

MINUTES OF THE SPECIAL MEETING OF APRIL 1, 2010

BOARD OF TRUSTEES OF ST. PETERSBURG COLLEGE

10-093. The meeting was convened by the chairman at 3:30 p.m.

10-094. In accordance with the Administrative Procedure Act, the following Agenda was prepared:

Agenda

St. Petersburg College Board of Trustees
Special Meeting

3:30 p.m. Thursday, April 1, 2010
EpiCenter Conference Room (1-453)
13805 – 58th Street N., Largo

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| I. | Call to Order | Terrence E. Brett
Board Chair |
| II. | Opening Comments | Chairman Brett |
| III. | Interview of Presidential Candidate Finalist –

Dr. Thomas A. Keegan
President
Peninsula College
Port Angeles, Washington | |
| IV. | Other Related Items of Interest from Board Members | |
| V. | Adjournment | Chairman Brett |

10-095. Dr. Thomas Keegan was welcomed by the Board as a presidential candidate for St. Petersburg College and, at Chairman Brett's request, he commented on his first impressions of SPC based on his visit thus far and shared some of his personal story.

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10-096. The Board conducted an interview with Dr. Keegan. The following predetermined questions were presented for response:

1. Why did you apply to be president of St. Petersburg College?

Response: National reputation for innovation and achievement. Trustee Burke's leadership at national level caused further investigation of SPC. Saw opening and researched. Attractions: baccalaureate education; opportunity to help the institutional go in a non-traditional direction; connections in various communities and diverse method of making those connections; a match, both personally and professionally, in regard to values and timing.

2. If you become president, what will you concentrate on your first 30 days?

Response: Foremost, begin building relationships with each trustee, then meeting as full Board; build solid relationships on trust, openness and respect. Listen and work together to chart a course. Begin meeting individually with each full-time faculty/staff member. Build relationships with local, state and national political leaders. Fall semester – dialog about guiding principles, beginning with teaching and learning at the center, all in support of faculty and student relationship. Summarized core guiding principles: We must treat with respect, act with integrity, be open and honest, and be collaborative.

3. Leaders talk a lot about their skill sets. What are the most prominent skills in your set?

Response: Valuing people; communication; articulating a mission; strength in planning/budgeting; strength in political strategy and fundraising; strong entrepreneurial spirit.

4. What do you expect in a board/president relationship?

Response: 1) mutual honesty, including timeliness in communicating; 2) mutual respect, as people and the roles played; 3) mutual support amidst complex tasks; and 4) appropriate professional friendship.

Follow-Up: Mr. Burke asked how Dr. Keegan would ensure all Board members are communicated with equally.

Response: Personal one-on-one relationship and then deciding as a Board how they want to relate. All need to work together to develop a system for communication. President needs to be consistent.

Follow-Up: Mr. Burke confirmed that Peninsula College (PC) has 5 governor-appointed trustees. He asked what Dr. Keegan felt the president's role should be in the selection of chairman/vice chairman at the Board's annual organizational meeting.

Response: Nothing. If the president is working with the Board chair on the Board agenda and the president's prime value is centered on teaching and learning, the Board's focus will become teaching and learning. Other issues will melt away.

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Mr. Burke pre-empted Question #4 by inquiring as to who Dr. Keegan met with in advance of his scheduled campus visits, per earlier comments. Dr. Keegan noted he met with County administration, a County commissioner, the Pinellas County School Board chair, and a faculty leader in order to learn about SPC and the community.

5. St. Petersburg College has several campuses. How would you go about making people on all campuses feel valued and equal?

Response: Important to articulate SPC's role as a whole in serving all of Pinellas County. Help each campus see its special role as part of something greater. Meet with faculty/staff/administrators once a month; presence on every campus on a regular basis to hear issues and rumors. Gathering information and being available. Ensure resource allocation is objective, transparent and connected to stated planning processes. Explained concept of "shared governance," a model of which would be developed sometime after 30 days; breaks down governance to decision-making domains, i.e., Board policy, budget, personnel, strategy, facilities, etc. and assigns to various constituency groups.

Follow-Up: Mr. Brett inquired as to the number of campuses at PC.

Response: Main campus and 2 off-campus sites, plus a center shared with the school district and 2 sites in penitentiaries for corrections education.

6. How do you build a relationship with faculty?

Response: Listen, individually and as a whole. Develop a mechanism with the Board for the president to be in touch with faculty. Show respect in word and deed. Still teaches and coaches, which serves as a good reality check. Worked as a faculty colleague on ANGEL. Loves to write. Often prepares a one-page white paper for regular meetings. Building relationships and spending time in academic dialog. Values faculty and giving them time and resources to continually re-engage in scholarship (essence of teaching and learning).

7. What role have you played in fundraising at your college?

Response: Four major areas: (1) grant-writing – worked with faculty/staff to value grants; established a grant-writing office and fundraising scheme; (2) partnerships – important to seek win-win solutions and leverage resources; shared examples, including Peninsula College's Lincoln Center, similar to EpiCenter; (3) legislative efforts – to be discussed later; and (4) Resource development in the Foundation – led revitalization of a dormant Foundation, with efforts focused primarily on scholarships and faculty development (teaching and learning) and initiated first capital campaign; shared Longhouse story as an example. All fundraising was tied back to teaching & learning as much as possible.

8. Modern facilities are important for attracting students. Would you be committed to securing and maintaining the best facilities for SPC?

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Response: Absolutely committed. Physical environment and equipment sets the tone for learning environment. Sends a message to the students of higher expectations with first-class facilities. Commended staff on SPC facilities. Shared PC's master plan development under his leadership. Would start with a plan, work with it, and then work at building long-term relationships with the public sector and with policymakers.

9. What experience have you had in working with local and state elected officials?

Response: Florida and Washington have similar legislative systems, other than Washington does not allow for lobbyists. Has, therefore, lobbied for PC for 9 years. At SPC, would begin with building relationships with local legislators and then with key influential state legislators, not limited to local; need to have relationships where decision-makers are. President needs to be present in Tallahassee, both physically and intellectually, since policymakers change. Has had great results with legislative work in Washington. PC also developed federal agenda. Worked on earmark projects to support PC.

10. We asked you to comment on our baccalaureate degree programs in the DVD you submitted. Will you exert a full effort in support of these degrees? If not, explain why.

Response: SPC's baccalaureate program is very attractive to him. At Mr. Johnston's request, shared the story of PC being a pilot college in taking on baccalaureate degrees and his being in the forefront of spearheading that initiative. Fundamental part of community college mission. Grounded in access and comprehensiveness. Has been told governor just signed bill to remove pilot status.

Follow-Up: Mr. Johnston stated PC's situation is similar to that of SPC as far as having a unique funding source and local control to establish baccalaureates. He noted the constant battle to create additional necessary funding and asked if Dr. Keegan would support this Board's position. He further stated that SPC has been a leader among the state in baccalaureate programs, and he asked Dr. Keegan to share more of his thoughts on this topic and his experience.

Response: Legislation for PC just signed by the governor gives him experience he would hope to bring to SPC. Role of president is, along with the lobbyists, to continue emphasizing the importance of education, access in relation to economic stability, baccalaureate education, as well as developmental workforce and transfer education.

- 10-097.** Additional questions presented by the Board for response included the following:

Mr. Brett: References provided a long list of strengths and weaknesses. Only two weaknesses, one being your need to learn the Florida system. Three other candidates have history with this. Do you think it's a weakness and how can you calm the Board's fears that you'll be able to navigate political challenges Florida's system brings daily?

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Response: (1) Conceptual skills – he has, most important and most difficult to obtain; (2) human relations skills – can be built, though may take a while; and (3) technical skills, i.e., funding mechanism – easiest to obtain. First two most important. Excited about learning different system. Great staff that knows how that works. Will learn quickly. Skills employed in Washington come here, just different people.

Mr. Burke: Expressed interest in learning about PC's baccalaureate program. How did you deal with baccalaureate staff and 2-year staff? All treated similar? Any distinctions?

Response: Same issue as treating all sites equally. As president, would articulate that both levels are part of our mission of teaching and learning. At PC, it is an extension of what is done already. Full-time faculty in 2-year teach in baccalaureate program, if qualified; shows value to 2-year faculty. Baccalaureate faculty receive extra stipend for higher level of work.

Mr. Johnston: Regarding being an outsider in the state, would you share with the Board your thoughts on how you would establish yourself in Florida.

Response: (1) First through guidance from the Board to open doors to meet local and state leaders; (2) Get to know the system and those who have been in leadership for a long time. First year will be all out learning and meeting individuals. Weakness is not knowing people; can get over that quickly.

Mr. Burke: What has surprised you most about your visit thus far?

Response: Depth of connections with the community. More impressed with the depth of ownership in the College. Joy in which most of faculty/staff have taken in his video presentation.

Mr. Johnston: SPC is known as a leader in Florida's community college, and the Board's philosophy is to continue being that leader. President has to take the same position and be committed to that philosophy. What are your thoughts on keeping everyone moving forward in being the community's college?

Response: No problem with that; not going backwards; mission is too important. There is a time in a college's life and a leader's career in life that they can match. Current read is that faculty/staff have been cranking very hard; time to not stop, but to reflect on mission and how we're doing based on mission.

Mr. Brett: Though not seen on list of strengths, do you consider yourself a change agent?

Response: Doesn't want to fit in a box; doesn't like a title. Brought about a lot of change at past organizations, consistent with guiding principles. Wants to be sure we are serving community and students. Creates environment where ideas come from everywhere, not just president.

Mr. Gibbons: As chief salesperson of SPC, how would you sell SPC in one minute or less?

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Response: Messages would be two-fold: From past experience in community college education and during this visit, has learned there are generations of people who have contact with SPC. You don't have to go very far from anyone to find some connection with SPC. Would build on that. Would make a personal connection with that person, first by establishing trust. Whether it be a donor, student, or potential partner, they want to know what we have for them.

Mr. Gibbons: The #1 thing SPC does is provide quality education to students. What strategies would you bring to enhance the quality of student services and campus life for SPC students?

Response: Key is it can't be separated from instruction. Based on interaction between faculty and student. Framework for that decision is what can Student Services do to best prepare the student to succeed in that class (i.e., financial aid, early career counseling, making goal relevant to their education, etc.). Student Services role is also to support faculty. Regarding retention, not done by Student Services, but more about what happens in the classroom and engaging students in college life.

Mr. Gibbons: Cite specific things that would speak to your entrepreneurialship.

Response: At PC, Skills Center, Bachelor of Applied Science initiative, Longhouse, programs such as Dental Hygiene and x-ray technician partnerships with other colleges and providers for funding support/clinicals/employment (due to low program enrollment).

Mr. Gibbons: Great reputation in the community college system. What is the one key thing you've done on every campus that has contributed to his administrative success?

Response: Practiced guiding principles. Created an environment of trust and openness, which has led to great results.

Mr. Gibbons: As the college leader, how would you deal with all the demands of this large college and region and ensure your guiding principles catch on?

Response: Articulate them and model them. What we do is about three things: (1) People, treating them with respect and applying those principles; (2) Mission – we are aligned on mission; and (3) Systems – same controls and processes need to be in place no matter the size of the system.

Mrs. Bilirakis: Already getting very positive feedback from faculty/staff. Glad you applied. Very impressive. If you become SPC president, Board is willing to help introduce you to Florida and the system.

Mr. Brett: Dr. Hockaday, the Board's presidential search consultant, recruited several candidates. Got the impression from earlier comments you found this opportunity on your own.

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Response: Yes. Knows Dr. Hockaday and is aware of his work, but was not recruited. Was not looking for a job. Associated Dr. Hockaday's hiring as indicative of the type of Board he would be working for as president, which put him at ease early on.

10-098. On behalf of the Board, the Chairman thanked Dr. Keegan for his interest in the presidency and explained the remaining search schedule.

10-099. In follow-up to Question #4, Dr. Keegan asked what the Board expects in a board/president relationship. Mr. Burke responded that the guiding principles mentioned earlier are what he would expect, and the Board concurred. Mr. Gibbons specifically mentioned equal distribution of information to all trustees in a timely fashion. Mr. Brett added that the Board has an obligation to never surprise its president.

In addition, Dr. Keegan asked the trustees what they like best about the College and about serving on the Board.

Mr. Brett responded as to the wide connections SPC has in the community and the commitment of faculty, as evidenced during this search process. He feels the staff lives and breathes this institution.

Mr. Burke responded as to the gratification of knowing that community colleges, in general, change people's lives for the positive. He cited the many opportunities this College affords students and highlighted the annual graduation ceremonies, in particular. Mr. Brett, Mr. Burke and Mrs. Bilirakis all mentioned their sons' attendance at SPC.

Mr. Gibbons shared about his early years learning to read in the SPC library while his mother attended college and said he appreciates a learning institution where anybody can learn.

Mr. Johnston summarized that the comments shared revealed the commitment level of this Board, which is one of this College's strengths. He shared SPC student success statistics that show the trustees they can make a difference.

10-100. Dr. Keegan expressed appreciation to the Board and said how well he and his wife have been treated at all the SPC sites. He thanked the hosts and all the staff involved and, on behalf of the Board, Chairman Brett concurred.

10-101. In closing, Mr. Burke suggested the Board allocate approximately 10 minutes at the end of the April 7 interview to discuss its philosophy and strategy for decision-making going into the final selection meeting. Chairman Brett concurred, noting his understanding of the goal is for trustees to bring their two top candidate names to the meeting for discussion.

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10-102. Having no further business to come before the Board, Chairman Brett adjourned the meeting at 5:10 p.m.

Terrence E. Brett

Chairman, Board of Trustees
St. Petersburg College
FLORIDA