Friday, September 21, 2012
Board of Trustees Retreat

Board of Trustees Retreat
ORDER OF THE AGENDA
Ventura County Community College District Office, Board Room
255 W. Stanley Avenue, Suite 150
Ventura, CA 93001
1:00 p.m.

1. Call to Order

1.01 Chair will call the meeting to order.

1.02 Pledge to the Flag

1.03 Introductions

1.04 Review Meeting Norms

1.05 Outcomes

2. Changes to the Agenda

2.01 Chair will announce changes.

3. Public Comments

3.01 Chair will ask for public comments. Pursuant to the federal Americans with Disabilities Act, if you need any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to the Office of the Chancellor, Dr. Jamillah Moore, VCCCD, 255 W. Stanley Avenue, Suite 150, Ventura, CA.

4. Accreditation Standard IV

4.01 Accreditation Standard IV Review

5. Board Performance

5.01 Review Best Practices Agreement

5.02 Review Board Performance Goals

5.03 Review Board Policy 2715 Board Code of Ethics/Standards of Practice

5.04 Review Board Administrative Procedure Board Code of Ethics 2715 (A) and Board Administrative Procedure Board Standards of Practice 2715 (B).

6. Board Relations

6.01 Review Effective Board Relations

7. Formal Channels of Communication Policy

7.01 Discuss Board's formal channels of communication policy.

8. Professional Development

8.01 Review Professional Development and Conference Participation.

9. Adjournment

9.01 Chair will adjourn the meeting.

Agenda Item Details

Meeting	Sep 21, 2012 - Board of Trustees Retreat
Category	1. Call to Order
Subject	1.01 Chair will call the meeting to order.
Access	Public
Type	Information

Public Content

Administrative Content

Agenda Item Details

Meeting	Sep 21, 2012 - Board of Trustees Retreat
Category	1. Call to Order
Subject	1.02 Pledge to the Flag
Access	Public
Type	Discussion

Public Content

Administrative Content

Agenda Item Details

Meeting	Sep 21, 2012 - Board of Trustees Retreat
Category	1. Call to Order
Subject	1.03 Introductions
Access	Public
Type	Discussion

Public Content

Administrative Content

Agenda Item Details

Meeting	Sep 21, 2012 - Board of Trustees Retreat
Category	1. Call to Order
Subject	1.04 Review Meeting Norms
Access	Public
Type	Discussion

Public Content

Meeting Norms

The following are suggested norms for Ventura County Community College District governance groups. In the first fall meeting, each governance body will review this list, which the group will adopt or modify.

- Come prepared to present and participate;
- Listen to the contributions and reactions of fellow committee members;
- Avoid sidebar conversations;
- Refrain from interrupting;
- Commit to achieving the committee's purposes;
- Keep actions purposeful;
- Make sure the recorder expresses the intent of the committee members;
- Take responsibility for changing one's own non-constructive habits or negative attitudes;
- Present positions as clearly as possible and avoid blindly arguing for individual ideas;
- Avoid changing one's mind just to agree and avoid conflict. Support only ideas one can live with;
- Acknowledge and accept differences of opinion that improve committee chances of reaching the best solution;
- When the team reaches a stalemate, look for the next most acceptable alternative that all team members can live with;
- Value the unity of the committee; and
- Share meeting records and information with your constituency group(s).
- Maintain professional and respectful communication.

Administrative Content

Agenda Item Details

Meeting	Sep 21, 2012 - Board of Trustees Retreat
Category	1. Call to Order
Subject	1.05 Outcomes
Access	Public
Type	Discussion

Public Content

Administrative Content

Agenda Item Details

Meeting	Sep 21, 2012 - Board of Trustees Retreat
Category	2. Changes to the Agenda
Subject	2.01 Chair will announce changes.
Access	Public
Type	Report

Public Content

Administrative Content

Agenda Item Details

Meeting	Sep 21, 2012 - Board of Trustees Retreat
Category	3. Public Comments
Subject	3.01 Chair will ask for public comments. Pursuant to the federal Americans with Disabilities Act, if you need any special accommodation or assistance to attend or participate in the meeting, please direct your written request, as far in advance of the meeting as possible, to the Office of the Chancellor, Dr. Jamillah Moore, VCCCD, 255 W. Stanley Avenue, Suite 150, Ventura, CA.
Access	Public
Type	Discussion

Public Content

Persons may speak to the Board either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board.

Oral presentations relating to a matter on the agenda, including those on the consent agenda shall be heard beforean item is addressed and voted on.

Persons wishing to speak to matters not on the agenda shall do so at the time designated at the meeting for public comment.

Those wishing to speak to the Board are subject to the following:

- The Chair of the Board may rule members of the public out of order if their remarks do not pertain to matters that are within the subject matter jurisdiction of the Board, or if remarks consist of personal attacks on others.
- Non-scheduled substitutes may not speak in place of scheduled speakers unless alternates have been submitted on the original request.
- Employees who are members of a bargaining unit represented by an exclusive bargaining agent may address the Board under this policy, but may not attempt to negotiate terms and conditions of their employment. This policy does not prohibit any employee from addressing a collective bargaining proposal pursuant to the public notice requirements of Government Code Section 3547 and the policies of this Board implementing that section.
- Individuals wishing to address the Board shall complete a public speaker card that includes the individual's name, name of organization or group represented, if any, and a statement noting the agenda item or topic to be addressed. The individual can submit the completed public speaker card to the Board Clerk prior to the start of Closed Session, Open Session, or prior to the agenda item he/she has requested to address. A speaker can elect to speak during Public Comments or speak at the time the agendized item is addressed by the Board. Public speakers are required to address unagendized topics during Public Comments.
- No member of the public may speak without being recognized by the Chair of the Board.
- Each speaker will be allowed a maximum of three (3) minutes per topic; thirty (30) minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one board meeting. At the discretion of a majority of the Board, these time limits may be extended.
- Each speaker coming before the Board is limited to one (1) presentation per specific agenda item before

the Board, and to one (1) presentation per meeting on non-agenda matters.

Board Policy 2350 Speakers

Administrative Content

Agenda Item Details

Meeting	Sep 21, 2012 - Board of Trustees Retreat
Category	4. Accreditation Standard IV
Subject	4.01 Accreditation Standard IV Review
Access	Public
Type	Discussion

Public Content

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

    a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

    b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and

Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/ systems clearly define the organizational roles of the district/system and the colleges.

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

> a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

> b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

> c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

> d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

> e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

> f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

> g. The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

> h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

> i. The governing board is informed about and involved in the accreditation process.

> j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

> In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

   a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

   b. The president guides institutional improvement of the teaching and learning environment by the following:

   - establishing a collegial process that sets values, goals, and priorities;
   - ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
   - ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
   - establishing procedures to evaluate overall institutional planning and implementation efforts.

   c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

   d. The president effectively controls budget and expenditures.

   e. The president works and communicates effectively with the communities served by the institution.

3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

   a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

   b. The district/system provides effective services that support the colleges in their missions and functions.

   c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

   d. The district/system effectively controls its expenditures.

   e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

   f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

   g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Administrative Content

Accreditation Standards

(Adopted June 2002; Revised June 2012)

Introduction: Shaping the Dialogue

The primary purpose of an ACCJC-accredited institution is to foster learning in its students. An effective institution ensures that its resources and processes support student learning, continuously assesses that learning, and pursues institutional excellence and improvement. An effective institution maintains an ongoing, self-reflective dialogue about its quality and improvement.

An institution-wide dialogue must be at the heart of the self-evaluation process for the college community to gain a comprehensive perspective of the institution. Although the Standards are presented in four parts, they work together to facilitate this dialogue on the institution's effectiveness and on ways in which it may improve. The self evaluation provides the Commission with the institution's assessment of itself as a whole.

The Standards

The institutional mission provides the impetus for achieving student learning and other goals that the institution endeavors to accomplish. The institution provides the means for students to learn, assesses how well learning is occurring, and strives to improve that learning through ongoing, systematic, and integrated planning (Standard I). Instructional programs, student support services, and library and learning support services facilitate the achievement of the institution's stated student learning outcomes (Standard II). Human, physical, technology, and financial resources enable these programs and services to function and improve (Standard III). Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement (Standard IV).

A college-wide dialogue that integrates the elements of the Standards provides the complete view of the institution that is needed to verify integrity and to promote quality and improvement.

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

2. The mission statement is approved by the governing board and published.

3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

4. The institution's mission is central to institutional planning and decision making.

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.[1]

   a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

   b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.[1]

   c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.[1,2]

   a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

   b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general

and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.[1]

e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.[3]

i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies.[3] The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

   a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.[3]

   b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.[4]

   c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.[5]

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

   a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

   b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

   c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.[2]

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.[1,2]

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

   a. **General Information**
      - Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
      - Educational Mission
      - Course, Program, and Degree Offerings
      - Academic Calendar and Program Length
      - Academic Freedom Statement
      - Available Student Financial Aid
      - Available Learning Resources
      - Names and Degrees of Administrators and Faculty
      - Names of Governing Board Members

   b. **Requirements**
      - Admissions
      - Student Fees and Other Financial Obligations
      - Degree, Certificates, Graduation and Transfer

   c. **Major Policies Affecting Students**
      - Academic Regulations, including Academic Honesty
      - Nondiscrimination
      - Acceptance of Transfer Credits
      - Grievance and Complaint Procedures
      - Sexual Harassment
      - Refund of Fees

   d. **Locations or Publications Where Other Policies may be Found.**

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

   a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.[1]

   b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

   c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

   d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

   e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

   f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.[1]

   a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

   b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

   c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.[1]

   d. The institution provides effective maintenance and security for its library and other learning support services.

   e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

    a. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.[3]

    b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

    c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

    d. The institution upholds a written code of professional ethics for all of its personnel.

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and

administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

    a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

    b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

    a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

    b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

    c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

    a. The institution plans professional development activities to meet the needs of its personnel.

    b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

   a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

   b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

   a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

   b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

   a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

   b. The institution provides quality training in the effective application of its information technology to students and personnel.

   c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

   d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

1. The institution's mission and goals are the foundation for financial planning.

   a. Financial planning is integrated with and supports all institutional planning.

   b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

   c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

   d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

2. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

    a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

    b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

    c. Appropriate financial information is provided throughout the institution in a timely manner.

    d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

    e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

3. The institution has policies and procedures to ensure sound financial practices and financial stability.

    a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.

    b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

    c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

    d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

    e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

    f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

    g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.[6]

h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

   a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

   b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/ systems clearly define the organizational roles of the district/system and the colleges.[7]

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

    a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

    b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

    c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

    d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

    e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

    f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

    g. The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

    h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

    i. The governing board is informed about and involved in the accreditation process.

    j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

        In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

   a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

   b. The president guides institutional improvement of the teaching and learning environment by the following:

      - establishing a collegial process that sets values, goals, and priorities;
      - ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
      - ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
      - establishing procedures to evaluate overall institutional planning and implementation efforts.

   c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

   d. The president effectively controls budget and expenditures.

   e. The president works and communicates effectively with the communities served by the institution.

3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.[7]

   a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

   b. The district/system provides effective services that support the colleges in their missions and functions.

   c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

   d. The district/system effectively controls its expenditures.

   e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

List of Policies Referenced in the Standards

1. Policy on Distance Education and on Correspondence Education

2. Policy on Principles of Good Practice in Overseas International Education Programs for Non-U.S. Nationals

3. Policy on Transfer of Credit; Policy on Award of Credit

4. Policy on Closing an Institution

5. Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

6. Policy on Contractual Relationships with Non-Regionally Accredited Organizations.

7. Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems

Agenda Item Details

Meeting	Sep 21, 2012 - Board of Trustees Retreat
Category	5. Board Performance
Subject	5.01 Review Best Practices Agreement
Access	Public
Type	Discussion

Public Content

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

Board of Trustees
Best Practices Agreement

As a Trustee and member of the Ventura County Community College District Board, I will:

1. Adhere to my role and responsibilities, consistent with the accountability requirements to VCCCD students, the State of California, Accreditation Commission, and the general public;

2. Observe VCCCD Board policies and procedures in the conduct of my Trustee role and hold other Board members accountable to the provisions contained therein;

3. Consistently demonstrate my policy leadership role in strengthening the Board's performance and ensure continuous organizational improvement and assessment to best serve students and the community;

4. Pattern my actions as a public official within the parameters contained in the Community College League of California *Board and CEO Roles, Different Jobs, Different Tasks;* the Association of Community Colleges Trustees' *Roles and Responsibilities,* and *Role of a Trustee,* outlined by the Board Chair, as appended;

5. Comply with the Brown Act and not engage in serial meetings and not reveal my position or (perceived) positions of other Trustees when presented with constituent advocacy;

6. Employ the ACCJC meeting *Ground Rules* and follow Parliamentary Procedure in the conduct of the Board's public meetings, as appended; and

7. Participate in professional development activities, consistent with the Board's adopted professional development plan, as appended, to achieve measurable and sustainable performance improvement through reflective Board self-evaluation.
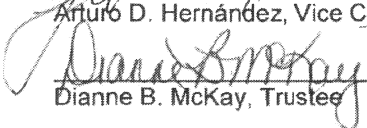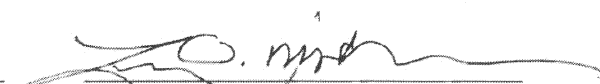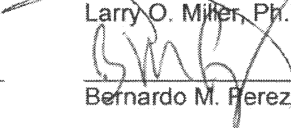
March 13, 2012:

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Stephen P. Blum, Esq., Chair

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Arturo D. Hernández, Vice Chair

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Dianne B. McKay, Trustee

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Larry O. Miller, Ph.D., Trustee

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Bernardo M. Perez, Trustee

03.13.12 Best Practices Agreement.pdf (545 KB)

Administrative Content

Agenda Item Details

Meeting	Sep 21, 2012 - Board of Trustees Retreat
Category	5. Board Performance
Subject	5.02 Review Board Performance Goals
Access	Public
Type	Discussion

Public Content

Background

In accordance with Accreditation Standard IV.B.1.e, Accreditation Standard IV.B.1.g, and Board Policy 2745 Board Self-Evaluation, the Board is committed to assessing its own performance as a Board to identify strengths and areas in which the Board may improve its functioning. At the Board's June 26, 2012, Board Strategic Planning Session - Part One, Trustees evaluated, discussed, and updated the existing 2012 Board Performance Goals based upon findings from the Board's monthly meeting assessments, Board's annual self-evaluation, and Consultation Council general evaluation of Board performance. The following Board of Trustees 2013 Board Performance Goals are a result of input and revisions recommended by Trustees at the Board's June 26 Strategic Planning Session – Part One.

1. Continue to strengthen Board performance through training in best practices by Accrediting Commission of Community and Junior Colleges ACCJC.
2. Continue to strengthen Board decision making through improved communication with county constituents through the Citizens Advisory Body and community forums.
3. Continue to strengthen, with Trustee involvement, understanding and performance through staff reports on:

   a. The Governance Structure
   b. Budget and Finance
   c. Accreditation Processes
   d. Student Success, Transfer, Certificate Completion, Employment
   e. Program Performance
   f. Human Resource Planning
   g. Facilities Planning
   h. Technology Planning
   i. Fiscal Planning
   j. District Allocation Model
   k. Organizational efficiency and effectiveness
   l. District goals and objectives progress
   m. Accreditation recommendations updates
   n. Recruitment and hiring

4. Understand and respect the governance process. Continue to refrain from direct Board or individual Trustee involvement in operational matters.
5. Continue to strive for a common understanding of the Board's role as an effective and efficient policy-making body.
6. Continue to thoroughly review new or modified policies and/or procedures as the first item of business

during public meetings. Board policy and corresponding procedure will be reviewed concurrently to enhance Board understanding.

7. Continue to prepare an annual calendar of professional development opportunities from which Board members might benefit. Trustees will attend at least one conference annually as a full Board.
8. Continue to strengthen Board understanding of Robert's Rules and the Brown Act to ensure meetings run efficiently and effectively.
9. Continue to review and further clarify areas of operational interest to Trustees and amend the Chancellor's delegated authority to operate the District, if necessary.
10. Continue to discuss and understand District formal communication channels.

Administrative Content

Agenda Item Details

Meeting	Sep 21, 2012 - Board of Trustees Retreat
Category	5. Board Performance
Subject	5.03 Review Board Policy 2715 Board Code of Ethics/Standards of Practice
Access	Public
Type	Discussion

Public Content

The Board, as an independent policy making body, shall maintain high standards of ethical conduct for its members. Members of the Board are responsible to:

- Establish and support the mission and policies of the District.
- Act only in the best interests of the entire community.
- Advocate and defend the District and colleges through decision-making unbiased by personal interest, special interest, or partisan political influences.
- Ensure public input into Board deliberations.
- Adhere to both open and closed meeting state laws and regulations.
- Prevent conflicts of interest and the perception of conflicts of interest.
- Exercise authority only as a Policy Board and fully support Board actions once taken, its members avoid involvement in institutional operations.
- Use appropriate, formal channels of District communication, and encourage others to do so.
- Respect divergent opinions and treat others with civility.
- Be informed about the District, educational issues and the responsibilities of trusteeship.
- Be informed about and comply with accreditation requirements and process.
- Devote adequate time to the work of the Board.
- Read materials and raise questions prior to public meeting, when possible.
- File Statement of Economic Interest Form 700 in a timely manner, as required by law.
- Complete ethics training for elected officials as required by law.
- Commit to continuous, measurable, sustainable improvements in Board performance through professional development and Board self-evaluation.
- Observe the Open Meeting Act and maintain the confidentiality of closed sessions and other confidential matters.
- Ensure all Board members adhere to Board policies and the Board of Trustees Best Practices Agreement (attachment).

All Board members are expected to maintain high standards of conduct and ethical behavior. In order to maintain public confidence in the Board, and in the institutional integrity of the colleges under its governance, the Board will be prepared to investigate the factual basis behind any charge or complaint of Trustee misconduct.

Trustee misconduct may result in censure and/or sanction(s). Censure is an official, public expression of disapproval passed by the Board. A Board member may be subject to a resolution of censure by the Board should it be determined that Trustee misconduct has occurred. Sanction is enacting a penalty for inappropriate behavior. Sanctions may include, but are not limited to, a Trustee's removal from serving on all Board committees or removal from Board office (i.e., Chair or Vice Chair).

Agenda Item Details

Meeting	Sep 21, 2012 - Board of Trustees Retreat
Category	5. Board Performance
Subject	5.04 Review Board Administrative Procedure Board Code of Ethics 2715 (A) and Board Administrative Procedure Board Standards of Practice 2715 (B).
Access	Public
Type	

Public Content

AP 2715(A) BOARD CODE OF ETHICS

All Board members are expected to maintain the highest standards of practice and ethical behavior. To give guidance to Trustees in conforming their conduct to standards, the Board has adopted a Trustee Code of Ethics.

Code of Ethics
As an elected Trustee and member of the governing Board of the Ventura County Community College District, Trustees will support and maintain the following ethical principles:

Board as a Unit

- Recognize that individual Board members have no legal authority outside the meetings of the Board. Conduct relationships with District and college staff, students, local citizenry, and the media only on that basis.

Conflict of Interest

- Board members shall not have a financial, personal, or political interest in any contract or agreement made by the Board or in any contract or agreement they make in their capacity as Board members.

Student/Education Focus

- Protect the interests of students in decision-making and assure the opportunity for effective, efficient, high-quality education for college students.

Confidentiality

- Recognize that deliberations of the Board in closed session are confidential and not for release or discussion in public without the prior approval of the Board by majority vote.

Fiduciary Responsibility

- Serve as a steward of District resources by protecting, advancing, and promoting the interests of all citizens. Demonstrate independent decision-making unbiased by personal or special interest, or partisan political influences.

Create a Positive Climate

- Set an example for the entire District by acting with integrity and reflect the values of trustworthiness, respect, fairness, civility, and caring at all times when performing their responsibilities.

Advocate and Support the District and Colleges

- Use the powers of the office honestly, constructively, and civilly communicate and promote the needs of the wider community to the college District and the needs of the District to the community.

Board Relations and Delegation

- Maintain a public atmosphere where controversial issues can be debated openly, civilly, and fairly, protecting the dignity of individuals, and placing the good of the District above personal or political concerns.

Allegations of an Ethics Code/Standards of Practice Violation

To maintain public confidence in the Trustees, and in the institutional integrity of the District under its governance, the Board will be prepared to investigate the factual basis behind any charge or complaint of Trustee misconduct or violation of its Ethics Code. Allegations of misconduct or violation of the Board's Ethics Code can be submitted to the Chancellor/Board Chair in person, by telephone, or in writing. A person or persons submitting an allegation of Trustee misconduct or violation of the Board's Ethics Code shall be protected under Board Policy (B) 7700 Whistleblower Protection.

Allegations will be promptly addressed in the following manner:

- Alleged violations of Board Policy 2715 Code of Ethics/Standards of Practice will be addressed initially by the Board Chair, or by the Vice Chair if the alleged violation is by the Board Chair. The Board Chair/Vice Chair may refer the item to legal counsel and/or the Chancellor to determine whether there is sufficient cause to conduct an investigation. If sufficient cause is found, the Board Chair/Vice Chair will first discuss the violation(s) with the Trustee to reach resolution.

- If resolution is not achieved and further action is deemed necessary, the Board Chair, in open session at the next Board meeting, will appoint an ad hoc committee composed of two Board members not subject to the alleged violation(s) to examine the matter, prepare a written report, and provide recommendation(s) up to and including censure and/or sanction(s). Censure is an official, public expression of disapproval passed by the Board. Sanction is enacting a penalty for inappropriate behavior. Sanctions may include, but are not limited to, a Trustee's removal from serving on all Board committees or removal from Board office (i.e., Chair or Vice Chair).

- The ad hoc committee will be guided in its inquiry by the standards set forth in the Code of Ethics/Standards of Practice as defined in Board Policy 2715. In a manner determined by the ad hoc committee, a fact-finding process will be initiated and completed within a reasonable period of time to determine the validity of the alleged violation(s). The Trustee subject to the charge of misconduct will not be precluded from presenting information to the ad hoc committee. The ad hoc committee will provide a written report of its findings and recommended action(s) to the full Board. Recommendation(s) to the Board may include sanctions and an action to censure the individual Trustee.

- The Board will then issue a public statement at an open Board meeting to express concern of an individual Trustee's misconduct. The Board Chair will state the expectations and standards of Board behavior and that the individual Trustee's action(s) failed to comply with Board Policy. Any action on the recommendation(s) up to and including censure and/or sanction(s) must be reported out and voted on in an open Board meeting. The Board must find by majority that the Trustee has violated Board Policy 2715 Code of Ethics/Standards of Practice. The action taken by the Board will be binding on the charged Trustee and on the Board as a whole. The records of any actions identified in the recommendation(s) will be maintained by the Chancellor's Office.

- The Student Trustee is not eligible to move, second, or vote upon the imposition of a sanction or censure on a Board member. However, a Student Trustee may participate in the discussion of a potential censure

or sanction at an open Board meeting.

The Chair or Vice Chair and Chancellor are authorized to consult with legal counsel when they become aware of or are informed about actual or perceived violations of Board Policy 2715 Code of Ethics/Standards of Practice, including but not limited to:

- violating conflicts of interest laws
- violating open and public meeting laws
- failing to maintain confidentiality of closed session information
- misusing public funds/resources
- involvement in institutional operations or attempts to administer rather than govern
- ignoring local decision-making processes and communication protocols
- publicly advocating against Board decisions or pending future Board actions
- acting as an agent of a union, specific community group, or business interest
- advocating personal interests over the needs of the college district in community college education

Matters involving potential or actual violations of law may be referred to the proper authorities as prescribed by law.

Also see Administrative Procedure 2715(B) Standards of Practice.

AP 2715(B) BOARD STANDARDS OF PRACTICE

Standards of Practice
As an elected Trustee and member of the Board, Trustees will support and maintain the following standards of practice:

Commitment

- Devote time and effort to activities that will enhance the ability to function effectively as a Board member. Attend activities as established or accepted by the Board.

Staff Support

- Support staff through acknowledging their time is valuable and is best spent furthering the educational mission of the District and colleges. Avoid undue demands on staff time and carefully consider the impact of requests for information on the ability of staff to fulfill their responsibilities to the colleges. Staff reports or requests for information requiring research will come from the Board and not individual Trustees. Copies of requested reports or information will be shared with the entire Board.

Involving Staff and Community Members

- Recognize and uphold District for communications protocol with the media that delegates responsibility to the Chancellor and the Board Chair to ensure a unified voice in representing the District.

Communication with the Chancellor, Employees, Students and Community

- Observe formal channels of communications.
- Refer contacts from employees, students, and citizens to the appropriate President or Chancellor's office, or advise that concerns be presented in writing to the Board as a whole through the Chancellor.

Policy Role and Delegation

- Support the authority to the Chancellor as the Board's chief executive officer and confine Board action to policy determination, planning, performance evaluation, and maintaining the fiscal stability of the District.

Decision-Making

- Review official communications from the Chancellor and/or delegated administrative staff in a thorough and timely manner.
- Be prepared for public meetings.
- Seek information by asking substantive questions prior to Board meetings, and request data and information through processes established by the Board.

Also see Administrative Procedure 2715(A) Board Code of Ethics.

Administrative Content
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Agenda Item Details

Meeting	Sep 21, 2012 - Board of Trustees Retreat
Category	6. Board Relations
Subject	6.01 Review Effective Board Relations
Access	Public
Type	Discussion

Public Content

Preventing Micromanagement-Creating High Performance Boards.pdf (657 KB)

Administrative Content

BOARD

focus

VOLUME 9, NO. 1
FALL 2006

Preventing Micromanagement— Creating High Performance Boards

Micromanagement prevents boards from governing well. It results in dysfunctional boards, public criticism, accreditation concerns, demoralized staff, and lack of respect for elected trustees. This Board Focus explores definitions and causes of micromanagement and proposes alternatives for governing boards.

CONTENTS

The "Right Stuff" of Governance

BY **WILLIAM McGINNIS, TRUSTEE**
Butte-Glenn Community College District

THE REAL CHALLENGE for trustees is creating a high performing board. They do this through being willing and able to set standards of excellence for their colleges and themselves. They develop and live by the "Right Stuff." They have:

- The Right Mind Set
- The Right Role
- The Right Work
- The Right People
- The Right Agenda
- The Right Information
- The Right Culture

Defining Micromanagement

BY **CINDRA SMITH, ED. D., THE LEAGUE**

THAT'S MICROMANAGEMENT!" When trustee A says that to trustee B, trustee A is reminding B to stick to the board's policy role and stay out of administration. But B says, "No, it's not." Now what? How do you determine the appropriate role for trustees?

The line between policy and micromanagement is not always clear. It can depend on board and institutional culture and protocols, communication style, intent and how the intent is expressed.

What is clear is that micromanagement is not a good thing. Boards hire a chief executive officer to lead the institution. Micromanagement gets in the way of the CEO doing that work and prevents the CEO from being as effective as he or she could

The Right Stuff of a governing board means doing what is needed, executing the strategy, and moving the organization ahead.

William McGinnis

The "Right Stuff" of Governance

The Right Mind Set is accomplished through a process of continuous improvement. Boards must keep coming back to the same questions about purpose, resources, and effectiveness. It means keeping the board's focus on the vision and mission in spite of all the noise from other college issues. Boards must focus on their districts' future and the goals in the strategic plan.

The Right Role means establishing and sticking to an overarching level of engagement that helps trustees set expectations and ground rules for their roles relative to the president's role.

The Right Work is accomplished by focusing on "what" the district should accomplish, not "how" it is done, and not allowing the board's focus to be diverted from the goals. Boards are accountable for results (outcomes). Trustees fulfill this responsibility best not by dictating the details but rather, by asking questions about performance results and their implications. Ask critical questions and insist on clear answers.

The Right People. A board is only as good as its members. Trustee development and training are critical elements to building a strong board. Boards strengthen their members by providing mentoring, education, ground rules, and enforcing state and local laws and regulations, policies, and a code of ethics.

The Right Agenda. Agendas define what the board discusses and at what length. To control the agenda is to control the work of the board. Boards need to assure their agendas reflect the goals of the board. As an example, a board may devote one meeting a year to setting a limited number of priorities for the year—for example, strategic direction, capital allocation, enrollment management, and succession planning. The board must ensure that their regular meetings address these priorities.

The Right Information. There are two equally effective ways of keeping a board in the dark. One is to provide them with too little information and the other, ironically, is to provide too much. The board must communicate its information needs to the CEO. And the CEO must adjust the information load by trustee. Boards primarily rely on retrospective data on the colleges' performance and operations, and presentations by the administrators, and faculty, staff, and student leaders. The CEO is a key resource—his or her articulation of the future and interpretation of financial reports significantly shape boards' views.

The Right Culture. Engaged cultures are characterized by candor and a willingness to challenge. They reflect the social and work dynamics of a high-performance team. Trust and respect between and among the trustees is critical to the successful development of an engaged culture, as are trust and respect between the board and the CEO.

The Right Stuff of a governing board means doing what is needed, executing the strategy, and moving the organization ahead. High performing boards are committed to a strong working relationship between the board and CEO, fostering healthy social dynamics of board interaction, and ensuring the competence, integrity, and constructive involvement of all trustees. ▨

Defining Micromanagement
continued from page 1

be. As one trustee said, "We are paying a CEO to do the work, why should we do it instead?" Micromanagement sends a message of distrust, abrogates the authority of the CEO and ignores the organizational structure, decision-making systems and procedures.

Micromanagement also violates the board's fiduciary responsibility to ensure that time and resources of the institution are well spent. When a trustee directs staff to do something or requests information that requires a significant amount of time, the individual trustee has determined how time and resources are used, which may not be in the best interests of the entire institution. Given that colleges don't have unlimited funds and personnel, priorities for time and resources must be set by the board and college leadership working together.

Criteria for determining whether or not something is micromanagement include:

- The action tells the CEO or a college employee how to do their job. If a request, directive or

suggestion has the effect of determining the day-to-day decisions of staff members and how they allocate their time, it is most likely micromanagement. The board has the right to expect that people who work at the college know how to do their jobs. Trustees have the responsibility to honor the professionalism of college staff by allowing them to perform their duties.

- It probably involves an individual trustee. If the board as a whole makes a decision, it is less likely to be micromanagement. Discussing an issue as a board usually provides the checks and balances that help keep the board at a policy level.
- It is identified as micromanagement by fellow trustees or college staff members. Even if there is no intent to direct or manage college staff, trustees may be perceived as micromanaging by virtue of the power of their position. Trustees' suggestions, opinions, and reactions are taken very seriously; trustees may find that what they meant as just ideas or thoughts are interpreted as directives. Therefore, trustees may need to monitor themselves carefully to ensure that offering opinions is not construed as direction. ▨

> Micromanagement sends a message of distrust, abrogates the authority of the CEO and ignores the organizational structure...

High Performing Boards Make & Monitor Policy

BY **CINDRA SMITH**

EXPERIENCED TRUSTEES know they aren't on the board to administer the institution—they know that is the chief executive's job. Instead, they set policy, delegate the responsibility for implementation to the CEO, and monitor that implementation. They define the information they need to perform those jobs well.

Making Policy
Policy reflects and state what is valued by the institution and community. It consists of brief, general statements of purpose, principles or philosophy, which serve as guides for action. Policy:
1. Establishes the general goals of the institution. These are stated in institutional long-range and

strategic plans, are reflected in the budget, and frame the annual goals or priorities of the board and CEO.
2. Sets standards for acceptable practice, particularly in the areas of educational planning and programs, finance, facilities, and personnel.

A test of whether or not something is a policy level issue, and not micromanagement, is whether it fits into those two categories. Does it relate to the general goals, including who the college serves? Does it reflect the values that guide operations, such as ethics, prudency, diversity, effectiveness, and quality? Does it address *what* the college does

W hen issues arise, trustees and CEOs consciously identify the policy values inherent in the issue and frame the board's responses in policy, not procedural, terms.

High Performing Boards Make & Monitor Policy

continued from page 3

instead of *how* the college does it?

High performing boards and CEOs agree on policy. They ensure that the board agenda items refer to board policy to clarify why the board is addressing the item and what decision is expected. The background information provided for board decisions addresses policy-level concerns. When issues arise, trustees and CEOs consciously identify the policy values inherent in the issue and frame the boards' responses in policy, not procedural, terms. They ask:

- Do we have a policy on this issue? Does it say what we want it to say?
- What broad values and standards apply to this issue? Has the board stated those in policy?
- Does the decision or action we are about to take reinforce our policy role, or is it an administrative decision?

Monitoring

Boards must monitor that policy goals are being accomplished and that the college is operating in accordance with policy standards. They fulfill this role when they receive and discuss reports on progress toward district goals. They also receive and discuss reports that inform the board on how the college is complying with policy standards on college operations, such as fiscal audits, program reviews, and descriptions of hiring standards and practices.

"Micromonitoring" can occur when the monitoring system is vague or erratic and/or reports don't address policy goals or standards. Insufficient or poorly communicated information about the college leads to trustees being more likely to question day-to-day operations and inspect college programs.

Therefore, effective board and CEO teams will establish a monitoring system that provides the board with the information it needs to assure that goals are being accomplished according to the board's policy standards.

An Information Caveat

Boards need information to make policy and monitor the institution. An informed board ensures that colleges are meeting community needs and doing everything they can to make sure students succeed. Therefore it seems like asking for information is always a good thing.

However, injudicious and scattered requests for information can be micromanagement. Preparing information for the board requires staff time, and every request from the board or a trustee therefore potentially "manages" the time of the staff. Boards, as part of their fiduciary responsibility, want staff time to be devoted to accomplishing the goals of the institution. A good board balances its legitimate need for information with the demands on staff time.

Clarity and communication are key. Boards carefully determine what information is needed to make policy, monitor the institution, and support the "no surprises" rule. They make requests through the CEO's office. Many boards have a policy or protocol that states that requests that require a significant amount of staff time and resources to produce the information must come from the board as a whole. The purpose isn't to deny trustees the information they need, but to ensure that staff time and resources are used wisely, and in line with the needs of the entire board. ▪

09.21.12 BoT Retreat

Why Micromanagement Occurs & What to Do About It

BY **CINDRA SMITH**

New Board Members

New board members are eager to contribute their knowledge and ideas. Their enthusiasm in asking questions and making suggestions may appear to or actually be attempts to direct staff and do the work of the CEO. A good orientation to the board role and the need to work as a member of the board team help direct new energy into appropriate policy channels.

Delegating Up

Administrators, faculty leaders and others invite micromanagement when they ask for board approval of college procedures or decisions that should be handled within the local decision-making processes of the college. Boards avoid this trap by holding the CEO accountable for decisions and appropriate participation in local decision-making, and refusing to accept "upward delegation" from any college constituency.

Dysfunction

When boards are divided or dysfunctional or when the relationship between the board and CEO is rocky, boards send mixed messages to the staff. Administrators, faculty and staff work around or in spite of the board; some staff members seek direction from different board factions and may play board members off against each other and the CEO. Micromanaging can be avoided by strengthening the sense of team on the board and the board/CEO relationship, and clarifying that the board expects strong leadership from the CEO for the institution.

Catering to Individual Trustees

There is a fine line between listening to and considering individual board member ideas and perspectives, and allowing them to overly influence board and administrative decisions. It is possible to cater too much to individual trustees in efforts to be respectful, politic, and accommodating. While civility is always important, individual trustee perspectives are one of many contributors to the functioning of the institution. Board chairs and CEOs both should emphasize that individual trustees' opinions are simply opinions—the only legitimate direction to the CEO comes from the board as a whole.

Leadership Voids

When CEOs don't provide strong leadership, or there is a transition in the CEO position, boards may be more likely to be involved in day-to-day decision-making. Competent leadership and clear delineation of responsibilities during times of transition will clarify board roles. Boards that become more involved during a transition can "let go" and provide support when they are assured that the new CEO is taking charge.

Change and Problems

Change, whether good or bad, causes uncertainty, and uncertainty creates an environment for micromanagement. Fiscal changes, community pressures, political shifts, enrollment increases or decreases, changes in leadership, and other significant events all contribute. If trustees perceive there are ongoing problems, they will be more likely to scrutinize day-to-day operations. Preventing such micromanagement requires being aware of the dynamics involved in change, maintaining broad perspectives, and openly exploring problems and possible solutions.

Personal Agendas

Trustees with personal agendas or single interests may attempt to direct administrative decisions to benefit themselves or others. Boards establish a framework for preventing this type of micromanagement by adopting and upholding a board code of ethics.

Statutory Obligations

California has many laws and regulations requiring board approval and actions. Trustees may use these obligations to justify or require trustee involvement in typically administrative tasks, such as those involved in personnel and purchasing. Thoughtful boards delegate administrative authority to the CEO, use consent agendas to perform their statutory duties, and ensure their time is spent in governing, not managing, the institution. ∎

For CEOs: Communicating with Your Board

Micromanagement is more likely to occur when trustees don't feel they are informed and knowledgeable about what is happening in the colleges and have the opportunity to contribute and influence key decisions at appropriate times. CEOs play an important role in creating an open relationship with their boards—one which keeps the board informed and involves trustees in appropriate decision-making. Communication is key.

BY **EDWARD HERNANDEZ, ED. D., CHANCELLOR**
Rancho Santiago Community College District

CEO—those initials have a nice ring. But it's a short trip from sweet harmony to cacophony if the chief executive officer doesn't quickly master the art of communicating with the board. The essential, yet challenging relationship with your board demands diligent communication.

When you become a chief executive officer, you are stepping into a politically charged domain. Helping to focus trustees' power, time, energy, and attention in service of your organization's mission is essential.

To understand the board's perspective, consider your service on a chamber of commerce, hospital or other community board. In this civic role, we like to feel that our insights and recommendations are given respectful consideration. Our trustees have the same needs. Open, interactive and information-rich communication to develop trust and understanding addresses that goal, and prevents trustees from feeling the need to micromanage the institution.

Trust-Building Behaviors

Delineation of responsibility There is a fine line between strategic and operational leadership. Right from the start, it is important to gain consensus on where the CEO's job ends and the board's begins. The CEO candidate should research how the board has performed in the past. For its part, the board should consider role definition before a hiring decision. The CEO should hold a board workshop immediately after being hired to lay the ground rules on how the CEO and board will cooperate, make and respond to requests.

Educate the board For our trustees to fulfill their policy-making role, they need the big picture. And to understand it, the CEO must assure that the board has enough information to make sound decisions. A highly-informed board is generally one that can distinguish between its boundaries and those of the CEO.

Good and bad news CEOs need to be secure enough to deliver both good and bad news. There are no secrets in organizations, so the wise CEO will not cover up negative issues. Information cannot always be good, so it is inevitable that we present problems. Lay the groundwork by articulating the problems, what contributed to them, and providing solutions.

Brevity Board members have a right to ask questions. The CEO should provide a simple and direct response. It is tempting to read too much into a question and consequently, provide more information than a trustee wants or needs. Answering a question should not be couched in a long-winded justification for our actions or current conditions. If a trustee isn't asking for reasons why situations are as they appear, then responses should not be defensive.

Discussion and dissent Board members bring a wealth of experience to the table, often from outside higher education. Harnessing that expertise through open discussion and dissent makes for better decisions.

Communication

Establishing communication protocols among the CEO's administrative team and sharing them with the board increases trustees' comfort that they will receive information in a timely manner. Informing the board is part of the administrative team's responsibility; requests for information are delegated with appropriate follow-up. Establish

a protocol that funnels responses through the CEO, unless an alternative approach is approved beforehand.

Weekly updates Once a week, send an update of three or four main topics to keep your board apprised of current initiatives or significant issues. If you have a more lengthy issue to explain, provide an executive summary. Trustees will appreciate your effort at telling them what they need to know to meet their responsibilities. If they want more information, they can always ask.

Informal relationships Spend time with your trustees. Pick up the phone—go to lunch—whatever it takes to forge the informal bond that improves the relationship. Like a marriage, it needs constant attention.

Board packets Sending packets with sufficient information before a board meeting helps the CEO prepare the trustees for the public meeting. The CEO can set the tone for a controversial issue and facilitate the public response.

Board chair as ally The board chair is first among equals, so it is prudent for the CEO to give this relationship primacy. Use the board chair as a sounding board and ally in developing strategies to move the organization forward.

Board/CEO evaluations Annual evaluation of the board and the CEO are opportunities for becoming a better team. Each side in the relationship needs to review its performance and how each is doing at supporting achieving the goals of the institution. ▪

Right from the start, it is important to gain consensus on where the CEO's job ends and the board's begins.

Scenarios: Is the Trustee Micromanaging?

BY **CHARLES MENG** & **CINDRA SMITH**
Charles Meng, Trustee, Napa Valley CCD and Cindra Smith, the League, presented these scenarios for discussion at a session at an Annual Trustees Conference. They extend their appreciation to the trustees and CEOs who helped shape the responses.

Lights Out

While walking to an evening board meeting, Trustee A notices that some outside lights have burned out. She picks up her cell phone and calls the evening administrator to let him know.

If this is a one-time occurrence, many would say it's not micromanagement and that the trustee is simply being helpful. The trustee likely does not intend to direct staff work. However, it fits the definition of micromanagement in that an individual trustee has called a staff member other than the CEO and essentially told him or her what to do. A better alternative is for the trustee to talk with the CEO (or established designee) when she gets to the board meeting.

Consent Agenda

The board meeting always includes a consent agenda that covers personnel hiring and routine contract and purchase approvals. Trustee B regularly

removes the items on contracts and purchasing from the agenda, so that he can review the process for each item to ensure the staff did enough to get the best price.

Individual trustees have the right to remove items from the consent agenda and should do so if they need to discuss the item. However, the consent agenda is designed to quickly deal with routine and required approvals so that time can be spent on discussion of strategic educational issues.

Trustee B's actions take up a great deal of time and reflect a lack of trust in administrative decisions, and therefore are micromanagement. The board should address the reasons behind his actions. Is it a lack of clear policies and procedures on contracts and spending, or a lack of support for the policies? Do the procedures adequately ensure that purchasing processes are legal, fair, and that there are adequate checkpoints? Are the dollar amounts that determine whether a purchase or contract requires board approval set at the right levels? Does Trustee B have a reason to distrust administration? Is he attempting to show that he is performing his fiduciary role?

Possible solutions include revisiting the policies and auditing

Charles Meng

Cindra Smith

Board Focus

Scenarios: Is the Trustee Micromanaging?

the procedures to assure Trustee B that the purchasing and contracting are fair, prudent, legal, and contain adequate checks, and that the administration can be trusted. Other trustees may talk with Trustee B about how his activities are interfering with board time for other discussions. They may help find other ways to exhibit their responsibility for fiduciary oversight.

Planning Committee Member

Trustee C is a member of the college's planning committee. The chair of the committee, out of respect for the board member, always makes sure to seek her opinion on the proposed revisions to the college goals. The board member reports to the board each month on committee activities.

Including trustees on college planning committees provides a trustee perspective and link to the board. The intentions are good, but the practice may be a step on the slippery slope. Trustees, by virtue of their positions, have much inherent authority and power. In this situation, the individual trustee's opinions may have too much influence and are thereby "micromanaging" the planning process. She should refrain from active participation on the committee.

Monitoring Student Success

Trustee E wants to know what the graduation rate of student athletes is and what kind of support is provided to ensure that they graduate. He doesn't want to bother the CEO, so he calls the athletic director to find out that information. The athletic director calls the director of research, who then begins preparing the report.

While it is laudable that Trustee E is interested in student outcomes and services, his request to the athletic director has the effect of directing staff time and is therefore micromanagement. Trustee E should contact the CEO, who can provide both background information and knows the implications of the request for staff time. If the CEO judges that the request would take substantial time, he or she can refer the request to the board as a whole for approval. The CEO also can ensure all trustees receive the same information.

Responding to Community Complaints

A student's parent, who happens to be on the college's foundation board of directors, calls Trustee F to complain about her daughter not getting into the nursing program. The trustee calls the CEO to find out why and asks the CEO to call the parent.

It is not micromanaging to ask the CEO to respond to questions from community members.

At the next board meeting, Trustee F asks for a report on how students are admitted into the Nursing Program. After the meeting she tells a newspaper reporter that she is conducting an investigation into the admission process.

It is not micromanaging to ask for reports on college processes at board meetings; however, as stated earlier, expecting reports without considering the ramifications involved can lead to problems.

Trustee F crossed the line into micromanagement when she announced an investigation to a reporter. She is now operating independently and is not participating effectively as part of the board unit.

Cutting Programs

After hearing a staff report at a board meeting about proposed program cuts at outreach centers in the district due to budget constraints, the board expresses concern that the students and enrollment in the outreach areas will be disproportionately affected. The board asks the CEO to find a way to keep the centers operating fully.

The board has acted as a whole to direct the CEO to revisit budget cutbacks. Whether or not the colleges provides service throughout the district and who the college serves are policy issues and appropriately the role of the board. ▦

09.21.12 BoT Retreat

Reframing Board Roles: Works by Richard Chait

Richard P. Chait is a professor of higher education in the Harvard School of Education and an expert in board governance. A number of his recent publications have focused on problems of micromanagement and reframing the work of boards, and are highlighted below.

■ Governance as Leadership

By Richard P. Chait, William P. Ryan, and Barbara E. Taylor. Published by Board Source and John Wiley and Sons, New Jersey, 2005. 198 pages.

Governance as Leadership describes three important roles for boards: fiduciary, strategic, and generative. Boards that operate in all three modes are macro-governing, not micromanaging.

The fiduciary role is familiar to most boards. It addresses the stewardship of tangible assets such as the budget, the facilities, and compliance with state regulations.

The second mode, thinking strategically, starts to define high performing boards. In this mode, boards focus on the mission and the positive impact the college has on the community.

In the generative mode, boards provide leadership for the college. When boards engage in generative thinking, they tap into their creativity and the power of working as team. Generative thinking engages trustees, CEOs and college staff in questioning, exploring and generating ideas. This mode is not intended to abrogate the CEO role or expertise; rather, it is designedto provide more input into the process in order to reach better decisions.

The book includes examples and activities to help boards and CEOs strengthen their performance in all three modes of governance. It is an outstanding resource to help trustees and the CEO review past successes and, through a deliberate approach and thoughtful series of questions, explore what future they want for the board, the colleges, and the community.

■ "Why Boards Go Bad"

Richard P. Chait, in *Trusteeship*, Association of Governing Boards, May/June 2006, and the February 17, 2006 issue of the *Chronicle of Higher Education*.

"Every time maverick trustees practice freelance governance or a board overvalues or undermines the president, the odds tip a little more toward calamity." Two primary reasons for substandard governance are:

Most boards are orchestras of soloists. Individual trustees act alone or as part of a subset of the board. The power and benefit of a board is the plurality of perspectives focused on the good of the college. Clear guidelines for how trustees communicate with, direct, and intercede for constituencies and staff help prevent trustees from governing as individuals. Effective boards have independent thinkers, not independent doers.

**Many boards tend to either lionize or trivialize the president.** Boards that do the former simply review the plans and problems presented by the CEO, rather than engage in discussions to frame the crucial issues that the CEO should tackle. Boards that trivialize the president view CEOs not as educational leaders, but as civil servants to do the board's bidding. High performing boards do neither: they work in partnership with the CEO.

Avoiding these pitfalls requires that trustees assume responsibility for being a high performing board by regularly assessing board performance, holding study sessions on key issues, and adopting and enforcing expectations for board members.

■ "How to Keep Trustees from Being Micromanagers"

Richard P. Chait, *Chronicle of Higher Education*, May 6, 2005

Most trustees prefer to be engaged in complex problems of substantial importance, not the day to day trivia of colleges. However, three factors can
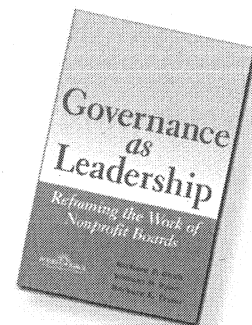
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Board Focus

Preventing micromanagement means engaging boards in discussions that identify the questions to be asked about the institution's future.

Reframing Board Rules

lead to micromanagement and should be avoided:

- Boards are structured to micromanage when they consist of committees that replicate the administrative organizational chart.
- Trustees are invited to micromanage when they are asked to review details of plans, policies, and projects.
- Trustees are relegated to micromanagement when college presidents do not share the responsibility for the college's mission, values, culture, and agenda.

Preventing micromanagement means engaging boards in discussions that identify the questions to be asked about the institution's future, which capitalize on the wisdom and values of trustees. CEOs can foster macrogovernance by involving boards sooner and more deeply in defining the questions on issues essential to the vitality of the institution. ▪

The Importance of Clear Delegation

BY **WADE KOENINGER**
Trustee, Mendocino-Lake Community College District
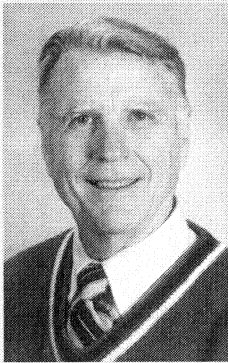
Wade Koeninger

MICROMANAGING HAS DIFFERENT CAUSES. Some trustees may feel the CEO is too weak, or too strong, and that the trustee's job is to protect the institution by involving themselves in the operations. Other trustees may not be concerned about the CEO, but have their own agenda, or feel that the role of the trustee is to hunt for possible problems. Trustees may also have a basic personal dislike or bias, which might be expressed as badgering and hostile questioning.

The starting point, indeed the *sine qua non*, of good trusteeship is to recognize that the board (not a single trustee) has the legal right to give direction to only one employee, the CEO. If an individual trustee wants anything done in the college, even trivial matters, the trustee's first thought should be to talk with the CEO. In most instances the exchange of information between the trustee and the CEO will lead to a resolution.

Defining micromanaging depends in large part on the extent to which the delegation of responsibility

to the CEO has been clearly defined. If there is ambiguity about the authority delegated to the CEO, there is also ambiguity as to what constitutes micromanaging. For example, if it is unclear whether or not the CEO has been delegated the responsibility for all personnel decisions, the board may feel it should be consulted before staffing decisions are made. On the other hand, if the board has expressly delegated such authority to the CEO, then any attempt by the board to dictate or even approve staffing decisions (except as may be required by law) is definitely micromanaging.

By maintaining both a healthy relationship with the CEO, and a clear understanding of what responsibilities have been delegated to the CEO, the governing board can prevent or minimize micromanaging.

Thus, trustees can concentrate on broad policy and their responsibility to regularly monitor in order to see that policy is adhered to, in fact and spirit. ▪

The Importance of Trust

BY **GARY DAVIS, PH.D.**

Dr. Davis consults regularly with community colleges boards and is a past executive director of the Illinois Community College Trustees Association.

WHEN WORKING WITH BOARDS, the questions I get most often are "How can we build trust?" and "How can we restore trust?"

Mistrust in organizations is not uncommon. Robert F. Hurley, in an article in the September *Harvard Business Review*, notes that "roughly half of all managers don't trust their leaders," which he discovered when he surveyed 450 executives in 30 companies around the globe. Hurley tells us what we already know about the effect of eroded trust. When we don't trust our colleagues or our bosses, the cost of doing business increases sharply. Efficiency falls off. Stress increases.

Clearly trust is good for organizational health. Hurley uses the research of social psychologist Morton Deutsch when he offers a model for trust. According to Deutsch and Hurley, the chances of my trusting another person increases to the degree that I:

1. am risk tolerant
2. am well-adjusted
3. am similar to the other person, with common experiences and common values
4. share the same interests as the other person
5. have been the beneficiary of the other person's concern
6. feel that the other person is competent
7. have observed the other person's integrity and predictability
8. have open lines of communication with the other person

I can't do much about items 1) and 2) for as Popeye says, "I am what I am." My organization and I can work on items 3 through 8, however.

Similarity and Shared Interests. Boards and presidents could take time to get to know each other better. As they share experiences and find common values, they will find that trust comes more easily. Presidents and trustees can identify common interests. Usually the students' success is a commonly shared interest and trusting boards spend time reviewing the success of the college's students.

Beneficial Actions. People can do nice things for each other. Boards can extend support to a president by demonstrating that the president's and his or her family's welfare is important to the board. The wise board ensures that presidents don't overwork, take time for themselves, and engage in professional development activities. The president can show an appreciation for the trustee as well, by demonstrating a concern for and accommodating trustees' personal and professional lives.

Addressing Competency. When failures lead to a suspicion of incompetence, the wise board will address the issue swiftly and surely. Unexpressed feelings about the other person's incompetence destroys trust. Sometimes deficiencies can be quickly remedied. Sometimes that is just not possible. Both boards and presidents should realize that removing a person (or persuading a person to leave a position for which he or she lacks requisite skills) actually constitutes a favor to the person affected.

No Surprises. Both boards and presidents should avoid erratic or unpredictable actions because erratic actions erode trust. The old rule of "no surprises" builds trust. The rule does not mean that the board will know everything that's going on at the college. Rather, it means that the board will not be jerked around by the erratic actions of the president. In a similar way, trustees will not act erratically in their own role and in relation to the president.
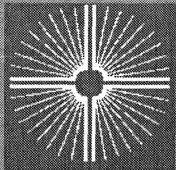
Trust. It's worth its weight in gold and it can be nurtured. What has your board done this month to foster trust?

Gary Davis

The Importance of Trust

Honest Communication. Finally, trust grows when the board and the president regularly—at least once a year—find a safe setting and put their cards on the table. Open lines of communication build trust. Both the president and the trustees must guard against defensiveness when their actions are questioned. First the criticism must be understood and the person making the criticism must be convinced that the person whose actions are being questioned understands the concern. Only when the critic believes that he has been heard is it time to move the discussion forward with a suggestion on how future challenges might be satisfactorily met.

Trust. It's worth its weight in gold and it can be nurtured. What has your board done this month to foster trust? After all, you are called the "trustees." ■

Gary Davis can be reached at *gwdavis@insightbb.com* or through his website at *www.boardsolutions.info*

Agenda Item Details

Meeting	Sep 21, 2012 - Board of Trustees Retreat
Category	7. Formal Channels of Communication Policy
Subject	7.01 Discuss Board's formal channels of communication policy.
Access	Public
Type	Discussion

Public Content

Administrative Content

Agenda Item Details

Meeting	Sep 21, 2012 - Board of Trustees Retreat
Category	8. Professional Development
Subject	8.01 Review Professional Development and Conference Participation.
Access	Public
Type	Discussion

Public Content

Date	Professional Development Event
November 15-17, 2012	Community College League of California Annual Convention & Partner Conferences, Los Angeles, CA Trustees Attending:
January 25-27, 2013	Community College League of California Effective Trustee Workshop, Sacramento, CA Trustees Attending:
January 26, 2013	Community College League of California Board Chair Workshop, Sacramento, CA Trustees Attending:
January 27-28, 2013	Community College League of California Annual Legislative Conference, Sacramento, CA Trustees Attending:
May 3-5, 2013	Community College League of California Annual Trustees Conference, Lake Tahoe, NV Trustees Attending:
Board Meeting Study Sessions	June 2012: External Leadership Role; Elements of an Integrated Strategic Plan July 2012: Fiscal Affairs; Legal Affairs August 2012: Legislative; Human Resources September 2012: Student Trustee Role; Program Discontinuance Process October 2012: Role of the Board Chair, Board Chair/CEO Relationship December 2012: Effective Board and Committee Meetings January 2013: Technical Assistance Visit (AB 1725) February 2013: Board/Staff Relationships; Accreditation March 2013: Emergency Preparedness April 2013: Board Role in Strategic Planning

Future Opportunities

Administrative Content

Agenda Item Details

Meeting	Sep 21, 2012 - Board of Trustees Retreat
Category	9. Adjournment
Subject	9.01 Chair will adjourn the meeting.
Access	Public
Type	Information

Public Content

Administrative Content