



HLC Accreditation Evidence

- Carver Governance Model

URL:

<https://docs.bartonccc.edu/trustees/documents/Board%20Policy%20Manual.pdf>

Office of Origin:

- Board of Trustees

Contact(s):

- Office of President

Preface

Barton Governance Manual

The Board of Trustees of Barton County Community College adopted the Carver Policy Governance® model on May 16, 1996. It serves as the foundation for all Board practices/policies. Barton Governance is based on the following principles:

Basic Principles of Policy Governance®

Adapted from the Carver Guide Series on Effective Board Governance® by John Carver and Miriam Mayhew Carver

Policy governance® provides an empowering and fundamental redesign of the board role. It emphasizes values, vision, empowerment of both board and staff, and the strategic ability to lead leaders. Under this model, a board crafts its values into policies. Except for what belongs in bylaws or enabling statutes, these categories of board policy contain everything a board has to say about values and perspectives that underlie all organizational decisions, activities, practices, budgets and goals. Because values permeate and dominate all organizational life, redesigning policy in this way presents the most powerful lever for expressing board leadership.

The Principles of Policy Governance®

The Trust in Trusteeship

The board represents the ownership of the organization. The primary relationship the board must establish, maintain, clarify and protect is its relationship with its "owners." In most cases, community college boards consider the taxpayers the institution's owners.

The Board Speaks With One Voice or Not at All

The power of boards is not as individual members but as a group. The strength of this single voice arises from the diversity of viewpoints and intentions its members bring to it, as well as the way the board focuses this multiplicity into unity. Differences among trustees must be respected and encouraged, but once a vote is taken those who lose must accept the decision and support its implementation.

Board Decisions Predominately Should Be Policy Decisions

The policy governance® model defines policy as the value or perspective that underlies action. Policies embody the board's beliefs, commitments, values and vision. Therefore, they must be the product of the board and must remain under the control of the board. The model provides strict rules for policy form. Following are the four types of board policies. Examples provided are the broadest statements from the policies approved in concept by the Barton board in 1997.

Executive Limitations: The board establishes the boundaries of acceptability within which methods and activities can be responsibly left up to the president. These limiting policies apply to means rather than ends.

Example: The President shall act at all times in an exemplary manner consistent with the responsibilities and expectations vested in that office. The President shall act in a manner consistent with Board policies and consistent with those practices, activities, decisions, and organizational circumstances which are legal, prudent, and ethical.

Board Process: The board determines its philosophy, its accountability and specifics of its own job. The effective design of its own board process ensures that the board will fulfill its three primary responsibilities: maintaining links to the ownership, establishing the four categories of written policies and assuring executive performance.

Example: On behalf of the owners of Barton County Community College, the board will govern the college through the expressions of its policies.

Board-President Relationship: The board clarifies the manner in which it delegates authority to the president as well as how it monitors and evaluates the president's performance according to the ENDS and executive limitations policies.

Example: The College President is accountable to the board, acting as a body. The board will instruct the president through written policies delegating implementation to the president.

ENDS: The board defines which human needs are to be met, for whom and at what cost. Written with a long-term perspective, these mission-related policies embody the board's long-range vision.

Example: Students will acquire the skills needed to be successful for the program they are in.

Boards Should Formulate Policy by Determining the Broadest Values Before Progressing to More Narrow Ones

Knowing that values come in sizes and that large value determinations contain ranges within which smaller ones occur is a key to the organization of board policies. When writing policies, the board speaks to the broadest values of all four areas before speaking to smaller values they contain. The board can go into as much detail as it chooses as long as it goes in one level at a time. When it reaches a sufficient level of policy detail, it must be ready to delegate all further definition and to accept any reasonable interpretation. Subsequent interpretation of policies in executive limitations and ENDS is delegated to the president. The board chairman is responsible for subsequent interpretation of board process and board-president relationship policy.

ENDS Determination Is the Pivotal Duty of Governance

The ends of an organization are the reasons for its existence. It is obvious that careful, wise selection of ENDS is the highest calling of trustee leadership. An educational board must become more sophisticated about the skills needed for personal and social success in the world to come. This means turning board