

NOTES FROM AUGUST 26, 1993 BOARD OF TRUSTEES RETREAT

Attending: Girvin, Haley, Imanaka, Kelly, Terrey, Vipperman, Jervis, Hoemann, and Sevcik. Acting Chair - Lila Girvin (in Chris Meserve's absence)

BOARD EVALUATION PROCESS

*(Trustee evaluation needs to be sent to community by 9/20(?); staff to prepare statement of what the Board has done and Board's assessment to accompany questionnaire. Send Board goals with evaluation form to community. Does Board want to write a self-evaluation to send with form? Most people don't know what Board does--is there a job description for the Board?--maybe **statement of process**? Jennifer will be asked to work on draft of Board assessment with John. How to help Board develop their 93-94 goals? Jane suggested Board 93-94 goal: **Better understanding of regular reporting**. Board has a set of process and outcome goals. It is NOT the Board's job to produce outcomes. Board deals with process. Board doesn't evaluate itself on outcomes. Jane's evaluation will report on what happened with Board's goals. Carol, citing Carver "Board should be evaluated on performance of the institution." What is Board's role in goals--maybe to manage the process? Longer range goals is where Dwight sees opportunity for action by Board; Carol felt long-range goals can be a product of strategic planning process).*

Policy #4: Statement of Board process

1) Accountable to general public for competent, conscientious, and effective accomplishment of its obligations as a body. It will allow no officer, individual, or committee of the Board to usurp this role or deter this discipline:

- done well with distinction between administration/policy
 - remained aware and in touch without attempting to micro-manage
- Board works as a team consensus body
- have done well in bringing external "voice" to institution
 - kept public conscience alive

2) Be an initiator of policy; and direct, control, and inspire the organization through the careful deliberation and establishment of policies. Policies will be statements of values or approaches which address (a) the mission statement, (b) the boundaries of prudence and ethics to be observed by staff, (c) Board roles and responsibilities and (d) the Board-staff relationship in keeping with Board policy as defined in the Board-staff relationship and in the Delegation of Authority resolution.

- Need to be more assertive
- Need to be more forward thinking
- Have been strong voice to move forward with long-range planning
- Played role in development of budget
 - assured broad based
- Board helps clarify what needs to be done
- Essential role in making sure that tough questions are asked
- Need process for input earlier in the decision-making and at key points along the way
 - makes Board a reactive rather than pro-active body

- need mechanism for tracking (*in order to report back*)
 - Quarterly reports???? (*in order to give input to process earlier*)
 - Part-time student idea was BOT initiated
 - language
 - 3 year degree (*need report back--has that really been examined?*)
 - social contract
 - Clarity needed on process
 - ask administration to follow-up
 - form BOT subcommittees
 - Define reporting
 - schedule
 - items
 - Look at meeting format
 - fewer/longer meetings to allow for more in-depth discussion
 - Less time "standing mouse turds on end"; more time in direct contact with community
 - Have done a good job of assuring that policies brought to the BOT are consistent with mission statement
 - budget
 - access/retention
 - evening/weekend
 - K-12 initiative/National Faculty
 - Longhouse
 - K-12 as example of Policy #4
 - healthy active discussion where differing points of view were openly articulated
 - dealt with ethical issues
 - was an issue that the BOT retained authority over under delegation policy
 - effective job of dealing with broad issues and not trying to determine administration details
 - What is long-term?
 - 5 - 10 years?
 - Part of long-range planning process
- #5, #7, #9 - DONE
- Have had fewer executive sessions
 - seen as a positive by BOT
 - Need opportunities to talk with one another about process and relationships as a team

Board Goals for 1992-93

- 1) Continue focus on students/learning
Students/learning were key focus of budget
- 2) Long-range planning (incorporating budget planning)
Did well on budget process (not much on long-range planning)
- 3) Diversity/Community -- attract more in-state and ethnic minorities

Systematically kept questions of training/diversity on agenda; kept focus on layoffs in budget

(What is the ROLE of Board when GOALS are INSTITUTIONAL)

- 4) Improve retention/access -- attract more in-state students
Mix of in-state and out-of-state has changed (*pressure from BOT to attract more in-state students*)
- 5) Develop strong financial base to withstand budget cuts
Minimal role with BOG -- issues of separation
- 6) Develop new programs and facilities:
-- teaching institute (K-12 initiative)
-- the Longhouse
-- Coordination with other higher education institutions in Tacoma
Tacoma - MIT program moving to Tacoma for one year
- 7) Review of social contract (including implementation); discussion of mediation
Significant progress on establishing mediation center
Seminar this fall (?) on social contract
-- restorative justice notion
 -- community responsibility
What can BOT do to address issues of community?
-- image vs. reality
-- will take time and continual focus
Board needs to do periodic review of goals
-- action plan which delineates BOT responsibility
-- tie between BOT goals and President's goals
- 8) Public affairs/external community -- tie this into the strong financial base) -- relationships with the Higher Education Coordinating Board, etc.
Not done much in this area. new
- 9) Recognize goals of President and pledge support to achievement (facilitate success of new president internally and externally)
Board goals and President's goals are compatible and mutually inclusive

RECAP: GOALS/NEEDS FOR 1993-94

- *Reports*
- *Meeting format*
fewer/longer?
- *More community contact*
- *Address issues of community*
- *Opportunity to assess performance as a team*
- *Tracking system for BOT goals and suggestions*
- *Workshop on social contract*

PRESIDENTIAL EVALUATION PROCESS

Evaluation dinner session at 7:00 PM on Tuesday, October 12, at President's Residence.

EXTERNAL - Trustees agreed they wanted to pay for postage + other costs.

Jane & Chris are to write letter.

Include Jane's self-evaluation

Rating of traits and abilities

Questions for form - EXTERNAL

- 1) What has been your opportunity to interact?
- 2) Does she meet Board's criteria?
- 3) Other traits (strengths)
- 4) Suggestions for improvements
- 5) How well has she represented the College
- 6) Other comments

See **ATTACHMENT "A"** for final version.

ATTACHMENT "B" is the list of EXTERNAL PEOPLE WHO WILL BE ASKED TO ASSIST TRUSTEES IN EVALUATING THE PRESIDENT.

INTERNAL

Joint letter from Chris and Jane. See **ATTACHMENT "C"** for letter to campus community.

President's Goals for 1993-94

Continuation of basic content of 1992-93 goals -- sharpen focus

- gaps/contradictions in governance documents
- RIF
- Internal grievance
- establish mediation center
- encouraging community "play" and celebration
- strategic planning council

Support efforts to invigorate the learning community and create a learning environment that sustains students, faculty, and staff

Faculty and professional staff model development

- phases with differing concentration
 - form of faculty development
- (begin process)

Conduct a search for a Provost/Vice President for Academic Affairs

Continue program planning for the Longhouse

Formalize a history/archive project

- Annual report - archival document of college
 - standard collection of reports
 - message from President
 - year's accomplishments
 - financial report
 - audit report
 - "state of the College" message to BOT in **September** each year
- Establish regular report schedule to BOT

Develop outreach to K-12 teachers in the state

Strengthen the political and financial base for the college

- Building Foundation Board
- Restructuring development/College Relations

NEW GOALS:

- 1) **Seek ties to external**
 - Pluralism
 - Civic obligation
 - Psychological health
 - Long-term survival
- 2) **Our 1000 acres**
- 3) **Foreign language instruction**

BOARD AGENDA FOR 1993-94

Lila & Dwight - Subcommittee for developing GRIEVANCE PROCESS FOR COMPLAINTS AGAINST THE PRESIDENT

Board initiated seminars: Expand audience to include students, student services people, faculty (rather than just the Agenda Committee). Next book - *13th Generation* (in November?)

Orientation of staff, student, alum and faculty representatives. Staff to work on this.

Discussion of citizen being on board agenda after he goes through process of approaching President. Operating procedures for Board?

ATTACHMENTS

- A - Invitation to Comment/Evaluation of Jane L. Jervis
- B - List of/Letter to external people
- C - President's letter to internal community + self-evaluation
- D - Board's invitation to comment on their performance