the efficiency of such association;

(19) May participate in higher education centers and consortia that involve any four-year public or independent college or university in accordance with RCW 28B.77.080;

(20) Shall perform any other duties and responsibilities imposed by law or rule of the state board; and

(21) May confer honorary associate of arts degrees upon persons who request an honorary degree if they were students at the college in 1942 and did not graduate because they were ordered into an internment camp. The honorary degree may also be requested by a representative of deceased persons who meet these requirements. For the purposes of this subsection, "internment camp" means a relocation center to which persons were ordered evacuated by Presidential Executive Order 9066, signed on February 19, 1942.

Policy Governance

The Policy Governance® system defines the core board role as including the following three responsibilities: 1) defining the board's expectations for the performance of the organization, 2) ensuring that the organization meets the board's expectations for its performance, and 3) engaging in ongoing dialogue with key organizational stakeholders, that is, those persons on whose behalf the board governs and to whom the board is accountable.

Big Bend Community College

BP 1000 GP – 3 Board Job Descriptions

The job of the board is to represent the constituents of community college district #18 in determining and demanding appropriate organizational performance. To distinguish the board's

own unique job from the jobs of its staff, the board will concentrate its efforts on the following job “products” or outputs:

1. The link between the organization and the constituents of community college district #18
2. Written governing policies which, at the broadest levels, address:
 - A. Ends: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which needs, at what cost).
 - B. Executive Limitations: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
 - C. Governance Process: Specification of how the board conceives, carries out and monitors its own task.
 - D. Board-Staff Linkage: How power is delegated and its proper use monitored, the President’s role, authority and accountability.
3. The assurance of the President’s performance (against polices in 2A and 2B).
4. A link between the Board and the College Foundation Board for maintaining communication and providing coordination between the two boards.

Bates Technical College

BP 1220 Board’s Advisory and Legislative Function

1220.1 DEFINITION

Although the Board of Trustees may initiate policy, for the most part it functions in an advisory and legislative manner. It delegates to the President duties which are executive and operational in nature.

1220.2 GOVERNANCE VERSUS OPERATIONS

It is the function of the Board to approve, modify or reject policies proposed in light of all available objective evidence. The President develops the educational and other programs for consideration with their administration, faculty and staff; and the Board furnishes the necessary legislation and authority for the President to carry them out effectively. It is the Board's position that sound administration springs from a solid trust relationship in those professional leaders who handle the daily operations of the organization.

The above paragraph does not in any way restrict the Board of Trustees from expressing its opinion on educational issues or matters of institutional welfare including long range planning. The Board of Trustees should seldom, if ever, concern itself with the details of administration. Based on recommendations and data presented by the President, the Board of Trustees shall leave it to the President to apply the policies decided upon.

Bellevue College

1000 Board of Trustees

Powers and Duties of the Board of Trustees

The board of trustees is responsible for establishing policy and evaluating the total program of the college. The state of Washington has empowered the board of trustees to:

- create comprehensive programs of college education and training, offer baccalaureate level degrees as authorized by the state, and maintain an open-door policy in accordance with [RCW 28B.50.090\(3\)](#)
- employ a college president, members of the faculty, and such other administrative officers and other employees as may be necessary or appropriate, and fix their salaries and duties within the amounts established by legislative appropriation;

- establish, under the approval and direction of the State Board for Community and Technical Colleges, new facilities as community needs and interests demand;
- establish or lease, operate, equip, and maintain dormitories, food service facilities, bookstores, and other self-supporting facilities connected with the operation of a college;
- with the approval of the State Board for Community and Technical Colleges, borrow money and issue and sell revenue bonds for the construction, reconstruction, erection, equipping with permanent fixtures, demolition, and major alteration of buildings or other capital assets, and the acquisition of sites, rights-of-way, easements, improvements, or appurtenances for dormitories, food service facilities, bookstores, and other self-supporting facilities connected with the operation of a college, in accordance with [RCW 28B.10.300-330](#) as applicable;
- receive such gifts, grants, conveyances, devices, and bequests of personal property from private sources, as may be made from time to time, in trust or otherwise, whenever the terms and conditions thereof will aid in carrying out the college programs as specified by law and the regulations of the State Board for Community and Technical Colleges; and sell, lease, or exchange, invest, or expend the same or the proceeds, rents, profits, and income thereof according to the terms and conditions thereof; and adopt regulations to govern the receipt and expenditure of the proceeds, rents, profits, and income thereof;
- establish and maintain night schools, and authorize classrooms and other facilities to be used for summer or night schools, or for public meetings and for any other uses consistent with the use of such classrooms or facilities for college purposes;
- make rules and regulations for pedestrian and vehicular traffic on property owned, operated, or maintained by the college district;
- prescribe, with the assistance of the faculty, the course of study in the various departments of the college, and publish such catalogs and bulletins as may become necessary;
- grant to every student, upon graduation or completion of a course of study, a suitable diploma, degree, or certificate;
- enforce the rules and regulations prescribed by the State Board for Community and Technical Colleges for the government of colleges, students, and teachers and promulgate such rules and regulations and perform all other acts not inconsistent with law as the board of trustees may in its discretion deem necessary or appropriate to the administration of the district, provided that such rules and regulations shall include, but not be limited to rules and regulations relating to housing, scholarships, conduct, and discipline;
- suspend or expel from the college any students who refuse to obey any of the duly promulgated rules and regulations;
- delegate to the president or his or her designee any of the powers and duties vested in or imposed on the board of trustees by the [Community & Technical College Act of 1991](#), such delegated powers and duties to be exercised in the name of the board of trustees ([RCW 28B.10.528](#), [28B.50.140\(14\)](#));
- offer educational services on a contractual basis other than the tuition and fee basis set forth in [RCW 28B.15](#) for a special fee for private or governmental entities, in

accordance with the rules and regulations adopted by the State Board for Community and Technical Colleges;

- participate in higher education centers and consortia involving four-year public or independent colleges or universities;
- perform other activities consistent with the Community College Act and not in conflict with the directives of the State Board for Community and Technical Colleges;
- perform any other duties and responsibilities imposed by law or by rule and regulation of the State Board for Community and Technical Colleges.

Bellingham Technical College

Not Available

Cascadia College

Not Available

Centralia College

5.005 Board Job Description
 The job of the board is to represent the citizens of Lewis and South Thurston counties in determining and demanding appropriate organizational performance. To distinguish the board’s own unique job from the jobs of its staff, the board shall concentrate its efforts on the following job products:

- The link between the college and the citizens of Lewis and South Thurston counties.
- Written governance policies that, at the broadest levels, address:
- Ends: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what goods, for which needs, at what cost).
- Executive Limitations: Constraints on executive authority that establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
- Governance Process: Specification of how the board convenes, carries out, and monitors its own task.
- Board-Staff Linkage: How power is delegated and its proper use monitored; the president’s role, authority and accountability.
- The assurance of the president’s performance related to the policies in paragraphs above.

A link between the board and college foundation board for maintaining communication and providing coordination between the boards

Clark College

100.B70 BOARD DUTIES AND RESPONSIBILITIES
 The Board, responsible to the citizens of Community College District 14 and sensitive to their hopes, ambitions, and needs, shall have the legislative responsibility of formulating broad public policy for community college education in the District. The formulation and adoption of written policies shall constitute the basic method by which the Board exercises its leadership in the operation of the District.
 Without limiting the powers granted to the Board by the state, and subject to lawful and applicable rules and regulations, Board responsibilities are as follows:

1. Select and appoint a president, and set salary, terms and conditions of employment;
2. Evaluate the president annually;
3. Determine the broad general policies that guide the operation of the College, and review them annually;

4. Delegate responsibility for decisions concerning appointments, retention, or dismissal of faculty, administrators, and classified personnel; provided however, the Board does not delegate its appointing authority on issues relating to the granting or denial of tenure, the dismissal of a tenured faculty member, or the dismissal of a probationer during the term of his or her contract;
5. Function as the legislative and policy making body, leaving the executive functions to the president;
6. Utilize the services of the attorney general of the State of Washington and cooperate fully with officers of the state attorney general;
7. Authorize lawsuits and recommend legal defense;
8. Approve the College Facilities Master Plan;
9. Review and approve an annual budget to finance the operation of the District in accordance with the statutes of Washington and lawful and applicable regulations;
10. Delegate to the president the authority to approve the expenditures of all funds and let all contracts;
11. Authorize borrowing money and the issuance and sale of revenue bonds;
12. Name College facilities, landmarks, and other outdoor features, programs, institutes or centers;
13. Recognize the right of the duly elected employee organizations to negotiate employee rights and benefits within the tenets of the respective Collective Bargaining Acts;
14. Consider communications and requests from citizens and organizations of the District on matters of District policy at regularly scheduled board meetings;
15. Adopt and periodically review a statement of philosophy, mission, and goals which clarifies basic educational beliefs and educational responsibilities of the District;
16. Establish a yearly planning cycle that links the Board's agenda with the College's Strategic Plan;
17. Annually review and evaluate progress towards the goals in the College's Strategic Plan through a variety of measures;
18. Appraise the efficiency and effectiveness of District operations and the educational programs and services of the College;
19. Refer all matters concerning the District directly to the president for study and recommendation before such matters are considered by the Board, except where immediate action is deemed necessary by the Board;
20. Inform the public concerning the progress and needs of the District, the educational programs, and the financial status of the District;
21. Conduct an annual self-evaluation and determine a corrective course of action as necessary; and
22. Act in the best interest of the College pursuant to various authorizations granted in the Community and Technical College Act of 1991 or in the rules and regulations of the State Board for Community and Technical Colleges.

Clover Park Technical College

1.4 Board Responsibilities

The Board shall govern the College through appointment of a qualified President, policy oversight, and establishment of the vision, mission, and direction of the College. The specific responsibilities of the Board are:

1. Select and regularly evaluate a chief executive officer who is accountable for the operation of the institution.
2. Oversee a process for the ongoing review of College policies.
3. Review and approve changes to the vision, mission, and direction of the College.
4. Review tenure candidates and award tenure to appropriately qualified candidates
5. Monitor the College's performance.
6. Promote a positive image for the College.
7. Serve as a link between the College and the community.
8. Participate in local, regional, state and national Trustees events.
9. Regularly evaluate Board processes and performance.
10. Act only as a committee of the whole with no member or subcommittee of the Board acting on behalf of the Board, except by formal delegation of authority by the Governing Board as a whole.

Columbia Basin College

GP-3 Board Job Descriptions

The job of the Board is to represent the citizens of Benton and Franklin counties in determining and demanding appropriate organizational performance. To distinguish the Board’s own unique job from the jobs of its staff, the Board will concentrate its efforts on the following job “products” or outputs:

1. The link between the organization and the citizens of Benton and Franklin counties.
2. Written governing policies which, at the broadest levels, address:
 - a. Ends: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which needs, at what cost).
 - b. Executive Limitations: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
 - c. Governance Process: Specification of how the Board conceives, carries out and monitors its own task.
 - d. Board-Staff Linkage: How power is delegated and its proper use monitored, the President role authority and accountability.
3. The assurance of President’s performance (against policies in 2a and 2b).
4. A link between the Board and the College Foundation Board for maintaining communication and providing coordination between the two Boards.

Edmonds College

BOT 2.0 - Board Job Description :

SUMMARY/SCOPE

The Board Job Description establishes the duties imposed by the laws of the State of Washington and the rules and regulations of the State Board for Community and Technical Colleges.

DESCRIPTION

The Edmonds College Board of Trustees shall represent the citizens of College District 23 in determining and demanding appropriate organizational performance.

The Board will concentrate its efforts on the following:

1. The link between the college and the citizens, educational institutions, governmental agencies, business and industry, and other community, state, and federal organizations.
2. Written governing policies which, at the broadest levels, address:

- Mission and Strategic Direction
 - Board Roles and Responsibilities
 - Board Planning and Operations
3. The assurance of monitoring and evaluating presidential performance.
 4. The assurance of monitoring and conducting an evaluation of its own performance.
 5. A link between the Board of Trustees and the college Foundation Board of Directors for maintaining communication and providing coordination between the two Boards.
 6. The entire Board also will retain and perform the following non-delegable duties:
 - Adopt the annual college budget.
 - Establish tuition rates.
 - Approve the contract between the college and the Foundation.
 - Approve all litigation settlements above \$150,000.00*.
 - Authorize every sale or purchase of real property and every lease of real property.
 - Approve all new degrees and certificate programs of 20 or more credits, and which require approval by the State Board for Community and Technical Colleges.
 - Approve discontinuation of all degrees and certificate programs of 20 or more credits, and which require approval by the State Board for Community and Technical Colleges.
 - Approve naming of buildings.
 - Select honorary degree recipients.
 7. The Board, with the exception of the Student Trustee**, also will retain and perform the following non-delegable duties:
 - Grant or deny tenure or permanent status to faculty.
 - Approve negotiated collective bargaining agreements with faculty and classified staff.
 - Hire, evaluate, set the terms of employment, renew, or dismiss the President.
 - Dismiss tenured or permanent faculty.
 - Terminate probationary faculty prior to contract expiration.
 - Approve indemnification of any college official or employee named in a lawsuit.
 - Approve professional development leaves for faculty.

Everett Community College

Not Available

Grays Harbor College

Not Available

Highline College

Legal Authority of the Trustees

The law that created community and technical colleges created two boards for governance — the College Board for system governance and a local Board of Trustees to govern each Community and Technical College.

The responsibilities of each local Board of Trustees are (paraphrased from [RCW 28B.50.140](#)):

- Shall operate all existing community and technical colleges in its district;
- Shall create comprehensive programs of community and technical college education and training and maintain an open-door policy in accordance with the provisions of RCW 28B.50.090(3);
- Shall employ a college president and fix the duties and compensation;
- May establish, under the approval and direction of the college board, new facilities as community needs and interests demand. However, the authority of boards of trustees to

purchase or lease major off-campus facilities shall be subject to the approval of the higher education coordinating board;

- May establish or lease, operate, equip and maintain dormitories, food service facilities, bookstores and other self-supporting facilities connected with the operation of the community and technical college;
- May, with the approval of the college board, borrow money and issue and sell revenue bonds or other evidences of indebtedness for the construction, reconstruction, erection, equipping with permanent fixtures, demolition and major alteration of buildings or other capital assets, and the acquisition of sites, rights-of-way, easements, improvements or appurtenances, for dormitories, food service facilities, and other self-supporting facilities connected with the operation of the community and technical college;
- May establish fees and charges for the facilities authorized hereunder, including reasonable rules and regulations for the government thereof, not inconsistent with the rules and regulations of the college board;
- May receive such gifts, grants, conveyances, devises and bequests of real or personal property from private sources, as may be made from time to time, in trust or otherwise, whenever the terms and conditions thereof will aid in carrying out the community and technical college programs as specified by law and the regulations of the state college board; sell, lease or exchange, invest or expend the same or the proceeds, rents, profits and income thereof according to the terms and conditions thereof; and adopt regulations to govern the receipt and expenditure of the proceeds, rents, profits and income thereof;
- May establish and maintain night schools whenever in the discretion of the board of trustees it is deemed advisable, and authorize classrooms and other facilities to be used for summer or night schools, or for public meetings and for any other uses consistent with the use of such classrooms or facilities for community and technical college purposes;
- May make rules and regulations for pedestrian and vehicular traffic on property owned, operated, or maintained by the district;
- Shall prescribe, with the assistance of the faculty, the course of study in the various departments of the community and technical college or colleges under its control, and publish such catalogues and bulletins as may become necessary;
- May grant to every student, upon graduation or completion of a course of study, a suitable diploma, degree, or certificate under the rules of the state board for community and technical colleges that are appropriate to their mission;
- Shall enforce the rules and regulations prescribed by the state board for community and technical colleges for the government of community and technical colleges, students and teachers, and promulgate such rules and regulations and perform all other acts not inconsistent with law or rules and regulations of the state board for community and technical colleges as the board of trustees may in its discretion deem necessary or appropriate to the administration of college districts;
- May, by written order filed in its office, delegate to the president or district president any of the powers and duties vested in or imposed upon it by this chapter. Such delegated powers and duties may be exercised in the name of the district board;

- May perform such other activities consistent with this chapter and not in conflict with the directives of the college board;
- Notwithstanding any other provision of law, may offer educational services on a contractual basis for a special fee to private or governmental entities, consistent with rules and regulations adopted by the state board for community and technical colleges: PROVIDED, That the whole of such special fee shall go to the college district and be not less than the full instructional costs of such services;
- Shall be authorized to pay dues to any association of trustees that may be formed by the various boards of trustees; such association may expend any or all of such funds to submit biennially, or more often if necessary, to the governor and to the legislature, the recommendations of the association regarding changes which would affect the efficiency of such association;
- Subject to the approval of the higher education coordinating board pursuant to the RCW 28B.80.340(4), may participate in higher education centers and consortia that involve any four-year public or independent college or university.

Lake Washington Institute of Technology

1. The Board is the legal governing authority for the college. The Board establishes policy and delegates authority to the president to implement college policies.
2. A five member working Board is essential. Each Board member must attend meetings regularly and actively take part in Board affairs. The Chair will ensure the Board follows this policy.
3. The Board carries out all powers and duties authorized by state law, including but not limited to the powers and duties described by RCW 28B.50.140.

The Board of Trustees:

1. Governs the college as a single body representing the
 - a. Individual members have no single authority.
 - b. No member can bind the Board by word or action unless given Board authority for a specific reason.
2. Determines the college's strategic direction.
3. Approves college policies.
4. Functions in an advisory and legislative manner.
5. Establishes college policy and delegates responsibility and authority to the college president to administer the college district and its service area. Without an established policy:
 - a. The president analyzes the situation and determines the issue on which the Board needs to act.
 - b. The Board establishes a policy.
 - c. After the Board has acted, the president applies the new policy to administrate the college as relevant and appropriate.

The above does not restrict the Board from expressing its opinion on educational issues or matters of institutional welfare, including long-range planning.

Lower Columbia College

Board Job Description

The Board shall set the direction of the College and shall represent the public in determining and demanding appropriate organizational performance. To distinguish the Board's own

unique job from the jobs of its staff, the Board will concentrate its efforts on the following responsibilities:

1. Serving as the link between the College and the public.
2. Enacting written governing policies, which address:
 - a. **EXPECTED OUTCOMES:** College services, impacts, benefits, outcomes, recipients, and their relative worth (what good for which needs at what cost). Expected Outcomes include College mission, values, vision, goals and priorities.
 - b. **GOVERNANCE PROCESS:** Specification of how the Board conceives, carries out, and monitors its own tasks.
 - c. **BOARD-PRESIDENT RELATIONSHIP:** How power is delegated and its proper use monitored; the President's authority and accountability.
 - d. **EXECUTIVE LIMITATIONS:** Constraints on executive authority, which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
3. Monitoring institutional performance and the President's performance (against Board policies on Expected Outcomes and Executive Limitations).
4. Promoting a positive image for the College.
5. Serving as a link between the College and the Lower Columbia College Foundation to ensure alignment of Foundation activities with Board policies and priorities.
6. Naming all campus facilities (buildings, parts of buildings, structures and other key campus areas) based on staff recommendations using the following guidelines:
 - a. All recommendations will be in compliance with building naming and/or numbering regulations as may be directed by the State or local governments.
 - b. Recommendations may consider the location, function, or intended use of campus facilities.
 - c. Recommendations may consider individuals or groups to be recognized for significant accomplishment and/or substantial economic donations. Board decisions will be based on compliance with the above guidelines, consistent application of staff policies, and campus/community demonstrated support. The Board of Trustees reserves the right to rename any facility using the above guidelines.
7. Ensuring institutional compliance with all applicable laws and regulations.
8. Executing all other appropriate Board business.

Olympic College

I. Delegation of Authority The board of trustees delegates to the president general authority to manage the college pursuant to RCW 28B.50.140. In addition to such other specific authority as has been or may be delegated to the president, the board further delegates all express or implied authority to carry out the administration and operation of the district except as provided in section II and III.

II. Reservation of Powers Notwithstanding this broad delegation of authority to the president of Olympic College, the board of trustees reserves to itself jurisdiction and authority over the following matters:

A. Hiring and retention of the president, assigning or reassigning the president's duties, and setting the president's salary and working conditions;

B. Granting or denying tenure to faculty;

C. Adoption, amendment or revocation of rules under the Administrative Procedures Act;

D. Reduction in force of faculty and dismissal of full-time faculty, including non-renewal of tenure track faculty;

E. Approval of employee collective bargaining agreements;

F. Approval of college operating budget and capital budget requests to the state board for community and technical colleges;

G. Naming of college buildings;

H. Approval of tuition rates, operating fees and special fees when at the discretion of the college;

I. Approval of request for employee indemnification and representation;

J. Authorization to purchase real estate and every lease of real property for a term of three years or more when the college is required to make payment of fifty thousand dollars or more in a fiscal year under the terms of the lease; and

K. Other matters as may from time to time be approved by the board.

III. Fiscal Limitations on Delegation Notwithstanding the broad delegation of authority to the president of Olympic College, the board of trustees reserves to itself jurisdiction and authority over the following matters when the dollar value is in excess of the following limits:

A. Approval of preliminary and final design of capital projects over five million dollars;

B. Modifications to the operating budget in excess of three percent;

C. Sale or conveyance of gifted property when the value is in excess of fifty thousand dollars;

D. Acceptance of gifts when the value is in excess of twenty-five thousand dollars; and

E. Other matters as may from time to time be approved by the board.

Peninsula College

Board Powers and Duties

The board shall adopt bylaws for its own operational activities and make such rules and regulations as it deems necessary and consistent with the Revised Code of Washington provision for Community College and Technical College Education.

The District No. 1 Board of Trustees:

1. shall operate the community college within its district;

2. shall create comprehensive programs of community college education and training and maintain an open-door policy.

3. shall employ for a period to be fixed at the discretion of the board, a district president, members of the faculty, and employees as may be necessary or appropriate, and fix their salaries and duties;

4. may establish, under the approval and direction of the State Board for Community and Technical College Education, new facilities as community needs and interests demand;
5. may establish or lease, operate, equip, and maintain residence halls, food service facilities, bookstores, and other self-supporting facilities connected with the operation of the community college;
6. may establish fees and charges for facilities, including reasonable rules and regulations for their governance, consistent with the rules and regulations of the State College Board;
7. may enter into agreements, subject to rules and regulations of the State College Board, with owners of facilities to be used for housing, regarding the management, operation, and governance of such facilities. In entering into such an agreement the board may:
 - a. make rules and regulations, deemed necessary or advisable; for the governance and operation of such housing facilities;
 - b. employ necessary staff to govern, manage, and operate the same;
8. may receive such gifts, grants, conveyances, and bequests of personal property from private sources as may be made from time to time, in trust or otherwise, whenever the terms and conditions will aid in carrying out the community college programs as specified by law and the regulations of the State College Board
 - a. may sell, lease or exchange, invest or expend the gift or the
 - b. proceeds, rents, profits and income according to the terms and conditions thereof;
 - c. adopt regulations to govern the receipt and expenditure of the proceeds, rents, profits, and income;
9. may establish and maintain continuing education and distance education programs whenever, in the discretion of the board of trustees, it is deemed advisable, and may authorize classrooms and other facilities to be used for summer, continuing education and distance learning, or for public meetings and for any other uses consistent with the use of such classrooms or facilities for community college purposes;
10. may make rules and regulations for pedestrian and vehicular traffic on property owned, operated, or maintained by the community college district;
11. shall prescribe, with the assistance of faculty and administration, the course of study in the various departments of the college and publish such catalogs and bulletins as may become necessary;
12. may grant to every student, upon graduation or completion of a course of study, a suitable diploma, degree, or certificate;
13. shall enforce the rules and regulations prescribed by the State Board for Community and Technical College Education for the government of community colleges, students and teachers, and promulgate such rules and regulations as the board of trustees may in its discretion deem necessary or appropriate;
14. may, by written order filed in its office, delegate to the president any of the powers and duties vested in or imposed upon it by this chapter: such delegated powers and duties may be exercised in the name of the district board;
15. may perform such other activities consistent with this chapter and not in conflict with the directives of the state college board;
16. may offer educational services on a contractual basis other than the state tuition and fee basis consistent with rules and regulations adopted by the state board for community and technical

colleges, provided that the whole of such special fee shall go to the college and be not less than the full instructional costs and that enrollments generated shall not be counted toward the official

enrollment level for state funding purposes;

17. may offer educational services on a contractual basis charging state tuition and fees, may count such enrollments for state funding purposes, and may additionally charge a supplemental fee when necessary to cover the full instructional costs of such service, provided that such contracts shall be subject to state college board rules and review and that the cost-sharing enrollments generated will be discounted to the percentage provided by the college;

18. may pay dues to any association of trustees that may be formed by the various boards of trustees;

19. may participate in higher education centers and consortia that involve any four-year public or independent college or university, subject to the approval of the higher education coordinating board;

20. shall perform any other duties and responsibilities imposed by law, rule, or regulation of the state board.

Pierce College

1.35 Board Performance Review

The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its function. The self-assessment process each year will include the completion of a self-assessment instrument by each member of the Board, a discussion of the compilation of the results and development of a set of goals for the next year.

Board self-assessment categories:

1. Board Organization
2. Policy Role
3. Community Relations
4. Policy Direction
5. Advocating for the College
6. Board- Chancellor Relations
7. Standards for College Operation
8. Institutional Performance
9. Board Leadership
10. Board Education

Renton Technical College

Board Job Description

The Board of Trustees shall set direction for Renton Technical College and represent the citizens of Community College District No. 27 in determining and demanding appropriate organizational performance. Accordingly, the Board will concentrate on the following:

1. Serving as the link between the College and the public.
2. Determining and enacting written governing policies that will address:
 - a. Goals: College services, impacts, benefits, outcomes, recipients, impacted groups, and beneficiaries and their relative worth in cost or priority.
 - b. Executive Limitations: Constraints on executive authority, that establish the prudent and ethical boundaries within which all executive activity and decisions must take place.

- c. Governance Process: Specification of how the Board conceives, carries out, and monitors its own tasks.
 - d. Board-President Relationship: The President’s authority and accountability, and how his power is delegated and its proper use is monitored.
3. Monitoring college performance and the president’s performance against established Board policies.
 4. Ensuring college compliance with all applicable laws and regulations.
 5. Serving as a link between the College and the Renton Technical College Foundation to ensure communication and coordination between the two boards.
 6. Promoting a positive image and advocating for the College.
 7. Keeping current with issues pertaining to higher education by participating in development and training opportunities including the following:
 - a. Participating in the Trustees Association of Community and Technical Colleges (TACTC)
 - b. Attending TACTC new trustee orientation program
 - c. Participating on the College’s legislative committee and attending legislative sessions or functions
 - d. Attending the annual Board of Trustees retreat
 - e. Mentoring new Board members

Shoreline Community College

- 100.B60 – BOARD DUTIES AND RESPONSIBILITIES The Board, responsible to the citizens of Community College District 7 and sensitive to their hopes, ambitions, and needs, shall have the legislative responsibility of formulating broad public policy for community college education in the District. The formulation and adoption of written policies shall constitute the basic method by which the Board exercises its leadership in the operation of the District.
1. Select and appoint a President, and set salary, terms and conditions of employment;
 2. Evaluate the President annually;
 3. Determine the broad general policies that guide the operation of the College, and review them annually;
 4. Delegate responsibility for decisions concerning appointments, retention, or dismissal of faculty, administrators, and classified personnel; provided however, the Board does not delegate its appointing authority on issues relating to the granting or denial of tenure, the dismissal of a tenured faculty member, or the dismissal of a probationer during the term of their contract;
 5. Function as the legislative and policy making body, leaving the executive functions to the President;
 6. Utilize the services of the attorney general of the State of Washington and cooperate fully with officers of the state attorney general;
 7. Ratifies negotiated agreements;
 8. Authorize lawsuits and recommend legal defense;
 9. Approve the College Facilities Master Development Plan;
 10. Review and approve an annual budget to finance the operation of the District in accordance with the statutes of Washington and lawful and applicable regulations;
 11. Delegate to the President the authority to approve the expenditures of all funds and let all contracts;
 12. Authorize borrowing money and the issuance and sale of revenue bonds;

13. Naming of facilities;
14. Recognize the right of the duly elected employee organizations to negotiate employee rights and benefits within the tenets of the respective Collective Bargaining Acts;
15. Consider communications and requests from citizens and organizations of the District on matters of District policy at regularly scheduled board meetings;
16. Adopt and periodically review a statement of vision, mission, and goals which clarifies basic educational beliefs and educational responsibilities of the District;
17. Establish a yearly planning cycle that links the Board's agenda with the College's Strategic Plan;
18. Annually review and evaluate progress towards the goals in the College's Strategic Plan through a variety of measures;
19. Appraise the efficiency and effectiveness of District operations and the educational programs and services of the College;
20. Refer all matters concerning the District directly to the President for study and recommendation before such matters are considered by the Board, except where immediate action is deemed necessary by the Board;
21. Inform the public concerning the progress and needs of the District, the educational programs, and the financial status of the District;
22. Conduct an annual self-evaluation and determine a corrective course of action as necessary; and
23. Act in the best interest of the College pursuant to various authorizations granted in the Community and Technical College Act of 1991 or in the rules and regulations of the State Board for Community and Technical Colleges.

Skagit Valley College

GOVERNING MODEL POLICY

The Skagit Valley College Board of Trustees determines institutional mission and policy to promote quality student learning, academic integrity and financial health of the college. The Skagit Valley College Board of Trustees:

A. ESTABLISHES POLICY

1. The Board shall determine the College's Mission and Core Themes.
2. The Board shall consider the College's Vision and Guiding Principles when developing policy.

B. EMPLOYS THE PRESIDENT

1. The Board shall establish appropriate lines of authority and delegation.
2. The Board/Staff shall communicate solely with the President.

C. EMPLOYS FACULTY

1. The Board shall grant or deny faculty tenure consistent with the Collective Bargaining Agreement.
2. The Board shall retain authority to dismiss tenured faculty consistent with the Collective Bargaining Agreement.

D. ASSURES FISCAL HEALTH AND STABILITY

1. The annual budget shall be mission driven.
2. The Board shall require regular reports to ensure an annual balanced budget and adequate financial reserves.

E. MONITORS INSTITUTIONAL PERFORMANCE

1. The Board shall ensure that Board policies are implemented.

2. The Board shall require a regular reporting of core theme achievement.
 3. The Board shall annually assess its own performance.
 4. The Board shall annually assess the performance of the President.
- F. AWARDS DEGREES AND CERTIFICATIONS, AND GRANTS TENURE

TRUSTEE RESPONSIBILITIES

- Devote sufficient time and preparation to allow effective and timely decision making, including full review of meeting materials in advance of a scheduled meeting;
- Work with fellow board members in a spirit of respect, integrity, open communication and collaboration, in spite of differences of opinion that arise during vigorous debates of point of issue;
- Deliberate in many voices and abide by and uphold the final majority decision of the Board;
- Act as ambassador and advocate on behalf of the college at community, college, state, and national events as appropriate.
- Support SVC Foundation through the contribution of time, talent, or treasure.

South Puget Sound Community College

108. Function, Purpose, and Authority of the Board of Trustees

Policy:

The authority of the Board of Trustees is specified under RCW 28B.50.140. The framework by which the Board of Trustees carries out its authority is through leadership of establishing and giving visibility to the mission of the college, employing a chief executive officer, establishing appropriate policies of governance and operation, assessing outcomes and serving as advocates of the institution. Thus, the Board of Trustees sets the "vision" for the college and the "ends" to be achieved for the community and the state. The "means" or methods used to achieve the ends are delegated to the chief executive officer, the president.

The Board of Trustees, under RCW 28B.10.528 reserves unto itself the following authority (unless specifically delegated in particular instances by definite resolution passed by the Board):

- A. To organize, administer and conduct the business of the Board of Trustees including the following responsibilities:
 1. Establish and maintain college mission, goal and objectives statements to guide the administration of the college and to monitor their implementation.
 2. Develop, with the college staff, the long-range strategic plans for the college.
 3. Develop and maintain a Board Policy Manual to guide the administration of the college.
 4. Serve as an advocate for the college with the general public and other levels of government.
 5. Establish the college's legislative action program and work with the president to develop support from all segments of the college community.
 6. Evaluate institutional, presidential and Board performance.
- B. To employ a college president and set his/her salary and the terms and conditions of his/her employment.
- C. To authorize any additional or new positions at the vice president level.
- D. To approve and execute negotiated agreements with bargaining units.
- E. To award and deny tenure and dismiss and/or lay off faculty members.

- F. To approve the annual college operating budget and authorize submittal of the capital budget request to the State Board for Community and Technical Colleges.
- G. To approve revisions or reductions to the adopted budget involving a transfer of \$250,000 or more from one object to another or additions of \$250,000 to an object.
- H. To authorize grant requests or contract funding proposals in excess of \$250,000. Should funding opportunities and timelines occur between regular Board meetings, the president is authorized to submit proposals for conditional funding upon confirmation at the following Board meeting.
- I. To authorize requests to the State Board for Community and Technical Colleges for the purchase of long-term lease (for two years or more) of real property and leases involving new programs or new locations.
- J. To enter into agreements with public agencies pursuant to the Interlocal Cooperation Act (Chapter 39.34 RCW).
- K. To enter into major contracts for amounts in excess of \$350,000.
- L. To accept grants, conveyances, devices of real or personal property from private sources valued in excess of \$200,000 and adopt regulations to govern the receipt and expenditure of the proceeds, rents, profits and income thereof.
- M. To establish dormitories, food service facilities, bookstores, center for the arts, and other self-supporting facilities.
- N. To borrow money and issue and sell revenue bonds or other evidences of indebtedness.
- O. To approve the initiation or the discontinuation of educational programs of study that lead to the award of a degree and/or a certificate of completion of more than 19 credits.
- P. To retain the responsibility for the expenditure of state funds by the college and its agents and employees.
- Q. To adopt, amend or repeal rules pursuant to the Student Achievement Council (Title 250 WAC: Student Achievement Council).
- R. To exercise all authority expressly reserved to the Board of Trustees in rules which have been or are hereafter adopted or amended by the Board pursuant to the provisions of the Student Achievement Council (Title 250 WAC: Student Achievement Council).
- S. To retain all authority which may be hereafter delegated to the Board of Trustees by the Legislature of the State of Washington, unless such authority is expressly delegated to the president or his designee.

Seattle Colleges

NUMBER: 107

TITLE: POWERS AND DUTIES

The Board of Trustees:

1. Shall operate all existing community colleges and vocational-technical institutes in its district.
2. Shall create comprehensive programs of community college education and training and maintain an open-door policy in accordance with provisions of RCW 28B.50.090.
3. Shall employ, for a period to be fixed by the Board, a district president, whose working title shall be chancellor.
4. May establish, under the approval and direction of the SBCTC, new facilities as community needs and interests demand.

5. May establish or lease, operate, and equip food service facilities, bookstores, and other self-supporting facilities connected with the operation of the District.
6. May, with the approval of the SBCTC, borrow money and issue and sell revenue bonds or other evidence of indebtedness for the construction, reconstruction, erection, equipping with permanent fixtures, demolition and major alternation of buildings and other capital assets, and the acquisition of sites, right-of-ways, easements, improvements or appurtenances, food service and other self-supporting facilities connected with the operation of the District in accordance with RCW 28B.10.300 through 330 where applicable.
7. May receive, manage, and adopt regulations in regard to gifts, grants, conveyances, devices and bequests of personal property from private sources whenever the terms and conditions will aid in carrying out the community college programs as specified by law and the regulations of the SBCTC.
8. May establish and maintain off-campus programs. May authorize use of classrooms and other facilities for programs, public meetings and any other activities consistent with the use of such classrooms or facilities for community college purposes.
9. May make rules and regulations for pedestrian and vehicular traffic on property owned, operated, or maintained by the District.
10. Shall prescribe, with the assistance of the faculty, the course of study in the various departments of the campuses, and notwithstanding any other provision of law, publish such catalogs and bulletins as may become necessary.
11. May grant to every student, upon graduation or completion of a course of study, a suitable diploma, associate or baccalaureate degrees or certificates.
12. Shall enforce the rules and regulations prescribed by the SBCTC for the government of community colleges, students, and teachers and promulgate such rules and regulations and perform all other acts consistent with law or rules and regulations of the SBCTC as the Board may in its discretion deem necessary or appropriate to the administration of the District. Provided such rules and regulations include, but are not limited to, rules and regulations relating to scholarship, conduct at the District's facilities, and discipline: Provided, further, that the Board may suspend or expel students who refuse to obey any of the rules and regulations.
13. May, by written order filed in its office, delegate to the district chancellor any power and duties vested in or imposed upon it. Such delegated powers and duties may be exercised in the Board's name.
14. May perform other activities consistent with RCW Title 28B and not in conflict with the directives of the SBCTC.
15. Shall be authorized to pay dues to any association or trustee-related effort that may be formed.
16. Shall perform any other duties and responsibilities imposed by law or rule and regulation of the SBCTC.

Community Colleges of Spokane

1.10.02 Authority, Purposes of the Board of Trustees

The Board of Trustees of Community Colleges of Spokane is charged with the responsibility and authority for the operations of the college district as prescribed in RCW 28B.50.140. The authority is vested in the board, not in individual board members. The board has the responsibility to establish policy and evaluate the performance of the college district. The

board employs a Chancellor to administer the district and delegates to the Chancellor the general responsibility for interpreting board policy and administering and operating the district in accordance with those policies, Washington State law and the rules and policies of the State Board for Community and Technical Colleges.

Tacoma Community College

CHAPTER I – ADVISORY & LEGISLATIVE FUNCTION OF THE BOARD

3. Duties & Responsibilities of the Board

The Board, responsible to the citizens of the District and sensitive to their hopes, ambitions, and

needs, shall have the legislative responsibility of formulating broad public policy for community

college education in the District, and the formulation and adoption of written policies shall constitute the basic method by which the Board exercises its leadership in the operation of the District. Without limiting the powers granted to the Board by the State under RCW 28B, and subject to lawful and applicable rules and regulations, Board responsibilities are as follows:

- Select and appoint the President of the District who shall be the Executive Officer, through whom the Board exercises its control and operation of the District and to whom all other administrators, employees, agents and professional consultants of the District shall be responsible.
- Adopt and periodically review a statement of philosophy, mission, and goals which clarifies educational beliefs and educational responsibilities of the District.
- Establish broad general policies for the governance of the District and hold the President responsible for administering them.
- Consider and take appropriate action on recommendations of the President in matters of uniform policy relating to the welfare of the District, such as admission and retention of students, student conduct, curricular offerings, academic freedom and responsibility, academic standards, academic calendar, governance, tuition and fees, financial management, salary schedules and general personnel policies, due process, and confidentiality of records.
- Utilize the services of the Attorney General of the State of Washington; cooperate fully with officers of the State Attorney General.
- Adopt an annual budget to finance the operation of the District in accordance with the statutes of Washington and lawful and applicable regulations.
- Delegate to the President the authority to approve the expenditures of funds and to let all contracts.
- Provide required personnel, physical facilities, and means of financial support to carry out the goals and objectives of the District within the policies, regulations and procedures of the State Board for Community and Technical Colleges.
- Review and take action on matters relating to site selection and physical plant development.
- Consider communications and requests from citizens and organizations of the District on matters of policy, administration and other items of public concern affecting the District.
- Appraise the efficiency and effectiveness of District operations and evaluate the educational programs and services of the College.
- Refer all matters concerning the District directly to the President for study and recommendation before such matters are considered by the Board, except where immediate action is deemed necessary by the Board.

- Inform the public concerning the progress and needs of the District, the educational programs, and the financial status of the District, and accurately account to the public for receipts and expenditures.
- Charge the prescribed level of tuition, operating fees, and service and activity fees consistent with statutes and State Board rules regarding part-time students and non-credit, non-graded and short courses.
- Receive such gifts, grants, conveyances, devises, and bequests of real or personal property from private sources, as may be made from time to time, in trust or otherwise, whenever the terms and conditions thereof will aid in carrying out the community college programs as specified by law and the regulations of the State Board; sell, lease or exchange, invest or expend the same or the proceeds, rents, profits, and income thereof according to the terms and conditions thereof.
- The board of trustees shall act only at meetings called and held as provided herein and consistent with the state of Washington Open Public Meetings Act. All matters coming before the board for determination shall be determined by the vote of the majority of the members when a quorum is present.
- It is the purview of the board of trustees to set the strategic direction on policy. Operational or administrative procedures to enact board policy are the responsibility of the president.
- Except when specifically authorized by the board of trustees, no trustee may make or enter into any contract or agreement on behalf of Tacoma Community College.
- Perform such other duties as may be prescribed by law and act directly in matters not covered by specific law or policy.
- Approve all new programs of study, degrees, certificates, and diplomas.
- The Board shall conduct an annual self-evaluation in which goals and responsibilities will be reviewed and assessed. Changes to the Board's goals will be made at that time as the Board deems appropriate. The Board will report on its self-evaluation at its next regular meeting.

Walla Walla Community College

Delegation of Authority

Authority Reserved by the Board of Trustees The Board of Trustees reserves unto itself the following authority (unless specifically delegated in particular instances by definite resolution passed by the Board):

1. To employ the President and set the salary and the terms and conditions of his/her employment.
2. To organize, administer and operate the Board of Trustees.
3. To adopt, amend or repeal rules pursuant to the Administrative Procedure Act, Chapter 34.05 RCW.
4. To approve the operating budgets and capital budget request for the College.
5. To approve revisions of \$200,000 or more, to the revenues or expenses in the adopted budgets of any fund, or transfers between funds of \$200,000 or more. Cumulative administrative revisions to the revenues or expenses in any fund, or transfers between funds, reaching \$200,000 will be brought to the Board as an information item.
6. To authorize the purchase or long-term lease (for two years or more) of real property.
7. To borrow money and issue and sell revenue bonds or other evidences of indebtedness in excess of \$150,000 per occurrence.
8. To establish schedules for tuition and fees and other special fees charged by the institution.

<p>9. To enter into major contracts, other than public works projects approved by the Board and grants received, for amounts in excess of \$250,000.</p> <p>10. To accept gifts, grants, conveyances, devises, bequests of real or personal property from private sources valued in excess of \$100,000 and adopt regulations to govern the receipt and expenditure of the proceeds, rents, profits and income thereof.</p> <p>11. To approve and execute negotiated agreements with bargaining agents for academic employees and classified staff.</p> <p>12. To award and deny tenure and dismiss and/or lay off tenure-track faculty members.</p> <p>13. To authorize the award of degrees for appropriate programs of study.</p> <p>14. To retain the responsibility for the expenditure of state funds by the College and its agents and employees.</p> <p>15. To exercise all authority expressly reserved to the Board of Trustees in rules which have been or are hereafter adopted or amended by the Board pursuant to the provisions of the Administrative Procedure Act, Chapter 34.05 RCW.</p> <p>16. To retain all authority which may be hereafter delegated to the Board of Trustees by the Legislature of the State of Washington or the State Board for Community and Technical Colleges, unless such authority is expressly delegated to the President or his/her designee</p>
Wenatchee Valley College
Not Available
Whatcom Community College
<p>215 Trustees' Policy Making Function</p> <p>Policy Making Function The Board of Trustees is responsible for establishing policies which will provide necessary guidance for the operation of the College. The Board also is responsible for adopting a budget, thereby determining the allocation of available resources among the various policies, programs, and operation of the College.</p>
Yakima Valley College
Not Available



Closing Student Achievement & Equity Gaps

National Trends

- Focus on Student Success & Closing Achievement Gaps
 - Achieving the Dream, Guided Pathways, Voluntary Framework for Accountability
- Revised Accreditation Standards
 - Disaggregated data & peer institution comparison



Washington Community & Technical Colleges

Early adopters of policies to increase student success and incentivize practices to close equity gaps

- Student Achievement Initiative (SAI) – Performance-based funding based on student success metrics
- Guided Pathways – putting students on a structured educational path as they enter college
- Applied Baccalaureates – providing baccalaureate opportunities for Workforce and place bound students to further their education and advance their careers



Guided Pathways

- Campus wide engagement & communication with employees
- Develop meta-majors and program maps
- Use meta-majors to redesign course offerings & new student intake process
- Robust advising practices including predictable class schedules that allow a student to complete in two years
- Improve student success in key gatekeeper courses
- Ensure that students take program relevant college-level math and English in their first year
- Identification, support, & redirecting (if needed) of students who are struggling
- Robust program monitoring, evaluation, & assessment practices
- Use of technology tools to support implementation of other guided pathways strategies



BBCC's Student Success Journey

- Joined Achieving the Dream in 2006
 - Began implementing activities to improve the new student experience, improve math success, & disaggregate data to find achievement gaps
- Secured Title V and III grants with strategies to improve student success and close equity gaps
- Participated in state led Guided Pathways Efforts

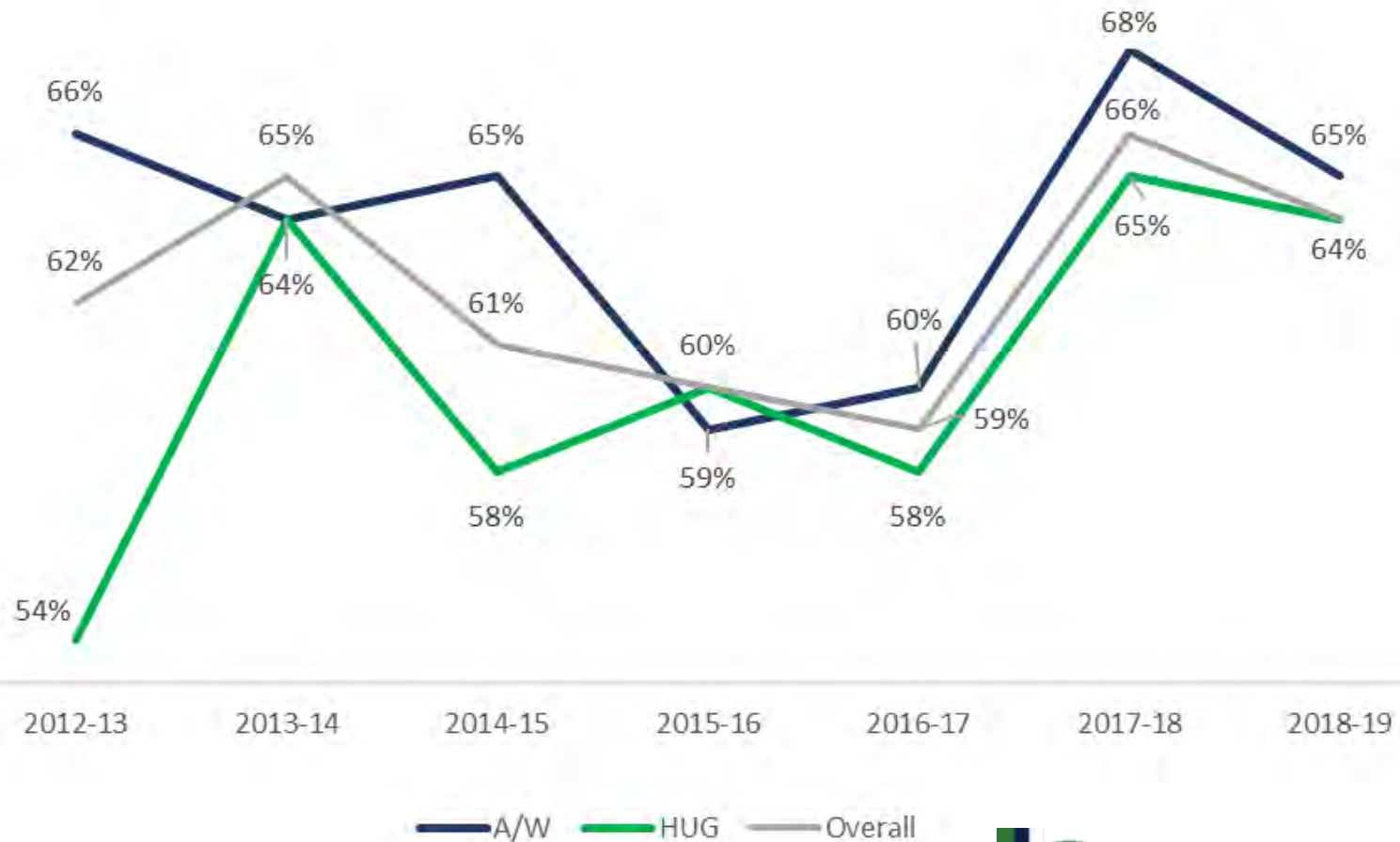


BBCC Actions in Current Accreditation Cycle

- Introduction & expansion of supports for students – TRiO highlight
- Comprehensive advising
- Transition BEdA students to college
- Accelerated math & English
- Revisions to new student intake process
- Expansion of online & hybrid instruction & learning supports
- Addition of men's & women's wrestling
- Preparing to offer BAS degree
- University partnerships to provide bachelor degree access

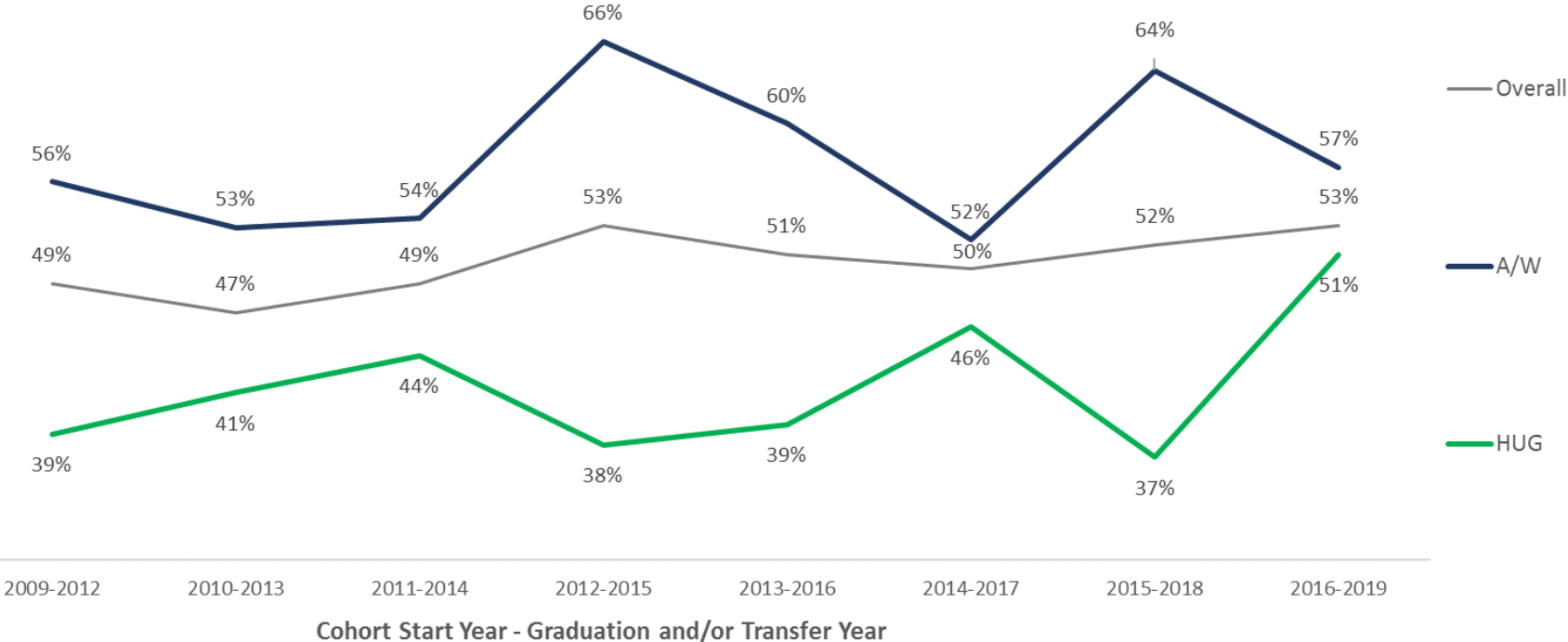


Fall-to-Fall Retention



IPEDES Graduation/Transfer Rates

(Full-time, first-time degree/certificate seeking undergraduates within 150% of normal time to completion)



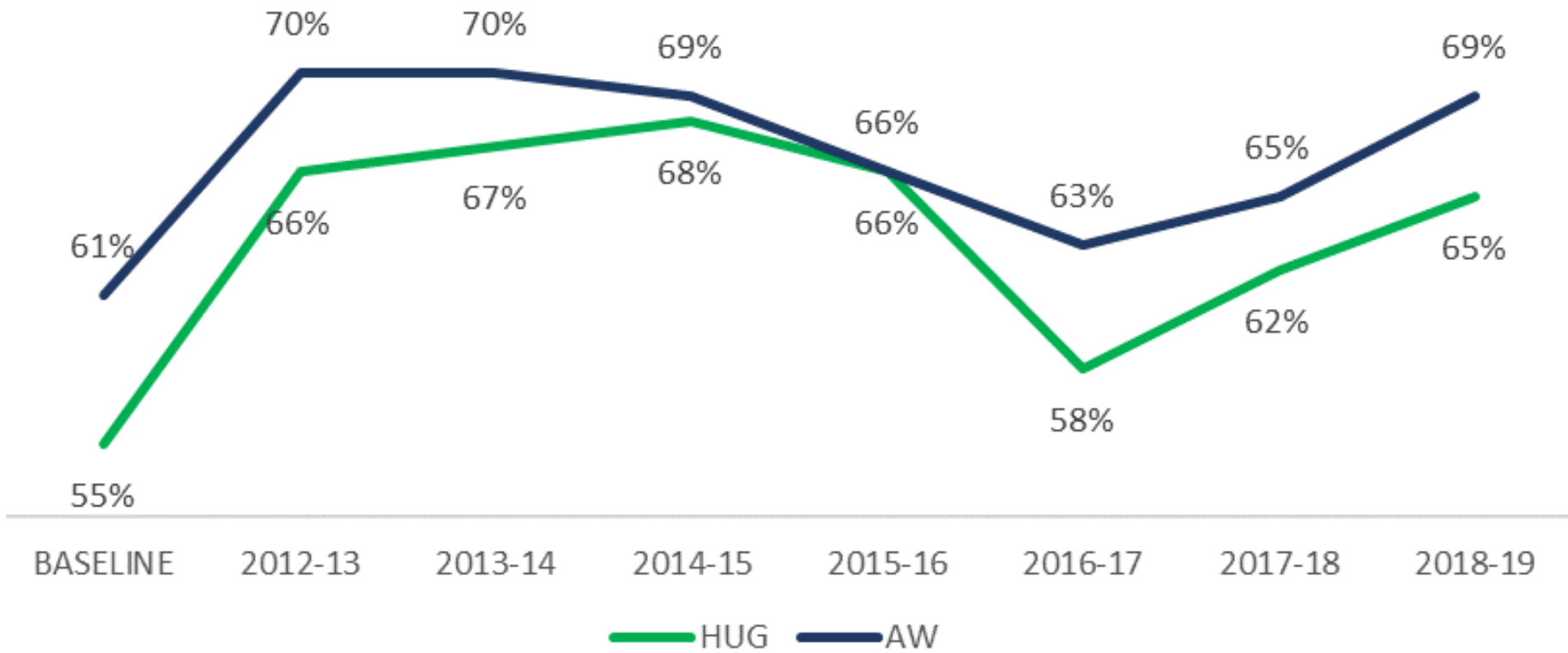
*The difference between A/W and HUG groups is not statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

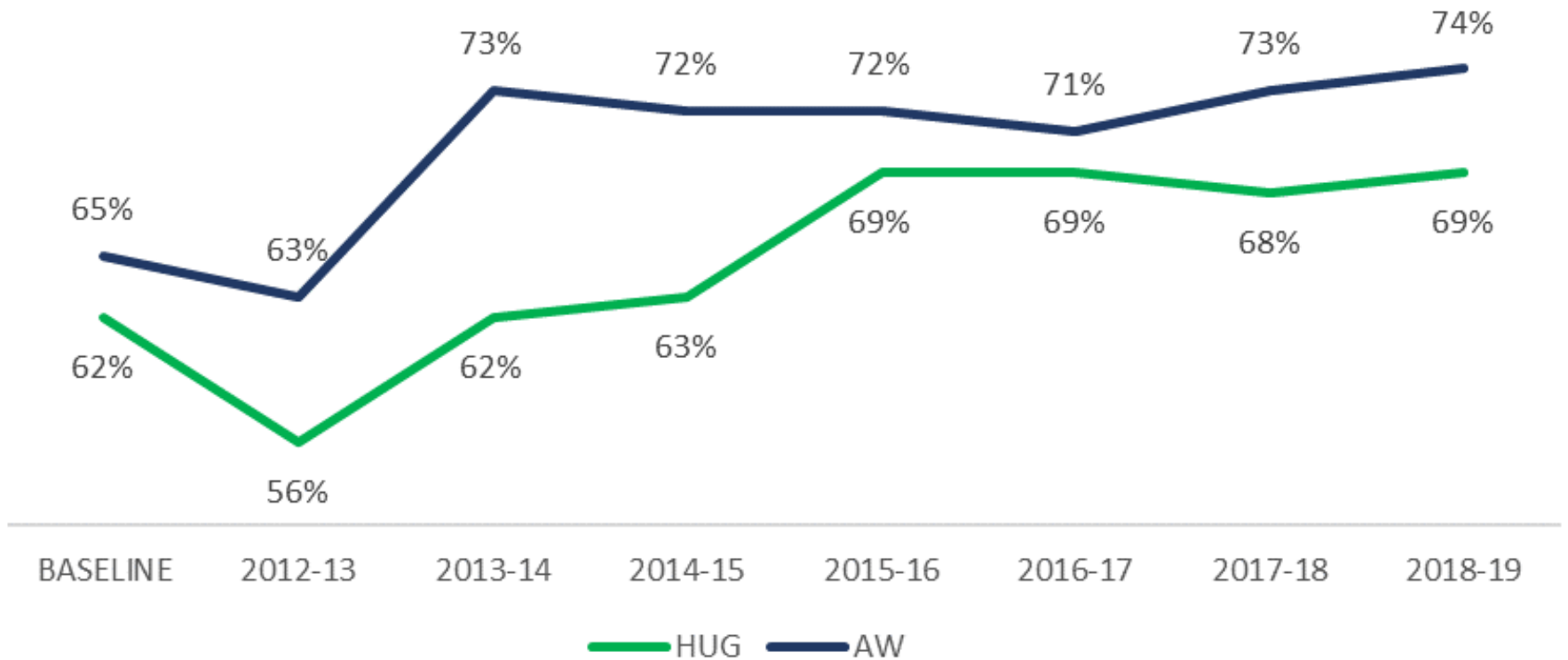


Developmental Math Success Rates

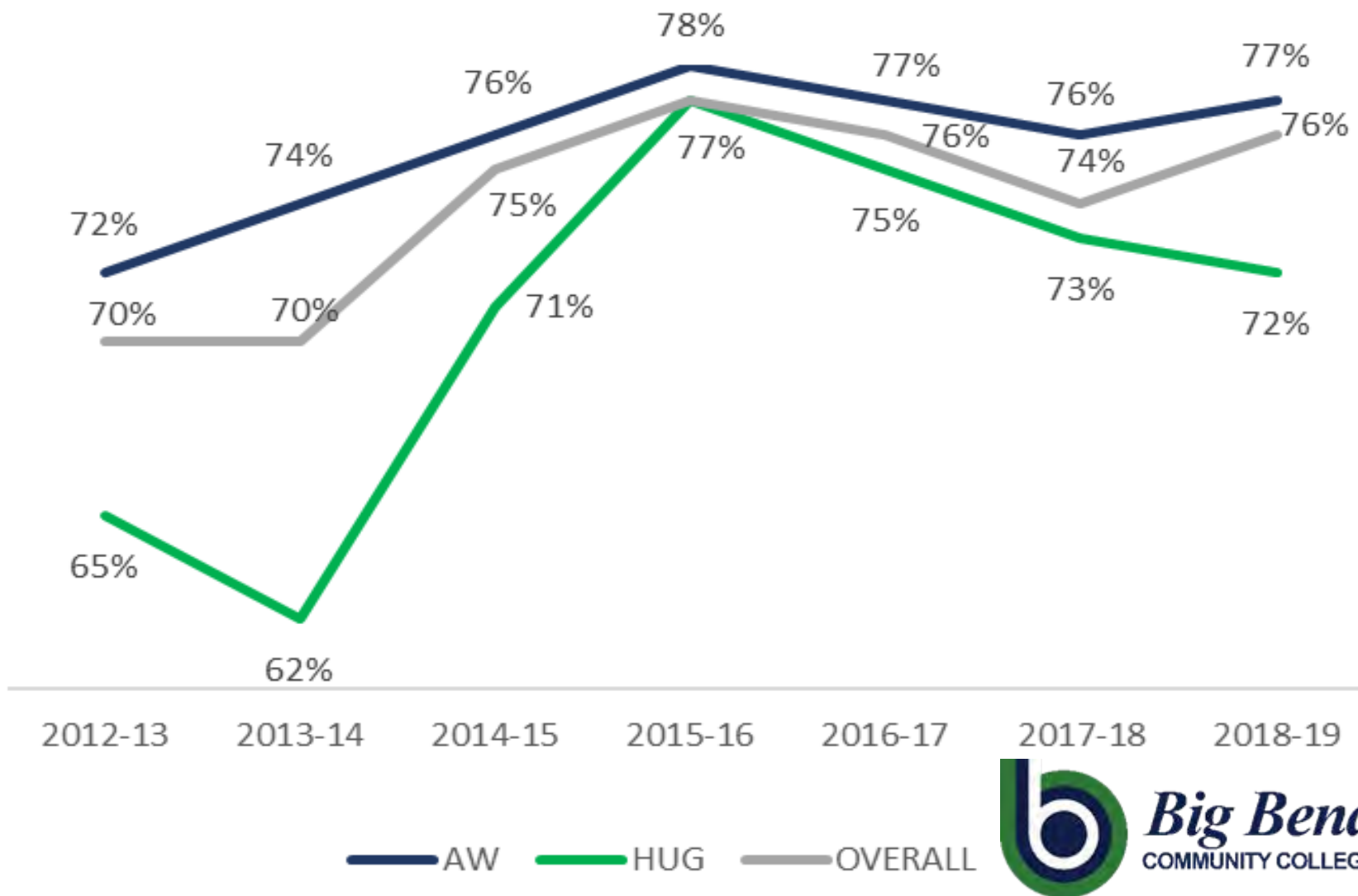




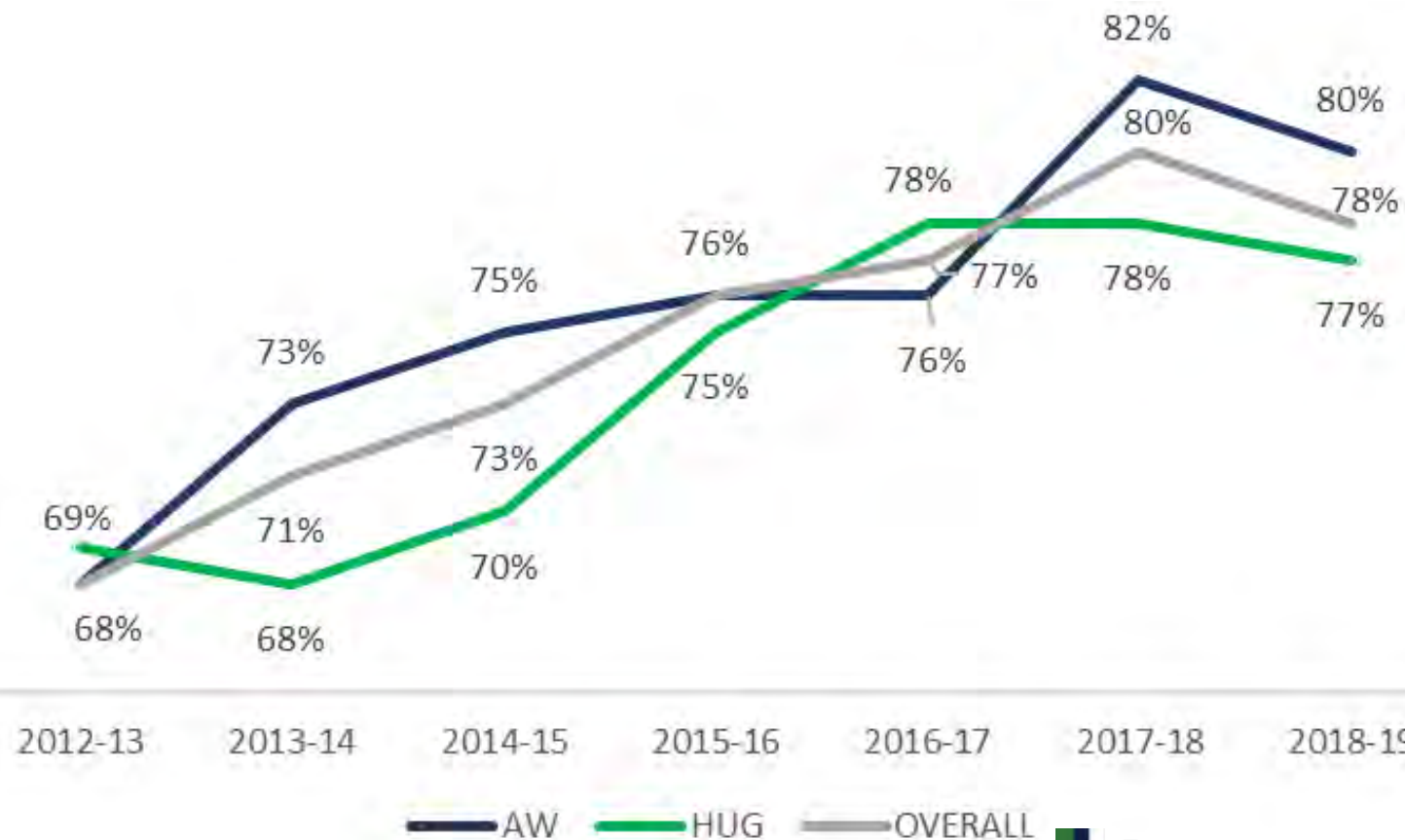
College-level Math Success Rates



Course Success Rates (Online)

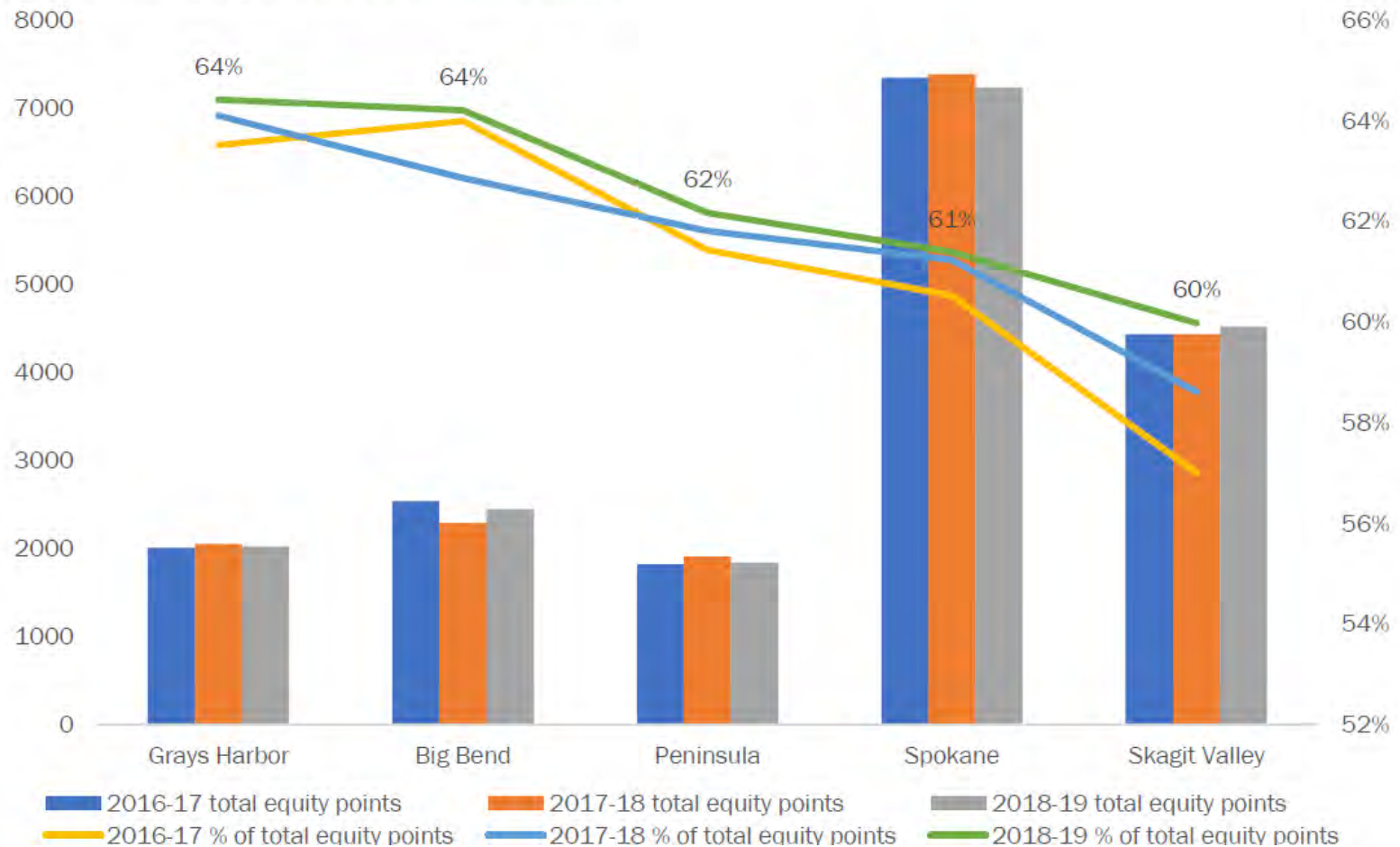


Course Success Rates (Hybrid)



SBCTC Equity Report – August 2020

Figure 6. Total equity points and impact: Top five colleges



Efforts Moving Forward

- Sustain & refine current innovations
 - Academic advising
 - Starfish
 - New student intake process
 - Contextualized math
 - Accelerated math & English
 - Online & hybrid instruction & supports



Efforts Moving Forward

- Improve practices for measuring the success of current & future innovations
- Expand focus from new students to continuing and completing students
- Expand equity focus in instruction
- Review data collection & analysis practices
- Key tools: TRIO STEM & Title V Grants



Supporting Documents: [Research Briefs](#)



Questions?

Trustees' Role in Virtual Accreditation Visit

Accreditation



- Voluntary association of colleges & universities
- Quality check – ensures our credentials are worth something
- Must be regionally accredited to receive federal funds
- Focus
 1. Compliance with standards
 2. Fulfilling our mission
 3. Continuous improvement



NWCCU Standards

- From five to two standards
- New standards adopted fall of 2019, implemented Jan. 2020
- Standard 1 – Continuous Improvement
 - Institutional planning & improvement (1.A, 1.B)
 - Instructional planning & improvement (1.C)
 - Disaggregation of data & addressing achievement gaps (1.D)
- Standard 2 – Policies & procedures – driven by USDOE

Accreditation Process & Cycle

- Year 3: Mid-Cycle Review
 - Report & visit
- Year 6: Policies, Regulations, & Financial Review (PRFR) report
 - Eligibility Requirements attestation
 - Address all of Standard 2
- Year 7: Self-study & visit
 - Evaluation of Institutional Effectiveness (EIE) report addresses Standard 1
 - Site visit
 - Commission Decision

BBCC Current Accreditation Cycle

- 2012 Comprehensive visit
 - 2 recommendations
- 2013 Mission, Core Themes, Objectives, Indicators updated
- 2015 Mid Cycle visit
 - Recommendation 1 fulfilled
 - 2017 Ad hoc visit and report required
- 2017 Ad hoc visit
 - 2018 Ad hoc visit required
 - Private sanction imposed
- 2018 Ad hoc report submitted
 - Report accepted, sanction lifted, recommendation 2 fulfilled
- 2020 Comprehensive visit

Self-Study & Site Visit Timeline

- 8/14/20 EIE & PRFR Reports and supporting documents submitted
- 8/14-10/9/20
 - Educate campus about visit
 - Work with evaluating team to set up a visit schedule
 - Make logistical preparations
- 10/12-14/20 Virtual visit
- January – Commission meeting and decision
- TBD – onsite visit

Evaluation Team

- **Dr. Stacey Sherwin, Chair**
 - Salish Kootenai College
- **Ms. Tammy Burke – Instruction**
 - Helena College – University of Montana
- **Dr. Kim Hyatt – Instruction**
 - Mt. Hood Community College
- **Dr. Michele A. McFarlane – Student services**
 - College of Southern Idaho
- **Ms. Jennifer King – Business operations**
 - Dawson Community College
- **Dr. Selena Grace, NWCCU Liaison**

Virtual Visit

- 10/12-13/20 Meetings
 - Trustees
 - Open forums: Students, Faculty, Staff
 - Other – Cabinet, Instructional Council, Assessment Committee, Human Resources VP, Division Chairs, Student Services staff, VP of Finance & Administration, etc.
- Questions & supporting documents to **confirm** and **clarify**
- 10/14
 - Possible follow up meetings in morning
 - Meeting to announce commendations & recommendations

Meeting with BOT

- Most likely with Evaluation Team Chair
- Topics of discussion
 - BBCC Governance Structure & BOT governance role
 - Role of BOT in setting & maintaining policies
 - Role of BOT in managing & working with college president
 - BOT self-evaluation process
- Collaborative, open & honest, speak to strengths & areas to improve

Sample Questions

- Please explain the governing structure for BBCC and the role of the Board within that structure.
- How does someone become a Board member?
- What is the scope of authority for the BOT?
- Where is the role and authority of the BOT documented?
- What types of actions does the BOT take? Can you give examples?
- What is your role in approving policies? Can you please explain the approval process? Can you please give me an example of a policy you recently adopted?
- What is your process for reviewing an updating college policies?
- You recently hired a new president. How did that process work? What was the role of the BOT?
- Please describe your processes for managing, directing, and evaluating the president? Can you please give examples?
- What is the role of the BOT in the college's annual and/or strategic planning process?
- How do you as a BOT operate? Where/How are those things documented?
- How does the BOT lead the college?
- How do you know you are being effective as a Board? (How do you evaluate yourself?)
- What are areas of strength and improvement for the college?
- What are some of the thing you have wrestled with as a board? How did you work through them?
- What are some things that are important to you at this time and as the college moves forward?

Post Visit

- Committee writes report & sends draft
 - Recommendations & compliments
 - Recommendations & concerns
- BBCC recommends changes of factual errors (e.g. titles, misspellings only)
- Chair makes final edits to report
- Chair submits final report & Confidential Recommendation Form to NWCCU
- NWCCU sends final report to BBCC President
- BBCC prepares & submits written response
- Two Commissioners assigned to read all materials
- Future in-person visit – Liaison & Evaluation Team member

January Commission Meeting

- College has assigned day and time
- BBCC President attends – can invite additional staff
- President can give a response and/or update
- President & staff excused
- Commission discusses with Evaluation Team Chair & votes on a decision
- NWCCU sends letter with Commission decision to BBCC

Questions?

NWCCU 2020 STANDARDS

Standard One – Mission and Core Themes

The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

Institutional Mission

1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Improving Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Student Learning

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Student Achievement

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Standard Two – Resources and Capacity

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

Governance

2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an *ex officio* member of the governing board(s) but may not serve as its chair.

2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Academic Freedom

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It

affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Policies and Procedures

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

2.C.1 The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

2.C.2 The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

2.C.4 The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Institutional Integrity

2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Financial Resources

2.E.1 The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

2.E.2 Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

2.E.3 Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

Human Resources

2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Student Support Resources

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

2.G.3 Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Library and Information Resources

2.H.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Physical and Technology Infrastructure

2.I.1 Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.