

Yavapai College
District Governing Board
Workshop

Tuesday, January 14, 2025
9:00 a.m. – 4:00 p.m.

Rock House
1100 East Sheldon Street
Prescott, AZ 86301

Link: <https://www.youtube.com/user/YavapaiCollege>

Pursuant to Arizona Revised Statutes (A.R.S.) §38-431.02, notice is hereby given to the members of the Yavapai College District Governing Board and to the general public that the Board will hold a public meeting, open to the public as specified below. The Board reserves the right to change the order of items on the agenda. One or more members of the Board may participate in the meeting by telephonic communication.

Pursuant to A.R.S. §38-431.03.A.2, A.3 and A.4, the Board may vote to go into Executive Session, which will not be open to the public, for legal advice concerning any item on the agenda to review, discuss and consider records exempt by law from public inspection, including the receipt and discussion of information or testimony that is specifically required to be maintained as confidential by state or federal law; or to consult with and instruct its attorneys regarding its position on contracts, litigation or settlement discussions. If indicated on the agenda, the Board may also vote to go into executive session, which will not be open to the public, to discuss specific agenda items.

Persons with a disability may request reasonable accommodation, such as a sign language interpreter or closed caption, by contacting the Executive Assistant at (928)776-2307. Requests should be made as early as possible to allow time to arrange the accommodation.

Please note that the meeting conclusion time is included for planning purposes only and does not necessarily reflect the actual time of the agenda item. When regular board meetings, public hearings (both truth in taxation and budget adoption public hearings) and budget adoption special meetings are scheduled for the same date, each hearing or meeting will begin immediately upon adjournment of the preceding hearing or meeting.

If the agenda includes an Open Call, members of the public will have no more than 3 minutes to speak. The time allotted for each speaker may be less than 3 minutes, depending on the number of individuals wishing to address the board at the meeting and the board president's determination of the total time available for open call at the meeting, given the other matters on the board's agenda. *In addition, if there are a number of people who wish to speak about the same issue and who have the same viewpoint about that issue, the board president may direct them to appoint a representative or representatives to speak for the entire group. Members of the board may not discuss items that are not specifically identified on the agenda but that are raised in Open Call. Matters raised during Open Call that are on the current board agenda may be discussed and/or decided by the board at the appropriate time on the agenda.

AGENDA

1. General Functions: Procedural
 - a. Call to Order
 - b. Election of Board Officers – Chair, Secretary, and Board Member Liaison Committee Appointments for 2025 – **DISCUSSION AND DECISION**
 - c. Adoption of Agenda – **DECISION**

SHORT RECESS

2. Statement Regarding Legality of College Operations – Atty. Lynne Adams, Board Attorney - Osborn Maledon
3. Study Session – Mr. Ken Burke, Association of Community College Trustees Workshop Consultant & Dr. David Borofsky, Arizona Association of Community College Trustees Executive Director
 - a. Retreat Purpose and Objective – **INFORMATION and DISCUSSION**
 - b. Building a New Team – **INFORMATION and DISCUSSION**
 - i. Who We Are: Our Stories and Our Values
 - ii. Our Vision, Mission, and Values
 - c. Board/President Relationship and Trust Building – **INFORMATION and DISCUSSION**
 - i. Characteristics of Effective Teams
 - ii. Expectations of the President and the Board
 - iii. Delegation of Authority
 - d. Effective Trusteeship Parameters – **INFORMATION and DISCUSSION**
 - i. Legal Authority, Open Meetings, and Executive Sessions
 - ii. Confidentiality and Personal Liability
 - iii. Parliamentary Procedure
 - iv. Accreditation Standards and Association of Community College Trustee Guidelines
 - v. Key Yavapai College Policies
 - e. Roles, Responsibilities and Best Practices – **INFORMATION and DISCUSSION**
 - i. Policy vs. Operations
 - ii. Communication Protocols
 - iii. Fiduciary Responsibilities
 - iv. Top Twenty Truths

- f. Practical Applications – **INFORMATION and DISCUSSION**
 - i. Effective Meetings
 - ii. Code of Ethics and Conduct
 - iii. Accountability and Recourse
 - iv. How Do We Measure Up?

 - g. Board Members’ Comments on Chapter Six, Trusteeship in Community Colleges – **INFORMATION and DISCUSSION**

 - h. The College’s Future – **INFORMATION and DISCUSSION**
 - i. Critical Issues Facing the College and the Community
 - ii. Board Goals for 2025
 - iii. Board Professional Development
4. Adjournment of Board Workshop: Procedural – **DECISION**



Origination: 6/2/2021
 Effective: 4/23/2024
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 Owner: *Yvonne Sandoval: President's Office Executive Assistant*
 Area: *District Governing Board Policies*
 References:

101 College Priorities

Yavapai College exists so communities within Yavapai County have access to and are equipped with the knowledge and skills to improve quality of life. The College will achieve these results at a cost the Board believes is justifiable.

Priority 1: Education

Yavapai College values, supports, and assesses student success and achievement. The College's strategic, educational, and other plans shall be designed to achieve the following Governing Board expectations for student success:

1. Students demonstrate success in career and technical education that prepares them for employment success.
2. Students demonstrate success in transfer-level courses and are prepared to succeed at transfer institutions.
3. Students demonstrate success in baccalaureate level courses and are prepared to succeed in graduate-level courses.
4. Students demonstrate success in basic skills courses and are prepared to succeed in college-level courses.
5. Lifelong Learners have access to a variety of learning opportunities.
6. Students maximize their ability to complete courses, persist through program or course completion, and achieve their educational goals.
7. Students understand how to access resources that will reduce out-of-pocket costs as much as possible, including financial aid, grants, scholarships, and other support programs.

The President shall establish the institutional goals, operations, and accountability measures that the College will achieve to meet the goals for student success.

Priority 2: Economic

Communities in Yavapai County are supported in their efforts to lead economic development, with emphasis on generating and sustaining economic base jobs.

Priority 3: Community

Yavapai County residents have access to social and cultural opportunities.

Attachments

No Attachments

Approval Signatures

Step Description	Approver	Date
	Yvonne Sandoval: President's Office Executive Assistant	2/26/2024

COPY



Origination: 6/2/2021
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201 Asset Protection

The Yavapai College President shall not allow assets to be unprotected, inadequately maintained or unnecessarily risked.

Accordingly, the President shall not:

1. Receive, process or disburse funds under internal controls that are insufficient to meet the applicable auditing standards.
2. Fail to assure the accuracy of financial records and require certification by the Chief Financial Officer as part of the audit process.
3. Permit the College to be without adequate insurance against theft, fire and casualty losses, including liability insurance that covers Board members, staff and individuals engaged in activities on behalf of the College, or the College itself.
4. Allow intellectual property, information and files to be exposed to loss or significant damage.

Attachments

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202 Communication and Support to the Board

The Yavapai College President shall not permit the District Governing Board to be uninformed or unsupported in its work.

Accordingly, the President shall not:

1. Allow the Board to be without timely decision information to support informed Board choices, incidental information it requires, alerts to anticipated media coverage, actual or anticipated legal actions, materially or publicly visible internal changes, events, or occurrences.
2. Let the Board be unaware of any actual or anticipated non-compliance with any Board Policy.
3. Allow the Board to be without reasonable administrative support for Board activities.
4. Withhold, impede, or confound information relevant to the Board's informed accomplishment of its job.

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	Yvonne Sandoval: President's Office Executive Assistant	2/26/2024



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 References:

203 Employee Compensation, Benefits, and Treatment of Personnel

With respect to employment, compensation and benefits to employees, consultants, contract workers and volunteers, the President shall not:

1. Promise or imply guaranteed employment.
2. Establish current compensation and benefits that deviate materially from the geographic or professional market for skill employed.

With respect to the treatment of personnel in the Yavapai College community, the College President shall not allow conditions which are unlawful, unethical, unsafe, or disrespectful.

Accordingly, the president shall not:

1. Allow staff to be without current, enforced, written human resource policies that clarify personnel rules for employees, provide for effective handling of grievances and protect against wrongful conditions.
2. Be in noncompliance with any laws, rules and regulations pertaining to the treatment of employees.

Attachments

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	Yvonne Sandoval: President's Office Executive Assistant	6/1/2023



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Owner:	<i>Yvonne Sandoval: President's Office Executive Assistant</i>
Area:	<i>District Governing Board Policies</i>
References:	

204 Financial Conditions

With respect to the actual, ongoing financial conditions and activities, the Yavapai College President shall not cause or allow the development of financial jeopardy or a material deviation of actual expenditures from Board-stated priorities.

I. Accordingly, the President shall not:

1. Expend more funds than have been received or are available in reserves in the fiscal year
2. Allow unrestricted Current Fund reserves (General Fund and Auxiliary Fund) to drop below seventeen percent (17%) of the unrestricted Current Fund budget or Plant Fund reserves to drop below \$1,000,000, to be effective no later than fiscal year 2024-2025.
3. Allow reserve funds to replenish at an inappropriate rate after, in accordance with specified Board approvals, funds have dropped below the President's authorized limits.
4. Allow the Board to be without monthly reports of budget deviations and reserves.
5. Allow planning that is not fiscally sound or doesn't build organizational capabilities sufficient to achieve board goals in future years.
6. Enter into any lease agreement as lessee for more than five-years in duration or that exceeds \$200,000 per year without the District Governing Board approval.
7. Make any tenant improvements over \$30,000 to leased property without the District Governing Board approval.
8. Make or delegate financial decisions for which legislation specifically requires delegation of authority from the Board except for the following, which the Board authorizes without the need for further Board approval provided the decisions are compliant with the Board's policies: pursuant to A.R.S. Section 15-1444(B)(2), the authority to enter in to a lease for real property either as lessor or lessee on behalf of the College.

II. For purposes of the Expenditure Limit Report, the District Budget may be reduced to an amount equal to actual expenditures without District Governing Board action, once expenditures have been determined by the annual audit conducted on the District's Financial Statements. Any other modifications to the approved District Budget must be via formal District Governing Board resolution.

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 References:

205 Treatment of Students

With respect to the treatment of students in the Yavapai College community, the College President shall not allow conditions which are unlawful, unethical, unsafe, or disrespectful.

Accordingly, the president shall not:

1. Allow students to be without current, enforced, written college policies that clarify Yavapai College rules, provide for effective handling of grievances and protect against wrongful conditions.
2. Be in noncompliance with any laws, rules and regulations pertaining to the treatment of students.

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 References:

206 Planning

The Yavapai College President shall not permit planning that allocates resources in a way that deviates materially from Board-stated College Priorities, as set forth in Board Policy 101, risks fiscal jeopardy or does not enable the long-term ability of the College to achieve Board priorities.

Accordingly, the president shall not:

1. Operate without a documented, multi-year strategy that can reasonably be expected to achieve Board priorities.
2. Permit planning that risks any situation or donation described as unacceptable in the "Financial Conditions" Policy.

Attachments

No Attachments

Approval Signatures

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	Yvonne Sandoval: President's Office Executive Assistant	2/26/2024

Current Status: *Active*

PolicyStat ID: 15315648



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Owner: *Yvonne Sandoval: President's Office Executive Assistant*
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References:

207 President Compliance

The Yavapai College President shall not use community college resources or employees to influence elections, including elections of Governing Board members, except as otherwise allowed by law.

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References:

301 Board Budget

1. Because poor governance costs more than learning to govern well, the Board shall invest in its governance capacity.
2. Costs shall be prudently incurred, though not at the expense of endangering the development and maintenance of superior Board capability.
3. The Board shall develop its budget by April each year to ensure its inclusion in the overall College budget, and the budget shall include, but not be limited to, allowances for support and training (including consulting and technical services, orientation, conferences, and workshops); audits and other third-party monitoring of organizational performance; Board linkages (surveys, focus groups, etc.); and Board legal services.

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References:	

302 Board Chairperson Role & Authority

The Yavapai College District Governing Board Chairperson (referred to as Board President in Arizona statute) is to ensure the integrity of the Board's process and to represent the Board to outside parties. The Chairperson's responsibilities include, but are not limited to, the following items. The Chairperson shall:

1. Ensure that the Board acts consistent with its own policies and those imposed upon it by law and regulations.
2. Ensure that meeting agendas include only those issues which clearly belong to the Board to decide. The President may include appropriate agenda item(s) that is/are informational or require motion(s) from the Board.
3. Ensure that deliberations are timely, fair, orderly, and thorough, but also efficient, limited to time and kept to the point.
4. Endeavor to ensure that all Board members are treated with fairness and respect at all Board meetings.
5. Identify and ensure that any violations of the Board's policies concerning individual and group behavior are addressed promptly and in an appropriate manner.
6. Ensure that the Board self-evaluates at least once a year with the intention of evaluating the Board and Board members' compliance with Board Policy.
7. Ensure that new Board members will be oriented in a manner that ensures acquaintance with all the Board's most critical responsibilities, documents, and processes. Board members will be familiarized with:
 - a. Title 15, Chapter 12- Community Colleges, of the Arizona Revised Statutes and with the Open Meeting Law.
 - b. The Board's policy manual.
 - c. The principles and practices of policy development (through relevant readings and workshop attendance).
 - d. The responsibilities of all staff engaged in Board support (including a meeting with the President).
8. Appoint Board liaisons annually. The role of the Board liaisons is to serve as a communication representative between the Board and the committee. The Board liaisons serve as the point of contact for information review, input, and approval prior to Board receipt. Board liaisons attend and participate in meetings and conference calls of their assigned committees. Board liaisons should provide input to their assigned committees, especially in terms of Board policies. Upon request, Board liaisons provide written or oral reports on the progress of their assigned committees. The positions are:

- a. Foundation Liaison.
- b. AACCT Representative.
- c. Board Spokesperson, who is the formal conduit for the Board and is responsible for communicating Board decisions with the public and the media. When acting in her/his official capacity as Board Spokesperson, the Spokesperson shall speak with one voice on behalf of the Board, instead of communicating her/his personal views on the matter. If appropriate in the Chair's judgment, the Chair may designate at any time another Board member to serve as an adjunct Spokesperson on specific matters for a specific period of time.

The Chair has the authority to make all decisions that fall within a reasonable interpretation of the Board's governance process and Board-president relationship policies. The Chair does not have the authority to make decisions that fall within the Board's goals or Presidential Role policies. Therefore, the Chair has no authority to supervise or direct the President.

The Chair is empowered to chair Board meetings with all commonly accepted power of that position (e.g., ruling, recognizing).

The Chair has the authority to publicly state Chair decisions and interpretations within the area delegated to her/him.

The Chair may delegate her/his authority at any time but remains accountable for its use.

The YC District Governing Board members hereby delegate to the Chair or his/her designee the authority to sign on behalf of the Board and/or Yavapai College such documents as have been approved by the Board at a legal meeting.

Attachments

No Attachments

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	Yvonne Sandoval: President's Office Executive Assistant	2/26/2024



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 References:

303 Board Committees

The Yavapai College Governing Board may appoint committees to assist the Board in the fulfillment of its duties and not supplant the Board's role.

- Board committees may be established to help the Board do its job, not to help or advise the staff. Committees ordinarily shall assist the Board by preparing policy alternatives and implications for Board deliberation. In keeping with the Board's broader focus, Board committees shall normally not have directed dealings with current staff operations.
- Board committees shall not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority for Board Committees shall be carefully stated in order not to conflict with authority delegated to the President.

Attachments

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References:

304 Board Elections & Appointments

As required by A.R.S. 15-1443(B), the Board will elect a Chair and a Secretary in January of the year in which the current terms of the Chair and Secretary expire. The expectation will be that the newly-elected Chair and Secretary will serve a two-year term. The Chair and Secretary will serve from the date of election until the date on which their replacements are elected. The newly-elected Board Chair will appoint Board Liaisons for one-year terms at the January meeting. The following procedure will be used by the Board for the nomination and election of a Chair and Secretary:

1. The current Board Chair shall call for nominations.
2. After the Board Chair determines that no other nominations are forthcoming, the Board Chair shall declare the nominations to be closed.
3. Board Chair shall call on nominees in alphabetical order based on their last names to speak. After all nominees have been offered the opportunity to speak, Board members may speak about the candidates being considered regarding their nomination. The Board Chair shall call for the vote of each nominee, in randomly-selected order, until a nominee receives at least a majority vote of the Board.
4. After nominee receives at least a majority vote of the Board, the process is complete even if there are remaining nominees who have not been voted on.
5. If no nominee receives at least a majority vote of the Board, the Board Chair shall begin the process again.

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 References:

305 Board Governing Focus & Style

The Board aspires to govern Yavapai College proactively. The Board shall stay adequately informed by incorporating reports from the President on strategic issues in Board meetings. The Board shall engage in strategic thinking with a style which emphasizes:

1. Outward vision rather than an internal preoccupation; however, the President will keep the Board informed of the College's work. (Refer to Board Policy 202).
2. Diversity in viewpoints;
3. Leadership focused on the future, derived from an understanding of the past and present;
4. Clear distinction of Board and Staff roles;
5. Collective rather than individual decisions; and
6. Intended long-term impacts on the communities, not on the administrative or programmatic means of attaining those effects.

Attachments

No Attachments

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 References:

306 Conflict of Interest

I. The Board expects of itself that all decisions made by the Board demonstrate a clear lack of conflict of interest by an single Board Member of the Board as a whole. The Board shall:

1. Avoid any situation that may constitute a conflict of interest or the appearance of a conflict of interest with respect to fiduciary responsibility to the College's ownership. Any question as to whether a potential conflict of interest exists shall be referred to legal counsel for the Board.
2. Not conduct private business or self-dealing or provide personal services between any Board member(s) and the organization except as allowed by law, to ensure openness, competitive opportunity, and equal access to information.
3. Not use their positions to obtain employment in the College for themselves, family members or close associates.
 - a. Should a Board member or the Board member's spouse be considered for employment by the College, the Board member must withdraw from any deliberations and voting on any matter that pertains to such employment consideration and shall have no access to applicable Board information. If a Board member or the Board member's spouse accepts employment from the College, the Board member must resign his/her Board position in accordance with AZ statute.
4. Refrain from using their Board position for personal or partisan gain, take no private or individual action that will compromise the Board or administration, and will respect the confidentiality of information that is privileged from disclosure under applicable law.

II. When voting on a matter under consideration that involves or appears to involve a conflict of interest, the member shall declare the conflict at the beginning of discussion on an issue and will not vote on, participate in discussion regarding, or attempt to influence votes on any matter related to the conflict. Every January or at the start of a Board member's term to assist in identifying any potential conflicts, each Board member shall complete and submit a Conflict of Interest form to be turned in to the Board attorney for presentation to the board in a public meeting. Such form shall require the submission by the Board member of information relating to any potential conflicts of interest or shall affirm that no such potential conflict currently exists.

Attachments

No Attachments

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	Yvonne Sandoval: President's Office Executive Assistant	11/19/2024
	Yvonne Sandoval: President's Office Executive Assistant	2/26/2024

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References:	

307 Board Member Responsibilities and Obligations

District Governing Board members shall operate in ways mindful of the Board's civic trustee obligation to all residents of the county and its lawful obligations in compliance with Title 15, Chapter 12 Community Colleges of the Arizona Revised Statutes and all other applicable federal and state statutes and regulations.

1. Direct, control and inspire the College through the establishment of written policies that clearly define the College's values.
2. Produce written governing policies which address the broadest levels of all organizational decisions and situations.
3. Annually approve the strategic direction of the College.
4. Use the expertise of individual members to enhance the ability of the Board as a body, rather than to substitute his/her individual values for the group's values.
5. Ensure the continual development of governance capability, including periodic Board trainings and discussions of process improvement.
6. Exercise authority over the College and the President only as they operate with one voice as a whole. Individual Board members will abide by and uphold majority decisions of the Board.
7. Seek to represent the ownership as a whole rather than the people of an individual district. Therefore, Board discussions will focus on the welfare to the entire Yavapai College District.
8. Work carefully with the public to ensure use of standard College procedures for handling community complaints or grievances. When individual Board members receive complaints from members of their constituency, the following process shall be followed:
 - a. The Board member will encourage the individual(s) to contact an appropriate College staff member, and the Board member will also contact the President. The President will let the Board member know when the College processes have been followed and the complaint addressed.
9. Approve names for district real property, as recommended by the President.
10. The version of the policies most recently adopted by the Board replace and supersede all prior versions and is the only version that is binding on the College.
11. In addition to any other requirements under the Open Meeting Law for any type of communications between the Board and the College administration, Board members will comply with the following electronic communication directives to protect the Board from inadvertent violations of the Open Meeting

Law:

- a. Board members may not use electronic messages of any kind (email, text messages etc.) to communicate with another Board member or members about any matter than may foreseeably come before the Board at a future date for Board action
- b. Board members may use electronic messages to communicate with designated District Governing Board staff regarding College or Board business, including requests for factual information related to the College or Board, as long as no other Board members are copied on such message
- c. Board members may not forward electronic messages that received from College administration to any other Board member, regardless of whether the Board member forwarding the message adds a personal comment to the forwarded message or not
- d. Board members may use an electronic message to communicate a request to the Board Chairperson that a matter be placed on a future Board meeting agenda if no other Board members are copied on such messages
- e. College administration may use electronic messages to communicate with a quorum of the Board about College and Board business, including requests for factual information, as long as the messages from administration blind copy the Board members and do not communicate the opinion of any Board member regarding the subject matter(s) addressed in the message.

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308 Board Planning & Agenda

To accomplish its job products with a governance style consistent with the Board policies, the Board shall follow an annual agenda which (a) completes a re-exploration of policies annually and (b) continually improves Board performance through Board education and enriched input and deliberation. The Board's planning shall include each year that administrative planning and budgeting can be based on accomplishing a one-year segment of the Board's most recent statement of long- term priorities. The Board shall start with the Board's development of its agenda for the next year. Community outreach shall be determined and arranged, to be held each year. Governance education and development (e.g., Board training, demographers, advocacy groups, studying internal and external publications, attending conferences etc.) shall be arranged each year and will be held during the year.

Board agendas will distinguish between items for discussion, items for decision, and items on the Board's consent agenda.

The President and any Board member who wishes to place an item on the agenda should do so the following through the Board Chair:

1. If it is the Board's issue it will be placed on the next Board agenda.
2. If it is the President's issue, the Chair will refer it to the President to be addressed in accordance with Board policy and inform any Board member concerned.
3. If the Board member feels that this process has not been followed appropriately, she/he will inform the Chair who will place the matter on the next Board agenda.

The Board shall use a consent agenda to comply with its legal and contractual obligations on matters which it has otherwise delegated to the President and to enable efficient decision making. Therefore, the consent agenda will be used to:

1. Deal with items which the Board has delegated but is required to review or receive by relevant law or contract.
2. To escalate the processing of Board decisions which the Chair believes the Board may not need further deliberation.
3. Any Board member may require any item be taken off the consent agenda and replaced as a regular agenda item for discussion and, if appropriate, possible action.

Attachments

No Attachments

Approval Signatures

Step Description	Approver	Date
	Yvonne Sandoval: President's Office Executive Assistant	2/26/2024

COPY



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 Owner: [Yvonne Sandoval: President's Office Executive Assistant](#)
 Area: [District Governing Board Policies](#)
 References:

309 Board Secretary's Role

Unless the Chair has delegated her/his authority otherwise pursuant to the Board policy on Chair delegation, the Yavapai College District Governing Board Secretary fulfills the duty of Chair in the absence of the Chair, including chairing Board meetings and signing documents on behalf of the Board and/or Yavapai College.

The Secretary assures the accuracy of the Board documents. The Board has its own documents, so the accuracy of Board records is critical for historical purposes. The Secretary attests to the Board's adoption of policy.

Attachments

No Attachments

Approval Signatures

Step Description	Approver	Date
	Yvonne Sandoval: President's Office Executive Assistant	2/26/2024



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Area:	<i>District Governing Board Policies</i>
References:	

310 Code of Conduct and Ethics

The Board expects of itself, as a whole and of its individual members, ethical and professional conduct. This commitment includes proper use of authority and appropriate decorum in group and individual behavior when acting as Board members. The Board shall:

1. Enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as abiding by Board Policy, respect of roles, abiding by the majority's decisions and adherence to ethical practices.
2. The Board will protect the mission of student learning and student success as they protect the long-term interests of the college.
3. Yavapai College District Governing Board will demonstrate a commitment to informed, ethical decision-making based on what is best for the students, the college and the community-- not on special interests or personal agendas. Members will review Board materials provided, attend scheduled meetings, and request data and information through protocols established by the Board in conjunction with the President

In addition:

Per Yavapai College Board Policy 401, Delegation to and Accountability of President, the Governing Board has delegated the day-to-day management of Yavapai College to the President. Therefore,

1. Each Board member acknowledges the difference between governance and administration of the college. The Board's primary function is to establish the policies by which the college shall be administered. The authority for overall college administration, to initiate policy recommendations, administer academic programs, conduct college business, direct staff and faculty, and implement board actions is delegated to the college president. Yavapai College District Governing members will respect the delegation of authority to the president to administer the college.
2. Each Board member provides visible public support for the President, does not undermine his/her authority and counters misinformed public criticism.
3. Each Board member is responsible for creating and maintaining a spirit of cooperation and a mutually supportive relationship with its president. Each Yavapai College District Governing Board member will promote a healthy working relationship with college president through respectful, supportive, open and honest communication.
4. Authority rests with the entire board and not individuals. The Board's voice is only expressed through the policies and actions it takes in official meetings. Once the Board has decided on a policy or position, each Board member must be prepared to honor the Board's decision. As individuals, the Yavapai

College District Governing Board members have no legal authority to determine policies, programs, or procedures, or to direct the President or any staff.

5. Concerning a college or community issue, under no circumstances should an individual Board member direct or contact by any means, a staff member. Each Board member will refer all of their concerns and constituent concerns via email to the President to resolve or answer. Board members never speak or act on behalf of the college, unless instructed to do so by a majority vote of the Board.
6. Each Board member understands that the President is the primary contact with the college community and does not publicly criticize the President or the College.
7. Each Board member will maintain appropriate confidentiality of all executive {closed} sessions, as required by Arizona state statutes, 38-431.03. Each Board member will be expected to understand the Family Educational Rights and Privacy Act (FERPA), and act accordingly.
8. The Board will monitor inappropriate behavior of the Board as a whole and individual Board members and take appropriate corrective action when necessary.
9. Each Board member will do not speak to the press in any way that reflects negatively on their colleagues, the President or the college.
10. Each Board member should be knowledgeable of the Higher Learning Commissions Criteria for Accreditation, especially as it relates to the Board (see HLC Criteria 2.5 below). Therefore, the Board's performance as a whole and as individuals has the potential to positively and/or negatively affect accreditation.
11. The Yavapai College District Governing Board will devote time to activities that will enhance their knowledge of the college, and higher educations' issues as they engage in a regular and ongoing process of professional development, continuous improvement, self-assessment, and participate in college events as appropriate.

The Higher Learning Commission Accreditation Criteria #2 (in part)

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Attachments

No Attachments

Approval Signatures

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	Yvonne Sandoval: President's Office Executive Assistant	12/17/2024
	Yvonne Sandoval: President's Office Executive Assistant	11/19/2024

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Area: *District Governing Board Policies*
References:

401 Delegation to and Accountability of President

1. The Board's sole official connection to the operational organization, its achievements, and conduct shall be through the College President.
2. Only officially passed motions of the Board shall be binding on the President. Accordingly, decisions or instructions of individual Board members, officers or committees shall not be binding on the President except in rare instances when the Board has specifically authorized such exercise of authority.
3. The President shall be the Board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the Board is concerned, shall be considered the authority and accountability of the President. Accordingly,
 - a. Pursuant to A.R.S. 15-1444(A)(6) & (B)(4), the Board hereby delegates to the College President all of its authority to employ, specifically, it delegates all of its authority to enter into, amend, or terminate all employee contracts on behalf of the College, without the need for the Board to approve such actions before they are effective, except for any actions taken with regard to a contract of employment for the position of College President. The College President may designate others serving under the President to assist with the duty; however, the College President shall continue to be responsible to the Board for the satisfactory execution of the delegated duty. This delegation may be rescinded in whole or in part at any time by the Board.
 - b. The Board shall not evaluate, either formally or informally, any staff other than the President.
4. In the case of Board members or Board committees requesting information or assistance without Board authorization, the President shall refuse such requests that require, in the President's opinion, a material amount of staff time or funds or are disruptive. Refer to Board Policy 308 for dispute resolution.
5. The Board shall instruct the President through written policies which prescribe the organizational priorities to be achieved, allowing the President to use a reasonable interpretation of these policies. Accordingly,
 - a. Board Priorities-The Board shall develop policies instructing the President to achieve certain results for certain recipients at a specified cost. These policies shall be developed systematically from the broadest, most general level to more defined levels, and shall be called Board Priorities.
 - b. Presidential Roles- The Board shall develop policies which define the latitude the President may exercise in choosing appropriate organizational means. These policies shall be developed systematically from the broadest, most general level to more defined levels, and they shall be called Presidential Roles policies.
 - c. As long as the President shall use a reasonable interpretation of the Board's Priorities and

Presidential Roles policies, the President shall be authorized to establish all further college operational policies, make all decisions, take all actions, establish all practices, and develop all activities.

- d. The Board may change its Priorities and Presidential Roles policies, thereby, shifting the boundary between the Board and Presidential domains. By doing so, the Board changes the latitude of choice given to the President. But, as long as any particular delegation is in place, the Board shall respect and support the President's choices.

Attachments

No Attachments

Approval Signatures

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	Yvonne Sandoval: President's Office Executive Assistant	2/26/2024



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 Area: *District Governing Board Policies*
 References:

402 Monitoring Presidential Performance

Monitoring of the President's job performance shall be solely against the only expected job outputs, compliance with the Presidential responsibilities set forth in the Board Policy Manual, ratings on organizational functions included in the Board approved Presidential Evaluation Instrument, and performance on Annual Presidential Goals approved by the Board. Accordingly,

- a. The President shall regularly present data to the Board by using one or more of three methods: 1) by internal report (President discloses compliance information), 2) by external report (third-party assesses compliance), or 3) direct Board inspection, in which a designated member or members of the Board assess compliance with the appropriate compliance criteria.
- b. In every case, the standard for compliance shall be a reasonable President interpretation of the Board policy being monitored.
- c. All policies which guide the President shall be monitored at a frequency and by a method chosen by the Board. The Board shall monitor any policy at any time by any method, but shall ordinarily depend on a routine schedule following the monitoring schedule in the Board's Annual Agenda Calendar

Attachments

No Attachments

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	Yvonne Sandoval: President's Office Executive Assistant	2/26/2024



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 Area: *District Governing Board Policies*
 References:

403 President's Compensation & Benefits

The Board shall negotiate a contract with the President that shall stipulate compensation and benefits for the President. The President's remuneration shall be decided in or about June of each year and shall be consistent with any existing contract, after a review of the President's performance over the last year.

Attachments

No Attachments

Approval Signatures

Step Description	Approver	Date
	Yvonne Sandoval: President's Office Executive Assistant	2/26/2024





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Area: *District Governing Board Policies*
References:

404 Conferral of President Emeritus/a Status

Excellence at Yavapai College requires the understanding and support of leaders who participate in defining the mission and goals of the College, and devote time, talent, and resources toward their fulfillment. Certain of these leaders have distinguished themselves in service to the College and higher education. Accordingly, the District Governing Board may recognize a retiring President at the conclusion of their service through the conferral of Emeritus Status.

Criteria for emeriti status designation shall include:

1. An exemplary record of service through demonstrated commitment of time, talent, and resources.
2. Documented leadership in advancing the District Governing Board Priorities in its service to Yavapai College.

Authority to Confer Emeriti Status:

1. The District Governing Board of Yavapai College may confer emeriti status to a retired president after waiting a full year following active duty.
2. Any current District Governing Board Member may nominate a retiring or retired president of emeritus status, but the actual conference would not be effective until one year following the end of active duty.
3. Designation will require approval of the District Governing Board.

Rights and Privileges that may be conferred:

1. The District Governing Board may grant non-monetary rights and privileges to emeriti designees so long as such benefits do not interfere with other College policies.
2. Emeriti may receive regular notifications and materials related to meetings of the College, at which the designee emeriti will be a welcomed member in the audience.

The District Governing Board retains the authority of withdraw a President Emeritus title at its discretion, as it deems necessary and appropriate.

Attachments

No Attachments

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Area: *District Governing Board Policies*
References:

405 President Succession

In order to protect the College from sudden loss of Presidential services, the President shall have a written plan to address the President's short-term or long-term absences from the College. The plan shall be shared with the College administration and the Board. The President's plan shall include at least the following provisions:

1. For planned short-term absences out of state, at least one other senior member of the executive leadership team who is familiar with Board and Presidential issues and processes shall be available at the College during the absence. Prior to the President's absence, the President will identify the Administrator on Duty and empower that individual to take whatever action is necessary during that absence.
2. During planned short-term absences out of state, the President's whereabouts shall be available through the President's Executive Assistant and known by all members of the Executive Leadership Team and the Board.
3. For an unplanned long-term absence, the Board shall appoint one senior member of the executive leadership team to serve as Acting President during the President's absence.
4. In the event that an absence becomes permanent, the Board shall select the President's replacement after a widely advertised search, according to such terms as are approved by the Board.

Attachments

No Attachments

Approval Signatures

Step Description	Approver	Date
	Yvonne Sandoval: President's Office Executive Assistant	2/26/2024



COMING SOON
from ACCT!



The Board Chair
First Among Equals
By Pamela J. Fisher, Ed.D.



Visit ACCT's website: www.acct.org

Sign up for ACCT's online learning platform: [ACCT Connect \(https://connect.acct.org/about\)](https://connect.acct.org/about)

Questions? Please contact: Kiolo Savilaakso, Director, Membership Engagement, KSavilaakso@acct.org

2025 National Legislative Summit, February 9-12, 2025, Washington, DC

Join your fellow trustees in Washington, DC, for this annual program that includes visits to your legislators. For more information see <https://acct.org/events/nls>.

Governance Leadership Institute, March 16-18, 2025, Oahu, Hawaii

The spring ACCT Governance Leadership Institute will be hosted by Windward Community College. This event brings together community college trustees and CEOs from across the country and Pacific to explore the latest trends and essential topics in governance. For more information contact: Christina Simons, Director of Educational Events csimons@acct.org.

2025 ACCT Annual Leadership Congress, October 22-25, 2025, New Orleans, CA

The ACCT Leadership Congress is the largest professional development opportunity for community college trustees and presidents. For more information contact: Christina Simons, Director of Educational Events csimons@acct.org.

ACCT Free Webinars

Parliamentary Procedures for Community College Trustees, November 12th, 2024, 2:00 PM ET

Join Professional Registered Parliamentarian Connie Deford, for an interactive overview, including Basic Parliamentary Rules, Quorum, Agenda, Standard Order of Business, Handling a Motion, Types of Motions, Methods of Voting, & Rules for Small Boards. You must register to attend. See:

<https://acct.org/events/webinars-0>

The Board's Role in Student Success, January 9, 2:00 PM ET

ACCT Consultant Phil Linfante, Ph.D. will facilitate this interactive workshop, exploring student achievement. Discussion will include Student Success Strategic Action Plans, National Student Success Programs, Equity Mindedness, Student Showcasing, and the role of trustees in student success. You must register to attend. See:

<https://acct.org/events/webinars-0>

TRUSTEE EDUCATION

Resources on governance, trustee education, advocacy, student success, and more, exclusively for ACCT member colleges. www.acct.org/governance-services

ACCT PUBLICATIONS:

- **Trusteeship in Community Colleges: A Guide for Effective Governance**, available through ACCT's bookstore.
- **Reports & White Papers** (free downloads via ACCT's website, publications)
- **Trustee Quarterly** (available on ACCT's website)

IN THE KNOW WITH ACCT - A PODCAST

ACCT's podcast provides provocative, informal conversations with visionaries and sector leaders in a portable format that's more radio show than classroom. See: www.acct.org/podcasts-by-topic.

ADVOCACY RESOURCES: www.acct.org/advocacy

ACCT Now is the go-to resource for issues affecting community colleges. In addition to reporting and research, this site provides access to of-the-moment legislative updates. See <http://now.acct.org/>

MEMBER PORTAL:

Log in to your ACCT account to update your board and college information. You also have access to exclusive trustee educational materials, the ACCT membership directory, and ACCT committee information.

<https://members.acct.org/>

2025 Board Retreat

College: Yavapai College

Facilitators: Pamila Fisher, Ed.D.

Date of Retreat: January 14, 2025

Please circle the appropriate number -- 5 indicating strong agreement, 3 being neutral and 1 indicating strong disagreement with the statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The retreat met my expectations.	5	4	3	2	1
2. I gained knowledge on the focus topic of the retreat.	5	4	3	2	1
3. The retreat had a clear sense of direction.	5	4	3	2	1
4. The facilitator was knowledgeable.	5	4	3	2	1
5. The facilitator was a skilled communicator.	5	4	3	2	1
6. The facilitator was a good listener.	5	4	3	2	1
7. The facilitator was helpful in bringing the board together.	5	4	3	2	1
8. The facilitator was courteous and fair.	5	4	3	2	1
9. I would recommend the ACCT Board Retreat Services to other community or technical colleges.	5	4	3	2	1
10. I would recommend this facilitator to other community or technical colleges.	5	4	3	2	1
11. The retreat helped me in my role as a board member.	5	4	3	2	1
12. The retreat allowed me to know more about the other board members.	5	4	3	2	1

13. What I enjoyed most about the retreat experience was:

14. What I enjoyed least about the retreat experience was:

15. Other comments:

16. May we refer to your comments in promoting the ACCT Board Retreat Service? Yes No

Thank you for taking the time to complete this form. The information you have provided is greatly appreciated. Your comments will help us to continually evaluate and improve our services.

Name: _____

PLEASE PRINT

Title: _____

Email address: _____

Signature: _____ Date: _____

The Six Essentials of Good Board/CEO Relations

1. Good Board-President Relations Begin, Continue, and End with Ethical Behavior
2. The Board and President Must communicate with Each Other (Openly, Appropriately, and Even-Handedly)
3. The Board and President Must Each Know Their Separate Responsibilities
4. The Board and President Should Each Be Evaluated Annually
5. The Board and President Need to Encourage Each Other
6. Facilitating the Board Process is The Sixth Essential

The sixth essential refers to how members talk to each other,
How they identify and solve problems,
How they make decisions and how they handle conflict.

The characteristics of the mature group include:

Involvement - Members feel a sense of ownership.

Responsibility - Members assume responsibility for their own behavior.

Trust and Caring - Open expression is based on trust and care for one another.

Use of Resources - Diversity of viewpoints is expected and encouraged.

Listening - Members *actively* listen to one another.

Self-Examination - The groups examines its own processes.

Source: Essentials of Good Board/CEO Relations by Vaughn Sherman, ACCT, 1999

Roles and Responsibilities

Instructions: In order to achieve optimal board effectiveness, the district governing board and the president must be clear on what they expect from one another. Use the lines below to list what the board expects from the president (left side) and what the president needs from the board (right side).

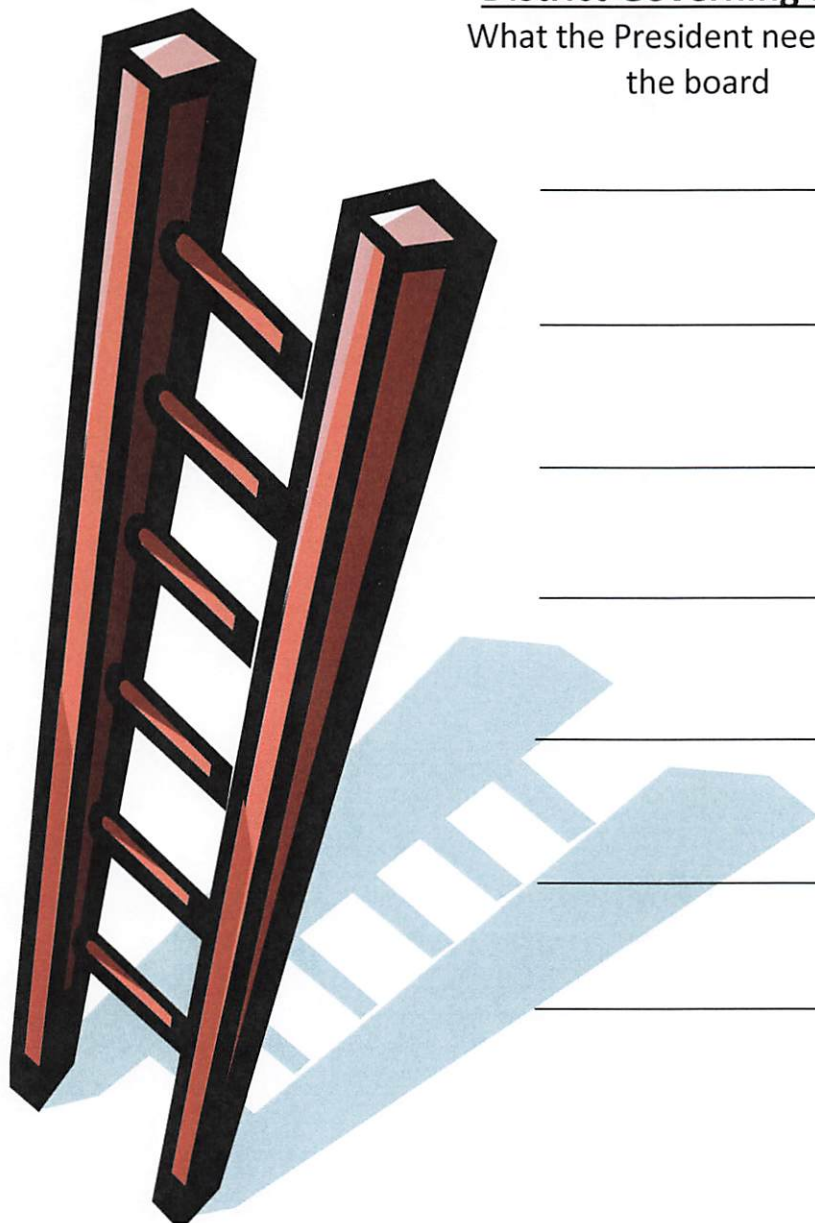
President

What the board expects from the President

Success!!!

District Governing Board

What the President needs from the board



ACCREDITATION RULES OF ENGAGEMENT

Prepared by Pamila J. Fisher, Ed.D., LLC

pamilajfisher@gmail.com 406.570.0516

1. Regional accreditation is required for a college to receive local, state or federal funds, for students to receive state or federal financial aid, and for students' completed units, certificates and degrees to be honored by other accredited colleges as well as most licensing agencies.
2. Accreditation standards are nationally based and regionally administered.
3. Regional accrediting commissions are accountable to the federal Department of Education who ensures that accrediting commissions operate according to the approved policies and procedures and requires that the accrediting commissions enforce the standards that have been set of colleges of that region.
4. Each accredited college is a member of a regional Accrediting Commission. Although commissions have paid staff, the governing board of a Commission is comprised of unpaid volunteers, most of whom are community college faculty, administrators, and governing board members.
5. The work of a commission is funded primarily by dues paid by member organizations who voluntarily seek membership.
6. Upon initially seeking candidacy for accreditation, and throughout the life of an accredited college, it is the responsibility of the college's leadership to prove continuously that the college meets or exceeds the standards set by the Commission.
7. The Governing Board of a college (or a system) is ultimately responsible for overseeing the preparation of the internal self-assessment document and ensuring that it is completely candid and forthcoming about all shortcomings and the status of plans to eliminate those problems. However, the standards required apply to advisory boards, administrators, faculty and staff.
8. The accreditation standards are non-negotiable. While there is some latitude about how the standards are operationally defined, the Visiting Team and the Commission have the final say as to whether or not the college's response and actions have been sufficient to meet the standard.
9. The Commission is not a political body nor is it influenced by political pressures. Its mission is to verify the quality of the institution to its students, the taxpayers who support the college, and the colleges, universities and licensing agencies to which students wish to transfer their units.
10. Commissions make their standards, guidelines and policies and procedures easily available and provide numerous opportunities and venues for technical assistance to colleges.

GUIDE TO TRUSTEE ROLES AND RESPONSIBILITIES

Community college boards of trustees are responsible for ensuring that their colleges are integral parts of their communities and serve their ever-changing needs. Boards are accountable to the community for the performance and welfare of the institutions they govern.

Effective boards consist of people who come together to form a cohesive group to articulate and represent the public interest, establish a climate for learning and monitor the effectiveness of the institution. Boards of trustees do not do the work of their institutions; they establish standards for the work through the policies they set. Their specific responsibilities are to:

ACT AS A UNIT

The board is a corporate body. It governs as a unit, with one voice. This principle means that individual trustees have authority only when they are acting as a board. They have no power to act on their own or to direct college employees or operations.

In order for boards to be cohesive and well-functioning units, trustees must work together as a team toward common goals. Boards should have structures and rules for operating that ensure they conduct their business effectively and efficiently, board agendas are clear and informative, and board meetings are run in an appropriate manner.

The power of governance is expressed through one voice. As individuals, trustees make no commitments on behalf of the board to constituents, nor do they criticize or work against board decisions.

To be effective boards must:

- Integrate multiple perspectives into board decision-making
- Establish and abide by rules for conducting board business
- Speak with one voice, and support the decision of the board once it is made
- Recognize that power rests with the board, not individual trustees

REPRESENT THE COMMON GOOD

Boards of trustees exist to represent the general public. They are responsible for balancing and integrating the wide variety of interests and needs into policies that benefit the common good and the future of their region.

Therefore, board members learn as much as they can about the communities they serve. They gain this knowledge by studying demographic, economic and social trends, by being aware of issues facing the community, and by talking with other community leaders and members of other boards. They use what they learn to make decisions that respond to community interests, needs and values.

Boards discuss multiple viewpoints and issues in public, and have strategies to include the public in the policy-making process. Effective trustees and boards:

- Know community needs and trends
- Link with the community
- Seek out and consider multiple perspectives when making policy decisions
- Debate and discuss issues in public
- Serve the public good

SET THE POLICY DIRECTION

Governing boards establish policies that provide direction and guidance to the president and staff of the College. A major board responsibility is to define and uphold a vision and mission that clearly reflect student and community expectations. This responsibility challenges boards to think strategically, concentrate on the "big picture," and focus on the future learning needs of their communities. It requires that boards consult widely with community groups as well as the administration, faculty, staff, and students of the college. Trustees engage in exciting, creative, thoughtful discussions as they explore the future and envision what they want their communities to be. They:

- Are proactive, visionary and future-oriented
- Learn about and communicate with many different groups
- Focus on community needs and trends
- Establish the vision, mission and broad institutional goals as policy

EMPLOY, EVALUATE AND SUPPORT THE CHIEF EXECUTIVE OFFICER

Successful governance depends on a good relationship between the board and the chief executive officer (CEO). The chancellor or president is the single most influential person in creating an outstanding institution. Therefore selecting, evaluating and supporting the CEO are among the board's most important responsibilities.

The CEO and board function best as a partnership. The CEO implements board policies, while the board depends on the CEO for guidance and educational leadership. This occasionally paradoxical relationship works best when there are clear, mutually agreed-on expectations and role descriptions. The partnership thrives on open communication, confidence, trust, and support.

To be effective, trustees and boards must:

- Select and retain the best CEO possible
- Define clear parameters and expectations for performance
- Conduct periodic evaluations; provide honest and constructive feedback
- Act ethically in the relationship with the CEO
- Support the CEO; create an environment for success

DEFINE POLICY STANDARDS FOR COLLEGE OPERATIONS

Successful boards of trustees adopt policies that set standards for quality, ethics and prudence in college operations. Once policy standards are established, boards delegate significant authority to the CEO, allowing the CEO and staff the flexibility they need to exercise professional judgment. The policies:

- Define expectations for high quality educational programs
- Define expectations for student achievement and fair treatment of students
- Require wise and prudent use of funds and management of assets
- Set parameters to attract and retain high quality personnel and ensure fair treatment of employees

CREATE A POSITIVE CLIMATE

Boards set the tone for the entire system or institution. Through their behavior and policies, successful boards establish a climate in which learning is valued, professional growth is enhanced, and the most important goals are student success and adding value to the community. Alternatively, boards fail their institutions when they act in such a way that they create a stifling, negative, or dysfunctional atmosphere.

Boards of trustees create a positive climate when they look to the future, act with integrity, support risk-taking, and challenge the CEO and college staff to strive for excellence. Effective boards and trustees:

- Model a commitment to learning for students
- Focus on outcomes
- Support professional growth
- Seek consultation in developing policy
- Are ethical and act with integrity

MONITOR PERFORMANCE

Boards are responsible for holding colleges accountable for serving current and future community learning needs. The board adopts the college direction and broad goals as policy, and then monitors the progress made toward those goals. For instance, if a board adopts a policy goal that the college programs will result in skilled employees for area business, then the board should ask for periodic reports on how that goal is being met.

Boards also monitor adherence to their policies for programs, personnel, and fiscal and asset management.

They receive periodic reports from staff and review reports by and for external agencies, such as accreditation, audit, and state and federal accountability reports. All monitoring processes culminate in the evaluation of the CEO as the institutional leader.

A board's ability to monitor its institution is enhanced when it defines the criteria and standards to be used well in advance of when reports are required, so that the CEO and staff are clear about what is expected. Effective boards and trustees:

- Monitor progress toward goals
- Monitor adherence to operational policies
- Use pre-established criteria for monitoring
- Schedule a timetable for reports

SUPPORT AND BE ADVOCATES FOR THE COLLEGE

Trustees are essential links with their communities. They govern on behalf of the public and ensure that the College meets the needs of external constituents. They are also advocates and protectors of the College. They promote the College in the community, and seek support for the college from local, state, and national policymakers. They support the college foundation in seeking community contributions.

Competent boards protect the College from undue pressure on the institution from political and special interests. They support the professional freedom of administrators and faculty to create quality learning environments that incorporate many different perspectives. They protect the ability of the College to fulfill its mission and promise to their communities. Effective trustees and boards:

- Promote the College in the community
- Foster partnerships with other entities in the community
- Advocate the needs of the College with government officials
- Support the foundation and fundraising efforts
- Protect the College from inappropriate influence

LEAD AS A THOUGHTFUL EDUCATED TEAM

Good trusteeship requires the ability to function as part of a team, and a team functions best when all members are encouraged to contribute their unique strengths and are committed to working together.

Effective boards are thoughtful and educated. Trustees on those boards listen well, ask good questions, analyze options, think critically, and clarify their most important values and priorities. They explore issues thoroughly and make policy decisions based on thorough deliberation and comprehensive understanding.

The best boards are future-oriented. They recognize that today's world requires flexible institutions and personnel who are willing to adapt and grow in response to the changing needs of society. Trustees who act with vision, with intelligence, with curiosity and with enthusiasm create a board that is an agent for positive change. Effective boards and trustees:

- Engage in ongoing learning about board roles and responsibilities
- Are curious and inclusive
- Are positive and optimistic
- Support and respect each other

Fiscal Questions Board Members Should Ask of Their President

Presented by Dr. Pamila Fisher, ACCT Consultant

1. What are the major sources of revenue for the college? What is the trend and projection for each of those? What is anticipated in the new budget and why?
2. What is the college's experience over the last 5 years of actual expenditures to budget and actual expenditures to actual revenue?
3. What are the college's fund balance reserves and what is the history of the reserves and of their use? Are the reserves restricted or generally available?
4. Does the college have long term debt and if it does, what are the plans for paying it off?
45 Does the college have a program of internal controls and if so, how often are they reviewed and by whom?
5. What percentage of the budget is spent on major categories including personnel, health benefits, facilities, maintenance, technology, equipment, and supplies?
6. How much of the budget is committed to personnel and is included in collective bargaining contract? What are the restrictions on reducing personnel expenditures should it become necessary?
7. What are the financial implications of the physical plant? Is new construction planned and, if so, how will it be paid for? Is there a backlog of deferred maintenance and, if so, what are the plans for addressing it?
8. When was the last audit done and by whom? What is the status of correcting all identified items including those in the management letter and exit interview?
9. What regular reports does the Board receive? How do new board members receive orientation regarding finance and the budget? Do all Board members take part in discussions related to finance and budget?

TOP TWENTY TRUTHS FOR EFFECTIVE TRUSTEESHIP

BOARD OF TRUSTEES' ROLES

1. The Board adopts broad policies and goals and does not direct the President/Chancellor or other staff as to how to implement those policies or achieve those goals.
2. The Board operates as a unit and honors Board decisions once they are made.
3. The Board ensures all board members follow board policy and intervenes when necessary.
4. The Board conducts effective and efficient meetings.
5. The Board strictly follows parliamentary procedure.

BOARD OF TRUSTEES' ETHICAL BEHAVIOR

6. The Board honors the confidentiality of all executive (closed) sessions.
7. Board members do not favor or protect any one college or community special group.
8. Board members operate ethically and without conflict of interests and honor commitments it makes to one another and to the President/Chancellor.
9. Board members always treat staff and each other respectfully in all public settings.
10. Board members do not meet directly with union representatives while negotiations are underway.

BOARD OF TRUSTEES/CHANCELLOR RELATIONS

11. The Board of Trustees supports the President/Chancellor, does not undermine her/his authority and counters misinformed public criticism.
12. Board members refer all constituent concerns to the President/Chancellor.
13. Individual board members do not direct the President/Chancellor on what to do on any college-related decision, understanding that direction comes only from the entire Board of Trustees.

COMMUNITY RELATIONS

14. The Board builds a positive image of the college.
15. Board members do not speak to the press in any way that reflects negatively on their colleagues or the college.
16. No individual board member speaks for the Board except on matters where the Board has taken an official action.
17. Board members do not use their position to further their political career.

ACCREDITATION RESPONSIBILITIES

18. Individual board members do not distract the attention of trustees, the President/Chancellor or other staff from the high priority of retaining its accreditation.
19. The Board understands that its performance is a contributing factor to whether or not a college retains its accreditation and stays open.
20. The Board demonstrates it makes the college's accreditation status a high priority.

Trustee Code of Ethics

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

ACCT has developed the following model code. Boards of trustees are encouraged to use it as a starting point for discussion in developing a code or policy. It is important for trustees to explore together expectations for their own behavior.

As a governing board member, I am responsible to:

1. devote time, thought and study to the duties and responsibilities of a community college board member, so that I may render effective and creditable service;
2. work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debates of points of issue;
3. base my personal decision upon all available facts in each situation; vote my honest conviction in every case, unswayed by partisan bias of any kind; and abide by and uphold the final majority decision to the board;
4. remember at all times that as an individual I have no legal authority outside the meetings of the board, and to conduct my relationships with the community college staff, the local citizenry, and all media of the community on the basis of this fact;
5. resist every temptation and outside pressure to use my position as a community college board member to benefit myself or any other individual or agency apart from the total interest of the community college district;
6. recognize that it is as important for the board to understand and evaluate the educational program of the community college as it is to plan for the business of college operation;
7. bear in mind under all circumstances that the primary function of the board is to establish the policies by which the community college is to be administered;
8. welcome and encourage active cooperation by citizens, organizations, and the media of communication in the district with respect to establishing policy on current college operations and proposed future developments;
9. support the state and national community college trustees associations;
10. finally, strive step by step toward ideal conditions for the most effective community college board service to my community, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and the perpetuation of our representative democracy.

Board Self-Evaluation: A Practical Guide

Instructions:

Step 1: Rate yourself and your Board on each Board performance item by using the scale below (1 representing the lowest rating, and 4 representing the highest rating).

Step 2: Add the numbers and find your final score in the range below.

SCALE:	1. Poor	2. Adequate	3. Good	4. Outstanding
YOU	YOUR BOARD			
_____	_____	1. The Board operates as a unit and honors Board decisions.		
_____	_____	2. The Board understands that its constituency is the entire community.		
_____	_____	3. The Board recognizes the difference between its policy role and the operational role of the President.		
_____	_____	4. The Board operates ethically.		
_____	_____	5. Board members treat staff and each other respectfully.		
_____	_____	6. Board decisions are based on the best interests of students.		
_____	_____	7. The Board and the President have a cooperative relationship.		
_____	_____	8. The Board refers constituent concerns to the President.		
_____	_____	9. The Board ensures all board members follow board policies.		
_____	_____	10. The Board builds a positive image of the college.		
_____	_____	TOTAL		

If your board scored:

40-35: Your board is an outstanding, well operating machine! How do you ensure that?

34-29: Your board is in good shape—it needs some fine-tuning, but overall, it does a good job! What areas require some attention?

28-20: Your board is doing ok but you need to pay attention to some red flags. On which areas do you need to focus?

19-10: Your board may not be doing the best job to serve your college. What should be included in your improvement plan?

What is Micromanagement

And

Why is it Not a Good Idea?

Community college leaders, both presidents and boards, frequently struggle with the “M” word as it can lead to disruption and dysfunction. It is critical that a board and its president candidly discuss this issue and come to an agreement on what will be acceptable to this important leadership team. The following concepts are offered as a means of beginning that conversation. They are based on what is considered best practices in exemplary colleges.

The Perils of Micromanagement

1. When an individual board member or a board “micromanages”, they are stepping out of their role and attempting to do the President’s job. Not only is it not appropriate, it can create significant problems for the organization.
2. Boards hire their presidents to lead the institution and evaluate him/her based on how well they do it. The President is the technical expert and the one who will be held responsible for the outcomes of any decision.
3. When a Board micromanages, it may send a message that they do not trust the President’s judgment.
4. Board micromanagement diminishes the President’s authority and makes it harder for him/her to lead the college and make controversial decisions.
5. Board micromanagement disrespects existing protocols for chains of communication and decision-making structure within the organization and encourages staff to do the same.

Recognizing Micromanagement

1. Some micromanagement is easy to detect as it involves a subject clearly outside the role of a Board.
2. Other micromanagement actions are harder to detect and there may be a difference of opinion between the board member and the President or between board members about whether or not it is micromanagement.
3. One clear indicator of micromanagement is when a board member tells the president or another staff member how to do their job.
4. Board direction should not have the effect of determining the day-to-day decisions of staff members or how they allocate their time.
5. If other board members perceive an action as micromanagement, it often is.
6. Most often if it is a single board member giving direction, it is micromanagement. When an entire board discusses a topic and gives direction to the President, it is more likely that they have struck an appropriate balance resulting in honoring their respective roles.
7. It is easy to unintentionally micromanage. Board members’ suggestions, opinions and reactions are taken very seriously. Their “brainstorming” may be misinterpreted as direction. So, use caution.
8. Avoid micromanagement by focusing on existing policies, goals and priorities.
9. Avoid micromanagement by relating any proposed action to the college’s mission and values.
10. Avoid micromanagement by considering WHAT the board’s goals are, not HOW to achieve them.

Memo to a Rogue Trustee

From: Terry O'Banion

If you are a rogue trustee you are not an ordinary trustee. You stand apart from the other members of the board and are easily identified by all the key players who have a major stake in the college. Check the side bar to see if this description in any way fits your behavior. If it does then you are a challenge for your colleagues, and they have already tried all the usual advice about how to get you to be an effective member of the board: attend conferences and workshops, abide by the college policies, participate as a member of the team, observe the legal controls, etc. Sometimes this advice works; in most cases of rogue trustees it does not.

A different approach might just jar loose something to encourage behavior more appropriate for an appointed or elected official—more appropriate for serving the community as an advocate and champion of the community college. Maybe the following questions will stir something inside you to step back and examine what you are doing as a trustee:

Questions on the Professional Level:

1. To what extent does your behavior cause stress and difficulty for the faculty and staff at the college, including the president?
2. To what extent does your behavior cause stress and difficulty for the other trustees on the board, including the board chair?
3. To what extent does your behavior cause stress and difficulty for the college as a whole, including the students?
4. On an A—F scale what grade would you give yourself in achieving your goals as a trustee at the college?
5. Do you have ambitions for public service following the end of your service as a trustee? If so, how will your reputation as a trustee support your plans?

Questions on the Personal Level:

1. Do you enjoy being a trustee?
2. How do the members of your family feel about the way you conduct yourself on the board?
3. How do you handle the stress usually associated with a person who is the odd person out?
4. Do the rewards, whatever they might be, for being a rogue trustee trump the rewards of a trustee who makes a contribution recognized as valuable by key stakeholders?
5. When you retire from service on the board how do you want to be remembered for your contribution?

Your colleagues do not want to silence your critical analysis of key issues. They do not want you to be a “rubber stamp” of the president or the board chair. They do not ask that you vote so the count can be unanimous. They want you to be an effective member of the common trust board members of community colleges hold in common. It is a sacred

trust not to be held lightly. By your election or appointment you have been entrusted by others to work for the greater good—of the students, the college, the community. You are a “trustee” not a rogue who runs roughshod over the norms and standards of behavior expected of public officials. Maybe these questions will be helpful in calling you back to the core values expressed in your oath of office to serve and champion the community college. There is no greater or more important service than to be one of the key leaders we ask to hold in trust the future of our students.

Sidebar

Rogue trustees run roughshod over the norms and standards of behavior expected of public officials appointed or elected to office. They tend to trample over the ideas and cautions of the CEO, the trustee chair, and member trustees. They place their own interests over the interests of the college. They violate written and unwritten codes of conduct. They often make inappropriate alliances with faculty, staff, and other trustees. They recommend and support policies that are not in the best interests of the institution. They consume an inordinate amount of staff and meeting time. They know how to get attention, to appeal to the base elements in others, and to manipulate individuals and situations to their advantage. Most rogue trustees are quite bright and articulate; some are mentally unbalanced. They are sometimes loners, exiled from the herd, but they also create alliances with others to carry out their agenda. They are high maintenance. They tend to poison the culture of the college instead of helping to create a sense of community, collaboration, innovation, and common values. They become the catalyst for increased defensiveness, paranoia, subterfuge, and fear. In short, they cause enormous damage. The rogue trustee is the elephant in the room, creating an ever-widening circle of frustration and destruction for anything in its path.

— Terry O'Banion *The Rogue Trustee: The Elephant in the Room*

POLICY DEVELOPMENT: A JOINT EFFORT

DISTINGUISHING BETWEEN THE BOARD'S AND THE CEO'S ROLES.

BY PAMILA J. FISHER

THE FOLLOWING SHORT EXCERPT FROM THE FORTHCOMING BOOK TRUSTEESHIP IN COMMUNITY COLLEGES: A Guide for Effective Governance, briefly outlines the board's and the CEO's distinct roles in developing college policy. For more information about the book, or to purchase copies for your board, visit www.acct.org/publications.

Informed and visionary policymaking is a joint effort between governing boards and their chief executives. Together, they establish a systematic approach that defines the roles and responsibilities of college employees and stakeholder groups, the steps in the process, questions to be answered, the perspectives sought, and how the policy will be implemented and monitored. In fact, boards should have policies that set standards for participation in decision-making, including policy and procedure development. They then delegate authority to the CEO to manage the process on behalf of the board.



Governing boards have the following responsibilities in the policymaking process:

- Be alert for the possible need for new board policy or changes in policy.
- Establish a thoughtful and public policymaking process.
- Analyze policy proposals in light of ethical and legal standards.
- Seek out multiple perspectives and consider their implications for policy.
- Adopt broad policies that both provide visionary direction and establish clear parameters.
- Monitor policy implementation.
- Assess the effect of policies on students, the community, and the institution.
- Ensure that policy is periodically reviewed and updated.
- Respect written policy as the voice of the board.
- Identify the policy implications of issues that come before the board.

The chief executive officer, as the board's chief advisor:

- Alerts the boards to a possible need for new policy or a change in past policy.
- Assists the board in defining an appropriate level of policy.
- Helps define and manage a thoughtful and public policymaking process.
- Provides succinct policy analyses and presents alternatives for board discussion.
- Alerts the board to the political ramifications of proposed policy alternatives.
- Includes appropriate references to existing board policy in board meeting agenda items.
- Ensures that procedures identify who implements policy.
- Provides information that enables the board to monitor policy implementation.
- Ensures that the board regularly evaluates and updates its policies.
- Helps the board to clarify the policy implications of their discussions.
- Provides new trustees with an orientation to board policy.

College staff are essential contributors to policy development.

They are aware of changes in student populations and community needs that might influence policy. They see the need for policy changes as they perform their day-to-day duties. College staff members are in an excellent position to assess the impact of proposed policies on their programs and provide that information as part of policy analysis. They develop the data that help boards monitor policy. Since they are the ones who implement the policies, their input obviously needs to be a component of policymaking.

Effective boards adopt, live by, and then monitor their own policies. CEOs help boards adhere to their own policies by including appropriate references to existing policy statements in agenda items. CEOs provide boards with the information they need to monitor policy implementation and evaluate its effectiveness.

How are Policies Developed?

The ways policies are developed vary from college to college and state to state, based on tradition, organizational culture, research

INFLUENCING POLICY

As a trustee, you want to influence your board's policy decisions. You probably have many ideas about who the college should be serving, what the college should be accomplishing, and how staff should do their work. In addition, community members and college employees may contact you with requests for actions or policy changes. You also may feel obligated to promote the ideas of those who supported your election or appointment to the board. How can you, as a single member of the board, best influence the policymaking process and make sure your ideas are considered?

Influencing policy development involves doing your homework and understanding how "things get done." It also involves creating allies by being a positive, supportive member of the board-CEO team. You will be more likely to gain support for your ideas if you understand the culture of your board and institution. You can be more effective when you make suggestions at the appropriate time and place and use the proper channels to present ideas. You will lose your ability to influence decisions if you work outside the system or show disrespect or attack other board members, the CEO, or college staff. Effective trustees uphold their oath of office to work on behalf of the college, and trustees do that by being a positive, contributing member of the board.

capabilities, and politics. All process, though, should be clear, succinct, and allow for openness and engagement of stakeholders.

As strange as it may sound, the first order of business is that each college or college district should have a policy on policies, as it is more critical than one might initially think. The policy should describe the process for policy development, who can initiate it, the opportunity for constituent input, the roles of different players, and how and when a decision is made. It reaffirms the expectation for transparency and involvement but also makes it clear the board makes the final decision. This policy should reference the CEO's role in developing procedures, including collaborating with constituents where that is appropriate. It may make a distinction between the board having a primary role in the development of both policy and procedures related to board operations and a secondary, albeit final, role in the development of some college operational procedures.

Pay close attention to your policy on policies, as some caveats are in order. The board's policy on policies, while generally deferring to the CEO to develop procedures, should clarify that the board retains the right to review all procedures if it becomes concerned that perhaps they are not consistent with the intent of the policy they approved. Additionally, while constituent participation is valuable, be sure that neither policies nor procedures are adopted that confer significant decision-making powers to any constituent group, except where prescribed by law.



Pamela J. Fisher, Ed.D., former chancellor of Yosemite Community College District and former interim chancellor of the City Colleges of San Francisco, has consulted with ACCT for over a decade, focusing on developing leaders, board/CEO relationships, executive coaching and equity and cultural proficiency. Dr. Fisher authored two chapters in the forthcoming second edition of Trusteeship in Community Colleges.

COVID-19

WHAT COMMUNITY COLLEGE GOVERNING BOARDS CAN DO

Effective board best practices make all the difference.

By Pamila J. Fisher

AS THE NATION CONTINUES TO COPE WITH AN unprecedented crisis affecting every aspect of our lives, America's community colleges have responded quickly to meet the needs of their current students. The role of local governing boards during this crisis is to ensure their colleges continue to serve their communities now while also focusing on the long-term future of their institution. But even experienced conscientious boards may wonder what is the best way to carry out that role during these dramatically different times.

The short answer is that following widely accepted "best practices" for effective trusteeship is still the most helpful way to support your CEO and protect and advocate for the interests of your students and community. That said, some attitudes and behaviors are more productive than others during a crisis. Focusing attention on what matters most, both in the short-term and the long-term, is the responsibility of a governing board.

Exemplary Individual Board Members

Most board members understand their role is to set policy and direction, monitor results, and collaborate closely with their CEO. During a time of crisis, if even a single member behaves inappropriately, the impact is magnified and will divert the CEO's attention from critical tasks.

What an exemplary board member can do is

- Be available and responsive to their CEO.
- Be informed, prepared, and read all updates as soon as they are received.
- Be adaptable and willing to quickly learn and use new technology.
- Be patient as some usual services may be delayed.
- Be compassionate to their students, staff, the president, and peers.

Exemplary Governing Boards

Ensuring the safety of students and staff while providing much needed services are the basic priorities of every board. Exemplary boards, though, also will ensure the future viability of the institution.

What exemplary governing boards can do is

- Focus on the big picture and the future.
- Focus on the college's mission and values.
- Focus on energizing momentum to continue major initiatives.
- Focus on policy and stringently avoid getting into operations.

Excellence in Action

As visible community leaders charged with ensuring the viability and success of the college, governing board members may want to consider some of the following strategies.

Empower and Support Your CEO

Even in the best of times, positive working relationships between and among board members and their CEO are critical to the success of the college. Open communication, respect, and trust are essential. During a serious ongoing crisis, these characteristics are even more significant.

Governing boards need to empower their CEOs to do what is necessary and vital to the safety of students and staff and the future of the college, even if it means the CEO sometimes may have to act quickly and not always consult with the entire board. The board should expect its CEO to exercise good judgement and inform the board as soon as possible of key decisions. But this is not the time for individual board members to second-guess decisions about college operations.

It also may be necessary for the board to defend the CEO with campus constituents regarding decisions that did not go through the usual participative governance process. As with the

COMMUNITY COLLEGE BOARDS HISTORICALLY HAVE RESPONDED TO THE NEEDS OF THEIR COMMUNITIES THROUGH A WIDE VARIETY OF CHALLENGES. COVID-19 IS ARGUABLY THE MOST PROFOUND AND PERVASIVE CHALLENGE SO FAR, BUT BOARDS CAN INFLUENCE HOW COLLEGES RESPOND AND MOVE FORWARD.

governing board, the CEO should provide communication with those constituents and explain, when needed, why a decision had to be made expeditiously. However, even when consultation occurs, the implications of operating within a COVID-19 environment will require significant changes that may not be popular with all constituents. When this happens, the board must support its CEO and the new directions of the college if their institution is to thrive during and after this crisis.

Conduct Courageous Conversations

Regular and special board meetings are certain to contain discussions about how the college is responding to the safety demands of a COVID-19 environment. In addition, the board's role is to ask questions about other critical topics related to the college's long-term viability. For example, boards may ask:

- How are our students really doing?
- What are we doing to ensure our equity agenda is surviving?
- What pedagogical options are being explored, and do we know what works?
- Are we developing different scenarios that provide flexibility for the college?
- What are the fiscal implications for the next three to five years?

Invest in Technology for the Governing Board

Most community colleges already are heavily invested in instructional and administrative technology. The spring of 2020 saw a huge increase in the use of remote learning. Regardless of COVID-19's path, the increased use of technology will continue, and most colleges are wisely planning for that. What may be overlooked is the need to invest in the technological expertise of governing boards.

While some boards had been using technology during meetings for the past several years, many were not. When physical safety required not meeting in person this past spring, all boards had to learn to conduct their business through some use of technology. Unfortunately, the range of expertise among board members was glaringly apparent and impacted the effectiveness of those meetings.

To conduct effective meetings honoring social distancing, colleges should move quickly to provide technological tools to every board member who needs them, as well as the training to acquire the skills to use those tools. Also critical is educating board members about effective practices for virtual meetings. (Suggestions for this topic are available at www.acct.org/article/suggestions-successful-virtual-board-meetings).

Governing boards also will need to practice openness and flexibility regarding how they conduct their business. A few boards have conducted not just effective virtual meetings, but also workshops, retreats, and even presidential search interviews. All will need to learn to do that. Everyone knows the success of the college is dependent on the governing board, and now (intimidating as it is for some) technology literacy has become a requirement for an effective governing board.

Provide Professional Development at all Levels

Governing boards are not the only college constituency in need of professional development. As widespread as distance learning had become, there were thousands of instructors who, before this past spring, had never taught online. Additionally, some college support staff do not use or have access to computers at their immediate worksites or in their homes. This discrepancy must be addressed.

From the simplest of skills to being able to participate effectively in a virtual meeting and becoming a superb facilitator of remote learning and services, the demand for much greater technological expertise will only continue to grow. Part of the governing board's role is to ask the right questions about technological use, access, training, and funding.

Community College Boards Can Do It!

Community college boards historically have responded to the needs of their communities through a wide variety of challenges. COVID-19 is arguably the most profound and pervasive challenge so far, but boards can influence how colleges respond and move forward. By understanding their role, supporting their president while asking the right questions, and keeping the focus on the big picture, they can ensure that their communities will be served well today and remain viable and successful tomorrow.



Pamela J. Fisher, Ed.D., former chancellor of Yosemite Community College District and former interim chancellor of the City Colleges of San Francisco, has consulted with ACCT for over a decade, focusing on developing leaders, board/CEO relationships, executive coaching, and equity and cultural proficiency. Dr. Fisher authored two chapters in the forthcoming second edition of Trusteeship in Community Colleges.

WHEN THE DISSENTER BECOMES THE DISRUPTOR

A longtime board retreat facilitator discusses how to know when the behavior of a board member has gone too far and what to do about it.

By Pamila Fisher, Ed.D.



Challenging board members who disrupt a board rarely change their behavior without other board members taking corrective action. Therefore, it is in everyone's best interest to prevent this type of disruption from occurring at all.

IN 2024, THE ROLE OF A SUCCESSFUL PUBLIC COMMUNITY college board member is both more important and more challenging than ever in our more than 120-year history. Unfortunately, some individuals who serve on boards do not respect the foundational principles upon which public community colleges were developed and guide how a trustee is expected to fulfill their responsibilities. A few even question the comprehensive community college mission. These differences are exacerbated by a recent cultural shift through which disrespectful and uncivil behavior are more common and tolerated. When individuals who hold any of these views are appointed or elected to a community college board, their behavior can disrupt an otherwise successful board and college.

Fortunately, those who feel this way are in the minority and have not caused widespread disruption to our colleges' abilities to fulfill their missions as public, open-access providers of high-quality higher education. Unfortunately, there are signs that the number is increasing. In a recent ACCT survey of member board members, some of the highest-priority concerns cited by respondents included these three areas:

- Colleagues on boards do not understand or accept their respective roles, responsibilities, and limitations as trustees.
- Trustees (new and long-term) attempt to impose their religious views on college-wide decisions.
- Political divisiveness throughout the country has reached the college boardroom, making it more challenging to focus on the college mission and operate as a cohesive team.

Far more common are the many instances of individual trustees, or occasionally small groups of two or three trustees, who simply behave in ways that disrupt a governing board's operation. These behaviors range from minor annoyances to seriously destructive conflict. Whether intentional or not, these behaviors have a negative impact on the college. When board members do not follow legal guidelines, college policies, and accepted best practices, the following can occur:

- Other board members and their president or chancellor are distracted from the critical issues of the day.
- The board's dysfunctional behavior becomes a role model for some college staff.
- The board's reputation in the community suffers, harming the community's faith in the quality and value of the college itself.

- The board's actions jeopardize the college's accreditation status, bringing harm to the institution's reputation and stability, and jeopardizing the perceived value of credentials earned at the college by students.

Challenging board members who disrupt a board rarely change their behavior without other board members taking corrective action. Therefore, it is in everyone's best interest to prevent this type of disruption from occurring at all.

Prevention

As always, prevention of a problem is the preferable approach. There are many ACCT resources available to help boards understand and adopt best practices that encourage effective trusteeship.

A quick checklist to assess how well your board has prepared follows: Does your board...

1. Engage in regular professional development for all members?
2. Provide extensive orientation for new members?
3. Develop and regularly review key board policies related to conduct?
4. Conduct annual board self-assessments?
5. Participate in annual retreats where serious open discussion occurs?
6. Focus all decisions on the college mission and what is best for students?

Warning Signs

There are signs of inappropriate behavior that should not be ignored. The following is a sampling, not an exhaustive list, of such behaviors:

- Violating legal guidelines related to open meeting laws and confidentiality
- Ignoring formal college policies
- Engaging in daily operations or micromanaging
- Not honoring a decision once it is made by the board
- Improper communication with employees
- Inappropriate use of social media
- Speaking "for the board"
- Yielding to undue outside influences and special interest groups
- Undermining the president or chancellor
- Being hostile and disrespectful to colleagues and staff
- Using their role to promote their political career

Leading a successful community college is not likely to get any easier in the near future. Courageous and thoughtful leaders need to think ahead and must be ready to intervene when a member's behavior becomes disruptive to the college's progress. It is wise to consider these policies and practices before you need them — and thus perhaps avoid ever having to implement them.

IS THIS YOU?

1. Do you sometimes share confidential information about the college, but only with your significant other or another trusted confidant?
2. Do you call other board members to share how strongly you feel about an upcoming vote?
3. Do you reach out to college staff when you need information because you do not want to bother the president?
4. When you notice something on campus that needs attention, do you contact the facilities administrator?
5. Do you receive more calls from concerned employees than other board members?
6. During board meetings, do you surprise staff or the president with questions some of your colleagues interpret as disrespectful or condescending, or questions that should have been raised ahead of time?
7. Do you find it necessary to speak about almost every item on the board agenda?
8. When a vote is taken and your opinion was in the minority, do you believe you need to explain to the campus and public why you were correct and your colleagues were wrong?
9. Do you find yourself frustrated or even angry that your colleagues do not listen to you, even though you are more experienced and knowledgeable?
10. Have you expressed your dissatisfaction with other members of the board and/or the president with employees, the public, or the press?
11. Has one or more members of the board asked you to change specific behaviors?
12. Do you feel isolated and no longer enjoy being on your college board?

Disruptive board members often do not recognize that they contribute to board dysfunction because their intentions are good and they are confident about their opinions. If you answered "yes" to several of these questions, you may want to reflect on what it means to be part of a collaborative community college governing board. Changes in your behavior could enable you to be a more successful contributor and influencer in the accomplishment of the college's mission.

follow your own policy and procedures and advisable to seek legal counsel as well.

Most states limit what a board can do as a sanction against a board colleague, whether elected or appointed. The most common response is a public letter of reprimand. Sometimes, the sanction includes removing the offender from an officer position on the board, or another appointed role the board has granted them. Sometimes, the response may be a refusal to approve travel for the member. Whatever actions are taken, the board dynamics will be changed, and the board majority should have a plan for how they will move forward.

Preparing for the Future

Leading a successful community college is not likely to get any easier in the near future. Courageous and thoughtful leaders need to think ahead and must be ready to intervene when a member's behavior becomes disruptive to the college's progress. It is wise to consider these policies and practices before you need them — and thus perhaps avoid ever having to implement them.



Dr. Pamela Fisher is a graduate of Modesto Junior College, former chancellor of Yosemite Community College District, former interim chancellor of the City College of San Francisco, and she has conducted more than 60 CEO searches and over 100 governing board retreats on behalf of ACCT over the past 15 years.

Ideally, a board should already have a policy on recourse that spells out when and how it will act if the board finds a serious breach of legal or policy guidelines has been alleged or has occurred. Such a policy need not be long and is often included in, or follows, a college board's code of ethics or conduct.

- Advocating for an ideological position contrary to the college mission
- Behaving unethically and dishonestly
- Tolerating board meetings that are obviously dysfunctional

Intervention

Every board member is responsible for the effectiveness of his or her board. At some point, one or more trustees will go from being disappointed to being appalled to being genuinely concerned for the college's future if a colleague's behavior fails to live up to the standard expected of a trustee. Since most trustees are genuinely nice people who love their college and are honored to serve on the board, they rarely are the kind of person who finds confrontation an easy thing to do. And yet confrontation must be the first step toward intervention and conflict management.

In general, a good place to begin is a private conversation with a colleague about how their behavior affects others. That can be done by the board chair, or the chair may ask another colleague to do that if their personal relationship with the disruptor is better. Confrontation in private is always best if possible. An exception is if something destructive has been said in public. In that case, the chair must clarify immediately, in public, that what was just said is not the view of the board. This is essential because it is understood that every board speaks as a collective with "one voice," and if an inappropriate or damaging comment goes uncorrected in public, then that comment is likely to be perceived as the view of the board as a whole. Correcting the comment publicly communicates that the individual spoke only on his or her own behalf, and this can prevent public perception that a board is working against the interests of the community and the mission of the college. It can also be helpful to ask the person who misspoke if they would like to rephrase or apologize for their comments.

When private conversations with the difficult person have not worked, a conversation that includes a third trustee may be more effective if that does not constitute a quorum.

When informal conversations do not work, it is a good idea to review the previously mentioned prevention checklist and ask if all those activities have occurred in a meaningful way. If not, back up and start there. Sometimes, a review of a college's statement of roles and responsibilities and code of ethics as well as your board self-assessment results is all that is needed to improve the behavior, along

with reviewing the mission and core values that should be guiding every board decision.

Frequently, outside assistance in the form of a facilitated retreat can be helpful. An independent facilitator can establish guidelines that allow all participants to participate fully. Taking time to really get to know one's colleagues in a way that is not possible in a formal board meeting is often a significant step toward creating a safe environment for discussing sensitive issues. Once that happens, a facilitator can help defuse any tension or hostility, but not the emotion, so members can openly express their concerns. Once everyone feels they have spoken and been heard (even though they still disagree), it is possible to discuss techniques for successful conflict management, both then and in the future. However, do not expect a single retreat to resolve all the issues that may have been at play for months or even years. It takes time to build trust. But learning strategies for handling future conflict is doable if it includes an action plan for further communication skills development.

Recourse

In rare situations, no intervention strategies will change a particular person's behavior. Some people will never accept that they are the outlier. They believe they are right and everyone else is wrong. They feel disrespected even when they may themselves be a bully. Or they may have a single agenda (not consistent with the college mission or best practices), and they will not let it go.

When all else has failed, a board may conclude it is necessary to take recourse to indicate their disapproval of said behavior. This is a major step and should not be taken lightly. But there are reasons when it may be advisable. One of the most common reasons boards have decided to take this step is to make it known to the public (college staff and community) and their respective accrediting commission that they do not approve of the behavior in question. While a board may be hesitant to do this, in serious situations it may be a necessary step to reassure the college's community that the institution's leadership is responsible and committed to public service.

Ideally, a board should already have a policy on recourse that spells out when and how it will act if the board finds a serious breach of legal or policy guidelines has been alleged or has occurred. Such a policy need not be long and is often included in, or follows, a college board's code of ethics or conduct. When a board is considering such an action, it is important to

THE EFFECTIVE BOARD CHAIR*

If you are a community college governing board chair you should feel privileged and proud but also a heavy sense of responsibility and accountability for your college's future. This publication is for and about you.

Millions of individuals' lives, their families and their communities have been positively changed since the inception of America's junior, community and technical colleges more than 100 years ago. It would be hard to overestimate the impact the community college movement has had on this country's culture, economy and success.

While an outstanding community college will have many employees demonstrating excellence in their respective roles, the formal leadership of the college plays a major role in ensuring that occurs. Thus, the characteristics and skills of college presidents and chancellors have been extensively studied for decades. As the complexity of leading a public community college has grown exponentially in recent years, increasing attention also has focused on the role and impact of a college's governing board on a president or chancellor's success, and thus on the college itself. This focus is reflected in the press, in legislatures and Congress and most dramatically, in recent accreditation standards.

Regardless of some state differences in how governing boards are organized and seated, all boards are expected to operate as a collegial team in pursuit of accomplishing the college's mission. Although the requirements to become a trustee are minimal, the needed knowledge and skills to be effective are extensive. At the local, state and national levels, professional associations, including the Association of Community College Trustees, make providing the necessary education and training of governing boards a major part of their activities. What recent research and experience demonstrates is that how successfully the board operates is often dependent not just on board member behavior, but also upon the effectiveness of the chair of the governing board.

The purpose of this publication is to provide guidance that hopefully will assist those trustees who currently are board chairs, or who are considering becoming a board chair, or who simply want to better understand this special position and be supportive of their board chair. The information also should be useful for college presidents and chancellors who can discuss included suggestions with their respective board chairs to increase communication and clarify mutual expectations.

The following discussion of the opportunities and challenges of being an effective board chair is organized around three premises. They are:

- 1. To be an effective board chair, an individual must first be an effective and experienced board member.*
- 2. To be an effective board chair, an individual must have or acquire unique knowledge and skills required by the board chair role.*

3. *To be an effective board chair, an individual must have exemplary emotional intelligence and the interpersonal qualities and skills required to lead and facilitate a lay board team of highly qualified officials.*

The information provided here should be only one point on your journey to becoming an effective board chair. Fortunately, there are resources and opportunities available to you to further your professional development related to this topic.

Excerpted from **The Effective Board Chair, written by Dr. Pamila Fisher and published by the Association of Community College Trustees, scheduled for release Winter 2025.*

**THE BOARD CHAIR RELATIONSHIP
WITH THEIR
PRESIDENT OR CHANCELLOR***

- 1. *A College cannot be successful without effective governance leadership.***
- 2. *A governing board cannot be successful without an effective president or chancellor.***
- 3. *A president or chancellor cannot be successful without an effective governing board.***
- 4. *A governing board cannot be successful without an effective relationship between its chair and the college president or chancellor.***

In other words, we are all in this together and dependent upon one another. Fortunately, we all should be committed to the college and its mission and share a vision and core values so that is a great start.

At the same time, there is a bit of a paradox in the relationships involved in making this happen.

Therein lies the source of much confusion and sometimes conflict!

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