Excerpts from the Trustee Handbook

Also available at


Chapter 6 Governing Board Role
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COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

TRUSTEE HANDBOOK
Trustees are entrusted with property that is to be governed for the benefit of a beneficiary. Community college boards are responsible for the wise and prudent delivery of education, a critical local and state resource, on behalf of the people in their communities. They are guardians of and stewards for the public's interests. Trustees, as boards, ensure that the community college district fulfills its responsibility to lead and serve its ever-changing communities.

Lay boards create a link between educational institutions and their communities. They also buffer colleges from undue intrusion by government and single interests. Boards are responsible for the resources, performance and welfare of the institutions they govern. The task is tremendous, but the rewards associated with successfully overseeing the vitality of a community college are countless.

**Community Colleges Make a Difference**

The purpose of community colleges is to create a difference for their communities, regions, and the state. They exist in order that society benefits from educated citizens and a well-prepared workforce. They add to the economic, cultural, social, and intellectual health of their communities.

Community colleges have long been known for opening their doors to many diverse groups of people and providing an opportunity for a better life. They are known for creating environments in which students learn, gain skills for employment, and become the kind of citizens that contribute back to society. Colleges are also known for being leaders in their communities to create a higher quality of life, promote collaboration and partnerships, adapt to rapid societal changes, and uphold values of open inquiry, integrity, and critical thinking.

The challenge for governing boards lies in establishing and focusing on a vision and mission that clearly define the expected impact of the district on the areas served by the college. It is the board's responsibility, on behalf of the public, to define what the end result of all of the colleges' efforts should be. Boards should define, in consultation with those they represent and with internal groups at the college, what the benefits of the college are for the community, who should receive those benefits, and the relative importance of the benefits.

In meeting that challenge, boards look to the future and anticipate what will be needed for their communities. Trustees become involved in exciting, creative, thoughtful discussions as they explore the future and envision what they want their communities to be.
Responsibilities of the Board

Strong, effective boards help create strong effective institutions by focusing on their own unique responsibilities. The board’s role is significantly different than the roles of the CEO and others employed at the college. The board does not do the work of the institution, but ensures that it is done.

The Board is a Lay Board

Trustees are elected to a board that is responsible to represent the general citizenry for whom they hold the college in trust. The board should reflect the values of all citizens and should strive for decisions that incorporate a variety of interests. Trustees come from all professions, including education, but are not on the board to practice their profession or represent a single interest.

The Board as a Unit

Trustees have authority only when they are meeting as a board. The board as a whole is the legal governing unit. Trustees contribute their collective talents, skills, and backgrounds to their boards, but have no individual power. Individual trustees have no authority to direct any college staff, make no statements representing the board (unless they are reports of adopted board positions and policy), and support board decisions once they are made.

Sets the Policy Direction

The most important board responsibility is to make good policy, which then provides guidance for college staff. Policy is defined as broad statements that define general direction and acceptable practice.

The basis for this emphasis on policy is in the nature of the job. Board members are community representatives who hire a CEO to lead the institution. The CEO hires staff members who have the expertise to implement board policy and fulfill the purposes of the institution. The system works best when trustees focus their efforts on representing community interests through establishing policies that provide direction for the college. The board is most effective when it leaves the day-to-day operations to the staff and concentrates on broad values and the big picture.

Setting the policy direction involves adopting policies that establish the vision and mission of the college. It requires that boards are strategic in their thinking and focused on the future learning needs of their communities. Trustees must be aware of broad and diverse community values and needs.

Steps in Setting the Policy Direction

1. Allocate time to discuss policy values, future trends and community needs.
2. Periodically review, evaluate, and update the college mission, vision, and broad institutional goals.

Employs and Supports the Chief Executive Officer (CEO)

One of the most essential factors for successful governance is a good board/CEO relationship. The CEO is the primary agent of the board and is the single most influential person in creating an outstanding institution. Selection, evaluation, and support for the CEO are among the board’s most important responsibilities.

The CEO and board function best as a team. While the CEO is hired to carry out board policies, trustees look to the CEO for guidance and educational leadership. Mutually agreed-upon clear descriptions and expectations of roles and responsibilities help ensure open communication, confidence and trust.

The CEO is responsible for preparing meeting agendas to the board and for the recommendations brought to the board. If a problem or issue comes to the attention of a trustee that is a matter for the board, it may be placed on a board agenda. If the problem is one that should be solved through administrative channels, the CEO will refer it to the appropriate staff member.

Goals in Board/CEO Relations

1. Select and retain the best CEO for the district.
2. Establish clear parameters and expectations for performance and evaluation.
3. Support the CEO.
Acts as a Community Bridge and Buffer

Trustees are an essential link with the community. They govern on behalf of the public and must be responsive to the needs of external constituents. They both represent the community to the college, and advocate for the college in the community and state. They can be powerful influences in building partnerships with business, industry, and government.

Boards also act as buffers from undue pressure on the institution from government and special interests. They ensure that administrators and faculty have the freedom and sanctuary necessary in higher education to explore and address a wide variety of issues and to expand the boundaries of knowledge.

Goals for Community Relations

1. Maintain a focus on external needs and trends.
2. Meet with community boards and groups to discuss and explore common issues.
3. Advocate for the college with the state and in the community.
4. Support the foundation and fundraising efforts.

Establishes the Climate

Boards set the tone for the entire district. Through their actions and behavior, boards can establish a climate in which learning is valued, professional growth is enhanced, and the most important goals are student success and making a difference for the community.

Trustees provide positive leadership when they focus on futuristic visions for the colleges, model integrity and ethical behavior, support risk taking, and positively challenge the CEO and college staff to strive for excellence. They model civility and professionalism when they work well together as a board and handle conflict constructively. Alternatively, a fragmented, fractious board that is focused on administrative detail lowers morale, wastes resources, and reduces the chance the district will achieve its goals. Dysfunctional boards hurt the perceived value of the colleges.

Effective trustees, as individuals, strive for the “high road,” seek full participation in decision-making, and encourage innovation, leadership, and professional growth.

Defines Parameters for Operations

Board policies contain the standards for ethical, legal, and prudent operations in the district. These policies guide the decisions of administrators, faculty, and classified staff as they design and implement the programs, services, and practices that achieve the goals of the district. Administrative regulations, written by staff, define how policy standards are applied on a day-to-day basis.

Two major areas for which boards have important policy responsibilities are fiscal practice and human resources development.

Goals for Policy Parameters

1. Adopt legal, ethical, and prudent standards as policy.
2. Monitor adherence to legislative mandates and policy standards.
3. Adopt fiscal policies that ensure stability and effective use of funds.
4. Establish policy standards that employment practices are fair, legal, and designed to enhance employee performance.
Fiscal Health and Stability
Boards are responsible for ensuring that the public’s money is spent wisely and well. Boards fulfill this responsibility best by establishing, as policy, their parameters or boundaries on the use of public funds, and by reviewing annual audits conducted by firms that they hire.

As trustees participate in budget discussions and approve the budget document, they are setting policies that will have great impact on the college. Budget allocations should be tied to achieving the mission and goals of the college, and should reflect educational priorities.

Establish High Standards for Good Personnel Relations
In essence, the CEO is the only employee the board has. However, boards should establish policy parameters that ensure that the selection, evaluation, and dismissal procedures for all employees are legal, fair, clear, and appropriate, and that equal opportunity philosophies are followed. Effective boards set a positive climate for collective bargaining and dispute resolution, and model principled negotiations.

Monitors the Performance of the Institution
Boards have the responsibility to hold colleges accountable for serving their communities. As stated earlier, a major role of boards is to establish as policy what effect their colleges should have on their communities. Once these are established, boards should monitor the progress made toward those ends. For instance, if the board determines that, because of the college, the community’s workforce should have the skills required for area businesses and industry, then the board should ask for reports related to progress toward that end.

Boards also monitor adherence to the legal, ethical and prudent limitations they have placed on the administration related to college operations.

Boards should establish the criteria and indicators used to monitor progress on and adherence to policies prior to the actual monitoring, so that the CEO and staff know what is expected of them.

Leads as a Thoughtful, Educated Team
Good trusteeship requires the ability to function as part of a team, and a team functions best when the members are well informed and act objectively. Trustees are expected to speak openly for their points of view during the decision-making process, and to support the position of the board once the decision is made. Effective boards are those that are consensual and collegial in their decision-making, not divisive or dysfunctional.

Good boards are also analytical in their thinking. Trustees contribute to board effectiveness by listening well, asking good questions, and clarifying for themselves and staff members their most important values and priorities. Asking questions and listening to answers ensures that issues are explored thoroughly and that policy decisions are based on thoughtful deliberation and comprehensive understanding.

Effective boards are future-oriented and strategic in their thinking. They recognize that today’s world requires flexible institutions and personnel who are willing to evolve, adapt, and grow in response to the changing needs of society. Trustees who act with vision, intelligence, curiosity, and enthusiasm help create a board that is a positive agent for change.

Goals for Monitoring
1. Monitor progress toward goals and adherence to policy.
2. Use pre-established criteria.
3. Establish a schedule for reports.

Leadership Steps
1. Seek and consider many points of view and sources of information.
2. Focus on future needs and plans.
3. Be positive and supportive.
4. Show respect for each other and the staff.
Board Effectiveness

The ultimate criteria for assessing the effectiveness of the board and the CEO are how well the institution is meeting its goals and fulfilling its mission. If the institution is not succeeding in educating students, the board and the CEO must look at their own performance as the leadership team of the district. Positive assessments of board and CEO performance mean little if their colleges are in trouble.

Richard Chait conducted a study that found that boards associated with effective colleges were strong on six dimensions. Effective boards envision and shape institutional direction, cultivate processes that sharpen priorities, ensure a strategic approach to the future, and anticipate potential problems (strategic dimension). They draw upon multiple perspectives to make decisions and recognize the complexities and subtleties in the decisions they face (analytical dimension). Effective boards understand the contextual dimension of their decisions and take into account the culture and values of the institution. They rely on the institutional mission and traditions as guides for decision-making.

Effective boards ensure that trustees are educated about the institution and their roles (educational dimension). Effective boards also nurture the cohesiveness of the board as a group and are strong on the interpersonal dimension. They understand the political dimension and recognize the need to develop and maintain healthy relationships among key constituencies. They analyze problems and situations using diverse values and contributions from many different groups.

In a more recent study, Chait, Ryan and Taylor found that the most effective boards performed three roles very well: fiduciary, strategic, and generative. The fiduciary role addresses the stewardship of tangible assets such as the budget, the facilities, and compliance with laws and regulations. In its strategic role, the board focuses on the key issues related to fulfilling the district's mission. The board's attention shifts from conformance to fiduciary standards to institutional performance. The generative mode is when the board provides leadership to the college by ensuring that trustees and college leaders engage in productive and creative discussions on educational policy and issues.

Clark Kerr and Miriam Gade conducted an earlier study and found that effective boards consisted of concerned members who acquiesced to the responsibilities and constraints of being a board member. The most effective boards were those that concentrated on results, attended to major aspects of policy and performance, and did not try to administer. Trustees on effective boards tended to operate in a consensual or collegial manner and supported decisions the board made as a whole.

Statutory Responsibilities

The California Education Code contains laws that govern community colleges and define the roles and responsibilities of governing boards. Boards and trustees are also subject to provisions of the Open Meetings Act (Brown Act), Fair Political Practices Act, and laws pertaining to conflicts of interest. In addition, the Board of Governors of the California Community Colleges has established regulations and policies (contained in Title 5 of the California Administrative Code) that implement legislation and further delimit the authority of local governing boards.

The following responsibilities are stated in Education Code Section 70902, which authorizes and defines local boards. The section also authorizes local boards to delegate their power to the chief executive officer and other college staff and committees, unless specifically prohibited by law.

1. Establish rules and regulations not inconsistent with the regulations of the Board of Governors and the laws of this state.
2. Establish policies for and approve comprehensive, academic, and facilities plans.
3. Establish policies for and approve courses of instruction and educational programs.
4. Establish academic standards and graduation requirements.
5. Employ all personnel and establish employment practices.
6. Determine budgets within legal constraints, and determine the needs for tax and bond elections.
7. Manage and control district property.
8. Establish procedures for effective involvement in the local decision-making process.
9. Establish rules for student conduct.
10. Establish fees as required by law.
11. Accept grants, gifts, and scholarships.
12. Provide auxiliary services as necessary.
13. Determine the academic calendar.
14. Participate in the Board of Governors' state consultation process.

In general, boards of trustees in California delegate significant authority to the CEO, as well as to the Academic Senate according to Title 5 regulations. Effective boards limit their role to developing broad policy and providing oversight in the areas listed above, and delegate the responsibility for administrative and professional duties to the professionals in the colleges.

Legal responsibilities of boards are also touched on in other chapters of this Handbook.

**Summary**
Community college governing boards are elected by and come from the community. In turn, they strive to be responsive to the immediate and long-term needs of the community. They are most effective when they focus on their relationship with external communities, their policy-making role, and their responsibility to monitor the progress of their institutions. Trustees face the awesome challenge to seek out, consider and balance many diverse values and interests as they engage in the policy-making process that guides their colleges to excellence and success.
Most trustees of California’s community colleges seek the position because they have a sincere desire to serve and give back to the community. They believe in the mission and wish to play a role in ensuring access to high quality education in their regions. They want to make a difference by serving as a member of the governing board.

Trustees are entrusted with the success of community colleges, institutions that fulfill an essential public good. Being a trustee for an educational institution is not the same as being a member of a legislative body. Their role and primary responsibility is to protect and promote the community college district. As elected officials, they must consider and represent the many interests in their communities. Therefore, they have the duty to uphold what is good for the college district above all other interests and rights.

The job is demanding and time-consuming. It requires sophisticated interpersonal skills as well as the abilities to understand complex information and balance multiple interests. However, the rewards are great and the results are essential for society’s well-being.

Trustee Responsibilities

- Honor the “team” nature of the board.
- Allocate time to prepare and study for, and attend meetings.
- Participate in trustee development opportunities.
- Actively support the college and the CEO and staff.
- Serve as an advocate and liaison between the college and the community.
- Ensure that all district business is channeled through the CEO for recommendations to the board.
- Have a positive, visionary mindset in approaching board business.

Responsibilities of Trusteeship

Trustees are individuals. However, effective trusteeship occurs only through being a valuable member of a team of people who, together, comprise the legal unit that governs a district. Being successful as a trustee is measured by the effectiveness of the board as a whole.

Effective trustees are those who make sincere efforts to work with others on the board in a cooperative, collegial manner and who are willing to abide by principles that contribute to board effectiveness. Being a member of the leadership team involves respect and consideration for others and for the responsibilities of trusteeship.

As individuals, trustees are most successful when they fulfill the following responsibilities.

Time Commitment

Being a trustee is a significant commitment of time and energy. On the average, trustees spend anywhere from 3 to 10 hours a week on work related to the board. Sufficient time should be allocated for studying board meeting agenda items and other materials related to governing the district, attending board meetings and others related to board work, participating in community events to represent the district, attending college events, and participating in conferences designed to strengthen trustee knowledge and skills.
Community college trustees hold the college in trust on behalf of the community. They are elected to ensure that the college responds to community needs in ways that balance diverse interests. Boards were created as lay boards to represent the general public’s interests. A board’s primary allegiance should be to the external community and public good.

The board acts as a bridge and buffer between the community and the college. Its role may also include fundraising, public relations and political advocacy. Trustees are powerful spokespersons for their colleges.

**Board Responsibilities**

- Represent the public and communities served by the college.
- Create strategies to ensure strong bridges between the board and community groups.
- Become knowledgeable about the diverse needs and interests in the community.
- Be willing to buffer the college from undue influence in order to ensure academic freedom.
- Advocate for the college in the community and to government.
- Support the foundation and be willing to engage in fundraising.

The “bridge” role is fulfilled, in part, by creating and maintaining linkages with the different communities in a district. The connections made and information gained through them enable board members to better represent the external communities when they make board decisions. A major job of the board is to actively seek out and create those linkages. Trustees represent the college to the community and gain support for the district through their leadership.

Trustees are also a bridge from the community to college staff. They remind the college about the needs of the community and prevent the college from becoming too insular.

The “buffer” role involves resisting inappropriate intrusion into the internal affairs of the institution by outside groups and agencies or individuals. The board protects the college from undue influence and thereby provides for an atmosphere of academic freedom. Colleges should not simply be arms of government or external interest groups—as institutions, they must reflect, balance, and anticipate diverse societal needs. As buffers, boards balance the legitimate influence from external groups with the responsibility of the academy to push the edges of knowledge and to freely explore varying views and approaches.

Since, at times, the interests of the college and the interests of the community differ, the dual roles present trustees with dilemmas. Some community needs may go unmet due to the demands of internal constituencies, and vice versa. State boards, while powerful allies for local districts at the state level, may at times over-regulate local decisions. Local businesses, agencies, and groups that provide political and financial support may also make inappropriate demands on the college. Trustees face a fine balancing act in responding to external constituencies and internal demands.

**Who is the Community?**

**The General Public:** Trustees, as elected leaders, must ensure that their districts and colleges make a positive difference for their communities. Colleges are “owned” by the general public, and boards must ensure that the “owners” receive good value for the money spent. A question that should guide all policy decisions is “How will this improve the effectiveness of the college in serving its community?”
However, there are many different publics and interests whose needs could legitimately be met, and it is not always easy to determine the “ownership” to whom boards are responsible. Trustees are faced with different levels of community needs: local, regional, state, and national.

**Electorate:** As elected officials, trustees have a real and natural concern to meet the needs of those who put them in office. Trustees elected by area feel responsible to represent that area’s interests. Trustees supported by interest groups are aware of the support they received. However, single interests should not have priority over the aggregated interests of many different groups.

**Diverse Communities:** The community colleges have a proud history of responding to a wide variety of communities. Our communities and student bodies are increasingly diverse. Senior citizens, ethnic groups, single parents, displaced workers, and those in different neighborhoods may all have different and often competing needs. However, when making board decisions, trustees should consider what is in the best long-term interest of the “ownership” of the college.

**Taxpayers:** Taxpayers ultimately pay for the education at the college. Trustees have a fiduciary responsibility to ensure that public funds are spent well.

**The State:** The state has a natural interest in its community colleges to ensure the appropriate expenditure of state funds and that college programs are in the best interests of the state. Colleges and boards develop programs in response to state guidelines and needs. Conflicts occur when the demands of the state and its regulations are at odds with what the local districts believe is the best interests of their community and students.

Business and Industry: The college’s relationship with business and industry is receiving increased attention. Business and industry look to the colleges to provide them with educated and skilled workers and to offer courses to their employees. Decisions to establish or expand firms often depend on local educational opportunities.

**Local and Regional Agencies:** City and county governments and regional agencies can be valuable allies for the college, particularly if they are aware of the college’s contributions to their communities. Trustees can play a valuable role in communicating with other elected local officials and representing the college to public boards for financial and political support.

**Other Educational Institutions:** Baccalaureate-level institutions receive transfer students. The K-12 system sends students to the colleges. Feedback among all segments of education is important to assess the success of our programs.

**Students:** Student learning and success in achieving goals are at the heart of all endeavors. Students are the “consumers” of the services provided by the college. Board members are entrusted with the responsibility to the ownership for establishing a climate in which students learn and succeed. Boards are also responsible for defining who the “students of the future” might be.

**Community Linkage Strategies**

Boards should develop formal mechanisms for their roles as the bridge to the community, which may include board-to-board discussions, community conversations, focus groups, public forums, study sessions, and being trustee “ambassadors” to other groups. Joint meetings with such groups as the chambers of commerce, boards that govern human service agencies, business and industry boards, city councils, school boards, and other policy makers in the communities will provide the information necessary to create policies which truly link the college and community.

Board meetings agendas might include time for discussion related to ownership needs and priorities. Trustees should regularly review community needs and the ever-changing environment and discuss the implication of these forces on the mission of the college and on board policy.

Sources of information include results of meetings with stakeholders, results of the latest environmental scanning by college staff, summaries of community and student surveys, demographic trend updates, and state and national educational issues. By proactively seeking information about the environment and connections with external groups, boards help shape, rather than simply react to, the environment. This proactive mindset establishes a climate in which the institution is prepared to respond to what is necessary to meet future challenges.
Maintaining the Balance

It is not easy balancing or responding to the diverse interests and community needs. Our pluralistic society adds richness and complexity to the colleges. The information each interest group contributes is important and must be considered. However, the board’s leadership is essential to process and integrate that information and establish a clear mission and set of goals to guide the college’s response to the community.

When the needs of different groups are reasonably similar, then responding to them is easy. However, that is not usually the case. For many colleges, the mission and goals establish students as the primary focus for the programs of the college. Pressures from business and industry to provide programs that serve their needs create new groups of students. The state, through the legislature and System Office, establishes priorities and directions for the college. Different community groups may have different satisfaction levels related to the college response to their needs.

Being an effective “bridge and buffer” to all of these groups is a daunting task. Trustees must be open to, gather, and sift through often competing needs and demands to determine the direction that best meets the general interests of the students and community. They should determine the long-term interests of the district and students, and avoid quick fixes.

Public Relations

Trustees, through their leadership, are responsible for enhancing the public image of the college. They actively work on behalf of the district through their involvement in the community and their professions. Trustees promote the mission, goals, and programs, and focus on setting the policies that guide the district in problem-solving. They control rumors and respond to questions from the media. As “disinterested” parties, their comments and support often carry more weight than those from college staff.

Trustees can contribute to and facilitate ongoing communication with the different publics described above. Communication about priorities, opportunities, and constraints may garner support for the college. Interest groups whose needs cannot be met will be more likely to support the decision if there has been ongoing communication during the decision-making process. Working effectively with the media includes building ongoing positive relationships and coordinating information through the chief executive and public information officer. Guidelines for dealing with the media when there are crises should be established and followed.

To be effective, trustees must be educated about the college. There must be constant communication and close cooperation between the chief executive and the board. The CEO should hear about community reactions and problems identified by the trustees, and trustees should receive information on college programs and potential problems.

The board has legal power only as a unit: trustees represent the board and have no authority as individuals. Therefore, a board member’s public comments should represent board decisions and policies, even if the trustee did not vote for a board decision.

Advocacy and Fundraising

Trustees are very important in lobbying on legislative proposals and for public funds. As elected officials and community representatives, their voices are influential with state legislators. Trustee leadership can motivate students, business and industry leaders, local government, alumni, voters and campaign contributors, and community activists. Trustees’ support and leadership are also important at the local level in bond campaigns and redevelopment efforts.

While fundraising has long been a major role for trustees of private institutions, it has not been a role for community college trustees. However, ensuring a variety of sources of funds is everyone’s job, and trustees are in a unique and important position to lead and support fundraising efforts.

Most community fundraising is conducted through college foundations. Board policies describe the relationship between the board and the foundation and establish criteria for accepting gifts. Trustees can enhance the success of their foundation by giving it a high priority and adequate staffing. They may use their personal and business contacts in the community to solicit donors and participants in the foundation. Trustees may also serve on the foundation board and provide a link between that board and the governing board to ensure that the college mission and goals are as important to the foundation as they are to the college.
As a Lay Board

Colleges can be insular institutions. One of the values of lay boards in higher education is to provide disinterested leadership and ensure that colleges are responsive to the broader community. Board members use their perspectives and knowledge to insist that faculty and administration understand the framework of the larger world. They ensure that educators are aware of needs and changes in the external communities that may influence the college mission.

Board members who work full time in education, whether in a university, K-12 district, or another community college, are in an interesting position. On one hand, it is much easier for them to understand issues, regulations, and “educationese” during the board discussions. On the other hand, because of their familiarity, it can be tempting to get involved in day-to-day operations and to lose the broad policy perspective so valuable to boards. Educators who are board members must make extra efforts to maintain contact with and actively seek information from the community at large to avoid narrow thinking.
Communities are asking their colleges to do more even as demands for many public services have increased and there are more limits on how those resources may be used. Trustees play an important role by linking with the community to advocate on behalf of the colleges for public support at the local, state, and national levels.

Local college advocacy for support at the state level is essential to community college funding. Authority to set tax rates shifted from local boards to the state in 1978 when Proposition 13 was passed. The Governor and Legislature establish the budget and pass laws – on student fees, hiring practices, and expenditure categories – that affect colleges. Numerous regulations promulgated by the state Board of Governors and other state agencies determine the operations of the colleges. Local boards share governance responsibilities with the state board: this bilateral governance means that local trustees, college employees, students, and community leaders must devote time and energy to influence state-level decisions.

A major contribution trustees make to their colleges is to use their skills, contacts and influence to shape public policy in favor of education, and to foster student access and programs that support student success. Trustees in particular have political clout as a result of being elected officials. They have moral clout as people who hold the college in trust for the community. Ongoing relationships between trustees and community leaders help secure resources to enable colleges to better meet community needs.

**Board Responsibilities**

- Establish clear mission and goals and communicate them to state and federal policy-makers.
- Establish monitoring systems that ensure accountability.
- Be informed about and take positions on relevant legislative proposals.
- Get to know local, state, and national policy-makers who make decisions on the colleges or who represent the district.
- Be willing to actively advocate on behalf of the district and student success.

**Local Advocacy Strategies**

Successfully advocating on behalf of the colleges requires three approaches. First, those who make educational policy must be made aware of the colleges' contribution to the community and state. Advocates must be able to describe the missions of the colleges and the benefit they add to the community through the education they provide. Data on student success and the impact of the colleges on the quality of life in their communities are very powerful; colleges should ensure that those advocating the college to community leaders, state agencies, and legislators have the data they need.

Second, establish ongoing communication between trustees and elected state and federal representatives as part of a cohesive, planned advocacy strategy. The best time to make friends with legislators is before their support is needed. Informed trustees, in their role as community representatives, bring credibility to discussions on policy matters and the impact of proposed legislation on the community. Bringing elected officials and other policy-makers on campus, following up on contacts, and building community support are important aspects of the advocacy role.
Section 4: Policy, Planning and Monitoring

Policy and Policymaking

Boards of trustees govern through the policies they make. A classic definition of the difference between the board and administration is that the board sets policy and the administration carries it out. In studies of board effectiveness, the best boards are those that focus on broad policy concerns and do not get involved in the work of the college.

Policy is the collective voice of the board and is the vehicle through which individual trustees express their values. In fact, one approach to boardsmanship, the Policy Governance® model, emphasizes the board policy as the sole expression of board authority.

Board Responsibilities

Policy is the voice of the board. Boards are responsible to thoughtfully deliberate issues and policy proposals. They are responsible to be alert to the need for new or changed policy. Trustees should be willing to devote the time and study necessary for a thorough and thoughtful exploration of issues and options. They seek and consider multiple perspectives. They are responsible to act in accordance with and support board policy.

When reviewing potential policies, boards should always strive to make the broadest statements possible that provide sufficient direction and clarity. Trustees should ask, “What is the least amount of policy that we need?” The adage, “less is more,” applies to policymaking. Policies should clearly state the intent and direction of the board, but not be overly prescriptive or detailed. They should allow employees to exercise the professional discretion for which they were hired.

When boards vote in public meetings their actions have the force of policy. Some experts suggest that all board actions should be stated in policy terms and should change or add to the board policy manual. In any case, boards should not substitute a series of actions in board meetings for clear, powerful policy statements. If boards find themselves continually reacting to certain issues, they may wish to explore the policy implications of those issues and develop policy statements that proactively guide district actions.

Boards strengthen their own power and leadership by always referring to current policy and addressing the policy implications inherent in issues. If boards honor their policies and the importance of policy, they increase the respect that college staff and the community has for the board and board policy. “It doesn’t count if it’s not policy” reflects the belief of many effective boards.

Boards have a responsibility to periodically evaluate the policies they establish. Are the policies sufficiently clear? Do they provide adequate direction for and sufficient limits on CEO and staff decisions? Do they reflect current and future community values as represented by the elected trustees? Developing a master calendar for policy review ensures that policies remain current and useful.

Boards also have the responsibility to clearly delegate the authority to implement policy to the CEO and to support the use of that authority. They assure that board policy is followed by evaluating the CEO, reviewing how policies are adhered to, and attending to reports on institutional effectiveness.

Together, the board and the CEO determine and manage the policy-making process. The board should adopt a policy that addresses the process, which might include a definition of roles and responsibilities and a commitment to principles of inclusiveness and communication.

The CEO plays a major role in overseeing and supporting the policy development process and facilitating involvement in the shared governance process. He or she ensures that ideas and proposals are well researched and that policy options and analyses are presented to the board.
Defining Policy

According to Webster's, governing policy is "a high-level overall plan embracing the general goals and acceptable procedures." Policy statements are brief, general statements of purpose, principles or philosophy that serve as guides for action. They should allow for the exercise of professional discretion in their implementation.

Policies generally result in the development of administrative regulations and procedures that further define for stakeholders how the policy should be implemented and who is responsible. Administrative regulations and procedures are not the domain of the board – responsibility for their development is delegated to the CEO and then to appropriate staff members.

Determining the difference between policy and administration is not always easy. While all boards agree that they are responsible to make decisions at the highest level of policy, studies have found that community college boards are often involved in making administrative decisions. Boards often find it easier to simply react to staff plans and initiatives than to tackle the complex, difficult process of making good policy. It requires self-discipline for trustees who are vitally interested in the college to focus only on policy and not get involved in day-to-day issues.

Policy Levels

Policies should be broad and comprehensive and allow the CEO and staff to exercise professional expertise and judgment. When writing or adopting policy, boards start with a discussion of the broadest possible values related to an issue. Then, in a step-by-step fashion, proposed policy statements are narrowed until the board is willing to accept any reasonable interpretation of the policy. (See the examples below.)

Boards should avoid writing narrow, detailed and prescriptive policies. Implementation of policy almost always requires staff to develop administrative procedures or regulations, which can be changed internally as conditions change. Broad policies allow employees to adapt operations as needed.

Examples of Policy Levels

The following is an example of four possible policy statements, ranging from very broad to narrow:

- **Level 1** – Broad statement, which would be an umbrella policy: The CEO shall ensure that all college operations are legal, ethical and prudent.

- **Level 2** – Further defines "prudent" in the operational area of maintaining a safe environment: The campuses of the district shall be safe and secure.

- **Level 3** – Further defines delegation of authority and "safe and secure." The CEO shall maintain a campus safety plan that establishes procedures to assure that employees, students, and others on campus are safe from threat or harm.

- **Level 4** – The following further defines one aspect of safety, but is so prescriptive and subject to change that it could easily be an administrative procedure. There shall be no riding of bicycles, skateboards, scooters, or use of roller blades or roller skates in other than designated areas.

Policymaking Process

In general, the policymaking process has seven steps. The first step is identifying the need to establish new policy or change an existing policy. Usually, the CEO brings the need for new policy to the board’s attention. The need may come from changes in laws or regulations, assessment of the effectiveness of current policies and institutional programs, or may be initiated by interest groups. Trustees also identify concerns that may be addressed through policy changes.

General trends in the economy, societal values, lifelong learning, and desire for a higher quality of life may require boards to look at the policy direction of the college. Information about general trends may cause the board to review policies on access, educational delivery, the breadth of programs and services, and funding.
The second stage in policymaking is to determine who needs to be involved in the process. Good practice and state law and regulation require that those who are affected by the policy should be consulted. Discussions on policies that apply to board members, such as a policy on board self-evaluation, may include only the governing board. Policies that address "academic and professional" matters must include the Academic Senate. Policies that have a significant impact on staff or students must involve representatives from those groups. Being inclusive helps identify all alternatives, needs and barriers, and also garners support for new policies.

The third step involves determining and gathering the information needed to make a decision. The board and CEO:

- Determine the questions and issues they wish to explore.
- Identify related interests and variables affecting the issues.
- Delegate research and analysis of issues to appropriate college staff.
- Engage in public discussion of the issues to gather input.

Here are some examples of questions boards ask:

- Why is this policy change needed? What's wrong with current policy? What are the implications of changing the policy?
- Who "gains" and who "loses" in current policy? How will that change if the policy is modified?
- What research or other information supports the need for change?
- How have other successful institutions addressed this problem? What policies do they have?
- What are various options for change? What are the implications of each alternative? What are the costs and benefits of change?
- What alternatives have the best chance of being implemented? What are the barriers to implementation? What will ease the implementation process?

By asking thoughtful questions, boards direct the generation and analysis of policy options. They ensure that comprehensive and relevant information is gathered so that they can make good decisions.

Occasionally, boards complain that they don't get the information they need, while college staff and others complain that boards do not use the information they provide. To provide a better match between trustees' needs and the information they receive, boards should clearly identify what questions they want answered and the amount of information they desire. CEOs and college staff should work to provide timely, succinct, and relevant information.

The fourth stage in policymaking involves analyzing the information and developing and discussing alternatives. Experienced boards depend on CEOs and college staff to analyze and summarize the issues and background. Useful analyses respond to the questions that the board identified early in the process. Policy analyses also include the political considerations of the proposals, including the answers to who "gains" and who "loses" in the policy changes.

Thoughtful boards talk through the implications of each alternative. They assess the alternatives by constantly asking: "How will this new policy improve the benefits to our community and students and improve the use of public resources?"

The fifth step is to adopt new policy and approve changes to current policy at board meetings. The changes are then integrated into the board policy manual. Old policies that are no longer applicable are removed.

Once policy is adopted, the board expects the CEO to communicate it to those it affects, explaining its implications and discussing its implementation. The board and CEO also may need to communicate with the public to explain why policy changes were needed, particularly those that affect the direction of the institution.
If the board has made a difficult or unpopular choice, the board and the CEO especially need to explain the rationale for why the choice was made.

Once policy is adopted, it is the voice of the board. Trustees who argued or voted against the policy should not continue to speak in opposition—they should support the decision of the board. Supporting board policy decisions as a team keeps the board working together and fosters institutional strength.

The sixth step is to implement the policy, which is the responsibility of the CEO and institutional staff members. They need to make the requisite changes in college programs, operations, and procedures to implement the policy direction or adhere to changes in policy parameters.

Boards and their CEOs should be aware of possible resistance to new or changed policy, sources of support, and the steps involved in managing institutional transformation and change. A policy is effective only if those who must implement it are willing to do so. Policy that is not supported by college staff members may be viewed as just another bureaucratic directive and may be accommodated only to the extent necessary to keep it from seriously disrupting their work.

The final and ongoing step for boards is to monitor policy implementation and its effect. Boards gain a better understanding of the implications of their decisions when they have a sense of how policy is interpreted, what procedures and programs are implemented, and what are the “ripple effects” of new policy directions.

Boards also monitor the effect of policy by assessing whether or not policies do what they are intended to do. First, the board and CEO must clearly state what the policy is intended to accomplish (e.g., increased student retention). Then they identify indicators, benchmarks or other data that define the “success” of the policy. Finally, they establish a reporting schedule and review reports when they are presented.

Information gathered at this phase often cycles back into policy initiation. If the board and others are dissatisfied with the effect of the policies, they will be revisited and the policymaking process will begin again. Those who supported new or amended policies can be assured that they made good decisions if the results are positive. Monitoring the effectiveness of policy “closes the loop” of the policymaking cycle.

**Dimensions of Policymaking**

There are at least three dimensions or considerations in making policy: values, information, and political awareness. First, policy reflects and states the values of the institution and community. Through their policies, boards define organizational beliefs and standards for all stakeholders. Diverse values in the community and within the college are considered during the policymaking process.

Second, effective policies are based on good information. Boards should ask for and consider institutional effectiveness data as well as information about external issues and trends. Prior to adopting policies, important issues are identified, alternatives and options developed, and costs and benefits analyzed and discussed. A rational, thoughtful, researched approach to policy-making helps prevents boards from making decisions they may later regret.

Finally, effective policymaking takes into account the political climate and dynamics. In order for policies to be implemented and followed, they must be supported by community members and employees. Therefore, effective boards are aware of potential sources of power and influence as well as barriers to implementation. They seek out and address various interests and develop common ground, often through compromise and consensus building.

**Policy Content**

Effective board policy accomplishes the following purposes:

- Establish the overall direction and standards for the college's educational programs and services
- Ensure that the district is in compliance with law
- Ensure that resources are wisely and prudently used
- Define clear expectations for college staff
- Establish standards for board operations and trustee involvement
Considering policy proposals should include a discussion of how the proposal will help further the above purposes. The above list can also be used as a checklist to evaluate how well current policies help achieve the above purposes.

Over half of the districts in California subscribe to the League’s Policy and Procedure Service, which provides districts with examples of legally mandated and advised policies. This service assists districts ensure they comply with law and have appropriate standards for college operations.

Categories
There are two major approaches to categorizing policy topics. The first approach, which is more traditional, results in categories that parallel the functions and divisions within a college or district. Categories vary from district to district depending on the organizational culture, structure, and history. The following are examples of some common categories and related policy topics:

**Governing Board or Board of Trustees:** includes board bylaws or operating policies, role and responsibilities, policymaking process, code of ethics, board meetings, and standards for participation in decision-making. May include CEO authority, responsibility, job description, and evaluation processes.

**Institutional:** Defines the district, mission and goals; addresses topics that affect the entire institution, such as equal opportunity, safety, computer use, etc.

**Fiscal and Business Services:** includes parameters for fiscal areas such as budget development, expenditure limits, accounting and reporting; auxiliary services; insurance and risk management; safety; and facilities and construction.

**Personnel:** includes standards for employment, salary schedules and benefits, evaluation, grievance processes, leaves, and professional development. Collective bargaining contracts are also considered to be policy.

**Academic Affairs:** includes parameters for the academic calendar, degrees and certificates, program and curriculum development and review, enrollment criteria, and academic freedom.

**Student Services:** includes parameters for operations such as enrollment, student service programs, records management, and student activities.

The second approach is from the Policy Governance® model of boardmanship. The categories in this model are based on the board’s role rather than internal structure of the college. There is a strong emphasis on having a few broad, succinct policies rather than many detailed policies. There are four policy categories in this model:

**Ends** policies establish what the desired results—the ends—of the institution’s efforts are to be. They define the populations that the college will serve and establish priorities. Ends policies provide direction and frame internal planning processes. They are futuristic and externally oriented. (See the chapters on Educational Policy for more discussion).

**Limitations or Boundary** policies define the parameters for all of the means of the organization – the programs, services and activities. They state the limits beyond which the CEO and staff may not go in accomplishing the goals of the institution. They establish legal, prudent and ethical standards, and usually address fiscal and personnel areas as well as treatment of students and communication to the board. Limitations policies require the greatest shift in thinking from the traditional approach to policy-making. Boards are accustomed to prescribing behavior and addressing issues as they arise. However, these policies require boards to proscribe behavior and then delegate authority to make any decisions that don’t violate the proscriptions.

**Governing Process** policies define the board’s job and responsibilities, how the board will govern itself, and expectations for trustee behavior. These policies are similar to the governing board policies in traditional manuals and board bylaws.

**Board-Staff Relationship** policies describe the delegation to and accountability of the CEO.
Policy Manuals
Policy manuals exist in all districts, and all board members should have a copy. Many districts also include the administrative regulations that implement policy in the same manual. While this practice makes sense for internal operations, the manual for trustees should contain only the board policies. Including administrative procedures in the board members’ manuals results in thick binders that are difficult to use. In addition, the practice invites board members to review and comment on the procedures, which may lead to micromanagement.

To be useful, policy manuals should be kept current. Policy evaluation and reviews should be conducted on a regular basis. The need to do this provides additional rationale for ensuring that policy statements should be succinct and not contain operational detail.

Mandates and Standards
The California Education Code identifies a number of areas in which boards should make policy and authorize boards to delegate power and authority (see the chapter on the governing board role). Title V regulations, adopted by the Board of Governors, implement state law and further determine district actions. Additional laws and regulations that affect all public or educational institutions and boards also influence board policy. Local community college governing boards have the responsibility to adopt policies that best meet the needs of their local communities within state and federal directions and constraints.

In order to simplify a policy manual, the board may choose to have a policy that the district shall meet all applicable laws and regulations. This avoids the need to include detailed laws and regulations in policy manuals. In areas where the board is mandated to have a policy, such as equal employment opportunity, disabilities, sexual harassment, etc., board policy may state general values and require the CEO to establish administrative procedures that meet legal guidelines and intent.

Accrediting Standards
Accreditation standards define boards as policymaking entities responsible to reflect the public interest, ensure educational quality and fiscal health, and monitor the institution. The standards state that boards should establish broad policies, delegate responsibility to implement the policies, and regularly evaluate their policies and practices. In general, while the accreditation standards establish criteria and processes for institutions, the determination of whether the criteria are policies or administrative procedures is left up to the district.

The Use of Policy
Policy manuals should not be documents that gather dust by sitting on shelves. Effective and powerful policy guides decisions and makes a difference for the board, the college and the community.

Good policies frame decision-making and provide direction to the CEO and staff. Internal decisions about program direction are based on the mission, vision, and end goals policies. Program implementation, action plans and strategies fall within board policy parameters. Further board approval for actions is not needed unless they fall outside of the policy guidelines. (This does not mean that boards should not be informed of interesting and/or potentially controversial actions and initiatives.)

When boards are faced with issues and decisions, one of the first questions should be, “Do we have a policy that addresses this?” If the answer is “yes,” the policy guides the board’s decision. Therefore, board agenda action items should all contain references to relevant board policies. If the answer to the above question is “no,” the board and staff can then review the policy implications of the issue or decision, ask for further information and analyses if necessary, and determine if new policy should be made.

In order to be used, policy needs to be public and accessible. Communication is very important. All staff members should be aware of the board policies and administrative procedures, particularly those that affect their responsibility. As accessibility to and use of computer technology increases, policies and procedures may be posted on line.

Ensuring that policy and procedures are useful means that they should not be overly prescriptive or too detailed, complex, or bureaucratic. Today’s colleges and staff members need to be flexible, responsive, and creative to respond to the changing nature of today’s world. Boards help ensure the success of their colleges by adopting policies that allow for professional discretion, yet provide clear direction and prudent limits for staff.
The district chief executive officer (CEO) is the primary agent of the board—the person to whom the board delegates its authority to manage or administer the district in accordance with its policies. The success of an institution is most dependent on the quality of leadership provided by the CEO. Good board/CEO relationships create an environment that supports the success of the CEO and the colleges.

**Board Responsibilities**

- Appoint a CEO who will meet the district’s needs and is trusted by the board.
- Establish appropriate lines of authority and delegation.
- Define clear expectations for performance.
- Provide a mutually beneficial contract.
- Support the CEO’s authority.
- Maintain open communication.
- Base the relationship on mutual respect and trust.
- Conduct regular evaluations.

**The Board/CEO Partnership**

The relationship between the board and the CEO is multifaceted and paradoxical. It is paradoxical in the sense that while the CEO is employed by the board and carries out its policies, he or she is also looked to by trustees for guidance and educational leadership. A national survey found that 97 percent of college and university trustees cited the recommendations of the CEO as the most important factor in the decision-making process. CEOs are professional advisors to the board and help facilitate board processes.

Both parties in the relationship are responsible for creating and maintaining a strong partnership. The partnership is between the CEO and the board as a unit, not individual trustees. A strong partnership combines the strength of the board as community representatives and policy-makers with the strength of the CEO as an expert educational leader. The board is responsible to study and identify future community interests and needs. The CEO is responsible to translate the board’s vision and expression of community interests into actions that ensure the institution is successful in providing education that benefits the community.

**Appointing a Chief Executive**

Because the CEO is the most important single person in the district, it follows that the most important action a board can take to ensure the success of its district is to appoint and retain the best CEO possible. The conditions existing on most community college campuses today require energetic and thoughtful leaders as well as skilled managers. Community colleges need CEOs who can set clear priorities in implementing board policy, and then act on those priorities in ways that protect the quality and stability of the colleges.

The responsibility for the CEO selection lies squarely on the shoulders of district boards even when boards choose to hire a search consultant to assist them in the process. The search process for a new CEO should be designed to involve appropriate constituencies, determine the qualifications based on an analysis of institutional needs, and enable the board to select a person it can support fully. More discussion of the search process is contained in the chapter on the CEO search.
Retaining and Supporting the CEO
Successful teamwork is based on the following elements, each of which is discussed in more detail below.

- Acknowledging and respecting different roles
- Sharing a common purpose
- Exhibiting mutual respect and support
- Maintaining ongoing, open communication
- Having clear expectations and standards for performance

Board and CEO Roles Are Different
The roles and responsibilities of the board and the chief executive are profoundly different. The board is much different than a "super-CEO" or simply the next level above the CEO. The best boards and CEOs understand the subtleties and complexity of their roles.

Governing boards govern—they do not administer, manage, or provide day-to-day guidance. The board’s authority emanates from state law, but its strength comes from its connections to the community. Boards set policy and monitor institutional performance on the public’s behalf.

The CEO administers the institution and provides leadership on a daily basis. The CEO is an expert educational administrator and leader. The CEO translates the board’s expression of the public interest into concrete actions ensuring that the institution effectively serves its students and communities. CEOs work with their boards to set priorities and then they achieve those priorities in ways that ensure quality and stability.

The roles complement each other. The board embodies the community’s interests. The chief executive officer embodies the interests of the institution. Both parties care greatly about the quality of the education that students are receiving and the ultimate affect it has on their lives and community.

Once boards set policy for the direction and standards of college programs, services, and operations, the president is empowered to run the organization.

Developing Shared Purpose
Successful teams share common goals and purposes. Boards and CEOs develop these goals and purposes through open dialogue engaging all team members. The board views its role not as second-guessing presidential decisions, but as providing a forum in which the best decisions can be made. The governing board becomes a sounding board for the CEO to explore different options. Trustees ask key questions that address critical community issues and needs.

Productive dialogue entails having sound information about key issues. The CEO fosters institutional and board success when she or he makes sure that trustees know what they need to know. The CEO gives the board clear and meaningful information that is focused on the most important issues facing the college. In turn, trustees are constantly alert to changing community needs and share what they learn with other board members and the CEO.

Trustees and the CEO focus on the "big picture." Board members, the CEO, and other college leaders explore:

- The external environment: What is going on in the community, the state, and the nation that affects education?
- Future learning and community needs: What will students need to learn in the future? What is the institution’s role in responding to these needs?
- Education and training trends: What are potential competitors and partners doing? How are educational services being provided? What is happening in education?
- Potential strategies: What does the college have to do well to succeed? What are the barriers it faces?
- Community satisfaction and student success: How well does the college serve its community? How successful are its students?

Meaningful give-and-take about the direction of the college provides trustees the opportunity to make valuable contributions to setting policy. Such conversations also enable the CEO to capitalize on the strength of the board as community representatives, exploring ideas and strategies.
CEOs and boards that have the same information and engage in open dialogue are able to come together to establish a shared vision and set strategic goals for the institution. The board-CEO team then shares the same understanding of the major issues. The board upholds a common vision and goals; the CEO works to achieve them.

**Mutual Respect and Support**

Even though the roles are different, the responsibilities that each has to the other members are similar. Boards are responsible for creating an environment in which the CEO has the power to lead the college. Boards empower CEOs to be outstanding leaders and knowledgeable managers. The CEO has the responsibility to foster the success of the board. CEOs empower their boards by creating an environment in which boards can successfully govern the college and by facilitating board process.

Trustees respect the expertise of the leaders they hire. They strongly affirm the authority of the president as the chief executive. They show their respect by:

- Delegating authority to the president to lead and administer.
- Keeping the CEO informed; adhering to the rule of "no surprises."
- Honoring the CEO as the point of contact for the institution.
- Publicly supporting the CEO and backing his or her decisions.
- Fully considering information and recommendations offered by the CEO.
- Supporting professional development for the CEO.
- Adhering to standards of board ethics.
- Ensuring that the CEO has the resources needed to do the job.

CEOs respect and support their boards. They affirm the responsibility of boards to represent stakeholders and monitor performance. CEOs rely on their trustees to act together as a thoughtful sounding board to explore the college's direction and vision. CEOs show their respect by:

- Honoring the board's governing role.
- Providing the board with comprehensive, relevant, timely information.
- Engaging the board in policy-level discussions early in the planning and decision-making processes.
- Making recommendations that include analysis of options and their long-range implications.
- Publicly supporting the board and its members.
- Adhering to board policy.
- Facilitating trustee involvement in community leadership and advocacy.
- Following the rule of "no surprises."
- Preparing reports that enable the board to monitor institutional performance.
- Ensuring that the board has the resources needed to do its job.
- Creating opportunities for trustee and board development.

Problems arise when presidents withdraw from working with their boards—withholding information, avoiding bad news, or neglecting individual board members. Trustees contribute to problems when they make an end runs around the president, surprise the president at board meetings, and criticize the administration in public. Those practices reflect badly on the trustees and the CEO, and most importantly, hurt the college in the community.

When the CEO and board show mutual support and respect, the institution and community benefit. The CEO and trustees send a message that they value the institution and its goals above all else. By their behavior, they establish a standard for respectful behavior for community members and college employees.
Ongoing and Open Communication

Constant open communication is a major component of expressing mutual support and respect and deserves further discussion. Many practices listed above enhance communication. So do the following:

No Surprises. This rule is one of the most often-mentioned keys to good board-CEO relationships. When possible, board members should hear about major problems, activities, and issues from the CEO before they hear about them from others, read about them in the press, or are asked to comment on them in public. Boards should not be asked to make major decisions with little or no advance preparation. At the same time, public statements by trustees should not be a surprise to CEOs—trustees should alert CEOs and board chairs about their concerns prior to going public with them. Trustees also let the CEO know what information they want to have available at board meetings prior to the meetings.

Equal communication. All members of the board should have the same information and be treated equally. CEOs generally make it a practice to provide information requested by one trustee to everyone on the board. They also avoid even the appearance of playing favorites or of aligning themselves with certain members or a faction on the board. The CEO and board chair may communicate more often, particularly when it comes to developing the agenda for the board meetings; however, the chair should not routinely be privy to communications that are not also open to the rest of the board.

Trustees also make it a practice to share information and questions with other board members and the CEO. They do not foster cliques on the board or put the CEO in a position where she or he is asked to keep information from other board members.

Regular communication. Boards expect that the CEO will keep the board informed about critical issues and college activities. Many presidents do so by providing the board with regular updates, such as a weekly e-mail that highlights college activities, alerts the board to relevant external trends and issues, and lets the board know what the CEO is doing. CEOs routinely touch base with board members prior to meetings to ensure that trustees have the information they need regarding board agenda items.

In turn, trustees keep the CEO informed about their contacts in the community, discussions with legislators and other policymakers, calls from citizens or college staff, and any visits to the college. They regularly let the CEO know about their work on behalf of the college and rely on the CEO’s assistance.

Communication styles. Treating the CEO, board chair, or trustees equally does not necessarily mean that they treat each person the same. Different people have different communication styles and learning needs, and to the extent practical, CEOs and trustees honor those differences. Some like to meet in person, some are content with phone conversations, while others prefer to communicate via e-mail or receive information on paper.

Some trustees, particularly new ones, benefit from detailed person-to-person explanations of board agenda items. Others are comfortable with reading analyses of alternatives and long-range projections. Some trustees like to have frequent access to the president—others are satisfied to hear from the president only when there are major issues and meet with him or her only occasionally.

Respecting Time. There are many demands on the time and attention of both CEOs and trustees. Trustees help the CEO be effective by not making unnecessary demands on her or him. Boards understand that they have hired the CEO to lead the college and caring boards ensure that the majority of his or her time is devoted to the institution and the community, not to individual trustee needs. CEOs honor trustees and their busy schedules when they provide information in a timely manner and avoid asking trustees to make decisions without adequate time to consider the relevant issues.

Clear Expectations

The board-CEO team performs best when their roles are clear and members seek to meet the expectations for their positions. The same principle is true in employer-employee relationships—employees perform best when they know what is expected of them and have helped craft the expectations.

As employers, boards define the expectations for the CEO in written policy, the job description, and annual goals. Boards that state their expectations up front help foster success—their CEOs do not have to "read trustees’ minds" or fear sudden shifts in board direction. Clear, public expectations provide CEOs with a framework for action and assure them that their actions will have board support. In addition, CEOs who state what they need from their boards help trustees perform their role and responsibilities. CEOs expect their trustees to provide guidance, support, dialogue, information, and feedback.
Stating expectations “up front” can be risky and difficult. It is not easy to articulate a clear set of expectations and adhere to them. It is often simpler to react and respond to events. It takes discipline and courage to sit together as a group to think through values, contribute ideas, see issues from different perspectives, and come up with direction and guidelines. However, making the effort to live by clear expectations is just another way to help the CEO, board members, and the institution to flourish.

Contracts
A well-crafted contract between the board and the CEO provides clarity and security to both the board and the chief executive. Many experts note that it is becoming more difficult recruit and retain CEOs in recent years, due to a high number of retirements and the challenges inherent in the job, and an attractive contract may also be a recruiting tool (see “The CEO Search”). Boards should consult with an attorney when offering a contract to a new CEO and/or updating the current CEO’s contract.

Contracts typically address duties and expectations, salary, benefits, other compensation, evaluation, the term of the contract, and rollover provisions. Benefits and other compensation includes annuities, retirement packages, “golden handcuffs,” insurances, housing allowances, auto expenses, memberships, and expense allowances for professional and community activities. Retreat rights, provisions to engage in outside consulting, and leaves and sabbaticals are also including. Good contracts also include clauses for ending the contract, both voluntarily and involuntarily. Both boards and CEOs should periodically review the contract and update it address the changing professional needs of the CEO.

Summary
Effective boards and CEOs respect each other’s duties and value each other’s contributions to the leadership team. They are committed to working together to benefit the institution and the community. They recognize that struggling over who is in charge wastes time that is better spent supporting each other. While there are certainly instances where the board legitimately asserts its authority by not accepting a CEO recommendation, doing so with regularity signifies that something has gone wrong in the relationship.

Governing boards rely on their CEOs for leadership and have confidence in their recommendations. They contribute their perspectives early in policy discussions so that CEO recommendations to the board reflect board values and can be easily supported by the board.

Governing boards maintain healthy board-CEO relationships by working as partners with their CEOs. But first, they create healthy relationships by being exemplary employers and supervisors of their presidents.

Resources
Additional resources, including Board and CEO Roles: Different Jobs, Different Tasks available on request from the Community College League of California and posted on the League’s Web site. Also see an article by Mark Drummond, published in the Fall 2000 issue of the League’s Board Focus: Conflict or Consensus? Seven Steps to Creating an Effective Board. Additional resources are listed in the Resources and Readings chapter of this handbook.
Clarifying Board and CEO Roles & Protocols

The Board and CEO relationship is best served when trustees and CEOs clarify and agree on the roles each will play and protocols for communication. Following are some common areas for discussion. The numbers refer to selected SBCC Board Policies. BP 2715, the code of ethics, addresses many of the topics on this list.

As a Policy Board (BP 2715 and others)

1. Operating as a unit
2. Upholding ethics statement
3. Honoring the Brown Act, maintaining confidentiality (BP's on meetings, BP 2720)
4. Board meeting conduct
5. Maintaining civility and respect; handling conflict
6. Role of board chair (BP 2210)

Board and CEO
7. Board delegation to the CEO (BP 2430)
8. Avoiding "surprises"
9. CEO communication to trustees: how much, how often, and mode?
10. Board meeting agenda preparation and review (BP 2340 and related procedures)
11. Board/CEO roles in policy development (BP 2410 & 2510), in collective bargaining (BP 2610)

As Trustees
12. Requesting information from college
13. Trustees at campus and community events
14. Trustees visits on campus
15. Community member requests of trustees: gathering information and providing direction
16. College staff contacts with trustees (as individuals; as representatives of employee groups)
17. Trustee representing the board and college in the community
18. Other?

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TRUSTEE ORIENTATION WORKSHOP
ROLES AND RESPONSIBILITIES
SCENARIOS

Discuss the appropriate roles and responsibilities of the board and CEO in making each of the decisions below. Note that employee groups may be involved in many decisions.

1. Staffing
Ten full time faculty members are retiring at the end of the year. What are the roles of the board and CEO in deciding whether the vacancies should be filled by full- or part-time faculty?

   Governing Board Role

   CEO Role

2. Allocating Resources
State funding for community colleges will increase in the coming year, and decisions will need to be made where to allocate these funds: buildings, equipment, salaries, enrollment growth, marketing, health benefits, etc. What is the role of the board in deciding how the budget should be allocated?

   Governing Board Role

   CEO Role

3. Diversity
The demographics of the community served by the college include significant populations of Latinos, African Americans, and Asian Pacific Americans. However, the composition of the student body indicates that one or more of these groups is underrepresented. What is the board’s role in addressing this issue? What is the role of the CEO?

   Governing Board Role

   CEO Role

4. Ethics
In a closed [confidential] board meeting with its negotiators, the board discussed targets and criteria for contract renewals with the unions. The next day, it was apparent that a board member had told the union president what the board had decided. How should this ethical and legal violation be addressed?

   Governing Board Role

   CEO Role
5. Community Support
The college is seeking support from the city government to expand its educational centers in the city. Two people on the city council do not support the college. What should trustees do? What is the responsibility of the CEO?

   Governing Board Role

   CEO Role

6. Community Complaint
A citizen complains to a trustee about the unsightliness of the sports fields at the college. The trustee takes a trip to the college to inspect the situation and finds that there is graffiti on the fences and the lawns are dry and full of weeds. What is the appropriate role of the trustee in this situation?

   Governing Board Role

   CEO Role

7. Competition for Resources
A faculty member has called you to complain that for the past few years, the English Department has received more than its share of the budget and is constantly purchasing new equipment or sending its faculty on international trips. She is concerned that the Math Department has not been allocated a budget increase in over three years and cannot fill faculty vacancies with full-time faculty.

   Governing Board Role

   CEO Role

8. Campaign Promises
A trustee ran on the platform of reducing administrative costs and building a center in his local community. At his first meeting of the board he asks for a report and a board study session of all administrative costs, stating that he believes the college can cut at least three administrative positions. He also makes a motion that the priorities for the projects funded in the last bond election be changed to include plans for a center in his area.

   Governing Board Role

   CEO Role
Effective Trusteeship Workshop Part 2
Policy and Practices Scenarios

Differentiating Board Policy & Administrative Procedure
In the examples below, identify whether the statement would most appropriately be a board policy or an administrative procedure:

Security
1. The CEO shall ensure that reasonable security is provided to protect property, equipment, information and files from loss or significant damage.

2. All offices and classrooms shall have alarm systems that are connected to the local police station. The facilities director is responsible for assigning responsibility for setting and turning off the alarms. A security patrol shall be hired on the weekends and evenings to provide coverage for all buildings.

Planning
3. The CEO shall ensure that the District has and implements a comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by research. The planning system shall include all plans required by law or regulation.

4. The educational planning system shall be coordinated by a 15 member planning committee, consisting of five full-time faculty members appointed by the Academic Senate and representing academic and workforce development areas, three representatives of the classified staff, one student appointed by the Associated students and the following administrators [the list is included]. The committee shall meet at least monthly, and shall be chaired by the Vice President for Academic Affairs.

Section III: Good Practice
Identify whether or not items 5-8 are good practice.

5. A new trustee requests that the CEO help arrange meetings with key administrators and faculty, staff and student leaders to learn about the college programs and policies.

6. A trustee often contacts staff members directly for their opinions and is often seen on campus visiting staff and observing classes.

7. A trustee calls or emails the president daily asking for information and offering suggestions and ideas.

8. A trustee contacts the board chair and/or CEO prior to the board meeting when he or she has questions or concerns about items on the board agenda.
9. A trustee fails to gain board support of a motion he has made to change a board policy. How soon and how often should the board member bring the matter back to the Board for consideration?

Section III: Your Questions
As a group, identify unanswered questions or unclear concepts from this morning’s program. If time is available, we will respond to a question from each group.
Board Policies

BP 2210 Officers
BP 2715 Code of Ethics
BP 2720 Communication among Board Members
BP 2430 Delegation of Authority to Superintendent/President
BP 2410 Board Policy and Administrative Procedures
BP 2510 Participation in Local Decision Making
BP 2610 Presentation of Initial Collective Bargaining Proposals
BP 2210  OFFICERS

Reference: Education Code Section 72000

At the annual organizational meeting, the Board shall elect from among its members a President and Vice President of the Board.

The term of each officer shall be for one year.

The Board does not have an official system of rotation of officers; it elects the officers each year from among its members.

President

The president shall be elected for a one-year term and may succeed him/herself in office for one additional term.

The duties of the President of the Board are:

- Preside over all meetings of the Board;
- Call emergency and special meetings of the Board as required by law;
- Consult with the Superintendent/President on board meeting agendas;
- Communicate with individual board members about their responsibilities;
- Appoint or provide for the assignment of all representatives to committees;
- Participate in the orientation process for new board members;
- Assure Board compliance with policies on board education, self-evaluation and President/Superintendent evaluation;
- Sign, when authorized by law or by board action, any documents that require the signature of the President of the Board;
- Represent the Board at official events or ensure board representation.
The duties of the Vice President of the Board are:

- In case of resignation, absence, or other disability of the President, the Vice President shall perform all the duties of the President.

- If the Vice President is not able to perform these duties, they shall be performed by the immediate past President of the Board.

The Superintendent/President shall serve as Secretary to the Board. The duties of the Secretary are:

- Notify members of the Board of regular, special, emergency and adjourned meetings;

- Have prepared and have posted board meeting agendas;

- Have prepared for adoption minutes of board meetings;

- Attend all board meetings and closed sessions, unless excused, and in such cases to assign a designee;

- Conduct the official correspondence of the Board;

- Certify as legally required all board actions;

- Sign, when authorized by law or by board action, any documents that would require the signature of the Secretary of the Board.
BP 2715  CODE OF ETHICS/STANDARDS OF PRACTICE

Reference: Accreditation Standard IV.B.1.a, e, & h

The Board maintains high standards of ethical conduct for its members. Members of the Board are responsible to:

1. Introduction: Mission and Core Principles the College

MISSION: Santa Barbara City College is committed to the success of each student, providing a variety of ways for students to access outstanding and affordable higher education programs that foster lifelong learning. SBCC works to ensure academic success for all students as they earn a degree or certificate, prepare for transfer, or gain the occupational competencies and academic skills needed to advance in their careers.

The college serves all segments of its diverse community by maintaining quality programs, by collaborating with local organizations to identify new educational needs and develop programs to meet those needs, and by continually expanding its efforts to meet the educational needs of traditionally underserved groups. The college responds to the needs of the South Coast community by offering a comprehensive continuing (adult) education program and developing programs that support economic development. As part of that larger community, SBCC is also committed to valuing the dynamic diversity of the community and to adopting sustainable practices and exercising good citizenship.

SBCC promotes student learning and development through the attainment of Institutional Student Learning Outcomes that measure student achievement in critical thinking, problem-solving and creative thinking; communication; quantitative analysis and scientific reasoning; social, cultural, environmental and aesthetic perspectives; information, technology and media literacy; and personal, academic and career development.

CORE PRINCIPLES: Santa Barbara City College encourages and supports instructional improvement and innovation that increases the quality and effectiveness of its programs based upon these core principles:

- Policies, practices and programs that are student-centered
- Shared governance involving all segments of the College community
- An environment that is psychologically and physically supportive of teaching and student learning
- A free exchange of ideas in a community of learners that embraces the full spectrum of human diversity
2. Standards of Conduct

Each member of the Board of Trustees will:

- Hold the educational welfare of the students of the District as his/her primary concern. Insofar as possible, show concern and interest for student accomplishments by attending student ceremonies and events.
- Respect the office of Trustee and in no way misuse the power inherent in the office.
- Ensure that the District maintains equality of opportunity for all students regardless of race, creed, sex, age, disability, or national origin.
  - Protect, advance and promote the interest of the community as a whole. Exercise independent judgment without bias in favor of private interests or partisan political groups.
  - Uphold, implement, and enforce all laws and codes applying to the District.
  - Act as an instigator and promoter of change through legal and ethical procedures.
  - Recognize and actively communicate that authority rests with the Board in its legally constituted meetings and not with individual members or committees.
  - Attend and participate in all meetings, insofar as possible, having prepared for discussion and decision by reviewing all agenda materials.
  - Conduct all business of the Board in open public meetings, unless, in the judgment of the Board and for purposes permitted by law, it is more appropriate to hold a closed session.
  - Maintain confidentiality of Board discussions held in closed sessions of the Board.
  - Avoid any situation that may constitute a conflict of interest. Inform the Board or the Board President when a matter under consideration might involve or appear to involve such a conflict.
  - Abstain from participation in discussion and voting on any issue where such a conflict of interest or appearance of such conflict might arise.
  - Enhance his/her effectiveness as a Trustee through study of contemporary educational issues, through such means as staying current on relevant publications and conferences designed to improve Board member effectiveness.
  - Use appropriate channels of communication.
  - Respect others; acting with civility.
  - Promote and maintain good relations with other Board members by:
    - Keeping an open mind and listening to other facts and points of view.
    - Respecting the opinions of others and abiding by majority rule.
    - Working with other Board members in a spirit of harmony and cooperation, and giving courteous consideration to others' opinions.
  - Promote a healthy work relationship with the Superintendent/President and the staff by:
    - Appointing and nurturing an effective Superintendent/President and supporting his/her administrative recommendations by maintaining a climate of "no surprises."
Supporting District personnel in the appropriate performance of their duties and assuring that they have the needed responsibility, authority and, within fiscal limitations, the resources to perform effectively.

Referring complaints, criticisms, and grievances through appropriate channels as previously agreed upon and reflected in Board policies.

Be an advocate for the District in the community by encouraging support for and interest in the College.

The functions of the Board of Trustees shall be legislative, and it shall act as a policy-forming body. It shall consider questions of general educational policy and shall place the responsibility for the implementation of Board-adopted policies directly in the hands of the District Superintendent as executive officer of the Board.

The Board of Trustees shall give due consideration to legal requirements and limitations, to sound educational procedures, and to the interest of the public it represents.

The Board of Trustees shall strive to maintain a sound and superior college program with respect to range and scope, breadth and quality, school plant and equipment, and personnel; and to adapt the educational program as far as possible to the needs, interests, aptitudes, abilities and capabilities of all youth and adults within the College District.
BP 2720  COMMUNICATIONS AMONG BOARD MEMBERS

Reference: Government Code Section 54952.2

Members of the Board shall not communicate among themselves by the use of any form of communication (e.g., personal intermediaries, e-mail, or other technological device) in order to reach a collective concurrence regarding any item that is within the subject matter jurisdiction of the Board.
BP 2430 DELEGATION OF AUTHORITY TO SUPERINTENDENT/PRESIDENT

Reference: Education Code Sections 70902(d), 72400; Accreditation Standard IV.B.1.j; IV.B.2

The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President is empowered to reasonably interpret board policy. In situations where there is no board policy direction, the Superintendent/President shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written board policy if one is required.

The Superintendent/President is expected to perform the duties contained in the job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The goals for job performance shall be developed and jointly agreed to by the Board and the Superintendent/President.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The Superintendent/President shall make available any information or give any report requested by the Board as a whole. Individual trustee requests for information shall be met if, in the opinion of the Superintendent/President, they are not unduly burdensome or disruptive to District operations. Information provided to any trustee shall be available to all trustees.

The Superintendent/President shall act as the professional advisor to the Board in policy formation.

Adopted: Board of Trustees August 28, 2008
BP 2410  BOARD POLICY AND ADMINISTRATIVE PROCEDURE

Reference: Education Code Section 70902; Accreditation Standard IV.B.1.b & e; BP 2510

The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to District activities.

Policies of the Board may be adopted, revised, added to or amended at any regular Board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one Study Session of the Board prior to the meeting at which action is recommended.

Administrative procedures are statements of method to be used in implementing Board Policy. Administrative procedures are to be issued and revised by the Superintendent/President, in consultation with the appropriate shared governance groups as stipulated in Board Policy 2510. Such administrative procedures shall be consistent with the intent of Board Policy.

The Superintendent/President shall provide each member of the Board with any revisions since the last time they were reviewed. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board’s judgment, be inconsistent with the Board’s own policies.

Board policies and administrative procedures shall be electronically available to District employees through the District website as maintained by the Office of the Superintendent/President.

Adopted: Board of Trustees, May 28, 2009
BP 2510  PARTICIPATION IN LOCAL DECISION MAKING

Reference: Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for Board’s action and administrative procedures for Superintendent/President’s action under which the District is governed and administered.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

Each of the following shall participate as required by law in the decision-making processes of the District:

Academic Senate(s) (Title 5, Sections 53200-53206)

The Board or its designee(s) will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Academic and professional matters include:

1. Curriculum, including the establishment of prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and College governance structures as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

In addition, the consultation will include faculty hiring processes.
Staff, Management and Supervisors, Confidential Employees (Title 5, Section 51023.5)

Staff, managers and supervisors, and confidential employees shall be provided with opportunities to participate effectively in the formulation and development of policies and procedures that have a significant effect on them. The opinions and recommendations of the California School Employees Association and its Chapter 289, the management/supervisory group, and confidential employees will be given every reasonable consideration.

Non-Credit Instructors

Non-credit instructors shall be provided with opportunities to participate effectively in the formulation and development of District policies and procedures that have a significant effect on non-credit instructors. The opinions and recommendations of the Continuing Education Instructors Association will be given every reasonable consideration.

Students (Title 5, Section 51023.7)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.
BP 2610 PRESENTATION OF INITIAL COLLECTIVE BARGAINING PROPOSALS

Reference: Government Code Section 3547

The Superintendent/President is directed to enact administrative procedures that assure compliance with the requirements of Government Code Section 3547 regarding the presentation to the Board of initial proposals for collective bargaining.

Collective bargaining begins when either an exclusive representative or the District itself presents an initial proposal for consideration in accordance with the timelines specified in the bargaining agreements with the district and the Santa Barbara City College Instructors’ Association and the California School Employees Association and its Chapter 289.
Honing the Core Mission During Difficult Financial Times

Barry Russell
Vice Chancellor, Academic Affairs
California Community Colleges Chancellor’s Office

Mission

66010.4 (a)(1) The California Community Colleges shall ...
2009-2010 Budget Act Language

❖ "It is the intent of the Legislature that community college districts, to the greatest extent possible, shall implement any necessary workload reductions in areas other than basic skills, workforce training, and transfer."

What are the Issues??

❖ 2 Major Areas of Concern:
  ➢ Avocational / Recreational Courses
  ➢ Noncredit
Recreational / Avocational Courses

- What is a recreational / avocational / self-improvement course?

  - California Education Code vs. Practice
    - Credit Implications
    - Noncredit Implications
    - Community Services Implications

California Education Code vs. Practice
Noncredit Implications

- What We Know: 10 Categories of Courses
  A. ESL (English as a Second Language)
  B. Immigrant Education
  C. Elementary & Secondary Basic Skills
  D. Health & Safety
  E. Substantial Disabilities
  F. Parenting
  G. Home Economics / Family & Consumer Science
  H. Older Adults
  I. Short-term Vocational Program / Career Technical
  J. Workforce Preparation
What is Workforce Preparation?

"Workforce preparation courses provide instruction for speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training."

What is Enhanced Funding?

California Education Code Section 84760.5 (a) defined Career Development and College Preparation courses eligible for enhanced funding as:

➢ Those for which no credit is given, and that are offered in a sequence of courses leading to a certificate of completion; and

➢ Those that lead to improved employability or job placement opportunities, or

➢ To a certificate of competency in a recognized career field by articulating with college-level course work, completion of an associate degree, or transfer to a four-year degree program.
Number of Noncredit Courses 2009-10

<table>
<thead>
<tr>
<th>College/District</th>
<th>Active/Approved Courses in C</th>
<th>Noncredit FTEs</th>
<th>Noncredit CCOP FTEs (Enhanced Funding Category A, C, I, 8 J)</th>
<th>Total Noncredit FTEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Orange District</td>
<td>3,003</td>
<td>4,908.40</td>
<td>1,461.00</td>
<td>6,369.08</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>3,684</td>
<td>1,588.42</td>
<td>822.18</td>
<td>2,410.60</td>
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<tr>
<td>City College of San Francisco</td>
<td>1,024</td>
<td>2,029.85</td>
<td>8,485.02</td>
<td>11,474.87</td>
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<tr>
<td>Mt. San Antonio</td>
<td>915</td>
<td>1,188.91</td>
<td>4,176.64</td>
<td>5,367.64</td>
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<tr>
<td>Rancho Santiago District</td>
<td>580</td>
<td>1,279.60</td>
<td>7,030.28</td>
<td>8,309.88</td>
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<tr>
<td>San Diego District</td>
<td>421</td>
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<td>8,790.12</td>
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<tr>
<td>Glendale</td>
<td>384</td>
<td>1,033.52</td>
<td>2,612.54</td>
<td>3,646.16</td>
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<tr>
<td>Pasadena</td>
<td>187</td>
<td>526.12</td>
<td>825.06</td>
<td>1,351.17</td>
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<tr>
<td>College of the Desert</td>
<td>174</td>
<td>267.25</td>
<td>731.20</td>
<td>998.45</td>
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<td>Palomar</td>
<td>77</td>
<td>626.27</td>
<td>711.03</td>
<td>1,337.30</td>
</tr>
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</table>

Santa Barbara City College Issues

- Can the college verify that each active noncredit course has been approved by the college and/or district curriculum committee (Title 5, section 55002(c))?

- The Curriculum Committee is sending forward noncredit courses proposals that do no align TOP Code with noncredit categories as defined in California Education Code Sections 84750.5 and 84760.5.

- The directive from Chancellor Scott to focus on transfer, basic skills, and CTE courses should be followed.
What is involved in the approval of a course or program?

What are the minimum conditions for claiming apportionment?
Community Services
Implications

- Community colleges are authorized by California Education Code Section 78020 and Section 78300 and title 5, section 55002 and section 55160 to offer a community services offering, which is defined in title 5, section 55000(b) as "fee-supported" community services classes . . . for which state apportionment is not claimed and credit is not awarded."

Questions and Comments
Basic Conditions for Claiming Apportionment

The basic conditions for claiming state apportionment FTES are provided by title 5, section 58050, which include provisions related to:

- Appropriate course/program approval
- Open enrollment
- Full-funding/compensation prohibitions (double dipping)
- Appropriate educational activities as described in the course outline of record
- Contact hours claimed for apportionment must be consistent with those indicated in the course outline of record
- Use of district equipment/facilities as part of a course is solely for the specified educational activities of the course
- Immediate supervision and control of an appropriate academic employee of the district that holds valid and revoked credentials or be employed pursuant to minimum qualifications

Consistent with title 5, section 58052, the basic attendance accounting requirements are intended to promote the following purposes:

- To ensure effectiveness of instruction
- To ensure that state aid is apportioned according to the same standards to all districts
- To ensure the safety of students
- To ensure that the state, districts, and students receive a reasonable return for monies expended

Obviously, there are many other specific provisions/requirements/limitations in statute and regulation that may also impact apportionment eligibility for various types of courses, including those related to distance education, independent study, and Cooperative Work-Experience Education, noncredit, In-service training courses, inmate education, tutoring, learning assistance, instructional services agreements, contract education, intercollegiate athletics, excursions/field trips, etc.

There are also specific requirements related to appropriate course tabulations, support record documentation/retention/reporting, specific attendance accounting procedure computations, student residency, course repetition, minimum conditions, appropriate dissemination of course information, limitations on enrollment, facilities and opportunities for participation, registration and enrollment procedures, multiple/overlapping enrollments, 175-Day Rule, course repetition/withdrawal, etc.
Reference for CB Data Element Dictionary
Noncredit Values in Bold

<table>
<thead>
<tr>
<th>CB Code</th>
<th>Name</th>
<th>Values / Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB01</td>
<td>Course discipline and number</td>
<td>Example: ENGL100</td>
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<tr>
<td>CB02</td>
<td>Course title</td>
<td>Limited to 68 characters, including punctuation and spaces</td>
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<tr>
<td>CB03</td>
<td>Course T.O.P. code</td>
<td>Format: xxxxxxx (no decimal)</td>
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<tr>
<td></td>
<td></td>
<td>Examples: 010300; 490310</td>
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<tr>
<td></td>
<td></td>
<td>Related to CB22</td>
</tr>
<tr>
<td>CB04</td>
<td>Course Credit Status</td>
<td>D = Credit - Degree Applicable</td>
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<tr>
<td></td>
<td></td>
<td>C = Credit - Not Degree Applicable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N = Noncredit</td>
</tr>
<tr>
<td>CB05</td>
<td>Course Transfer Status</td>
<td>A = Transferable to both UC and CSU.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B = Transferable to CSU only.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C = Not transferable (Always noncredit)</td>
</tr>
<tr>
<td>CB06</td>
<td>Maximum Course Units</td>
<td>The maximum number of units of academic credit a student may earn from enrolling in a single section of this course. Example: 03.50; 04.00</td>
</tr>
<tr>
<td>CB07</td>
<td>Minimum Course Units</td>
<td>The minimum number of units of academic credit a student may earn from enrolling in a single section of this course. Example: 00.50; 01.00</td>
</tr>
<tr>
<td>CB08</td>
<td>Course Basic Skills Status</td>
<td>Yes = if CB 22 is Category A or C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No = if CB 22 is B, D, E, F, G, H, or I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes or No = if CB 22 is Category J.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Related to CB22</td>
</tr>
<tr>
<td>CB09</td>
<td>Course SAM Priority Code</td>
<td>A = Apprenticeship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B = Advanced Occupational (Perkins)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C = Clearly Occupational (Perkins)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D = Possibly Occupational (Perkins)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E = Non-occupational</td>
</tr>
</tbody>
</table>
| CB10 | Course Cooperative Work Experience Education Status | **N** = is not part of a cooperative work experience education program.  
C = is part of a cooperative work experience education program.  
Always “N” until a new policy is written |
| CB11 | Course Classification Status | **Credit:**  
A = Liberal Arts and Sciences  
B = Developmental Preparatory  
C = Adult and Secondary Basic Education  
D = Personal Development and Survival — Student without a Disability  
E = Courses for Students with Substantial Disabilities  
F = Parenting and Family Support  
G = Community and Civic Development  
H = General and Cultural  
I = Career-Technical Education  
**Noncredit:**  
J = Workforce Preparation Enhanced Funding  
K = Other Noncredit Enhanced Funding  
L = Non-Enhanced Funding |
| CB13 | Course Special Class Status | S = Yes  
N = No |
| CB21 | Course Prior to Transfer Level  
**Note:** Basic skills courses may be coded A-H, but non-basic skills courses are usually Y.  
**Refer to CB21 data element for further information.** | Y = Not applicable (Always Noncredit)  
A = One level below transfer.  
B = Two levels below transfer.  
C = Three levels below transfer.  
D = Four levels below transfer.  
E = Five levels below transfer.  
F = Six levels below transfer.  
G = Seven levels below transfer.  
H = Eight levels below transfer. |
| CB22   | Noncredit eligibility category | A = English as a Second Language  
|        | Related to CB03 and CB08       | B = Immigrant Education  
|        |                                | C = Elementary and Secondary Basic Skills  
|        |                                | D = Health and Safety Education  
|        |                                | E = Education Programs for Persons with Substantial Disabilities  
|        |                                | F = Parenting Education  
|        |                                | G = Family and Consumer Sciences  
|        |                                | H = Education Programs for Older Adults  
|        |                                | I = Short-term Vocational Programs with High Employment Potential  
|        |                                | J = Workforce Preparation  
| CB23   | Funding Agency Category        | A = This course was primarily developed using Economic Development funds  
|        |                                | B = This course was partially developed using Economic Development funds. (Economic Development funds exceed 40% of total development costs)  
|        |                                | Y = Not Applicable (Always a "Y")  
| CB24   | Course Program Status          | 1 = Program-applicable  
|        |                                | 2 = Stand-alone  

California Community Colleges Mission

LOWER DIVISION EMPHASIS

66010.4 The missions and functions of California’s public and independent segments, and their respective institutions of higher education shall be differentiated as follows:

(a)(1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

(A) The provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, adult noncredit instruction, and support services which help students succeed at the postsecondary level are reaffirmed and supported as essential and important functions of the community colleges.

(B) The provision of adult noncredit education curricula in areas defined as being in the state’s interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution’s ability to meet its obligations in its primary missions.

(3) A primary mission of the California Community Colleges is to advance California’s economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement.

(4) The community colleges may conduct to the extent that state funding is provided, institutional research concerning student learning and retention as is needed to facilitate their educational missions.
RECREATIONAL PHYSICAL EDUCATION AND DANCE

58130.  Noncredit Classes in Dancing or Recreational Physical Education; State Aid or Apportionment for Attendance.

No state aid or apportionment may be claimed on account of the attendance of students in noncredit classes in dancing or recreational physical education.


HISTORY

1. New section filed 3-4-01 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).

2. Editorial correction of History 1 (Register 95, No. 23).
**CB 22 Noncredit Guide**

<table>
<thead>
<tr>
<th>Noncredit Eligibility Category</th>
<th>CB 22 Code</th>
<th>Valid Top Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>This element classifies a noncredit course in accordance with its primary objective within the ten state-supported noncredit categories set forth in the California Education Code (84757 (a)).</td>
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<tr>
<td><strong>ESL (English as a Second Language)</strong></td>
<td>A</td>
<td>493084</td>
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<tr>
<td>Classes and courses providing instruction in the English language to adult, non-native English speakers with varied academic, vocational and personal goals.</td>
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<td>493100</td>
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<tr>
<td><strong>Immigrant Education</strong></td>
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<td>220120</td>
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<tr>
<td>Classes and courses for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes in the basic skills of speaking, listening, reading, writing, mathematics, decision making and problem solving skills, and other classes required for preparation to participate in job-specific technical training.</td>
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<td>493090</td>
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<tr>
<td><strong>Elementary &amp; Secondary Basic Skills</strong></td>
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<td>150100</td>
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<td>Including other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.</td>
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<td>Category</td>
<td>Code Range</td>
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<tr>
<td>Health &amp; Safety</td>
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<td>Health and safety education.</td>
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<tr>
<td>Substantial Disabilities</td>
<td>E Any Top Code</td>
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<td>Education programs for persons with substantial disabilities.</td>
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<tr>
<td>Parenting</td>
<td>F 130500-130590</td>
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<td>Including parent cooperative preschools, classes in child growth and development and parent-child relationships.</td>
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<td>Home Economics/Family &amp; Consumer Science</td>
<td>G 130100-139900</td>
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<tr>
<td>Education programs for home economics.</td>
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<tr>
<td>Older Adults</td>
<td>H Any Top Code</td>
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<tr>
<td>Education programs for older adults.</td>
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<tr>
<td>Short-term Vocational Program/Career Technical</td>
<td>I Any Vocational Top Code</td>
<td>Includes programs with high employment potential.</td>
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<tr>
<td>Workforce Preparation</td>
<td>J Any Vocational Top Code or 493010</td>
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<tr>
<td>Workforce preparation courses provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem solving skills that are necessary to participate in job-specific technical training.</td>
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Course Outline of Record Checklist (Noncredit) as found in title 5, section 55002 (c)

1. Contact Hours:
   The expected number of contact hours for the course as a whole is listed.
   The actual hours a student is engaged in class time activities.
   The need for these hours should be substantiated by the other portions of the COR.

2. Catalog Description:
   Includes a short paragraph that provides a well-developed overview of topics covered.
   Should contain all the relevant information about a course that students, counselors, and reviewers will need for planning and review.
   Identification of the target audience is useful for student planning, particularly for programs leading to certificates of completion or competency, or those courses leading to credit programs.
   Requisites, advisories, and/or limitations on enrollments must be listed.
   Lecture/lab/activity/studio hours are included.
   Field trip potential or other requirements that may impose a logistical or fiscal burden upon the students should be included along with an option for alternatives.

3. Objectives:
   Objectives define the key elements that must be taught every time the course is delivered.
   Should be stated in terms of what students will be able to do.
   Should clearly connect to achievement of the course goals.
   Should be concise but complete; 10 objectives might be too many; one is not enough.
   Should use verbs showing active learning.
   Should adequately cover theory, principles, and concepts. Skills and applications are used to reinforce and develop concepts.
   Should be broad in scope, not too detailed, narrow, or specific.
4. **Content:**

   Detailed items of a course outline that are focused on the subject area. They should be relevant to one or more of the course objectives.
   
   Contains a complete list of all topics to be taught in the course.
   
   Should be arranged by topic with sub-headings.
   
   Items should be subject based.

5. **Methods of Instruction:**

   Describes the techniques which may be used to cause learning. This includes lecture, group discussion and synchronous interaction.
   
   Proposed learning environment is realistic to the needs of the learning experience.
   
   Methods of instruction appropriately ensure that quality occurs in an equal and consistent manner irrespective of any delivery constraints.
   
   Appropriate to the objectives
   
   Types or examples of methods of instruction are required. If all instructors agree, the course outline may show just one teaching pattern.

6. **Methods of Evaluation:**

   The act of determining the student learning which has occurred for an individual student.
   
   The bases for evaluating assignments are given, and relate to skills and abilities in objectives.
   
   Knowledge of required material should constitute a significant portion of the evaluation as reflected in assignments and methods of evaluation.

7. **Assignments and/or Other Activities:**

   A structured set of tasks or accomplishments, usually with a defined work product to be turned in for review.
   
   Reflect coverage of all the objectives and content.
   
   Optional and alternate assignment examples can and in some cases should be included
   
   Identify the basis for grading, and relate assignments to skills and abilities in objectives.
   
   Out-of-class assignments are not required but are allowed.
Date: April 26, 2010

To: Chief Instructional Officers
   Chief Student Services Officers
   Curriculum Committee Chairs
   Association of Community and Continuing Education

From: Barry A. Russell, Vice Chancellor of Academic Affairs

Subject: Additional Clarification on Noncredit Dancing and Recreational Physical Education Courses

My previous memo dated January 22, 2010, regarding “Avocational, Recreational, and Personal Development Courses ... Some Suggestions,” identified helpful language and an approach that may be used by campuses as they go through the process of planning and scheduling courses for the future, given the current legislative climate. That memo remains the latest guidance from the Chancellor’s Office on the topic.

The field has asked the Chancellor’s Office to provide more information on a subset of the courses addressed in the above mentioned memo: dancing and recreational physical education. It is very clear that title 5, section 58130 states that, “No state aid or apportionment may be claimed on account of the attendance of students in noncredit classes in dancing or recreational physical education.” What may seem unclear is the practice that such courses may still be approved and offered under the current noncredit course approval policies...they just cannot be included in attendance data for apportionment purposes. Determining whether or not a course falls into these categories and deciding if a course should be added to the schedule is a matter of careful consideration for each campus.

Returning to the priorities identified in the January 22, 2010 memo, please examine your noncredit course offerings for the 2010-2011 academic year in the 0835.xx (Physical Education) or 1008.xx (Dance) T.O.P. codes. If you choose to offer these courses, even though they may have been approved by the Chancellor’s Office, you may not include those courses in your noncredit attendance calculations for the Apportionment Attendance Reports (CCFS-320) submitted to the Chancellor’s Office...and therefore you may want to review the fiscal efficacy of such a decision.

Questions are likely to continue to surface as we move forward. I encourage you to contact me or my staff here at the Chancellor’s Office Division of Academic Affairs—916.322.6881—for additional information or assistance.

c: Chief Executive Officers
   Academic Senate for the California Community Colleges
Date: January 22, 2010

To: Chief Instructional Officers
   Chief Student Services Officers

From: Barry A. Russell, Vice Chancellor of Academic Affairs

Subject: Avocational, Recreational, and Personal Development Courses … Some Suggestions

In fall 2009, messages concerning some possible funding changes for certain courses at California community colleges began to surface from a variety of sources. After much discussion, several phone meetings, and some investigative activities, the Chancellor’s Office makes the following observations and suggestions to guide colleges.

**Why Is There Confusion?**

In the 2009-10 Budget Act¹, language was provided that directed community colleges to

> “the greatest extent possible, shall implement any necessary workload reductions in areas other than basic skills, workforce training, and transfer.”

Although this language was clear about the classes to be included in the focus for 2009-2010, it gave no specific direction about all the other courses and programs being offered at community colleges. The budget was reduced $120 million without identifying specific cuts that must be made or courses that must be eliminated. Subsequently, colleges are looking for direction. In addition, it is important to note that this limitation (at this point) is only attached to the 2009-2010 budget language. Budget language is still being crafted for the 2010-2011 year and it is yet to be determined if there will be a continued focus directly communicated by the Legislature or if more general language will be used. Whatever the action, it is probably fair to say that the Legislature has communicated an overall priority for colleges during this budget crisis…however long it should last.

For 2009-2010 it is safe to assume all courses that are outside of transfer, basic skills, or career technical are potential courses for scrutiny as community colleges limit class offerings in response to large budget cuts across the state. In addition to focusing on these three areas, community colleges also must continue to respond to local community need and workforce issues through the noncredit offerings which are already restricted to 10 areas of identified content (California Education code 84757(a)).

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¹ Budget Act of 2009, Section 482, item 6870-101-0001, provision 29, page 617
So, the questions are:
- Where do colleges draw the line between the three categories and those outside?
- What courses do colleges exclude and what courses do they include?
- Do colleges discontinue very popular courses should they fall outside the designated areas?

**What's Next?**
The Legislative Analyst Office, legislators, and others are looking closely at both credit and noncredit offerings throughout the state and have found a variety of courses that seem to fall outside of the accepted areas listed above. There could be legislation or other actions taken to remove some local control of course offerings if colleges are not responding to the expressed intent of the budget language.

This is not a new question. In a review of documents all the way back to 1982, there have been several instances where recreational, avocational, and personal development courses have been addressed. In fact, in a letter dated January 31, 1984 to all Chief Instructional Officers, clear direction was provided that still remains appropriate today. The difference is that at that time, the Legislature mandated that the Chancellor's Office develop a list for a $30 million reduction and at this time, there is no mandate from the current Legislature. Here is a quote from this 1984 memo:

"Recreational, avocational, and personal development courses are those which:
(a) are not required courses or suggested electives leading to the completion of the requirements of a major offered by the college,
(b) are offered primarily to provide recreational or avocational pursuits for students.
(c) are of greater private than public interest.
(d) should be offered as a community service class for a fee which covers the cost of instruction."  

It should also be noted that the language is very general intentionally so as not to focus or marginalize one specific sector of the curriculum. These types of courses can occur in virtually every curricular area of the campus.

**How can community colleges respond?**
While not giving colleges specific direction, the Chancellor's Office would highly recommend that each college visit their course offerings and review them for three priorities: basic skills, transfer, and career technical. If courses do not fit into one of those three categories, then further analysis should be done according to the four points (a through d) listed above. Note that option "d" provides a way to continue offering a course as a community service class without affecting the state budget.

It is the opinion of the Chancellor's Office that this is a local decision and not one that should be made at the state level. The reality, though, is that if courses that are perceived as recreational, avocational, or personal development are not voluntarily removed from the credit/noncredit offerings, the Legislature or others may choose a more intrusive method.

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2 Letter to Chief Instructional Officers by Allan L. Petersen, Dean, January 31, 1984.
It would be prudent for colleges to also focus on communication with their local communities and governance groups as these changes take place. The budget message should be clear to all sectors (boards, administration, faculty, staff, and students) that the necessary limited focus on basic skills, transfer, and career technical education requires subsequent changes in scheduling and course offerings.

**Where will this take us?**

In the next Legislature, the issue of funding community college courses will inevitably include some review of courses which the Legislature interprets as outside the scope of the community college mission. If California community colleges have proactively changed or removed the offering of these courses voluntarily, there will be less evidence to support further reductions in state funding based on this one point of contention.

As you study your offerings and take action to reduce course offerings to meet workload reduction goals, please focus first on sustaining basic skills, transfer, and career/technical courses and programs. With a statewide response to this reduction of $120 million, hopefully the chance of further state budget reductions based on this issue can be minimized. If you have any questions or concerns throughout this process, please feel free to contact the Chancellor's Office Division of Academic Affairs at 916.322.6881.

cc: Chief Executive Officers
    Academic Senate for the California Community Colleges
Last year the Legislature lowered the enrollment cap in California community colleges by 3.39% given the harsh funding reductions that we suffered in the 2009-10 fiscal year. However, the Legislature further stated that it was their intent that community colleges make every effort to protect classes in basic skills, transfer, and workforce training. Specifically, the Legislature’s guidance was provided in the 2009 Budget Act (Chapter 1, Statutes of 2009):

29. Notwithstanding any other provision of law, the Chancellor of the California Community Colleges may reduce community college district base workload measures to match available funding under Schedule (I), which reflects a base reduction of $120,000,000, and local revenues designated to support community college district general apportionments. It is the intent of the Legislature that community college districts, to the greatest extent possible, shall implement any necessary workload reductions in areas other than basic skills, workforce training, and transfer. On or before March 1, 2010, the chancellor shall provide the Legislature and the Director of Finance with a report on the implementation of this provision.

In reviewing recent enrollment data, it is evident that most colleges followed this direction and made fewer cuts in basic skills, transfer, and workforce training then in other parts of the class schedule. Yet, it is well once again to remind colleges of this legislative intent.

First, unless we take the lead on this matter, then one day the Legislature may become specific in what courses we should offer. One remembers the 1980’s when the Legislature adopted a “hit list” that prohibited community colleges from receiving state funding for certain avocational courses. And we recall that last year the Legislative Analyst recommended that all physical education courses in our colleges be funded at the non-credit level. Fortunately, we were able to defeat that recommendation and prevent it from becoming law. But this still remains the view by some that we are offering too many avocational courses. We should take steps to avoid that vulnerability.
Second, it is clear that in times of scarce resources we have to prioritize. In 2009-10 it is estimated that community colleges turned away 140,000 students, most of whom were first time students. In times like this it is difficult to justify keeping a course such as aerobics for seniors while not scheduling enough classes in basic math or English. Under these circumstances the public will be upset when students seeking transfer classes or job retraining are turned away.

The recently adopted 2010 Budget Act provides community college districts with $126 million to support an additional 26,000 full-time equivalent enrollments. These added resources represent an opportunity for community colleges to expand access to badly needed instruction in basic skills, transfer, and workforce training. As you consider how your district will use these additional funds, I strongly urge you to consider both the legislative intent and the pressing need to prioritize scarce resources, described above.

I want to be clear: This is a recommendation, not a requirement. The determination of which courses to offer is a decision made at the college level. This is the genius of our system: each college can determine the needs of its community. But I believe it is wise for us to take into account the intent of the Legislature and the general feeling of the public. It is good policy and makes sense for us to prioritize transfer, workforce training, and basic skill courses in these difficult times. We moved in that direction in 2009-10; let's continue that trend in 2010-11.
College-wide priorities for 2010-11
September 20, 2010

Although there are many important activities and projects that will be tackled during this academic year, below are some key priorities agreed upon for the year, through the college governance consultation, which will require significant involvement and support from all college constituencies:

- During spring and summer 2011, develop the college plan for 2011-14. In conjunction with the development of the college plan, define and commit to a few, well chosen BHAGs (Big, Hairy, Audacious Goals)

- Develop and prepare for the implementation of the degree/transfer express initiative with a desired start in Fall 2011

- Develop transfer and career technical education plans for 2011-14, integrated with the college plan for 2011-14

- Continue the deployment of, training in and integration of interactive and human presence technologies for teaching and learning activities

- Review the report and recommendations developed by the Distance Education Workgroup and begin implementation of feasible recommendations, considering the resource constraints and integration with other college priorities

- Review and begin implementation of the Equal Employment Opportunity Plan – requirement of the State Chancellor’s Office

- Emergency preparedness and disaster recovery/business continuity planning

- Planning agendas identified in the self study

- Selected objectives from College Plan 2008-11; District Technology Plan 2008-11