HARTNELL COMMUNITY COLLEGE DISTRICT

MINUTES
Board of Trustees – Workshop
LIB-113 (Distance Learning Room)
411 Central Avenue
Salinas, California

July 25, 2012

OPEN SESSION
Workshop called to order at 4:35 p.m. by Trustee Padilla-Chavez.

PLEDGE OF ALLEGIANCE
Student Trustee Luchini-Duran led the Pledge of Allegiance.

ROLL CALL
Present were:
Demetrio Pruneda
Bill Freeman
Patricia Donohue
Elia Gonzalez-Castro
Ray Montemayor
Erica Padilla-Chavez
Candi DePauw
Elaine Duran Luchini, Student Trustee
Willard Lewallen, Superintendent/President

PUBLIC COMMENTS
There were no public comments.

Trustee Padilla-Chavez welcomed the Board, Dr. Lewallen, and the audience to the workshop and stated that the purpose of the workshop is to allow the board to review the roles and responsibilities of a trustee and to begin their discussion on strategic priorities for the board. Tom Manniello, legal counsel, Lozano Smith and Tobi Marcus, Marcus Partners, facilitated the workshop.

BOARD ROLE AND RESPONSIBILITIES AND RELATIONSHIP WITH THE CEO
Mr. Manniello presented Building Effective Governance Teams (Appendix A). He stated that effective boards set policy, act as a unit, and represent the common good.

Mr. Manniello addressed the relationship between the board and the CEO stating that an effective relationship functions best as a partnership and is key to the success of an institution and that selecting, evaluating, and supporting the CEO are among the board's most important responsibilities. In addition,
Mr. Manniello pointed out, that accreditation standards and education code state that the board delegates full responsibility and authority to the CEO to implement and administer policy without board interference and holds the CEO accountable for the operation of the district. Tom then referred to the recommendation of the Association of Community College Trustees (ACCT) in relation to evaluations. ACCT recommends that 1) the board define clear parameters, 2) conduct periodic evaluations, and 3) provide feedback. A discussion ensued in relation to board and CEO evaluations. The board agreed that goals needed to be established and that evaluations would occur annually. The board thanked Mr. Manniello for his presentation.

**STRATEGIC GOALS FOR THE COLLEGE**

Dr. Lewallen stated that he has the highest regard for all of the board members and that the work they do is important. He believes in open, honest, and frequent communication and that shared governance is important to him. Further, he stated that the college has made good progress in reviewing and developing its current policies, but additional work, including administrative procedures, is needed. Dr. Lewallen stated that he appreciates the evaluation process and that it important to him to keep the board informed.

Dr. Lewallen then addressed strategic planning and how this planning is important in developing goals for the board and the college. He used an example (student success) and slides to help explain the process. (Appendix B)

In preparation for this workshop, and with the use of a matrix, the board was asked to reflect on the institution's internal strengths and weaknesses as well as on the external opportunities and threats that the college faces. The results were summarized (Appendix C) and Ms. Marcus facilitated an exercise, using the results, to help the board identify strategic priorities. Some areas identified were student access/success; diversity in faculty/staff; generating additional revenue; and continued partnerships. Dr. Lewallen stated that when strategic priorities are established, the next step is the development of goals followed by a strategic plan.

**MEETING DECORUM POLICY**

Mr. Manniello provided the board with copies of other districts' policies in relation to meeting decorum should the board decide to revise its current policy.

**ADJOURNMENT**

The Board adjourned at 6:30 p.m. There was no action taken at this workshop.

Erica Padilla Chavez  
Board President

Dr. Willard Lewallen, Board Secretary  
Superintendent/President
APPENDIX A

The Big Picture

- Voters/Community Served
- Board of Trustees
- Superintendent/President
The Board Sets Policy

Very Broad Authority

- “Permissive” Education Code
- Board may carry on any program or activity not in conflict with or preempted by law

Ed. Code § 70902(a)
Board Policies 1005 & 2200
Act as a Unit

- Integrate multiple perspectives into board decision-making
- Establish and abide by rules for conducting board business
- Speak with one voice, and support the decision of the board once it is made
- Recognize that power rests with the board, not individual trustees

Represent the Common Good

- Know community needs and trends
- Link with the community
- Seek out and consider multiple perspectives when making policy decisions
- Debate and discuss issues in public
- Serve the public good
Set Broad Policy Direction

- Be proactive, visionary and future-oriented
- Learn about and communicate with many different groups
- Focus on community needs and trends
- Establish the vision, mission and broad institutional goals as policy

Define Policy Standards

- Define expectations for high quality educational programs
- Define expectations for student achievement and fair treatment of students
- Require wise and prudent use of funds and management of assets
- Set parameters to attract and retain high quality personnel and ensure fair treatment of employees
Staff Handle Implementation

Relationship with CEO

- Successful governance depends on a good relationship between the board and the chief executive officer (CEO)
- Selecting, evaluating and supporting the CEO are among the board's most important responsibilities
Relationship with CEO

- The CEO and board function best as a partnership
- The CEO implements board policies
- The board depends on the CEO for guidance and educational leadership

Appropriate Delegation

- If the CEO bears final responsibility, then he/she must also have appropriate authority to meet the board’s goals and priorities
- California law and accreditation standards contemplate broad delegation to the CEO
Education Code

- Any power vested in the board can be delegated to the CEO unless expressly nondelegable by statute

Ed. Code § 70902(d)

WASC Accreditation Standards

“The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district . . .”

(Standards IV.B.1.j. & IV.B.2)
Relationship with CEO

- Two important elements:

“The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district . . .”

Accountability

- Define clear parameters and expectations for performance
- Conduct periodic evaluations; provide honest and constructive feedback
- Support the CEO; create an environment for success
Accreditation Standard I: Institutional Mission & Effectiveness

- The institution sets goals to improve its effectiveness consistent with its stated purpose (mission).

- The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analysis of both quantitative and qualitative data.

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**Diagram:**

1. Board adopts strategic direction / priorities
   - Goals developed by college that link to the strategic priorities
     - Performance indicators developed to assess progress toward the goals
       - Develop and implement strategies to achieve the goal
         - Measure performance indicators to assess progress toward the goals
BOARD OF TRUSTEES STRATEGIC PRIORITIES AND COLLEGE STRATEGIC PLANNING

BOARD STRATEGIC PRIORITY: STUDENT ACADEMIC SUCCESS AND ACHIEVEMENT

COLLEGE GOAL: MAINTAIN COURSE SUCCESS RATES AT OR ABOVE THE CCC STATEWIDE AVERAGE (BENCHMARK)

DEVELOP PERFORMANCE INDICATORS TO MEASURE COURSE SUCCESS RATES

BASED ON ASSESSMENT OF OUTCOMES DEVELOP STRATEGIES TO ACHIEVE THE GOAL

IMPLEMENT STRATEGIES AND MEASURE INDICATORS TO ASSESS PROGRESS TOWARD THE GOAL

HARTNELL COLLEGE OVERALL COURSE SUCCESS RATES

NOTE: FICTITIOUS, FOR ILLUSTRATION PURPOSES ONLY

Hartnell College – Office of the President
HARTNELL COLLEGE BOARD OF TRUSTEES
STRATEGIC OPPORTUNITIES AND CHALLENGES

STRENGTHS/OPPORTUNITIES

FISCAL
- Getting grants (BHC, Title V, STEM)
- Generous foundation
- No fiscal mess…yet!
- Voters (homeowners) in our district contribute financially through Measure H
- Communicate with the community to garner public and ongoing funding support
- Use reserve funds prudently and in a manner that will support long-term vision

FACULTY, STAFF, BOARD and ADMINISTRATION
- Shared governance
- Board, for most part, committed to moving organization forward
- Very professional group of faculty, employees & staff
- Develop a more cohesive unit with the advent of a new CEO
- Opportunity to erase the past and start anew: fresh personnel in the upper echelon
- Create a more permanent organizational structure
- Dedicate funds to professional development on all levels; grow talent from within

PROGRAMS, SERVICES and CURRICULUM
- Improved students services
- Very good programs (nursing, child care, criminal justice, SEMA, transfer, ACE etc.)
- Facilities: NASA lab, planetarium, rotarium (pendulum), art gallery, Western Stage
- Preparing workforce for the local industries (ag, health care, construction)
- AA with a certificate in some trade to get a job in the different industries

PARTNERSHIPS
- Good relations with the local agricultural and business industry
- Good relations with community colleges, universities and high schools districts
- Diverse groups of people/groups are supportive of students’ success

STUDENTS
- Serve diverse student population
- Expand given the interest from various communities in the Valley
- Ensure athlete pool includes diversity of students from the District

OTHER
- Advance athletes to pursue higher education after Hartnell
- Many community leaders alumni of Hartnell
- Asset-Al
- 140 acres of open land
- Locality = strength
WEAKNESSES/THREATS

FISCAL
- Fiscal outlook for next 3-5 years
- Need to be fiscally prudent and maximizing our resources
- Need to align grant requests to organizational vision
- Need to marry private donations to vision for College
- Seen as not reinvesting Measure H funds in local community
- Spending too much in administration, consulting and legal fees
- Need to continue to pursue different sources of funding
- Employees need to continue to buy in to the financial demands and concessions
- Healthcare cost need to be mitigated so do not take away from classroom
- Changes in state accountability (Student Success Taskforce)

FACULTY, STAFF, BOARD and ADMINISTRATION
- (Need to) Develop innovative spirit among staff and faculty
- (Need to) Develop leadership from within particularly with new incoming faculty/classified staff
- Administrative staff - not enough support and/or experience
- Administrative structure/organizational structure need redefinition
- Faculty/administration discord; internal power struggles
- Diversification of faculty and staff (includes administration)
- Lack of trust from board to administration and vice versa
- Lack of balance in the shared governance representation
- Minimize the surprise element and the need for “instant” decisions on a board level
- Board understanding of budget and fiscal concepts
- Dynamics among board members; board disunity
- Lack of diversity in our faculty and administration
- Board needs to serve as policymakers not at program level
- Baby boomers retiring at an accelerated pace

PROGRAMS, SERVICES and CURRICULUM
- Need learning labs, ESL, improved technology
- Curriculum - lack of articulation with our feeder high school district
- Need better student “ambassador” type programs for new students on campus
- Use of state funds limited for workforce programs
- Develop a stronger more diverse workforce development component while ensuring access to higher education for those who desire it
- Change of the “community” aspect of our scope (much less recreational class)

PARTNERSHIPS
- Lack of true, systemic partnerships with K-12 school districts in our district
- Lack of partnerships with CSUMB, UCSC
WEAKNESSES/THREATS continued

STUDENTS
• Ensure students complete Hartnell in fewer years

PLANNING
• Improve planning - need vision for the next 5 years, link activities and investments to that vision, more inclusive process
• Need to redo facility plan with board, community stakeholders
• Need to define processes for the college

OTHER
• More detailed communication within campus and with community at large
• Transparency, fairness, equality, and justice
• Truthfulness; perception of working in the interest of the few, under cloud of corruption for past 10 years
• Resistance to change (human tendency to resist change)
• Changes in healthcare landscape in Monterey County
• Political challenges of many kind (will always be there)
• Accreditation (if not successfully attained)
• DE= step in breakdown of public education and dismantling of faculty/staff unions