RIVERSIDE COMMUNITY COLLEGE DISTRICT
Board of Trustees – Special Meeting –
June 2, 2007 - 9:00 a.m. – Board Room AD 122, Riverside City College

AGENDA

ORDER OF BUSINESS

Pledge of Allegiance

Anyone who wishes to make a presentation to the Board on an agenda item is requested to please fill out a "REQUEST TO ADDRESS THE BOARD OF TRUSTEES" card, available from the Public Affairs Officer. However, the Board Chairperson will invite comments on specific agenda items during the meeting before final votes are taken. Please make sure that the Secretary of the Board has the correct spelling of your name and address to maintain proper records. Comments should be limited to five (5) minutes or less.

Anyone who requires a disability-related modification or accommodation in order to participate in this meeting should contact Kristen Van Hala at (951) 222-8052 as far in advance of the meeting as possible.

I.   Board Roles and Responsibilities: A Primer and Refresher
        - The Board Members will meet with David Viar, former CEO of the Community College League of California, to discuss the roles and responsibilities of a community college governing board and to explore best practices for fulfilling those roles and responsibilities.
        Information Only

Lunch 12:00 – 1:00 p.m. served in AD126

II.   Interest-Based Bargaining (IBB) Presentation
        - The Board Members will meet with Dr. Bill Ribblett, retired emeritus faculty member and Consultant for the California Teacher's Association, to hear his presentation on "Getting to Yes: two parties who are focused on the same goals help make this happen when positive attitude, commitment to developing solutions and prior preparation become the ingredients for making win-win results happen."
        Information Only

III.   Comments from the Public

IV.   Adjournment

Local Governing Board

Role and Responsibilities

Statutory Authority

✦ Every District shall be under the control of a governing board
- Establish, maintain, operate and govern ... in accordance with the law
- Initiate and carry on programs and activities not in conflict or inconsistent with the law and purposes of community colleges
- Establish rules and regulations not inconsistent with regulations of state board and law

Ed Code § 70902

Statutory Functions

✦ Planning/Accountability
- Academic and facilities plans and programs
- Growth and development of colleges
- Comprehensive plans

Statutory Functions

- Education Programs
  - Courses of instruction
  - Educations programs
  - Academic calendar

Statutory Functions

- Academic Standards/Students
  - Academic standards
  - Probation, dismissal and readmission policies
  - Graduation requirements
  - Student conduct rules and regulations

Statutory Functions

- Employees
  - Employ and assign personnel
  - Employment practices
  - Salaries and benefits

Statutory Functions

Fiscal
- Operational and capital outlay budgets
- Elections for tax levies and bonds
- District property
- Student fees
- Auxiliary services
- Gifts, grants, scholarships

Statutory Functions

Decision making
- Opinions given reasonable consideration
- Right to participate effectively in district and college governance
- Academic Senate primary responsibility to recommend on curriculum and academic standards

Statutory Functions

Delegation
- By majority vote may adopt rule to delegate power

The Board's Mission...

- Govern the college on behalf of its community
  - Represent the "ownership" -- local community and state
  - Relate primarily to the external community
  - Be the voice of the public
- Define the value the college should add to the community
- Wisely define visionary expectations

You are a member of a lay board, which AS A UNIT

- Sets the policy direction
- Employs a chief executive as institutional leader
- Acts as community bridge and buffer
- Establishes the climate to accomplish goals
- Defines prudent, ethical, legal parameters for operations
  - fiscal health and stability
  - employer-employee relations
- Evaluates performance and policy implementation,
- Leads as a thoughtful, educated team

Member of a Lay Board

- Representative of general citizenry
- People who embody broad values and diverse interests
- Not there to represent your profession or a single interest
- Student trustees are members who are students

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Which as a Unit

- Legal entity as a governing board
- Collective talents, skills, and backgrounds
- No authority as an individual trustee
- Make no promises as individual member
- Support the decision of the majority

Sets the Policy Direction

- Know history and mission of the district
- Contribute to, question, and act on, but do not write or develop alone
- Difference between district/college procedures and board policies

Sets the Policy Direction

- High level, broad, encompassing statement of values
- Acceptable practices
- Reflects public values and community needs

Sets the Policy Direction

🍂 Define the benefit students and community should receive from the college/district
- What difference should the college make in their lives?
- The "bottom line"
- Learning outcomes
- Community enrichment

Sets the Policy Direction

🍂 Mission and goals (ends)

🍂 Acceptable practices and parameters for staff (boundaries/limitations)

🍂 Delegation and relation to staff (board/CEO linkage)

🍂 Board operations (governance process)

Sets the Policy Direction

🍂 Not there to do

🍂 Define what is to be done

🍂 Ensure doing of staff produces outcomes sought within parameters set

Employs the CEO
as Institutional Leader

- CEO is key to accomplishing goals
- Must be considered part of the board team
- Delegate to and support
- Evaluate against clear job description and performance expectations
- Maintain open communication, confidence, and trust
- Is the only employee the board has

Acts as
Community Bridge and Buffer

- Link institution and community
- Maintain a broad, externally-oriented focus
- Inform the community of educational values, policies, and needs
- Advocate with local and state elected officials
- Resist inappropriate influence by special interests

Establishes
a Climate for Learning

- Board behavior sends a message
- Support innovation and leadership
- Ensure budget reflects educational priorities
- Encourage/ support professional growth
- Seek full participation as policies are developed
- Focus on learning

Defines
Operational Parameters

- Standards for ethical, legal, and prudent operations
  - e.g. fiscal, personnel and business services, instruction, student services, community services.
- Boundaries for college procedures and regulations
- Limits on CEO/employee decisions and actions

Assures
Fiscal Health and Stability

- Priorities and parameters reflected in policies
- Budget is a policy document
- Be aware of fiscal condition
- Focus on long range viability
- Ensure campus facilities master plan and maintenance
- Support foundation and fundraising

Establishes Standards for
Employer-Employee Relations

- Maintain an outstanding CEO/board relationship as a model
- Require that hiring, evaluation, and discipline processes are legal and equitable
- Support professional recognition and growth
- Expect faculty and staff involvement in decision-making
- Interact with staff members appropriately
- Ensure positive processes for collective bargaining and grievances

Assures Performance

- Evaluate policy implementation
- CEO evaluation holds CEO accountable for institutional performance
- Evaluate progress toward goals
- Focus on results and outcomes
- Establish benchmarks and measures
- Set timelines for monitoring and evaluation

Leads as an Educated Team

- Be aware of issues and trends
- Allocate time and funds for your learning
- Ask key questions
- Engage in critical thinking
- Become part of a team
- Act with intelligence, respect and caring
- Be future-oriented
- Support risk-taking and change

Effective Boards

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

Board not there to DO

❧ Board is responsible to ensure the
DOING. . .
  ◦ Produces the outcomes sought for owners,
  and
  ◦ Is legal, ethical, and prudent

Trusteeship in a Nutshell

You are a member of a lay board, which AS A UNIT
❧ Sets the policy direction
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❧ Acts as a community bridge and buffer
❧ Establishes the climate to accomplish goals
❧ Defines prudent, ethical, legal parameters for
operations
  ◦ fiscal health and stability of the college
  ◦ employer-employee relations
❧ Evaluates performance and policy implementation,
❧ Leads as a thoughtful, educated team

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SIX TESTS OF ALTERNATIVE BARGAINING PROGRAMS

The following six tests for determining the value of an "alternative" bargaining program were derived from a lecture by Lawrence Susskind, a mediator who works with the Harvard Negotiation Project and teaches at MIT. The tests were presented in the form of questions.

1. Are they making us dependent or empowering us?

A good alternative bargaining program should provide participants with skills that they can utilize on their own. Programs that are centered on the facilitators and require the facilitators to be present to function should be avoided.

2. Is there enough commitment of resources to make it work?

Both parties must show a willingness to provide the necessary resources. This means enough time, people and money.

3. Are the principles readily explainable?

The process should be simple and straightforward and the trainer or facilitator should be willing to share it up front. Beware of magic solutions and psychobabble.

4. Can I withdraw at any time?

The process should not require a blanket commitment. It should be a voluntary relationship that the participants can bail out of if they need to do so.

5. Is the process totally transparent?

Parties should be able to share what happens with their respective constituencies. There should be no requirements that what occurs in the process be kept secret.

6. Can I do better with this process than I can with traditional collective bargaining?

Because alternative bargaining programs often require greater risk-taking than traditional bargaining, the payoff should be commensurate with the risks.

It is Buskin's view, based on long experience working with and evaluating alternative bargaining programs, that the answers to all of these questions must be yes.

NEGOTIATIONS STYLES

Styles	Descriptions	Adages
1. Competition	Hard-nosed, conflicting, moving against the other stand	Put your foot down where you mean to
2. Compromise	Splitting the difference, sharing, horse-trading	You have to give some to get some
3. Avoidance	Moving away from the other, Losing/leaving, withdrawing	Let sleeping dogs lie.
4. Accommodation	Yielding/losing, friendly, helping, moving toward the other.	It is better to give than to receive.
5. Collaboration	Problem solving, integrating, evenhanded	Come, let us reason together.

INTEREST BASED BARGAINING	POSITIONAL BARGAINING	
COLLABORATION	**ACCOMMODATION COMPROMISING AVOIDANCE**	**COMPETITION**
PARTICIPANTS ARE PROBLEM SOLVERS	PARTICIPANTS ARE FRIENDS	PARTICIPANTS ARE ADVERSARIES
THE GOAL IS A WISE OUTCOME REACHED EFFICIENTLY AND AMICABLE	THE GOAL IS AGREEMENT	THE GOAL IS VICTORY
SEPARATE THE PEOPLE FROM THE PROBLEM	MAKE CONCESSIONS TO CULTIVATE THE RELATIONSHIP	DEMAND CONCESSIONS AS A CONDITION OF THE RELATIONSHIP
BE SOFT ON THE PEOPLE, HARD ON THE PROBLEM	BE SOFT ON THE PEOPLE AND THE PROBLEM	BE HARD ON THE PROBLEM AND THE PEOPLE
PROCEED INDEPENDENT OF TRUST	TRUST OTHERS	DISTRUST OTHERS

INTERESTS:

The underlying motivation for
what you want out of negotiations

OPTIONS:

Possibilities that require the
agreement of both sides

STANDARDS:

Objective criteria that can be
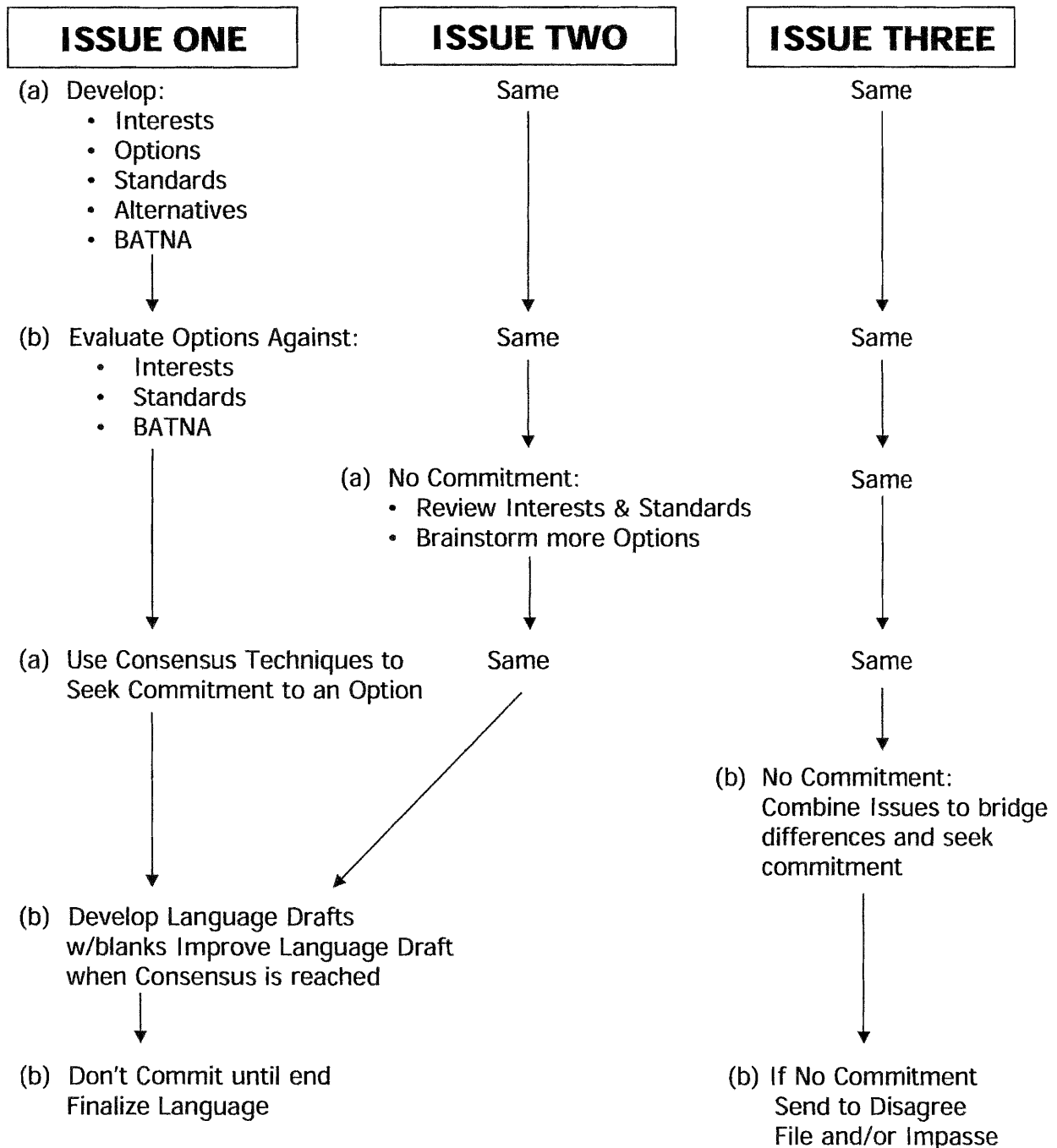used to measure a fair agreement

ALTERNATIVES:

What you can do on your own without
agreement of the other side

BATNA:

The **B**est **A**lternative **T**o a
Negotiated **A**greement

STEPS TO REACHING AGREEMENT

ISSUE ONE	ISSUE TWO	ISSUE THREE

ISSUE ONE

(a) Develop:
  - Interests
  - Options
  - Standards
  - Alternatives
  - BATNA

(b) Evaluate Options Against:
  - Interests
  - Standards
  - BATNA

(a) Use Consensus Techniques to Seek Commitment to an Option

(b) Develop Language Drafts w/blanks Improve Language Draft when Consensus is reached

(b) Don't Commit until end Finalize Language

ISSUE TWO

Same

Same

(a) No Commitment:
  - Review Interests & Standards
  - Brainstorm more Options

Same

ISSUE THREE

Same

Same

Same

Same

(b) No Commitment: Combine Issues to bridge differences and seek commitment

(b) If No Commitment Send to Disagree File and/or Impasse

(a) These steps are done first in Caucus and then at table. Everyone participates.
(b) A spokesperson generally leads the dialogue at these steps, but everyone may comment.

REACHING AGREEMENT

CLOSURE:

* Begins before you sit down at the table.
* Picture an agreement before you begin.
* Move toward closure gradually.
* Don't commit until the very end.

TO GAIN CLOSURE:

* List the issues on both sides.

* Draft a framework outline for agreement.

* Convert framework into a working draft of the agreement.

* Leave blanks in the draft where there is no consensus.

* Create emotional commitment.

* Improve the draft by filling in details.

* Exchange contingent offers to bridge remaining differences.

* Don't commit until the very end.

* Be generous at the end.