



## EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard Torrance, California 90506-0001  
Telephone (310)532-3670 or 1-877-ECAMINO

February 11, 2010

Dear Members of the Board:

Welcome to spring. Well, at least the spring semester. Today, Wednesday, February 10, 2010, El Camino College and Compton Center faculty returned for flex activities to bright sunshine and a number of lakes throughout the campus. Unfortunately, the rains have slowed the physical return to normalcy. Tuesday's start of school will be a physical challenge to students yet all will succeed in finding their way.

The Tuesday, February 16, 2010, Board agenda is brief and routine as is the closed session.

FTES at the El Camino College campus is 5% less than last year which is appropriate given the number of sections cancelled as the result of community college funding. Compton Center FTES is 50% above last year at this time; also impacted by an increase in the number of sections offered. We are sure that Tuesday will bring a flood (pardon me) of students to all community colleges. We believe we are prepared.

The fiscal indicators point to continued State financial difficulty. Sacramento advisors tell us that the 2010-2011 budget will not change for the better between now and its adoption.

As you are all aware, in January the Accrediting Commission for Community and Junior Colleges reaffirmed El Camino College's accreditation and removed the warning sanction. We are pleased with our progress, but will be continuously challenged to improve. All of our Accreditation information has been posted to the web  
<http://www.elcamino.edu/administration/vpaa/accreditation.asp>.

Late last month, Board President Gen, Trustee Combs and all of the Compton Board Members, along with Special Trustee Landsberger, attended the Community College League of California Effective Trustee Workshop and Legislative Conference. Members of the El Camino Community College District Board of Trustees asked that the enclosed slides from the presentations be made available to you.

I will be available prior to the Board meeting. Enjoy your reading, prepare for classes and, if you have any questions, comments or concerns, please contact Kathy or me at 310-660-3111.

Sincerely,

Thomas M. Fallo  
Superintendent/President



**El Camino College  
Student Development Office**  
January 25, 2010

RECEIVED

JAN 27 2010

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**TO:** Mr. Joshua Casper, President of the Associated Students Organization

**CC:** Ms. Jeannine Barba, Student Services Specialist; Ms. Janice Watanabe, Student Services Specialist; Dr. Jeanie Nishime, Vice President of Student and Community Advancement; Dr. Thomas Fallo, Superintendent/President and Dr. Ray Gen, President of the Board of Trustees

**FROM:** Mr. Harold Tyler, Director of Student Development *Not*

**SUBJECT:** Ineligibility of Student Senate Members

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On January 18, 2010, the Student Development Office staff checked the Fall 2009 semester qualifications of all Student Senate members for the following standards per Board Policy 5505 and the ASO Constitution:

1. Cumulative GPA of at least 2.0 (Student Trustee 2.5)
2. Fall semester enrollment of at least 6 units (Student Trustee 7 units)
3. Fall semester GPA of at least 2.0 (Student Trustee 2.5)
4. Semesters of service

This is to notify you that the following elected members are not eligible to serve their terms of office:

- Lisa Sue Brown – Student Trustee
- Mark Rehbein – Senator of Industry and Technology

Please refer to the A.S.O. Constitution Article X (Expulsion), Section 2 and A.S.O. By-Law 901 regarding procedures for dismissal or suspension of these Senate members.

In addition, according to California Education Code 72023.5, "...The students selected to serve on the governing board... shall be enrolled in a community college of the district and shall be chosen, and shall be recalled, by the students enrolled in the community colleges of the district in accordance with procedures prescribed by the governing board..." The meaning of this excerpt would mandate a special election to select the student member to the board for the remainder of the term of office.

Please contact me if you have any questions.

Hlt/jw

## Trustee Compensation and Benefits

**February 2010**

Monthly stipends for community college governing board members are based upon the full-time equivalent students (FTES) as noted in California Education Code. Individual governing boards should adopt policies relating to trustee compensation that comply with education and other state prescribed codes, and reference such codes in their policy.

### **Trustee Compensation**

#### **California Ed Code**

**72024.** (a) (1) In any community college district that is not located in a city and county, and in which the full-time equivalent students (FTES) for the prior college year exceeded 60,000, the governing board may prescribe, as compensation for the services of each member of the board who actually attends all meetings held by the board, a sum not to exceed one thousand five hundred dollars (\$1,500) in any month.

(2) In any community college district in which the FTES for the prior college year was 60,000 or less, but more than 25,000, each member of the governing board of the district who actually attends all meetings held by the board may receive as compensation for his or her services a sum not to exceed seven hundred fifty dollars (\$750) in any month.

(3) In any community college district in which the FTES for the prior college year was 25,000 or less, but more than 10,000, each member of the governing board of the district who actually attends all meetings held may receive as compensation for his or her services a sum not to exceed four hundred dollars (\$400) in any month.

(4) In any community college district in which the FTES for the prior college year was 10,000 or less, but more than 1,000, each member of the governing board of the district who actually attends all meetings held by the board may receive as compensation for his or her services a sum not to exceed two hundred forty dollars (\$240) in any month.

(5) In any community college district in which the FTES for the prior college year was 1,000 or less, but more than 150, each member of the governing board of the district who actually attends all meetings held by the board may receive as compensation for his or her services a sum not to exceed one hundred twenty dollars (\$120) in any month.

(b) Any member of a governing board who does not attend all meetings held by the board in any month may receive, as compensation for his or her services, an amount not greater than a pro rata share of the number of meetings actually attended based upon the maximum compensation authorized by this subdivision.

(c) The compensation of members of the governing board of a community college district newly organized or reorganized shall be governed by subdivision (a). For this purpose, the total FTES in all of the community colleges of the district in the college year in which the organization or reorganization became effective shall be deemed to be the FTES in the district for the prior college year.

(d) A member may be paid for any meeting when absent if the board, by resolution duly adopted and included in its minutes, finds that, at the time of the meeting, he or she is performing services outside the meeting for the community college district, he or she was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board. The compensation shall be a charge against the funds of the district.

(e) On an annual basis, the governing board may increase the compensation of individual board members beyond the limits delineated in this section, in an amount not to exceed 5

percent based on the present monthly rate of compensation. Any increase made pursuant to this section shall be effective upon approval by the governing board. The action may be rejected by a majority of the voters in that district voting in a referendum established for that purpose, as prescribed by Chapter 2 (commencing with Section 9100) of Division 9 of the Elections Code.

**El Camino Community College District  
Board Policy 2725 Board Member Compensation**

Members of the Board who attend all Board meetings shall receive \$400 per month and the student member \$200 per month. A member of the Board who does not attend all meetings held by the Board in any month shall receive, as compensation, an amount not greater than the pro rata share of the number of meetings actually attended.

A member of the Board may be paid for a meeting when absent if the Board, by resolution, finds that at the time of the meeting, the member is performing services outside the meeting for the community college district, is ill, on jury duty, or the absence is due to a hardship deemed acceptable by the Board.

Reference:

Education Code Section 72425

**Trustee Benefits**

ECCCD board members are eligible for the same medical, dental and vision under CalPERS as regular, full-time employees receive. Regarding life insurance, they have a \$50,000 policy through MetLife paid by the District.

Trustees do not receive mileage reimbursements for local travel to events and meetings.

**Board Policy 2730 Health Benefits**

Members of the Board of Trustees shall be permitted to participate in the District's health benefit programs.

The District shall provide the same insurance program and premiums for elected or appointed members of the Board as the District provides to its management employees.

Premiums for the District medical insurance program shall be provided for members of the Board of Trustees who leave Board service after the age of fifty-five (55) years until the age of sixty-five (65) years who have served twelve years or more on this Board. The District shall also make available to such former trustees medical insurance for eligible dependents with the cost of such coverage to be at the expense of the former trustee, provided such option for dependent coverage is made when the former trustee is first eligible.

Members of the Board of Trustees who served for eight years or more on this Board and leave Board service after age fifty-five (55) years may, at their expense, continue until the age of sixty-five (65) their medical insurance for themselves and eligible dependents.

Reference: Government Code Section 53201

## ***OFFICE OF THE CEO/PROVOST***

### **M E M O R A N D U M**

Memo to: Faculty, staff and students  
From: Dr. Lawrence Cox, Chief Executive Officer  
Date: January 19, 2010  
Subject: SIGNIFICANT WEATHER EVENT FOR SOUTHERN CALIFORNIA

Over the next several weeks, reports indicate that we may experience significant periods of wind and rain. According to the US Geological Survey (USGS) reports, rainstorms beginning Sunday, January 17th and lasting over the next 2-3 weeks, are likely to be a significant weather event for southern California.

At the Compton District, Maintenance and Operations has begun preparations by checking offices and classrooms for leaks. Where crews have found leaks, plastic for covering furniture and equipment has been put in place; buckets for catching roof water have been strategically placed; and, appropriate cleanup in the affected areas have commenced. In addition, it will be especially helpful if employees report all leaking/wet areas to Maintenance and Operations as soon as these areas are observed. Contact Maintenance at 2600 or 2606 during regular business hours (8:00 a.m.-5:00 p.m.). Contact campus police after business hours at Ext. 2999.

Let's try to keep our cool as we keep dry. Maintenance will work as diligently as they can when they receive your reports.

# The Board—CEO Partnership

Dr. Dianne Van Hook Mrs. Michele Jenkins

# Chancellor Board Member

## Santa Clarita Community College District

Community College League of California

## **Effective Trustee Workshop**

January 24, 2010

# Purpose of Today's Session

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To describe an effective Board-CEO partnership  
and the trustees' role in maintaining it.

# Purpose of Today's Session

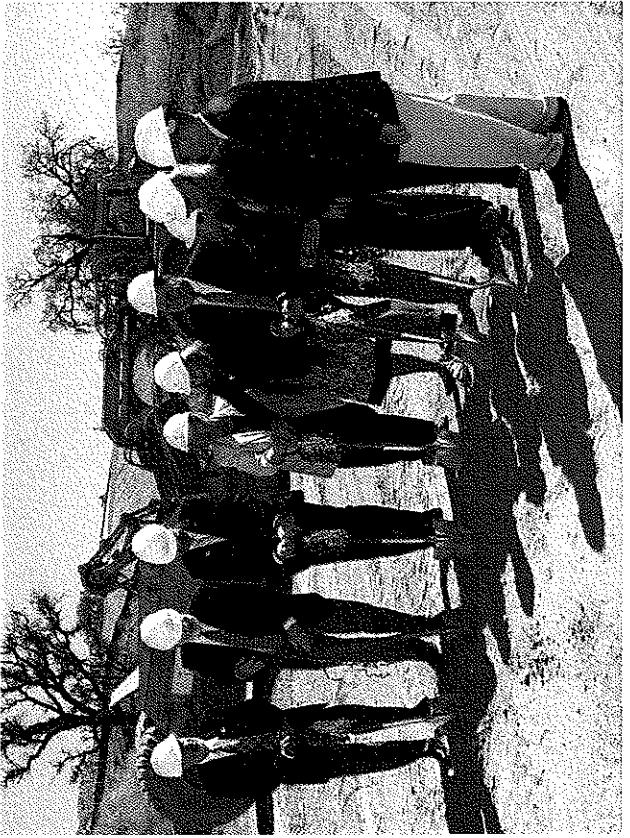
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- To keep you out of trouble!
- Of the 22 ACCJC member institutions on a sanction as of January 2009, 10 were sanctioned because they had governing boards that failed to adhere to appropriate roles.
- See <http://www2.canyons.edu/Offices/PIO/Accreditation/> and handouts.

# Premise

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There must be a true  
“Partnership” between  
the Board & the CEO  
for the leadership of  
the institution  
and its success – it  
takes a team.



# Session Overview

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- What is Leadership? What difference does it make?
- What are the roles of Boards and CEOs?
  - What is Trusteeship?
  - Who does what?
- What are the principle roles for success and effective CEO/Board relationships?
- How do we get started?

## What is Leadership?

**Keys to Working as a Team—  
Partners—to Provide  
Leadership to our Districts**

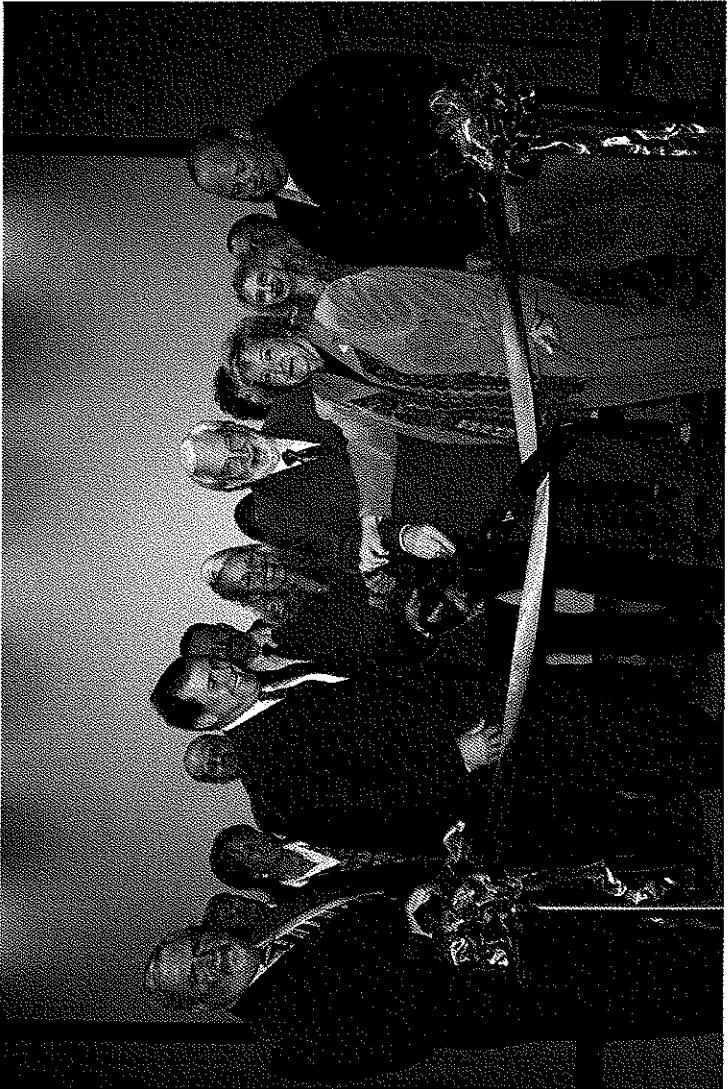
# What is Leadership?

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The ability to convince and inspire others to pursue a course of action

- Commitment

- Vision
- Meaning
- Trust
- Credibility
- Consistency
- Honesty
- Fairness
- Accuracy
- Activity



# How do you cultivate it?

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- **Strategies**

- Attention through Vision
- Timing
- Effective Communication
- Optimism
- Trust
- Attitude
- Positioning
- Sense of Community
- Positive Regard
- Perspective
- Integrating Information and Planning

# How do you (trustees) work as a team?

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- Select a CEO who can meet the college's needs
- Select a CEO who is compatible with the trustees
- Establish appropriate lines of authority
- Delegate authority to him/her; don't undermine your CEO's authority
- Trust the CEO to lead the institution
- Follow established communication channels and maintain open and honest communication with the CEO
- Protect your CEO
- Work together – whenever possible

# Some Characteristics of Effective Teams

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## Purposes:

- Common identity and tenets (what brings groups together)
- Common tasks
- Sense of potency / success

## Composition:

- Clear definition of who is part of the team
- Definition and recognition of what each person brings to team
  - Each person has a role, publicly acknowledged
  - Roles are balanced

# Some Characteristics of Effective Teams

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## **Principled Interaction:**

- Mutual Trust
- Sense of relationship
- No hidden agendas - Free to conflict openly/directly
- Common base of factual information (not assumptions and innuendo)
- High level of question asking and listening
- Healthy level of stress (not too low, not too high)
- Errors tolerated
- Flexible and responsive

## **Structure and Context:**

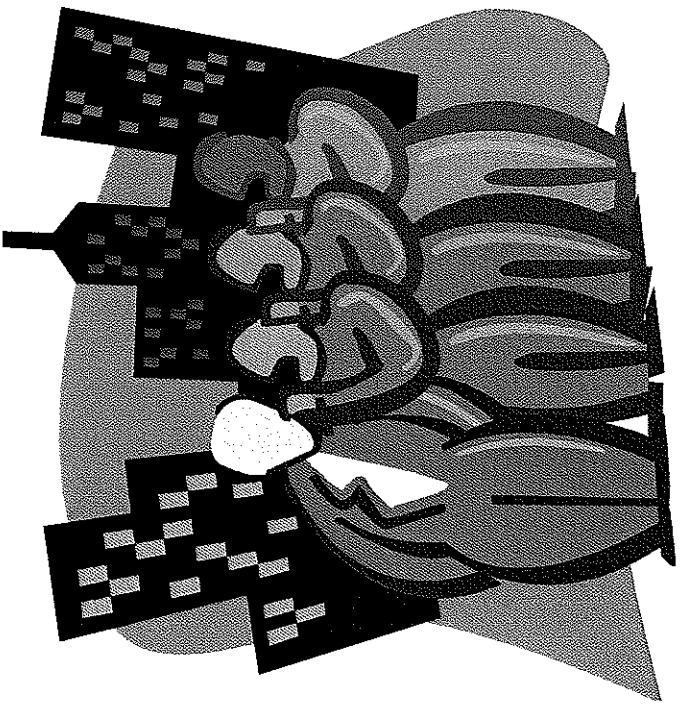
- Clear understanding/acceptance of group structure
- Periodic attention to group maintenance
- Recognition/mitigation of outside forces

# The Role of the Board & CEO

# The Board

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The Board represents  
public and community  
interests and works to  
bring the community  
in to the college.



# Board Job Description

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- Provide linkages with the ownership. . bridge between community and operating organization
- Establish largest values of the college via the adoption of governing policies
- Support the CEO to enable executive performance
- Does not do the work, but assures that it is done
- Set the policy direction
- Employ a chief executive
- Define prudent, ethical and legal policy parameters for operations
  - Assure the fiscal health and stability of the college
  - Maintain standards for good employer-employee relations
- Evaluate the CEO

# Members of a Lay Board Are:

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- Representative of the general citizenry
- People who embody broad values
- Not there as education professionals, but bring an outside-of-education point of view to the work of the college

# The Board Sets the Policy Direction by:

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- Knowing the history and mission of the institution and who is served
- Questioning and providing a check and balance
- Approving the mission and goals of the district
- Supporting effective planning processes

# And by the way, what's policy?

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Policy is the general principles by which a government is guided in its conduct of public affairs.

- Ends Policies - Benefits, recipients and costs
- Executive Limitations Policies - Principles that relate to accomplishing the ends
- Governance Process Policies - Rules for Board performance
- Board-Staff Linkage Policies - Manner for delegating to staff and monitoring performance

# The Board Upholds Standards

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## Objective Standards

- To assure that state/federal laws and regulations are followed
- To ensure that programs/staff are evaluated
- To approve college goals and annual institutional objectives
- To establish college policies and budgets
- To hear, review, and rule on appeals
- To ensure that plans are being carried out

# The Board Upholds Standards

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- To see that the college is meeting agreed-upon community needs within the limits of fiscal constraints
- To provide a formal appraisal of the CEO
- To provide a check and balance for the district in the area of fiduciary and legal matters
- To provide advice and support and to serve as resources to the CEO
- To support the CEO to lead and administer the college district
- To respect lines of authority and communication channels

# What are Standards?

## Individual Standards

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### Objective Standards

- To support, abide by, and uphold the majority action of the board
- To attend all regular and special board meetings
- To attend at least one out-of-district college meeting each year

### Subjective Standards

- To be a good listener
- When expressing individual opinions, be clear that you are not expressing a board opinion
- To promote the best interests of the college
- To cooperate with other board members
- To avoid dominating board conversation
- To be flexible
- To use vision in their work on the college Board

# The Board Acts Ethically

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- The Board acts as a whole--and can legally function only as a group. Individual acts of a trustee in relation to college matters are considered those of a private citizen. This means that when trustees speak about an **official board action**, care should be taken to speak as a board member, not as an individual, and not to misrepresent individual opinion as board options or opinions.

# The Board Acts Ethically

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- The Board manages conflicts of interest--Conflicts of interest relate not only to the individual trustee, but also to his or her family and associates. Ethical conduct extends to business relationships between the college and trustees, including hiring relatives, friends, and business associates as college employees.

# The Board Acts Ethically

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- The Board handles special interest groups-- Trustees, once elected, are responsible for representing the general interests of the college district or service area, and should act only on the basis of what is in the best interests of the entire college and community.

# The Board Acts Ethically

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- The Board uses appropriate channels--Trustees have the legal right to give direction to only one employee--the Superintendent / Chancellor of the district. As such, Boards, in their statements of ethics, should delineate their limited involvement with college employees, students, and citizens.

# The Board Acts Ethically

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- The Board employs appropriate conduct at Board meetings--In order to facilitate good decision making at Board meetings, trustees should keep the Board and CEO informed of concerns and issues through appropriate channels, maintain confidentiality, and have consideration for, and respect others' opinions. The statement of conduct should include items to clarify standards of behavior.

# The Board Acts Ethically

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- Trustees (the Board) assume the following responsibilities:
  - To be knowledgeable of, and support the mission and philosophy of community colleges
  - To be knowledgeable of fiscal and legal responsibilities
  - To commit time and energy to discharging the duties of being a trustee
  - To participate as a leader in making policy
  - To represent and support the college in the community
  - To function as a team member

# The Board Acts Ethically

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- The Board does not handle administrative matters.
- The Board may need to address the distinction between the Board *making* policy and the administration *implementing* policy to help Board members maintain their oversight role while avoiding interference in administration.

# The Board Acts Ethically

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- The Board pays attention to its compensation and expense accounts.
- Trustees are responsible for ensuring public funds are spent wisely and legally, including those that relate to their expenses.
- Two questions Boards may consider when developing a statement of ethics regarding this issue are:
  - Is it an authorized, legitimate, direct and reasonable expense of my trusteeship?
  - Would I mind seeing it on the front page of a newspaper?

## The Board Assures Fiscal Health and Stability by:

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- Supporting the budget as a policy document
- Being aware of the fiscal condition of the district and listening to the CEO's advice
- Ensuring long-run institutional viability by respecting the planning and vision oversight and recommendations of the CEO
- Supporting the development of a Facilities Master Plan and ensuring the maintenance of the college's physical resources

# The Board Works to Maintain Good Employer-Employee Relations by:

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- Ensuring that selection, evaluation and dismissal procedures are legal, fair, clear and appropriate
- Providing and supporting employee recognition and professional growth
- Not responding to staff attempts to subvert standards of appropriate interaction with the Board
- Encouraging diversity
- Considering faculty and staff advice and recommendations as policy is developed (via AB 1725) per established Board Policy and Procedure
- Supporting positive processes and a climate for collective bargaining and dispute resolution through the management team

# The Board of Trustees is a Community Bridge and Buffer that:

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- Links the institution with the community by representing the college district in a variety of events and ongoing activities
- Informs the community of education processes, institutional policies and needs
- Resists inappropriate influence by special interests
- Advocates with local and state elected officials in coordination with the districts CEO and advocacy team
- Refers matters related to administration of the district to the CEO
- Relays community perspectives to the administration

# The Board Sets Parameters and Goals through Policy Governance by:

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- Contributing to and adopting mission, vision, and goals
- Defining the expected results/outcomes of the institution's efforts, e.g.
  - What good, for what people, and at what cost
  - What value the college adds to the community

Remember ... An individual Board member  
has no authority

## The Governing Board must function AS A UNIT

- Setting the climate in which educational goals are accomplished
- Evaluating performance and policy implementation
- Setting the example of civility, professionalism and commitment to mission for the institution

## The Board serves as a positive agent of change by:

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- Working to maintain an awareness of issues and trends, which affect the college /district
- Allocating time and resources for their continuing education
- Knowing the questions to ask—questions that allow them to think. Thinking allows connections. Connections produce understanding
- Acting as part of a team
- Acting with vision, intelligence, respect and caring for each other, the CEO and staff
- Being honest and direct in the communications with the CEO

# The Board Employs a CEO as the Institutional Leader

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- The CEO is the key to the accomplishment of the District's goals**
- The CEO must be considered part of the Board team
- The Board delegates, supports, and evaluates the CEO
- The Board works with the CEO to provide a clear job description and performance expectations
- The Board consistently enables open communication, and provides confidence and trust

# Skills for Success of a CEO from a CEO's Perspective

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- Analytical mind  Sense of humor
- Critical thinker  Enjoys the support of his/her Board
- Inclusive of others  Has the resources to grow and develop
- Committed to the community college  Excellent advocate
- Excellent planning skills  Fiscally and politically astute
- Visionary  Able to work in a climate where the multiplicity of roles they fulfill is ever-changing (and understood and supported by the Board of Trustees)
- Resourceful
- Energetic
- Determined and tenacious

## The Board Evaluates and Monitors CEO Performance

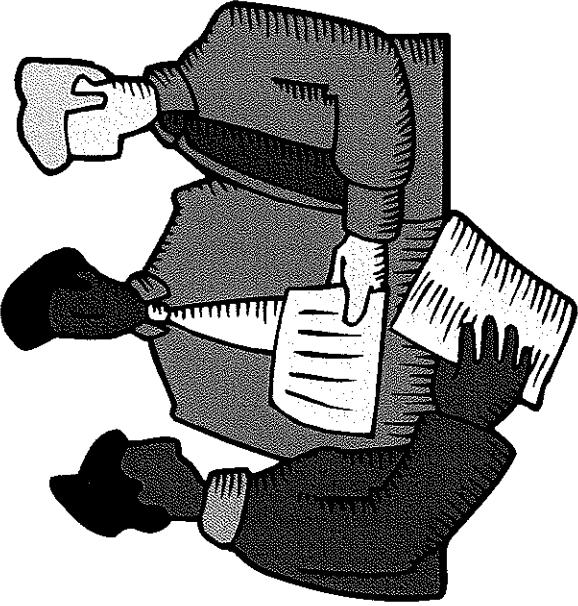
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CEO evaluation holds CEO accountable for institutional performance. It:

- Evaluates progress toward goals
- Focuses on results and outcomes
- Establishes benchmarks and measures
- Sets timelines for monitoring and evaluation

## Board members seek open communication with the CEO by:

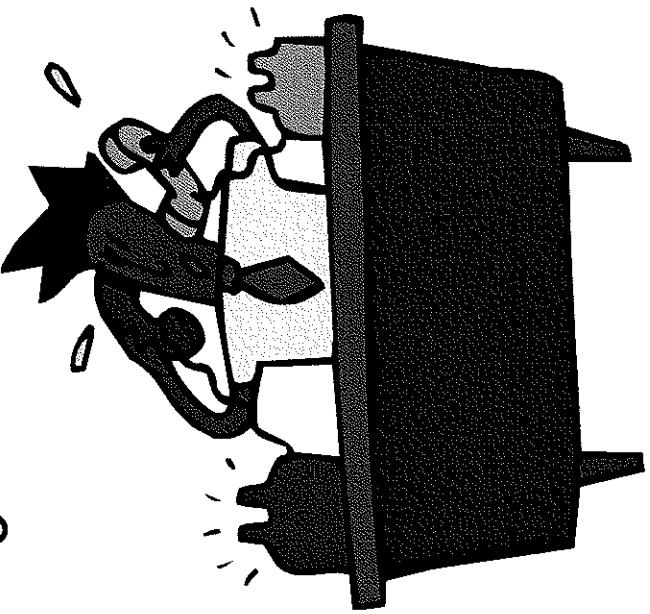
- Engaging in regular and equal communication (adult to adult)
- Avoiding surprises
- Providing a “heads-up” on information in the community (about the college) as soon as possible



Board members seek open communication with the CEO by:

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- Striving to initiate early inquiries to CEO regarding questions on the agendas



Board members seek open  
communication with the CEO by:

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- Monitoring and controlling inappropriate behavior of fellow Board members



Board members seek open communication with the CEO by:

- Working to make informed, objective decisions  
(CEO works to supply objective information on which to base those decisions)



# In Conclusion... Trusteeship in a Nutshell

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Trustees are members of a lay board which, AS A UNIT:

- Sets the policy direction of the institution
- Evaluates its implementation
- Employs and supports the CEO as the institutional leader
- Sets a tone of professionalism and integrity within which strategic goals and the work plan of the college district are accomplished
- Assures the fiscal health and fiscal stability of the college
- Maintains good employer-employee relations
- Acts as a community bridge and buffer
- Works to educate the community about the college district
- Acts as a positive agent of change.

# In Conclusion... Trusteeship in a Nutshell

- Has legal entity as a governing board
- Has collective talents, skills, backgrounds
- Has no authority as individual members
- Makes no promises as individual members
- Does not seek to overturn decisions of the majority
- Supports decisions of the majority once they are made

# The Role of the CEO

# CEO Responsibilities to a Board

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- The CEO keeps the Board informed early in the process on College issues including problems, potential problems, positive accomplishments and events on campus
  - Done via periodic written reports, telephone, and direct contact.
- The CEO provides objective and factual information (deliver bad news now!) to the Board on agenda action items to allow them to make an informed decision
- The CEO works with the Board to develop guidelines and parameters for the collective bargaining process
- The CEO provides important College information to all members of the Board whether they want it or not

# CEO Responsibilities to a Board

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- The CEO provides recommendations regarding policies and issues which come to the Board of Trustees
- The CEO supports the role of the Board
- The CEO avoids surprises
- The CEO asks for advice and support when he/she needs it

## The CEO is the Person to Whom the Board:

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- Delegates the authority and responsibility to assure the goals of the institution are achieved
- Entrusts the leadership of the institution
- Holds accountable to monitor the institution's performance of, and assure attainment of, accrediting standards, Mission, Strategic Plan, Educational and Facilities Master Plans

# Why is CEO/Board of Trustees teamwork important?

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## From a CEO Perspective:

- For counsel and support, both within the college district as well as in the community
- So that credibility is maximized for all concerned
- To motivate and inspire.
- To serve as a resource for each other
- Provides stability
- To have a safety net in which to take risks
- Key component of time management (avoid wasting time)
- No one likes surprises
- Creates a climate to develop effective strategies

# Why is CEO/Board of Trustees teamwork important?

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## From a Trustee Perspective:

- Establishes climate which ensures stability in Trustee, CEO, and Administrative leadership
- Serves to motivate and support CEO/Board of Trustees
- Enhances college district standing in the community
- Creates a political impact - - forging a base of support for the college district
- Enables trustees to accomplish individual goals (and Board goals)
- Moves the District toward its strategic goals
- Creates fiscal stability, flexibility and a responsive District

# Why is CEO/Board of Trustees teamwork important?

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## From Anyone's Perspective:

- Seeing what happens to the college's students
- Ability to observe the effects the college has had on the community (seeing things done that meet community needs)
- Helps to build relationships with people in the community
- Provides structure so they can implement ideas and see them work
- Creates a feeling of pride
- Being a part of a focused effort to move the college forward
- Making a difference in a way no other organization can

In summary, the Board-CEO  
relationship is a PARTNERSHIP.

“Partnership” means you -

- Work as a team
- Have each other’s back
- Are candid and honest
- Are focused on defined outcomes

# CEO ➤ Board

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- The CEO Supports the Board's Role by:
  - Recognizing demands of job
  - Providing good environment for professional growth
  - Praising in public, provide feedback in private
  - Ensuring Board is represented at public events
  - Helping Board members look good
  - Providing feedback to board to help it perform better

# CEO ➤ Board

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- Contributing to Board/CEO partnership
  - Clear roles
  - Open communication
  - Mutual support
- Honoring the position of Board as only employer
  - Keep them informed how authority is used
  - Inform all trustees equally
  - Remember board is official link to community

# CEO ➤ Board

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- Contribute to and live by policies
- Strategic direction for the institution
  - What to achieve
- Parameters for college operations
  - What to avoid
- Contribute to and live by board's expectations for CEO
  - Job description
  - Long-range priorities
  - Annual priorities

# The Board Supports the CEO by:

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- Supporting the CEO's job
  - Recognizing demands of job
  - Providing good environment for professional growth, maintenance
- Praising in public, critique in private
- Monitoring Board behavior
  - Directing CEO as a unit
  - Supporting each other
- Avoiding surprises

What are the principles?

# What are Some Principles for Success?

What factors need to be present for a team to develop?

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- Clearly defined goal(s): hiring CEO, planning, Board goals
- Sense of purpose (Why are we here?) OR Why are you here? Why did you run?
- Definition of roles and responsibilities (e.g. Who will do what?)
- Willingness to view broad perspective (e.g. fiscal responsibility charts)
- Ability to place organization's welfare above individual priorities (e.g. avoiding possible conflict of interest)
- Willingness to communicate honestly and to disagree appropriately (e.g. code of ethics)
- Willingness to join the team and modify preconceived notions regarding trustees, staff, administration, college district (e.g. Board handbook, acquiring knowledge and background, thorough orientation)

## And in conclusion, as a new trustee, how do you get started?

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- Select a CEO who can meet the college's needs
- Establish appropriate lines of authority and delineation of functions
- Don't undermine your CEO's authority
- Respect the CEO's right to make administrative decisions
- Maintain open and honest communication with the CEO
- Protect your CEO from criticism of others--especially if he/she is carrying out the direction you have set
- Base your relationship with the CEO on mutual respect and trust
- Respect and honor the CEO's authority to manage college personnel and resources—do not micro-manage
- Refer all complaints/inquiries to the CEO
- Evaluate the CEO periodically

# Never stop building the relationship

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- Agree to be honest, consistent and fair
- Develop a code of ethics
- Agree to talk to one another; put communication in the open
- Develop a vision for the district.
- Set aside workshop time.
- Identify some common ground
- Behave in a credible manner.
- Communicate /communicate /communicate
- Realize that personal preferences are irrelevant; keep your eyes on the target.
- Be truthful 100%--no partial truths; innuendos, jumping to conclusions.

**Brought to you by:**

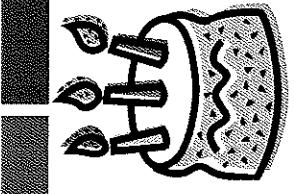
**College League of California**

**2017 O Street,  
Sacramento, CA 95814  
916-444-8641**

**[www.ccleague.org](http://www.ccleague.org)**

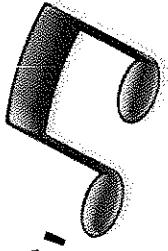
Questions?

# Happy Birthday, Michele Jenkins!



Put another candle on the birthday cake,  
the birthday cake, the birthday cake!

Put another candle on the birthday cake,  
You're another year old today!



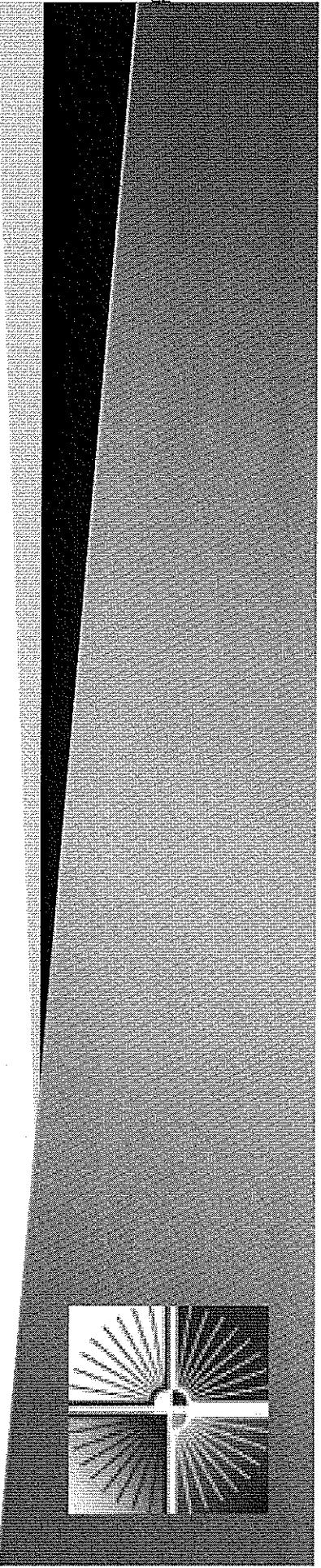
Happy Birthday, to you!

You're another year old today – YEA!



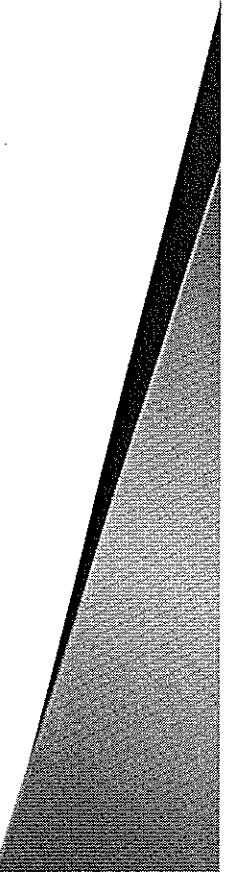
# **Effective Trusteeship Workshop**

**Dr. Cindra Smith, Board Development Specialist  
Michele Jenkins, Trustee, Santa Clarita CCD**



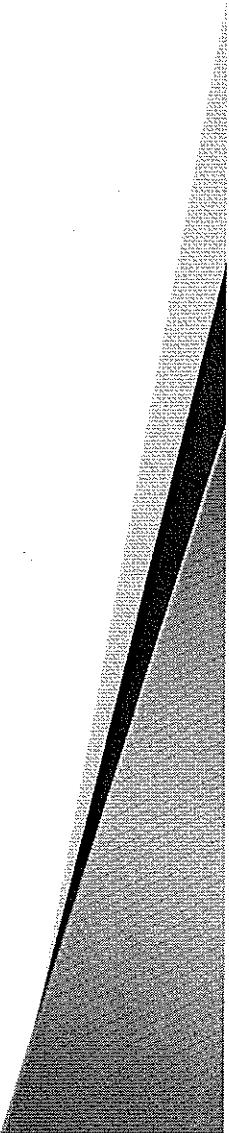
# THANK YOU

- You have been elected to a very important position in your community
- Effective trustees ensure that students are successful and your community thrives
- Fulfill your responsibility by being effective



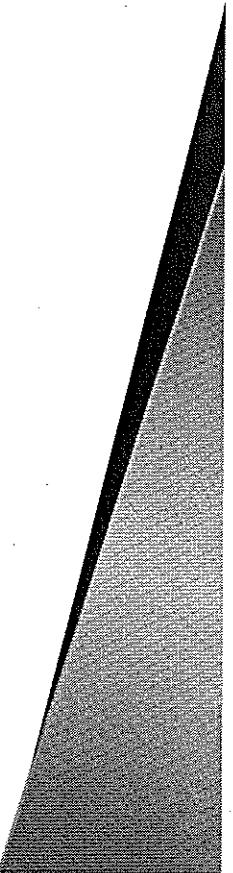
# This Morning's Agenda

- ▶ Part 1. The Effective Governing Board's Role and Responsibilities
  - Discussion & Scenarios
- ▶ Part 2. Policy, Practices & Protocol: Individual Trustee Responsibilities



# Part 1: Board Role

- 72 boards of trustees
  - 110 colleges, 54 centers, and 42 emerging centers
- 5 or 7 members (one has 9) elected by the public, plus one or more student trustees
- Board authority defined in Education Code 70902
- Ensure community colleges fulfill their missions

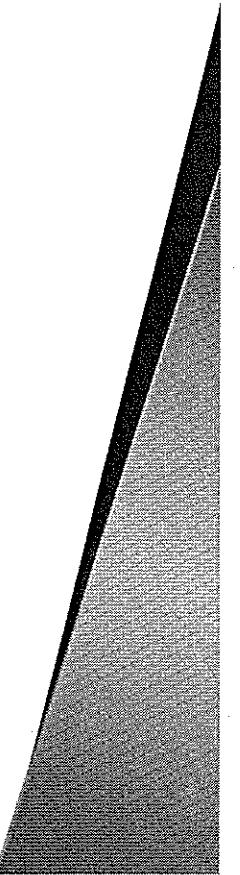


# Community College Missions

- Add value to the community
  - Provide access to higher education
  - Ensure student success
  - Produce educated citizens who contribute to their communities
  - Provide a skilled workforce for a strong economy
  - Enable communities to adapt to changing environments

# The Board's Mission

- Govern the college on behalf of the public
- Be the “voice” of the community
  - the Board is accountable to the external community
- Wisely define visionary expectations
- Ensure the primary focus is on student success



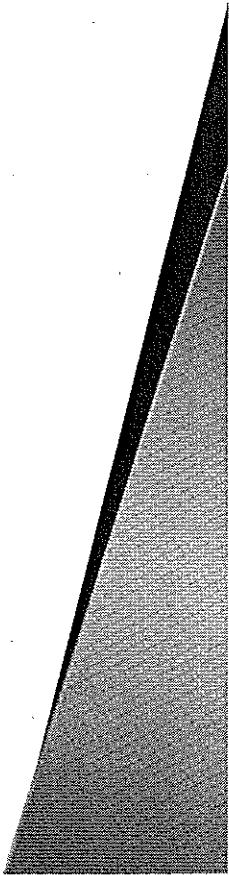
# Trusteeship in a Nutshell

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

- Establishes the vision and policy direction
- Employs a chief executive as the institutional leader
- Acts as a community bridge and buffer
- Establishes the climate in which educational goals are accomplished
- Defines prudent, ethical, and legal parameters for operations
  - Assures the fiscal health and stability of the college
  - Maintains standards for good employer-employee relations
- Evaluates performance and policy implementation, and
- Leads as a thoughtful, educated TEAM

# As a Member of a Lay Board

- You represent the entire community, the common good
- You embody broad values and diverse ideas
- You are not there to practice your profession or represent a single interest

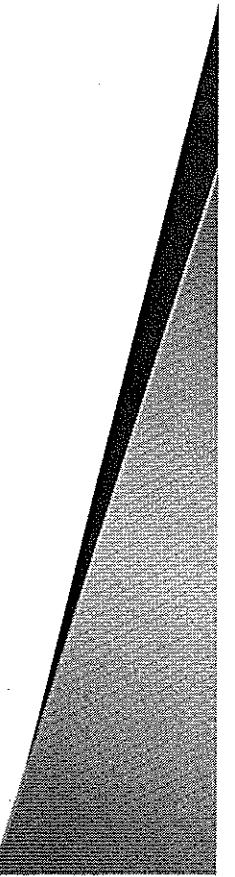


# Act as a Unit

- ▶ As a legal entity, has authority only when working together
  - No individual authority
- ▶ Uses the collective talents and diversity of skills, ideas and backgrounds to arrive at the best decision
- ▶ Supports the decision of the majority once the decision is made

# Set the Policy Direction

- Focus on the future and students of the future
- Adopt mission, vision, and goals as policy
  - Know culture and history of colleges
  - Be aware of community values and needs
- Contribute to, question, act on, and develop policy as a team
- Establish expectations for results
  - Define the difference in the community because of your college
  - Define student success

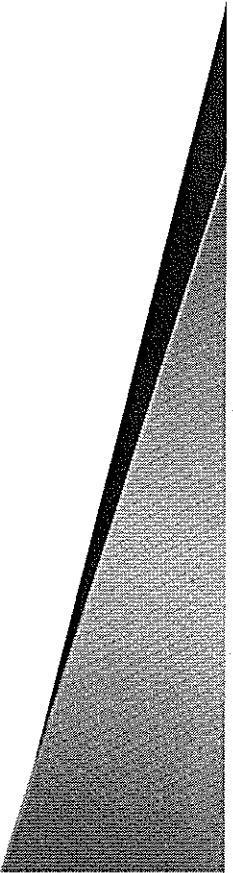


# Employ the CEO as the District Leader

- The CEO is key to accomplishing goals and the success of the district
- The CEO is a part of your board's team
- Set expectations for and delegate authority to the CEO
- Hold the CEO accountable through regular evaluation
- Maintain open communication & support
- The CEO is your only employee!

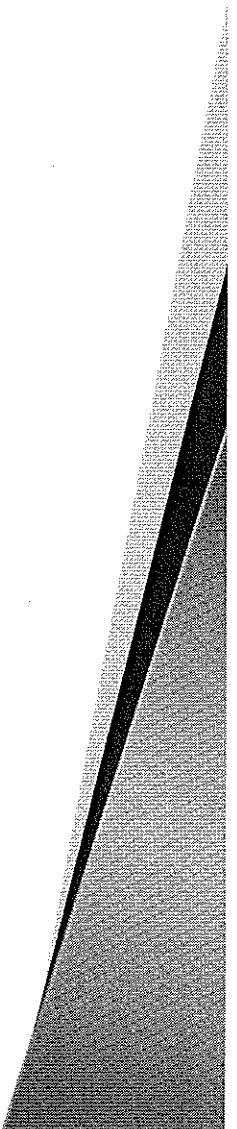
# Act as Community Bridge and Buffer

- You are the official link with the community
- Maintain a broad, externally orientated
- Understand community needs and values
- Advocate for the district at local, state and federal levels
- Protect the college from inappropriate influence by single interests



# Establish a Positive Climate

- Board behavior sends a message
- Focus on student success & learning
- Focus on service to community
- Support innovation and leadership
- Encourage / support professional growth
- Seek full participation in decision-making



# Set Policy for District Operations

- Establish & uphold standards of ethics and prudence
- Ensure adherence to law and regulation
- Provide direction for CEO/employee decisions and actions
- Frame college procedures
  - Fiscal, Human Resources, Academic Affairs, Student Services, etc

# Assure Fiscal Health

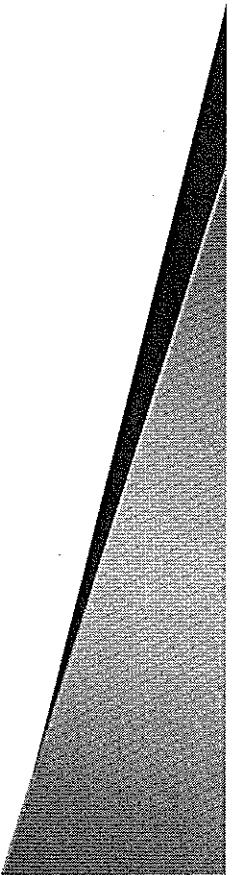
- Priorities and parameters reflected in policies
- Budget is a policy document
- Be aware of fiscal condition
- Focus on long range viability
- Ensure campus educational and facilities master plan and maintenance
- Support foundation and fundraising

# Establish 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/staff involvement in decision-making
- Interact with staff members appropriately
- Ensure positive climate for collective bargaining

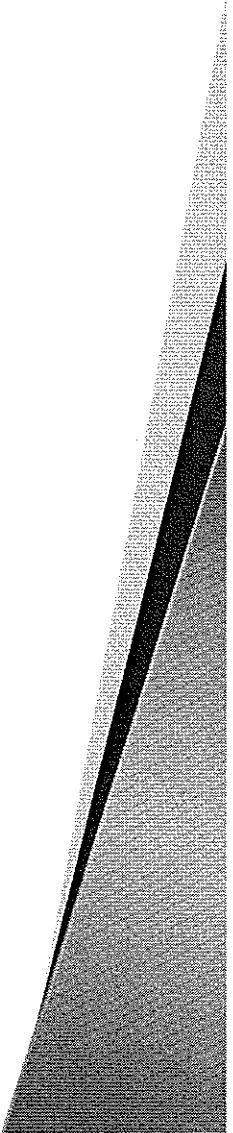
# **Set Standards for Education**

- Expect/adopt an Educational Master Plan
  - Ensure programs offered match community needs
- Focus on student success and outcomes
- Ensure college(s) meet or exceed accreditation standards
- Expect program review & monitor quality
- Uphold academic freedom and integrity



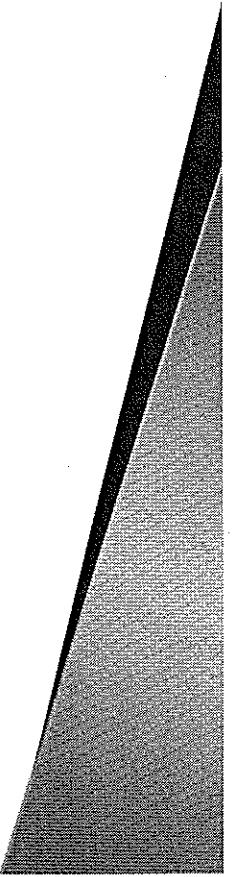
# Assure Performance

- Monitor policy implementation
- Evaluate & hold CEO accountable for institutional performance
- Evaluate progress toward goals
  - Establish benchmarks and measures
- Set timelines for monitoring and evaluation



# Lead as an Effective Team

- Commit to being part of the board team
- Be aware of issues and trends
  - Allocate sufficient time and funds for learning
- Ask key constructive questions
- Engage in critical thinking and reading
- Act with intelligence, respect, trust, caring and integrity
- Be future oriented



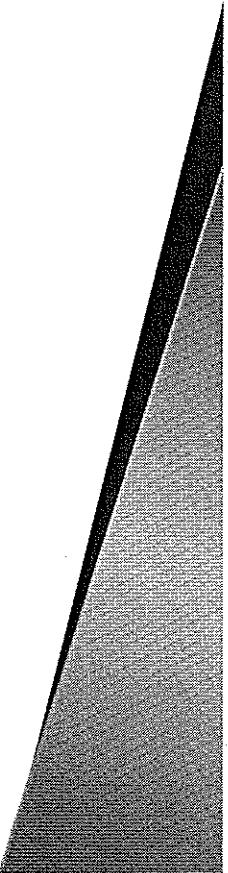
# Trusteeship in a Nutshell

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

- Establishes the vision and policy direction
- Employs a chief executive as the institutional leader
- Acts as the link to the community
- Establishes the climate in which educational goals are accomplished
- Defines prudent, ethical, and legal parameters for operations in policy
- Evaluates performance and policy implementation, and
- Operates as an effective TEAM

# Effective Boards: The Research

- Work together as a team
- Build and maintain trust; avoid destructive conflict
- Are accountable and focused on results
- Act with intelligence, respect and integrity
- Are future-oriented
- Are committed to the college mission and student success

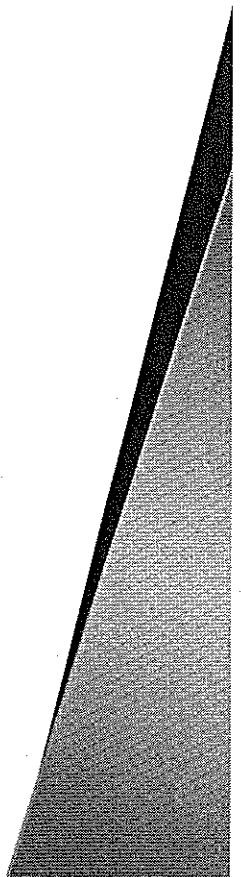


# The Board is NOT there to DO

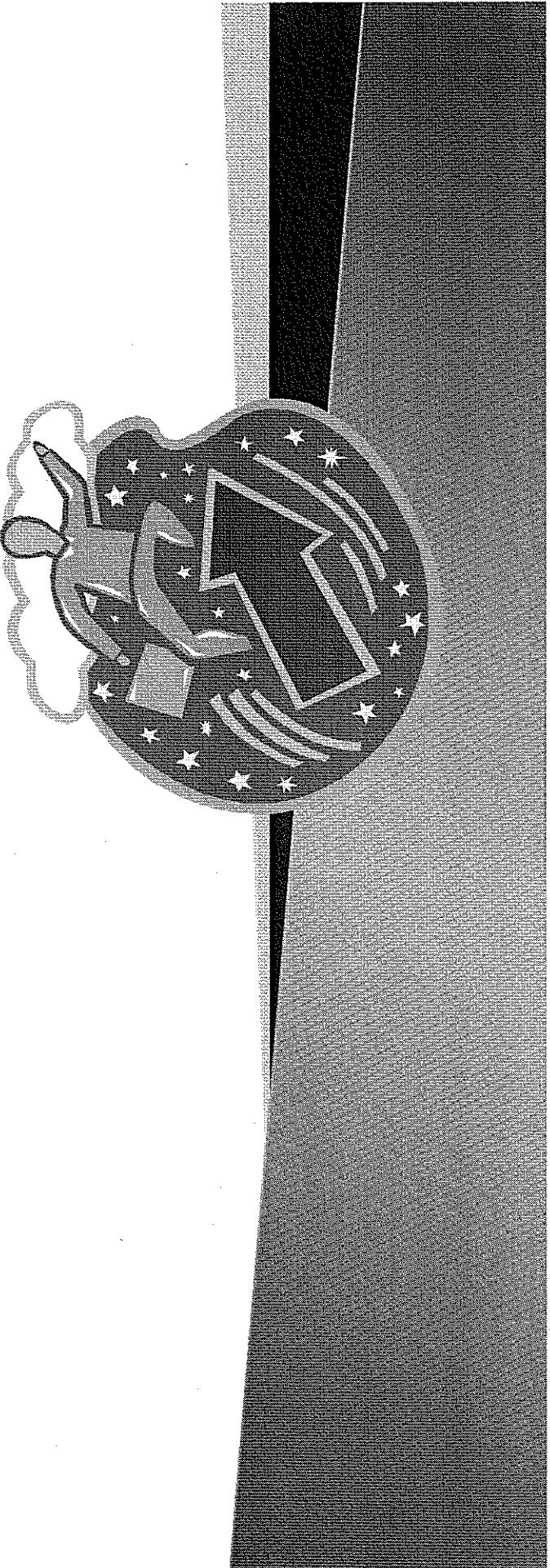
- The board determines the WHAT
  - Broad policy goals and outcomes
- The board ensures that the DOING by others . . .
  - Produces the desired outcomes, and
  - Is legal, ethical, and prudent

# Discussion

- *Your table leader will facilitate your discussion of the scenarios provided at your table*



## **Part 2: Policy, Practices, & Protocols**



# Policy Role

- Policy is the board's voice
- Policy fulfills the board's role
- Ensures districts comply with law
- League's Policy and Procedure Service provides sample policies
- Three general categories of policies
  - Policy direction: broad district goals
  - Standards for college operations
  - Governing board process

# Policy Direction & Goals

- A key board responsibility
- Define the benefit students and community should receive from the college
  - Global student learning outcomes; student success
- Part of institution-wide planning processes
- Frame district strategic and long-range plans

# Policy Goal Examples

- **Access**
  - The community has access to higher education; the student body reflects the demographics of the community
    - Who attends; Participation rates
- **Basic Skills**
  - Students will have the literacy skills needed to function successfully in college and community
    - Participation rates; persistence in remedial work; transition to college level

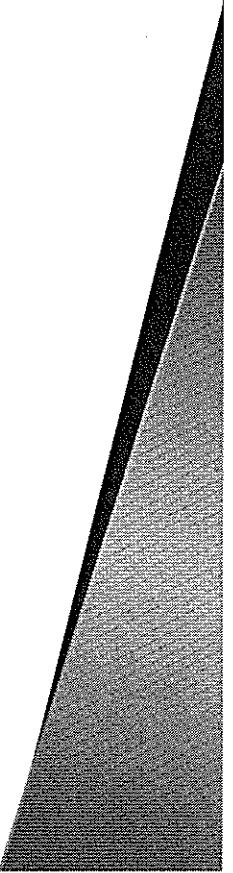
# Policy Goal Examples

- ▶ Workforce Development
  - Students will have the workforce skills necessary for employment at a family-wage level.
    - Employment rates; employer satisfaction
- ▶ Economic Development
  - The community will have a vital, healthy economy and strong workforce.
    - Training and partnerships with business, government, organizations; success rates
- ▶ Establish goals and measures for your mission & strategic plan

# College Operations Policies

Adopt policies that require . . .

- Legal, prudent and ethical operations
- Fiscal health and stability
- High quality staff and fair personnel practices.
- Fair treatment of students and standards of performance
- Institutional planning and review



# Governing Process Policies

- Are the most extensive and detailed board policies
- Address topics such as:
  - Governing philosophy and values
  - Board meetings
  - Board structure and officers
  - Participation in decision-making
  - Code of ethics & conflicts of interest
  - Board development
  - Communication protocols
- Delegation to the Chief Executive

# Delegation to CEO

## ► Policy Example

- The Chief Executive Officer is accountable to the board acting as a body. The board directs the chief executive through written policies, delegating to him or her reasonable interpretation and implementation of those policies.

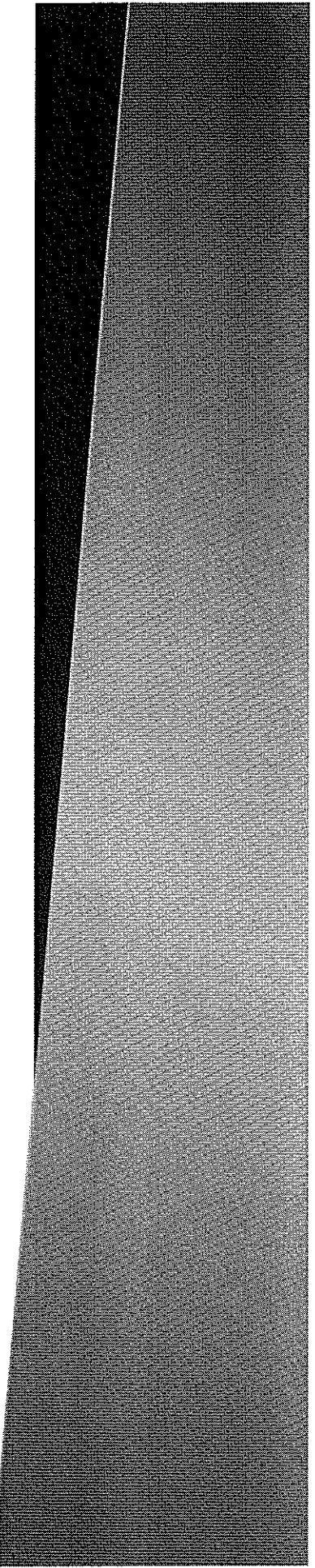
# Difference between Policy and Procedures

- Policy defines the “what”
  - broad goals & expected outcomes
  - standards of prudence and ethics
- Procedures define the “how”
  - The “doing” by college employees
  - Developed by college staff; approved by the CEO
- Focus on policy helps boards avoid micromanagement

# Monitor Policy Implementation

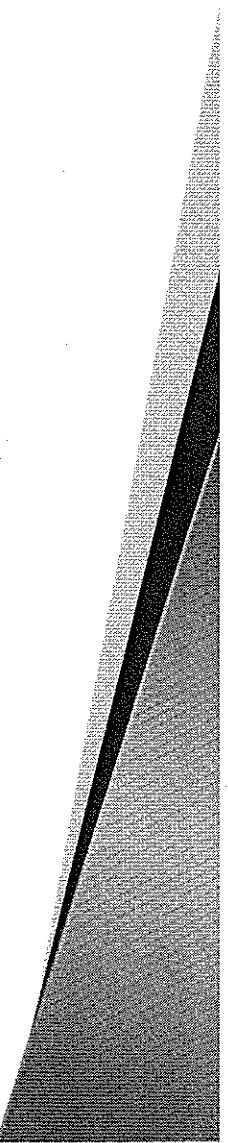
- Progress toward the mission and goals
  - Meet institutional effectiveness and accountability expectations
- Adherence to policy standards for college operations
  - Periodic internal reports
  - External evaluation (e.g. audits & accreditation)
- Governing Process / Board Policies
  - Board self-evaluation

# *Effective Trustee Practices*



# Your Commitment

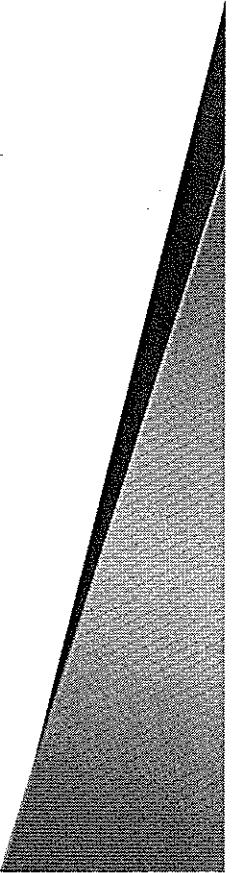
- Contribute to the effective functioning of the board
  - You are “always” a trustee
  - You represent and serve the community at large, the public good
  - Be willing to uphold principles of effective trusteeship



# Ethics / Standards of Practice

## ► Four General Questions

- *Am I doing to others what I would want done to me?*
- *Would I mind seeing what I'm doing on the front page?*
- *Am I comfortable with members of my family knowing what I'm doing?*
- *Would I want employees and students to do what I'm doing?*



# Standards of Practice

- All boards must have a code of ethics and policies on conflict of interest
  - Know and abide by your board's code of ethics, code of conduct, and protocols for board behavior
  - Know how you would address violations of the code
  - Be aware of and disclose potential conflicts of interest

# More Standards

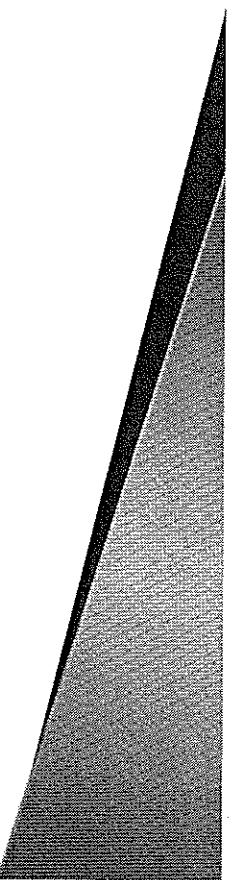
- Always publicly support the college and CEO
- Attend all board meetings; arrive on time
  - Read all board materials prior to meetings
- Focus on policy role; avoid the temptation to direct staff
  - Protect staff time and college resources
- Strive for cohesiveness to provide strong direction for the district

# More Standards

- Avoid all conflicts of interest and the appearance of conflict
- Follow agreed-upon communication protocols
- Engage in ongoing learning
- Work with fellow board members in a spirit of harmony, cooperation and civility in spite of differences of opinion
  - Be part of the board “team”

# Tips for Being an Effective Board

- Focus on policy and institutional performance
- Provide proactive, visionary leadership
- Be externally focused
- Envision and shape institutional direction and assure that the mission is achieved
- Avoid “rogue” and “renegade” behavior

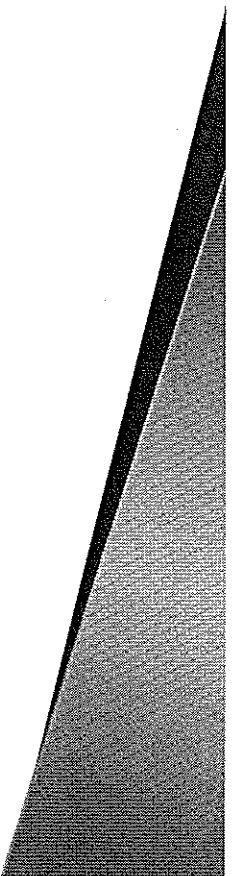
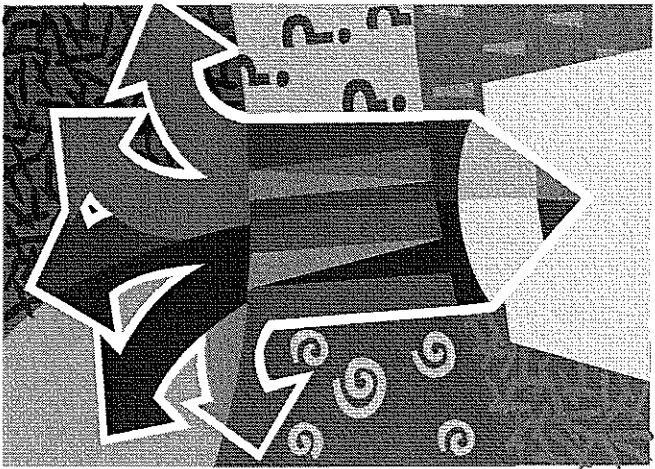


## More Tips for Effectiveness

- Build trust
- Listen first
- Be patient
- Respect different opinions
- Be patient
- Speak in the affirmative
- Drop the ego
- No personal agendas
- No pride of authorship
- Hold yourself and others accountable

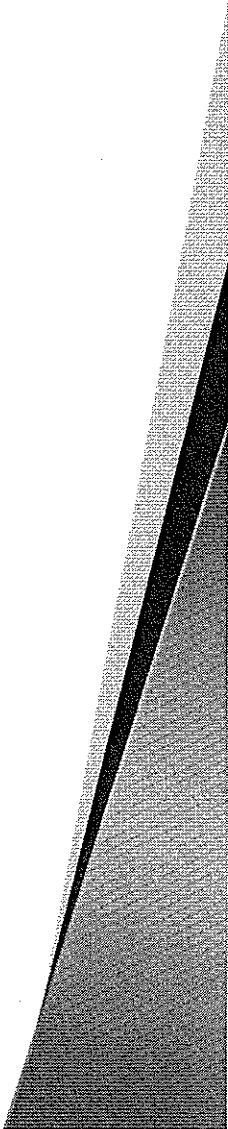
# Discussion Session 2

- Good Practice Scenarios
- Your Questions



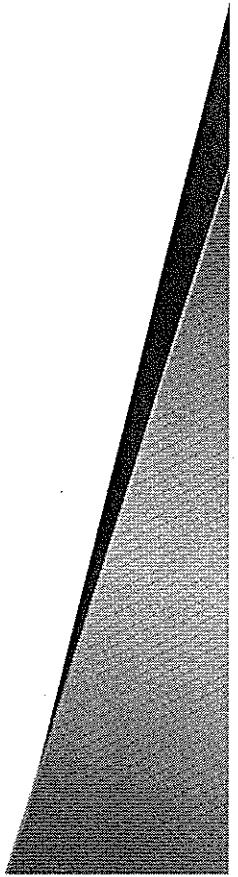
# Trusteeship

- Is about the college
- Is about the students
- Is about the community
- *It is Service to Others above self.*



# And Finally

- “Keep absolutely and serenely good humored.”
- Frederick Taylor Gates (1890)



**Community College League of California  
2017 O Street, Sacramento, CA 95811  
916-444-8641**

**[www.ccleague.org](http://www.ccleague.org)**

**Michele Jenkins [michele.jenkins@canyons.edu](mailto:michele.jenkins@canyons.edu)  
Cindra Smith [cindrasmith@comcast.net](mailto:cindrasmith@comcast.net)**



**San Diego Community College District  
Office of the Chancellor**

January 29, 2010

Dear Colleagues:

Board President Rich Grosch and members of the San Diego Community College District Board of Trustees unanimously adopted the attached Resolution at their public board meeting on January 28, 2010, pertaining to California's budget crisis and its impact upon education.

We want you to be informed of our district's concerns about California's budget policies and we invite you to join our district's effort to seek improved support for education and budget reform.

Sincerely,

**Constance M. Carroll**

Dr. Constance M. Carroll  
Chancellor  
San Diego Community College District  
3375 Camino del Rio South  
San Diego, CA 92108  
Tel. (619) 388-6957  
[ccarroll@sdccd.edu](mailto:ccarroll@sdccd.edu)

Resolution of the Board of Trustees  
San Diego Community College District

**In the Matter of the State Budget Crisis and Local Education Impact**

**WHEREAS**, the State of California continues to address a massive budget crisis without sufficient revenue to support necessary expenditures and hampered in decision-making by the two-thirds majority required to approve a budget and new taxes; and

**WHEREAS**, billions of dollars have been slashed from all sectors of education: the University of California, the California State University, the California Community Colleges, and K-12; and

**WHEREAS**, the San Diego Community College District has seen its revenue reduced by over \$22 million, including a \$6.6 million "workload" adjustment in instructional apportionment revenue, and without COLA or other sources to mitigate annual inflationary costs, for a total negative economic impact of \$32 million; and

**WHEREAS**, the revenue impact has been exacerbated by the State's deferrals of payment to the local districts; and

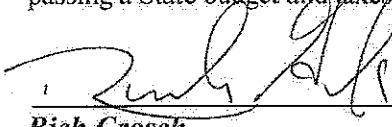
**WHEREAS**, the San Diego Community College District has avoided layoffs of permanent staff, but has been forced to eliminate over 125 positions in its ongoing hiring freeze, which negatively affects programs and services; and

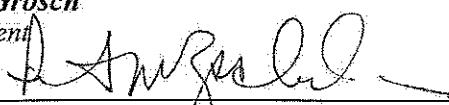
**WHEREAS**, the institutions that comprise the San Diego Community College District have been forced to cut over 1,400 class sections at a time when enrollment demand is at its highest level due to unemployment and other economic factors; and

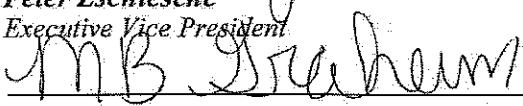
**WHEREAS**, the San Diego Community College District plays a vital role in the economy and welfare of the region;

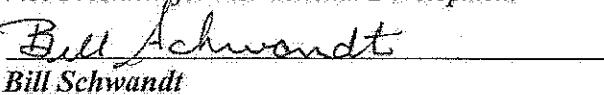
**NOW BE IT RESOLVED**, that the Board of Trustees of the San Diego Community College District, its Chancellor, and its staff will work with interested parties in the community and in the State to advocate for a balanced approach, including progressive tax policies, to resolve State budgetary problems that affect the delivery of high-quality education in our District; and

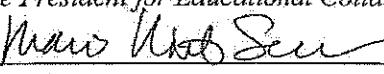
**BE IT FURTHER RESOLVED**, that the Board of Trustees will work with interested parties to advocate for a simple legislative majority to replace the two-thirds supermajority in the California Legislature for purposes of passing a State budget and taxes.

  
\_\_\_\_\_  
**Rich Grosch**  
President

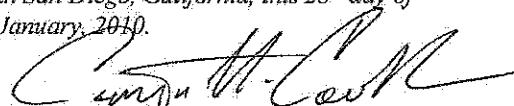
  
\_\_\_\_\_  
**Peter Zschiesche**  
Executive Vice President

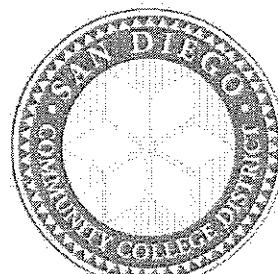
  
\_\_\_\_\_  
**Mary Graham**  
Vice President for Instructional Development

  
\_\_\_\_\_  
**Bill Schwandt**  
Vice President for Educational Collaboration

  
\_\_\_\_\_  
**Maria Nieto Senour, Ph.D.**  
Vice President for Institutional Effectiveness

*Passed and adopted by the Board of Trustees  
of the San Diego Community College District  
in San Diego, California, this 28<sup>th</sup> day of  
January, 2010.*

  
\_\_\_\_\_  
**Constance M. Carroll, Ph.D.**  
Chancellor





## COMPTON COMMUNITY COLLEGE DISTRICT APPLICATION FOR APPOINTMENT TO THE CITIZENS' OVERSIGHT COMMITTEE

### **Role of the Committee**

As provided in Education Code Section 15278, the role of the District Citizens' Oversight Committee is to inform the public concerning the District's expenditure of revenues received from the sale of bonds authorized by the voters. In particular, the Committee will provide oversight ensuring that:

1. Bond revenues are expended only for the construction, reconstruction, rehabilitation, or replacement of district facilities, including the furnishing and equipping of district facilities, or the acquisition or lease of real property for district facilities; and
2. No bond revenues are expended for any teacher or administrative salaries or other district operating expenses other than the salaries of district employees who provide administrative oversight of the bond program or individual bond projects..

To carry out its role, the District Citizens' Oversight Committee may:

1. receive and review copies of the annual independent performance audit conducted to ensure that the bond revenue has been expended only on the specific projects listed in the bond proposition;
2. receive and review copies of the annual independent financial audit of the bond revenue;
3. inspect district facilities and grounds to ensure that the bond revenue is expended in compliance with the requirements of paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution;
4. receive and review copies of deferred maintenance proposals or plans developed by the District; and
5. review efforts by the District to maximize bond revenues by implementing various cost saving measures.

### **Qualifications for Membership**

The Citizens' Oversight Committee consists of at least seven members with at least one representative from each of the following categories:

- 1 A member active in a business organization representing the business community located within the district;
- 2 A member who is a resident of the district and active in a senior citizen's organization;
- 3 A member who is a resident of the district and active in a bona fide taxpayer's organization;
- 4 A member enrolled as a student at the El Camino Compton Community Educational Center and active in a campus group; and
- 5 A member active in an organization supporting the district such as the foundation.

As a result, to qualify for appointment a member must meet the criteria listed in one of those categories.

A member cannot be an employee, official, contractor, consultant, or vendor of Compton Community College District. Elected officials are also barred from service on the committee.

#### **Term of Office and other Conditions**

Members of the Citizens' Oversight Committee serve for a term of two years.

Members do not receive any compensation or benefits for their service on the Citizens' Oversight Committee.

#### **Instructions**

Please provide all information requested. Use black ink. Any attachments must be single-sided on 8.5" x 11" paper.

Important: Any letters of support or recommendation must be made a part of this application and submitted together with the application form.

#### **Applicant Information**

Applicant's Name: \_\_\_\_\_

Permanent Address: \_\_\_\_\_

Telephone: [Daytime] \_\_\_\_\_ [Evening] \_\_\_\_\_

Email Address: \_\_\_\_\_

Mailing Address (if different from above) \_\_\_\_\_

Under which category of membership does the applicant meet the qualifications for membership?

- A member active in a business organization representing the business community located within the district;
- A member who is a resident of the district and active in a senior citizen's organization;
- A member who is a resident of the district and active in a bona fide taxpayer's organization;
- A member enrolled as a student at the El Camino Compton Community Educational Center and active in a campus group; and
- A member active in an organization supporting the district such as the foundation.

APPLICANT NAME: \_\_\_\_\_

**Employment**

Employer: \_\_\_\_\_

Employer's Address: \_\_\_\_\_

Employer's Telephone Number: \_\_\_\_\_

**Other Information**

You may also attach a resume reflecting your experience, community activities or other qualifications not listed below that would be helpful in evaluating your application.

Have you served on an advisory committee before:  yes  no

If yes, please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please explain why you would like to be a member of the Committee of Advisors:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Do you or an immediate family member have any relationship (professional, financial or other) that might create a potential conflict of interest for you if you were to serve as a member of the Committee of Advisors?  yes  no

If yes, please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

APPLICANT NAME: \_\_\_\_\_

What particular talent or perspective, if any, would you bring to your service as a member?:  
\_\_\_\_\_  
\_\_\_\_\_

Please list any experience or other relevant factors (up to three) that you believe prepare you for service on the Committee of Advisors:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Educational Institutions Attended

Degree (if applicable)

Field of Study

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Return to:  
Lawrence M. Cox  
Chief Executive Officer  
Compton Community College District  
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Compton, CA 90221