
Rogue Community College District
June 9, 2014 Minutes - Special Board of Education Meeting

- 1. Call to Order** – Dean Wendle, Chair, called the Rogue Community College (RCC) Board of Education (Board) Special Meeting to order at approximately 2:00 p.m., Monday, June 9, 2014 at the RCC/SOU Higher Education Center, 101 S. Bartlett, Room 129, Medford, OR. Due notice was given.

Board members in attendance: Pat Ashley, Ron Fox, Tim Johnson, Dean Wendle and Joseph Zagorski

Board members absent: Brett Johnson and Kevin Talbert

Staff in attendance: Peter Angstadt, Kori Bieber, Kirk Gibson, Curtis Sommerfeld, Denise Swafford and Denise Nelson

- 2. Review Agenda and Work Session Goals** – President Angstadt reviewed the agenda. The goal of the first segment of the meeting was for board members to review and discuss compiled results of the board's self-evaluation and discuss thoughts/ideas to advance into an exceptional board. The second segment goal was to further develop appreciative inquiry goals compiled from previous board input. Kori Bieber, Vice President Student Services, served as meeting facilitator.
- 3. Board of Education Self-Evaluation Results** – Dr. Zagorski introduced this segment since he served on the board self-evaluation committee with Pat Ashley. The format utilized for this process was introduced to him at the Oregon Community College Association board workshop (Board Source). The format and process of the evaluation was intended to help the board advance from a responsible board to an exceptional board. A scaled rating system was used with 12 stated principles. The lack of a middle rating was purposeful and comments were strongly encouraged. All board members participated and submitted responses thus 100% board participation was achieved.

Self-evaluation results were compiled by Denise Nelson, and distributed to board members in advance of this work session. A summary sheet consisting of ratings and averages of the 12 stated principles were provided along with a compilation of member's comments for each principle (see file).

Principle Averages (Note: The lack of a middle rating was purposeful)

5 = Excellent
4 = Very Good
2 = Satisfactory
1 = Needs Improvement
0 = No Basis for Rating

It was determined principles 3, 8 and 9 received the most diverse ratings.

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Principle 1: *Constructive Partnership* – To what extent does the Board govern in constructive leadership with the College President, recognizing that the effectiveness of the Board and the President are interdependent? Average Rating: **4.43**

Board members agreed this is an area of strength. There is a high level of trust, honest sharing, and issue based conversation resulting in clear direction. Conversations are always respectful and inquisitive. Partnerships with the President and Vice Presidents are constructive.

Principle 2: *Mission Driven* – To what extent does the Board shape and uphold mission, articulate a compelling vision and ensure the congruence between decisions and core values? Average Rating: **3.0**

Principle 3: *Strategic Thinking* – To what extent does the Board allocate time to what matters most and continuously engage in strategic thinking to focus RCC’s direction? Average Rating: **2.93**

Board members requested increased involvement with strategic conversations (beginning with preliminary conversations) and developing strategic objectives. Serve as active participants in the process to define, understand and achieve agreement about ‘where we are going’ and desired results.

Barriers identified were as follows:

- Meeting time organization and allocation
- Accepting risk and ‘doing things differently’
- Connect to RCC strategic thinking via guiding principles and goals set by the Board
- Common/shared language

Principle 4: *Culture of Inquiry* – To what extent does the Board institutionalize a culture of inquiry, mutual respect and constructive debate that leads to sound and shared decision-making? Average Rating: **4.29**

Principle 5: *Being Independent Minded* – To what extent is the Board independent minded? Average Rating: **4.43**

Principle 6: *Ethos of Transparency* – To what extent does the Board promote an environment of transparency, ensuring that all stakeholders, including donors, interested members of the public, the college community and Board members, have access to appropriate and accurate information? Average Rating: **4.57**

Principle 7: *Compliance with Integrity* – To what extent does the Board promote strong ethical values and disciplined compliance for active oversight? Average Rating: **4.71**

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Principle 8: *Sustaining Resources* – To what extent does the Board link bold visions and ambitious plans to financial support, expertise and networks of influence?
Average Rating: **2.86**

Determine other community colleges throughout the nation that are leading with creative, bold ideas. One or two board members would then travel to the identified community college(s) to gain insight.

Board members requested increased involvement with development of the budget. In addition, Board members would like to discuss creative funding strategies. It would be helpful to have a better understanding of the financial side of the college in order to make smart decisions. Balance time and effort learning about and developing the budget while also discussing bold visions. If bold decisions are to be made, members must ensure the financial impact is determined, and if funds are needed to support these decisions, discuss where the funding will come from. We should increase board understanding of finances in order to effectively support the vision, comprehensive to the mission.

It is important to increasing public awareness of RCC and the RCC Foundation. What does our community think and know about RCC? What are our own bold visions and ambitious plans?

Barriers identified were as follows:

- We think ‘inside the box’
- State formula (property tax)
- Garner support and create influence points

Principle 9: *Result-Oriented* – To what extent is the Board result-oriented?
Average Rating: **3.0**

Board members agreed it is important to allocate time at Board meetings for result-oriented discussion rather than spending time on less important things. It was also agreed to develop Board goals on an annual basis. The appreciative inquiry process will enhance the board’s ability to become more result-oriented.

Due to various reasons, members are concerned about achieving the State of Oregon 40-40-20 goal.

Barriers identified were as follows:

- We need a plan in which we reach complete agreement
- We do not focus on a measurable objective
- We need agreed-upon metrics, strategies and tactics

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Principle 10: *Intentional Board Practices* – To what extent does the Board structure itself to fulfill essential governance duties and to support RCC’s priorities?
Average Rating: **4.43**

Principle 11: *Continuous Learning* – To what extent does the Board embrace the qualities of continuous learning, evaluating our own performance and assessing the value we add to RCC? Average Rating: **4.0**

Principle 12: *Revitalization* – To what extent does the Board energize itself through planned turnover, thoughtful recruitment and inclusiveness? Average Rating: **2.67**

This presents an opportunity to research ideas in order to gain diversity on the Board.

Closing thoughts/ideas for advancing into an exceptional board:

1. Spend more time on strategic objectives
 - a. Student achievement – more collective, generally shared understanding and message regarding this
 - b. Strategic priorities, action items and plans – develop timelines and specifics for achievement and completion
2. Restructure board meeting order of agenda
 - a. Prioritize differently, spend more time on result-oriented discussion
3. Ensure a shared language is used to maximize understanding and save time based on common ground

Next Steps:

1. Find other community colleges leading with creative, bold ideas
 - a. Identify and visit another community college
 - b. Interview partners about best practices
2. Complete the appreciative inquiry process
 - a. Who are our audiences (i.e. tax patrons)?
 - b. What do they know about RCC?
3. Detailed discussion of strategic plan
4. Balance fundraising with heart of mission (why/what do we gain and sell?)
5. Restructure board meeting order of agenda

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4. **Break** – Dean Wendle called for a ten minute break from 3:40 to 3:50 p.m.

5. **Develop Board of Education Appreciative Inquiry Goals**

At the April Board meeting, President Angstadt provided a “Draft RCC Appreciative Inquiry Model Summary” for review (see file). This stimulated discussion toward determining the next steps to take for this project. It was then decided that members would work toward developing a draft list of goals in order to identify the potential outcomes of RCC’s appreciative inquiry model. After reviewing the model summary, members were asked to forward their suggestions (goals) to the President’s Office. These goals were then consolidated into a draft list (see file) for full Board review/discussion at this work session.

President Angstadt reviewed the appreciative inquiry phases.

Rogue at 50 <i>Our Plan for Community Engagement</i>		
Phase	Step	Purpose
Phase I: Design	Identify project goals and outcomes. Shape community engagement process and research tools in partnership with community stakeholders. Involve students, faculty, and staff are included in the process.	Chart a strategic course for the college’s 50th year of service and beyond that reflects the values and educational needs of the community it serves.
Phase II: Drivers	Develop map of district’s key communicators and distribution channels.	Invite key communicators to assist in promotion of Rogue at 50 online survey.
Phase III: Inquiry	Survey a broad base of students, faculty, staff, business, and community members. Include stakeholders, such as government and nonprofit agencies that can aid in building capacity. Incorporate face-to-face surveys and focus groups into the research process for deeper examination.	Discover ways to strengthen relationships with the community, businesses, and students by better understanding what they most value and need from RCC today – and in the future as it relates to education and training.

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Phase IV: Discovery	<p>Compile and assess data.</p> <p>Analyze and make sense of key themes and patterns. Document compelling themes, quotes, and inspirational stories from open-ended questions and focus groups.</p> <p>Identify areas to leverage communal resources and reduce redundancy of services.</p>	<p>Inspire organizations to get involved to build capacity for removing barriers to student access and success.</p> <p>Enhance college communication channels.</p> <p>Create new college brand that reflects the values and dreams of the community.</p>
Phase V: Destination	<p>Host community forum(s) to present discoveries.</p> <p>Develop desired vision, goals, and objectives that address discoveries.</p>	<p>Short term: support current college strategic priorities.</p> <p>Long term: establish a shared vision and strategic action plan for college's future.</p>
Phase VI: Navigation	<p>Assemble leadership team to navigate, manage, evaluate, and communicate short and long term course of action.</p>	<p>Ensure goals are implemented, the shared vision becomes a reality, and the culture of engagement is sustained.</p>

Peter provided the following as a sample schedule:

- Phase I - 6 months
- Phases II and III - 9 to 12 months (September 2015)
- Phase IV – 6 months
- Phase V – 6 months
- Phase VI – December 2016

He reminded everyone of Kevin Talbert's good idea to tie this into RCC's 50 year anniversary which will occur in 2020.

Vice President Bieber organized board members into two groups. Group one consisted of Pat and Joe. Group two consisted of Dean, Tim and Ron.

Group one developed the following four components:

1. **Research** - Demographic data of constituencies
2. **Analysis** - What did we hear or learn?
3. **Communication** - Get our message out, marketing/bond/fundraising- listen to what their reality of RCC is
4. **Understanding** - Check in later then do it again

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Group two developed thoughts individually, however, did not have enough time to work together and consolidate the information.

Ron

1. **Recognize** the constituencies of RCC
Identify the constituencies of RCC
Understand the constituencies of RCC
2. **Project/communicate** “who” is RCC and what do we do. List benefits.
3. **Leverage** audience to establish friends of RCC network

Dean

1. Find demographic and invite them
2. Research goals 3 and 20 - develop action plan
(Goal 3: Research demographic data to anticipate potential changes)
(Goal 20: Gather the data collected, analyze it for conclusions and develop an action plan to deal with the results)
3. Goals 6, 11 and 12 communicate RCC’s story = Return on Investment statement including features (item) and benefits (outcome)
(Goal 6: Communicate RCC’s story to the public)
(Goal 11: The broad constituent base of RCC has a clear understanding of the “return on investment” the college delivers to its district patrons)
(Goal 12: We have succeeded when an average citizen living in RCC district can provide five key benefits the college provides to the region)

Tim (Left the meeting at 4:26 p.m.)

1. Communicate RCCs record of success – goals 6,7,11 and 12
(Goal 6: Communicate RCC’s story to the public)
(Goal 7: Use this process for “friend-raising” for RCC)
(Goal 11: The broad constituent base of RCC has a clear understanding of the “return on investment” the college delivers to its district patrons)
(Goal 12: We have succeeded when an average citizen living in RCC district can provide five key benefits the college provides to the region) Note: Tim recommends changing this goal to reflect the average citizen can provide “five” key benefits to “**two**” key benefits.

Closing thoughts/ideas for appreciative inquiry discussion:

1. Test the ask for funding support from our community
2. What can we say that they can hear?
3. Learn what RCC benefits are and what their realities are
4. Answer basic questions about enrollment, goals and patterns
5. Learn what the differences in expectations are from our constituencies regularly at RCC
6. Learn what barriers exist to RCC enrollment applied to a variety of our demographics

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Next Steps:

1. Condense goals
2. Discuss again

Board members thanked Kori Bieber for facilitating the work session.

- 6. Adjournment** – Mr. Wendle adjourned the meeting at 4:52 p.m.

Meeting minutes submitted by Denise Nelson, Assistant to the President and Board of Education.