

The Board of Trustees of Barton County Community College adopted the Carver Policy Governance® model on November 21, 1996. It serves as the foundation for all Board practices/policies. 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.

### **The Principles of Policy Governance®**

- **The Trust in Trusteeship** - The board represents the ownership of the organization.....community college boards consider the taxpayers the institution’s owners. To distinguish the Board’s own unique job from the role and functions of its staff, the Board will concentrate its efforts on the following job “products” or outputs.
- **The Board Speaks With One Voice or Not at All** - 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** - Policies embody the board’s beliefs, commitments, values and vision.
- **Following are the four type of board policies.**
  - **Executive Limitations\*** - The board establishes the boundaries of acceptability within which methods and activities can be responsibly left up to the president.
  - **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.
  - **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. No single relationship is as important as that between the board and its president. The board-president relationship policy commits to delegate to staff only through the president and outlines the job products and evaluation process of 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. 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 attention away from budgets, personnel issues or programs, and focusing on what good is to be done for whom and at what cost. ENDS language is never about what the organization will be doing; it is always about what will be different for others. Budgeting for any fiscal year shall follow Board ENDS priorities, control College financial risk, and accurately reflect projections of income and expenses. The President shall direct appropriate planning strategies and reporting function to address Board ENDS and various governing agency requirements.

**The Board’s Best Control Over Staff Is to Limit, Not Prescribe.** The organization’s conduct, activities, methods and practices are its means. To exercise appropriate control without meddling, and to withdraw safely from the details of the means, the board must resist telling the staff how to do its job and must tell the president in writing what is unacceptable. By producing a “don’t do it” list, the board builds an enclosure within which freedom, creativity and action are allowed and even encouraged.

\*Category of written policy. Subsequent interpretation of policies in executive limitations and ENDS is delegated to the president.