

UNADOPTED MINUTES

FOR THE SPECIAL MEETING OF THE
IMPERIAL COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

Wednesday, January 27, 2001

Location: IVC Administration Building Board Room
380 East Ira Aten Road, Imperial, CA 92251

Board President Kelly Keithly called the regular meeting of the Imperial Community College District Board of Trustees to order at 8:40 P.M., on Wednesday, January 27, 2001.

TRUSTEES PRESENT: Rudy Cardenas, Jr.
Claudine Duff
Kelly Keithly
Marian Long
Romualdo Medina
Rebecca Ramirez
Louis Wong

REPRESENTATIVE PRESENT: Olga Artechí, Academic Senate

CONSULTANTS PRESENT:

Dr. Gilbert M. Dominguez, Superintendent/President
John Hunt, Vice President for Academic Services
Carlos Fletes, Vice President for Business Services
Ruth Montenegro, Interim Director of Human Resources

VISITORS PRESENT:

Bill Gay, Armando Ruiz, Ted Ceasar

PUBLIC COMMENTS

The Board President invited members of the public to comment on any agenda item, or any item not on the agenda. No comments were made.

RETREAT ACTIVITIES

1. The Board President, Kelly Keithly, introduced the facilitator, Armando R. Ruiz, Member of the Board of Trustees from Coast Community College District since 1983. A former teacher and college counselor, Mr. Ruiz is currently supporting student growth and success in his role as Vice President of Student Services at Irvine Valley College.

2. Each Board member was asked to share why he/she ran for the Board, and the responses were as follows:

- To provide diversity to the Board both in gender and ethnicity.
- To ask questions.
- To vote as if you were appointed for life.
- To do the best to support the College and students.
- To do the best you can for students and community.
- To provide a representative and voice for the area represented.
- To ensure compliance with the Education Code.
- To make a difference.
- Still learning how to be a good Board member.
- Interest in doing what is good for the students.

Each Board member was asked to share what he/she felt their responsibilities were when they first assumed their position on the Board, and the responses were as follows:

- To ask questions.
- To watch finances.
- Responsibility to listen to constituents.
- To further better relationships within the college community and to help present a good image for the college.
- To be transparent (no hidden agendas).
- To find out what's going on.

Each Board member was asked to share what their responsibilities are now as Board members, and the responses were as follows:

- To read and consider everything and don't be complacent
- To continue to strive for diversity within faculty.
- To increase legislative clout.
- To look out for facilities and fiscal matters.
- To assist in furthering unity within the campus community.
- To meet all educational needs of students, community (economic, social, technical).

3. The textbook definition/trusteeship in a nutshell is as follows:

- A trustee is a member of a lay board which as a unit:
 - A. Sets the policy direction.
 - B. Employs a chief executive as the institutional leader.
 - C. Acts as a community bridge and buffer.
 - D. Establishes the climate in which educational goals are accomplished.
 - E. Defines prudent, ethical, legal parameters for operations in assuring the fiscal health and stability of the district, and in maintaining standards for good employer-employee relations.
 - F. Evaluates performance and policy implementation.

- G. Leads as a thoughtful, educated team.
- A member of a Lay Board is:
 - A. Representative of general citizenry.
 - B. People who embody broad values and diverse interests.
 - C. Not there to represent your profession or a single interest.
- The Board as a Unit is as follows::
 - A. Legal entity as a governing board.
 - B. Collective talents, skills, and backgrounds.
 - C. No authority as an individual trustee.
 - D. Makes no promises as individual member.
 - E. Supports the decision of the majority.
- The Board sets the Policy Direction by:
 - A. Knowing the history and mission of the district.
 - B. Being aware of community values and needs.
 - C. Focuses on the future.
 - D. Contributes to, questions, challenges, and acts on, but does not write or develop alone.
 - E. Adopts mission, vision, and goals as policy.
 - F. Defines what differences the district should be making in the community.
- The Board employs a CEO as the Institutional Leader as follows:
 - A. CEO is key to accomplishing goals.
 - B. Must be considered part of the Board team.
 - C. Delegates to and supports.
 - D. Evaluates against clear job description and performance expectations.
 - E. Maintains open communication, confidence and trust.
- The Board is a Community Bridge and Buffer by:
 - A. Linking the institution and community.
 - B. Maintaining a broad, externally oriented focus.
 - C. Informing the community of educational values, policies, and needs.
 - D. Resisting inappropriate influence by special interest.
 - E. Acting as advocate with local and state elected officials.
 - F. Defining what differences the district should be making in the community
- The Board establishes a Climate for Learning by:
 - A. Board behavior sending a message.
 - B. Focusing on learning.
 - C. Ensuring budget reflects educational priorities.
 - D. Supporting innovation and leadership.
 - E. Seeking full participation as policies are developed.

- The Board defines Operational Parameters with:
 - A. Standards for ethical, legal and prudent operations (e.g. fiscal, personnel and business services, instruction, student services, community services).
 - B. Boundaries for district procedures and regulations.
 - C. Limits on CEO/employee decisions and actions.

- The Board assures Fiscal Health and Stability by:
 - A. Fiscal policies include priorities and parameters.
 - B. Budget as a policy document.
 - C. Fiscal condition being monitored.
 - D. Long range institutional viability being ensured.
 - E. Campus facilities master plan and maintenance.
 - F. Supporting fundraising efforts.

- The Board establishes Standards for Employee Relations by:
 - A. Maintaining an outstanding CEO/board relationship as a model.
 - B. Requiring that selection, evaluation, and dismissal processes are fair, legal, and equitable.
 - C. Supporting professional recognition and growth.
 - D. Expecting faculty and staff involvement in decision-making.
 - E. Establishing processes for appropriate staff interaction with board members.
 - F. Ensuring positive processes and climate for collective bargaining and grievances.

- The Board Evaluates Policy Implementation by:
 - A. The CEO's evaluation and holds CEO accountable for institutional performance.
 - B. Evaluating progress toward goals.
 - C. Focusing on results and outcomes.
 - D. Establishing benchmarks and measures.
 - E. Setting timelines for monitoring and evaluation.

- The Board Leads as an Educated Team by:
 - A. Requiring awareness of issues and trends.
 - B. Allocating time and resources for your continuing education.
 - C. Asking key questions and engages in critical thinking.
 - D. Being a part of a team.
 - E. Acting with intelligence, respect and caring.
 - F. Being future oriented, supports risk-taking and change.

- More specifically, the Board responsibilities of Trustees are:
 - A. To maintain the integrity of the Trust.
 - B. To make certain that the institution is well managed.
 - C. To approve the budget.
 - D. To raise money.

- E. To manage the endowment.
- F. To assure adequate physical facilities.
- G. To oversee the educational program.
- H. To approve long range plans.
- I. To serve as bridge and buffer between campus and community.
- J. To preserve institutional autonomy.
- K. To serve as court of appeal.
- L. To be informed.

- Working effectively as a Board involves:

- A. Joint committees.
- B. Board composition.
- C. Selection of Trustees.
- D. Trustee orientation.
- E. Continuity and change.
- F. Board size.
- G. Committee structure.
- H. Frequency and length of meetings.
- I. Agenda for Board meetings.
- J. Role of President.
- K. Audit and review.
- L. Board morale.

- Effective Boards . . .

- A. Focus on policy and institutional performance.
- B. Provide proactive, visionary leadership.
- C. Are externally focused.
- D. Envision and shape institutional direction and assure that the mission is achieved.
- E. Understand that issues are complex.
- F. Strive for cohesiveness while seeking multiple perspectives.
- G. Ensure they are learning constantly.

3. The Board President appointed Claudine Duff, Rudy Cardenas, and Romualdo Medina to review the process for the Board Evaluation, and to evaluate the possibility of making changes in the timing of the evaluation to coincide with the Board Retreat. The consensus of the Board was to use the self-evaluation results as a tool for topics for the next Board Retreat.

M/S/C Ramirez/Long to **ADJOURN** the Board Retreat at 3:10 P.M.