



NEW TRUSTEES + PRESIDENTS

The Darcy Hotel

Washington, DC

August 8 – 10, 2019

DAY 1





WELCOME

J. Noah Brown, President and CEO, ACCT

INTRODUCTIONS



RESOURCES – Resource Workbook

GLI Online Resources

www.acctgli.org/materials

- GLI Agenda
- GLI Resource Manual
- All PowerPoints
- Special Articles and More!

Scavenger Hunt:



Get to know your colleagues
in the room!



What I Wished I had Known as a New Trustee

**Rosie O'Neil, Trustee,
Northern Virginia CC (NOVA)
& At-Large Member, ACCT**

• OBJECTIVES:

- ❑ What is one significant issue you would like to focus on during the Institute?
- ❑ What is one important question you would like answered during the Institute?

Look at the inside of the yellow cover of your workbook!

BIG QUESTION:

What do you perceive to be your college's biggest challenge?

BREAK

11:00A.M. – 11:15 A.M.





BOARD BASICS: Work of the Board & Board Operating Procedures

Jeff Advokat, Trustee, County College of Morris, NJ

Statutory responsibilities (Wyoming's)

- 21-18-304. District board generally; duties.
-
- (a) The community college district board shall:
 -
 - (i) Prescribe and enforce rules and regulations for its own government and for government of the community college under its jurisdiction. Rules and regulations shall not be inconsistent with the rules and regulations of the community college commission;
 -
 - (ii) Prescribe requirements for graduation;
 -
 - (iii) Report annually the revenues and expenses of the community college district in accordance with the rules and regulations of the community college commission;
 -
 - (iv) Submit such reports as the community college commission may require under W.S. 21-18-202;
 -
 - (v) Require the treasurer and the assistant treasurer of the district board to give such bond in such penalty and with such sureties as the board shall direct and approve, conditioned upon the faithful application of all money and property which may come into their hands by virtue of their office. Each bond shall not exceed one and one-half (1 1/2) times the amount of all college monies handled by the treasurer or assistant treasurer in any one (1) year. Bonds, after being approved by the board, shall be filed with the board, and no disbursements shall be made until the bonds are approved and filed. In case of breach of conditions of bonds, suit shall be brought thereon by the board for the benefit of the district;
 -
 - (vi) Appoint a chief administrative officer of the community college who shall be given such official title as the board may determine;
 -
 - (vii) At the first meeting of each fiscal year or at any appropriate time, make an estimate of the amount of funds required to be raised through a tax levy upon the property lying within the district for community college purposes, and present to the board of county commissioners of each county included within the district, a certified estimate of the tax required to raise the appropriate amount. The tax in any one (1) year shall not exceed four (4) mills on the assessed value of the district, excluding any tax approved by the board and imposed under W.S. 21-18-303(b) and any tax approved by the district electors and imposed under W.S. 21-18-311(f). The tax shall be levied and collected in the same manner as other county taxes and when collected, the county treasurer shall forward the tax revenue to the treasurer of the community college district board;
 -
 - (viii) Control and disburse, or cause to be disbursed, all monies received from any source to maintain the community college;
 -
 - (ix) Keep a record of all the official acts performed by the board and keep a record of all warrants issued against the monies belonging to the community college district. Payments of money shall be made upon warrant drawn against funds belonging to the community college district and the warrants so drawn must specify upon their face the purposes for which funds are called for by warrants. The board shall provide, at the expense of the district, a seal, upon which shall be engraved the words, "... Community College District, State of Wyoming", the blank space to contain the legal name of the college district. The seal shall be kept in the possession of the secretary, shall be affixed to all communications or notices required by law to be sent or published by the board and to all warrants drawn upon the district;
 -

Fiduciary Responsibilities

- Quality
- Student Success
- Accountability



Fiduciary:

Duty of care: fidelity to mission, integrity of operations, and conservation of core values. (AGB)

Fiduciary Responsibilities

- Follow the Law
- Independent financial audits and oversight
- Report to appointing authority
- Hold in trust the property and assets for **future** students
- Worry about the future to ensure resources decades from now

Fiduciary Responsibility of the Board of Trustees

- Set Compensation Policy
- Set Purchasing Policy
- Periodically Monitor Fiscal Progress
- Monitor Revenues Received
- Monitor Expenditures Spent and Encumbered
- Monitor Cash Balances



Review Financial Metrics

- Guide and Monitor the Annual Audit

Sample Financial Metrics

- **Balanced Budget**
- **Percentage and Trends of:**
 - Student Support
 - Governmental Support
 - College Generated Revenue
- **Percentage and Trends of:**
 - Compensation Expenditures
 - Instructional and Academic Support
 - Student Support
- **Capital projects**

Financial Analysis in Higher Education

- What is the institution's mission?
- What are your institution's sources of revenue?
- How and when should you get reports?
- What should you be concerned about?
- What is the overall level of financial health?
- Is your institution prepared for a rainy day?

Audit as the Report Card

- External Auditor reports to the Board
- Board can determine selection process and identify special areas of concern
- The Auditor will sample:
 - Compliance with Board Policies
 - Compliance with State and Federal Regulations
 - Internal Financial Controls
 - Information Technology Controls

What do I need to know?

- Understand your funding sources
- Understand the basic financial statements
- Read the college's last Audit Statement
- From Balance Sheet
 - Operating Revenue
 - Where from? Changes?
 - Operating Expenses
 - Where from? Changes?
- Deferred Liabilities
 - Retirement benefits and promised benefits
- Capital Budget
 - By project

How do I get started?

- Ask, “*How and when do I get reports?*”
- Find out if you have questions, which staff do you ask?
- Spend some time with a seasoned trustee.
- Spend some time with the CFO.

Why look at financial data?

- Assesses the financial health of an institution
 - Readily available on financial statements
- Provides quantifiable measures
- Enables benchmarking against peers
- Meets requirements for debt covenants
- Communicates the financial health of the institution

Board Manual & Bylaws

- Governance principles and Core values
- Appointment of the president
- Board of Trustee's composition, terms, residency, and code of conduct, meeting attendance
 - **Job Descriptions** for the individual trustee, chair and board
 - **Ethics, Confidentiality, Respect and courtesy, censure**, etc.
- Board officers and their duties
- Board meetings & procedures (quorum, voting, etc.)

- (See sample *Table of Contents for Board Bylaws* in workbook, compliments of Howard CC, MD.)

Bylaws

- The Bylaws of the Board are written by the Board for the purposes of internal management of the Board and all Board activities.
- It identifies the college, defines the board's authority and outlines board procedures.

What are some of the typical bylaws that boards use?

What bylaws are a must-read for new trustees?

Organizational Models for Decision Making

1. Committee structure
2. Board as a Whole
3. Policy Governance©
John Carver's model



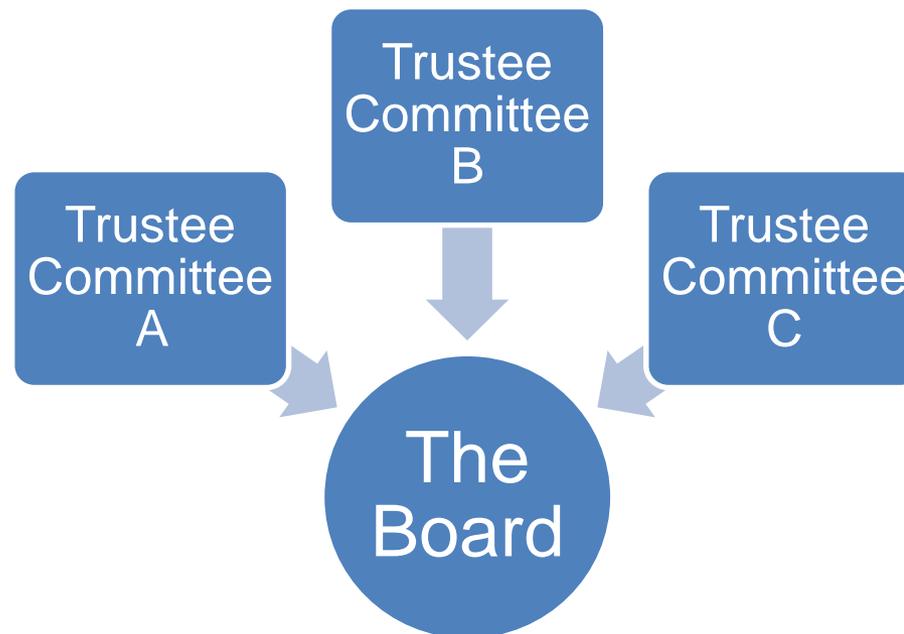
Board Committee structure

Generally for large boards.

Does your board function this way?

Typical committees:

- Finance
- Capital projects
- Legislative affairs
- Student services
- Academic affairs
- Strategic Visioning



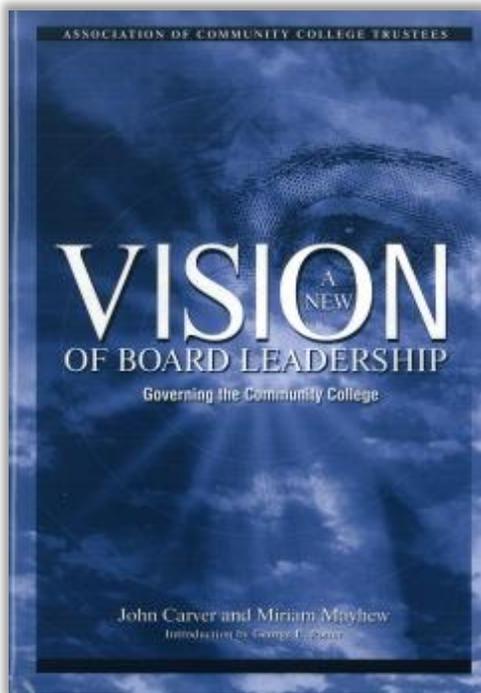
**What board committees does your college have?
Who typically chairs these committees?**

Board as a Whole

- Does your board do the work as a collective whole?



Policy Governance© Boards

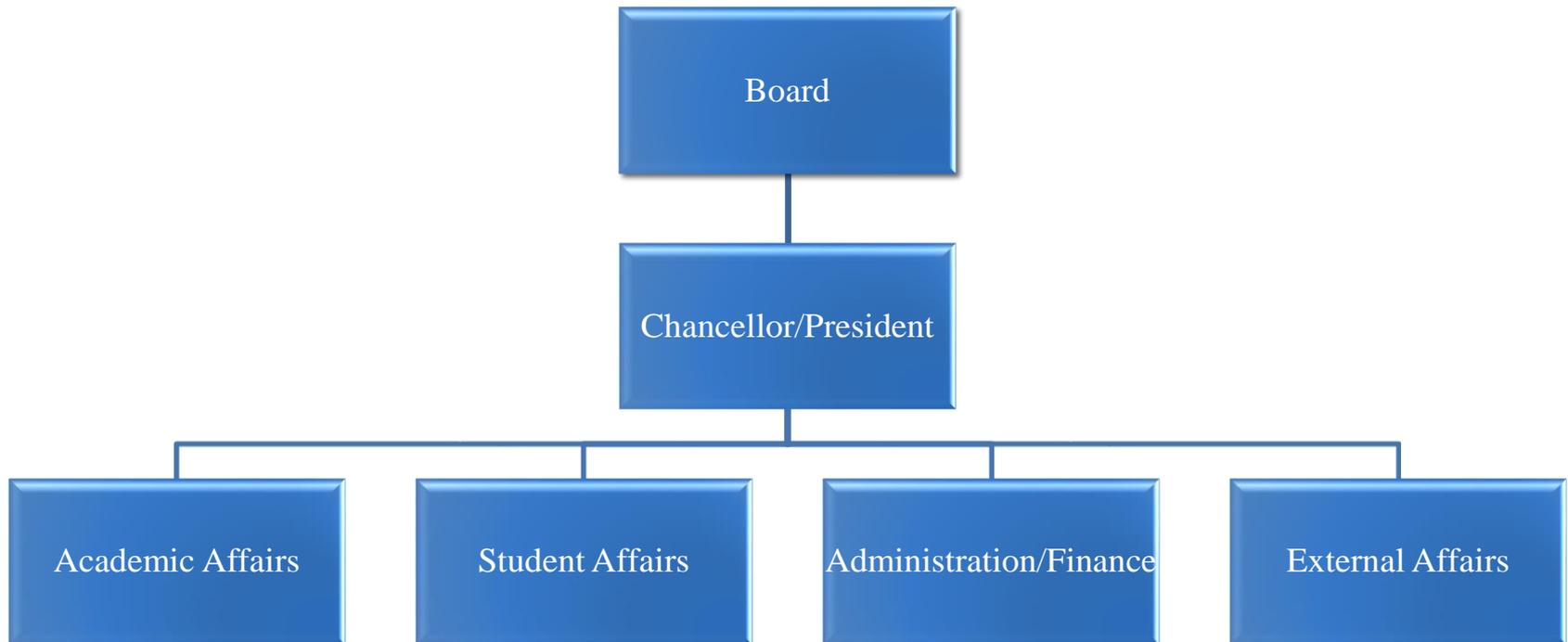


A model of governance developed by John Carver as a specific set of board-management concepts and principles.

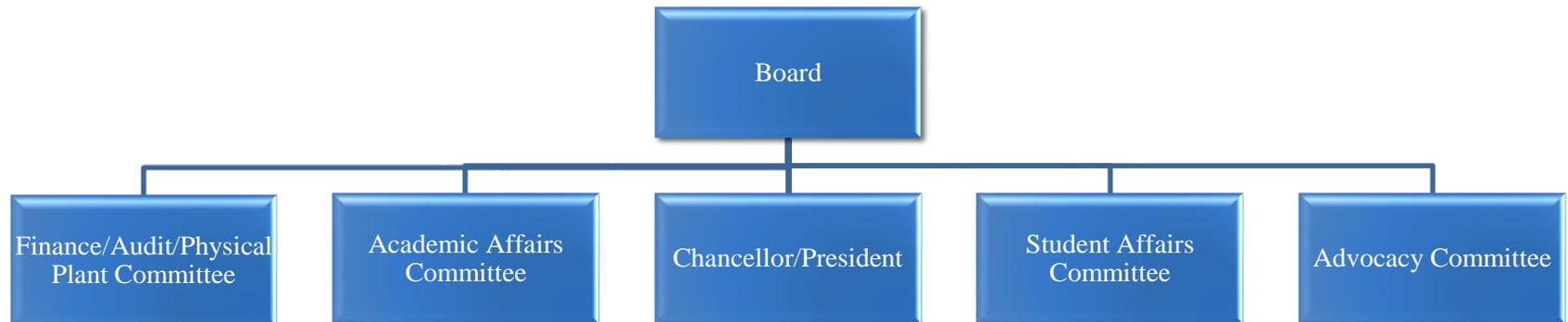
Policy Governance © Boards

- Act as a unit.
- Represent the “ownership” of the college.
- Define decisions and directions in policy.
- Delegate authority through policy.
- Begin with broad policy statements, then narrow the focus.
- Define vision and goals as “ends.”
- Establish limits for “means” in policy.
- Define governing processes and standards.
- Monitor performance against policy criteria.

Policy Governance[®] Model



Traditional Model



The Sunshine Act

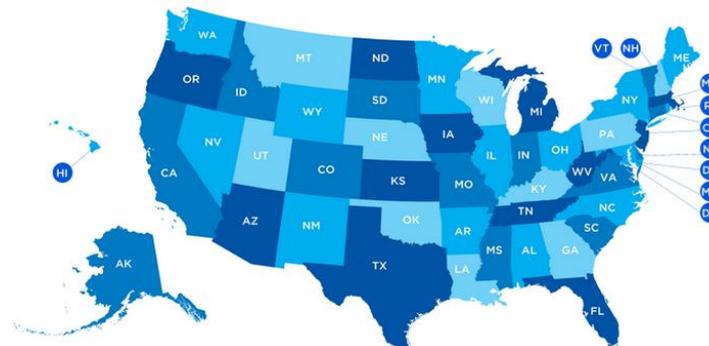
- A US law passed in 1976, which affects the operations of legally constituted federal and public bodies.
- One of a number of Freedom of Information Acts, intended to create greater transparency in government.
- Provides, with 10 specified exemptions, that 'every portion of every meeting of an agency shall be open to public observation'.

Sunshine Laws & Public Record Requirements

a law requiring certain proceedings of government agencies to be open or available to the public.



https://ballotpedia.org/State_sunshine_laws



Sunshine Laws & Public Records

The **Montana Open Meetings Law** legislates the method by which public meetings are conducted. The law defines meeting as any gathering of a quorum of the members of a public body, including the use of electronic equipment, so as to deliberate and decide on public policy..

- **Texas Public Information Act**

The **Public Information Act of Texas** (TPIA) is a series of laws designed to guarantee that the public has access to public records of government bodies at all levels in [Texas](#). Texas Government Code, Chapter 552, gives citizens the right to access records at various levels of Texas government, without having to declare a purpose in doing so. The [Texas Open Meetings Act](#) legislates the methods by which public meetings are conducted.

California Sunshine Ordinances.

Although state **law**—mainly in the form of the **Brown Act and the Public Records Act**—governs access rights at the local level, cities and counties are free to enact ordinances that provide greater right of access than state **law**.

Ohio's Public Records & Open Meetings **laws**, collectively known as the “**Sunshine Laws**,” give Ohioans access to government meetings and records.

- **The Wyoming Public Meeting Law** legislates the methods by which public meetings are conducted. Chapter 16 Article 4 of the Wyoming statutes define the law.



Board Meeting

- **The Consent Agenda** - (Handout in Workbook)

- A consent agenda groups the **routine, procedural, informational and self-explanatory non-controversial items** typically found in an agenda.
- These items are then presented to the board in a **single motion** for an **up or down vote** after allowing anyone to request that a specific item be moved to the full agenda for individual attention.
- Any board member can request an item be moved to the full agenda.
- **Sample items:** approval of board minutes, correspondence requiring no action, approval of routine contracts, confirmation of pro forma items or actions that need no discussion, dates of future meetings, etc.

Parliamentary Procedures

- What are Parliamentary Procedures?
- Robert's Rules of Order
- Parliamentary Basics
 - Motions & Amendments
 - Discussion and Debate
 - Presiding
 - Fundamental Rights
- https://www.youtube.com/watch?v=eYwKX_P8YkU
- (7 minutes)
- <https://www.youtube.com/watch?v=aSAN-OKKNk>
- (2 minutes)

Workbook
materials

Rules of Order

- Refers to written rules of parliamentary procedure formally adopted by a group of people or by an organization.
- Relates to the orderly transaction of business in meetings and to the duties of officers in facilitating the conduct of business.
- Helps ensure that the organization functions smoothly and that questions about procedure can be resolved quickly and fairly.

Rules of Order

1. Follow and respect the rules.
2. Agree to disagree without being disagreeable.
3. Debate and reflect on issues.
4. Respect the consensus and minority voice.
5. The vote is the final voice of the board.
6. Parliamentarian can help to keep order.
7. Respect each other.
8. Understand the power of perception.

Why adopt the Principles of Parliamentary Procedure?

Based upon:

- ❖ the will of the majority;
- ❖ the right of the minority to be heard;
- ❖ protection of the rights of absentees;
- ❖ courtesy and justice for all; and
- ❖ consideration of one subject at a time.

An Example: The Chair's Role

- In parliamentary procedures:
 - the Chair does not vote unless there is a tie.
- In board of trustees' governance:
 - the Chair has a legal responsibility to execute his/her right to vote.

Tips for Effective Meetings

- ❖ Start on time.
- ❖ Follow your agenda.
- ❖ Be objective; facilitate.
- ❖ Encourage participation.
- ❖ Keep the meeting on track.
- ❖ Close with unifying items.
- ❖ Adjourn on time.

The Gavel

- ❖ Symbol of authority
- ❖ Tap once to open a meeting.
- ❖ Tap twice to close a meeting.
- ❖ Series of light taps to secure order
- ❖ Use a gavel block.



More Tips

- Knowledge is power; don't abuse it.
- Avoid giving orders to staff. They work for the President, not the board.
- Don't surprise anyone; be transparent.
- Defer to the board as the whole, if possible.
- Don't waste staff time and college money.
- Remember: The board serves the students and the stakeholders.
- Apply good conduct of meeting practices.

How Do You Run Your Board Meetings?

- Are your rules and procedures clear to everyone?
- Are the purposes of your meetings accomplished in an effective and efficient manner?





GROUP PICTURE

Justin Baker

NETWORKING LUNCH

12:15 – 1:00 P.M.

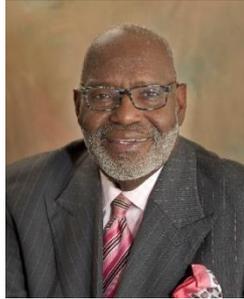




Transforming lives.

PRINCE GEORGE'S
COMMUNITY COLLEGE

The Board – CEO Relationship



Mr. Howard W. Stone, Jr.
Immediate Past Chair
July 1, 2017 – June 30, 2019



Dr. Charlene M. Dukes
President
July 1, 2007 – Present

Governance Leadership Institute
Association of Community College Trustees
August 8, 2019



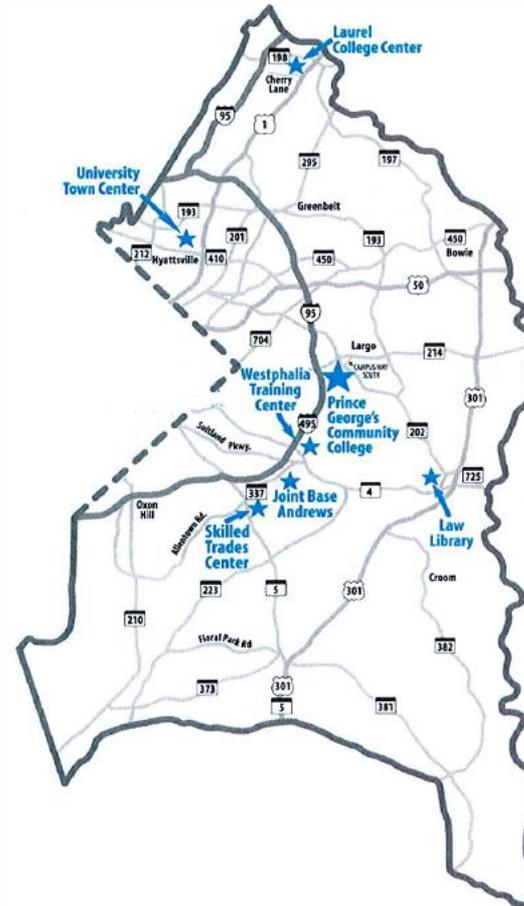
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COMMUNITY COLLEGE

The Board – CEO Relationship

Prince George's Community College at a Glance

- Established in 1958 in Prince George's County, Maryland
- Governed by nine member Board— eight appointed by the Governor and one student elected by student body
- Fourth largest community college in MD
- Approximate County population: 1 Million
- Main campus, with 5 degree and extension centers
- High wealth and economically diverse
- Population is demographically diverse
- College is accredited by Middle States Commission on Higher Education – 2015-2023





ENROLLMENT



FY 2018

- **35,670 total unduplicated headcount**
 - **16,791 credit students**
 - **20,404 continuing education students**
- **12,151 enrollments in credit online courses**
- **2,080 enrollments in continuing education online courses**

Fall 2018

- **1424 high school students dually enrolled (+35%)**
- **800 high school students in seven Middle/Early College Programs**



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COMMUNITY COLLEGE

Prince George's Community College Board of Trustees



Chair
Mr. Sidney L. Gibson



Vice Chair
Mr. Samuel J. Parker, Jr.



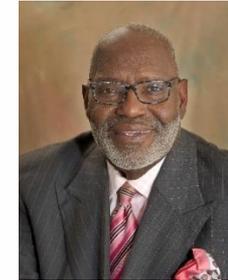
Ms. Oretha Bridgwaters-Simms



Ms. Aimee Olivo



Victor R. Ramirez, Esquire



Mr. Howard W. Stone, Jr.



C. Michael Walls, Esquire



Mr. Floyd E. Wilson, Jr.



Mr. Ishraq Chowdhury
Student Trustee



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Board – CEO Relationship

Commitment to Institutional Values

- **Excellence**
- **Success**
- **Diversity**
- **Respect**
- **Professionalism**
- **Lifelong Learning**



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Board – CEO Relationship

Role as the Board/Role as Individual Member Role as CEO/Connection to the Board

- **Communication!**
- **Communication!**
- **Communication!**



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COMMUNITY COLLEGE

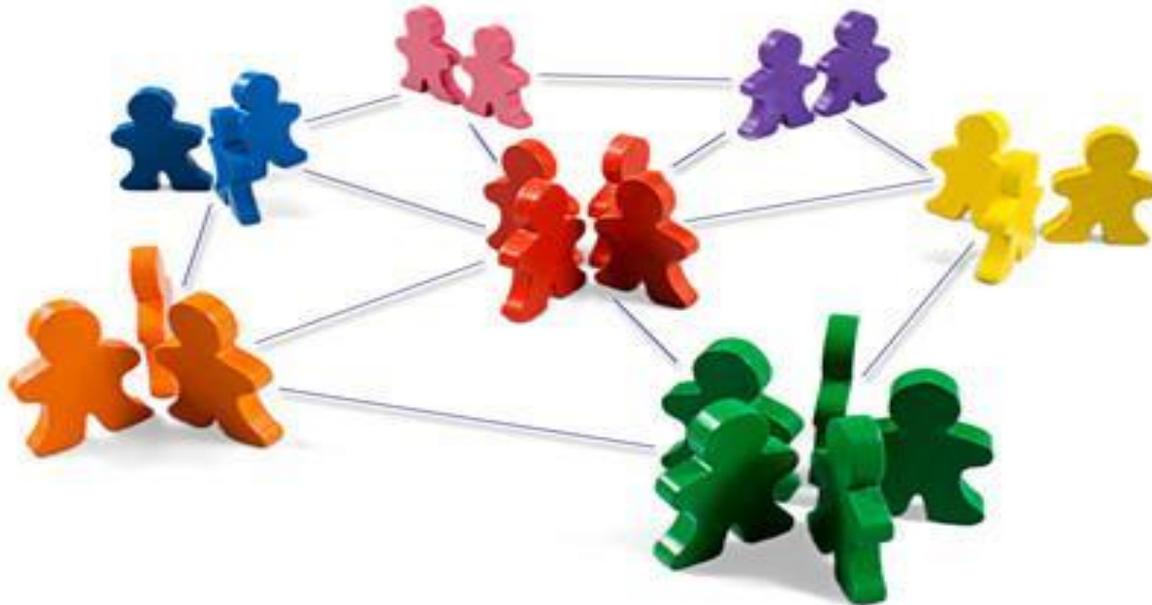
Board – CEO Relationship

Shared Understanding Fiduciary Responsibilities

- **Duty of Care**
- **Duty of Loyalty (Trust)**
- **Duty of Obedience**



BUILDING HEALTHY AND SUSTAINABLE RELATIONSHIPS





BUILDING AND SUSTAINING HEALTHY RELATIONSHIPS

- **Jointly Align the vision to the College mission and the needs of the community**
- **Respect, trust, and value the other's roles, responsibilities and boundaries**
- **Resist the temptation to cross these respective boundaries**
- **Collaborate on areas of trustworthiness, humility, courage, intellectual honesty, justice, responsibility, fidelity and credibility**
- **Work in concert with each other – the trustees and the president**



BUILDING AND SUSTAINING HEALTHY RELATIONSHIPS

- **Engage in conversations that lead, in the end, to problem-solving**
- **Take joint responsibility to resolve differences and move on**
- **Seek and discuss solutions to difficult issues for the betterment and safety of the institution**
- **Be honest in dealings with board members**
- **Keep all trustees informed of issues, needs, and operations of the college**
- **Schedule orientation retreats for the Board soon after new Board members are appointed, and before the first Board meeting**



BUILDING AND SUSTAINING HEALTHY RELATIONSHIPS

- **Take the roles seriously and find time to engage in opportunities to relax**
- **Respect the trustees' obligation to represent the constituents of the college and their need to know the college's plans to meet the mission's expectations**
- **Engage in courageous conversations about the state of the college**
- **Be honest without being critical**
- **Discuss internal and external challenges that may impede the operations of the college. There should be no surprises between trustees and the college president**



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COMMUNITY COLLEGE

Board – CEO Relationship

BUILDING AND SUSTAINING HEALTHY RELATIONSHIPS

- **Ask questions of each other**
- **Deal with each other fairly and impartially**
- **Provide information and discuss recommendations on all issues that require Board action**
- **Give each other freedom to engage in your respective lines of work—trustees discussing, suggesting and acting on policies for the growth of the college and the president assisting trustees in their deliberations**



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COMMUNITY COLLEGE

Board – CEO Relationship

QUESTIONS ?





Norma Goldstein

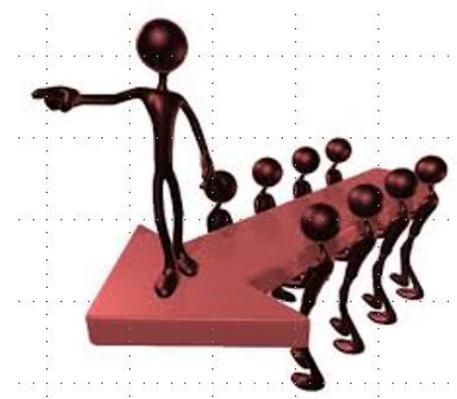
BOARD ROLES & RESPONSIBILITIES

What the President Does/ What the Board Does

The Board of Trustees as an Asset for the College (resource workbook)



Create
Positive
Climate



Support your
CEO



ACT as a Unit

The Role of the Board is to Govern, NOT Manage the College, by:

1

- **Conducting the business of the governing board**

2

- **Establishing policy**

3

- **Running effective meetings to achieve policy objectives**

The Board's Role

- Governing the College on behalf of the community
- Represent ownership of the community
- Voice of the public - not volunteer helpers
- Primary relationship is with the President
- Wisely define vision, mission, expectations and standards
- Establish reporting framework to ensure legal and ethical conduct and compliance

The Role of The Board

The Board makes policy and the Administration implements it.

The Board

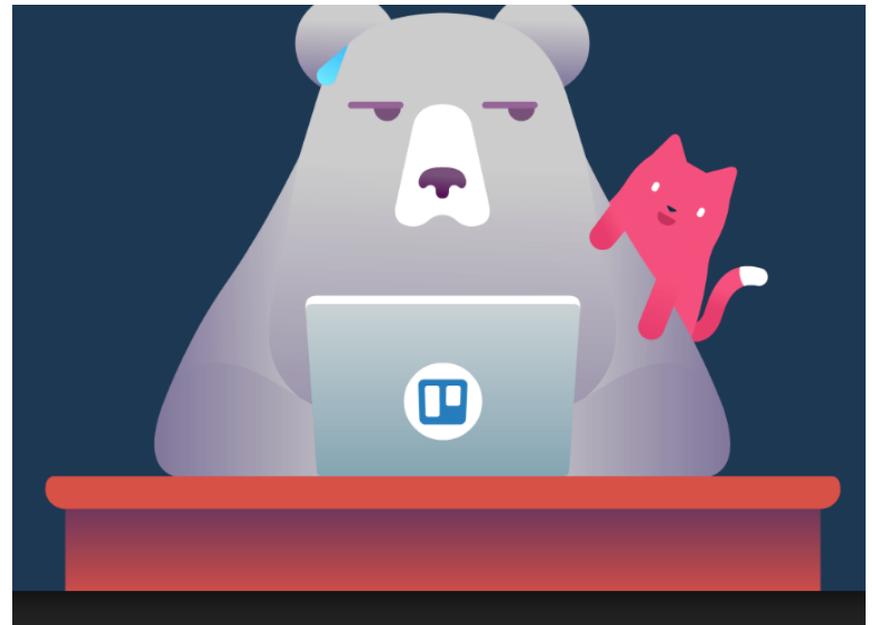
- Establishes Policy
- Represents the Community
- Advocates for the College/District
- Oversees/Hires/Supports/and Empowers the CEO
- Fiduciary
- Statutory
- Motivates/inspires

President/Administration

- Administers the institution
- Implements board policies
- Provides leadership on a daily basis
- Ensures the institution serves its students and communities

Policy vs. Management

- **Why is the policy role important?**
- **Why do people tend to micromanage instead of focus on their policy role?**



An iceberg floating in the ocean. The tip of the iceberg is above the water line, and the much larger base is submerged below. The sky is blue with a few birds, and the water is a deep blue. The text 'Micromanagement' is written in white on the sky above the tip, and 'Lack of Trust' is written in white on the water below the submerged part.

Micromanagement

Lack of Trust

Key Elements to Successful Trusteeship

- Your first interest is to help the College.
- You are in a position of trust.
- You are part of a team.
- You do not represent special interests.
- You appoint, evaluate and support the President.
- You want to learn and be informed.
- You work to ensure adequate funding and support for the College.
- Set goals and evaluate progress.

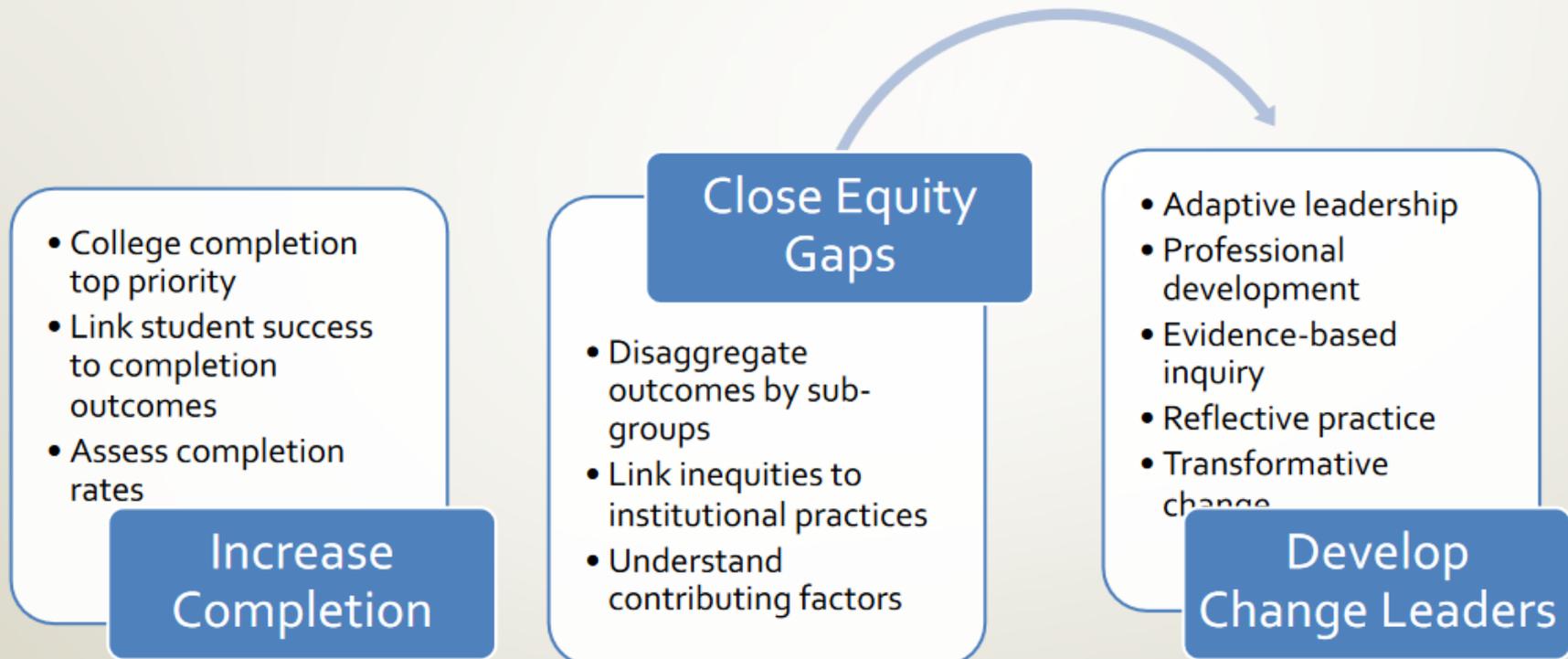
Board Role vs. CEO Role

"Boards should have their noses in and hands off."

A Job Description for Individual Trustees

- Possess a sincere desire to provide a public service
- Carryout the legal, ethical and moral obligations of a trustee
- Freely donate service and time to the College
- Represent all the interests of the community and state
- Do not speak for the board

Three Big Goals



Effective Governance in the 21st Century



The Board As Team

- Where are the opportunities to build cohesiveness?
- How can the board support the chancellor?
- How can board members support one another?

The Role of the Board: Guiding Principles

- Vision - College success
- Mission – Core purpose and quality considerations
- Promotion of public trust – Advocating for the College
 - Common good
 - Special interests
 - Open meetings
 - Open communication
 - Conflict of interest/personal gain

Activity:

Write a job description for the Board.

A Job Description for the Board

- Meet legal requirements.
- Should be representative of community
- Demonstrate commitment and unity in carrying out the mission of the College.
- Identify new and emerging educational and social needs of the country.
- Strive for quality.
- Strive for equity and inclusion.

A Job Description for the Board

- Employ a competent President.
 - Draft position description for President.
- Evaluate and support the President.
- Support efforts to obtain financial support.
- Bring about meaningful change and viable educational programs.
- Channel all problems through the President.
- More...

A Job Description for the Board

- Set policies and hold Presidents accountable for their implementation.
- Follow legal requirements.
- Participate in self-evaluation regularly.
- Participate in training for new trustees.
- Provide opportunities for audience participation.
- Review long range planning.
- Review and update written policies regularly.

Case Scenario – Handling the media

After much heated discussion and significant public, student and faculty input both pro and con, the Board made a controversial decision (5 in favor, 4 against) to terminate the largest instructional program on campus because it did not train students for a “living wage” job and was draining the financial resources needed to support other programs which did prepare students for high-wage, high-tech jobs in the major metropolitan area just outside the college’s service area.



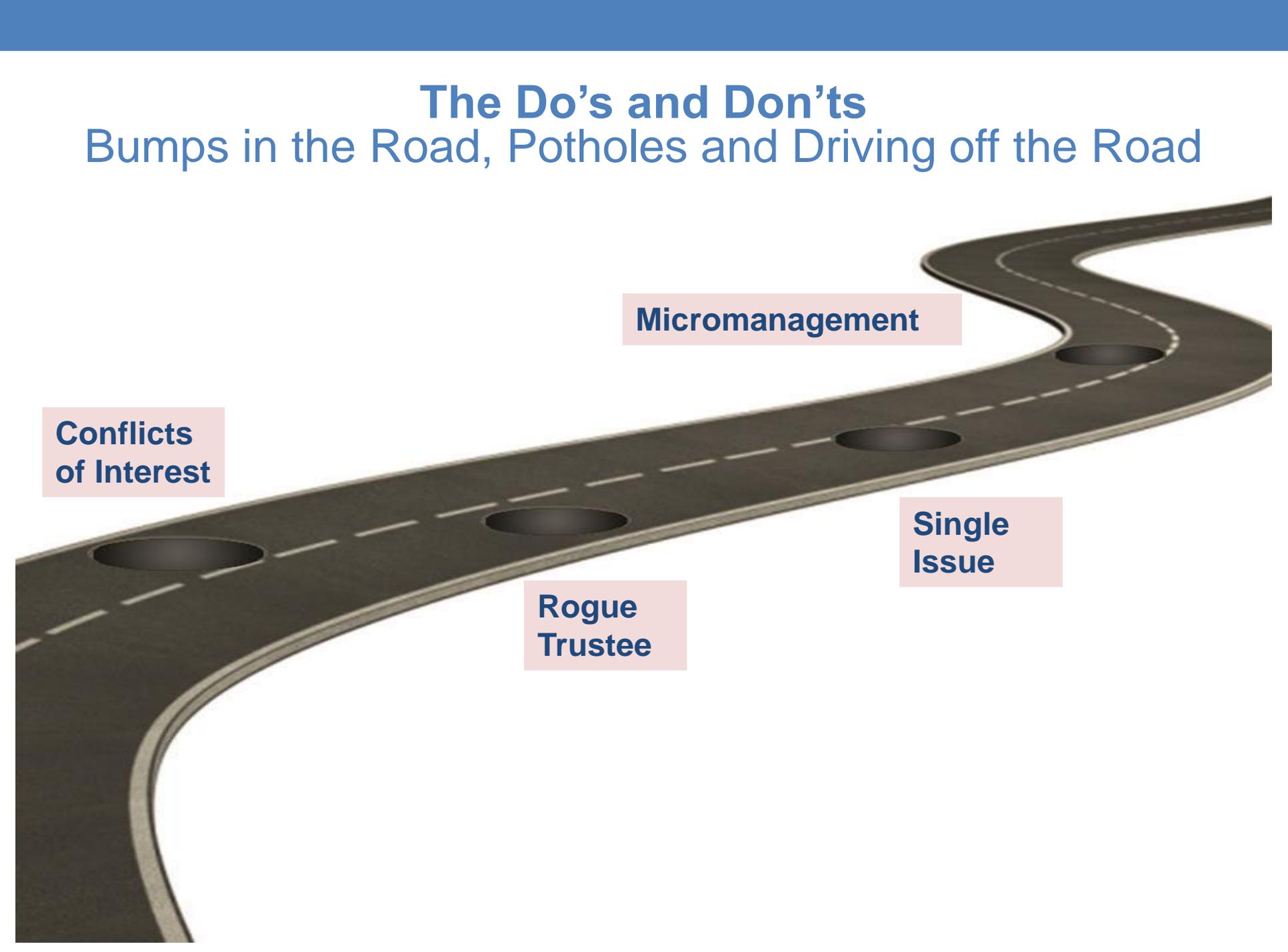
Obviously, the local and regional media can hardly wait until the conclusion of the meeting to talk to the new trustee. The new trustee was one of the trustees who voted against the decision.

Questions:

1. How should the new trustee handle the media?
2. What types of pre-meeting preparation might have been planned to help with the media’s questions?

The Do's and Don'ts

Bumps in the Road, Potholes and Driving off the Road

A 3D-rendered illustration of a dark asphalt road with white dashed lines, curving from the bottom left towards the top right. Three circular potholes are visible on the road surface. Four light pink rectangular labels with dark blue text are placed around the road. The labels are: 'Conflicts of Interest' on the left side, 'Rogue Trustee' in the lower center, 'Micromanagement' in the upper center, and 'Single Issue' on the right side.

Conflicts of Interest

Micromanagement

Rogue Trustee

Single Issue

Roles and Responsibilities and Performance

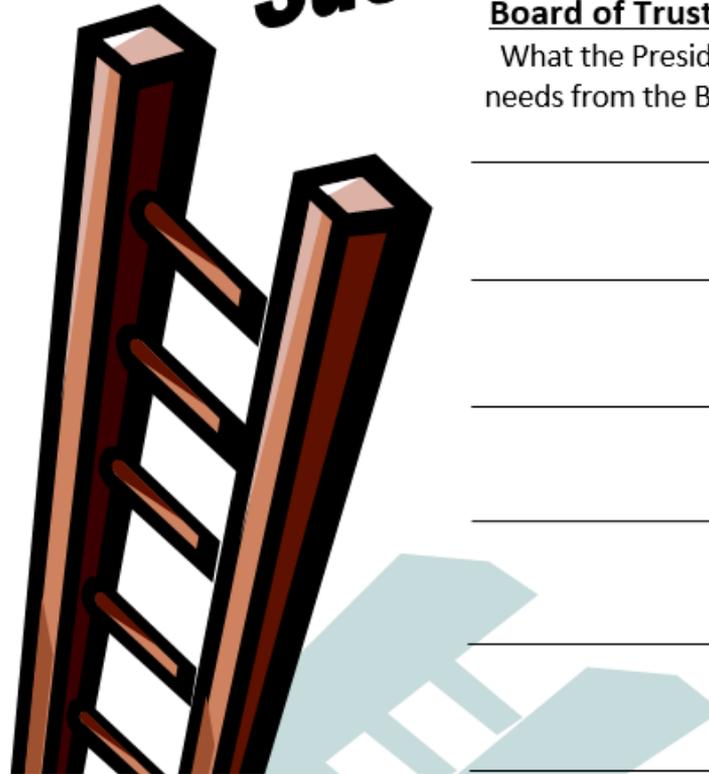
President

What the Board expects
from the President

Success!!!

Board of Trustees

What the President
needs from the Board



What the CEO Owes the Board

- Valid credentials
- High energy and strong spirit
- Honesty and integrity
- Sound advice
- A passion for the enterprise
- Action that faithfully carries out the board's will
- Loyalty and respect

What the Board Owes the CEO

- Devotion to the college mission
- Willingness to fight for resources
- Cohesiveness as a board
- Disinterest in the nitty-gritty
- Support and trust

(adapted from John Anderson)

Reaffirm Board Goals

- Review the Board's Goals and Objectives
- Build Consensus and Support for
 - The Board Chair
 - One Another
 - The Chancellor
- Monitor Progress
- Align Goals with Strategic Plan-Evaluate the Chancellor

Chinese ballet dancer:

<https://www.youtube.com/watch?v=4sMc-p19Flk>

REFLECTION/VIDEO

Team work:

<https://www.youtube.com/watch?v=zplUkMUvrW8>

1:22

<https://www.youtube.com/watch?v=K7agjXFFQJU>

What's the worst meeting you ever attended?

3:46

BREAK 3:00 - 3:15 PM



ACCT Governance Leadership Institute

Thursday, August 8, 2019 ~ 3:15 – 4:15



THE BOARD'S ROLE IN ACCREDITATION

Richard Winn, Ed.D., President, ACCJC

Accrediting Commission for Community & Junior Colleges
Western Association of Schools & Colleges



Why Accreditation Matters

- **Quality Assurance:** Verifying an effective learning experience and institutional stability to multiple stakeholders
 - Students and their families
 - Employers
 - Other higher education institutions for students' further study
 - Taxpayers and society as a whole
- **Quality Improvement:** Embedded processes for continuous reflection and improvement
 - Data-supported systems for self-analysis, targeted improvement, achievement
 - Ongoing curricular alignment with changing employer and societal needs



Why Accreditation Matters - 2

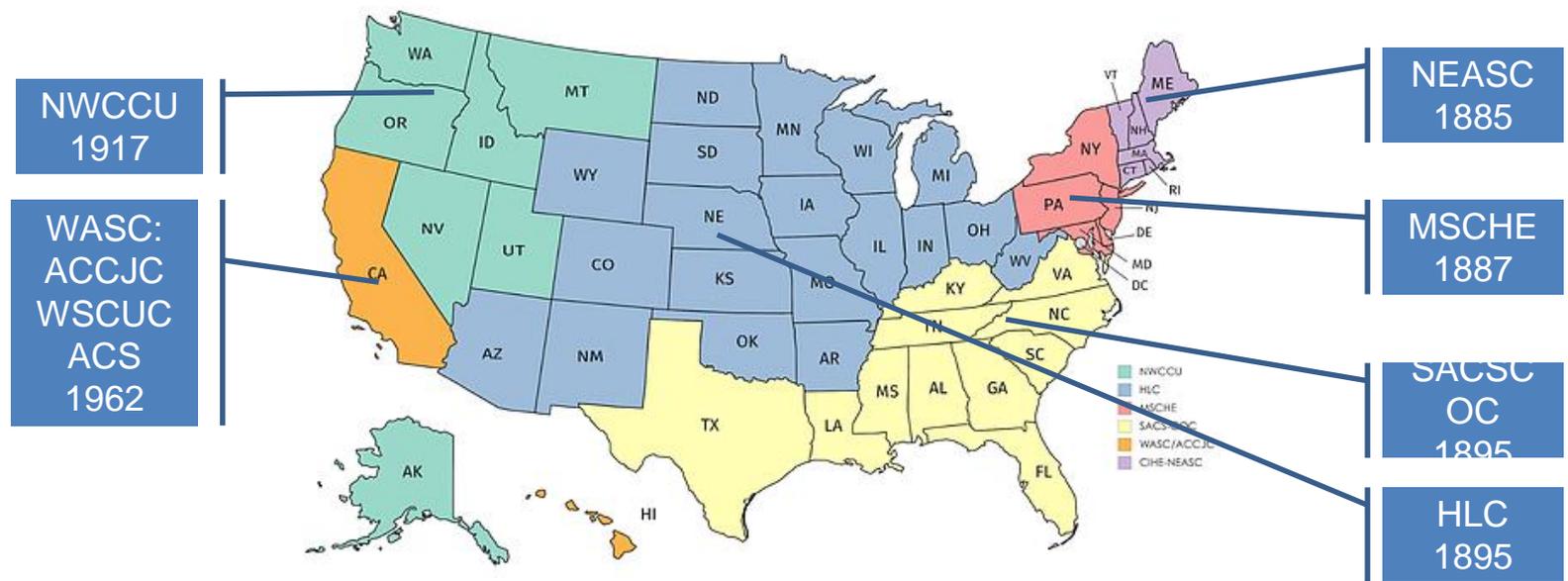
- **Access to Financial Aid:** Higher Education Act (HEA, 1965) looks to accreditors to verify trusted institutions
 - Federal Title IV aid (Pell, Perkins, other forms of student aid \$170B+ / year)
 - State-level aid
 - Institutional research grants, both governmental and private
- **Institutional Reputation:** A broadly beneficial endorsement of status
 - Recruiting students
 - Recruiting, retaining faculty, staff, administrators
 - Institutional accreditation: Criteria for programmatic accreditation
 - Philanthropy



Types of Accreditation

1. **Regional:** Accredite entire institutions within a defined geographical region
2. **National:** Accredite similar types of institutions (career, faith-based, for-profit) from any location in the nation
3. **Programmatic:** Accredite specific academic programs aligned with various professions (law, medicine, nursing, business, arts, etc.) 60+ recognized agencies

NOTE: Your institutions hold regional accreditation and may also hold several programmatic accreditations.



In 1885, there was no concept of a community college. By 1962, it was a defined and recognized sector. At that time, the Western Association of Schools and Colleges (WASC) defined agencies for three sectors: Senior Colleges & Universities (WSCUC); Community Colleges (ACCJC); and K-12 schools (ACS).



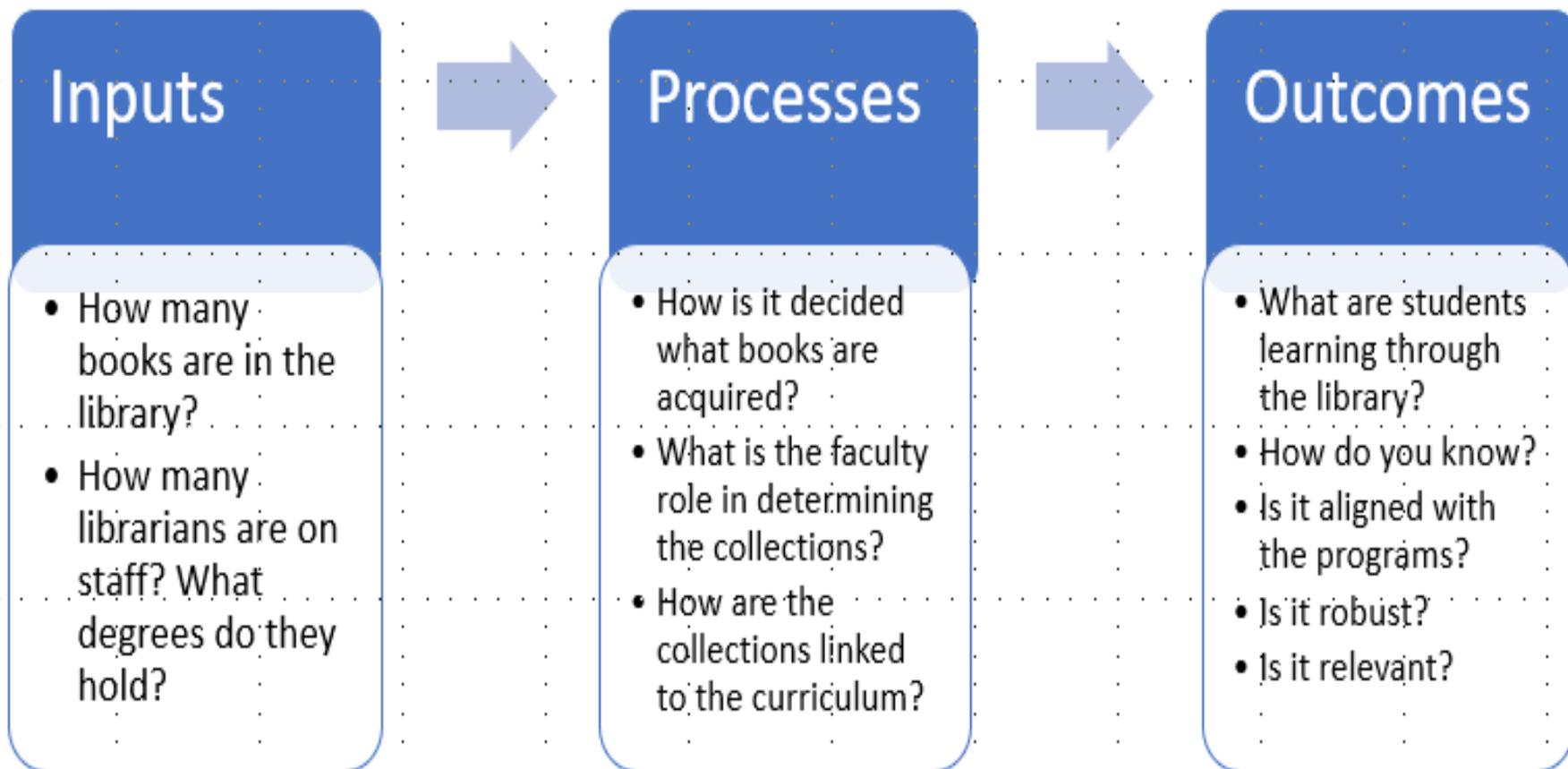
An overview of America's Community Colleges

- There are 944 public community or technical colleges in the US
- These are served by more than 7,000 citizen trustees
 - 36 states have local governing or advisory boards
 - 11 states have a state-wide governing or coordinating board; 7 of these also govern beyond their community colleges
 - In 6 states, a university board governs some or all of the community or technical colleges
 - 32 states have a combination of state and local governance
 - With more than 113 community colleges in 72 districts, California's colleges are governed by locally elected boards, ranging in size from 5 to 9 members

Accreditors have refined their focus . . .



An analogy: “Will that be on the test?”



Regarding those outcomes. . .

Outcomes

- What are students learning through the library?
 - How do you know?
 - Is it aligned with the programs?
 - Is it robust?
 - Is it relevant?
- The transition from “This is what I want to say” to “How do I know you have learned?” is a paradigm shift for some academics.
 - Large implications here for faculty development plans and resources to create a robust assessment infrastructure
 - Accreditors often have been the change-agent to encourage these developments, sometimes against resistance

Range of Accreditor Decisions for Your School

1. *Reaffirm* accreditation for ___ years
2. Reaffirm for shorter period, with follow-up report or visit
3. Issue a sanction for various levels of non-compliance, often in this order of severity:
 - a) **Warning** (with two year limit to establish compliance)
 - b) **Probation** (expression of serious concern about non-compliance and institutional capacity to address it)
 - c) **Show Cause** (accreditation will be withdrawn on a date certain unless institution can show cause why this should not happen)
4. Withdraw accreditation

Key Board Responsibilities	NEASC	MSCHE	SACSCOC	HLC	NWCCU	WSCUC	ACCJC
Review, approve mission; ensure adherence to and advancement of mission	X	X	X	X			X
Clear decision-making processes; described and published	X	X			X		
Appoint, review the CEO	X	X	X		X	X	X
Empower, support the CEO to implement policy, oversee operations	X	X			X		X
Engage in multi-year planning	X						
Conduct regular education, self-evaluation, improvement of board	X	X			X	X	X
Ensure adequate resources; fiscal stability	X	X	X	X		X	X
Ensure participation of appropriate constituencies	X			X	X		
Serve/reflect the public interest		X					X
Be independent from external or board minority influences; Primary loyalty to institution		X	X	X		X	X
Refrain from engaging in operations; clear delegation of authorities to CEO, staff, faculty		X	X	X			
Oversee policy and bylaw development	X	X		X	X	X	X
Ensure quality of teaching, learning, academic programs		X					
Set and comply with Conflict of Interest policies, code of ethics	X	X	X		X		X
Minimum number of Board members (5)			X		X		
CEO is not Board Chair			X				
Establish process for dismissing (or disciplining) board members for violations of codes			X				X
Define shared roles if within a system or district			X		X		X
Ensure that decisions reflect institutional priorities				X			
Ensure institution meets its legal, fiduciary obligations				X		X	X
Provide that faculty, staff, administration, students involved in setting academic standards				X			
Ensure compliance with accreditation standards, policies, eligibility requirements					X		X
Consider impact of collective bargaining, legislation, external mandates					X		
Act as "committee of the whole;" no single voices representing the board					X		X
Seek membership with diverse qualifications to meet needs						X	
Bylaws must specify roles and responsibilities of the board							X
Review key indicators of student success; support plans for quality improvement							X

NOTES:

- Regional agencies vary in the level of detail they use to enumerate good practice in board governance.
- Agencies also publish guides and policies and provide training to clarify board roles and responsibilities.

This table is available as a handout.



Seven Board Roles to Ensure Educational Quality

1. Develop board capacity for ensuring educational quality.
2. Ensure that policies and practices promote educational quality.
3. Ensure that learning is assessed, data are used, and improvements tracked.
4. Approve and monitor necessary financial resources.
5. Develop an understanding of academic programs.
6. Focus on the total educational experience.
7. Understand accreditation.



Depending on the nature of the institution, board members are either elected in a local election, appointed by an oversight body, or recruited and vetted by the existing board through a board development committee.

Elected trustees have secured their position by garnering the support of a constituency that is often defined by a geographical region, by interested organizations, or both. Trustees, once elected, must ensure their allegiance is to the college and not to any constituent person or organization.

Trustees do not *represent* specific constituencies in the sense of taking board actions in favor of their interests. Elected trustees are expected to bring to board deliberations a broad understanding of the college's role in serving their entire region and its multiple stakeholders.

There must be no implied obligation for a trustee to serve the interests of a specific constituency over the interests of the broad mission of the college.
– ACCJC *Guide to Accreditation for Governing Boards*, p. 7

Common areas of Board concern by accreditors:

- Balancing the budget, especially during an economic downturn
 - Catering to an agenda of the electoral base
 - “Kicking the can down the road” to a later era, to a subsequent board
- Intruding into daily operations
 - Assuming students and faculty are “my constituency” to be heard directly
 - Not trusting the CEO to manage, or empowering her to do so
- Neglecting integrated planning
 - Not linking budget to student achievement initiatives and strategic goals
 - Failure to obtain and use appropriate data
 - Using a top-down, non-inclusive approach; little or no “buy-in” on campus



Areas of Board Concern – 2:

- High rates of executive turn-over, with loss of continuity, history
 - Failure to create a supportive, collaborative relationship with the CEO
 - Not holding a CEO accountable for meeting accreditation standards
 - CEO evaluations: Too little, too late; punitive versus formative
- Internal Board conflicts: factions, media leaks, COI breaches
 - Inability to come together quickly to take urgent, well-considered actions
 - Loss of governance credibility among internal and external stakeholders
- Neglecting student success
 - Lack of an embedded CQI process around student achievement
 - Failure to track key trends and indicators, using data to target initiatives



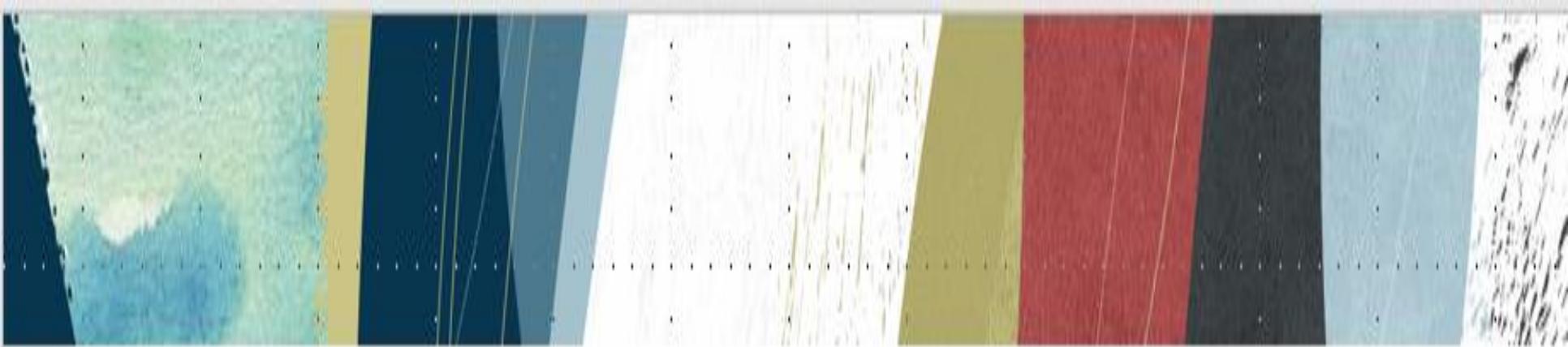
Areas of Board Concern – 3

- Ignoring prior recommendations by accreditors
 - The federal two-year rule: “two years to comply or terminate”
 - It’s unwise to appear indifferent to your accreditor
- For colleges in a system or district . . .
 - Lack of clear delineation of roles, responsibilities between system and college
 - Accreditors don’t accredit systems; yet system actions can hurt their colleges



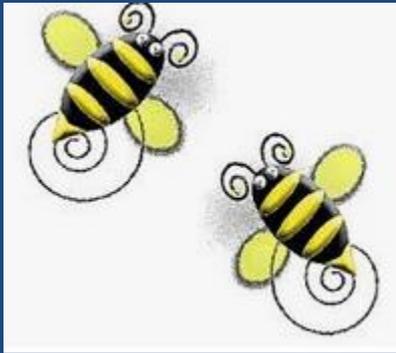
Framing the conversation:

- Imagine that your college receives a sanction (Warning; Probation; Show Cause) from its accrediting agency . . .
 - As a trustee, would you have some awareness that this was coming?
 - Would you seek to blame for this outcome? Who?
 - Do you know when your college is scheduled for its next comprehensive accreditation review?
 - As a trustee, what are you expected to know, or insisting on knowing, as your college comes up for its next review?
- If an accreditation team were to commend some key aspect of your institution's operations or outcomes, what might that be?



Thank you for your service to our
great colleges!

Richard Winn
rwinn@accjc.org



BOARD "BUZZ" WORDS

Group Exercise (& Prizes)



NETWORKING

**HAPPY
HOUR**





**NEW
TRUSTEES**



**August 8-10, 2019
Washington, DC**

DAY 2 Friday





BOARD ETHICS

Jeff Advokat, Trustee, County College of Morris, NJ

Goal:

To understand the trustees' role as a public official and uphold standards of excellence, accountability and responsibility.

Ethical Governance



Ethical governance

What are “Ethics”?

- Being able to determine what is right/wrong or good/bad
- Committing to doing what is right and good
- What is right and wrong as an Individual may be different in the context of serving on the Board. Limitations are imposed on the individual to ensure the “Greater Good”

Why ETHICAL Governance?

LEGAL

MORAL

ETHICAL

The title of “trustee” assumes a moral, ethical, and legal obligation to fulfill a duty to protect the community college district and serve the public good. ..to do what is legal and ethical to ensure the success of the institution in meeting the needs of students and the community.

Cindra J. Smith

How to do ETHICAL Governance?

Bylaws.

Code of Ethics.

Avoid Conflict
of Interest.

Open and
Public Meetings.

Practice
impartiality &
Fairness.

Avoid Personal
Gain or Favoritism.

Use due
process.

Set an
example.

Avoid appearance of
impropriety.

Practice Civility
and Courtesy.

ACCT Guide
to Ethical
Governance*.

Avoid
personal use
of public
resources.

* On ACCT website

Code of Ethical Conduct



I recognize that governing authority rests with the entire Board, not with me as an individual. I will give appropriate support to all policies and actions taken by the Board at official meetings.



I recognize that the Chancellor is the Trustees' sole employee; I pledge to work with the Chancellor in gathering any information from staff directly that is not contained in the public record.



I will consider all relevant facts and perspectives in making decisions.



I will participate in the development of policy and the approval of strategy for the District and respect the delegation of authority to the Chancellor and Presidents to administer the institution. I will avoid involvement in day-to-day operations.



I will maintain confidentiality about issues discussed in Closed Session.

ACCT Code of Ethics

As a governing board member, I am responsible to:

1. devote time, thought and study to the duties and responsibilities of a community college board member, so that I may render effective and creditable service;
2. work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debates of points of issue;
3. base my personal decision upon all available facts in each situation; vote my honest conviction in every case, unswayed by partisan bias of any kind; and abide by and uphold the final majority decision to the board;
4. remember at all times that as an individual I have no legal authority outside the meetings of the board, and to conduct my relationships with the community college staff, the local citizenry, and all media of the community on the basis of this fact;
5. resist every temptation and outside pressure to use my position as a community college board member to benefit myself or any other individual or agency apart from the total interest of the community college district;

ACCT Code of Ethics (continued)

As a governing board member, I am responsible to:

6. recognize that it is as important for the board to understand and evaluate the educational program of the community college as it is to plan for the business of college operation;
7. bear in mind under all circumstances that the primary function of the board is to establish the policies by which the community college is to be administered;
8. welcome and encourage active cooperation by citizens, organizations, and the media of communication in the district with respect to establishing policy on current college operations and proposed future developments;
9. support the state and national community college trustees associations;
10. finally, strive step by step toward ideal conditions for the most effective community college board service to my community, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and the perpetuation of our representative democracy.

TRUSTEE CODE OF ETHICS

Governing boards function better when the ethical standards for trustee behavior are clear. ACCT recommends that boards explore and adopt a set of standards, often called a “code of ethics” or “standards for good practice.” In fact some regional accrediting commissions for community colleges require that boards have a code of ethics or similar statement.

See: <https://www.acct.org/page/guide-ethical-governance>

Scenarios - Nepotism

- **A significant funder is threatening to stop contributing to a nonprofit organization unless given a board seat. What should the board do?**
 - Policy 4.0:
 - Continual board development will include orientation of new board members in the board's Governance Process (4.1.4).
 - The board acts as an informed agent of the ownership (4.2).
 - **Board members' loyalty to the ownership must be un-conflicted by any personal interest as a consumer (4.5.1)**
- **What action, if any, should the board or board member now take?**
 - The funder has already demonstrated strong commitment to the organization's ends. He or she should be informed of the board's policies and expectations especially the requirements that board members must act in the interests of the owners and that no individual board member has authority over the organization.
 - If the individual commits to contributing to the board's governance as indicated, his or her candidacy should receive due consideration for nomination as determined in the bylaws.
 - (Note that whereas funders are owners in for-profit corporations, they are not necessarily owners in nonprofit organizations.)
 - .

To accept or not?

When evaluating whether you can accept a gift or thing of value, you must consider both:

- The **source** of the gift
- The **nature** of the gift



What are Core Ethical Values?

Two perspectives:

1. Public Service Ethics
2. “Pillars of Character”

Why should the board follow a code of ethics?

- Public expectation of high standards
- Codes or standards define specific expectations
- Requirement of some regional accrediting commissions
- Development of standards is a strengthening exercise for the entire board
- Good guides to inform and build decision-making



NOTE: Do not assume because it is legal it is ethical

Gift Scenario:

CEO of a construction firm has just been issued a contract for work at the institution approved by the Board. The CEO explains that he knows they are uncompensated for their work and would like to give each Trustee a gift card as a token of his appreciation for all they do.

What should the board do?

The board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as board members (Policy 2.30).

Board members must avoid conflict of interest with respect to their fiduciary responsibility (Policy 2.32).

Supplemental Compensation

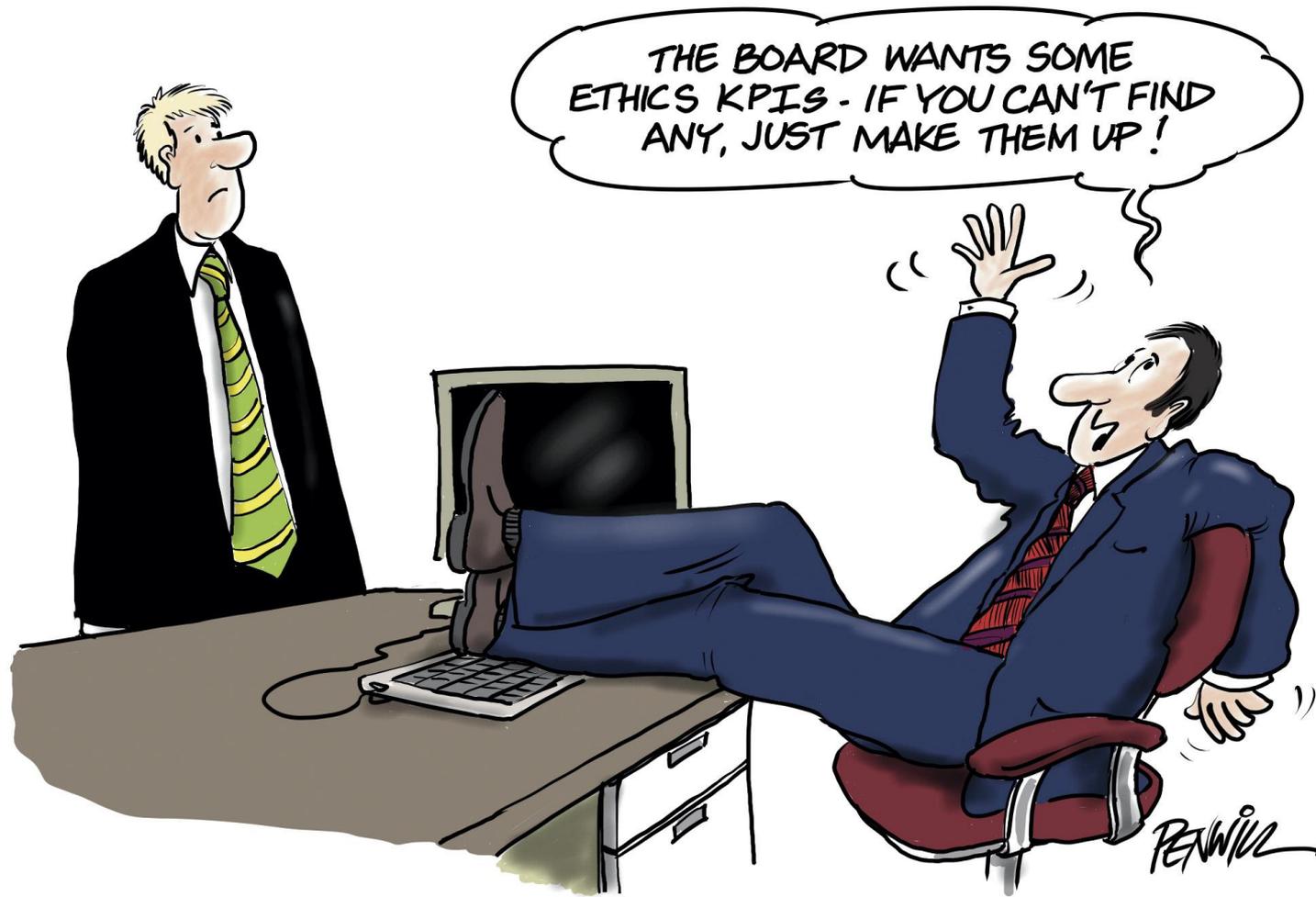
A Trustee of a state institution is prohibited from soliciting or accepting compensation for the performance of his public duties.

Private parties are likewise prohibited from offering or giving supplemental compensation to trustees.



WHAT ARE YOUR ETHICAL CONCERNS?

Open Discussion



THE BOARD WANTS SOME
ETHICS KPIS - IF YOU CAN'T FIND
ANY, JUST MAKE THEM UP!

PENWILL

What happens when boards or trustees behave unethically?

Damage to the college in terms of:

- Reputation
- Financially
- Time wasted
- Legal involvement



Characteristics of a Great Board

- ✓ **Clear board goals and values**

“How do students benefit from this decision?”

- ✓ **Common voice to key questions**

Why do we care? Why do we exist? What is our dream? How do we behave? What are we willing to risk?

- ✓ **Live by a strong *Code of Ethics***

- ✓ **Clear role of board chairperson & strong board/president relationship**

- ✓ **Clear role of individual trustees**

- ✓ **Participate in professional development**

Conflicts of interest & Special Interests



Defining Conflict of Interest

Conflict of interest is:

A personal interest that might impair or reasonably appear to impair a board member's independent, unbiased judgment in the discharge of his or her responsibilities to the institution.

- Association of Governing Boards

More than just Financial...

- While financial conflicts in which a board member gains or appears to gain from business conducted with the institution may be the most common, a board should not confine its conflict of interest policy to financial conflicts.

Consider:

- If a board member advances an initiative that is incompatible with the board member's fiduciary duty to the college
- If a board member achieves personal gain for themselves, friends or associates, by apparent use of the board member's role at the institution.

Perceived Conflict of Interest

A situation in which a reasonable individual would think that one's judgment is likely to be compromised.

- American Society of Association Executives

Potential Conflict of Interest

A situation that may develop into an actual conflict.

- American Society of Association Executives

NOTE:

The existence of a conflict is not in and of itself evidence of wrongdoing by a Trustee.



Case Studies – involving ethics

BOARD ETHICS QUIZ

Board
Ethics Test

BREAK

10:00 -10:15 AM



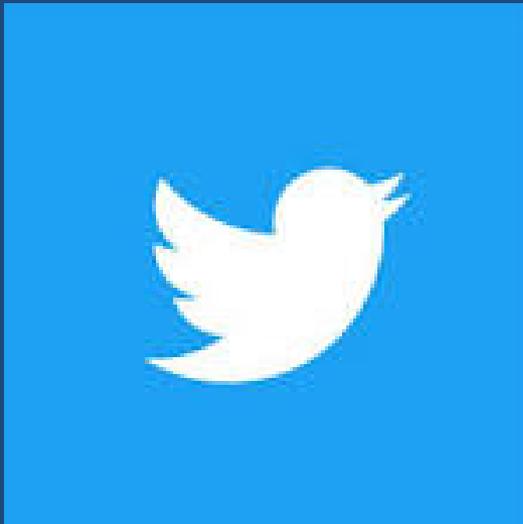
BOARDS' ROLES IN ADVOCACY: A NATIONAL OVERVIEW



Casey K. Sacks, Ph.D.

**Deputy Assistant Secretary for Community
Colleges**

**Office of Career, Technical, and Adult Education
U.S. Department of Education**



@SacksCasey

#ACCT

#ACCTGLI

IDENTIFY TOP PRIORITIES

Brainstorm

Write down

1. A **local** issue that impacts your college
2. A **state** issue that impacts your college
3. A **national** issue that impacts your college

UNDERSTAND BOTH
SIDES OF THE ISSUE

Scenario

Pell for short term training programs

DEVELOP A
REGIONAL OR
STATEWIDE
STRATEGY

Brainstorm

- Who are the other partners you should have at the table?
- What is the big-picture story you are all telling?
- Why do your policy makers want to support you?

TELL COMPELLING STORIES

Table discussion: What goals and activities are happening in your state and region to help connect people to the skills they need for the jobs in your community?

USE DATA

Brainstorm

- What does your College Scorecard data tell you?
- How do you explain low completion rates?
- What other sources of information do you need to tell your story?

THANK YOU

COMMUNITY COLLEGE FEDERAL LEGISLATIVE PRIORITIES



Jee Hang Lee

ACCT VP for Public Policy and External Relations

FEDERAL PRIORITY AREAS

- Strengthen Pell Grants
- Invest in Education and Workforce Development
- Reauthorize the Higher Education Act
- Support Dreamers

Strengthen pell grants

Short-Term Pell Grants

- Community colleges offer many short-term, workforce-oriented programs that do not currently qualify for Pell Grants because they are below 600 clock hours (or 15 weeks) in length.
- Short-term training programs offer opportunities for students to quickly increase their skill level and earning potential.
- Lowering the threshold for Pell Grant eligibility to 150 clock hours will enable more individuals to access training programs for jobs in high-need fields.
- The bipartisan JOBS Act (S. 839 and H.R. 3497) recognizes the need in this area by establishing Pell Grant eligibility for short-term programs.

Strengthen pell grants

Increase the Pell Grant Maximum Award

- Increase the Pell Grant maximum award by indexing it to inflation.
- Pell Grants assist low-income students with tuition and fee payments and also cover other expenses of the full cost of attendance. Increasing the maximum award reduces the need for student borrowing.
- Raising the maximum award level also increases the minimum award level, thereby expanding the number of students who receive a Pell Grant.

Strengthen pell grants

Second Chance Pell Grants

- Since 1994 incarcerated individuals who would otherwise be eligible to receive Pell Grants to cover tuition, fees, and course materials have been barred from receiving assistance.
- Overturning the ban on Pell for incarcerated individuals will increase their likelihood of securing employment upon release, thereby reducing recidivism.
- Currently, the U.S. Department of Education is operating an experimental sites initiative permitting 67 colleges the ability to offer Pell Grants to incarcerated individuals seeking a postsecondary credential.
- ACCT has endorsed the REAL Act, S. 1074 and H.R. 2168.

INVEST IN EDUCATION AND WORKFORCE DEVELOPMENT

Provide Sufficient Funding For Higher Education And Workforce Development

- Congress recently passed a new budget deal for fiscal years 2020 and 2021. The new budget increases the overall non-defense discretionary (NDD) spending cap in FY 2020 by \$27 billion.

Support Student Access and Success

- Strengthen the Pell Grant program by providing additional aid to students and provide additional funding for the Supplemental Educational Opportunity Grants (SEOG), Federal Work-Study, TRIO, GEAR UP, the Child Care Access Means Parents in School (CCAMPIS) programs.

INVEST IN EDUCATION AND WORKFORCE DEVELOPMENT

Strengthen Under-Resourced Institutions

- Increase current funding for institutional aid programs, including: Title III-A Strengthening Institutions Program; Strengthening Historically Black Colleges and Universities; the Developing Hispanic-Serving Institutions programs; and other programs serving traditionally underrepresented populations.

Bolster Job Training And Career And Technical Education

- Increase funding for Perkins Career and Technical Education (CTE) programs, Adult Basic and Literacy Education state grants, state grants under the Workforce Innovation and Opportunity Act (WIOA), and NSF's Advanced Technological Education (ATE) program to support needs in these areas.

Reauthorize the Higher Education Act

Oppose New Risk Sharing Penalties

- Risk sharing unfairly penalizes institutions that serve high percentages of academically at-risk students.
- Community colleges administer federal programs but cannot guarantee all related outcomes.
 - For example, institutions cannot control who receives student loans and do not collect them, so holding them responsible for student loan repayments is not reasonable.
- Community colleges currently engage in “risk sharing” through the existence of state and local financial support. This funding exceeds 50% of annual revenues.
- Community colleges simply do not have the resources to absorb financial penalties. Risk sharing would almost inevitably result in either increased student costs or reduced educational services.

Reauthorize the Higher Education Act

Reduce Debt For Community College Students

- Maintain subsidized federal loans for low-income students.
- Reform allocation formulas for Federal Work-Study and Supplemental Educational Opportunity Grants to ensure that needy students at all institutions have equitable access to funds.

Enhance Transparency And Data

- Create a national student unit record data system to track completion and earnings.
- An effectively implemented unit record data system would reduce administrative costs and produce more relevant and comprehensive data than are currently being generated.

Support Dreamers

Assist Students Impacted by The DACA Rescission

- Enact the Dream Act to provide Dreamers with permanent legal status.
- The Dream Act provides a path to citizenship for undocumented young people, including the thousands of students who are currently enrolled in the Deferred Action for Childhood Arrivals (DACA) program.
- The administration's DACA rescission, which has been blocked by federal courts, leaves thousands of young people, including many students, in a precarious status.
 - Current recipients of DACA may still renew their status under direction of the court.
 - The Supreme Court will hear the DACA case this fall with a decision expected in first half of 2020.

Q & A



Kai Drekmeier, President % Co-Founder

insidetrack,

Leading and Strengthening Student Support Through an Equity Lens

Association of Community College Trustees
Washington D.C., August 2019
kai@insidetrack.com



What I Hope to Convey Today:

- Gratitude for the Important Endeavor You Have Undertaken
- The Progress We Must Make (and Can Make) on Social Mobility
- **The Power of Well Designed and Properly Executed *Holistic* Student Support to Drive Equitable Outcomes**
- Reinforcement of the Equity Action Agenda

What We're All Working Toward

“The heart of a vibrant democracy is educated, engaged citizens who are able to make choices for themselves, their families, their communities, and their country. In this respect, the success of American postsecondary education is critical to the success of American democracy.”

Charles Kolb

Former President, Committee for Economic Development

... And We Must Address Racial Equity

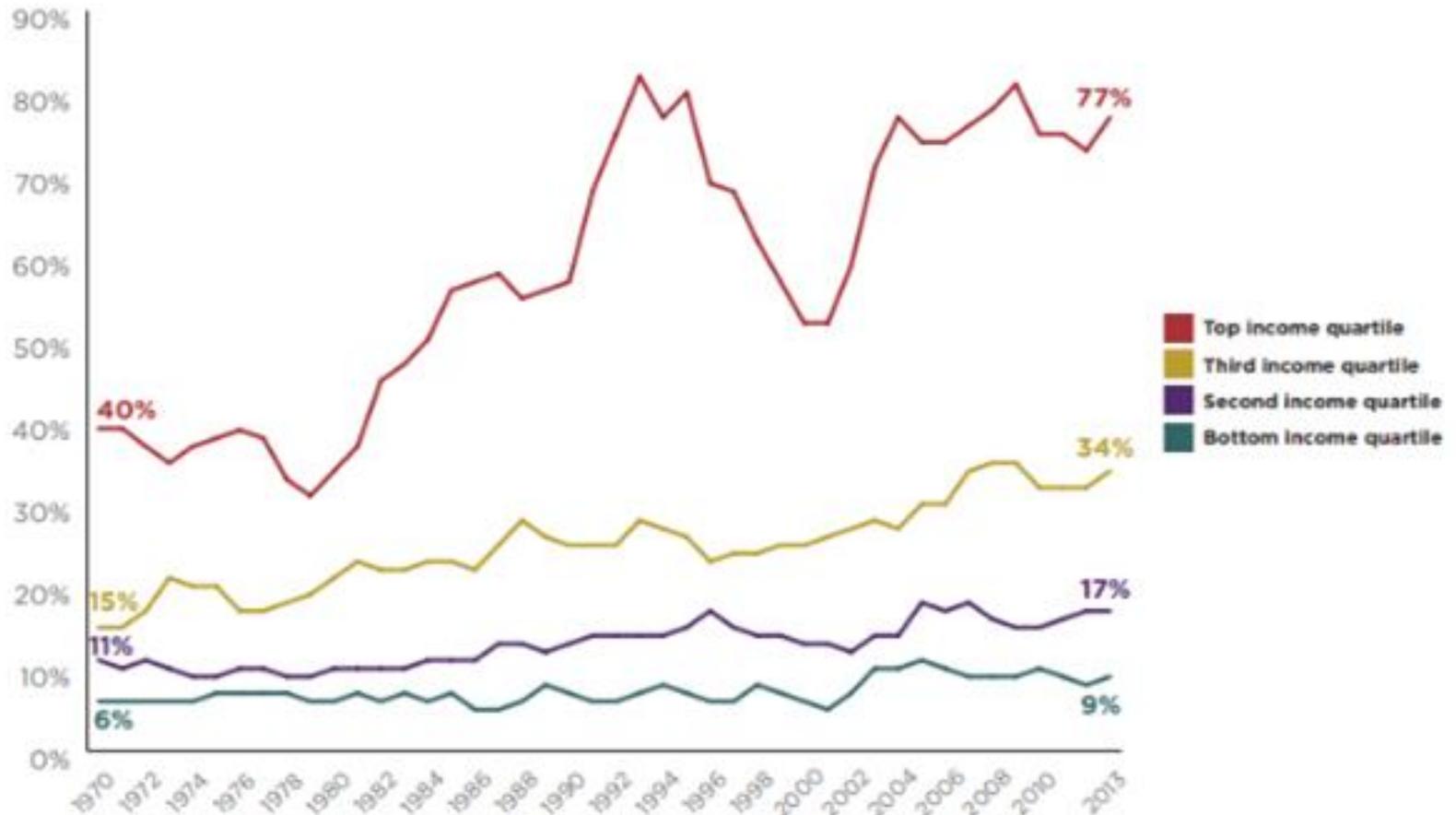
“Race matters. Race matters in part because of the long history of racial minorities being denied access to the political process...Race also matters because of persistent racial inequality in society – inequality that cannot be ignored and that has produced stark socioeconomic disparities...This refusal to accept the stark reality that race matters is regrettable. The way to stop discrimination on the basis of race is to speak openly and candidly on the subject of race...”

Honorable Sonia Sotomayor (2014)

Current Backdrop - Income Disparities

Higher-income students are more likely to earn degrees

BACHELOR'S DEGREE ATTAINMENT BY AGE TWENTY-FOUR FOR DEPENDENT FAMILY MEMBERS BY FAMILY INCOME QUARTILE





Current Backdrop: Gaps in Degree Attainment by Race

**31% of Black Adults and 47% of White Adults
Have a College Degree or Higher**

**23% of Latino Adults and 47% of White Adults
Have a College Degree or Higher**

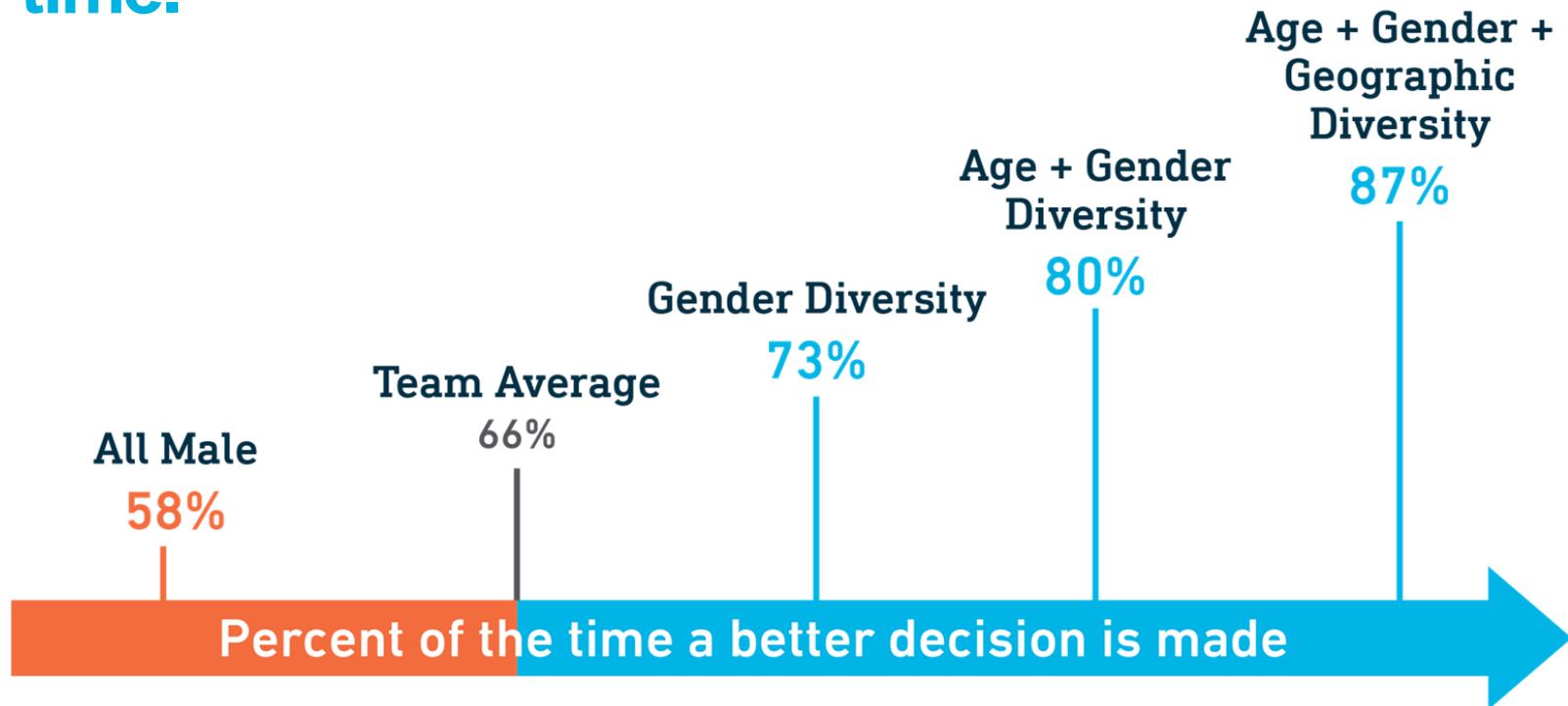
Why Change? Why Advocate for and Foster Social Mobility and Racial Equity?

Social Justice

Workforce Development and Economic Sustainability

We Can Benefit from the Power of Diversity.

Diverse teams are more successful and make better decisions up to **87% of the time.**



The Diversity Bonus: $1+1 = 3$



Let's Ask

How are your student services set up to support Social Mobility? Alternatively, how are they maintaining the status quo?

How can your institutions leverage coaching and holistic advising to support diverse student populations and increase equity?

Good News: There is Significant Evidence that Holistic Advising can Drive Student Outcomes

- **The CUNY ASAP Program** combined intensive, weekly coaching with a full-time status requirement, structured academic plans, financial and commute support, and more to improve completion rates by more than 20 percentage points.
- **Georgia State University** has improved graduation rates by more than 20 percentage points and has eliminated the equity gap by implementing multiple improvements to their student support systems, including improved advising ratios, providing microgrants and extensive data analysis.
- **InsideTrack** has consistently demonstrated improved first year retention and graduation rates of 5 - 15 percentage points by providing coaching to first year students.

What Steps Can You Advocate for Now?

- **Actively foster an environment that is inclusive, celebrates differences and diversity and works to reduce and eliminate explicit and implicit racial aggressions and racial microaggressions**
- **Provide training and professional development for faculty and staff**
- **Increase the level of direct support and holistic advising for all students, particularly for historically underserved students**

Holistic Advising: From a Student Perspective, What Are We Working to Achieve?

What do students need to be successful?

- Sense of purpose
- Clear academic roadmaps
- Embrace of self-reflection and improvement
- Clear plans, action and follow through
- Confidence and a sense of belonging
- Proactive risk management

Great advising can positively impact all of the above

What do we mean by Holistic Advising?

Moving beyond course and program selection

Developing and empowering the whole student (personal, professional, soft skills and coping strategies, self-efficacy and cultural capital)

Providing broad wraparound support for students, addressing all areas of challenge and “risk”

Strengthening motivation by helping students develop a sense of purpose, clear intentions and increased tenacity



Key Elements of Effective Holistic Advising

Defining and managing the student journey:

What experiences would we like each student to have?

What issues and challenges do our students face that we need to address?

What knowledge, skills, attitudes and beliefs would we like them to have?

Designing the organization around supporting success: putting the student at the **center** and promoting (tolerating?) organizational and role changes that ensure **integration** and allow for continuous improvement.

Creating the bandwidth for adequate support: embracing some level of case management or roster management and ensuring that ratios are practical.

Having a well defined engagement model: well defined best practices for supporting and advancing students

Honoring the work of Advisors and Coaches with training and support: professionalizing the work by defining success and building a career path that helps people strive and thrive

Integrating technology appropriately in the support process: multi-channel communication, predictive analytics and early alerts

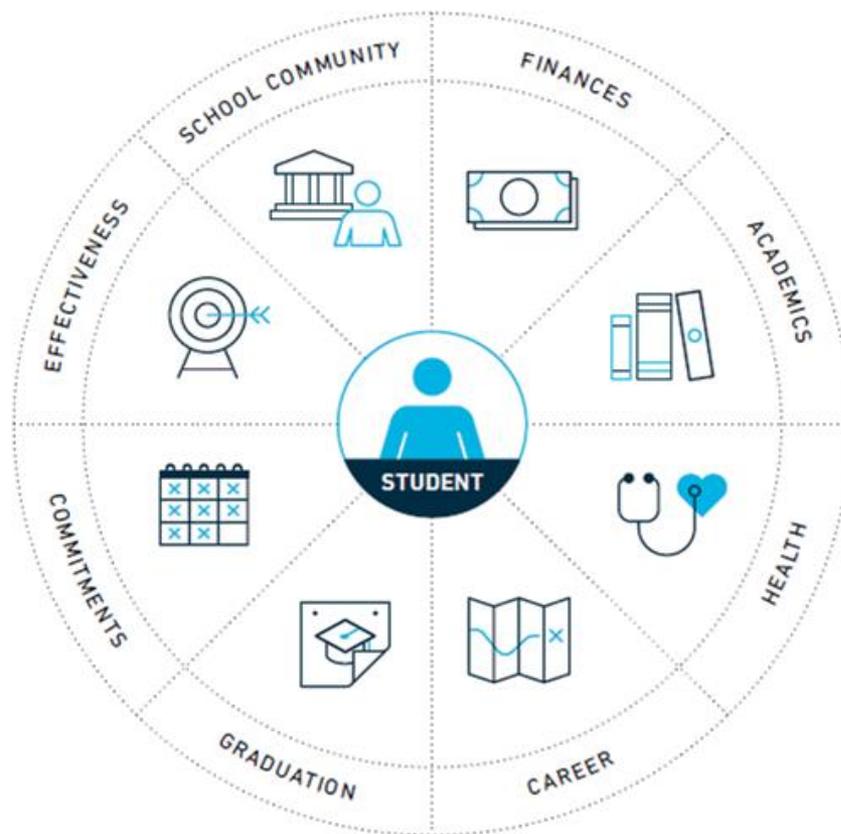
Proactive outreach: if you build it, they still won't come. Proactive outreach is critical.

Capturing the voice of the student: aggregating student challenges and issues and identifying opportunities for institutional change/improvement

insidetrack,

Coaching and Holistic Advising: What Are the Core Components?

Staff focus holistically on all areas that impact student success.



Focus on the student's abilities and mindset

Coaching and holistic advising support development of specific knowledge, skills, attitudes and beliefs for success in college and beyond

KNOWLEDGE, SKILLS, ATTITUDES AND BELIEFS



STUDENT BELIEFS

I BELONG HERE MY EFFORTS PAY OFF
I CAN LEARN AND IMPROVE "PEOPLE LIKE ME" CAN ACHIEVE THIS GOAL
COLLEGE IS WORTHWHILE

There are tangible steps that staff and faculty can take to support students.



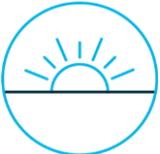
Building Relationships: Staff get to know students as individual, demonstrates care, respect, and curiosity, and makes their role in supporting the student clear



Assessing: Staff develop holistic understanding of students' goals and situation, evaluates current factors impacting student, and prioritizes what to address during coaching time



Advancing: Staff collaborate with students to identify actions that will support the student's progress in overcoming obstacles and achieving goals



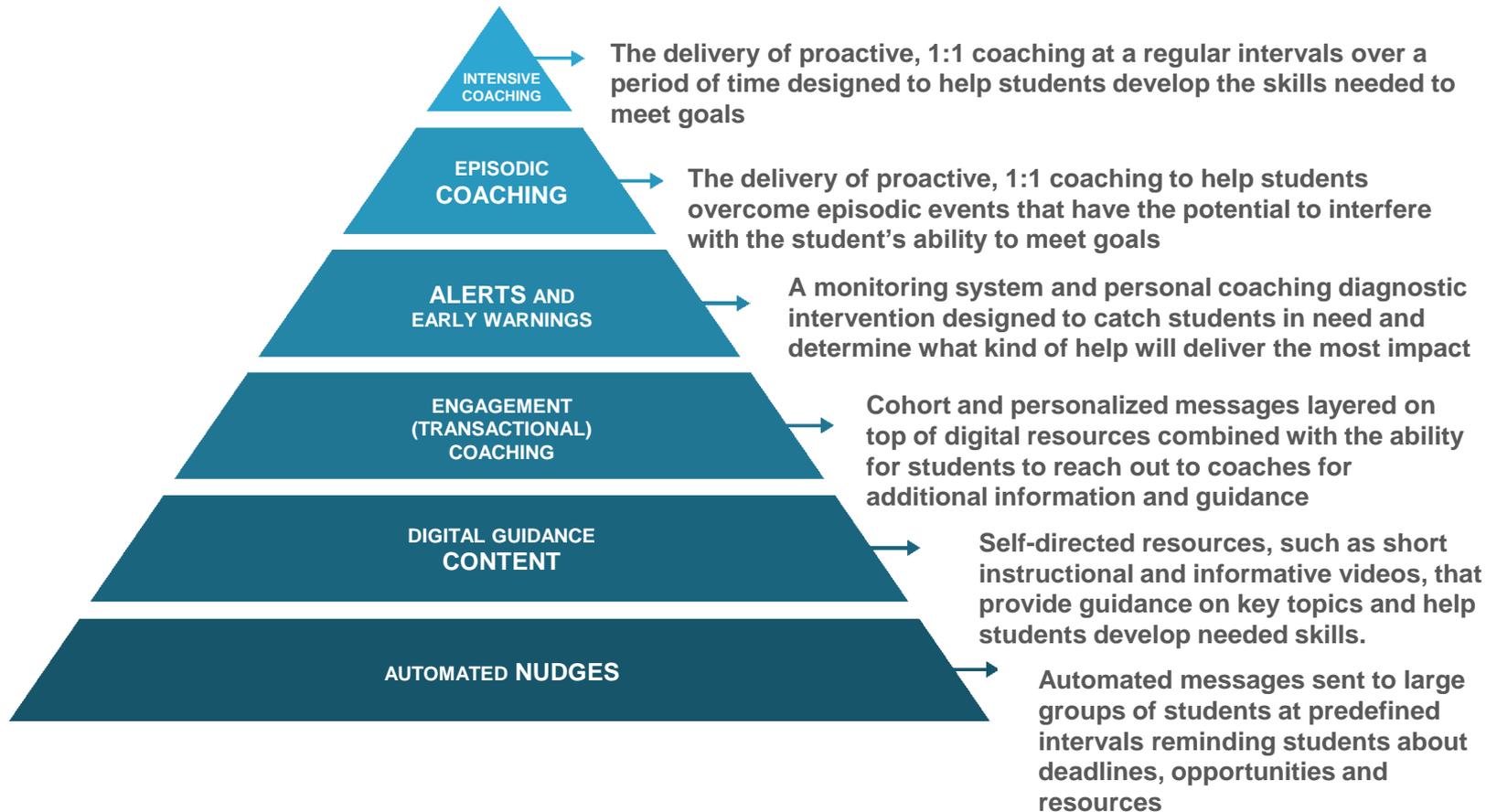
Building Motivation: Staff ask students to connect their current actions, perspectives, and efforts to their values and/or goals, and strategizes with the student how they can maintain motivation



Strategizing: Staff make decisions about when to work with which students, at what frequency, and with what approach in order to best serve their overall roster of students

Technology allows coaching and holistic advising to happen at scale, even with limited staff bandwidth.

Coaching is not confined 1:1 meetings and can take various forms.



Tailoring student support at scale increases equity and provides a better experience for all



Use mobile-based channels (text and chat)



Offer multimedia asynchronous experiences



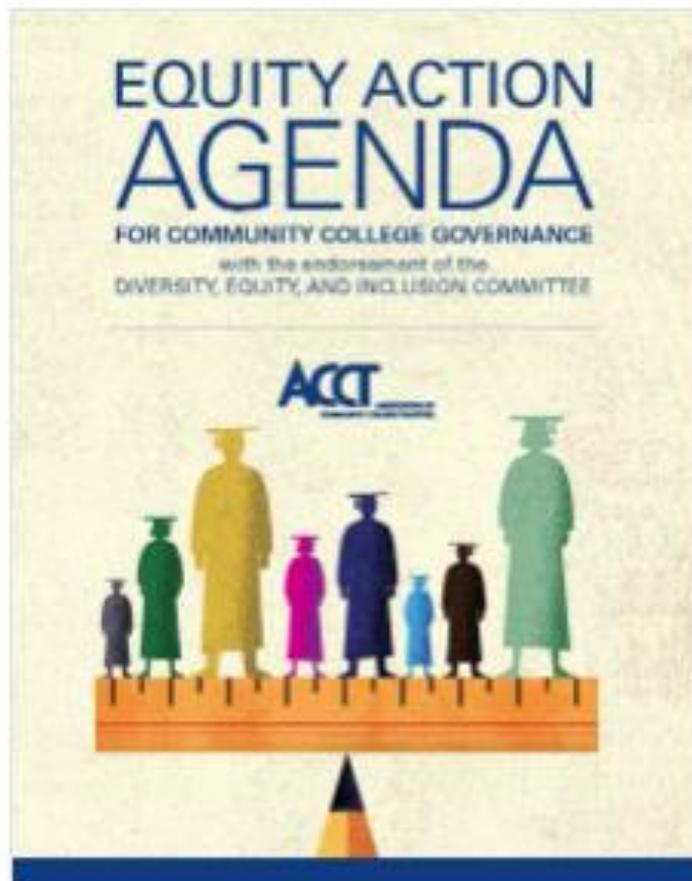
Utilize short, closed captioned videos



Upskill an existing workforce



Ask experts to review communications



Equity Action Agenda for Community College Governance (2018)

ACCT's **Equity Action Agenda for Community College Governance** is a guide based on the responsibilities of community college trustees and the college's leadership to promote policies that support access, affordability, equity and completion for all community college students. College diversity, equity, and inclusivity policies facilitate academic progress and economic and social mobility for all.

The Equity Action Agenda

Equity in higher education refers to creating opportunities for equal access and success among historically underrepresented student populations to ensure:



Proportional participation occurs at all levels of an institution;



Adequate resources are directed at closing equity gaps (**resource equity**); and



Institutional leadership and willingness to address diversity, equity, and inclusivity issues are prioritized.

Educational equity depends on fairness and inclusion in the educational system and includes equity in various categories: socio-economic, racial, gender, and ability, among others. Institutions of higher education have an imperative to avoid discrimination based on these qualities and to support disadvantaged students whether the issues are income and class, race, gender, ability, or other factors. Inclusive, equitable, and diverse environments are essential for all students to succeed.

As a Trustee, You'll Have to Assess Where to Focus Your Efforts to Create Change

When you create:

You hear:

A

Awareness → "I understand why..."

D

Desire → "I have decided to..."

K

Knowledge → "I know how to..."

A

Ability → "I am able to..."

R

Reinforcement → "I will continue to..."

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Q & A

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Appendix

insidetrack

InsideTrack is passionate about student success. We partner with colleges and universities to generate insights about student goals and challenges and measurably improve outcomes. Our partners create a more student-centered experience that increases enrollment, persistence, completion and career readiness. We've supported more than 2 million students since 2001 and currently serve over 4,000 programs.

InsideTrack At-A-Glance

- Founded in 2001
- 320 Employees
- HQ in Portland, office in Nashville

InsideTrack delivers meaningful results across the student lifecycle:



+10-15%

Higher Enrollment
Enrollment Coaching for
Prospective Students



+15%

**Higher Retention /
Graduation Rate**
Success Coaching for
Enrolled Students



**Improved
Career Readiness**
Career Coaching for
Graduating Students

We Are Driven by Our Values

Abiding optimism in human potential

We believe in the innate potential of individuals and organizations, their ability to realize that potential and our ability to support them in doing so.

Open and transparent integrity

We demonstrate honesty, professionalism and excellence, as individuals and as an organization, in how we conduct our business, evaluate our impact and interact with internal and external stakeholders.

Dedicated to sustainable impact

We pursue sustainable impact through continuous innovation, individual empowerment, fiscal responsibility and accountability for performance.

We Offer Scalable Solutions That Drive Higher Ed Success.



Coaching Programs

InsideTrack Coaching Programs are designed to improve enrollment, persistence, completion and career readiness. Adaptive and technology-enabled, these programs scale to meet the needs of each student and institution.

Our highly skilled coaches use our proprietary Coaching Methodologies and uCoach® Technology and Analytics Platform to meaningfully engage with students.



Capacity Building

InsideTrack Capacity Building is a comprehensive, adaptive process for building and optimizing student support functions that combines InsideTrack's Coaching Programs, our uCoach® Technology and Analytics Platform, and Training and Consulting.

Through support with hiring, training, quality assurance, pedagogy, data analysis and technology, we empower you to deliver cost-effective, personalized support to every student.



Training & Consulting

InsideTrack's adaptive, project-based Training and Consulting services support institutions in measurably improving student success. They include assessments, training, strategic planning, secret shopping and more.

Using insights gained from working with every type of student and institution, we facilitate a deeper understanding of the student experience, competitive landscape and capability gaps.

Our **uCoach Technology and Analytics Platform** provides a strong foundation for our entire solution line.

insidetrack,

We Are Passionate About Student Success

...and we know you are, too.

*Join us and the leading institutions,
foundations and others working to bring the
transformative power of education to all individuals.*

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A member of the nonprofit Strada Education Network

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 linkedin.com/company/insidetrack

NETWORKING LUNCH





Diversity & Demographic Trends

Mark Lopez, Director, Global Migration & Demography,



Pew Research Center

- *U.S. Community Colleges*

Diversity and Demographic Trends

Mark Hugo Lopez

- *Director of Global Migration and Demography*

PewResearchCenter

• Pew Research Center is a nonpartisan fact tank that informs the public about the issues, attitudes and trends shaping America and the world. We conduct public opinion polling, demographic research, content analysis and other data-driven social science research. We do not take policy positions. All of our research is available at www.pewresearch.org. We are a subsidiary of The Pew Charitable Trusts, our primary funder.

• Major research areas:

- U.S. politics and policy
- Journalism and media
- Internet, science and technology
- Religion and public life
- Global migration and demography/Hispanic trends
- Global attitudes and trends
- Social and demographic trends
- Research methodology

• Follow us on Twitter at:

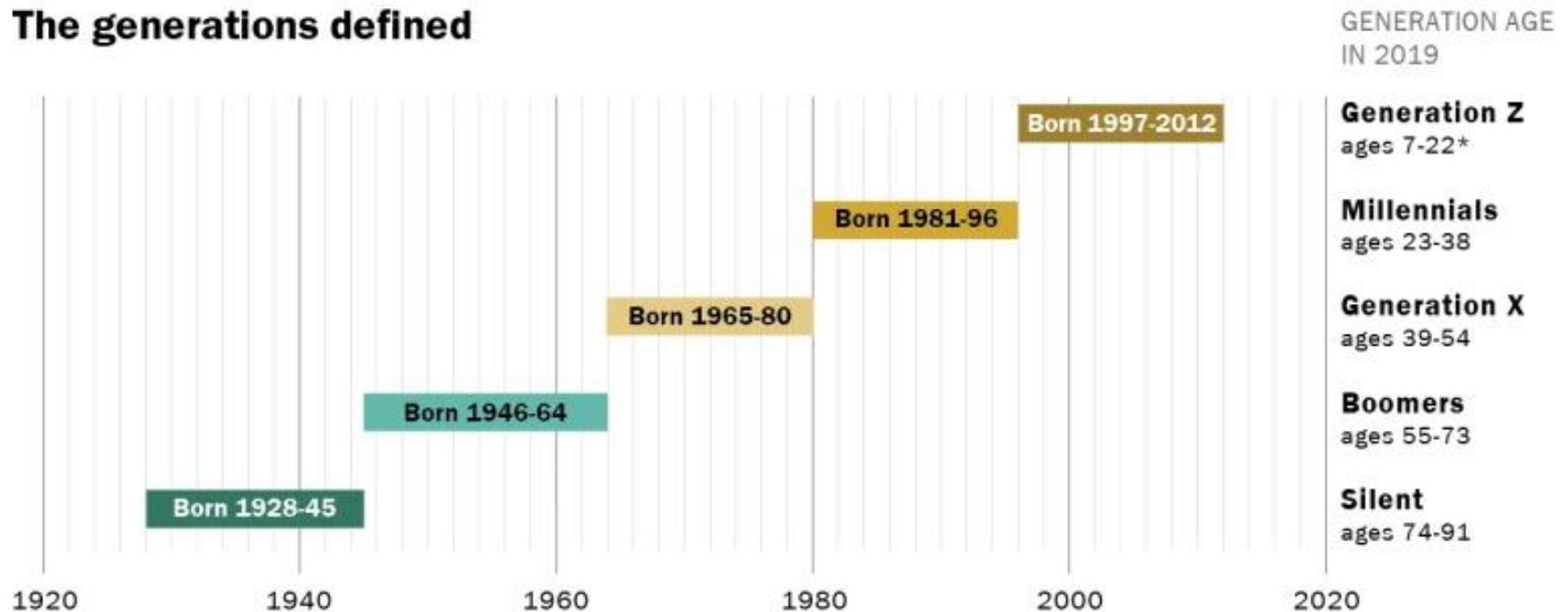
- @Pewresearch
- @Facttank



EMERGING U.S. DEMOGRAPHIC TRENDS

Defining post-Millennials/Generation Z

The generations defined

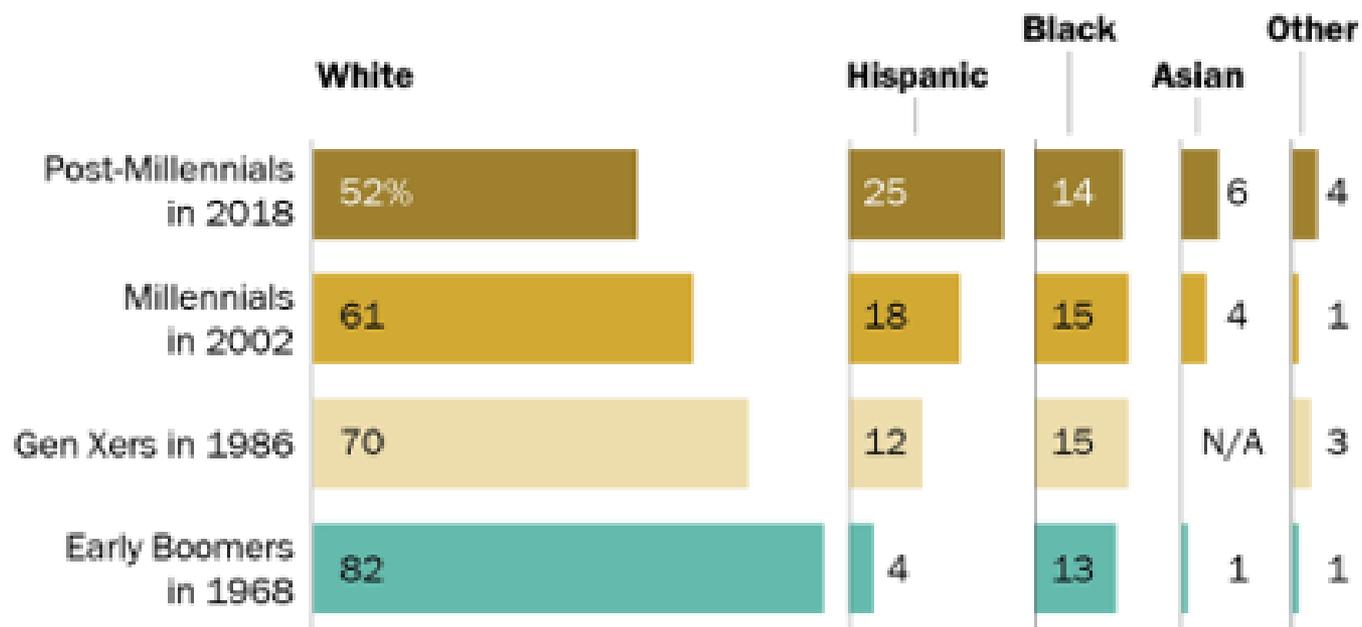


*No chronological endpoint has been set for this group. For this analysis, Generation Z is defined as those ages 7 to 22 in 2019.

- Source: Pew Research Center.

One-in-four post-Millennials is Hispanic

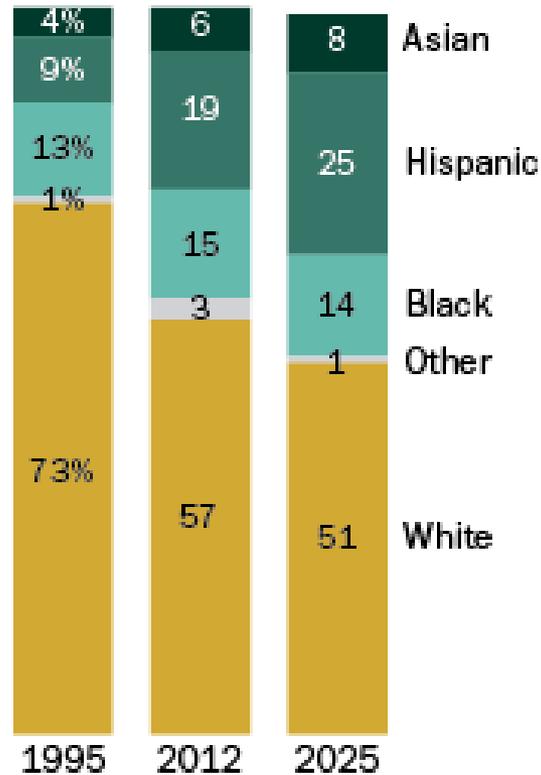
% of 6- to 21-year-olds who are ...



- Source: Pew Research Center analysis of 1986, 2002 and 2018 Current Population Survey Annual Social and Economic Supplement (IPUMS) and 1970 decennial census (IPUMS).

U.S. high school graduates increasingly diverse

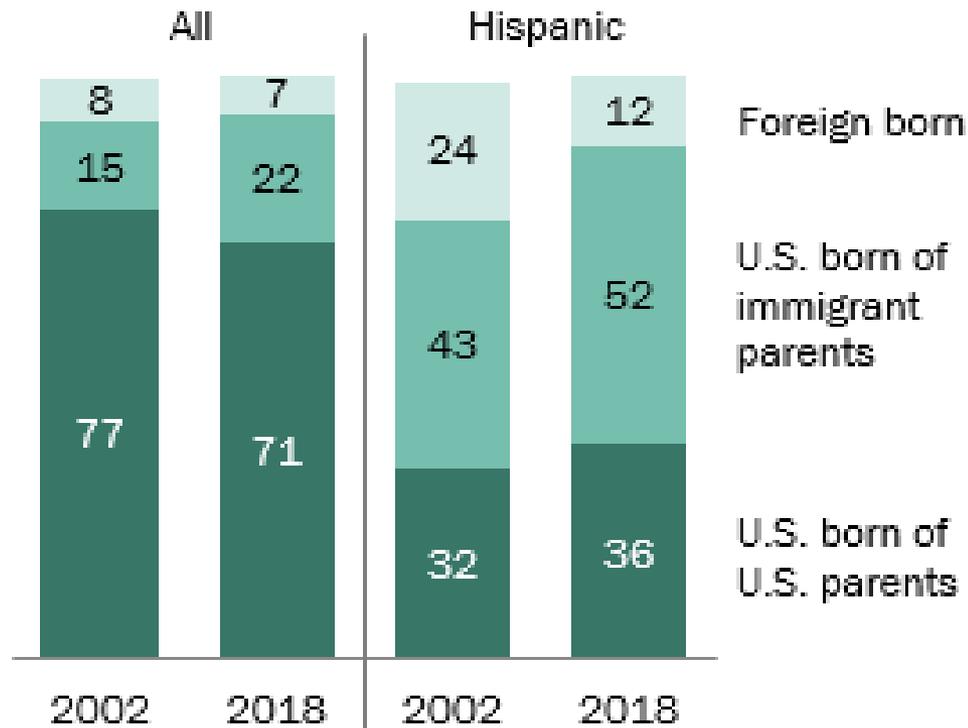
% of public high school graduates by race/ethnicity



- Source: National Center for Education Statistics; Western Interstate Commission for Higher Education.

Post-Millennials, especially Hispanics, are less likely than Millennials to be foreign born

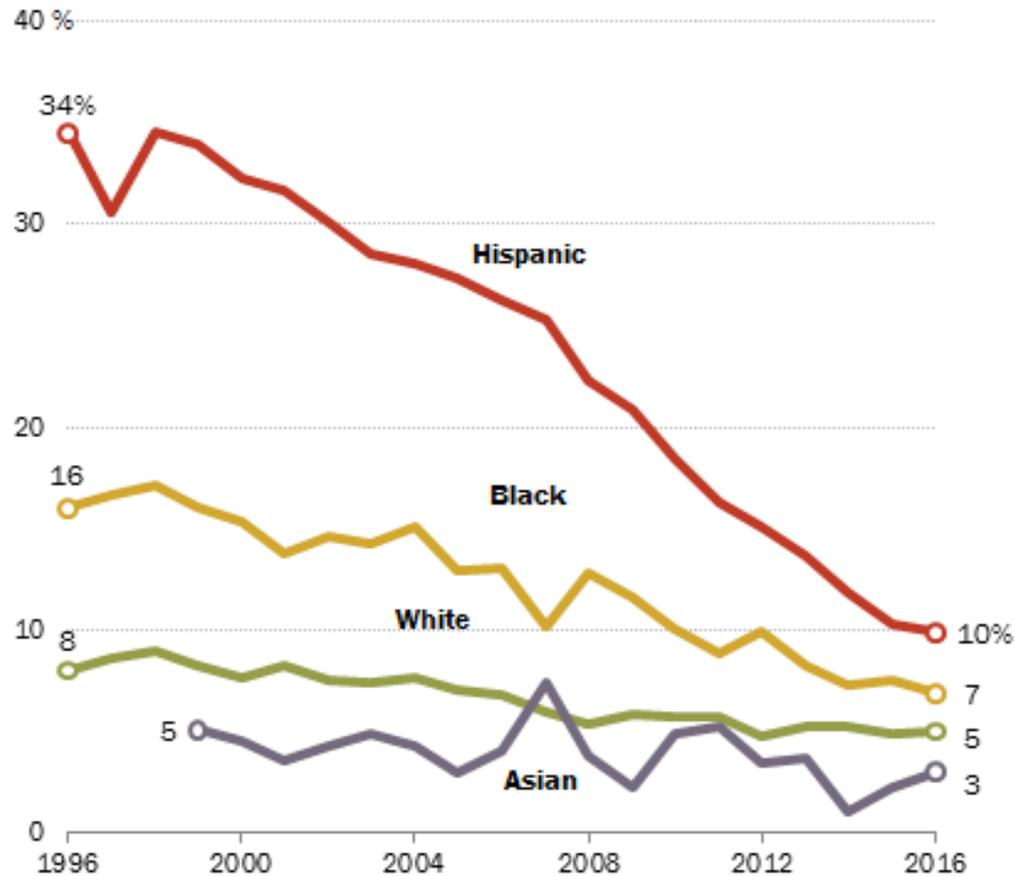
% of 6- to 21-year-olds, by nativity



- Source: Pew Research Center analysis of 2002 and 2018 Current Population Survey Annual Social and Economic Supplement (IPUMS).

Hispanic high school dropout rate has plummeted in the past two decades

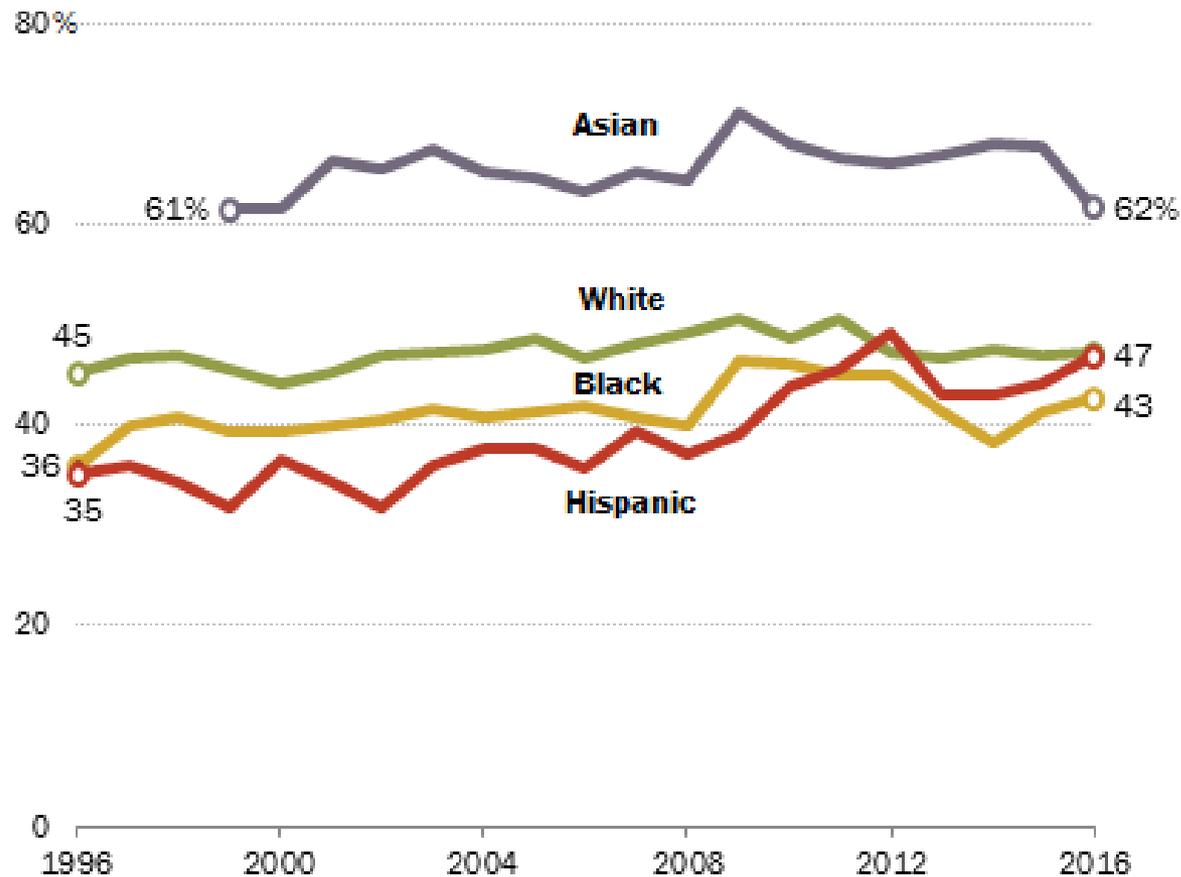
% of 18- to 24-year-olds who dropped out of high school, by race and ethnicity (1996-2016)



• Source: U.S. Census Bureau October Current Population Survey.

More Hispanic high school graduates are enrolling in college.

% of 18- to 24-year-olds who are high school graduates and are enrolled in college, by race and ethnicity (1996-2016)

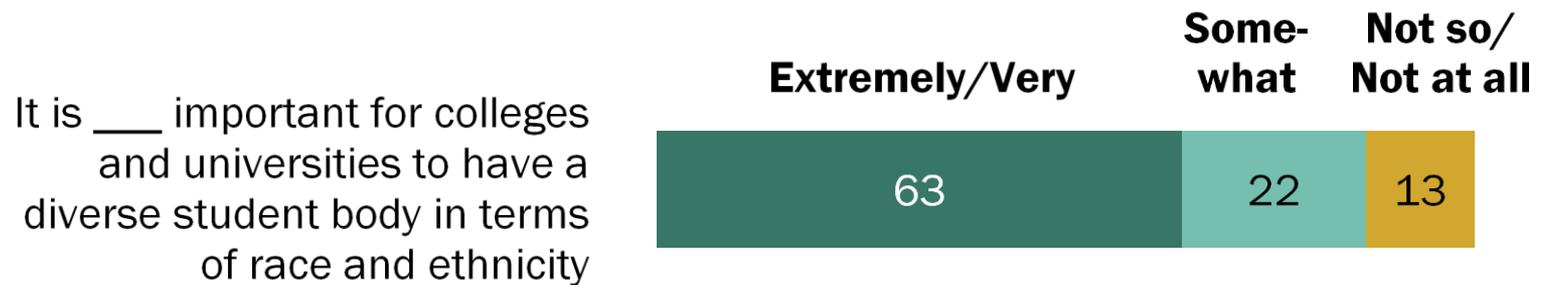


- Source: U.S. Census Bureau October Current Population Survey.

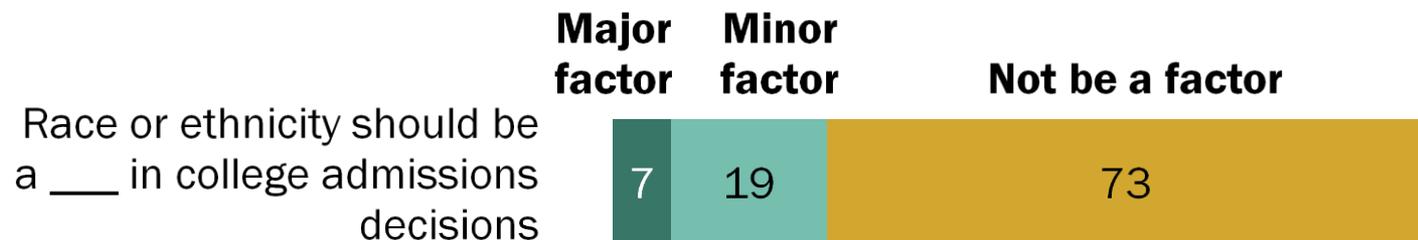
YOUTH AND VIEWS OF DIVERSITY

Americans value diversity on college campuses but don't think race and ethnicity should be a factor in college admissions.

In 2018, % saying ...



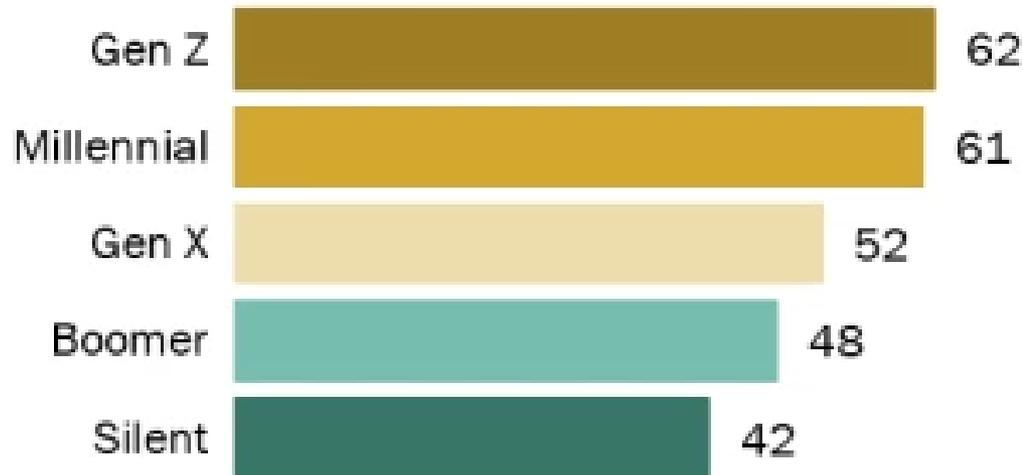
In 2019, % saying ...



- Source: Top panel is from WGBH News survey of U.S. adults conducted by telephone on Aug. 21-25, 2018. Bottom panel is from Pew Research Center survey of U.S. adults conducted online on Jan. 22-Feb. 5, 2019.

Younger generations see increased diversity as a good for society.

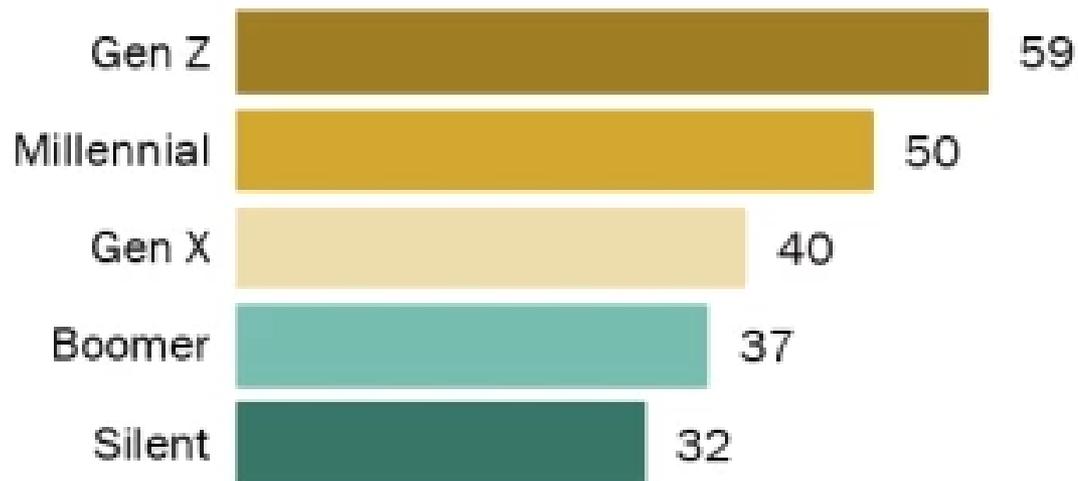
% saying increasing racial and ethnic diversity is a good thing for our society



- Source: Surveys of U.S. adults ages 18 and older conducted Sept. 24-Oct. 7, 2018 and U.S. teens ages 13 to 17 conducted Sept. 17-Nov 25, 2018.

About six-in-ten Gen Zers say forms should offer other gender options.

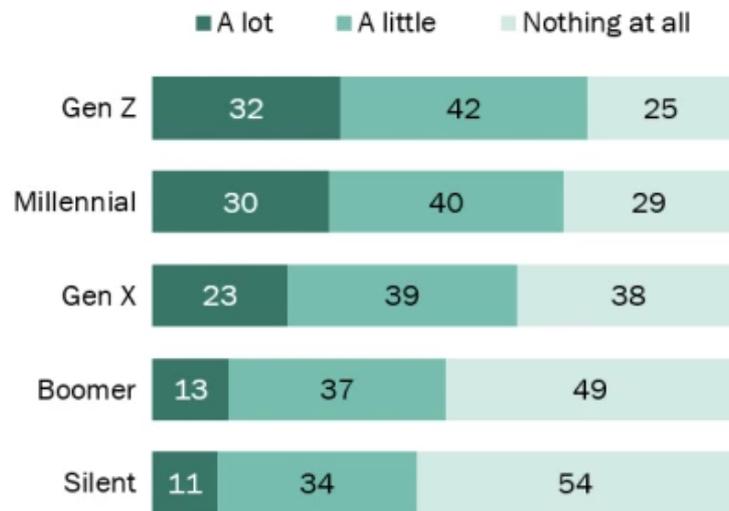
% saying that when a form or online profile asks about a person's gender it should include options other than 'man' and 'woman'



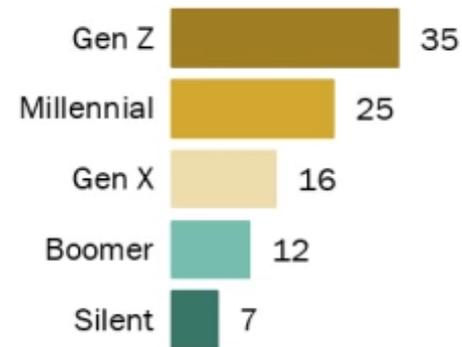
- Source: Surveys of U.S. adults ages 18 and older conducted Sept. 24-Oct. 7, 2018 and U.S. teens ages 13 to 17 conducted Sept. 17-Nov 25, 2018.

About a third of Gen Zers say they know someone who goes by gender-neutral pronouns.

% saying they have heard ___ about people preferring that others use gender-neutral pronouns such as 'they' instead of 'he' or 'she' when referring to them



% saying they personally know someone who prefers that others refer to them using gender-neutral pronouns

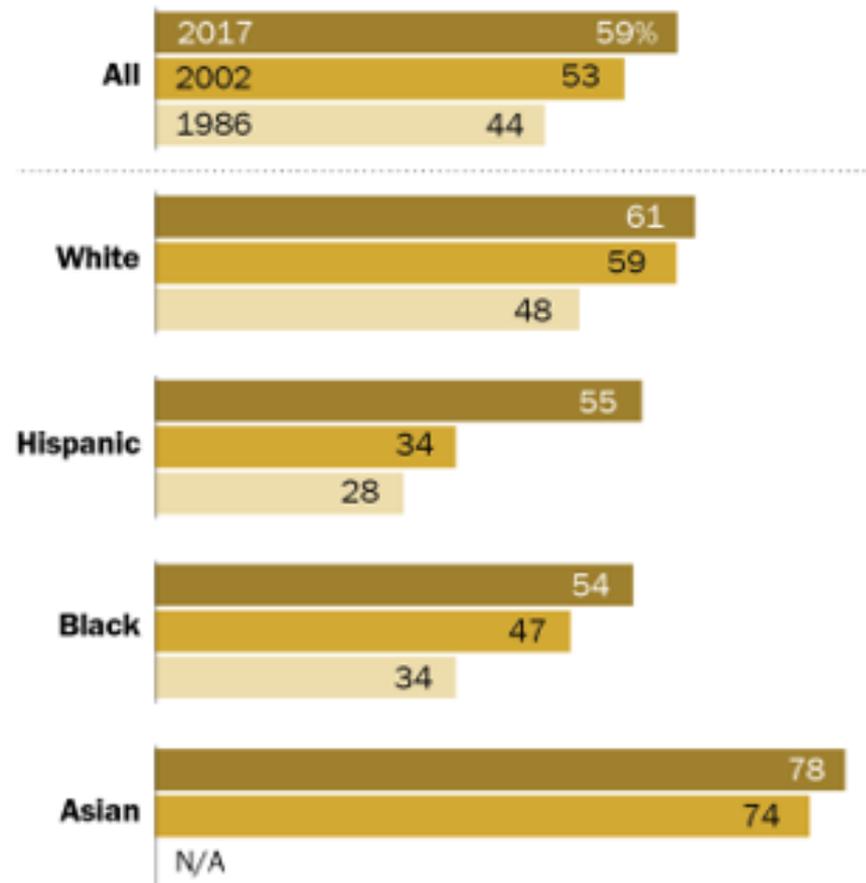


- Source: Surveys of U.S. adults ages 18 and older conducted Sept. 24-Oct. 7, 2018 and U.S. teens ages 13 to 17 conducted Sept. 17-Nov 25, 2018.

CHANGING COMPOSITION OF COMMUNITY COLLEGE STUDENTS

Post-Millennials are more likely to be enrolled in college than older generations.

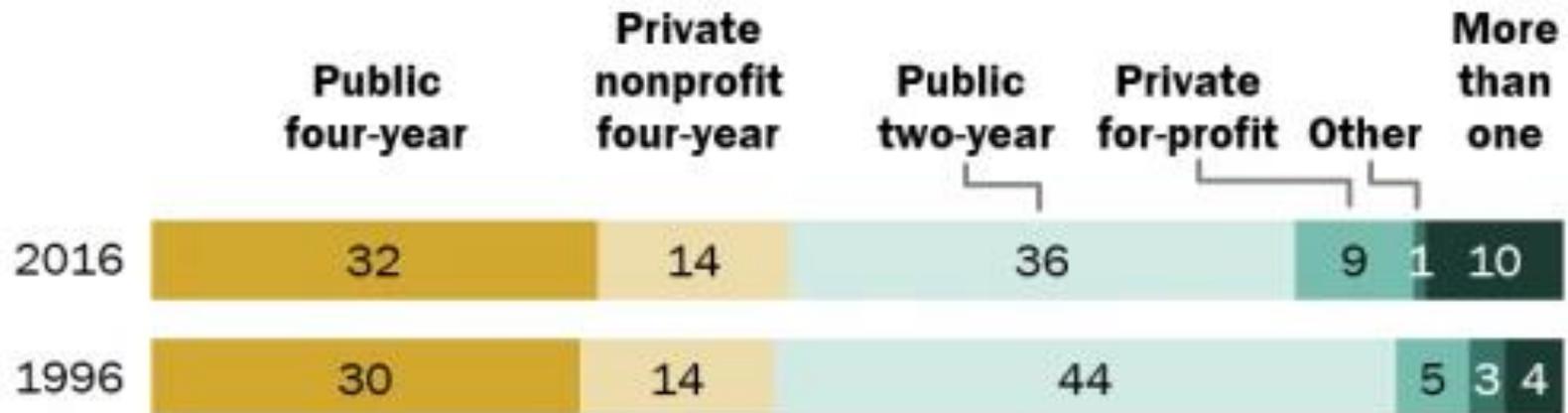
Among 18- to 20-year-olds who are no longer in high school, % enrolled in college



- Source: Pew Research Center analysis of 1986, 2002 and 2017 Current Population Survey October Supplements (IPUMS).

Undergraduates are less likely to be enrolled at public two-year colleges than in 1996

% of undergraduates



• Source: Pew Research Center analysis of 1996 and 2016 National Postsecondary Student Aid Study (NPSAS), National Center for Education Statistics.

Share of undergraduates who are in poverty or nonwhite has increased since 1996

% of dependent undergraduates who are in poverty



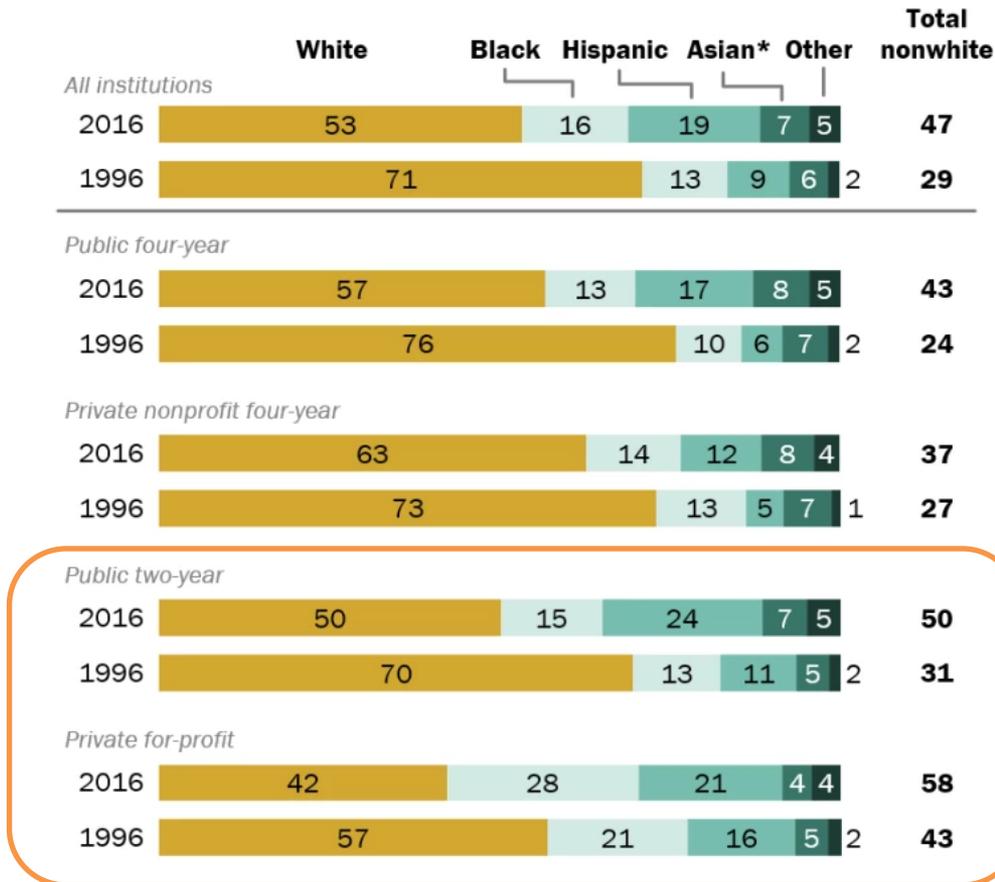
% of undergraduates who are nonwhite



• Source: Pew Research Center analysis of 1996 and 2016 National Postsecondary Student Aid Study (NPSAS), National Center for Education Statistics.

Share of white students is higher at four-year colleges than at public two-year or private for-profit institutions.

Racial and ethnic distribution of undergraduates (%)

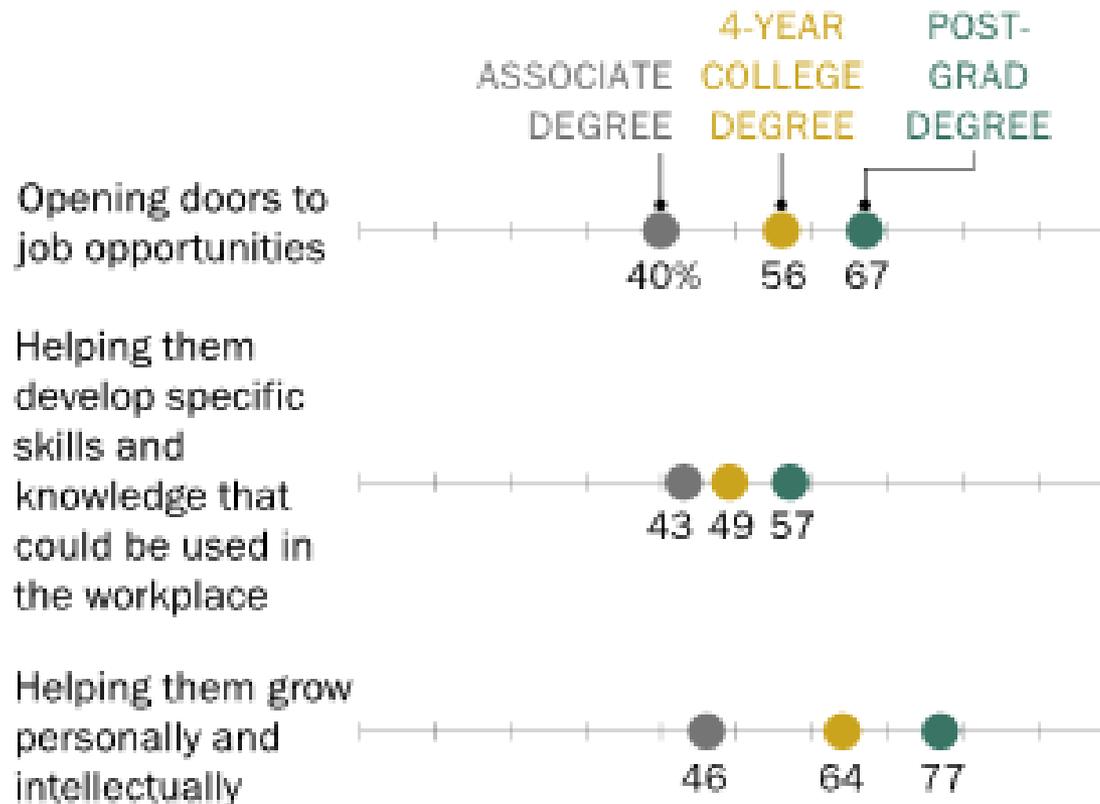


• Source: Pew Research Center analysis of 1996 and 2016 National Postsecondary Student Aid Study (NPSAS), National Center for Education Statistics.

VIEWS OF THE COLLEGE EXPERIENCE

Those with an associate degree are less positive than others about the usefulness of their college experience.

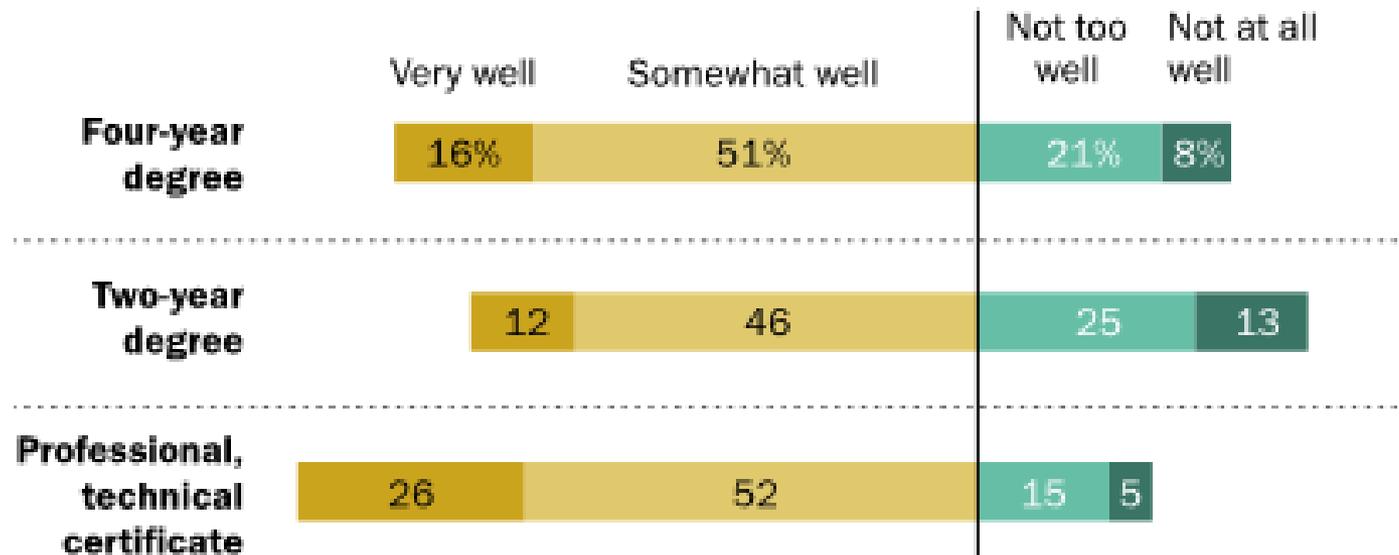
% saying their college experience was very useful for...



- Source: Pew Research Center survey of U.S. adults conducted by telephone May 25-June 29, 2016.

Americans have mixed views about how well post-high school education prepares students for the workforce.

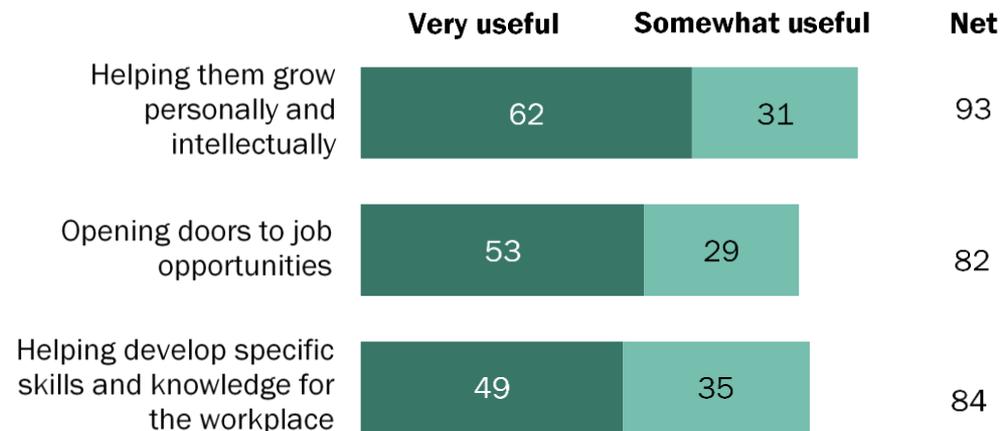
In general, how well do you think a _____ prepares someone for a well-paying job in today's economy?



- Source: Pew Research Center survey of U.S. adults conducted by telephone May 25-June 29, 2016.

Most college graduates say their college experience was valuable, but public is more skeptical that college prepares people for well-paying jobs.

% of college graduates saying their college education was very/somewhat useful for...

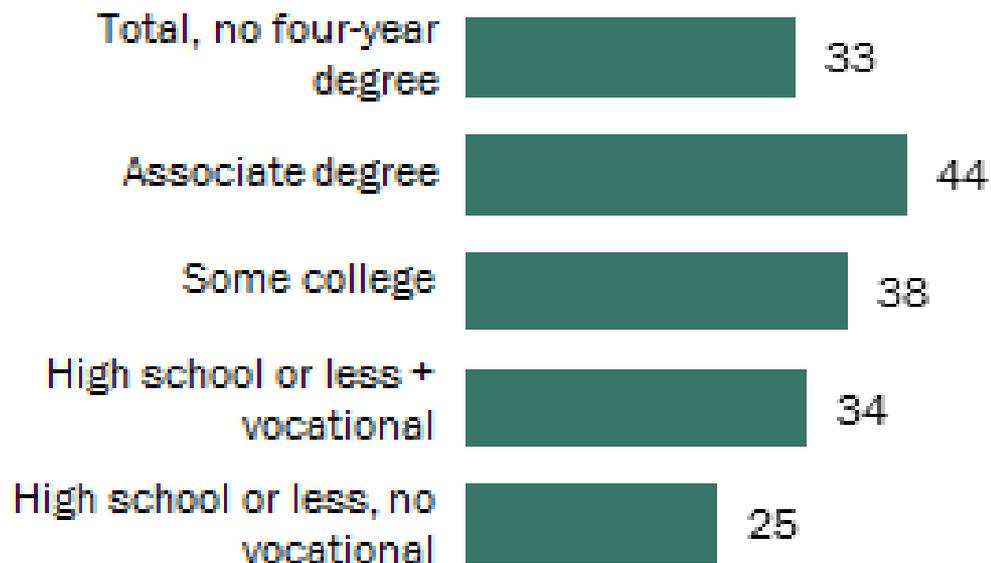


% of adults saying a four-year/two-year degree prepares people very/somewhat well for a well-paying job in today's economy ...



For those with formal education beyond HS, more education can mean more exposure to credentialing requirements.

% saying they have not applied for a job they felt qualified for, because it required a bachelor's degree



Minorities and those without a high school diploma see especially high value in a college education.

% saying that a _____ prepares someone very well for a well-paying job in today's economy

	Four-year degree	Two-year degree	Certificate program
All adults	16%	12%	26%
Bachelor's degree+	13	7	22
Associate degree	11	16	28
Some college	12	11	22
High school	17	13	27
Less than high school	40	25	44
Whites	12	10	23
Blacks	24	18	25
Hispanics	29	18	39

- Source: Pew Research Center survey of U.S. adults conducted by telephone May 25-June 29, 2016.

Mark Hugo Lopez

• *Director of Global Migration and Demography*

• mlopez@pewresearch.org

 [mhugolopez](https://twitter.com/mhugolopez)



Strategic Planning with CampusWorks

Liz Murphy, Chairman & Chief Evangelist,
CampusWorks, Inc.



<https://www.campusworksinc.com/>

Break





What are Effective Strategies for Dealing with the Media/Press?

Scott Jaschik, Editor and Co-founder, *Inside Higher Ed*

INSIDE
HIGHER ED

GLI Governance Leadership Institute

Recap for the day and
Prepare for tomorrow!

What did we learn today?

- About ETHICS?
 - About ADVOCACY?
 - About SUPPORTING STUDENTS?
 - About EQUITY?
 - About DIVERSITY?
 - About DEMOGRAPHIC TRENDS?
 - About STRATEGIC PLANNING?
 - About boards dealing with the MEDIA?
 - Other?
- *Reminder: Wear/bring your t-shirts!*



**NEW
TRUSTEES**



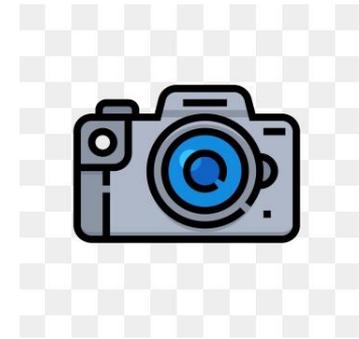
**August 8-10, 2019
Washington, DC**

DAY 3

Saturday

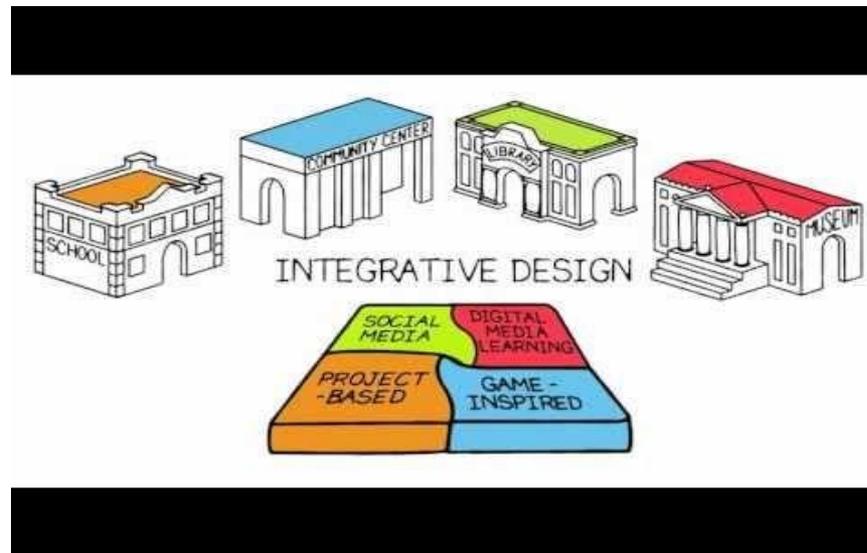


T-Shirt Exchange & Group Photo



Embracing Change – The Future of Learning

https://youtu.be/xoSJ3_dZcm8



https://www.youtube.com/watch?v=xoSJ3_dZcm8

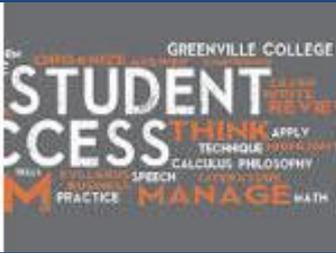


Board Effectiveness: Using Data to Understand Student Success

Norma Goldstein, Director of GISS & Special Projects

Goals:

- What is Student Success?
- What data?
- What questions should Boards ask?



WHAT IS STUDENT SUCCESS?

(WORK IN TEAMS – REPORT OUTS)

What is Student Success?

- ❑ Semester Course Completion (“C” or higher)
- ❑ Completion of Developmental (Remedial) Sequence
- ❑ Completion of Gateway Course (and/or 12 hours)
- ❑ Persistence Term-to-Term and Year-to-Year
- ❑ Earning Badges, Certificates and Degrees
- ❑ Successful Student Transfer (After 15-30 credit hours)
- ❑ Meeting career goals (jobs and wages)

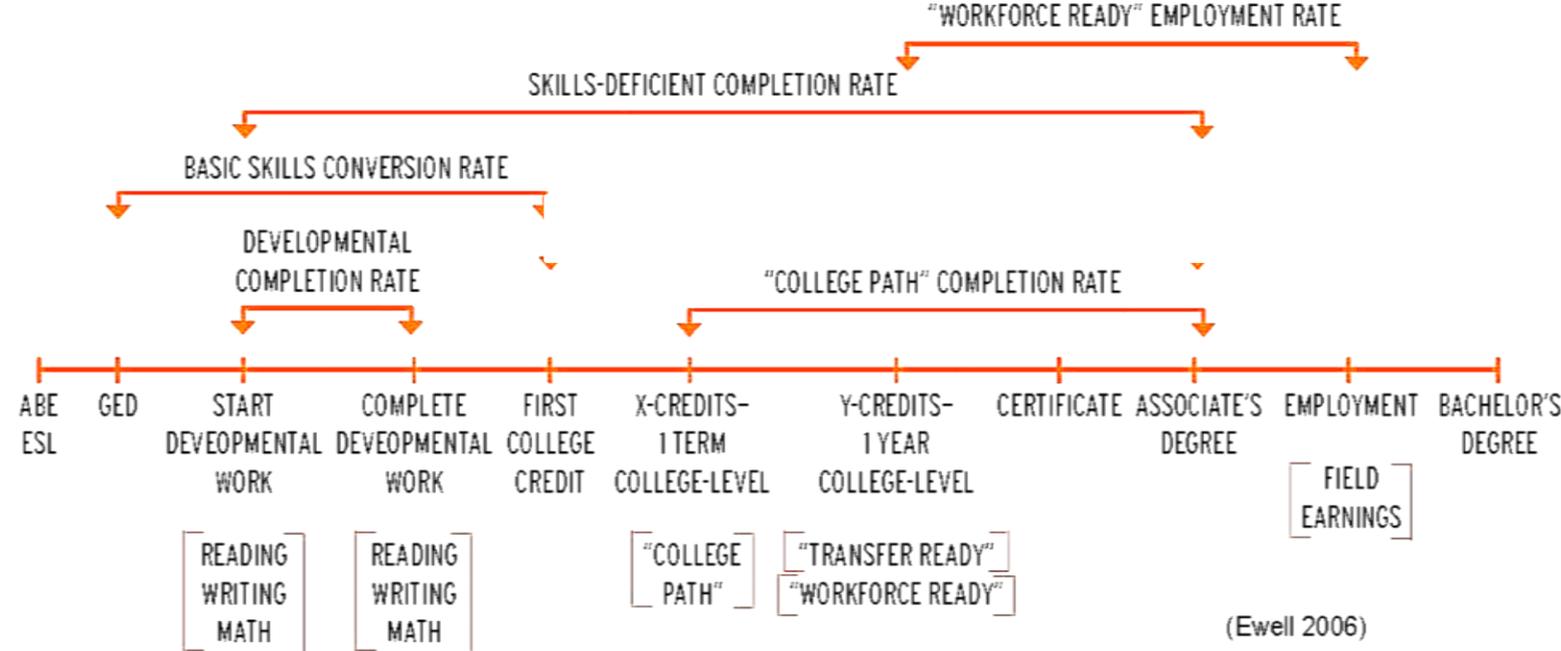
How does your college define it?

Look at your college’s Mission Statement.

Look at your college’s metrics!

Milestone Events to Measure Student Success

FIGURE 1. "MILESTONE EVENTS" IN A STUDENT ENROLLMENT PATHWAY



What is meant by college's disaggregated data?

-
- By gender
 - By race or ethnicity
 - By age
 - By income
 - First-time student
 - Full- or part-time
 - Etc.

Only when informed can boards ask the right questions about indicators of student success?

DATA-INFORMED GOVERNANCE

Presidents: What data about student progress is being shared with your Board?

Trustees: What student data are you reviewing?

- Is the data **disaggregated**?
- Is this data aligned with the state's higher education and workforce goals?

Questions related to Indicators of Student Success

What % (and number)
of students:

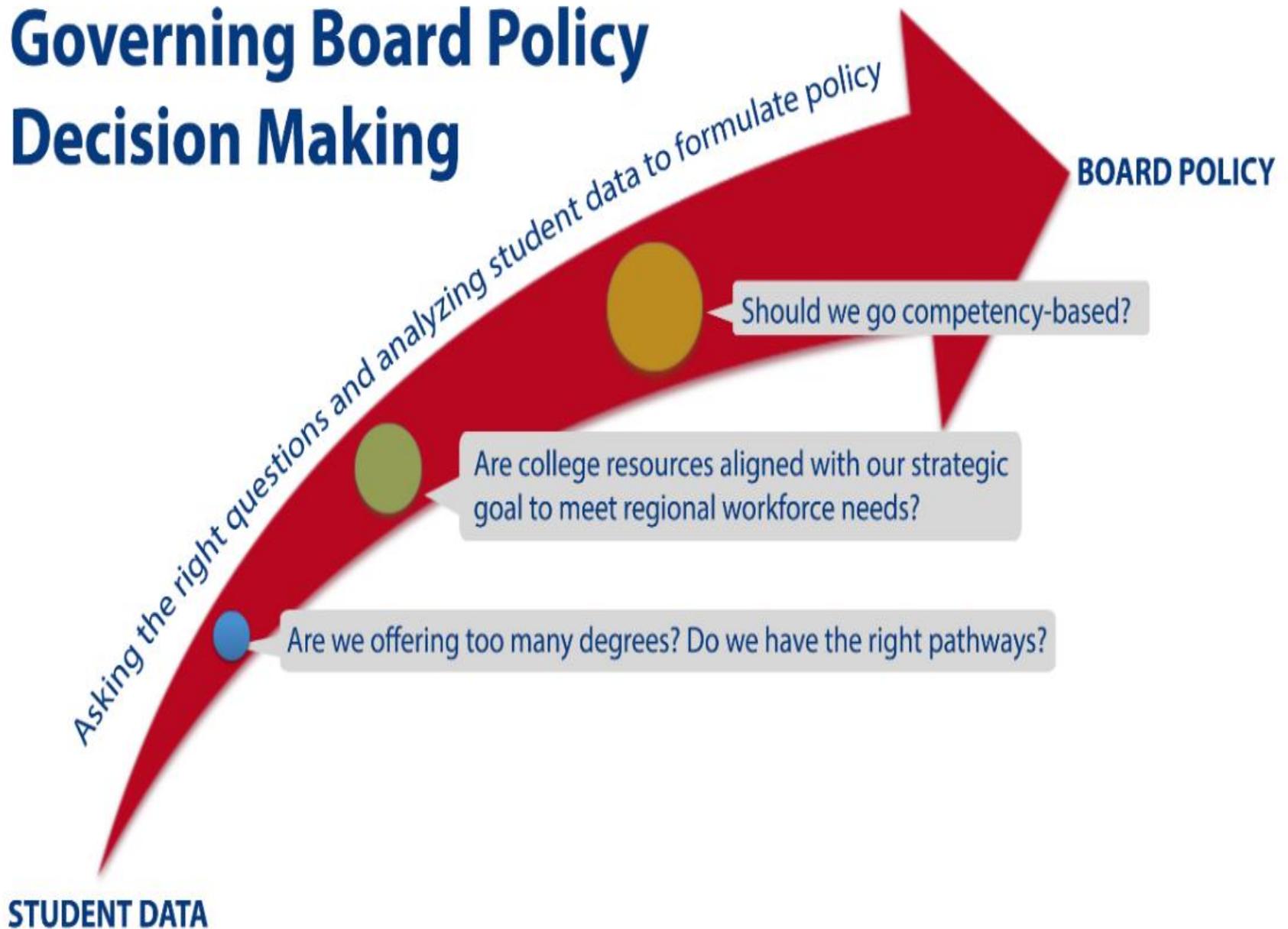
- Completed remedial/developmental courses and continued on to college-level coursework?
- Successfully completed gateway math & English?
- Persisted from fall to spring and fall to fall?
- Who did not? Are there differences in success rates among age groups, genders, ethnicities?

What % (and number)
of students:

- Earned a degree, certificate or diploma?
- Completed at least 30 credits at the institution?
- Transferred to another institution after 15 or 30 credits?

In which courses/programs have students had the most success? The most difficulty?

Governing Board Policy Decision Making



How is completion defined and measured at your college?

- 1. Degree**
- 2. Certificate (What kind of certificate?)**
- 3. Transfer**
- 4. Job**
- 5. Other?**

Controversy: Completion Rates in Context
(Inside Higher Ed)

<https://www.insidehighered.com/views/2011/10/10/completion-rates-context>

What are other indicators of success?

Achieving goals related to:

- Accessfor whom?
- Equityfor whom?
- Persistence.....for whom?
- Completion.....
- Academic & Personal) Success...
- Completion
- Serving the community...who is in this community?
- Others?

“If You Can't Measure It, You Can't Improve It.”

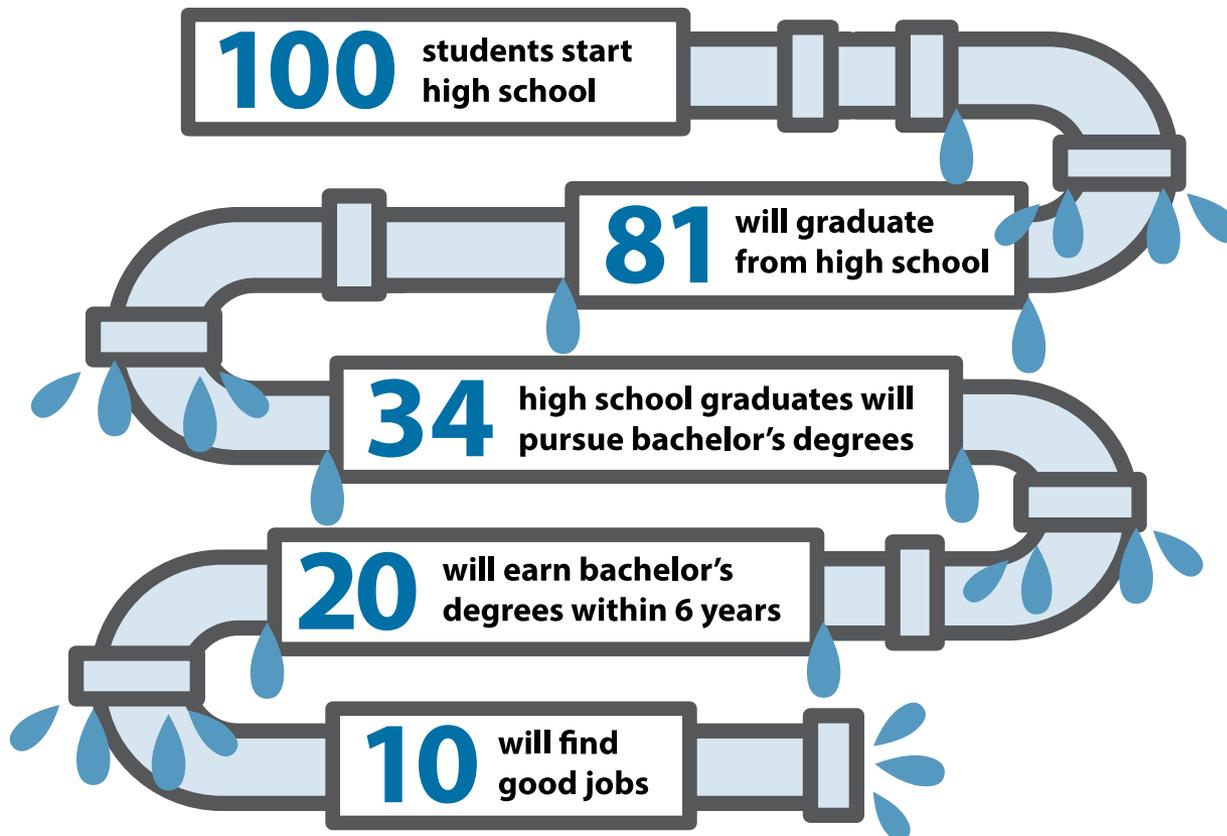


Management thinker Peter Drucker is often quoted as saying that "**you can't** manage what **you can't measure.**"

Drucker means that **you can't** know **whether** or not **you** are successful unless success is defined and tracked.

US Labor Market - Leaky Education Pipeline

The U.S. Labor Market Is Being Fed by a Leaky Education Pipeline





BOARD'S ROLE IN REVIEWING DATA?

- ❑ **Translating Student Success & Equity Indicators to Define and Monitor Progress**
- ❑ **Identify the gaps.**
- ❑ **Develop appropriate policies accordingly.**

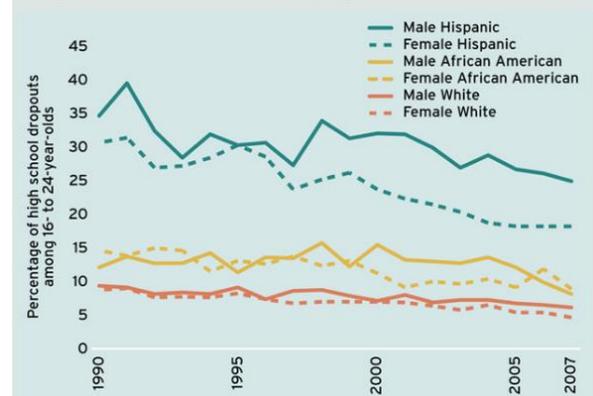
Look at your college's DATA.

IDENTIFY THE GAPS!

IDENTIFY THE GAPS

Lost Boys (Figure 3)

Dropout rates remain much higher for minorities than for whites and have generally been higher for males than females within all racial groups.



Ask why.

Look at disaggregated data.

Gender Pay Gap



For every dollar a man makes, women make less.

Who are our students?

Percentage of First-Time Freshmen Attending College in Their Home State, 2014



Source: SREB analysis of National Center for Education Statistics IPEDS enrollment survey.

NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER UPDATE

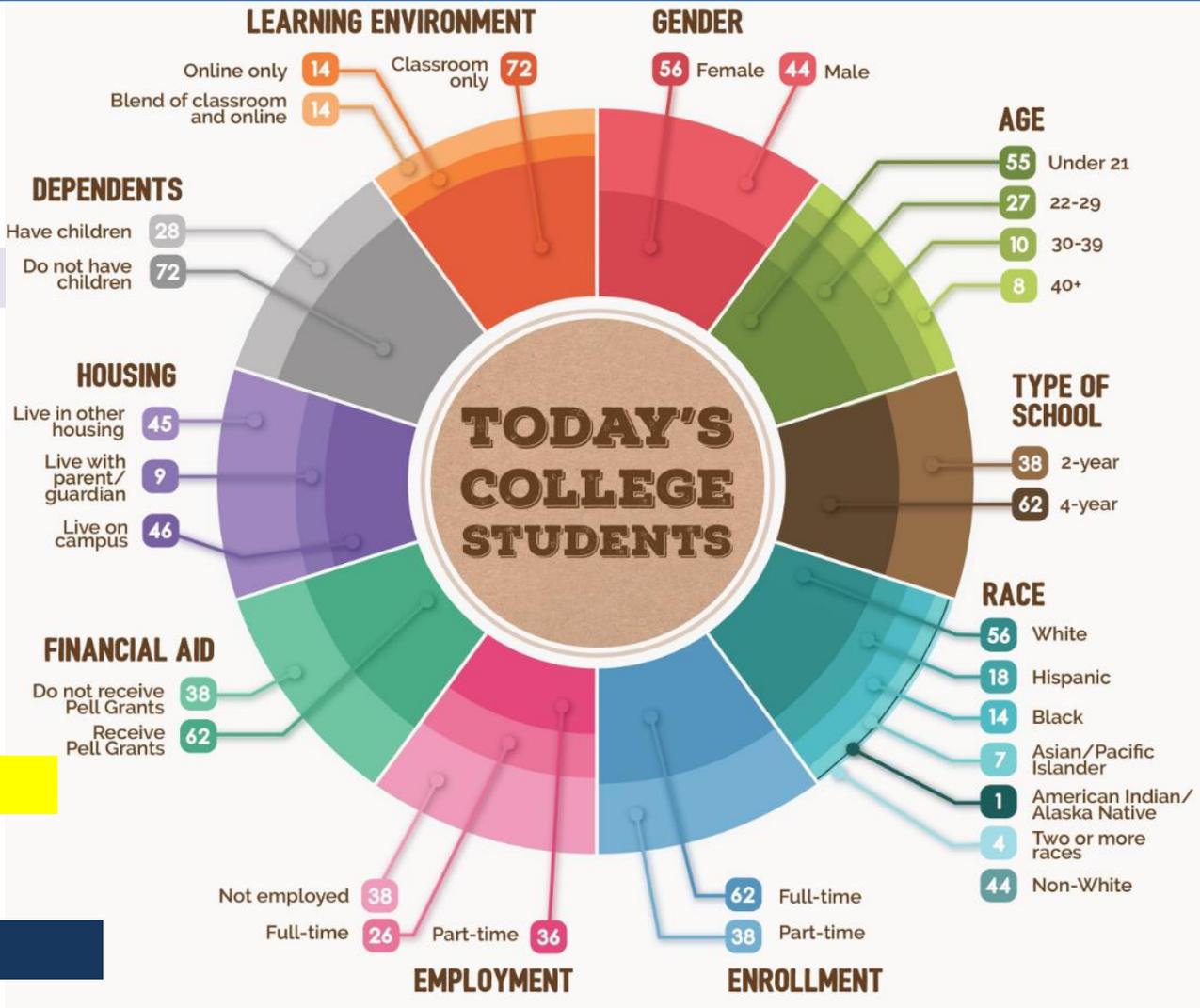
Snapshot Report – First-Year Persistence and Retention

Of all students who started college in fall 2016, 73.9 percent persisted at any U.S. institution in fall 2017, while 61.6 percent were retained at their starting institution.

**What are your
questions?**

The New College Majority - 44% Independent

- **51% Nontraditional students**—the independent college students—now constitute the majority of student in the U.S.
- **Characteristics:**
 - Median age 29,
 - Married,
 - Veteran,
 - A parent.
 - Most likely female.
 - Person of color.
 - Living in poverty.
 - Working.



28% have kids

46% live on campus

62% Pell

62% work

55% under 21
18% over 30

56% white
44% non-white

62% FT
38% PT

https://postsecondary.gatesfoundation.org/wp-content/uploads/2014/12/2017November20_v2.jpg

Gates 2017

The New York Times

Opinion

The Real College Scandal

We skimp on the students who need the most help.

By Richard D. Kahlenberg

Mr. Kahlenberg is a senior fellow at the Century Foundation.

April 25, 2019



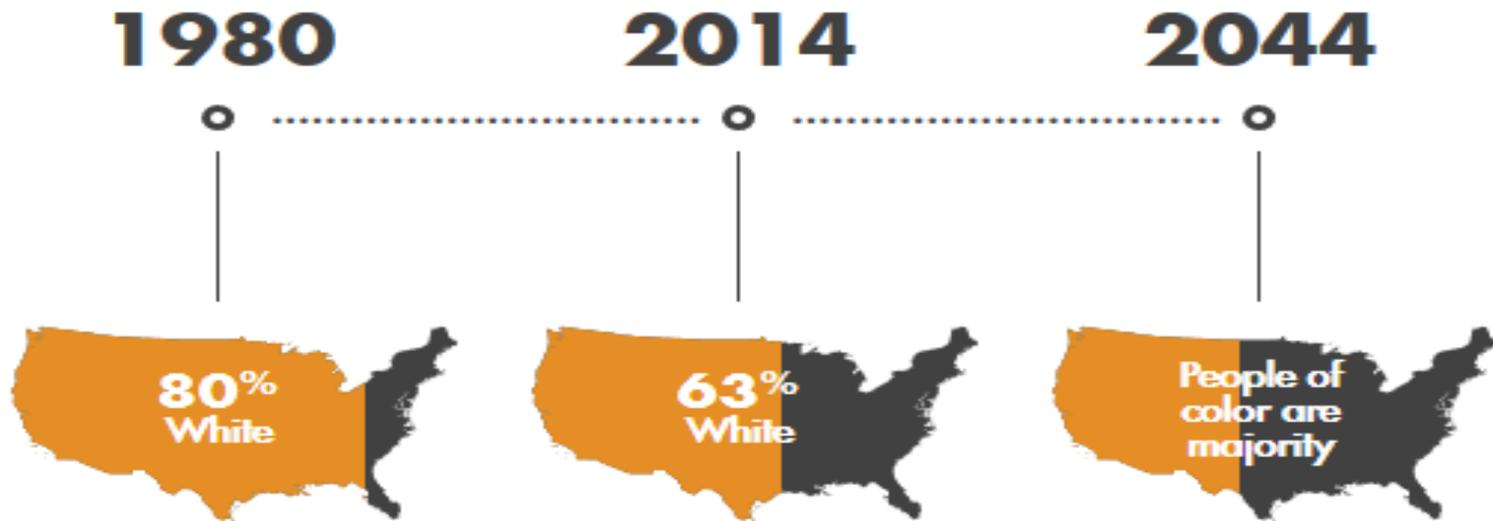
169

<https://www.nytimes.com/2019/04/25/opinion/college-scandal.html>

Equity Matters More



U.S. Demographic Transformation Projection



How do we increase access and completion for people of color?

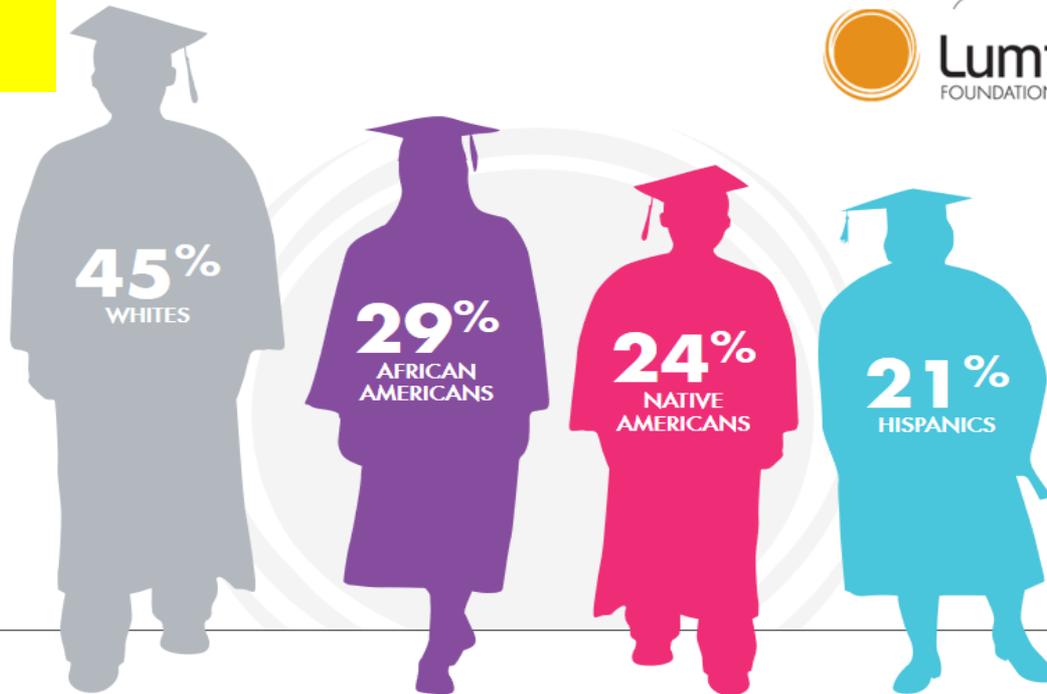
- ***African American, Latino/a and Native American students are less likely than students from other racial groups to enter and complete college.***



• --Source: *America's Unmet Promise: The Imperative for Equity in Higher Education*, 2015

Current Percentages (Ages 25–64) Holding at Least a Two-Year Degree

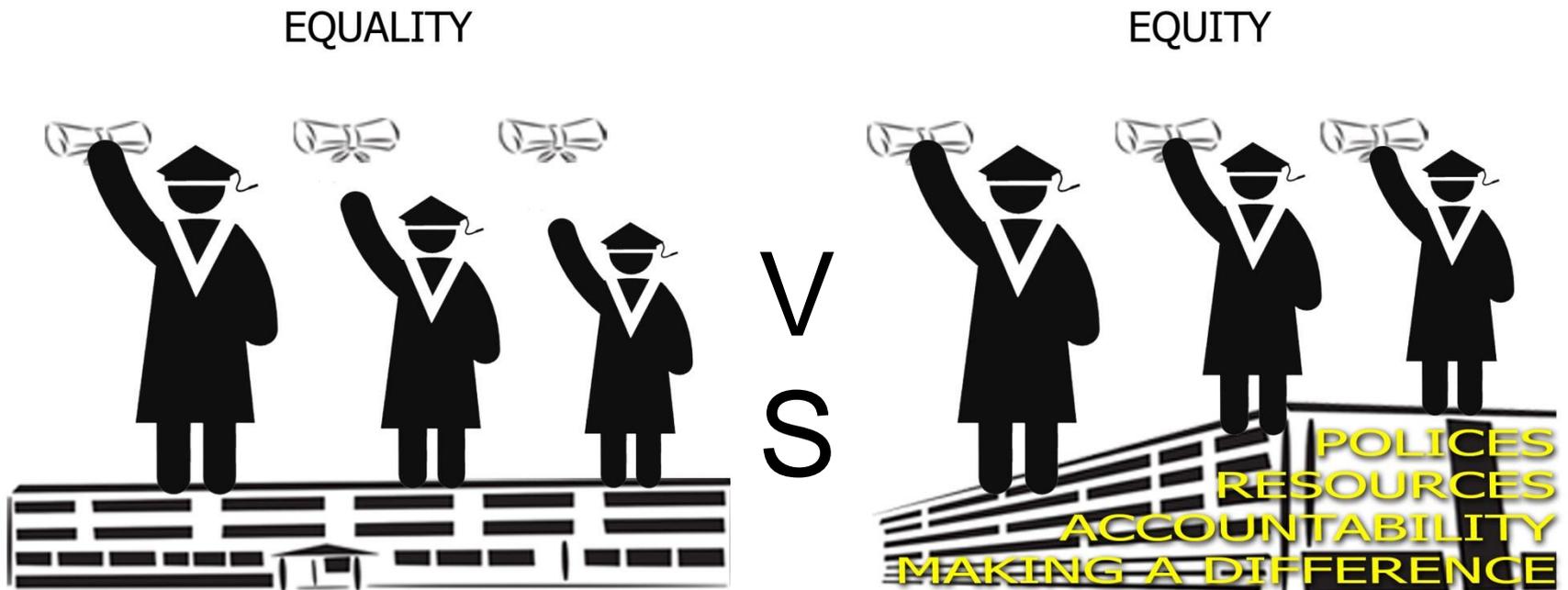
**GAPS
persist!**



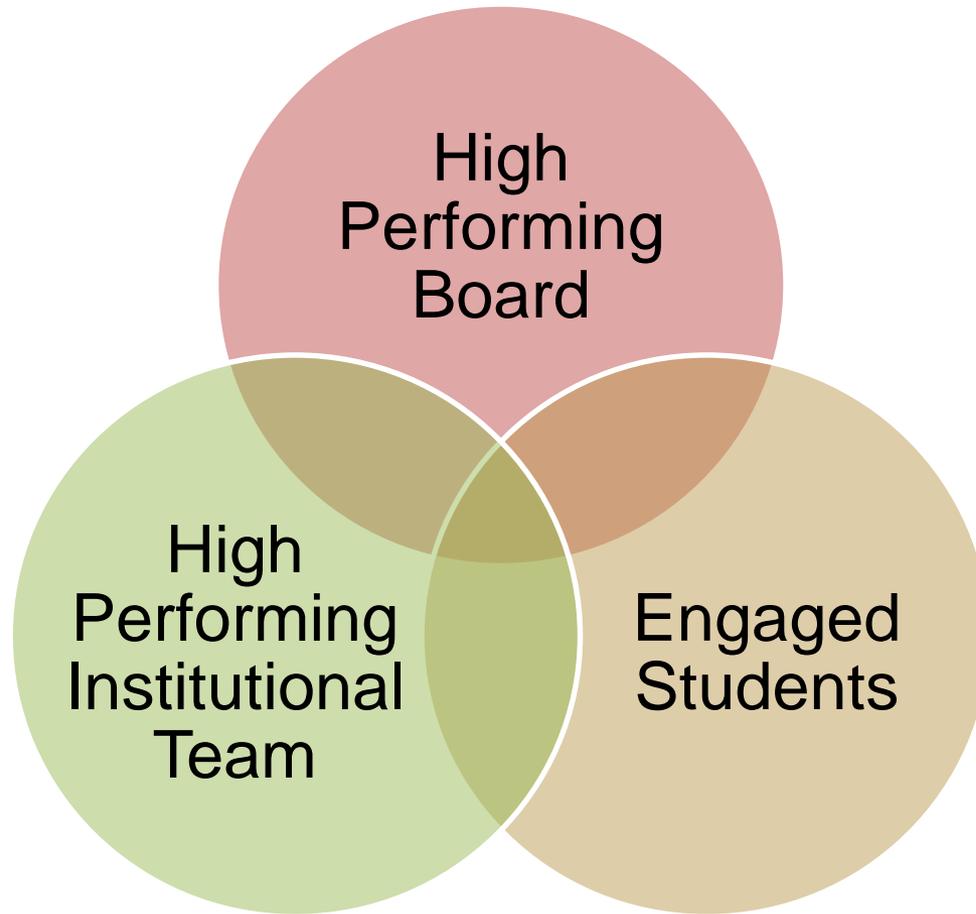
These gaps in higher education attainment have negative predictors of income, health and employment.

Setting the Stage: Student Success & Equity

- What is the difference between *equality* and *equity*?



Student Success Requires



Are we meeting our goals?



- What are the relevant questions Boards ask about their data?
- What have we learned from our data?
- What are the policy implications?

Planning for demographic shifts, population decline, and enrollment projections



- ∞ *Where are the Opportunities?*
- ∞ *Who are the “new” students?*

Do you have a way to understand the most critical issues the college/district must face?

Can you describe the process through which you go to establish institutional priorities?

What steps have you taken to understand the characteristics of your entering students?

How difficult is it for your Board to generate and discuss data about student success?

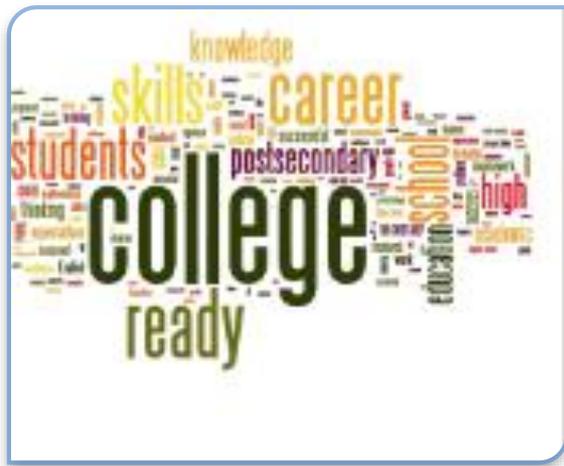
What data about student progression through the college/district has your Board reviewed in the past six months?

Do you link strategic and operational plans to the allocation of resources?

TESTING YOUR KNOWLEDGE

KEY QUESTIONS FOR TRUSTEES ON STUDENT SUCCESS

What We Are Learning?



- Is there a broad and continuous board/ administration/ faculty/ staff/ student/ community engagement and collaboration in support of a student success agenda at your institution?

True or False (T or F)

Diversity is growing in most states; diverse college students will be the majority by 2030.

Per student tuition revenue increased by 96% last year.

Public spending per student has declined & threatens more social division.

The majority of employers are satisfied with the skills of college graduates.

Over 40% of all college students in the US attend community colleges.

25% of full-time community college students also work full-time

The majority of college students are under 21.

Testing my knowledge

MY Score: 7 questions

7/7 = exemplary

6/7 = well-informed

5/7 = fairly well-informed

4/7 = less well-informed

3/7 = I need to do more reading.

2/7 = I need to be more prepared.

1/7 = Uninformed

True or False (T or F)

Diversity is growing in most states; diverse college students will be the majority by 2030.

T

Testing my knowledge ANSWERS

Per student tuition revenue increased by 96% last year.

F

College Board 2018:
Approximately 5%
tuition increase on
average

Public spending per student has declined & threatens more social division.

T

The majority of employers are satisfied with the skills of college graduates.

F

Over 40% of all college students in the US attend community colleges.

T

42% NCES 2017

25% of full-time community college students also work full-time

T

55% under 21
27% 22-29
10% 30-39
8% 40+
(Gates 2017)

The majority of college students are under 21.

T

**Why did you become a member of
Board of Trustees?**

**What do you most appreciate about
your Community College District?**

**What is the most important aspect of
your role?**

TO DO GOOD WORK,

Boards must work
together WELL!

ACCT

For more, contact Norma at
202-775-6488 or
ngoldstein@acct.org.



Questions?

ACCT

PLAN





Retreats as a Strategic Vehicle for Board Cohesion/ Evaluation as a Team Building Strategy

ACCT Governance Leadership Institute

●●●● *August 10, 2019*

Colleen Allen, ACCT



The Value of Board Retreats

Why Hold A Board Retreat?

Changes in board composition can impact how the board functions. Having an on-going board training and on-boarding program can help make those transitions smoother.

Investing in board development supports both the CEO and the board by strengthening the board-CEO relationship and trustee-to-trustee cooperation and makes for a more effective board.



Board Retreats Allow Time For Focused Discussions To



Explore emerging issues



Address concerns



Review and clarify roles and responsibilities



Set goals and priorities



Develop a cohesive board



Focus on strategic thinking

Why invest the time and effort to participate in a board retreat?



Board members are busy professionals who juggle numerous responsibilities.

Setting aside a time to engage in a retreat can help the board adopt a more collaborative approach to governance.

Board development and on-going training can contribute to improving the effectiveness of the board.

When should a board hold a retreat?

Preferable: Annually (include in the annual meetings calendar)

OR: When an issue arises that may need immediate intervention

IMPORTANT: All board members should be committed to participating in board development and on-going training.

**What types
of topics
might be
covered in a
retreat?**

Board ethics

Standards of good practice

Conflict resolution

Advocacy

Fundraising

Accreditation

Student success

Diversity and equity

Strategic planning

CEO transition

Succession Planning



Board Self- Assessment

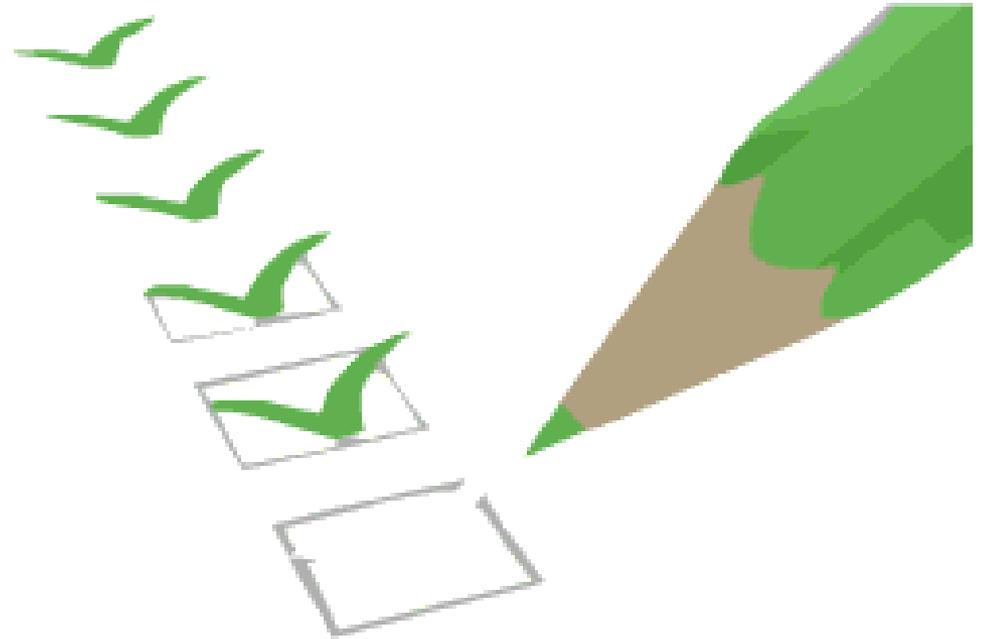
Purpose

Board self-assessment helps set standards, clarifies expectations, and serves as an example of the board's ongoing commitment to accountability and assessment for the college community.



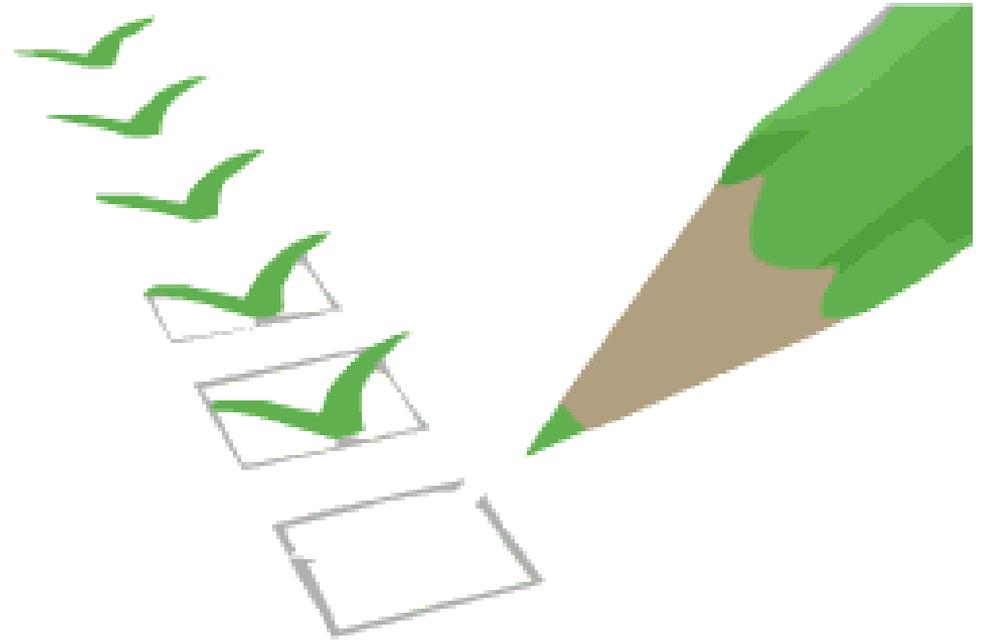
Board Self-Assessment

- Effective boards engage in a continuing process of self-assessment or evaluation of their performance.
- Self-assessment helps boards to identify where they are performing well, and where they might improve.
- Self-assessment provides an opportunity to discuss board roles and responsibilities.



Board Self-Assessment

- Self-assessment can strengthen communication, teamwork and understanding among board members, and can lead to stronger, more cohesive working groups.
- Self-assessment serves as a model for the rest of the institution. It indicates that board members take their responsibilities very seriously.



Accreditation Standards



Regional Accrediting Organizations

U.S. Recognized Accrediting Organization

1. Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC)

2. Higher Learning Commission (HLC)

3. Middle States Commission on Higher Education (MSCHE)

4. New England Commission of Higher Education (NECHE)

5. Northwest Commission on Colleges and Universities (NWCCU)

6. Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Source: https://www.chea.org/search-accreditors-results-table?search_api_fulltext=&field_accreditor_type=1004

Southern Association of Colleges and Schools Commission on Colleges (SACS COC)

The Principles of Accreditation: Foundations for Quality Enhancement

4.2.g The Governing Board Defines and Regularly Evaluates Its Responsibilities And Expectations (Board Self-Evaluation)

As the body that holds in trust the fundamental autonomy and ultimate well-being of the institution, **the governing board of the institution is a critical element in the success of the institution.**

Good institutional governance requires that the board systematically asks itself:

- How are we doing?
- What are we doing?
- Are we as effective as a board as we can be?

The process of institutional improvement underlies the *Principles of Accreditation*. [Though process may vary from institution to institution, it is a vital component of leadership.]

The Accrediting Commission for Community and Junior Colleges (AACJC)

Standard IV: Leadership and Governance

7. The governing board acts in a manner consistent with its policies and bylaws. ***The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*** (Policy Review)

9. The governing board has an ongoing training program for ***board development***, including ***new member orientation***. It has a mechanism for providing for continuity of board membership and staggered terms of office.

10. ***Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.***

Source: https://accjc.org/wp-content/uploads/Accreditation-Standards_-_Adopted-June-2014.pdf

Higher Learning Commission (HLC)

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. ***The governing board is knowledgeable about the institution;*** it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Source: http://download.hlcommission.org/policy/HLCPolicyBook_POL.pdf

Middle States Commission on Higher Education (MSCHE)

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Standard VII - Governance, Leadership, and Administration

An accredited institution possesses and demonstrates the following attributes or activities:

2. a legally constituted governing body that:

a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, as fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;

Source: <https://www.msche.org/standards/>

The New England Commission of Higher Education (NECHE)

STANDARD THREE: ORGANIZATION AND GOVERNANCE

Governing Board

3.8 The board systematically develops, ensures, and enhances its own effectiveness through orientation, professional development, and periodic evaluation. Its role and functions are effectively carried out through appropriate committees and meetings.

3.10 The board appoints and periodically reviews the performance of the chief executive officer whose full-time or major responsibility is to the institution.

Source: <https://www.neche.org/resources/standards-for-accreditation/>

Northwest Commission on Colleges and Universities (NWCCU)

Standard Two – Resources and Capacity

2.A Governance GOVERNING BOARD

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation. (POLICY REVIEW)

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

Source: <https://www.nwccu.org/accreditation/standards-policies/standards/>

Questions to Consider

Is the board structure working well?

Are committee responsibilities well defined?



What are the legal obligations of board members? Does each member of the board understand these expectations?



Do bylaws and other written documents for board procedures make clear the role of and limits of board actions?



Do bylaws and other written documents for the board distinguish the roles between the board (policymaking) and the CEO (administrative)?

Source: RESOURCE MANUAL for The Principles of Accreditation: Foundations for Quality Enhancement (p. 29)

<http://www.sacscoc.org/pdf/2018%20POA%20Resource%20Manual.pdf>

Questions to Consider



Is the orientation of new board members effective?



How does the board stay informed as to the financial health of the institution?



How does the board maintain its focus on the institutional mission?



Is review of the mission statement a regular expectation of the governing board?

Questions to Consider



What is the relationship between the institution's chief executive officer and the institution's governing board?



What protections are built into the board structure to ensure the board is not subject to undue influence by a minority of members or by external forces?



Are board minutes clear and accurate? Do they provide sufficient detail to capture the results of deliberations?



Do board procedures regarding protection from internal conflicts of interest work appropriately?

Questions to Consider



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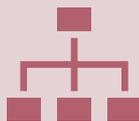
Questions to Consider



Does the board have a functioning self-evaluation process?



Are procedures for CEO succession clear?



If the governing board interacts with other boards (e.g., system boards, foundation boards, alumni boards), are duties and expectations clear?

Source: RESOURCE MANUAL for The Principles of Accreditation: Foundations for Quality Enhancement (p. 29)

<http://www.sacscoc.org/pdf/2018%20POA%20Resource%20Manual.pdf>

Sample Documentation

Statements of board responsibilities and expectations.

Schedule used by the board for self-review.

Board policies and procedures regarding board self-evaluation.

Board minutes or reports detailing the findings of board self-evaluation.

Materials used as part of the self-examination process (e.g., excerpts from board books, retreat handouts, summaries).

Process

Best determined by the governing board itself.

What is expected of this standard is something more substantive than a statement that “the board conducted a self-evaluation.”

Annual Board Retreat.



Include in an annual orientation/reorientation of the board.

Good Practice

- ✓ Board process to document an effective review that demonstrates meaningful feedback and dialog.
- ✓ Board policy addressing the self-evaluation as a duty.
- ✓ Documentation of appropriate approvals and outcomes of the process.
- ✓ Timelines for future, and if possible, past implementations.



You Should Have A Board Policy



Review

Review the current Board Policy that identifies/enumerates the Board powers and duties.

Update

Update this policy to include the “periodic self-evaluation” as one of the duties of the Board.

Evidence

The updated or new Board Policy will be documentation, along with Board agendas and minutes where the new policy was introduced and approved.

Sample Board Policy

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

Recommendations



Updated or new Board Policy regarding Board Powers and Duties.



Board Training/Development Alignment document.



Updated Board Professional Development/Training manual.



Evidence of Board Effectiveness Assessment Instrument and Summary results for each cycle.



Board agendas demonstrating a schedule of activities in the self-review process that took place.



Board minutes documenting that the policy was updated, the review process took place, the effectiveness evaluation was conducted, the consensus of any recommended changes, and the implementation of recommended changes.



Examples of Criteria

- Board Organization (Productivity & Consistency)
- Policy Role & Direction (Roles & Responsibilities)
- Board-Trustee-Chair-CEO Relations
- Community College and Student Relations
- Community Relations
- Standards for College Operations (Institutional Effectiveness)
- Board Leadership
- Advocating for the College
- Board Education
- Experience as an Individual Trustee (Preparedness/Satisfaction)

Sample Items

- Board meetings are conducted in such a manner that the purposes are achieved effectively and efficiently.
- Board members are given adequate information on the issues about which they are requested to make decisions about.
- Board members make decisions after thorough discussion and exploration of many perspectives.
- The Board understands that the primary function of the Board is to establish the policies by which the community college is to be administered.
- The Board spends sufficient time discussing the future direction of the College.
- The Board focuses on policy in Board discussions, not administrative matters.
- The Board has clarified the difference between its policy role and the roles of the CEO and staff.

Sample Open-Ended Questions

- What are the Board's greatest strengths?
- What are the major accomplishments of the Board in the past year?
- What are areas in which the Board could improve?
- What do you feel the Board should make its priorities for the coming year?



ACCT Process



Date	Activity
TBD	In consult with the board chair (or designee) and president/CEO, ACCT develops a customized assessment instrument.
TBD	The board of trustees and president/CEO approve the assessment instrument.
TBD	ACCT distributes a link to each trustee to complete the assessment. (We usually allow up to 2 weeks for the board members to respond, though we will work within the timeframe the board is comfortable with.)
TBD	Data collection closes on a mutually agreed-upon date.
TBD	ACCT prepares a confidential summary analysis for the board to review. (We need up to 2 days to prepare the report.)
TBD	ACCT sends hard copies of the summary report to the board, which should be distributed to each board member at the same time for discussion.





CEO Evaluation

CEO Evaluation

Evaluating the CEO is one of the central functions of the Board of Trustees.



CEO Evaluation

Helping Boards and CEOs

- ✓ Strengthen and Build the Board-CEO Relationship.
- ✓ Get to know the expectation of all board members and the CEO.

CEO Evaluation...

- Should be a rewarding experience
- Provides an opportunity for the board to take stock of the CEO's contributions
- Establishes a learning agenda around emerging issues and needs
- Strengthens the board-CEO relationship
- Clarifies expectations of the Board and CEO
- Fulfills contractual obligations
- Develops a positive climate for growth

Questions

- Should the faculty and staff be involved?
- Is a 360° appraisal a reasonable way to go?
- What other methods are used in higher education?
- Is the appraisal approach appropriate for a higher education environment?
- How does a Board assess the CEO without it ending up on the front page of the newspaper?
- How often should the CEO be evaluated?
- What criteria should be used?
- How should information be gathered?
- What should be done with the evaluation results?
- What are the implications on the contract and compensation?

A man in a white shirt and dark trousers stands with his back to the camera, looking at a wall covered in white arrows pointing in various directions. A large red question mark is drawn on the wall above him. The man has his right hand on his hip and his left hand on his head, suggesting a state of confusion or deep thought.

Setting Expectations

An illustration on the left side of the slide features a series of interlocking gears of varying sizes. Silhouettes of several human figures are shown in various running or jumping poses, appearing to be running along the top edges of the gears. The text 'The Process' is overlaid in a large, bold, black font across the center of the gear arrangement.

The Process

Focus on priorities

Cover as many different topics as you can

Involve the president/chancellor

Involve all board members

Focus on the positive

Think long-term

Understand the complexity of the CEO role

Study leadership

Study how other colleges conduct CEO evaluation

Examples of Assessment Categories

- Institutional Performance
- Committed Leadership focused on Student Success
- Organizational Strategy
- Institutional Leadership
- External Relations
- Community Engagement
- Partnerships
- Communications
- Budgetary/Fiscal Management
- Board-CEO Relations
- Fundraising
- Specific Performance Goals for the Upcoming Year

Sample Evaluation Items

Institutional Performance

- Provides effective leadership in establishing and maintaining excellent student services.

Institutional Leadership

- Implements College operations pursuant to policy, statutes, and regulations.

Board-CEO Relations

- Communicates with board members to inform and resolve issues of interest.

Sample Open Ended Questions

- What initiatives/projects should the CEO focus on over the next year?
- Assessment of performance goals for 2019-2020?



ACCT Process



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Contact: Colleen Allen, Director,
Educational Services

T. 202-775-6490 | E. callen@acct.org

www.acct.org/services





The Policy Role of the Board & Reflecting on the Future of Community College Governance

J. Noah Brown, President and CEO, ACCT

History of Community Colleges

• Who are we?

- Number of colleges
- Number of students
- State Systems
- Local Colleges
- Mission

• What do we do?

- Purpose
- Population/community
- Programs

History of Community Colleges

• Who are we?

- Number of community colleges 1,462
- 1,047 public 415 private
- Number of community college students - over 13 million
- State Systems - 25 states
- Local Colleges with Governing &/or Advisory Local Boards 36 states
- Mission - Workforce preparation, Academic & Remedial
- Elected/Appointed – 32 states appoint 13 states elect

• What do we do?

- Purpose
- Population/community
- Programs

Challenges Facing Our Economy

- U.S. needs to raise degree attainment for 25-to-34-year-olds from 39% to 60% – currently stand at just under 48%. We may not reach 60 % goal until 2041. (ETS)
- America remains stuck in 13th place globally for degree attainment. (OECD)
- Many of the 6.8 million Americans looking for work do not possess the skills required to do the 6.0 million unfilled jobs. (BLS)
- Over the next decade, we will need 3.4 million workers as Baby Boomers retire — 20% are likely to remain unfilled due to a shortage of workers with the required skills. (BLS)

Challenges Facing Our Economy – cont'd

- The equity gap in higher education persists and is not narrowing.
- On average, white and Asian students earn a college-level credential at a rate about 20 percentage points higher than do Hispanic and African American students. (National Student Clearinghouse)
- 35 million Americans have some college but no credential. (Mark Milliron, Civitas Learning)
- College enrollment will rise by 14% through 2022 — about one-third the pace of the past decade. (NCES)
- Number of high school graduates to decline by 2022. (NCES)

Employment and Earnings Matter

- If the recent elections taught us anything, it is that we must redouble aligning what we do to real jobs and prospects for increased earnings and economic mobility.
- Millions of working people feel disconnected from our economy and social and political institutions – they no longer believe that that they and their children will be better off than previous generations.
- Median weekly earnings for associate degree-holders is \$836; bachelor's degree-holders \$1,173. (BLS)
- Unemployment rate for bachelor's degree-holders is 2.5%; associate's degree-holder 3.4% – no degree is 4%.

CC's are Mission Focused When . . .

- We promote educational access and address the equity gap.
- Boosting completion and degree attainment are “job one.”
- Strong connections to workforce needs and reducing skills shortages result.
- Increased global competitiveness and economic sufficiency are paramount design considerations.
- Affordable and demonstrable ROI for students and taxpayers is realized.

Mission Creep when . . .

- Degrees are not workforce/career relevant.
- No demonstrable shortage in local labor market or with employers.
- Duplication of effort, programs or services with neighboring institutions.
- Lack of quality or applicability to professional advancement or occupational mobility.
- Credentials are viewed as simply as a “cash cow” or strategy for supplanting lost revenue streams.

Degree Relevance is Important

- New focus on access to affordable degrees, and increasingly, to a technical and/or applied baccalaureate degree being demanded by industry aligns with the new political focus to empower the middle class.
-
- Strongest predictor of student perceptions of quality and value. (Strada Education Network)
- Caution needed — scale degree programs to real labor market needs and not flood the market or increase duplicity and increased cost that diminishes perceived value and quality.
- Tie to the institution's curricular strength, labor market and community reputation.
- Relevance and completion are completely intertwined and inseparable. (Strada Education Network)

ACCT

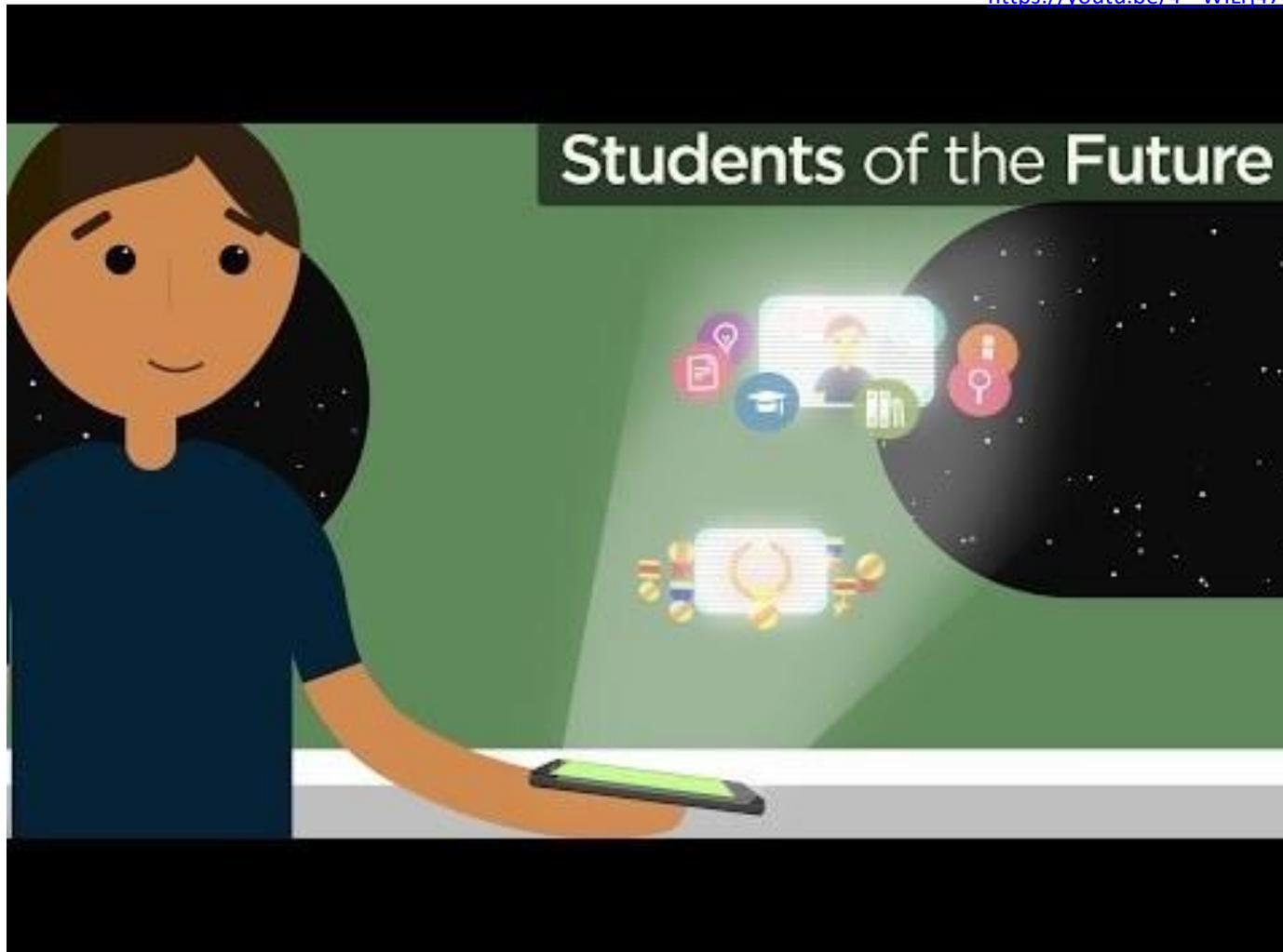
TEAMWORK
MOTIVATION
INSPIRATION
LEADERSHIP
VISION
+ INNOVATION

SUCCESS



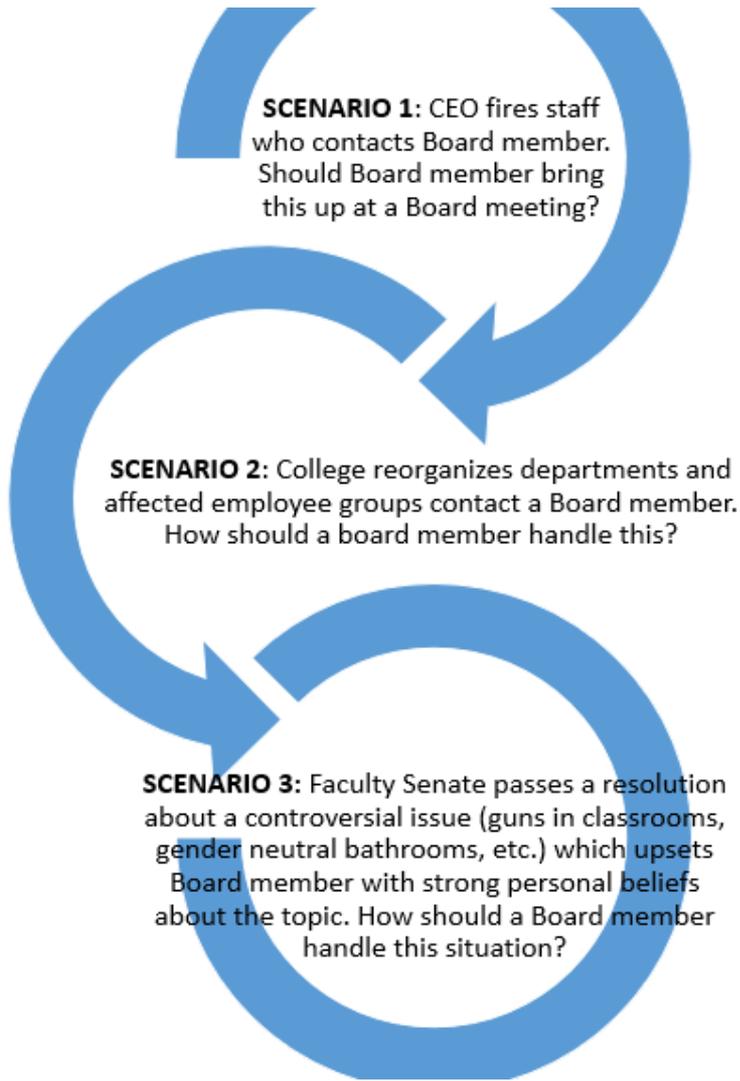
Learning in the Future: Students of the Future

https://youtu.be/4_-WILrj474



https://youtu.be/4_-WILrj474

WHAT HAVE WE
LEARNED?



TESTING YOUR KNOWLEDGE :

WHAT DOES A BOARD MEMBER DO?

QUESTIONS?

What have we learned?



Board Retreats & Workshops

Board Self-Assessment

Presidential/Chancellor Evaluations



That boards and presidents **all** need regular **professional development**—especially in these changing times

Working Lunch

- Planning and Next Steps
- Strategies and Conclusion
- Time for your feedback
- Next steps
 - Web page support
 - Complete the Evaluation!

12:00 p.m. – 1:00 p.m.

EVALUATIONS

PLEASE REMEMBER TO COMPLETE YOUR EVALUATION!

Thank you!!

LUNCH – TIME FOR EVALUATION & REFLECTION ON NEXT STEPS

Safe travels home!

See you at Congress in San Francisco!



**2019 ACCT Leadership
Congress
San Francisco, California
October 16 – 19, 2019**

To Register Go To:

<http://www.acct.org/congress-registration>